

Appropriations Project Request - Fiscal Year 2020-21

For projects meeting the Definition of House Rule 5.14

1. Title of Project: Jacksonville School for Autism STEP - Supportive Transition Employment Program
2. Date of Submission: 10/23/2019
3. House Member Sponsor: Jason Fischer
Members Copied:

4. DETAILS OF AMOUNT REQUESTED:

- a. Has funding been provided in a previous state budget for this activity? Yes
If answer to 4a is "No" skip 4b and 4c and proceed to 4d, Col. E
- b. What is the most recent fiscal year the project was funded? 2019-20
- 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:

FY:	Input Prior Year Appropriation for this project for FY 2019-20 <i>(If appropriated in 2019-20 enter the appropriated amount, even if vetoed.)</i>			Develop New Funds Request for FY 2020-21 <i>(Requests for additional RECURRING funds are prohibited.)</i>		
Column:	A	B	C	D	E	F
Funds Description:	Prior Year Recurring Funds	Prior Year Nonrecurring Funds	Total Funds Appropriated <i>(Recurring plus Nonrecurring: column A + column B)</i>	Recurring Base Budget <i>(Will equal non-vetoed amounts provided in Column A)</i>	Additional Nonrecurring Request	TOTAL Nonrecurring plus Recurring Base Funds <i>(Will equal the amount from the Recurring base in Column D plus the Additional Nonrecurring Request in Column E.)</i>
Input Amounts:		250,000	250,000		300,000	300,000

5. Are funds for this issue requested in a state agency's Legislative Budget Request submitted for FY 2020-21? No
 - 5a. If yes, which state agency?
 - 5b. If no, which is the most appropriate state agency to place an appropriation for the issue being requested? Department of Education
 - 5c. Has the appropriate state agency for administering the funding, if the request were appropriated, been contacted? No
 - 5d. Describe penalties for failing to meet deliverables or performance measures which the agency should provide in its contract to administer the funding if appropriated.
Suspend funding.

6. Requester:

- a. Name: Michelle Dunham
- b. Organization: Jacksonville School for Autism
- c. Email: mdunham@jsakids.org
- d. Phone #: (904)732-4343

7. Contact for questions about specific technical or financial details about the project:

- a. Name: Michelle Dunham
- b. Organization: Jacksonville School for Autism
- c. Email: mdunham@jsakids.org
- d. Phone #: (904)732-4343

8. Is there a registered lobbyist working to secure funding for this project?

- a. Name: Robert Schenck
- b. Firm: The Legis Group
- c. Email: rob@legisgroupfl.com
- d. Phone #: (352)585-7338

9. Organization or Name of entity receiving funds:

- a. Name: Jacksonville School for Autism
- b. County (County where funds are to be expended): Duval
- c. Service Area (Counties being served by the service(s) provided with funding): Baker, Clay, Duval, Nassau, St. Johns

10. What type of organization is the entity that will receive the funds? (Select one)

- For Profit
- Non Profit 501(c) (3)
- Non Profit 501(c) (4)
- Local Government
- University or College
- Other (Please describe)

11. What is the specific purpose or goal that will be achieved by the funds being requested?

The JSA STEP program will provide students with the skills necessary to be fully integrated into their community and successfully transition into adulthood. The program focuses on: vocational, functional daily living and social/leisure. We discover each student’s interests and tailor a program of learning opportunities to create independence, future employment opportunities and greater access to their community. Each student has an individualized plan that is structured to meet their needs.

12. Provide specific details on how funds will be spent. (Select all that apply)

Spending Category	Description	Nonrecurring (Should equal 4d, Col. E) Enter “0” if request is zero for the category
Administrative Costs:		
<input type="checkbox"/> a. Executive Director/Project Head Salary and Benefits		
<input type="checkbox"/> b. Other Salary and Benefits		
<input type="checkbox"/> c. Expense/Equipment/Travel/Supplies/Other		
<input type="checkbox"/> d. Consultants/Contracted Services/Study		
Operational Costs:		
<input checked="" type="checkbox"/> e. Salaries and Benefits	1 Education Department Director 1 Transition Director 2 Job Coaches 2 Behavior Support 8 Vocational Instructor/Para	200,000
<input checked="" type="checkbox"/> f. Expenses/Equipment/Travel/Supplies/Other	Program & Service Expansion; Enterprise Development; Transition skills Evaluation Protocol; Vocational and Functional Daily Living Skills Training Equipment and Program Development with focus on applied nutrition education and culinary arts.	100,000

<input type="checkbox"/> g. Consultants/Contracted Services/Study		
Fixed Capital Construction/Major Renovation:		
<input type="checkbox"/> h. Construction/Renovation/Land/Planning Engineering		
TOTAL		300,000

13. For the Fixed Capital Costs requested with this issue (In Question 12, category “h. Fixed Capital Outlay” was selected), what type of ownership will the facility be under when complete? (Select one correct option)

- For Profit
- Non Profit 501(c) (3)
- Non Profit 501(c) (4)
- Local Government (e.g., police, fire or local government buildings, local roads, etc.)
- State agency owned facility (For example: college or university facility, buildings for public schools, roads in the state transportation system, etc.)
- Other (Please describe)

14. Is the project request an information technology project?

No

15. Is there any documented show of support for the requested project in the community including public hearings, letters of support, major organizational backing, or other expressions of support?

Yes

15a. Please Describe:

Ongoing support from local community partners and well-known business supporters such as Dunkin' Donuts, THE PLAYERS, Miller Electric, The Deerwood Rotary, etc.

16. Has the need for the funds been documented by a study, completed by an independent 3rd party, for the area to be served?

Yes

16a. Please Describe:

Today, the CDC reports almost 1 in 50 children are diagnosed with Autism. JSA receives over 300 requests for enrollment each year. Many of these families are desperate to find services for their children who are now young adults and aging out of both public and private programs.

17. Will the requested funds be used directly for services to citizens?

Yes

17a. What are the activities and services that will be provided to meet the purpose of the funds?

We propose to use this funding to develop a comprehensive transition program. This includes expanding JSA vocational enterprises to allow for more students to participate in vocational training, developing a functional daily living skills program and securing the necessary equipment to develop the skills in the classroom and community, develop social/leisure program and the necessary equipment to develop the skills in the classroom and community.

17b. Describe the direct services to be provided to the citizens by the funding requested.

JSA STEP students will provide services to the Northeast Florida community through a variety of outlets. The STEP program will continue to provide vocational supports and services to a variety of local business; including but not limited to confidential shredding, sell locally-grown produce and products and screen printing. In addition, having a comprehensive transition program reduces the need for more comprehensive supports when individuals with autism age out of school.

17c. Describe the target population to be served (i.e., "the majority of the funds requested will serve these target populations or groups.").

Select all that apply to the target population:

- Elderly persons
- Persons with poor mental health
- Persons with poor physical health
- Jobless persons
- Economically disadvantaged persons
- At-risk youth
- Homeless
- Developmentally disabled
- Physically disabled
- Drug users (in health services)
- Preschool students
- Grade school students
- High school students
- University/college students
- Currently or formerly incarcerated persons
- Drug offenders (in criminal Justice)
- Victims of crime

General (The majority of the funds will benefit no specific group)

Other (Please describe): JSA serves individuals across the Autism Spectrum, including visually and hearing impaired.

17d. How many in the target population are expected to be served?

< 25

25-50

51-100

101-200

201-400

401-800

>800

18. What benefits or outcomes will be realized by the expenditure of funds requested? (Select each Benefit/Outcome that applies)

Benefit or Outcome	Provide a specific measure of the benefit or outcome	Describe the method for measuring level of benefit
<input checked="" type="checkbox"/> Improve physical health	Individuals with ASD often do not have access to activities that focus on physical health. JSA's STEP program will provide an outlet to engage in physical activities weekly. Participating in group and individual physical activities, such as gardening, vocational task that require physical activities such as walking, bending, etc. and participating in leisure physical activities, such as hiking and basketball.	Entry into STEP Program will require a baseline test of physical skills and will be assessed quarterly with an annual report of progress.
<input checked="" type="checkbox"/> Improve mental health	Individuals with ASD are more likely to be isolated from their community leading to mental health concerns. JSA's STEP program will provide students with a variety of opportunities to access their community through vocational, social	Track each student's success with vocational skills, functional daily living skills and leisure activities. Students will be tracked monthly with annual report of progress.

	and leisure activities. Having access to and engaging in meaningful activities that prompt self-worth and happiness leading to improved mental health.	
<input checked="" type="checkbox"/> Enrich cultural experience	Vocational training will provide cultural experiences by working with a diverse population. Students will gain an understanding of other cultures and experiences. Community exposure and access is done through vocational work at a variety of community partners and community trips to practice functional daily living skills and social/leisure activities. In addition, community exposure and involvement also assist with disseminating information to the community on individuals with ASD.	Training for cultural experiences will occur prior to community exploration and exposure. Preference assessment will be completed to identify interest in new environments. Student interviews will occur to assess cultural competency.
<input checked="" type="checkbox"/> Improve agricultural production/promotion/education	Increased knowledge/awareness of gardening skills, development harvesting skills, food production, and sales in local farmer's markets. An emphasis will also be placed on healthy food options.	Training/teaching of garden skills every garden session with a focus on raised bed and hydroponic gardening.
<input checked="" type="checkbox"/> Improve quality of education	JSA's STEP program will improve the quality of education by creating a comprehensive transition program that focuses on education and training in the actual skills necessary to successfully transition into adulthood. The goal is to create a program that increases the student's	Catalyst software tracking; tracking development of skills across domains.

	ability to be independent in a variety of settings through purposeful educational goals and skill acquisition training. The settings include work, home, school and the community.	
<input type="checkbox"/> Enhance/preserve/improve environmental or fish and wildlife quality		
<input type="checkbox"/> Protect the general public from harm (environmental, criminal, etc.)		
<input checked="" type="checkbox"/> Improve transportation conditions	JSA has a transportation bus that gives STEP students opportunities to access their community to develop vocation skills, functional daily living skills and social/leisure skills. Having access to transportation also allows the students to learn how to navigate their community.	JSA bus log shows the number of students transported in a daily log.
<input type="checkbox"/> Increase or improve economic activity		
<input type="checkbox"/> Increase tourism		
<input type="checkbox"/> Create specific immediate job opportunities		
<input checked="" type="checkbox"/> Enhance specific individual's economic self sufficiency	Increase STEP student's ability to become independent young adults. The STEP program focuses on vocational skills and functional daily living to encourage economic self-sufficiency. Through vocational training the students learn about the workforce and how to become productive members of their community. Through functional daily	All training and performance metrics will be tracked monthly with quarterly progress updates and an annual program report.

	living skills students learn important things such as money management and purchasing skills.	
<input checked="" type="checkbox"/> Reduce recidivism	When students develop the skills necessary to maintain employment, complete the majority of their daily living skills independently and have access to social/leisure activities they are more likely to need lower and less restrictive levels of care as they age. Research has shown that the more independent an individual is the less likely they are to engage in maladaptive behaviors. Increasing independence is a key component for a successful transition into adulthood.	Catalyst software tracking; tracking development of skills across domains.
<input type="checkbox"/> Reduce substance abuse		
<input type="checkbox"/> Divert from Criminal/Juvenile justice system		
<input type="checkbox"/> Improve wastewater management		
<input type="checkbox"/> Improve stormwater management		
<input type="checkbox"/> Improve groundwater quality		
<input type="checkbox"/> Improve drinking water quality		
<input type="checkbox"/> Improve surface water quality		
<input type="checkbox"/> Other (Please describe):		

19. Provide the total cost of the project for FY 2020-21 from all sources of funding (Enter "0" if amount is zero):

Type of Funding	Amount	Percent of Total	Are the other sources of funds guaranteed in
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			writing?
1. Amount Requested from the State in this Appropriations Project Request:	300,000	100.0%	N/A
2. Federal:	0	0.0%	No
3. State: (Excluding the requested Total Amount in #4d, Column F)	0	0.0%	No
4. Local:	0	0.0%	No
5. Other:	0	0.0%	No
TOTAL	300,000	100%	

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

No