

Budget Detail Request - Fiscal Year 2016-17

Your request will not be officially submitted unless all questions and applicable sub parts are answered.

1. Title of Project: Florida Professional Development Initiative
2. Date of Submission: 12/18/2015
3. House Member Sponsor(s): Bill Hager

4. DETAILS OF AMOUNT REQUESTED:

- a. Has funding been provided in a previous state budget for this activity? No
If answer to 4a is ?NO? skip 4b and 4c and proceed to 4d
- b. What is the most recent fiscal year the project was funded?
- c. Were the funds provided in the most recent fiscal year subsequently vetoed? No
- d. Complete the following Project Request Worksheet to develop your request (Note that Column E will be the total of Recurring funds requested and Column F will be the total Nonrecurring funds requested, the sum of which is the Total of the Funds you are requesting in Column G):

FY:	Input Prior Year Appropriation for this project for FY 2015-16 (If appropriated in FY 2015-16 enter the appropriated amount, even if vetoed.)			Develop New Funds Request for FY 2016-17 (If no new Recurring or Nonrecurring funding is requested, enter zeros.)			
	Column: A	B	C	D	E	F	G
Funds Description:	Prior Year Recurring Funds	Prior Year Nonrecurring Funds	Total Funds Appropriated (Recurring plus Nonrecurring: Column A + Column B)	Recurring Base Budget (Will equal non-vetoed amounts provided in Column A)	INCREASED or NEW Recurring Requested	TOTAL Nonrecurring Requested (Nonrecurring is one time funding & must be re-requested every year)	Total Funds Requested Over Base Funding (Recurring plus Nonrecurring: Column E + Column F)
Input Amounts:					1,000,000	0	1,000,000

- e. New Nonrecurring Funding Requested for FY 16-17 will be used for:
 Operating Expenses Fixed Capital Construction Other one-time costs
- f. New Recurring Funding Requested for FY 16-17 will be used for:
 Operating Expenses Fixed Capital Construction Other one-time costs

5. Requester:

- a. Name: Dr. Pam Northrup
- b. Organization: University of West Florida
- c. Email: pnorthru@uwf.edu
- d. Phone #: (850)474-3255

6. Organization or Name of Entity Receiving Funds:

- a. Name: University of West Florida
- b. County (County where funds are to be expended) Statewide
- c. Service Area (Counties being served by the service(s) provided with funding) Statewide

7. Write a project description that will serve as a stand-alone summary of the project for legislative review. The description should summarize the entire project's intended purpose, the purpose of the funds requested (if request is a sub-part of the entire project), and most importantly the detail on how the funds requested will be spent - for example how much will be spent on positions and associated salaries, specifics on capital costs, and detail of operational expenses. The summary must list what local, regional or statewide interests or areas are served. It should also document the need for the funds, the community support and expected results when applicable. Be sure to include the type and amount of services as well as the number of the specific target population that will be served (such as number of home health visits to X, # of elderly, # of school aged children to receive mentoring, # of violent crime victims to receive once a week counseling etc.)

Florida House Bill, CS/HB 7165, and appropriated funding is making it possible for the state to begin:

- ? Providing a program that shall support a K-12 career and education planning system and interface the statewide advising service with state university advising systems.
- ? Managing a K-20 statewide computer-assisted student advising system. The system shall support career and education planning for the K-12 system, the process of advising, and certifying postsecondary students for and include a degree audit and an articulation component.
- ? Providing information relating to career descriptions and corresponding educational requirements, admissions requirements, and available sources of student financial assistance.

Many of these goals will be realized through the custom development of the Florida K-20 Career and Education Planning System. Key highlights of the system include:

- ? An evidence-based, comprehensive, all-ages (including traditional and non-traditional populations), and developmentally appropriate approach to career guidance and development.
- ? The highest in reliable and valid career assessments for an accurate foundation that supports effective career and education planning.
- ? Integration with authoritative data systems and up-to-date informational sources.

- ? Data and metrics for administrators and policy makers in the areas of education, workforce, and economic development.
- ? Support for the Complete Florida Plus Program.

With additional, annual appropriated funding, other services, including critical professional development in career advising, can offer expanded support for the career and education planning system.

Research has shown that individuals using computer-assisted systems benefit greatly from the presence and guidance of a trained professional. A meta-analysis of career interventions found that use of a computer-assisted system combined with interaction with a counselor was superior to an individual interacting with the computer alone. To best provide the depth of services to career planners of all ages, counselors, career coaches, educators, and other professionals working with students and adults should become well-versed in career development theory, assessments, information, strategies, and tools.

A high quality professional development program for career advising with international certification and competencies will:

- ? Align reliable career aspirations with relevant educational options and plans.
- ? Facilitate successful preparation and transitions into higher education and the world of work.
- ? Improve academic performance, retention, and completion rates.
- ? Increase confidence in career development activities and provide hope for the future.
- ? Ensure critical career interventions become part of the K-20 career and education planning system and program.

Three major types of professional development opportunities:

Career Advisor Training?(CAT): Essentials

The Essentials program offers an entirely online self-paced career advisor training program that clocks 10 professional development hours. This program is appropriate for administrators or those who are new to career advising.

The four main lessons include:

1. Career Guidance Theory
2. A Personal Touch for Career Guidance
3. Understanding the MyCareerShines Career Planning System
4. Planning as a Tool for Career Guidance

Career Advisor Training? (CAT): Advanced

The Advanced course is a 30 hour online/hybrid course with two required web conference interactions with the instructor. Using a popular online learning management system, participants take the course online over seven weeks. After successful completion of the course and final exam as well as an accepted

application to the International Association of Career Advisors (IACA), individuals are awarded certification designation as a Certified Career Advisor? (CA). This program is ideal for counselors, career coaches, career development instructors, and workforce development advisors.

The IACA competencies that are covered over nine modules during this course:

1. Helping Skills ? Ability to identify and apply information and advice to meet the career planning needs of students/clients.
2. Labor Market Information and Career Related Resources ? Ability to source labor market information (LMI) and identify the appropriate career related resources to assist students/clients.
3. Assessment ? Ability to demonstrate the difference between formal and informal career development assessments and an understanding of how assessments can aid in the career advising process.
4. Diverse Populations ? Ability to match career advising programs or services to meet the identified needs of specific client groups.
5. Ethical and Legal Issues ? Follows the code of ethics established by the National Career Development Association (NCDA) and understands how to research legislation and policy initiatives related to career advising within their home country.
6. Career Development Models ? Understands career development theories, how they differ, and how the models can be applied to career advising services.
7. Employability Skills ? Ability to advise and support clients on job search strategies, as well as resume writing and interview skills.
8. Training Clients and Colleagues ? Ability to create appropriate support documents to assist with training of colleagues and students/clients.
9. Promotion and Public Relations ? Ability to effectively market specific career advising programs to targeted students/clients.
10. Technology ? Ability to implement career development technologies in order to most effectively serve students/clients.

Career Development Facilitator Training

The Career Development Facilitator (CDF) provides in depth training for counselors, career coaches, career development instructors, and workforce development advisors. It provides individuals with relevant skills and knowledge to assist others in planning career and education goals. This 120 hour course held over 16 weeks is an instructor-led e-learning course; entirely online with periodic web conferences. Attendees receive personal attention from a highly qualified NCDA-approved instructor. Following successful completion, participants are eligible for national certification through the Center for Credentialing and Education (CCE) and Continuing Education Units (CEUs). The content covers the 12 competencies established by the National Career Development Association (NCDA).

1. Helping Skills - Be proficient in the basic career facilitating process while including productive interpersonal relationships.
2. Labor Market Information and Resources - Understand labor market and occupational information and trends. Be able to use current resources.
3. Assessment - Comprehend and use (under supervision) both formal and informal career development assessments with emphasis on relating appropriate ones to the population served.
4. Diverse Populations - Recognize special needs of various groups and adapt services to meet their needs.
5. Ethical and Legal Issues - Follow the NCDA Code of Ethics and the GCDF Code of Ethics and know current legislative regulations.
6. Career Development Models - Understand career development theories, models, and techniques as they apply to lifelong development, gender, age, and ethnic background.

7. Employability Skills - Know job search strategies and placement techniques, especially in working with specific groups.
8. Training Clients and Peers - Prepare and develop materials for training programs and presentations.
9. Program Management/Implementation - Understand career development programs and their implementation, and work as a liaison in collaborative relationships.
10. Promotion and Public Relations - Market and promote career development programs with staff and supervisors.
11. Technology - Comprehend and use career development computer applications.
12. Consultation - Accept suggestions for performance improvement from consultants or supervisors.

The funding requested will launch a statewide professional development initiative to certify and prepare teachers, counselors, administrators, career coaches, workforce professionals, and other career guidance professionals. With 74 districts and 3,401 public schools (according to the FASA) in Florida, this program will offer 74 career development facilitator trainings and 148 certified career advisor trainings, and 5,000 online 10-hour career advisor training courses for administrators. This initiative will take place annually for current and new staff.

Year	Year 1	Totals ?	Five Years
Course Type	CAT: Essentials	CAT: Essentials	
Number of Courses	Ongoing, as needed		
Number of Participants	5,000	25,000	
Course Type	CAT: Advanced	CAT: Advanced	
Number of Courses	29	145	
Number of Participants	725	3,625	
Course Type	CDF	CDF	
Number of Courses	15	74	
Number of Participants	300	1,500	

8. Provide the total cost of the project for FY 2016-17 from all sources of funding:

Federal: 0

State: 0 (Excluding the requested Total Amount in #4d, Column G)

Local: 0

Other: 0

9. Is this a multi-year project requiring funding from the state for more than one year?

Yes