A. MISSION AND AREAS OF FOCUS

The mission of the Institute for Workforce Competitiveness is to improve workforce development and utilization through partnership development, research and technical assistance. The IWC is a designed Type III Institute, which means that the total funding to support its activities is derived from external contact and grant generation. These contract and grant providers include a range of diverse clients including State of Florida’s Department of Education, Johnson & Johnson Corporation, National Alliance of Business, Miami-Dade Jobs and Education Partnerships, and Miami-Dade Public Schools. This diversity of clients has provided the IWC with the unique opportunity to provide research and technical assistance services that interacts and connects with the specified needs of the contact and grant providers. The flexibility to provide these types of services would not have been available if the IWC was housed and confined to a college department or division and restricted to utilizing only the resources contained within. The IWC staff has attempted to establish relationships with other inter-institutional agencies and causal working relationship do exist. Due to the nature and constraints of Type III funding, on-going financial support to continue those agencies active involvement is difficult to sustain over time.

B. ORGANIZATION, EXTERNAL TRENDS AND STRATEGIC DIRECTIONS

1. Organizational Issues

2. Advisory Board Members NA

3. External Trends

Changes in the State of Florida’s political structure and the election of a new Commissioner of Education has adversely impacted the levels of external funding received from the State’s Department of Education this past year. The Institute receives a majority of its’ external funds from this entity. Additionally, the external trends that created a need for the Institute (Global competition, business/management restructuring, rapidly changing work environments and workforce, and educational restructuring) will continue for the foreseeable future. The present funding streams for the Institute, however, will change. Current funding comes primarily from the Federal School-to-Work Opportunities Act of 1994. This act has a sunset provision and barring unforeseen circumstances, will not exist after 2001 in the State of Florida. To continue the present level of effort or to expand into additional needed areas will require funding from the State Department of Education, Department of Labor and Employment Security, foundations, state legislation, or other sources. As the 28 Florida School-to-Work Partnerships mature, the programs and operations of the Institute will change. Anticipated changes include a greater focus on governance, management, and strategic planning of partnerships, action and applied research on both educational and workforce issues, and development of a statewide, integrated data system for education/labor programs, and the expansion into corporate professional development to assist in business and education partnership development.

The Institute’s comprehensive action plan which calls for an aggressive pursuit of new funding sources, “Institutionalization@ of on-going evaluation, corporate business and education partnership development, and assorted professional development services. This includes the selective contracting with other states and localities for services now provided to Florida=s partnerships, and further development of the Institute=s long-range research mission.

This past year, the changes of Florida’s political structure has adversely impacted the external funding levels of the IWC, which called for a drastic reduction in staff. Aggressive marketing of IWC services were
undertaken but yielded little results. Initially, the plan called to solicit contractual agreements with the existing 28 individual Florida School-to-Work partnerships to continue the ongoing activities of the Institute, but many of these partnerships’ funding was also adversely impacted by the governmental change. Additionally, the Institute is a national provider of technical assistance to the School-to-Work initiative until 2003.

4. Strategic Directions and Areas of Emphasis

Our vision is that the Institute, five years from now, will still have the original three main themes. The priorities will, however, shift toward greater emphasis on research and policy inquiry and toward international as well as national and state workforce development issues, and corporate involvement. The Institute should attract multiple funding sources, and garner state legislative funding support to provide the foundation for an on-going program of research on education/workforce issues. The Institute will have a full-time director and core staff on “hard money” within a five-year period. The Institute is envisioned as being a leader in providing relevant research on workforce development policy and issues and the technical assistance provider of choice on governance, evaluation, and partnership development. The specific University Academic Themes supported by this vision are International, Urban, and Information.

C. 2000-2001 ANNUAL ACCOMPLISHMENTS

Long Range Goal 1: (Addresses University Goal V) Establish research collaborations with nationally recognized universities, centers and institutes that specialize in workforce development policy and educational reform. The research generated will enhance the delivery and knowledge base of associated programmatic degree course work. Continued emphasis on establishing these types of collaborative research opportunities will be priority item.

**Measurable Outcome:** Establishment of formal working relationships and collaborative research with other nationally recognized research universities, centers, and institutes.

**2000-01 Objective:** Establish at least one formal working relationship with an intra- and/or inter- center or institute, which supports FIU’s and IWC’s mission statements.

**Accomplishment:** This goal has been partially met. The IWC, with the support of the Dean of the College of Education, obtained a three year U.S. Department of Education grant titled: *Preparing Tomorrow’s Teachers to Use Technology (PT3)*. This particular grant was funded at $520,405.00 for the initial year (2001-2002). Depending upon Congressional approval, it is anticipated that the second year’s funding will be $499,552.00, and the third year $499,799.00, resulting in a three year total of $1,519,756.00. Similar PT3 grants exist at several of Florida’s State Universities (e.g., University of Florida, University of Central Florida, University of South Florida), and the funding provided by this grant has stimulated interagency discussions on how to strengthen and enhance the collaboration between these institutions. A face-to-face meeting is being planned to take place in February 2002.

**Use of Results for Program Improvement:** The reality is that it is very difficult for Type III Institutes to create and implement collaborative activities with an/or between external agencies without basic resources to fund participant travel and provide support logistics. The PT3 grant resources have provided the IWC with the unique opportunity to build relationships with other Florida State Universities and establish collaborative efforts that might normally have occurred.

Long Range Goal 2: (Addresses University Goal VI) Diversify funding base over the next three years to minimize dependence on federal flow-through dollars. Maintaining external funding levels at approximate targeted amounts and adding a minimum of one new funding source per year will indicate success. A key factor for the Institute’s longevity and the establishment of its’ core research will be when and/or if permission to pursue the change in the classification of the Institute from a Type III to a Type II status within the next several years. This change in status will provide legislative funding for the establishment of a core workforce development research agenda that directly supports the State of Florida.

**Measurable Outcome:** Receipt of diversified funding sources that match targeted external funding goals.
2000-2001 Objective: Receipt of external funding from diversified sources and maintain annual external funding level of $150K.

Accomplishment: This goal was met and exceeded. The IWC has exceeded its goal of external funding generation, thanks in large part, to the support of the Dean of the College of Education, and the receipt of the U.S. Department of Education’s PT3 Grant. The anticipated average annual funding for this grant activity over a three year period is $506,585.00. Additionally, the IWC received diversified grant funding from the South Florida Employment and Training Council, Johnson & Johnson Corporation, Miami-Dade Public Schools, and the U.S. Department of Education for GEAR UP program evaluation.

Use of Results for Program Improvement: The IWC will strive to continue to diversity its funding sources and maintain and/or exceed the established funding targets that are established.

Long Range Goal 3 (Addresses University Goal II) Maintain and expand the role of the Institute as a center for evaluation of education/business and workforce development partnerships in the Nation and the State of Florida.

Measurable Outcome: Success will be indicated by maintenance of an appropriate level of funding for evaluation activities after the STW federal program ends.

2000-2001 Objective: Continue to maintain and expand the role of the Institute as a center for evaluation of education/business and workforce development partnerships on International and National levels, and within the State of Florida.

Accomplishment: This goal was met. The PT3 Grant is providing the IWC with the opportunity to provide professional development activities to College of Education faculty, as well as over the next three years, providing training opportunities for approximately 300 local schoolteachers employed in our district partnership. One of the tenets of the PT3 Grant directly supports the workforce development aspect of this objective, which is to ensure that future teachers are prepared for the workplace and enhances the collaboration between FIU’s school district partners.

Use of Results for Program Improvement: The IWC will continue to place additional emphasis this objective to ensure compliance.

Long Range Goal 4 (Addresses University Goal III) Become a nationally recognized locus of quality research on workforce preparedness and utilization issues. Expected outcomes include preparation and dissemination of a series of research/policy papers on high priority issues such as worker skill utilization and compensation, alternate workforce training systems, impact of different forms of public-private partnerships, use of technology in bridging the skills/earning differential, etc. Success will be judged primarily through publications and funded research projects.

Measurable Outcome: Continue the role as a national technical assistance provider (approved August 1, 1997), and began collaborative work with nationally recognized agencies and research organizations.

2000-2001 Objective: Continue the emphasis on becoming a nationally recognized locus of quality research on workforce preparedness and utilization issues.

Accomplishment: The objective was met. The IWC strives to sustain its national recognition for the work that it has accomplished to date. This will be enhanced by the implementation of the PT3 Grant and with the collaborations established in this effort.

Use of Results for Program Improvement: The dissemination of FIU/IWC PT3 produced materials and technology based student achievement tools via the web is one mechanism that will be explored to enhance the IWC’s national presence.

Long Range Goal 5 (Addresses University Goal IV) Conduct seminal research in several critical needs areas, including:

♦ Impact of business/education collaboration on urban schools, students and employees/businesses;
♦ Barriers and facilitators of urban interagency collaboration;
♦ Multi-agency governance structures and development; and,
♦ Skill utilization and reward systems in different business sectors.
Measurable Outcome: Receipt of external grants and funding for the associated goal’s activities, and generate appropriate reports and disseminate findings.

2000-2001 Objective: Continue and expand upon externally funded grant activities to evaluate corporate and educational institution collaborations such as the Miami-Dade School District=s North Miami Beach Senior High School=s Biomedical Bridge-to-Employment Program which will begin additional investigation into Goal 5’s critical need areas.

Accomplishment: The objective was met. Funding from various funding sources was garnered, and numerous project reports have been developed and disseminated to support these funded activities.

Use of Results for Program Improvement: Emphasis needs to be continued on this objective in order to maintain diversity in funding sources that provide the IWC with an opportunity to research and publish their results.

Long Range Goal 6: (Addresses University Goal IV) Establish a national and international identity through contracts for research, development, and technical assistance in instructional design, educational systems design, and training management.

Measurable Outcome: Annually develop one major activity that supports Goal 6.

2000-2001 Objective: (Remains Constant). Establish a national and international identity through contracts for research, development, and technical assistance in instructional design, educational systems design, and training management.

Accomplishment: The objective was met. The PT3 Grant provides the IWC with the opportunity to develop both University faculty training systems but also contribute to FIU’s local school district’s training design as well. The IWC leadership is managing the proposed training activities as well. This will be an ongoing activity for the duration of this grant.

Use of Results for Program Improvement: Continue to evaluate the training activities that are provided by the grant activities of the IWC to ensure quality of these efforts. Data are collected from the participants in each of the professional development activities that are provided.

D. 2001-2002 ANNUAL GOALS

Long Range Goal 1: (Addresses University Goal V) Establish research collaborations with nationally recognized universities, centers and institutes that specialize in workforce development policy and educational reform. The research generated will enhance the delivery and knowledge base of associated programmatic degree course work. Continued emphasis on establishing these types of collaborative research opportunities will be priority item.

Measurable Outcome: Establishment of formal working relationships and collaborative research with other nationally recognized research universities, centers, and institutes.

2001-2002 Objective: Using the PT3 Grant as catalyst, establish collaborative working relationships with other Florida State Universities that also participate in this particular grants activities.

Long Range Goal 2: (Addresses University Goal VI) Diversify funding base over the next three years to minimize dependence on federal flow-through dollars. Maintaining external funding levels at approximate targeted amounts and adding a minimum of one new funding source per year will indicate success. A key factor for the Institute’s longevity and the establishment of its’ core research will be when and/or if permission to pursue the change in the classification of the Institute from a Type III to a Type II status within the next several years. This change in status will provide legislative funding for the establishment of a core workforce development research agenda that directly supports the State of Florida.
Measurable Outcome: Receipt of diversified funding sources that match targeted external funding goals.

2001-2002 Objective: Receipt of diversified funding sources that match targeted external funding goals.

Long Range Goal 3: (Addresses University Goal II) Maintain and expand the role of the Institute as a center for evaluation of education/business and workforce development partnerships in the Nation and the State of Florida.

Measurable Outcome: Success will be indicated by maintenance of an appropriate level of funding for a Type III Institute.

2001-2002 Objective: Success will be indicated by maintenance of an appropriate level of funding for a Type III Institute.

Long Range Goal 4: (Addresses University Goal III) Become a nationally recognized locus of quality research on workforce preparedness and utilization issues. Expected outcomes include preparation and dissemination of a series of research/policy papers on high priority issues such as worker skill utilization and compensation, alternate workforce training systems, impact of different forms of public-private partnerships, use of technology in bridging the skills/earning differential, etc. Success will be judged primarily through publications and funded research projects.

Measurable Outcome: Continue the role as a national technical assistance provider (approved August 1, 1997), and began collaborative work with nationally recognized agencies and research organizations.

2001-2002 Objective: Expand the IWC role to that of a nationally recognized technology training provider and developer of on-line professional development tools (e.g., e-folios).

Long Range Goal 5: (Addresses University Goal IV) Conduct seminal research in several critical needs areas, including:
- Impact of business/education collaboration on urban schools, students and employees/businesses;
- Barriers and facilitators of urban interagency collaboration;
- Technology assessment and quality professional development activities for faculty; and,
- Skill utilization and reward systems in different business sectors, including public education.

Measurable Outcome: Receipt of external grants and funding for the associated goal’s activities, and generate appropriate reports and disseminate findings.

2001-2002 Objective: Receipt of appropriate external grants and funding to support a Type III Institute’s associated goal and activities, and generate appropriate reports and disseminate findings.

Long Range Goal 6: (Addresses University Goal IV) Establish a national and international identity through contracts for research, development, and technical assistance in instructional design, educational systems design, and training management.

Measurable Outcome: Annually develop one major activity that supports Goal 6.

2001-2002 Objective: Design and conduct one major technology professional development activity for both University faculty and school district partnership teachers.

E. EXECUTIVE SUMMARY (1-2 page Summary)

1. Major Activities from the past year. The IWC experienced a rocky 2000-2001, beginning the year with a major reduction of anticipated funding from the Florida Department of Education primarily due to changes in the political structure of the State government and the new goals and objectives of the new education commissioner. This necessitated a major downsizing of
projected IWC activities and staffing during this timeframe. Because of the reduction of both funding and staff size, the University administration requested that the IWC be physically relocated from their existing offices located in the FIU’s Engineering and Applied Sciences Building, which the IWC had occupied for approximately four years, to an older modular portable trailer/office park located on the FIU’s University Park Campus. After the IWC was relocated, the University commenced demolition on the majority of the surrounding modular/trailer units within this park, leaving only several trailers standing, including the IWC trailer. During this major demolition activity, the telecommunication lines connecting the IWC to the outside world were cut, causing the IWC to be without voice, email, fax for approximately four months. This lack of telecommunications caused major problems for the IWC in trying to stay connected to their client base and grantees.

In spite of these problems, the IWC had a very successful year in external grant generation, thanks to the support of the Dean of the College of Education. With the support and encouragement from the Dean, the director of the IWC worked with a collaborative team to develop, apply for, and receive the U. S. Department of Education grant titled: Preparing Tomorrow’s Teachers to Use Technology (PT3). It is anticipated that the PT3 grant funding over a three-year period to exceed $1.5 million. Additionally, the IWC continued evaluation support for the U.S. Department of Education GEAR UP grant activities, and will provide evaluation services to the Miami-Dade County School District’s Annenberg Challenge Grant titled: One Community One Goal.

Major Activities - Coming Year: The IWC’s activities will primarily concentrate on the support of the PT3 grant because it is the major funding source for the Institute. The coming years activities will include the following goals:

1. Professional education faculty will have the skills needed to model the use of teaching with technology in a transparent manner.
2. The standards and curriculum of the professional education program will be designed to effectively use technology to enhance learning.
3. Professional education faculty and students will have access to appropriate technology as a teaching tool.
4. Partnerships will be developed and strengthened to effectively integrate the use of technology as a learning tool throughout the education system.

And objectives:

1. A system of ensuring basic technology literacy for in-coming professional education students will be developed and implemented.
2. High quality professional development activities for professional education faculty, content-area faculty, and mentor teachers will be implemented.
3. A systematic model of curricular reform will be developed and implemented for technology infusion in professional education programs.
4. Current technology infrastructure in the professional education programs at FIU will be enhanced.