



The Florida Senate

Local Funding Initiative Request

Fiscal Year 2025-2026

LFIR # 1442

1. Project Title
2. Senate Sponsor
3. Date of Request

4. Project/Program Description

The READ USA literacy tutoring program equips teen tutors—many from under-resourced communities—with professional skills while improving literacy outcomes for elementary students. The requested funds will support tutor recruitment, training, and mentorship, providing hands-on experience in instruction, assessment, leadership, and communication—skills that enhance employability. Through structured one-to-one tutoring, tutors gain workforce experience while students receive targeted reading support. The program expects to train hundreds of tutors while serving up to 1,000 students, creating a pipeline of skilled workers and educators. Measurable outcomes include improved literacy and attendance for students and increased workforce readiness for tutors, evaluated through assessments, attendance tracking, and independent validation by The Ohio State University.

5. State Agency to receive requested funds
- State Agency contacted? No

6. Amount of the Nonrecurring Request for Fiscal Year 2025-2026

Type of Funding	Amount
Operating	400,000
Fixed Capital Outlay	0
Total State Funds Requested	400,000

7. Total Project Cost for Fiscal Year 2025-2026 (including matching funds available for this project)

Type of Funding	Amount	Percentage
Total State Funds Requested (from question #6)	400,000	10%
Matching Funds		
Federal	1,333,100	33%
State (excluding the amount of this request)	0	0%
Local	1,892,200	47%
Other	423,600	10%
Total Project Costs for Fiscal Year 2025-2026	4,048,900	100%

8. Has this project previously received state funding? No
- If yes, provide the most recent instance:

Fiscal Year (yyyy-yy)	Amount		Specific Appropriation #	Vetoed
	Recurring	Nonrecurring		

9. Is future-year 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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Complete questions 10 and 11 for Fixed Capital Outlay Projects

10. Status of Construction

a. What is the current phase of the project?

- Planning
 Design
 Construction
 N/A

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?

e. What funding stream will be used for ongoing operations and maintenance of the project?

11. 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.

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

Spending Category	Description	Amount
Administrative Costs:		
Executive Director/Project Head Salary and Benefits	Salary and benefits for a full-time Chief Tutoring Officer position to oversee tutor workforce development through literacy tutoring program including the creation and delivery of content and training, along with the supervision of tutor coaches.	40,000
Other Salary and Benefits		0
Expense/Equipment/Travel/Supplies/Other		0
Consultants/Contracted Services/Study		0
Operational Costs		
Salary and Benefits	Each tutor will receive a \$2400 stipend for their participation in the workforce development through literacy tutoring program. The stipend will be provided in weekly installments during the 16-week program.	260,000
Expense/Equipment/Travel/Supplies/Other	Purchase curriculum materials, both print and digital and online learning licenses for all tutors to complete modules on topics of financial literacy, leadership, soft skills (e.g., communication, attendance, problem-solving), CPR, disaster preparedness, and workforce readiness. Additionally, funds will be available to support tutors that demonstrate the need for transportation assistance to participate in the program.	90,000
Consultants/Contracted Services/Study	READ USA study the impact of the workforce development through literacy tutoring program. The study will focus on tutor growth in the areas of financial literacy, leadership, soft skills (i.e., communication, attendance, problem-solving), and workforce readiness. Continue to partner with OSU to evaluate efficacy of tutoring program.	10,000
Fixed Capital Construction/Major Renovation:		
Construction/Renovation/Land/Planning Engineering		0



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Total State Funds Requested (must equal total from question #6)	400,000
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13. Program Performance

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

The funds requested will support the READ USA literacy tutoring program, which serves a dual purpose: improving reading proficiency among elementary students while providing workforce development opportunities for teen tutors, many of whom come from under-resourced communities. The program equips these teen tutors with critical workforce skills, including leadership, communication, instructional techniques, and data analysis, all of which are transferable to future careers. By investing in their training and development, the program enhances their career readiness and potential for economic mobility. Simultaneously, elementary students receive high-quality, evidence-based literacy instruction, ensuring that struggling readers develop the foundational skills necessary for academic success. The funds will be used to sustain and expand this impactful initiative, covering the costs of training, instructional materials, and program operations.

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

The program provides structured workforce development training for teen tutors, preparing them for future employment while delivering literacy support to young students. Tutors receive specialized training in instructional strategies, assessment administration, and lesson planning, along with hands-on experience in managing structured literacy interventions and adapting lessons based on individual needs. Tutors develop essential soft skills, including leadership, teamwork, and problem-solving, which are critical for career advancement in any field. Tutors conduct one-to-one literacy sessions with elementary students, engaging them in structured reading activities that include guided book selection, continuous text reading, and writing about reading. Requested funds will ensure that tutors receive ongoing mentorship and professional development opportunities throughout the program, enhancing their long-term career prospects while improving literacy outcomes for the students they serve.

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

This project will directly benefit two groups: elementary students who receive literacy tutoring and teen tutors who gain workforce development experience. The elementary students will participate in structured, one-to-one reading interventions tailored to their specific learning needs, focusing on foundational literacy skills such as phonics, vocabulary, fluency, comprehension, and writing. By participating in the program, these students will develop greater confidence in their reading abilities, contributing to their long-term academic success. At the same time, the teen tutors—many from similar under-resourced backgrounds—will receive comprehensive workforce training and hands-on instructional experience. They will learn how to plan and execute lessons and apply professional communication skills in an educational setting. This opportunity enhances their employability and strengthens the workforce while fostering a culture of service and mentorship.

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

The primary beneficiaries are teen tutors and elementary students from under-resourced communities. The program is expected to serve up to 1,020 elementary students who require literacy intervention, primarily from Title I schools where data indicates a significant need for additional reading support. The program ensures that they receive consistent, structured literacy tutoring to help them achieve grade-level proficiency.

The program targets teen tutors who are seeking professional development opportunities. These tutors, many of whom are from the same communities as the students they serve, will gain critical workforce skills that enhance their career readiness. The program expects to train and support hundreds of teen tutors, equipping them with instructional experience and leadership skills. By simultaneously addressing student literacy needs and tutor workforce development, the program creates a multi-generational impact that strengthens both education and economic mobility.

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



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The READ USA literacy tutoring program benefits both elementary students and teen tutors by improving literacy outcomes and providing workforce development opportunities. The program aims to increase reading proficiency on standardized assessments such as the Gates-MacGinitie Reading Test or the Florida Assessment of Student Thinking. For teen tutors, it provides structured workforce training, strengthening their employability through hands-on experience in instructional methods and classroom management. Emphasizing critical workforce skills such as problem-solving, leadership, and communication, the program equips tutors with transferable skills applicable across various careers. To measure these outcomes, the program will use pre- and post-standardized assessments, analyze school attendance records, and assess tutor performance, ensuring accountability and long-term sustainability.

f. What are the suggested penalties that the contracting agency may consider in addition to its standard penalties for failing to meet deliverables or performance measures provided for in the contract?

Each contract has financial penalties for failing to meet deliverables or performance measures. If funds are not used as we have requested, then:
 1) READ USA, Inc. would first be placed on corrective action and undergo additional monitoring.
 2) Funding should be returned to the State.
 3) Additional penalties would be determined depending on the circumstances.

14. Is this project related to mitigation, response, or recovery from a natural disaster?

a. If Yes, what phase best describes the project?

- Mitigation (reducing or eliminating potential loss of life or property)
- Response (addressing the immediate and short-term effects of a natural disaster)
- Recovery (assisting communities return to normal operations, including rebuilding damaged infrastructure)

b. Name of the natural disaster (or Executive Order # for events not under a federal declaration):

15. Has the entity applied for or received federal assistance for this project?

- Yes, Applied
- Yes, Received
- No
- No, but intends to apply

a. If yes, provide the FEMA project worksheet ID#:

b. Provide the total project cost listed on the FEMA project worksheet:

16. Has the entity applied for or received state assistance for this project (other than this request)?

- Yes, Applied
- Yes, Received
- No
- No, but intends to apply



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a. If yes, specify the program and state agency (ex. Local Government Emergency Bridge Loan, Department of Commerce):

17. Requester Contact Information

a. First Name Last Name

b. Organization

c. E-mail Address

d. Phone Number Ext.

18. 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 Ext.

19. Lobbyist Contact Information

a. Name

b. Firm Name

c. E-mail Address

d. Phone Number

The information provided will be posted to the Florida Senate website for public viewing if sponsored by a Senator.