



The Florida Senate

Local Funding Initiative Request

Fiscal Year 2023-2024

LFIR # 2500

1. **Project Title**

2. **Senate Sponsor**

3. **Date of Request**

4. Project/Program Description

The goal of this project is to provide career readiness and competency development to over 5,000 high school students by assisting in funding the expansion and sustainability of 3DE by Junior Achievement instructional model in participating high schools in partnership with school districts.

Funding to cover approx. 36% of total annual costs (\$6,028,324), the remaining of which has been/will be raised by Junior Achievement offices from local business and philanthropic entities (\$7.1M raised a/o 2017).

Currently implemented in 12 public high schools between 7 partnering school districts, 3DE is providing quality education through core competency development and business case methodology to 3,289 students with over 100 specially trained teachers and over 50 partnering employers representing in-demand industries like cybersecurity, manufacturing, law enforcement, financial services, construction, and more that play a key role in curriculum design and delivery.

5. **State Agency to receive requested funds**

State Agency contacted? Yes

6. Amount of the Nonrecurring Request for Fiscal Year 2023-2024

Type of Funding	Amount
Operations	2,197,732
Fixed Capital Outlay	0
Total State Funds Requested	2,197,732

7. Total Project Cost for Fiscal Year 2023-2024 (including matching funds available for this project)

Type of Funding	Amount	Percentage
Total State Funds Requested (from question #6)	2,197,732	93%
Matching Funds		
Federal	0	0%
State (excluding the amount of this request)	0	0%
Local	162,400	7%
Other	0	0%
Total Project Costs for Fiscal Year 2023-2024	2,360,132	100%

8. **Has this project previously received state funding?** No

Fiscal Year (YYYY-YY)	Amount		Specific Appropriation #	Vetoed
	Recurring	Nonrecurring		

9. **Is future funding likely to be requested?** Yes

a. **If yes, indicate nonrecurring amount per year.**

b. **Describe the source of funding that can be used in lieu of state funding.**



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In lieu of state funding, affiliate Junior Achievement offices would have to continue to solely rely on traditional fundraising sources like individual giving, corporate giving, and limited school district/county support.

10. Has the entity requesting this project received any federal assistance related to the COVID-19 pandemic?

If yes, indicate the amount of funds received and what the funds were used for.

Complete questions 11 and 12 for Fixed Capital Outlay Projects

11. Status of Construction

a. What is the current phase of the project?

Planning Design Construction

b. Is the project "shovel ready" (i.e permitted)?

c. What is the estimated start date of construction?

d. What is the estimated completion date of construction?

12. List the owners of the facility to receive, directly or indirectly, any fixed capital outlay funding. Include the relationship between the owners of the facility and the entity.

13. Details on how the requested state funds will be expended

Spending Category	Description	Amount
Administrative Costs:		
Executive Director/Project Head Salary and Benefits	Creation of position responsible for (but not limited to): managing operations funding across participating Junior Achievement area offices, onboarding new areas/school districts for expansion, reporting outcome metrics to governing agency, growing partnerships between 3DE, school boards, state agencies, and key institutions statewide. Project head salary (90,000) + benefits (29)	119,700
Other Salary and Benefits		0
Expense/Equipment/Travel/Supplies/Other	Travel & lodging, office equipment, print materials, technology, learning and development	12,000
Consultants/Contracted Services/Study		0
Operational Costs: Other		
Salary and Benefits	Percentage of 16 existing 3DE School Leadership Director salaries and benefits (517,892) + percentage of 4 additional 3DE School Leadership Director salaries and benefits for expansion (443,355) Percentage of local Junior Achievement staff costs for services rendered to support launch and sustainability of 3DE model (292,614)	1,253,861



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Expense/Equipment/Travel/Supplies/Other	Teacher training and development (231,251) Curriculum design and case development (180,717) Leadership development and school growth (121,739) Business case partner integration and activation (161,491) Technology and data systems (74,066) 3DE school discretionary funding (42,907)	812,171
Consultants/Contracted Services/Study		0
Fixed Capital Construction/Major Renovation:		
Construction/Renovation/Land/Planning Engineering		0
Total State Funds Requested (must equal total from question #6)		2,197,732

14. Program Performance

a. What specific purpose or goal will be achieved by the funds requested?

The goal of this project is to provide career readiness and economic opportunity to high school students through core competency development and business case methodology by assisting in funding the expansion and sustainability of the 3DE by Junior Achievement instructional model in existing public high schools in partnership with key school districts and local business communities.

This funding would serve 3,500 - 5,000+ high school students across the State of Florida and set a path for sustainable expansion to more schools and more school districts.

b. What activities and services will be provided to meet the intended purpose of these funds?

Funding will assist Junior Achievement in the implementation and sustainability of 3DE in Florida public high schools, serving over 5,000+ students enrolled/to be enrolled in this innovative instructional model. Funding will help support on-site and off-site 3DE/Junior Achievement staff, specialized teacher trainings, curriculum development, integration of business case methodology, and more.

c. What direct services will be provided to citizens by the appropriation project?

Direct services to high school students in the 3DE instructional model include competency development, applied learning to real-world business problems, and being a part of a supportive, inclusive culture of excellence and stability within existing public high schools as members of the 3DE cohort (approx. 1/3 of student population). Benefits also permeate to teachers, who are specially trained in the 3DE instructional model, supported by on-site and off-site 3DE staff, with belief in 3DE directly correlating to teacher retention. School administration also reap the benefits of near-immediate academic gains from 3DE students and a growing level of school stability due to the support provided by Junior Achievement and the 3DE staff.

d. Who is the target population served by this project? How many individuals are expected to be served?

The target population for this project is public high school students enrolled/to be enrolled in the 3DE instructional model. Typically, one-third of the student population at a given school is enrolled in 3DE, with the selection process being a combination of feeder-school recruitment, self-selection, and shepherding by school administration. A 3DE cohort is intended to mirror the demographics of the host school, from socioeconomic status (60% + on F/R lunch), to race/ethnicity, gender, and academic standing at time of enrollment. This mirroring of demographics is crucial for demonstrating 3DE's ability to provide quality outcomes and economic opportunity to all students while controlling for differentiating variables when drawing appropriate data.

e. What is the expected benefit or outcome of this project? What is the methodology by which this outcome will be measured?

The expected outcome of expanding and scaling 3DE is to bring 3DE to more public high schools statewide and thereby enroll more students in its instructional model. Benefits include increased academic performance, school stability, school competitiveness, teacher retention/satisfaction, and a persistent talent pipeline of more fully-prepared and competent youth for post-secondary institutions, employment, and entrepreneurship.

f. What are the suggested penalties that the contracting agency may consider in addition to its standard penalties



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for failing to meet deliverables or performance measures provided for the contract?

Outcomes are measure by recording key-performance indicators of success from 3DE student through data-sharing agreements with partnering school districts including: attendance, end-of-course assessments, reading/math proficiency, graduation rates, and disciplinary records.

15. Requester Contact Information

a. **First Name** **Last Name**

b. **Organization**

c. **E-mail Address**

d. **Phone Number** **Ext.**

16. Recipient Contact Information

a. **Organization**

b. **Municipality and County**

c. Organization Type

- For Profit Entity
- Non Profit 501(c)(3)
- Non Profit 501(c)(4)
- Local Entity
- University or College
- Other (please specify)

d. **First Name** **Last Name**

e. **E-mail Address**

f. **Phone Number**

17. Lobbyist Contact Information

a. **Name**

b. **Firm Name**

c. **E-mail Address**

d. **Phone Number**