



School District Education
Foundation Matching
Grant Program

**Consortium of Florida Education Foundations
2026-27 SAMPLE School District Education Foundation
Matching Grant APPLICATION Template**



CONSORTIUM
OF FLORIDA EDUCATION
FOUNDATIONS

*Application must be submitted through web-based program at
<https://cfefgrants.educationfoundationsfl.org/>*

***This form is subject to change before the online application process opens
August 1, 2026.***

Basic Information:

1.a. Project Title:	Cultivating Futures
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Contact Information:

1.b. Name:	Tom Smith
1.c. Foundation:	Sample County Education Foundation
1.d. County:	Sample County
1.e. New: Legislative District:	Senate District 3 House District 10

Section 1: Problem Statement & Target Population

1.a Statement of Need: What problem is being addressed? Who is affected? Why does this problem matter now? (300 word max)	
<p>OVERVIEW: SAMPLE Elementary School has identified a measurable need to strengthen student mastery of Florida’s B.E.S.T. Science Standards in Life Science across Pre-K through fifth grade. While students receive general science instruction, they lack consistent, hands-on opportunities to apply plant science, ecosystems, and environmental concepts in authentic settings aligned directly to grade-level benchmarks.</p> <p>NEED: Currently, there is no structured system to measure student growth in agriculture-based STEM knowledge tied specifically to these benchmarks. Without expanded garden and hydroponic learning systems, students have limited opportunities to observe root systems, compare soil and hydroponic growth conditions, track germination stages, analyze environmental variables, and connect ecosystems concepts to real data. This gap restricts measurable progress in applied Life Science understanding.</p> <p>SOLUTION: The Cultivating Futures project addresses this need by transforming the school garden into a living STEM laboratory embedded within weekly instruction. By June 30, 2026, participating Pre-K through 5th grade students will demonstrate a 10% increase in mastery of grade-level Life Science standards related to plant structure, life cycles, and ecosystems, as measured by Florida Agriculture in the Classroom pre- and post-assessments aligned to Florida B.E.S.T. benchmarks.</p>	
1.b. Is any part of your project a re-granting (mini-grants) project where applications will be reviewed for teachers, classrooms, schools or your district?	<i>Y or N – IF YES you will be REQUIRED to share their Teacher Grant applications which must contain a statement of need</i>

	<i>and questions asking teachers for results they will measure.</i> No		
1.c. District Strategic Alignment Explicitly identify the district strategic goal, SIP goal, or statutory priority this project supports. (200 words max.)	CURRICULUM ALIGNMENT: Under Florida's B.E.S.T. standards, Grade 1 students must identify major plant parts and explain what plants need to grow. Grade 2 students describe plant life cycles and how structures support survival. Grade 3 students examine interdependence among organisms and their environments. Grade 4 students explain plant structure and function, including growth and reproduction systems. These standards require observation, data collection, and applied understanding – skills best developed through experiential learning.		
1.d Priority Area(s) (check ONE) Each project should have only one priority area, which means you should submit separate applications for each project:	<input type="checkbox"/> Literacy <input type="checkbox"/> Graduation Rates <input type="checkbox"/> Career & Technical Education <input checked="" type="checkbox"/> STEM <input type="checkbox"/> Low-Performing Students <input type="checkbox"/> Teaching Quality <input type="checkbox"/> Student Resiliency		
1.e. Targeted # of Student Participants (<i>expected direct impact</i>)	575		
1.f. Targeted # Teacher Participants (<i>expected direct impact</i>)	6		
1.i. Grade level(s) to be addressed (check all that apply):	<input type="checkbox"/> Pre-K <input type="checkbox"/> K-12 <input checked="" type="checkbox"/> K-5 <input type="checkbox"/> 6-8 <input type="checkbox"/> 9-12 <input type="checkbox"/> K	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6	<input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12

Section 2: Outcomes & Key Performance Indicators

Please note: Applicants must identify at least ONE primary outcome per project.

2.a. Project Summary 200 words or less (Who, What, and Why (need)):

This project will be a multi year project which will be sustained through additional grant funds and support of the Florida Farm Bureau, The University of Florida Institute of Food and Agricultural Sciences Family Nutrition Program (UF IFAS FNP), North Florida Microgreens, SAMPLE High School Culinary Arts Program, Child Nutrition Department and SAMPLE County Agriculture Extension Agent. Currently we have an established garden, this grant will add irrigation, mulch, raised bed containers, soil, composter, vermicomposting materials, food tastings, individual classroom hydroponic gardens using the Fork Farms hydroponic systems.

Florida Agriculture in the Classroom curriculum (FAITC) will be used, students will be assessed with FAITC assessments embedded in the curriculum, additionally soft skills (social interaction, preference for healthy foods, engagement, physical activity, etc.) will be assessed by teachers using an online survey tool created by the UF IFAS FNP.

2.b. Is there anything else you would like to note about this project? (250 words or less):

ADDITIONAL BENEFITS: While additional benefits such as improved engagement and healthy habits are anticipated, the primary need is clear: measurable improvement in standards-aligned STEM performance. This project establishes both the instructional structure and assessment framework necessary to ensure students demonstrate quantifiable growth in Florida’s required elementary science curriculum.

2.c.. Describe the outcome and how it will be measured.

By June 30, 2026, [specific participant group] will experience a [increase/decrease] of ___% / ___ points / ___ units in [specific performance or system measure], compared to baseline of _____."

By June 30, 2026, participating Pre-K through 5th grade students will demonstrate a 10% increase in mastery of grade-level Life Science standards related to plant structure, life cycles, and ecosystems, as measured by Florida Agriculture in the Classroom pre- and post-assessments aligned to Florida B.E.S.T. benchmarks.

2.b.ii Fill in the following table for each goal of your project:

Outcome Goal	Baseline Measure	Outcome Measure	Measurement Tool	Data Source/Who will provide?	Expected Date of Completion
Example for Fork Farms: SAMPLE elementary students will demonstrate a 10% increase in mastery of grade-level Life Science standards.	38% of all SAMPLE elementary school students in 2024-25 demonstrated master of grade level Life Science Standards (based upon BEST test scores)	BEST benchmark will improve to 41.8% of students demonstrating mastery of STEM Life Cycle standards.	<input type="checkbox"/> Existing district administrative data <input type="checkbox"/> State-reported data (e.g., assessment, attendance, graduation) <input checked="" type="checkbox"/> Program-collected data with pre/post comparisons (BEST test scores)	Teacher Jane Smith and SAMPLE Elementary will provide pre and post tests, and will review chapter grades for each participating grade level.	May 15, 2027

PLEASE NOTE: [If you are utilizing teacher grants, CONNECT TO OUR TEACHER IMPACT SURVEY in this document. ALL TEACHERS MUST BE ASKED THESE SURVEY QUESTIONS and RESULTS REPORTED TO the CONSORTIUM as part of your final report.](#)

PLEASE NOTE: [Reporting](#) will require 1-3 example narratives with stories of student impact, pictures and quotes.

2.c. Is there anything else you would like to note about this project? (250 words or less)

According to The Global Environmental and Climate Conservation Initiative: Growing their own food empowers children to make healthier choices, as they witness firsthand the effort and care required to produce nourishing fruits and vegetables. It also fosters a sense of responsibility and stewardship for the environment, as they understand the impact of sustainable practices on our planet.

Beyond the physical act of gardening, it teaches patience, resilience, and a sense of achievement. Watching a tiny seed transform into a thriving plant shows them the beauty of growth and the rewards of perseverance. Plus, getting their hands dirty outdoors promotes mental well-being, reduces stress, and fosters a deeper connection with the natural world.

The teacher online survey tool is anticipated to indicate student data (social interaction, preference for healthy foods, engagement, physical activity, etc.) as a direct result of planting, weeding and harvesting.

Section 3: Budget

Application Budget

If your budget will not fit within these prescribed categories, please **contact Jayne at jaynemoraski@cfef.net** for guidance. Please do not submit a budget item that does not fit a category below or one that has not been approved by Consortium staff. It will only delay the processing of your application and possibly delay the distribution of future funds.

NO GENERAL ADMINISTRATIVE OR INDIRECT CHARGES MAY BE APPLIED TO THIS GRANT

Allowable expenditures include: programmatic staff, benefits for program staff, training/conferences, professional and technical services, classroom materials, computer software, computer hardware, other equipment, program supplies, travel, and printing. **Non-Allowable** expenditures include: administrative expenses, capital improvements, support of interscholastic athletics, refreshments, decorative items, awards for outstanding service, the entertainment of dignitaries, purchase of equipment or supplies not approved for use in the district.

Budget Category	Matching Grant Amount	Private Match Amount	Total Amount	Description of Expenditure
Salaries & Benefits (<i>employees of your foundation</i>)*	\$5,000	\$5,000	\$10,000	Education foundation staff help district procure, track progress and reporting
Professional Contracted Workers (<i>i.e. stipend workers, trainers, work for fee etc. Includes district staff you are reimbursing for time spent on project activities.</i>)	\$1,000	\$1,000	\$2,000	Teacher stipends for 6 core teachers to maintain hydroponic systems which are shared for each grade level.
Travel (<i>out-of-state travel MUST be pre-approved</i>)				
Program Supplies	\$15,000	\$15,000	\$30,000	Purchase of 6 hydroponic garden systems and supplies
Program Service Fees				
Computer Software				
Computer Hardware*				
Other Equipment (<i>not computers</i>) *				
Printing**				
Tuition/Training/Conferences/ Admission				
Room Rental Fees				
Food, awards, etc. (<i>ONLY paid for with Private Match funds</i>)				
Internet & Telephone Service**				
Postage**				
Total:	\$21,000	\$21,000	\$42,000	

Please make sure your TOTALED Matching Grant Amount (public amount) over ALL your projects does NOT exceed your total 2026-27 allocation.

*If expenditures are planned in these areas, contact the Consortium for appropriate FLDOE recommended tracking document(s).

**Only if these categories are directly related to program implementation

HOW TO FILL IN THE BUDGET SHEET:

3.b. Description of Expenditure: (Short description for categories of expenses. DON'T simply re-type the budget category title. Explain why/how expenditure is relevant to project success.)

Matching Grant Amount: (How much state money will be used to purchase items in this category?)

3.c. Private Match Amount: List your private match partners and the total amount of dollars from each partner. (How much private matching money will be used to purchase items in this category?)

At the end of your budget, the total private matching amount *must equal or exceed the total public matching amount* column. However, it is not necessary for each individual line item to be a dollar-for-dollar match in these areas.

Section 4: Certifications

ADD ASSURANCE LANGUAGES we added to CLASSROOM GRANTS -

- The executive director/board designee has reviewed this report and has approved submission.
- I certify that all the above information is accurate and true to the best of my knowledge.
- I certify that all of the above expenditure information will be documented with receipts in my office and available for audit for five (5) years following grant cycle end.
- I will take measures to ensure materials, supplies and professional development used in projects are in compliance with school procedures, district policy and state statutes. **AND I will communicate this to teachers if classroom grants are used.**
- I understand that any project in this application that involves teachers must collect the following data for every teacher participant using a simple four question "TEACHER SUPPORT TOOL"

Primary Participants= TEACHERS MUST BE SURVEYED with a tool that you create containing these questions:

Reflect about your attitude and thinking TODAY compared to the BEGINNING of this project/year....					
Having a program like (insert the name of the school district matching grant program such as Teacher Matching Impact Grant, School Resource Store, etc.) has made teaching feel more sustainable.	Much less now	Less	About the same	More	Much more now
This program has made me a more effective educator.	Much less now	Less	About the same	More	Much more now
I want to continue teaching in my current school district next year.	Much less now	Less	About the same	More	Much more now
I am likely to continue this program beyond this year's grant funding.	Much less now	Less	About the same	More	Much more now

Our organization agrees to adhere to the guidelines for participation in the 2025-2026 School District Education Foundation Matching Grant Program.

(Please initial next to the following statements to signify agreement to comply with the terms):

1. ____ I understand that programs funded through the School District Education Foundation Matching Grant Program must meet the criteria set in the application, including the focus on literacy, increasing graduation rates, career/technical education, low-performing students, STEM education, and/or teaching quality.
2. ____ I understand that private funds must be matched to equal or exceed the amount of state public funds and must be certified to the Consortium as received by the foundation at the time of application. Certification documentation will be submitted to the Department of Education before funds will be disbursed.
3. ____ I understand that the fiscal/programmatic year of the grant program runs July 1, 2026 – June 30, 2027, unless otherwise specified.
4. ____ I understand that public funds must be matched with an equal or greater amount of private funding and must be spent on the approved project under categories prescribed in the School District Education Foundation Matching Grant proviso language.
5. ____ I understand that the *(name of organization)* is a sub-grant recipient for the School District Education Foundation Matching Grant Program and is therefore required to follow all the financial guidelines and requirements as detailed in the Green Book for the public match provided through this program. The Green Book is available at <http://www.fldoe.org/core/fileparse.php/5625/urlt/0076985-2013greenbook.pdf>.
6. ____ I understand that as a sub-grantee it is the responsibility of the _____ *(name of organization)* to comply with the programmatic and financial requirements of the grant and maintain all original records of programmatic compliance and financial expenditures for **5 years**. These records may be audited by the Consortium or the Florida Department of Education at any time.
7. ____ I understand that the our organization must have an independent audit of its financials each year unless previous year's revenue total was less than \$250,000. If the total previous year's revenue was less than \$250,000, we may request an exemption to the audit requirement annually, but we agree to specific measures as detailed by the Consortium's Executive Committee to ensure appropriate oversight in accordance with Generally Accepted Accounting Principles (GAAP).
8. ____ I understand that one individual representing our organization must attend training conducted by the Consortium regarding the management of the School District Education Foundation Matching Grant Program annually. It is also advisable to participate in the financial services workshop conducted by the Comptroller's Office in the Department of Education as all applicable rules apply to this funding.
9. ____ I understand that if _____ *(name of organization)*'s matching grant application is late, we will forfeit participation in that round of the matching grant program, and our allocation will be redistributed to other program participants.
10. ____ I agree to complete a Mid-Year Report by January 15, 2026, and at that time, if the scope of the project has changed and/or it is determined that all disbursed dollars will not be spent, to arrange to return any grant funds to the Consortium immediately.
11. ____ I agree to notify the Consortium by February 1, 2026, if any SDEFMG funding will not be spent by June 30, 2026. I also understand that any unused funding must be returned to the Consortium by June 30, 2026.

