We figured it out a long time ago. The issues and problems that we face in education require comprehensive strategies that entail bringing multiple constituencies and levels of knowledge and expertise around the table – no one institution can do it alone and no one individual has all of the answers. Cross-institutional “relationship building” in education is more critical now than ever particularly in the area of research and grant development. In this case, cross-institutional relationship building requires multiple institutional representatives to work together toward common goals in education. What's in it for “me” is replaced with what's in it for “we.” Such institutional relationships are grounded in mutual trust and respect with a long-term vision for tapping into the eternal reservoir of research grant opportunities of the future as opposed to a short-sighted self-serving vision of tapping into the grant opportunity of the moment.

Episodic Contacts of Convenience vs. Relationship Building

I recently attended a national conference whereby a participant proclaimed, “We have to have relationships with the schools because we are solely grant funded.” This is nothing new – most university centers and institutes are grant funded. What was striking about the statement was the priority the participant placed on being grant-funded relative to the meaning of “relationship.” What the participant described was more of an “episodic contact of convenience” than a “relationship.” An episodic contact of convenience between a university and school district means - we will call you only when we need to get a grant and visa versa. Cross-institutional relationships, on the other hand, are ongoing and systematic in nature. Grant development is one of many activities that occur in such relationships. Such activities may entail the development of joint research teams between school district and university researchers who generate ideas for joint publications and presentations at local, state and national educational conferences. Such relationships may entail adjunct teaching and/or speaking opportunities at the university for school personnel. Such activities may entail faculty who present to high school students regarding their research and careers in the academy.

Austin’s (2000) notion of the collaborative continuum takes the
relationship notion further. The Figure below illustrates key elements of cross-institutional relationship building that may evolve over three overlapping stages: (1) exploratory stage, (2) transformative stage and (3) integrative stage.

Each stage is fulfilled by some level of dialogue and (ultimately) dialogue-based action between institutional partners. Both dialogue and action revolve around factors that are associated with the nature of the relationship between the institutional partners. The factors are: (a) levels of engagement, (b) importance to organizational mission, (c) magnitude of devoted resources, (d) scope of activities, (e) interaction level, (f) managerial complexity and (g) strategic value.

An exploratory stage of operation is characterized by activities that are at an investigatory or discussion level. In this instance, the institutional partners are engaged in the homework of determining whether or not a partnership is a viable option and seeking to determine the mutual benefits.

A transformative stage is witness to an agreement by the institutional partners that collaboration in a broad sense is mutually beneficial to each organization. Each partner, in this respect, discovers they have something in common. This level of operation is also characterized by the beginning of tangible events between the institutional partners, such as (for example) strategic planning events and the establishment of meeting time-tables with a sharing of resources targeted at supporting these events.

Evidence of an integrative stage of collaboration shows that the “relationship” itself is essential to the institutional partners. In this case, the institutional partners have integrated collaborative activities into the fabric of each organization. Moreover, there is strong evidence that substantial human, fiscal, material and knowledge resources are dedicated to the relationship. According to Austin (2000, modified):

- The levels of engagement between the institutional partners is high;
- The partnership itself is central to the organizational mission of both partners;
- The magnitude of resources devoted to the partnership is substantial;
- The scope of partnership activities is broad;
- The interaction between the partners is intensive;
- The managerial aspects of the partnership are complex, and;
- The strategic value of the relationship is considered to be major.
The Tampa Bay Educational Partnership: A Tangible Example

The recently formed *Tampa Bay Educational Partnership* serves as an example of successful cross-institutional relationship building. Through the partnership, the relationship between the College of Education and the Hillsborough County School District and other institutions in the community (i.e., nonprofit sector and government agencies and businesses) reached new heights. In over an eight-month period (January – August 2007) the partnership generated over $50 million in external funding to benefit children, families and communities in Hillsborough county along with our faculty and staff research agenda in the College of Education.

**Reference**


*Bruce Jones, Associate Dean for Research – Happy New Year (January 2008)*
This is to extend CONGRATULATIONS to the faculty and staff below who have successfully secured the following research and training grants since June 1, 2007.

**NATIONAL LEVEL**

Lisa Lopez (Psychological & Social Foundation) was awarded a 3-year, $500,000 grant from the Department of Health & Human Services (HHS), Administration of Children and Families to Partner with five Head Start agencies throughout Florida in developing a state consortium to study the developmental process of language, early literacy, early numeracy, cognition, approaches to learning, and social-emotional development for 400 Spanish-speaking English language learners in both English and Spanish for the Florida English Language Learners Attending Head Start (FELLA-HS): A Cultural and Academic Analysis project.

Patricia McHatton, David Allsopp, Karen Colucci, and Ann Cranston-Gingras (Special Education) received a 5-year, $500,000 from the U.S. Department of Education to Enhance the ability of two initial certification programs in Special Education-high incidence disabilities, one at the undergraduate level and the other at the graduate level, to prepare teachers who meet the Highly Qualified requirements to teach students with high incidence disabilities in K-12 schools for the Project EXPERTISE (Project Expert Teachers Instructing Students Exceptionally).

**STATE LEVEL**

George Batsche (Psychological & Social Foundations) and Michael Curtis (Psychological & Social Foundations) received a 1-year, $1,394,598 grant from the Florida Department of Education to 1) Provide technical assistance and training support to districts, schools, agencies and families; 2) provide support to the DOE and related state agencies; 3) develop and generate training resources and advanced technology and 4) acquire the technical expertise and resources necessary to complete tasks required by the DOE for the Student Support Services (SSS) Exceptional Student Education project.

George Batsche (Psychological & Social Foundations) and Michael Curtis (Psychological & Social Foundations) received a 1-year, $667,000 grant from the Florida Department of Education to 1) Provide training, technical assistance, resources, and applications of technology to support the infrastructure of the existing SSN counties, 2) to expand the existing SSN Resource Center in order to use advanced applications of technology, resources, and technical support for the SSN project counties as well as the DOE, other school districts and community entities; 3) to provide
awareness of and training in the use of school based funding sources (e.g. Medicaid) to engage in effective planning and integration of school and community services for the Student Support Services (SSS) Exceptional Student Education project.

**Michael Curtis** (Psychological & Social Foundations) and **George Batsche** (Psychological & Social Foundations) received a 1-year, $1,245,047 grant from the Florida Department of Education to utilize problem-Solving Method and Response to Intervention (PSM/RTI) model to provide training and support to the statewide at-risk and exceptional students for the Florida Statewide Problem-Solving/Response to Intervention Program.

**Donna Elam** (Anchin Center) received a 1-year, $31,214 grant from Hillsborough County Public Schools to assist in the design of the protocols for replication of best practices from the DATA Project and provide technical assistance for the Phase III cohort of Hillsborough Public School Administrators for the DATA Project 2007-2008.

**Donna Elam** and **Bruce Jones** (Anchin Center) received a 5-year, $621,941 grant from Hillsborough County Public Schools to conduct leadership training to assist school administrators in creating the specialized skills necessary to become effective leaders at high needs, high poverty schools for the Teacher Incentive Fund (TIF).

**Donna Elam** (Anchin Center) was awarded a, 15-month, $216,367 grant from Hillsborough County Public Schools to support the Collaborative Leaders Achieving Science Success (CLASS) project. They will create a partnership between HCPS, MOSI, the College Board and USF to provide professional development in the area of the physical sciences, culturally competent leadership and Science, Technology, Engineering, and Mathematics (STEM) internship.

**Bruce Jones** (Anchin Center) received a 15-month, $50,000 contract from Hillsborough County Public Schools to conduct the summative evaluation of the Collaborative Leaders Achieving Science Success (CLASS) project.

**Bruce Jones** (Anchin Center) received a 1-year, $56,150 contract from the Alachua County School Board to conduct the summative evaluation of the Florida Digital Educator Program and research the effectiveness of the program.

**Bruce Jones** (Anchin Center) was awarded a 1-year, $56,064 contract from the Highlands County School Board to conduct the summative evaluation of the Florida Digital Educator Program and research the effectiveness of the program.

**Gladis Kersaint** (Secondary Education) received a $211,731 grant from Hillsborough County Public Schools to design a professional development module and facilitate mathematics training for Hillsborough County K-12 teachers for the *Achievement Through Content Expertise (ACE)* project.

**Marilyn Kline** (Anchin Center) and **Patricia Linder** (Anchin Center) were awarded a 1-year, $100,000 grant from the Florida Department of Education to fund the Adult Education and Family Literacy - Regional
Training Council, Region IV project.

**Marilyn Kline** (Anchin Center) and **Patricia Linder** (Anchin Center) were awarded a 1-year, $100,000 grant from the Florida Department of Education to fund the Adult Education and Family Literacy - Regional Adult Literacy Centers project.

**Patricia McHatton** (Special Education) received a 1-year, $10,500 grant from Hillsborough County Public Schools to fund the Florida Learn and Serve Special Initiatives Project. The project will design staff/teacher development components and deliver training to teachers.

**Karen Moffitt** (FDLRS) was awarded a 1-year, $250,000 grant from the Florida Department of Health to study the barriers to participation of Florida cancer patients in clinical trials for the Florida Cancer Clinical Trial Physician/Patient Information Education Program.

**Karen Moffitt** (FDLRS) received a 1-year, $621,637 award from the Florida Department of Education to provide multidisciplinary diagnostic evaluations and prescriptive interventions for Florida's children with learning, behavioral, and developmental problems for the Florida Diagnostic & Learning Resources Centers, Multidisciplinary Educational Services Centers.

**Karen Moffitt** (FDLRS) was awarded a 1-year, $432,000 grant from the Florida Department of Education to Maintain a district and regional network of facilitators, consultants, and practitioners to assist schools and school districts in the implementation of effective and inclusive educational practices for the Florida Inclusion Network (FIN).

**Karen Moffitt** (FDLRS) was awarded a 1-year, $297,858 grant from the Florida Department of Education to provide educators, parents, and artists with resources and the tools to support arts programming in schools and communities for people with disabilities thru the Very Special Arts (VSA) program.

**Roy Winkelman** (FCIT, Secondary Education) received a 1-year, $168,449 grant from the Alachua County School Board to provide professional development programs on enhancing technology through technology to school teachers including Summer Institute Workshops, follow-up on-line mentoring and face-to face training for the Florida Digital Educator Program.

**Roy Winkelman** (FCIT, Secondary Education) received a 1-year, $129,569 grant from the Union County School Board to provide digital assets to support the hands-on approach of the online science education modules and to provide resources to support the implementation of best practices by Science teachers statewide for the Exploring Science Content: Digital Strategies for Science Teaching and Learning project.

**Roy Winkelman** (FCIT, Secondary Education) was awarded a 1-year, $37,696 grant from the Florida Department of Education to Provide direct technical assistance to school district personnel in the use and integration of Florida's specialized instructional technology tools for the Enhancing Education Through Technology Technical Assistance project.
Barbara Shircliffe (Psychological and Social Foundation) received a 1-year, $37,696 grant from the Spencer Foundation to Examine the history of teacher desegregation (1954-1984) in three southern metropolitan school systems - Jackson, MS; Atlanta, GA; and Tampa, FL for the Teacher Desegregation in the South project.


Mini-Grant Program

COLLEGE OF EDUCATION
OFFICE OF THE ASSOCIATE DEAN FOR RESEARCH
ANNOUNCES

THE THIRD ANNUAL

MINI-GRANT RESEARCH PROGRAM

2008 MINI-GRANT RESEARCH PROGRAM GUIDELINES

The College of Education, Office of the Associate Dean for Research, Mini-Grant Research Program provides opportunities for new and experienced researchers to secure internal funding to support research interests. All tenured and tenure-earning faculty within the College of Education on the Tampa, Lakeland and Sarasota/Manatee campuses may apply for mini-grant funding, which ranges from $2,500 to $5,000 per grant to be applied on a up to 12-month period.

PURPOSE OF MINI-GRANT RESEARCH PROGRAM

The purposes of the Mini-Grant Research Program are:

- To provide seed funding for faculty research that may lead to future externally-funded grants;
- To foster excellence in research and scholarship, and;
- To support faculty development.

MINI-GRANT SPONSORS

The sponsors of the College of Education, Office of the Associate Dean for Research, Mini-Grant Research Program are:

- USF, College of Education, Office of the Associate Dean for Research and Lakeland and Sarasota Campus
- Institute for Instructional Research & Practice and the Institute for At-Risk Infants, Children & Youth, and Their Families
- Gus Stavros Center for Free Enterprise & Economic Education

AVAILABLE FUNDING FOR FACULTY BY CAMPUS

USF – Tampa Campus

- $50,000 – USF, College of Education, Office of the Associate Dean for Research, plus:
TOTAL MADE POSSIBLE BY SPONSORS: $100,000

GRANT AMOUNTS
$2,500 to $5,000 per grant to be applied for a up to 12-month award period.

NOTE: These guidelines were adapted from the Internal Awards Program sponsored by the USF Office of Research and may be revised by the Dean to address unforeseen situations to ensure the smooth operation of the program.

A pdf file of this Mini Grant Announcement is available here and the Mini Grant program application (Word doc) is available here.

Research Announcements

Research links from Susan Ariew, University Librarian:

R PEN NewsBlast
http://www.publiceducation.org/newsblast_current.asp

AACTE Grants
http://www.aacte.org/News/grants_awards.aspx

eSchool News

Community of Science
http://www.cos.com/

Florida DOE
http://www.fldoe.org/grants/gtd/gsrp.asp

United States DOE

Hillsborough County Children's Board
http://www.childrensboard.org/home.htm

The Chronicle
http://chronicle.com/free/grants/

Education World
http://www.educationworld.com/a_admin/grants/additional_grants.shtml

Pronto link:
http://www.lib.usf.edu/public/index.cfm?
Pg=BooksArticlesMediaDeliveryPRONTO

Education Subject Guide link:
http://www.lib.usf.edu/public/index.cfm?
Pg=SubjectGuides&Subject_id=a343fa03-e327-b1a1-4c21-ada99bb31c3a

Center for Research Libraries catalog link:
http://209.175.55.108/
and here’s the description about some archival materials available in Education at CRL:
http://www.crl.edu/content.asp?l1=5&l2=22&l3=39&top=14

The handout and guide to Ingenta is located at:
http://www.lib.usf.edu/public/_files/IngentaProfile_Handout.pdf

The page devoted to Library and Information Resources Related to Promotion and Tenure is located at:
http://www.lib.usf.edu/public/index.cfm?
Pg=LibraryInformationResourcesRelatedToPromotionTenure

ADR CONTACTS

Dr. Bruce A Jones: Jones@coedu.usf.edu
Ms. Grace Wang: GWang@coedu.usf.edu
Ms. Maniphone (Moni) Dickerson: Dickerso@coedu.usf.edu

(813) 974-5959

ADR News Report design by Ms. Stephanie Ballinger