

APPENDIX E
REPRESENTATIVE SPONSORED PROJECTS,
COLLEGE OF EDUCATION, 1991-2004

The project listings do not include awards made by offices internal to EMU, *e.g.*, the Provost's Office, the Graduate School. The externally-sponsored projects that were announced in *Monday Report* are given below. Totals for each year will not necessarily be consistent with information from ORD records and reports, as given in Chapter 5. Some awards were made that were not reported in *Monday Report*. In other cases, ORD "pro-rated" dollar amounts and other statistics when those faculty/staff members involved in a project were in different organizational units.

1991-1992.

A \$50,000 grant from the Environmental Research Institute of Michigan for the renovation of space and the acquisition of equipment for the Computer Access for Vision and Employment (CAVE) project.

A \$30,921 grant from the American Express Company to NICE to support planning for the Third International Symposium on the Consumer and Financial Services, to be held at Keio University near Yokohama, Japan.

A \$5,000 grant from AT&T to NICE for a consumer education satellite broadcast project. Patricia Bonner was the project director.

An \$8,610 grant from the Michigan Association of Insurance Companies to NICE for insurance education seminars. Rosella Bannister was the project director.

1992-1993

A \$10,000 grant from the Ford Motor Company Fund to NICE for "Excellence in Consumer Education. Rosella Bannister was the project administrator.

A \$2,000 grant from the Richland Development Corporation to NICE for "Excellence in Consumer Education." Rosella Bannister was the project administrator.

A \$500 grant from the Complete Auto Transit, Inc. to the Center for Substance Abuse Education and Training (HPERD) for "Workplace Transition: Coping with Relocation and Change." Patric Cavanaugh was the project administrator.

A \$9,348 grant from the Livingston County Educational Services Agency to the Center for Substance Abuse Education and Training for "Student Assistance and Group Facilitator Training. Patric Cavanaugh was the project administrator.

HPERD assisted with a \$9,620 grant to Sociology from Wayne County for "Youth Summer Recreation Improvement Project."

A \$7,733 grant from Vista Maria For substance abuse awareness and group facilitator training for members of the organization's staff. Patric Cavanaugh was the project director.

A \$3,500 grant from Loomis, Sayles & Company for a partnership model for delivering career counseling services. The project was designed to provide comprehensive career development services for Willow Run and "real world" career counseling training for graduate students in guidance and counseling. Jane Goodman was the project director.

A \$2,500 grant from the National Futures Association to NICE for conducting a workshop on "Teaching Financial Responsibility." Rosella Bannister was the project director.

A \$10,000 award from the Michigan Department of Labor and the Michigan Community Service Commission to Christina Jose-Kampfner for "Youth Helping Youth" in southwest Detroit.

A \$30,000 grant from the American Express Company to NICE to support the preparation and dissemination of 3000 copies of the "Proceedings" of the Third International Symposium on the Consumer and Financial Services, which was sponsored by NICE. Rosella Bannister was the project director.

A \$10,675 grant from the Michigan Association of Insurance Companies to NICE for the purpose of providing seminars for high school teachers and curriculum developers on the topic of insurance concepts in the secondary curriculum. Rosella Bannister was the project director.

A \$15,000 grant from the American Express Company to NICE to fund regional teacher education seminars and a clearinghouse for consumer education materials. Rosella Bannister was the project director.

A \$34,705 grant from the National Coalition for Consumer Education to NICE to continue the services of the national credit education clearinghouse. Rosella Bannister was the project administrator.

A \$10,565 grant from a coalition of sponsors to NICE to conduct workshops on "Consumer Approach to Investing" in Colorado, Minnesota, and Washington, D.C. Rosella Bannister was the project administrator.

1993-1994.

A \$5000 grant from The Michigan Partnership for New Education for "Teacher Education Reform Planning." James Riley served as project director.

A \$1000 grant from the Institute for Preventative Sports Medicine towards acquiring a PEDAR system for the electronic measurement of foot pressures under dynamic conditions. Doug Briggs was the project director.

A \$7220 grant from Novel Electronics, Inc. and \$8000 from an EMU matching account toward the acquisition of the PEDAR system. Doug Briggs was the project director.

A \$15,180 grant from the K-Mart Corporation to NICE for a seminar in "Money Management for Women in the '90's." Rosella Bannister was the project director.

A \$15,000 grant from AT&T to NICE for support of the "Consumer Education Policy Summit: Building Alliances for Action." Rosella Bannister was the project director.

An \$8000 grant from the Michigan Campus Compact and the Michigan Community Service Commission as a Michigan Generation Grant. Christina Jose-Kampfner was the project director.

A \$19,080 grant from the Macomb/St. Clair Private Industry County for a "JTPA Guidance Model" project. Jane Goodman was the project director.

A \$13,520 grant from the American Express Company to NICE for conducting "Personal Money Management Education in Hungarian Schools." Rosella Bannister was the project director.

A \$1500 grant from the Susan Allen Trust to conduct a research-based project to assist a client with personal communication through the assistance of a wheelchair-portable voice output communication aide. Carole Gorenflo was the project director.

A \$10,000 grant from The Ford Motor Company Fund to NICE for general support of the work of the National Institute for Consumer Education. Rosella Bannister was the project director.

A \$10,000 grant from AT&T to NICE for a supplement to the "Excellence in Consumer Education" project. Rosella Bannister was the project director.

A \$40,000 grant from AT&T to NICE for the "Consumer Education Policy Summit: Building Alliances for Action." Rosella Bannister was the project director.

A \$5400 grant from Michigan Campus Compact for "Youth Helping Youth." Christina Jose-Kampfner was the project director.

A \$3500 grant from Loomis, Sayles & Co. for "A Partnership Model for Delivering Career Counseling Services." Jane Goodman was the project director.

A \$1000 grant from the American Alliance for Health, Physical Education, Recreation, and Dance to organize and conduct a series of national workshops on physical education for pre-school children with disabilities. Michael Paciorek was the project director.

A \$7295 grant from a source whose identity has been misplaced to acquire two IBM laptop computers for use by students with disabilities. Jenny Clark was the project director.

A \$14,260 grant from the Michigan Association of Insurance Companies to NICE to present three professional development seminars for high school classroom teachers and curriculum developers. Rosella Bannister was the project director.

1994-1995

A \$10,000 grant from AT&T to NICE. Rosella Bannister was the project director.

An \$8000 grant from The Hastings Group to NICE. Rosella Bannister was the project director.

A \$7000 grant from the American Express Company to NICE. Rosella Bannister was the project director.

A \$7000 grant from the National Futures Association to NICE. Rosella Bannister was the project director.

The four awards just above went to support the Consumer Education Policy Summit (Phase II); the writing of the "Consumer Approach to Investing" teaching guide; and workshops held in Alabama, Arizona, Minnesota, North Carolina, and Ohio on the subject of "consumer knowledge: investment and privacy issues."

A \$218,000 grant from the Corporation for National and Community Service ("AmeriCorps") to support (a) "Learn and Serve" infrastructure that will promote service-learning in EMU classes (with a budget of \$136,427) and (b) 10 "Opportunity Centers" in Ypsilanti and Willow Run to help at-risk elementary children achieve academic success. Dale Rice served as the project administrator and director.

An equipment grant, valued at \$12,000, from MedGraphics, Inc., of an Exercise Dynamometer and Computerized Interactive Exercise Training System for use in HPERD's Sports Medicine Laboratory. The equipment was for general use for fitness testing and training formats and for particular use in research on the effects of caffeine consumption on muscular power development and the replenishment of muscle glycogen. Paul Gordon was the project director.

A \$216,265 grant from the Skillman Foundation for the first year of operation of the Comer Schools and Families Initiative. The project sought to raise student achievement and promote

healthy growth and development of young people by implementing the Yale Child Study Center's School Development Program in the Detroit Public Schools. Jerry Robbins was the project administrator and Alison Harmon was the project director.

A \$22,280 grant from The National Coalition for Consumer Education and AT&T to NICE as sponsors of the "National Credit Education Clearinghouse." Rosella Bannister was the project director.

A \$14,635 grant from The International Credit Association to NICE for sponsorship of the 1994 Michigan Credit Education Conference. Rosella Bannister was the project director.

A \$3300 grant from the National Council on Economic Education to NICE for sponsorship of a "Taxes and You" workshop. Rosella Bannister was the project director.

A \$70,000 grant from the Kmart Corporation to NICE to support consumer education activities in Michigan schools. Rosella Bannister was the project director.

A \$3000 grant from the Livingston Educational Service Agency toward costs of producing the "Slam Dunkin' Into Teaching" video. Nora Martin was the project director.

A grant of \$2101 from the Susan Allen Trust for continuation of the Susan Allen Communication Project which focused on technology intervention for a closed-head injured individual. Carole Gorenflo was the project director.

A \$3000 grant from NCCE/AT&T Consumer Credit Education Fund to NICE to use the Internet to post a variety of files containing information and resources for consumers seeking up-to-date credit education information. Gwen Reichbach was the director of the project.

A \$2000 grant from AT&T to NICE to add New Mexico and Ohio to the Consumer Education Policy Summit. Rosella Bannister was the project director.

A \$1500 grant from AT&T to NICE to continue the Credit Education Clearinghouse, including the operation of the 800-toll free number. Rosella Bannister was the project director.

An \$850 grant from TRW Inc. to NICE to prepare a summary report of the results of the International Credit Association survey for the Information Services Division of TRW Inc. Gwen Reichbach was the project director.

A \$12,000 grant from the Spencer Foundation to support Barbara Diamond's case study of the literacy curriculum and related teaching practices in six targeted elementary/middle schools identified as having an African-centered curriculum. Barbara Diamond was the project director.

A \$28,000 grant from the Michigan Department of Education to develop exemplary physical education programs. Erik Pedersen, Steve Moyer, and Michael Paciorek were the project coordinators.

A \$20,000 grant from AT&T to NICE to support a conference in Washington, DC to address financial services, privacy issues, and other consumer issues. Rosella Bannister was the project director.

A \$15,000 grant from Tennessee State University to use the Project STAR database to seek to determine what school effects seem to explain the Project STAR results. Charles M. Achilles was the project director.

A \$3000 grant from the American Association of Retired Persons to NICE to conduct a literature review of the consumer information and education preferences for older adults. Rosella Bannister was the project director.

A \$975 grant from the Ann Arbor-Ypsilanti Community Partnership to produce a report to be presented to Ypsilanti's mayor and city council on what children want to do for fun and excitement. Vic Chaisson was the project director.

A \$498,013 grant (60%-40% between Special Education and Campus Life) from the Michigan Community Service Commission ("AmeriCorps") for Americorps: Teams for School Success. Dale Rice was the project director for the Special Education/COE portion.

An award for \$34,375 in in-kind services from and for the K.B. White Professional Development School in Detroit. Robbie Johnson and Donna Schmitt were the co-project directors for this activity.

A \$15,950 grant from the Michigan Association of Insurance Companies to NICE for the presentation of three professional development workshops on insurance education. Carolyn O'Neill was the project director.

A \$3510 grant from TRW Inc. to NICE to develop consumer materials concerning divorce or re-marriage education programs. Gwen Reichbach was the project director.

A \$3960 grant from AT&T to NICE to develop "train-the-trainers" discussion guides for use with business and civic leaders in community group seminars. Gwen Reichbach was the project director.

A \$145,000 grant from The Skillman Foundation for the second year of operation as the university partner for Detroit's Comer Schools and Family Initiative. Alison Harmon was the project director and Jerry Robbins was the project administrator. Other funds brought the cost of this project up to \$206,348.

1995-1996

A \$135,391 grant from Ford Motor Company Technical Training and Publications to develop a measurement and evaluation system that captured the impact of the TT&P Department's products and services on the technicians' abilities to 'fix it right the first time, on time, every time.'" Sarah Huyvaert was the project director.

A \$140,000 grant from the Skillman Foundation as a supplement to other funding for the current year of operations of the Comer Schools and Families Initiative. (Total cost of the project = \$438,315.) Alison Harmon was the project director and Jerry Robbins was the project administrator.

A \$4500 grant from the Michigan Department of Education (part of a total \$10,908 project) to examine ways to reconfigure or restructure pre-service teacher preparation programs for general educators and special educators. Nancy Halmhuber and Kathleen Beauvais were the project directors.

A grant of \$80,142 from the Michigan Department of Education Eisenhower Professional Development Program for "Plants and People of Many Cultures Who Hunt and Benefit from Them." The goal of the project was to encourage teachers who teach under-represented groups in science to use biographies of diverse plant scientists/hunters with oral storytelling and hands-on science through the learning cycle. Peggy Daisey was the project director.

A grant of \$224,636 from the Michigan Community Service Commission for "Americorps: Teams For School Success." These funds supported continuation of 14 Opportunity Center sites for K-9 students in the Ypsilanti and Willow Run areas through use of 10 full-time and 40 part-time Americorps personnel. Dale Rice was the project director.

A grant of \$50,000 from the Corporation for National and Community Service to support second year activities of "Learn and Serve America." Dale Rice was the project director.

A grant of \$20,115 from the Monroe Intermediate School District for "Goals 2000 Local Reform and Professional Development." This was to permit EMU to serve as a higher education partner with the ISD's and local districts in Monroe and Lenawee counties to implement school reform. A primary role for EMU was to train teachers in classroom uses of technology. Don Hackmann was the project director.

A grant of \$10,000 from Tennessee State University for continued support for the "TSU-Project STAR" project. Charles M. Achilles was the project director.

A grant of \$3000 from the South Lyon School District for "Site-Based Team Effectiveness Research in South Lyon Public Schools." James Berry was the project director.

A grant of \$3000 from the Howell Public School District for "Site-Based Team Effectiveness Research in Howell Public Schools." James Berry was the project director.

A grant of \$26,750 from Ariel Dynamics, Inc. to apply toward the acquisition of computerized equipment to analyze athletic movement for critique, instruction, and research. Michael Bretting was the project director.

A grant of \$11,000 from AT&T to NICE to expand the provision of consumer education information via the Internet to teachers, K-12 students, and adults. Rosella Bannister was the project director.

A grant of \$8,030 from AT&T to NICE to update and extend the services of the National Credit Education Clearinghouse by revising current materials and making them available through the World Wide Web. Rosella Bannister was the project director.

1996-1997

A \$70,000 award, from Packard Bell, through Attorney General Frank J. Kelley, as part of a multi-state settlement, to NICE for educating the public on consumer issues. Rosella Bannister was in charge of these funds.

A \$149,000 grant from the Skillman Foundation for "Comer Schools and Family Initiative Year 3 Funding." Allison Harmon was the project director and Jerry Robbins the project administrator.

A \$23,245 grant from Child and Family Services of Washtenaw, Inc. for "AmeriCorps: Teams for School Success--Child and Family Services Support." Dale Rice was the project director.

A \$15,000 grant from Ypsilanti Public Schools for "Ypsilanti Schools Parent Partnership-2000 Project." Jim Berry was the project director.

A \$28,020 grant from the Detroit Empowerment Zone Financial Institution Consortium to NICE for "Consumer Education in the Detroit Empowerment Zone." Rosella Bannister was the project director.

A \$25,000 grant from the Michigan Public Health Institute (Comer Project-related) for "Cardiovascular Risk Reduction Project for African-American Elementary Students and Their Families." Mary Anne Homann and Jacqueline Newsome-Oden (Nursing) were the project directors.

A \$990 grant from the Michigan Campus Compact for "Campus Compact Student Support: Academic Service-Learning Longitudinal Study." Dale Rice was the project director.

A \$900 grant from the Michigan Campus Compact for "Campus Compact Student Support: Academic Service-Learning Training Module." Dale Rice was the project director.

A \$49,500 grant from the SOS Community Crisis Center for "AmeriCorps: Teams for School Success--SOS Community Crisis Center Support." Dale Rice was the project director.

A \$251,759 grant from the Michigan Community Service Commission for "AmeriCorps: Teams for School Success--Year 3." This continuation project coordinated educational activities for K-9 students in the Ypsilanti and Willow Run areas. EMU trained and supported 62 part-time AmeriCorps participants to work at 19 Opportunity Center sites. Trained participants, parents, and community teams worked together at each Center to provide children with learning opportunities. Dale Rice was the project director.

A \$70,000 award from The Bonisteel Foundation of Ann Arbor to purchase computers and related equipment for a classroom to be used for College of Education purposes. Bert Greene was the project director.

A \$24,200 grant from AT&T to NICE to produce credit education information on the World Wide Web in four components: fact sheets, mini-lessons, resource lists, and distribution of products. Rosella Bannister was the project director.

A \$3750 grant from the Ypsilanti Public Schools to develop a study design for the 1996-97 survey of YHS graduates. Marvin Pasch and Sarah Huyvaert were the project directors.

A \$3000 grant from Tennessee State University to continue a study of the data from Tennessee's Project STAR. Charles M. Achilles was the project director.

A \$2500 grant from the Corporation for National Service for the "Martin Luther King, Jr. Literacy Day." Activities were held in five Willow Run elementary schools and at the Ypsilanti Parkridge police mini-station. The funds provided books for children, which were presented as part of a "Read In" to promote a literacy environment in the schools. Dale Rice was the project director.

A \$20,247 grant from the Willow Run schools to facilitate the work of the Ypsilanti-Willow Run-Lincoln consortium to improve district and building capacity for student achievement. Jim Berry was the project coordinator.

A \$101,998 grant from the Michigan Department of Education to conduct "Plants and People of Many Cultures Who Hunt and Benefit from Them." This professional development project with Van Buren Public Schools promoted teacher and student interest in and knowledge of plant science (i.e., Michigan Essential Goals and Objectives for Science Education) by integrating biographies of plant hunter/scientists from diverse cultures, oral story-telling, plant science activities, and authentic assessment. Forty elementary and middle school teachers from Van Buren, Willow Run, and Westwood schools who represented and/or taught under-represented groups in science participated in after-school workshops, field trips, and classroom visits. Peggy Daisey was the project director.

A \$3960 grant from the National Bank of Detroit to NICE to revise the Credit Education Discussion Guide that was first published in 1988. Rosella Bannister was the project director.

A \$112,885 grant from the Michigan Department to support "Chemists and Physicists of Many Cultures: Their Lives and Experiments." This project, conducted with the Highland Park Schools, promoted teacher and student interest in and knowledge of chemistry, physical science, and technology by integrating biographies of scientists from diverse cultures, oral story-telling, science activities, and authentic assessment. Forty elementary and middle school teachers from Highland Park, Inkster, and River Rouge who represented and/or taught under-represented groups in science participated in after-school and Friday released-time workshops, field trips, and classroom visits. Peggy Daisey was the project director.

A \$87,875 grant from the Michigan Department of Education for "Creative Linkages for Increased Minority Baccalaureates (CLIMB). This partnership between EMU and Washtenaw Community College was to increase the number of transfers of students of color from WCC to EMU to complete bachelors' degrees and to support them through their successful matriculation and state certification. Students were afforded strong academic, programmatic, and social ladders of support including formal orientations, mentoring, tutoring, academic advising, and career and leadership development training. Robbie Johnson was the project director.

A \$5000 grant from Tennessee State University for a contract amendment which will permit C.M. Achilles to access the Project STAR database and seek to determine what, if any, school efforts seem to explain the Project STAR results. C.M. "Chuck" Achilles was the project director.

A \$163,000 grant from the Skillman Foundation for "Comer Schools and Family Initiative: Supplemental Funding-Year Three." This was a continuation of support for the implementation of the Comer School Development Program components in partnership with the Detroit Public Schools. Alison Harmon was the project director and Jerry Robbins was the project administrator.

A \$153,000 grant from the Skillman Foundation for the "Comer School and Families Initiative: Year Four." The project sought to raise student achievement and promote healthy growth and development of young people by implementing the Yale Child Study Center's School Development Program in the Detroit Public Schools. Alison Harmon was the project director and Jerry Robbins was the project administrator.

A \$5996 grant from the Corporation for National and Community Service for "Community Service-Learning Coordinators." This was to recruit, train, orient, and place 12 EMU college work study students as Community Service-Learning Coordinators in nine community non-profit agencies. Dale Rice was the project director.

A \$73,626 grant from the Michigan Department of Education for "A Model Program for Developing Capacity Around Partnership 2000." This Goals 2000 award supported a collaborative project involving the Ypsilanti, Willow Run, and Lincoln schools with EMU. The project implemented the Partnership 2000 model developed by Joyce Epstein at Johns Hopkins University. Jim Berry was the project director.

A \$123,532 grant from a source not readily available to NICE to support the Michigan Investor Education Program (\$100,000), with the remainder going to the NICE Endowment Fund. Rosella Bannister was the project director.

1997-1998.

A \$23,245 grant from Child and Family Services of Washtenaw, Inc. to provide support for a project supervisor and two participants in EMU's AmeriCorps program. Dale Rice was the project director.

A \$14,689 award under a subcontract from the University of Michigan for "An Academic Service-Learning, Interdisciplinary, and Project-Based Transportation Curriculum for the Undergraduate and Elementary Levels." This award developed a "Two-Tier Learning and Community Outreach Educational Model" which incorporated academic service-learning and community outreach opportunities by developing, implementing, and evaluating an undergraduate interdisciplinary curriculum and a fifth-grade project-based curriculum using transportation as the theme. The project also included developing and assessing the students' knowledge, behaviors, and expectations about transportation. Dale Rice was the project director.

A software grant, valued at \$33,750, from Microsoft Corporation. The award, made through the Microsoft Professional Development Partnership Program, consisted of 15 products that were incorporated into an overall infusion of technology for EMU professional education programs. The software included items that supported programming in all four COE departments. Ann Bednar was the project director.

A \$12,000 grant from Child and Family Services of Washtenaw County for "Coordinating Literacy for America's Student Success (CLASS): Michigan's AmeriCorps." This award provided partial support for cost share for member allowances for five AmeriCorps members. Peggy Moore-Hart was the project director.

A \$100,000 grant from the Michigan Community Service Commission for "CLASS: Coordinating Literacy for America's Students' Success." This award used AmeriCorps members to improve the reading / writing performance of K-5 children through a tutoring / mentoring program with a parental involvement component and use of volunteers within the community. The project increased volunteer and parent participation in the literacy of children, established partnerships between institutions of higher education and the community, and promoted civic-mindedness and community service among those involved in the program. Margaret "Peggy" Moore-Hart and Barbara Diamond were project co-directors.

A \$34,386 grant from the Corporation for National Service for "Learn and Serve America: Higher Education—Fourth Year." In the fourth program year, the Office of Academic Service-Learning (ASL) developed and implemented a three- to five-year strategic plan, hosted a development institute for 50 previously trained faculty fellows, placed 1,750 students and 24 ASL coordinators with 80 community agencies and faculty, targeted key departments to expand use of academic service-learning, and supported 12 one-semester faculty fellowships. The project employed four graduate assistants and two undergraduate Honors interns. Dale Rice was the project director.

An \$87,349 grant (Eisenhower grant) from the Michigan Department of Education for "Farmington-EMU Science Teaching Project." This Eisenhower professional development project created a collaborative teacher preparation and staff development model that engaged master teachers and professors in research-based curriculum design and experimentation. It brought together (1) staff development resources, science teacher consultants, and teachers from Farmington; and (2) EMU faculty and female future elementary and secondary science teachers to (a) understand in greater depth selected science concepts from the Michigan Curriculum Frameworks

and (b) observe, understand, and implement research-based successful practices for science teaching. Donna Wissbrun was project director, with Georgea Langer as project administrator.

A \$58,000 grant (Eisenhower grant) from the Michigan Department of Education to COE (50%) and Mathematics (50%) for "Number and Pattern in African Culture: A Preservice Mentorship Program." This professional development grant funded a mentorship program for preservice teachers from EMU, Henry Ford Community College, and Washtenaw Community College in which preservice teachers were trained to integrate multicultural mathematics instruction throughout the curriculum. With Detroit Public Schools teachers as mentors, preservice teachers developed and taught activities in conjunction with the Museum of African-American History in Detroit. The mathematical content focused on methods of calculation and measurement, mathematical recreations and reasoning, and patterns of shape through architecture and art in African culture. Robbie Johnson and Joanne Caniglia (Mathematics) were the project directors.

A \$139,232 grant from the Michigan Department of Education for "Plants and People of Many Cultures Who Hunt and Benefit from Them." This project involved schools from Waterford, South Lyon, Dearborn, and Berkeley districts and the Oasis Academy in Southfield. Ken Robinson and Peggy Daisey were codirectors

A \$135,000 grant from the Michigan Department of Education for "Chemists and Physicists of Many Cultures: Their Lives and Experiments." This project was conducted in the Van Buren, Wayne-Westland, and Southgate districts. Peggy Daisey and Beth Johnson were the codirectors, with Randy Rush as an evaluator.

A \$135,000 grant from the Michigan Department of Education for "Earth Scientists and Astronomers of Many Cultures: Their Lives and Discoveries." This project was conducted in the Plymouth-Canton, River Rouge, and Inkster districts. Barbara Diamond and Peggy Daisey were co-directors.

A \$4370 grant from LPJ Research, Inc. to study "Effects of Androstenedione and Androdiol on Blood Testosterone Responses in Men." The project measured and evaluated plasma testosterone responses after ingestion of a placebo, Androstenedione, or Androdiol. Tim Ziegenfuss was the project director.

A \$62,228 grant from the W.K. Kellogg Foundation for "Middle Vision: A Systemic Reform Initiative." The purpose of Middle Vision was to improve academic outcomes for all middle level students by targeting points of strength rather than weaknesses within the social culture of the community and within the context of the school. Middle Vision identified and made use of community recognized leadership and local expertise and was culturally responsive. Middle Vision joined developmentally-based best practice with high expectations for all students and school-community-university collaboration in a pro-family school environment. Pat Williams-Boyd and Kaia Skaggs were project co-directors.

A \$38,550 grant from the Michigan Department of Education for "Southeastern Michigan Family-School-Community Consortium." A collaboration with Willow Run, Lincoln, and

Ypsilanti schools, this Goals 2000 professional development project increased student achievement through enhanced parent involvement. Jim Berry was the project director.

A \$21,250 grant from the Michigan Department of Education for "Project STEM: Saline Area Schools, Tecumseh Public Schools, and Eastern Michigan University." Building on two previous projects, this Goals 2000 collaboration of EMU with Saline and Tecumseh Schools was designed to provide professional development activities to help teachers develop skill in the use of technology and integration of technology with curriculum. Saline and Tecumseh Schools had been recognized at both the state and national levels for demonstrating leadership in school improvement. This project contributed to the realization of their goal to provide the tools of technology to all students 24 hrs / day, 7 days / week to promote learning anywhere at any time. Beverly Geltner was the project director.

A \$14,625 grant from the Matilda R. Wilson Fund for the "Children's Play Therapy Room: Equipment for the New Counseling Center." This award provided for an upgrade of COE Counseling Clinic facilities, the purchase of technology and equipment, and to establish a Children's Play Therapy Room. Suzanne Hobson and Elizabeth Broughton were co-directors of the project.

A \$2500 grant from the Marriott Corporation and the David Whitney Fund for EMU: America Reads Research proposal. This project was one of the seven proposals approved by the Venture Grant Committee and recommended by the Council of Presidents.

ORD approved the Comer School and Families Initiative: Supplemental Funding Year 4, from the Skillman Foundation. Alison Harmon was the project director and Jerry Robbins was the project administrator.

1998-1999

A \$7500 grant from the Romulus Public Schools for Project Serve. This project was to assist the Romulus Community Schools in furthering the integration of service-learning programming into its curriculum. In collaboration with the sponsor, EMU developed, organized, and coordinated an academic service-learning advocacy program for EMU students who graduated from Romulus Community Schools. Dale Rice was the project director.

A \$76,967 grant from the Michigan Department of Education to support the second year of Project CLIMB, an activity with Washtenaw Community College, to enhance minority enrollments. Robbie Johnson was the project director.

A \$6482 grant from MET-Rx USA, Inc. to study the effects of Androstenedione and Andriol on blood testosterone responses in men. This supplemental funding from a new source permitted an expansion of the pilot study. The project measured and evaluated plasma testosterone responses after ingestion of a placebo, Androstenedione, or Andriol. Protocol and methodology remained the same, although half doses were tested. Tim Ziegenfuss was the project director.

An equipment award, valued at \$37,590, from the Veterans Affairs Hospital in Allen Park through the General Services Administration. The equipment was used to enhance the laboratory for the Sports Medicine program. Tim Ziegenfuss was the project director.

An \$8625 grant from Bodyonics, Inc. to study the "Effects of Androstat Pro6™ on Blood Testosterone Responses." This study was an expansion of the research for Bodyonics. The project examined the effect of three commercially available dietary supplements, Androstene™, Andriol™, and Androstat Pro6™ on blood testosterone responses. Tim Ziegenfuss was the project director.

A \$1000 grant from LPJ Research, Inc. as an amendment to the pilot study on the "Effects of Androstenedione and Androdiol on Blood Testosterone Responses in Men." The grant supported Tim Ziegenfuss' travel to Finland. Tim Ziegenfuss was the project director.

An \$82,132 grant from the Michigan Department of Education for "The Eisenhower Academic Service-Learning Science Model Project." This collaborative professional development project with Romulus Community Schools provided teacher development in the education methodology of academic service learning and elementary science curriculum to meet Romulus' needs for increased student knowledge and understanding in the science content area. Forty teachers in five elementary schools participated (student population, 1,400). Activities included workshops in academic service learning, elementary science content, and development units with lesson plans. EMU provided ongoing, on-site consultation on all aspects of classroom implementation. Dale Rice was the project director.

A \$50,000 grant from the North Central Regional Educational Laboratory (NCREL) to implement a model family literacy program with residents of subsidized housing neighborhoods in Ypsilanti. The program reached more than 300 children at risk of growing up with basic reading skills. The local America Reads model is a collaboration among the Eastern Michigan University Office of Academic Service-Learning and four other agencies. Dale Rice was the project director.

An equipment grant, valued at \$13,900 from the Veterans Administration hospital in Allen Park, through the General Services Administration. Jonathan Ehrman was the project director.

A \$50,200 grant from the Michigan Department of Education for "Number and Pattern in African Culture II: Enhancing a Partnership of Multicultural Mathematics." Robbie Johnson and Joanne Caniglia (Mathematics) were the project directors.

A \$120,856 grant from the Michigan Community Service Commission for "CLASS: Coordinating Literacy for America's Students' Success." This project was to use AmeriCorps members to improve the reading / writing performance of K-5 children through a tutoring / mentoring program and its linking parental involvement component and through volunteerism within the community. The project increased volunteer and parent participation in the literacy of children, established partnerships between institutions of higher education and the community and

promoted civic-mindedness and community service among those involved in the program. Margaret Moore-Hart and Peggy Diamond were project co-directors.

A software award, valued at \$91,200, from Microsoft Corporation for "Teacher Training Microsoft Software Grant." Through this award, Microsoft provided software and licenses for teacher training through the Bonisteel Computer Laboratory in the College of Education. Anne Bednar and Valerie Hughes were co-directors of the project.

A \$54,000 grant for Dale Rice to be the training and technical advisor to sixteen Learn and Serve K-12 grantees of the Michigan Department of Education.

A \$49,999 grant from the North Central Regional Educational Laboratory for "Eastern Michigan University AmericaReads." In collaboration with Washtenaw Community College and Washtenaw Literacy, EMU provided tutor training to federal Work Study students, community volunteers, and parents who tutored children living in the neighborhoods of Forest Knolls, Parkridge, Parkview, and Paradise Manor. Dale Rice was the project director.

A \$32,986 grant from the Michigan Department of Education to continue the CLIMB project. Robbie Johnson was the project director.

A grant of \$76,967 to support the MICUP (Michigan College/University Partnership) program at EMU. Leslie-Ann Williams was the project director.

A \$2100 grant from Bodyonics, Inc. for a supplement to "Effects of Androstat Pro6TM on Blood Testosterone Responses." This funding extended and supplemented the research for Bodyonics that Tim Ziegenfuss had conducted. Tim Ziegenfuss was the project director.

A \$13,728 grant from Phoenix Labs for "Pro6 Popper Validation Study." This project was a continuation of Tim Ziegenfuss' research for Bodyonics. Tim Ziegenfuss was the project direction.

A \$12,128 grant from Phoenix Labs for "Revised5 Alpha-GPC / Aminoglutein Project." This project was a continuation of Tim Ziegenfuss' research for Bodyonics. Tim Ziegenfuss was the project director.

A \$76,967 grant from the Michigan Department of Education to support year three of the CLIMB (Creative Linkages for Increased Minority Baccalaureates) project with Washtenaw Community College. CLIMB continued to address the low enrollment and matriculation of under-represented students who transferred from a two-year institution to obtain a baccalaureate degree at EMU. Robbie Johnson had served as the director of the project since the beginning and was succeeded by Carolyn Finch.

A \$54,500 grant from the Michigan Department of Education for "Technical Assistance Providers for Learn and Serve Michigan." This project provided the Michigan Department of Education with "assistance giving subgrantee service-learning coordinators and others, curricular assistance and in-service training to classroom teachers wishing to utilize service-learning

methodology, assistance with developing youth leadership skills among students, information and assistance with student assessment, program evaluation, and research development." Dale Rice was the project director.

A \$2500 grant from the Michigan Campus Compact for "Youth Helping Youth: A Course for Future Teachers Interested in Working with Latino/a Youth." The purpose of this project was to develop an undergraduate course for preservice teachers in which EMU students will become more culturally aware while mentoring Latino/a students in junior high schools in Detroit. Three outcomes were expected: 1) enhanced performance in school among the junior high students mentored; 2) increased sensitivity to and understanding among EMU preservice teachers about the issues and challenges facing Latino/as, including the effects of racism and poverty; and 3) completion of a course pack of materials on how to teach cultural pride to students from different socioeconomic and cultural background. Christina Jose-Kampfner was the project director.

A \$16,866 grant from the University of Michigan for "Learning, Interdisciplinary and Project-Based Transportation Curriculum for the Undergraduate and Elementary Levels." This provided funding to continue a two-tier learning and community outreach educational model which incorporated academic service-learning and community outreach opportunities by developing, implementing, and evaluating an undergraduate interdisciplinary curriculum and a fifth-grade project-based curriculum using transportation as the theme. The project also included developing and assessing the students' knowledge, behaviors, and expectations about transportation. Dale Rice was the project director.

1999-2000

A \$360,000 grant from the Skillman Foundation to support the sixth year of continued support of EMU as the "university partner" for the Comer Schools and Families Initiative in the Detroit schools. Alison Harmon was the project director and Jerry Robbins was the project administrator.

A \$22,500 grant from the National Council of Professors of Educational Administration to have EMU and UM-Dearborn host the Year 2000 Annual NCPEA Conference. Jim Berry was the project director.

A \$13,340 grant from Nutratech, Inc. for "Ribose Supplementation." This study assessed the potential performance effects of RiboCell™, an oral ribose supplement, in men. Tim Ziegelfuss was the project director.

A software grant, valued at \$95,750, from the Microsoft Corporation for "Teacher Training Microsoft Software Program." This project continued and updated software and licenses awarded by Microsoft to the COE for the past several years. In general, the software is for the computer laboratory and computer classrooms. Anne Bednar and Marina McCormack were project co-directors.

A \$100,000 grant from the National Science Foundation for "Transactional Writing and Biographical Storytelling: Empowering Latina Girls to Win at Mathematics." This experimental program explored the potential for improvement in mathematics education of Latina girls at the middle school level through the use of transactional writing and biographical storytelling. The project was performed in collaboration with the principal and teachers at the Academy of the Americas, a bilingual / Hispanic school in the Detroit School District. Cristina Jose-Kampfner was the project director.

An \$85,550 grant from various sponsors for "Detroit / Eastern / Yale School Development Program Regional Training Center." The Yale Child Study Center selected EMU to provide training activities, on-site consultation, and technical assistance for Comer schools in Michigan and Ohio. The Yale Child Study Center and Detroit Public Schools were Eastern's partners in the creation of this regional resource, referred to as the "DEY Center." Revenue generated by contractual fees paid by schools using the DEY Center's services funded Center activities. Initially, nine Michigan and five Ohio schools were served. Alison Harmon was the project director.

A \$41,950 grant from the Washtenaw Intermediate School District for the "EMU / WISD Consortium for School Improvement in Lincoln Consolidated Schools." Two doctoral fellows at the Institute for Educational Reform and a team of EMU faculty members designed and implemented a system for collecting, organizing, analyzing and presenting data on student performance. The resulting reports were used for classroom, building, and system-wide decisions concerning policies and practices. Georgea Langer was the project director.

An equipment grant, valued at \$22,000, from the Center for Sports Medicine and Fitness in Ann Arbor. This award provided a double Cybex I, with Data Reduction computer, to support research and teaching activities. Jeff Goodwin was the project director, with Tim Ziegenfuss as project administrator.

A \$120,000 grant from the Michigan Community Service Commission for "CLASS: Coordinating Literacy for America's Students' Success." The award was to use AmeriCorps members to improve the reading / writing performance of K-5 children through a tutoring / mentoring program and its linking parental involvement component and through volunteerism within the community. The project increased volunteer and parent participation in the literacy of children, established partnerships between institutions of higher education and the community, and promoted civic-mindedness and community service among those involved in the program by blending AmeriCorps, America Reads and Service-Learning programs. Kathy Stacey (CTA) and Dale Rice were the co-directors of the project.

A \$1700 grant from the Lincoln Consolidated Schools to conduct the "Lincoln Consolidated Schools Collaboration with EMU to Increase Student Achievement in Reading and Writing." This collaboration with Lincoln Consolidated Schools, the Institute for Educational Reform/EMU, and the College of Education/EMU provided professional development training for teaching in reading and writing as well as training for managing school district data. A comprehensive assessment program for language arts was implemented. Curriculum, assessment, and

instruction were aligned according to the district's overall plan for school improvement. Jim Berry was the project director.

An \$84,000 grant from the Academy for Educational Development for the "Michigan Middle Start Implementation." The project directors guided three area middle schools - East Middle School (Ypsilanti), Inkster Middle School (Inkster), and Edmonson Middle School (Willow Run) - in the implementation of the Kellogg Foundation's Middle School initiative, Middle Start. The funding was a pass-through from the State of Michigan Department of Education's Comprehensive School Reform Demonstration grant program and was administered by the Academy for Educational Development in New York. Pat Williams-Boyd and Kaia Skaggs were project co-directors.

A \$124,676 grant from Western Kentucky University for "Improving Teacher Quality Through Partnerships that Connect Teacher Performance to Student Learning." Ten Renaissance Group institutions, including their K-12 partner schools, improved the quality of teachers they produced by shifting the focus of programs from inputs in the teaching process to teacher performance that resulted in student learning. Over five years, institutions collected and reported data on the impact of student teachers and graduates on the K-12 students they taught, in the process changing teacher preparation programs to empower candidates/graduates to facilitate learning at high levels for all children. Georgea Langer and Pat Pokay were co-directors of the project.

A \$41,320 grant from the W.K. Kellogg Foundation for "Women in Leadership: Liberating and Inhibiting Factors." The purpose of this project was to learn more about why some women moved successfully into leadership positions while others with equivalent talent and potential did not. Martha Tack and Sherry Sayles were co-directors of the project.

A \$14,508 grant from James Madison University for "VISM: Visualization in Science and Mathematics." The goal of the VISM Project was to enable teachers to use a variety of computer-based visualization tools with their students to explore and discover mathematics and science. One of the key research questions was how students and teachers use on-line tools to do collaborative research using computer visualizations. In addition to providing opportunities for participation by graduate students in educational technology, the director involved preservice teachers by offering some sections of the new course EDMT 330 (Introduction to Media and Technology) with a field experience component that included using these tools and online collaboration. Michael Charles was the project director.

A \$15,000 grant from the Washtenaw County government for "AmeriCorps Administrative Assistant Salary Support." This project was to provide funding support for a half-time administrative assistant for the AmeriCorps Program. Peggy Moore-Hart and Glenna Frank Miller (Student Affairs) were co-directors of the project.

A \$13,764 grant from the Washtenaw United Way for "Ypsilanti Student Literacy Corps" project. This was to continue providing after-school tutoring to children on Ypsilanti's south side, using EMU teacher education students as tutors. Margaret Moore-Hart and Charles Monsma (ICARD) were co-directors of the project.

A \$46,000 grant from the Michigan Department of Education for "Technical Assistance Providers for Learn and Serve-Michigan." This project provided the Department of Education with assistance giving sub-grantee service-learning coordinators and others, curricular assistance and in-service training to classroom teachers wishing to utilize service-learning methodology, assistance with developing youth leadership skills among students, information and assistance with student assessment, program evaluation, and research development. Dale Rice was the project director.

An \$11,016 grant from LPJ Research, Inc. for "Effects of Oral Supplementation with Cyclodextrin-complexed 4-androstenediol." This study examined the effects of oral supplementation with cyclodextrin-complexed 4-androstenediol on body composition, strength, blood chemistry, and mood profiles. Twenty-five healthy male subjects were divided into placebo, andro, and control groups. A schedule of supplementation and weight training was followed over a four-week period. Pre-, post-, and withdrawal assessments were made to assess the physiological effects from supplementation. Jeff Goodwin was the project director.

A \$13,876 grant from Phoenix Labs for "The Effect of Commercial Thermogenic Weight Loss Supplementation on Fat Loss During Aerobic Training in Overweight Adults." The purpose of the study was to examine the effect of a commercial thermogenic oral supplement on weight loss during a regimen of aerobic exercise training. Forty-eight apparently healthy obese adult subjects were studied over a period of seven weeks. Jeff Armstrong was the project director.

A \$28,799 grant from the University of Northern Iowa for "Technical Assistance Catalyst Grant for Preparing Tomorrow's Teachers to Use Technology." This partnership of nine universities, led by UNI, provided technical assistance to support faculty development and the infusion of technology into the post-secondary curriculum on a national basis. Partners supported strong relationships between post-secondary institutions and K-12 schools who were using technology to improve student learning and achievement. Ellen Hoffman was the project director.

A \$39,089 grant from the Calhoun Intermediate School District for "Educational Media and Technology Program Course Module Development." This was a subcontract to Merit Network's subcontract to Calhoun School's application to the Michigan Department of Education's Technology Literacy Grant program. EMU's role was to develop modules for both online and classroom instruction, on the Michigan Teacher network, a clearinghouse of examples of best practices in technology-infused lessons. The materials served as a means for both students and faculty to learn about and make use of the Network. Anne Bednar was the project director.

A \$21,000 grant from the Henry Ford Village for "The Efficacy of Multiple Variables of a Dementia Special Care Unit on Resident, Staff, and Family Outcomes." The project staff compared the effects of a new special care unit developed at the Henry Ford Village to traditional SNF units within the same facility on resident, family, and staff outcomes. David Thomas was the project director.

A \$90,000 grant from the Michigan Department of Education for "The Water Educational Training (WET) Science Project: An Interdisciplinary Training Project for Preservice Teachers." This project created an innovative interdisciplinary model for promoting science

literacy through a unique training program for preservice teachers focusing on the theme of water. The project integrated the five-step learning cycle (engage, explore, explain, elaborate, evaluate) with storytelling, children's literature, biology, chemistry, earth sciences, physics, and writing activities that were aligned with the Michigan Curriculum Framework. Peggy Liggitt (Biology) and Margaret Moore-Hart were co-directors.

A \$15,733 grant from the Washtenaw United Way for "Ypsilanti Student Literacy Corps." The award continued the provision of after-school tutoring to children on Ypsilanti's south side, using EMU teacher education students as tutors. Charles Monsma (ICARD) and Caroline Gould were project co-directors.

A \$15,000 grant from the Washtenaw County government for "AmeriCorps Administrative Assistant Salary Support." This award provided funding support for a half-time administrative assistant for the AmeriCorps program. Kathleen Stacey (CTA) and Dale Rice were project co-directors.

2000-2001.

A \$49,000 grant from the Skillman Foundation for the "Comer Schools and Families Initiative." This grant provided three months of bridge support for continuing the implementation and replication of the nine elements of the school development program in the Detroit Comer schools. Alison Harmon was the project director and Jerry Robbins was the project administrator.

A \$799,864 grant from the National Science Foundation for "TeacherLIB--Digital Community and Collections for Science and Mathematics Teacher Education." This program developed an information structure that integrated high quality, focused, and well-maintained collections with an intelligent, interactive, and community-based user interface to assist teachers in developing powerful science and mathematics instruction for the secondary classroom. While providing a digital library context for educators, TeacherLIB was a learning environment that showcased the Internet's most powerful features for knowledge acquisition. This was a collaborative project with Merit Network, Inc., a nonprofit organization nationally known for networking leadership. Ellen Hoffman and Sandra Yee (Learning Resources and Technologies) were the project co-directors.

A \$14,848 grant from James Madison University from "VISM: Visualization in Science and Mathematics." This was funding for year two of a three-year project. Michael Charles was the project director.

A \$92,305 grant from Western Illinois University for "The 'CATALISE' Project: Consortium for the Application of Technology and Learning Innovations in Schools of Education: Preparing Tomorrow's Teachers to Use Technology." This partnership with California State University-Los Angeles and Western Illinois University identified and disseminated information about best practices in teacher preparation in the use of technology and current class room use of technology to improve student learning. Dissemination was via web site with the expectation of the development of a virtual learning community. Ellen Hoffman was the project director.

A \$517,607 grant from the U.S. Department of Education, Fund for the Improvement of Post-Secondary Education, for "A Sustainable Model for Academic Service-Learning." This project disseminated EMU's successful model of academic service-learning nationally to six participating universities: Catholic University, Central Washington University, Tulane University, University of Idaho, University of Southern Mississippi, and University of Vermont. This project has been funded by the Fund for the Improvement of Post-Secondary Education. Dale Rice was the project director.

A \$200,000 grant from the Corporation for National Service for "University Consortium to Advance Academic Service-Learning Throughout Michigan." This project supported a university consortium to advance academic service-learning in colleges of education at four Michigan universities (EMU, CMU, WMU, and NMU) by training faculty and integrating academic service-learning into teacher preparation programs. These four universities then collaborated with local community agencies and K-12 districts to provide training and technical assistance to teachers and administrators. Dale Rice was the program director.

A \$437,000 grant from the Skillman Foundation for the "Comer Schools and Families Initiative, Year 7." This is the seventh year of support from the Skillman Foundation for continuing the implementation and replication of the nine elements of the school development program in the Detroit Comer Schools. Alison Harmon was the project director.

A \$73,000 grant from the Michigan Department of Education for "Learning with a Purpose: Academic Service-Learning Model for Mathematics, Science and Life." This project incorporated mathematics/science benchmarks for Ypsilanti Public Schools students in grades 1-8 to increase achievement and growth in these areas. It provided professional development for teachers and administrators using the academic service-learning model. Benefits were expected to be similar to comparable successful programs in the Romulus Community Schools. Dale Rice was the project director.

A \$46,800 grant from Northern Iowa University for "In-Time: Preparing Tomorrow's Teachers to Use Technology (PT3) Year 2 Supplement." This partnership of nine universities provided technical assistance to support faculty development and the infusion of technology into the post-secondary curriculum on a national basis. Partners supported strong relationships between post-secondary institutions and K-12 schools who were using technology to improve student learning and achievement. Ellen Hoffman was the project director.

A \$40,000 grant from the Michigan Department of Education for "Biographical Storytelling and Writing-to-Learn: Taking a Different Path to Empower Latina Middle School Girls in Mathematics." This was a model for promoting principles and standards for school mathematics in middle school. It brought together bilingual students, teachers, parents, storytellers, artists, musicians, and teacher educators. Cristina Jose-Kampfner and Peggy Daisey were co-director of the project.

A \$174,676 grant from Western Kentucky University for "Improving Teacher Quality Through Partnerships That Connect Teacher Performance to Student Learning (Year 2)." Ten Renaissance Group institutions, including their K-12 partner schools, improved the quality of

teachers they produced by shifting the focus of programs from inputs in the teaching process to teacher performance that results in student learning. Over five years, institutions collected and reported data on the impact of student teachers and graduates on the K-12 students they taught, in the process changing teacher preparation programs to empower candidates/graduates to facilitate learning at high levels for all children. Georgea Langer and Pat Pokay were co-directors of the project.

A \$3300 grant from the Washtenaw ISD for "Collaborative Education Small Contracts." The first contract involved the services of Nelson Maylone. Carolyn Finch was the project director, with Donald Staub as project administrator.

A \$2239 grant from the Michigan Campus Compact for "Questioning the Media." This award was to create and guide the implementation of a curriculum unit on critical media literacy that had a dual focus: 1) preservice teachers will teach the unit using diverse pedagogical strategies, including the use of academic service-learning, in the authentic context of the fifth-grade classroom; 2) fifth grade students will engage in academic service-learning for the purpose of instructing younger students to examine critically media representations of our world. Lisa Frankes was the project director.

A \$134,210 grant from various sponsors for "DEY/RTC: Detroit/Eastern/Yale School Development Program Regional Training Center, Year 2+." The Yale Child Study Center selected EMU to provide training activities, on-site consultation and technical assistance for Comer schools in Michigan and Ohio. The Yale Child Study Center and Detroit Public Schools were EMU's partners in the creation of this regional resource, referred to as the "DEY Center." Revenue generated by contractual fees paid by schools using the DEY Center's services helped fund Center activities. Currently one Ohio and eight Michigan schools were involved in the project. Alison Harmon was the project director.

A \$45,891 grant from the Eaton County ISD for "Michigan Coalition for School Technology Improvement-Center for Information Development Supplement." Under this grant, EMU partnered with Eaton County ISD and Michigan State University to create the Center for Information Development. The Center served as the primary vehicle for identifying and evaluating effective practices and developing new information which will assist districts and teachers in their efforts to implement instructional technologies that improve student performance. Ellen Hoffman was the project director.

A \$100,000 grant from the Michigan Department of Education for "Professional Training Program for Serving Students with Autism: Subgrant One: University Training Collaborative." This project was designed to increase the supply of appropriately trained instructors of autistic children. Lynne Rocklage was the project director.

An \$87,360 grant from the Academy for Educational Development for "Michigan Middle Start-Comprehensive School Reform Demonstration Program, Year Two." The project directors guided three area middle schools, East Middle (Ypsilanti), Inkster Middle, and Edmonson Middle (Willow Run) in the implementation of the Kellogg Foundation's middle school initiative,

Middle Start. Funding was from Michigan Department of Education's Comprehensive School Reform Demonstration grant program and was administered by the Academy for Educational Development in New York. Pat Williams-Boyd and Kaia Skaggs were co-directors of the project.

A \$43,000 grant from the Michigan Community Service Commission for "Training and Technical Assistance to K-12 Learn and Serve-Michigan Sub-Grantees." The purpose of this project was to strengthen the effective use of academic service-learning by sub-grantees of the Learn and Serve-Michigan program through training and technical assistance. The project used qualified university professors from the Eastern Michigan University Office of Academic Service-Learning as consultants to sub-grantees. Dale Rice was the project director.

An \$8000 grant from the Michigan Community Service Commission for "Models and Strategies of Training and Technical Assistance for Academic Service-Learning to K-12 Districts." The purpose of this project was to provide the Michigan Community Service Commission with information about the delivery of training and technical assistance to Learn and Serve-Michigan sub-grantees. This was accomplished by assessing the program development needs of sub-grantees and the larger academic service-learning field in Michigan. Dale Rice and Nancy Halmhuber were co-directors of the project.

2001-2002.

A \$25,500 grant from the U.S. Department of Education for "Sustainable Model for Academic Service-Learning–Supplement." This provided support for a second two-day workshop and travel for participating universities to attend conferences and disseminate project information. Dale Rice was the project director.

A \$97,639 grant from Western Illinois University for "The 'CATALISE' Project: Consortium for the Application of Technology and Learning Innovations in Schools of Education: Preparing Tomorrow's Teachers to Use Technology (Year 2)." This partnership with California State University-Los Angeles and Western Illinois University identified and disseminated information about best practices in teacher preparation in the use of technology and current classroom use of technology to improve student learning. Dissemination was via web site with the expectation of the development of a virtual learning community. Ellen Hoffman and Jerry Robbins were co-directors of the project.

A \$12,700 grant from LPJ Research, Inc. for the "Study of Acute Effects of Oral 1-Androstenediol on Blood Hormone Concentrations." Stephen McGregor was the project director.

A \$75,754 grant from the Michigan Department of Education for "Supporting Beginning Mathematics and Science Teachers." This project supported first, second, and third year teachers of mathematics and science in the Lincoln, Willow Run, and Ypsilanti schools, in an effort to increase retention of these teachers. Don Staub was the project director, assisted by Joanne Caniglia (Mathematics) and Yichun Xie (Geography and Geology).

A \$450,000 grant from the Skillman Foundation for "Comer Schools and Families Initiative, Year 8." This was the eighth year of support from the Skillman Foundation for continuing the implementation and replication of the nine elements of the school development program in the Detroit Comer Schools. Nora Martin was the project director, with Jerry Robbins as the project administrator.

A \$14,401 grant from the University of Northern Iowa for "In Time: Preparing Tomorrow's Teachers to Use Technology (PT3), Year 3." This was year three of a partnership of nine universities. It provided technical assistance to support faculty development and the infusion of technology into the post-secondary curriculum on a national basis. Partners supported strong relationships between post-secondary institutions and K-12 schools that were using technology to improve student learning and achievement. Ellen Hoffman was the project director.

A \$200,000 grant from the Corporation for National Service for "University Consortium to Advance Academic Service-Learning Throughout Michigan." This project was a university consortium to advance academic service-learning in the Colleges of Education at four Michigan universities (EMU, CMU, WMU, NMU) by training faculty and integrating academic service-learning into teacher preparation programs. These four universities then collaborated with local community agencies and K-12 districts to provide training and technical assistance to teachers and administrators. Dale Rice was the project director.

A \$97,440 grant from various sponsors for "DEY/RTC: Detroit/Eastern/Yale School Development Regional Training Center, Year 2, Plus Seven Additional Schools." The Yale Child Study Center selected EMU to provide training activities, on-site consultation and technical assistance for Comer Schools in Michigan and Ohio. The Yale Child Study Center and Detroit Public Schools were EMU's partners in the creation of this regional resource, referred to as the "DEY Center." Revenue generated by contractual fees paid by schools using the DEY Center's services helped fund Center activities. Nora Martin was the project director.

An \$88,000 grant from the Michigan Department of Education for "Professional Training Program for Serving Students with Autism, Subgrant One: University Collaborative." This program was designed to increase the supply of appropriately trained instructors of autistic children. This award reflected additional funding for the project. Lynne Rocklage was the project director.

A \$44,970 grant from various sponsors for "DEY/RTC: Detroit/Eastern/Yale School Development Regional Training Center, Year 2, Plus Additional Three Schools (2 in Colorado, 1 in Ohio)." Nora Martin was the project director.

A \$40,000 grant from the Michigan Department of Education for "Eisenhower Program: Si, Se Puede-'Yes, It Can Be Done!' After School Clubs: Bringing Adolescent Latinas, Preservice/Inservice Mathematics and Language Arts Teachers Together." This was an interdisciplinary model for promoting the Principals and Standards for School Mathematics (NCTM, 2000) and the Michigan Curriculum Frameworks (MDE, 1996) in middle school mathematics. The project brought together 50 middle school Latina students, eight of their mathematics and language arts teachers, six math and language arts EMU preservice teachers, as well as parents. Cristina Jose-Kampfner and Peggy Daisey were project co-directors.

A \$9,660 grant from the University of Michigan for "Subcontract to UM for NSF Project, TKT." This activity explored the relationship between the knowledge, beliefs, and attitudes held by middle school science teachers with respect to inquiry-based science with embedded learning technologies and their classroom practices with those technologies. This subcontract was for qualitative data collection and analysis services. Jon Margerum-Leys was the project director.

A \$53,716 grant from the Michigan Department of Career Development Morris Hood, Jr. Educator Development program for "Minority Achievement, Retention, and Success" (MARS). This project addressed the major causes of the lack of minority retention in the COE. Major activities included the development of a biweekly seminar program for 20 senior minority students enrolled in teacher preparation programs. Students increased their understanding of racial identity and the value of cultural competency and developed effective cultural accouterments that improved their ability to succeed in student teaching. Students also enhanced skills in planning and implementing multicultural lessons and using reflective decision making. Carolyn Finch was the project director, assisted by Deborah Harmon, Elizabeth Broughton, and Christine Lancaster.

A \$173,095 grant from Western Kentucky University for "Improving Teacher Quality Through Partnerships That Connect Teacher Performance to Student Learning-Year 3." Ten Renaissance Group institutions, including their K-12 partner schools, improved the quality of teachers they produced by shifting the focus of programs from inputs in the teaching process to teacher performance that resulted in student learning. Over five years, institutions gathered and reported data on the impact of student teachers and graduates on the K-12 students they taught, in the process changing teacher preparation programs to empower candidates/graduates to facilitate learning at high levels for all children. This was a subcontract from the prime U.S. Department of Education contractor, WKU. Georgea Langer and Pat Pokay were co-directors of the project and Alane Starko served as project administrator.

A \$65,520 grant from the Academy for Educational Development for "Michigan Middle Start-Comprehensive School Reform Demonstration (CSRSD) Program, Year 3." This was the third year of support for the project that included three area middle schools in the implementation of the Michigan Middle Start School Initiative. Patricia Williams-Boyd and Kaia Skaggs were project co-directors.

A \$20,000 grant from The Gill Foundation for "Project Outreach." This project was designed to develop and maintain programs focused on eliminating homophobia and heterosexism in Michigan K-12 public schools, involving three tracks: (1) conducting research to understand better the current environment experienced by students; (2) focusing on the training needs of our future school teachers and personnel to ensure that schools are safe for all students; and (3) providing direct community intervention with local school districts and already-employed educational personnel to the end of ensuring safety of all students. Suzanne Hobson was the project director.

A \$115,000 grant from the Eaton County Intermediate School District for "Michigan Coalition for School Technology Improvement-Center for Information Development, Year 2." This partnership with Eaton County ISD and Michigan State University continued to identify and evaluate effective practices and develop new information to assist districts and teachers in their

efforts to implement instruction technologies that improve student performance. Ellen Hoffman was the project director.

A \$10,584 grant from Spring Arbor University for "Developing an Ecology for Preparing Tomorrow's Teachers for Technology." This project developed an ecology for preparing teacher candidates who teach excellently with technology. The candidates were teamed with cooperating teachers and university supervisors. An increasing percentage of the teams involved school districts that were technologically under-served. Ellen Hoffman and Jon Margerum-Leys were co-directors of the project.

A \$20,000 grant (actually two awards of \$10,000 each) from Phoenix Laboratories, Inc. and Biotest Laboratories, LLC, Colorado, toward the purchase of a gas chromatography mass spectrometer. This funding covered a portion of the purchase price of the device, which had MSMS capabilities. This analytical equipment permitted investigators to study the metabolism of many compounds that they could not previously analyze on campus. This is a collaborative purchase involving the two sponsors, COE funds, and ORD matching funds. Stephen McGregor was the project sponsor.

A \$14,910 grant (actually two awards of \$7455 each) from Phoenix Laboratories, Inc. and Biotest Laboratories, LLC, Colorado, for "Proposal to Test the Effectiveness of a Myostatin Inhibitor Using an *in vitro* Model." This was a two-phase study to evaluate the myostatin inhibiting properties of an experimental compound, using an *in vitro* tissue culture model. The experimental compound was supplied by the sponsor. Stephen McGregor was the project sponsor.

A \$50,000 from the W.K. Kellogg Foundation for "American Humanics Faculty Development: Blending American Humanics and Academic Service-Learning." The purpose of this project was to develop a faculty development program, blending Academic Service-Learning into the American Humanics program. Dale Rice and Chris Foreman were co-directors of the project.

A \$75,000 grant from the Ameritech Foundation for "Ameritech New Teacher Technology Program." Ellen Hoffman, Jon Margerum-Leys, and Robert Faust were project co-directors.

A \$53,716 grant from the Michigan Department of Career Development from the state's Morris Hood, Jr. Educator Development Program for the MARS project (Minority Achievement, Retention, and Success). The MARS program supported efforts to increase the number of African American, Latino, and Native American students, especially males, who enrolled in and completed teacher education programs leading to certification and placement in K-12 teaching positions. Carolyn Finch was the project director.

A \$22,500 grant from the Michigan Virtual University to prepare and deliver instruction related to professional development needs of the K-12 community. Ellen Hoffman was the project director.

A \$3,000 grant from the National Science Foundation for a supplement to "Transactional Writing and Biographical Storytelling: Empowering Latina Girls to Win at Mathematics." These

supplemental funds permitted Cristina Jose-Kampfner further to disseminate the findings of the project through travel to two meetings and reproduction of the Spanish and English versions of the transactional manual generated. Cristina Jose-Kampfner was the project director.

2002-2003

A \$25,000 grant from the Michigan Department of Education for "MI CLIMB Project CD-ROM Dissemination." The Office of Academic Service-Learning trained, coordinated, and oversaw faculty consultants from colleges of education at EMU, Central Michigan University, Northern Michigan University, and Western Michigan University as they became trainers and technical assistants for all teacher preparation programs in Michigan. Kathleen Stacey (CTA) and Dale Rice were co-directors of the project.

A \$44,415 grant from the American Councils for International Education for "Eastern Michigan University Proposal to be Named as Host Institution to Undergraduate Students from the New Independent States." This program supported hosting 3-5 students from the New Independent States (formerly Russia) to attend EMU for one year as upper-class undergraduate students. The program involved two academic semesters of study and a spring-summer internship working in the community in some area of their field of study. Raouf Hanna (Economics) and Don Staub were co-directors of the project.

A \$25,115 grant from the Corporation for National Service for "University Consortium to Advance Academic Service-Learning Throughout Michigan." This funding was to carry out Department of Teacher Education activities for the CNS grant entitled "University Consortium to Advance Academic Service-Learning Throughout Michigan." Toni Jones was the project director.

A \$19,571 grant from the University of Michigan for "Subcontract to UM for NSF Project, TKT (Year 2)." This project explored the relationship between the knowledge, beliefs, and attitudes held by middle school science teachers with respect to inquiry-based science and embedded learning technologies and their classroom practices with those technologies. Jon Margerum-Leys provided qualitative data collection and analysis services. Jon Margerum-Leys was the project director.

An \$80,280 grant from Western Illinois University for "The 'CATALISE' Project: Consortium for the Application of Technology and Learning Innovations in Schools of Education: Preparing Tomorrow's Teachers to Use Technology (Year 3)." This partnership with California State University Los Angeles and Western Illinois University identified and disseminated information about best practices in teacher preparation in the use of technology and current classroom use of technology to improve student learning. Dissemination was via Web site with the expectation of the development of a virtual learning community. Ellen Hoffman and Jerry Robbins were co-directors of the project.

A \$2,000 grant from the Michigan Campus Compact for "Life Skills Project." This project was established by a consortium of university, public school, and community partners to assist young adults with disabilities (ages 18-26) as participants through the process of becoming

independent living citizens. Two were enrolled in a life skills project, living with an EMU student roommate in campus housing. The purpose of this project was to link EMU students majoring in special education with the twenty participants to assist them in gaining independent living skills. Kathlyn Parker was the project director.

A \$389,910 grant for "Transition to Teaching," submitted by the EMU COE, Flint schools, MSU, and UM-Flint, was awarded to the Flint schools. EMU's portion was used primarily to fund scholarships for individuals to enroll in EMU's "Urban Teacher Program" in Flint.

A \$128,130 grant from the Urban Principals Leadership Academy was awarded to the National Center for Community Education in Flint. This activity was a partnership of the Genesee ISD, the National Center for Community Education, UM-Flint, Mott Community College, and EMU COE. Major EMU participants in preparing this project were Ella Burton, Jackie Tracy, and Don Staub.

A software grant, valued at \$200,000, from the AACTE- Microsoft Innovative Teachers Grant program for software licenses and instructional training software for pre- and in-service teachers. This grant was a partnership between the EMU College of Education and the Lincoln Consolidated School District. Marina McCormack was the project director, along with EMU partners Michael Bretting, Anne Bednar, and Linda Lewis-White and Lincoln partners Al Widner (superintendent) and John McGehee (technology director).

A \$461,000 grant from The Skillman Foundation of Detroit to support the transition and exit activities of the Comer Schools and Families Initiative. This was the final year of Skillman Foundation support of the decade-long project involving the COE and the Detroit Public Schools. Many of this year's activities focused on reporting the accomplishments of this initiative over the life of the project. Nora Martin was the project director, with Jerry Robbins as the project administrator.

A \$154,460 grant from Western Kentucky University for "Improving Teacher Quality Through Partnerships that Connect Teacher Performance to Student Learning-Year 4." Georgea Langer and Pat Pokay were co-directors of the project and Alane Starko served as project administrator.

A \$17,453 grant from Spring Arbor University for "Developing an Ecology for Preparing Tomorrow's Teachers for Technology, Year 2." Ellen Hoffman and Nancy Copeland were project co-directors.

A \$100,000 grant from the Michigan Department of Education for "Si, Se Puede! (Yes, It Can Be Done)." This project was an after-school education and research program that took place in two predominantly Hispanic schools in Southwest Detroit. The primary goal of the project was to increase the interest of Latina middle school girls in mathematics and expanding their future outlooks to include careers that used mathematical skills, careers such as engineering and science. A corollary goal was to increase the interest and support of the girls' parents for such career paths for their daughters. Cristina Jose-Kampfner and Peggy Daisey were co-directors of the project.

A \$24,923 grant from the American Councils for International Education for "ACIE Citizenship Education Internship Program." This project developed and hosted a five-week citizenship education internship program for K-12 school teachers, administrators, and teacher trainers from selected countries of the former Soviet Union. Four educators from Eurasia engaged in studies at EMU, as well as worked with a teacher-mentor in a K-12 school district. Joe Bishop was the project director, with Don Staub as the project administrator.

A \$15,500 grant from Biotest Laboratories for "Analysis of Androst-1-ene Isomers in Food." In this study, "analysis was done of lab and swine, fat and liver tissues for the presence of the delta 1 isomers of androst-1-ene-3, 17-dione, androst-1-ene-3_, 17_-diol and androst-1-ene-17_-ol, 3-one." Stephen McGregor was the project director.

A \$16,492 grant from the United Supplement Freedom Association. Stephen McGregor was the project director.

A \$49,020 grant from the International Research and Exchange Board for "Freedom Support Act Undergraduate Program IREX 2003-2004." This project was year two of the FSAU Undergraduate Fellowship program. Eastern received four students from the New Independent States of the former Soviet Union including one from each of the following countries: Tajikistan, Azerbaijan, Ukraine, and Russia. Raouf Hanna (Economics) and Don Staub were co-directors of the project.

A \$96,479 grant from the University Corporation for Atmospheric Research for "Collaborative Project: Core Integration—Leading NSDL Toward Long-Term Success." The purpose of this subcontract was to provide policy and design support for those Core Integration areas specifically addressing the K-12 community, taking advantage of EMU's importance as the largest producer of K-12 educators in the nation. Ellen Hoffman was the project director.

A \$100,000 grant from Spring Arbor University for "Developing an Ecology for Preparing tomorrow's Teachers for Technology, Year 3 Supplemental Funding." This continuing project developed an ecology for preparing teacher candidates who teach excellently with technology. The candidates were teamed with cooperating teachers and university supervisors. An increasing percentage of the teams involved school districts that were technologically underserved. This supplement is intended to provide interim funding for three project staff members who will move to Eastern from another collaborating organization. Ellen Hoffman was the project director.

A \$15,964 grant from Washtenaw United Way for "Yspilanti Student Literacy Corps." Charles Monsma (ICARD) was the project director with Marion Dokes-Brown as co-principal investigator and Marina McCormack as co-administrator.

2003-2004

A \$1,882 grant from the USGA Foundation for "First Swings." This grant supported beginning-level golf instruction for disadvantaged youth from Estabrook Elementary School in Ypsilanti. Lessons were conducted at the Pine View Golf Course and instructional time was

donated by Chuck Fuller (Estabrook), Steve Moyer (EMU), and physical education students. Steve Moyer was the project director.

A \$449,832 grant from the National Science Foundation for “Infusing Science, Technology, Engineering, and Mathematics Education Digital Library in Middle Schools: Obstacles and Strategies.” This project built on previous work and sought to continue examining systemic issues that directly impacted K-12 classroom teaching and learning in the science, technology, and mathematics disciplines at the middle school level. The project was developed to coincide with the launch of a segment (portal) of the National Science Digital Library prototype aimed at middle school science and mathematics teachers. This project provided feedback that was critical for the development of the new segment (portal) and other NSDL resources. Ellen Hoffman was the project director.

A \$186,122 grant from the Michigan Department of Education for “She Does Math: Pre-service and Inservice Mathematics Teachers, Teacher Educators and Mathematics Professors, Mothers and Women in Mathematics Related Professions Supporting Adolescent Latinas’ Achievement in Mathematics.” This project promoted interest, achievement and perseverance in mathematics. This two-year program brought together 50 girls at the Academy of the Americas and 50 girls at Cesar Chavez Academy, their mothers, 10 mathematics teachers, female EMU College of Education professors, College of Arts and Sciences mathematics professors, preservice secondary mathematics teachers, and Latinas in mathematics-related careers. The goal was to build a pipeline of support for Latinas, their mothers and teachers by offering various activities over the two-year period. Cristina Jose-Kampfner was the project director.

A \$57,430 grant from the Michigan Department of Education for “Teachers Learning Together in Detroit: Using Lesson Study for the Retention of Urban Elementary Mathematics Teachers.” Teachers Learning Together in Detroit extended the successful implementation of Lesson Study currently in Willow Run Community Schools to include a constellation of elementary schools in Detroit Public Schools. Lesson Study was a strategy for change and improvement based on the direct study of teaching, with the goal of steady improvement in the mathematics learning of students. Joanne Caniglia (Mathematics) and Ellen Hoffman were co-directors of the project.

A \$25,000 grant from the Gill Foundation for “Project Outreach.” The mission of Project Outreach was to eliminate homophobia and heterosexism in Michigan public schools and to advocate for the needs and rights of LGBT youth. Betty Barber and Caroline Gould were co-directors of the project.

A \$48,413 grant from the Michigan Department of Career Development, Morris Hood, Jr. Educator Development Program, for the third year of funding for “Minority Achievement, Retention, and Success (MARS)” project. This continuing biweekly seminar program was for 22 senior minority students enrolled in teacher certification programs. The aims were to increase their understanding of racial identity and value of cultural competency and to develop effective cultural accoutrements that will improve their ability to succeed in student teaching. A major

objective of this phase is the institutionalization of the program. Carolyn Finch was the project director, and Deborah Harmon served as the seminar director for the project.

A \$20,761 grant from the University of Michigan for “Subcontract to UM for NSF Project, TKT (Year 3).” This was a subcontract of the UM TKT project, Barry Fishman, principal investigator. It explored the relationship between the knowledge, beliefs and attitudes held by middle school science teachers with respect to inquiry-based science, embedded learning technologies, and their classroom practices with those technologies. Jon Margerum-Leys provided qualitative data collection and analysis services. Jon Margerum-Leys was the project director.

A \$1,235,500 grant (over five years) from The Skillman Foundation to provide academic, social, and cultural support to low-income, gifted and talented Detroit minority youth participating in the YES for PREP program. The Yes Foundation selected one hundred academically oriented and self-motivated seventh grade students from Detroit Public Schools to participate in the inaugural year of “Yes for Prep.” An innovative program designed to identify, develop, and prepare intellectually talented, academically oriented, and self-motivated minority youths to achieve their fullest potential as scholars and leaders in school and in the community, “Yes for Prep” was funded by a five-year, \$2.5 million grant from the Skillman Foundation. The Yes Foundation, a non-profit organization dedicated to creating opportunities for the development of youth, partnered with the College of Education at Eastern Michigan University to sponsor this collaborative program. The intensive preparatory program, including a variety of academic, cultural, and social activities, began after seventh grade and continued through the seven weeks immediately following eighth grade. At that time, students, with the help of EMU counselors, applied to the high school that provided the best fit for their individual needs. Thirty possible placements and scholarships were identified from Renaissance, Cass Tech, and Martin Luther King high schools in Detroit, as well as Detroit Country Day, University Liggett, Cranbrook, Roper, and other area college preparatory high schools.

A \$721,833 grant from Spring Arbor University for “Developing an Ecology for Preparing Tomorrow’s Teachers for Technology, Year 3 Primary Funding.” This continuing project developed an ecology for preparing teacher candidates who teach excellently with technology. The candidates were teamed with cooperating teachers and university supervisors. An increasing percentage of the teams involved school districts that were technologically underserved. Ellen Hoffman was the project director.

A \$106,278 grant from Western Kentucky University for “Improving Teacher Quality Through Partnerships that Connect Teacher Performance to Student Learning—Year 5.” Georgea Langer and Patricia Pokay were co-directors of the project, with Alane Starko as project administrator.

A \$5,000 grant from the Institute for Library and Information Literacy Education for “Infusing Science into Middle School Media Centers: Obstacles and Strategies.” Doctoral student Marcia Mardis was the project director.

A \$79,435 grant from the University Corporation for Atmospheric Research for “Collaborative Project: Core Integration—Leading NSDL Toward Long-Term Success, Year 2.” This

project provided policy and design support for those Core Integration areas specifically addressing the K-12 community, taking advantage of EMU's importance as the largest producer of K-12 educators in the nation. Ellen Hoffman was the project director.

A \$20,212 grant from LPJ Research, Inc. for "Small Testing and Analysis Contract for LPJ." Analysis was done of male bovine and swine fat and liver tissues for the presence of the Androst-4ene-3,6,17-trione. Stephen McGregor was the project director.

A \$5,000 grant from Kent State University for "Infusing Science into Middle School Media Centers: Obstacles and Strategies." This project was designed to examine systematic issues that directly impacted middle school science teaching and learning. A particular focus was ensuring that school media center resources and services can be fully extending to positively impact the community. The project identified obstacles to school media center use by science educators. It began to describe successful strategies to make effective collaborative use of this resource. Ellen Hoffman and Marcia Mardis were co-directors of the project.

A \$2,000 grant from GedLee LLC of Northville for "Audio Sound Quality Study." This project was for data collection via a subjective test of audio sound quality using a computer program for stimuli presentation and data logging. Lidia Lee was the project director.

A \$25,100 grant from the American Councils for International Education for "ACIE Citizenship Education Internship Program for Secondary School Educators and Teacher Trainers from Eurasia, Year 2." This was the second year of a program hosting a five-week citizenship education internship program for K-12 school teachers, administrators, and teacher trainers from select countries of the former Soviet Union. Seven educators from one of the countries engaged in studies at EMU and worked with a teacher-mentor in a K-12 district. Joe Bishop was the project director.

A \$13,020 grant from LPJ Research, Inc. for "Testing and Analysis for Etiocholanone in Food Samples." Male bovine and swine fat and liver tissues were tested for the presence of Etiochonanone. Steve McGregor was the project director.

A \$14,775 grant from Washtenaw United Way for "Ypsilanti Student Literacy Corps." This project continued to provide after-school tutoring to children on Ypsilanti's south side using EMU teacher education students as tutors. Charles Monsma (ICARD) and Marion Dokes-Brown were co-directors of the project with Monsma as project administrator.