



**School District Education  
Foundation Matching  
Grant Program**



**CONSORTIUM  
OF FLORIDA EDUCATION  
FOUNDATIONS**

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## 2024-2025 Final Grant Report Submitted to the Florida Department of Education

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## September 2025





## School District Education Foundation Matching Grant Program

### *A Proven Strategy for Increasing Private-Sector Investment and Involvement in Florida's Public Schools*

Contributions are matched dollar-for-dollar to fund locally developed initiatives in one or more of the eligible programmatic areas:



Career/Technical Education



Increasing Graduation Rates



Literacy



Low-Performing Students



STEM Education



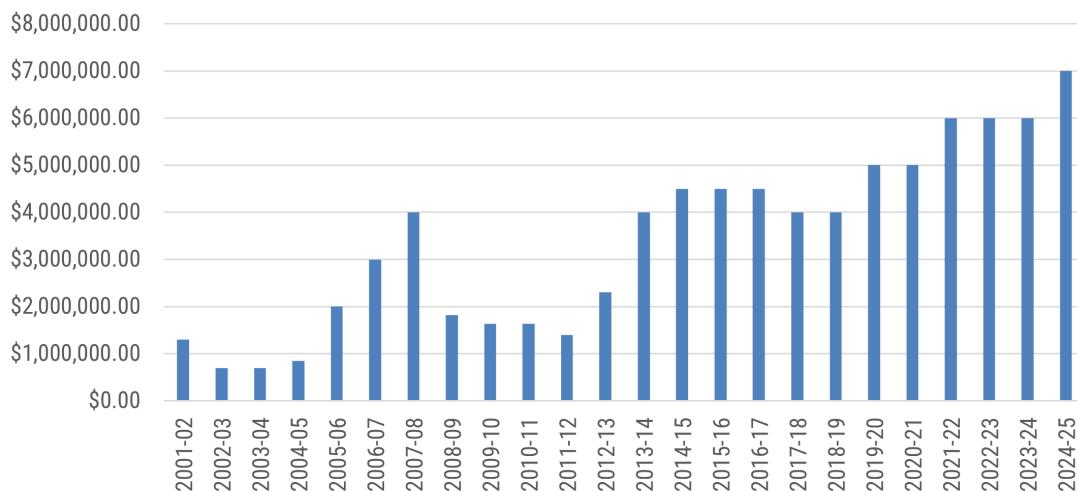
Teacher Quality

The School District Education Foundation Matching Grant Program, adopted by the Florida Legislature in 2000, is a cornerstone of the success of Florida's local education foundations. It is an integral component of our strategy to increase private-sector interest, involvement and investment in advancing student achievement in our schools.

Current legislation specifically states that the funds "are provided as challenge grants to public school district education foundations for programs that serve low-performing students, technical career education, literacy initiatives, Science, Technology, Engineering, Math (STEM) Education initiatives, increased teacher quality and/or increased graduation rates. The amount of each grant shall be equal to the private contribution made to a qualifying public school district education foundation."

Through the 2024-25 school year, the State of Florida has appropriated nearly \$82 million, which was leveraged with private-sector contributions to total more than \$184 million for eligible local projects.

### **Historical SDEF Matching Grant Funding**

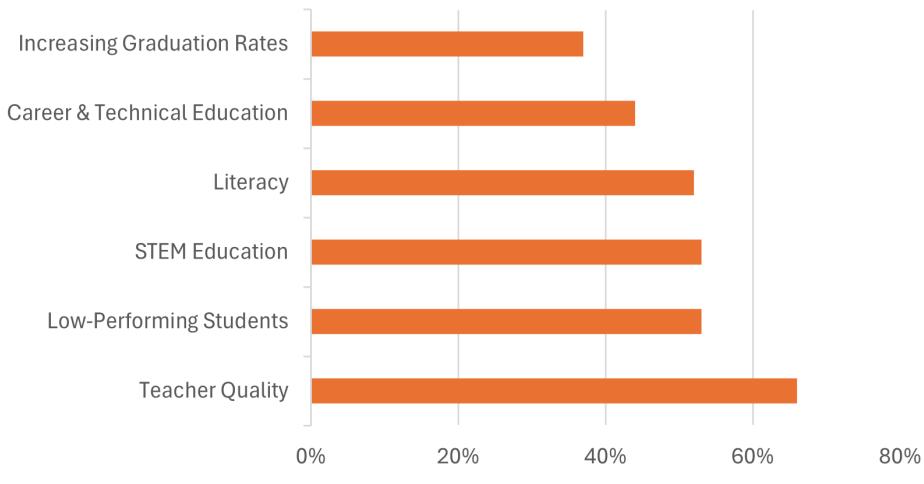


# In 2024-2025, the School District Education Foundation Matching Grant Program:

- ✓ Saw an investment total of \$19.13 million
- ✓ \$7 million in State allocation was matched with more than \$12.13 million in private-sector investment
- ✓ 60 school districts participated, and 106 projects were funded
- ✓ 2,075,009 total students and 103,851 teachers directly impacted
- ✓ Participating education foundations serve 99% of Florida's K-12 public school students



## Projects By Priority Area



Source: Florida Department of Education, School District Education Foundation Matching Grant Program Data, 2024-2025.

# Leveraging Business, Community and Individual Contributions for Florida's Students and Teachers

Able Trust • Advent Health • Aerojet Rocketdyne Foundation • Agora • AJ's Market and Ice Cream • Akel Homes • Alan Jay Automotive Network • Aligned CPA • Altrusa International • Alpha Upsilon Master & MA 1311 • Altobello Family Donor Advised Fund • Ancient City Baptist Church • AP Archer • Arthrex • Assurant • Asofsky Family Foundation • B & I Contractors, Inc. • BAM • Bank of America • Bank of America Charitable Gift Fund • Bartow Rotary Club • Baya Pharmacy • Beaver Toyota of St. Augustine • Best Academy • Big Apple Pizza • Black Diamond Foundation • Boca Chamber • Boca West Children's Foundation • Bolton's Towing Service • Bonifay Kiwanis Club • Boosterthon Fun Run • Braman Family Foundation • Brennan Eye Care • BrightStar Credit Union • Broward Teachers Union • Buckingham Smith Benevolent Association • Capital City Bank • Cancer Care • Carl Reynolds Law Group • Carrier Corporation • Cartwright Family Dentistry • Celebration Foundation • Charles O. Wood, III and Miriam M. Wood Foundation • Charles Reynolds Foundation • Charlotte County Public Schools • Charlotte Technical College • CHELCO • Chico's FAS, Inc. • City of Clearwater • City of Hollywood • City of Orlando • City of Pompano Beach • Coca-Cola • Cognizant Classic • Comcast • Community Credit Union • Community First Cares Foundation • Community First Credit Union • Community Foundation for Northeast Florida • Community Foundation of Sarasota County • Community Foundation of Tampa Bay • Community South Credit Union • Cox • CPS Investment Advisors • Curriculum Associates • DAG • Delta Kappa Gamma Beta Nu Chapter • Deutsche Bank • Diamond Back Hoist and Rigging • Disney • Dollar General • Dollar General Literacy Foundation • Dollar Tree • Douglas & Douglas • DuBow Family Foundation • Duke Energy Foundation • Duval Teachers United • Edison National Bank / Bank of the Islands • Edward Jones • ESS/Source for Solutions • Fidelity Brokerage Services LLC • Fidelity Charitable • FineMark National Bank & Trust • First Federal Bank • Florida Blue Foundation • Florida College Access Network • Florida Credit Union • Florida Gulf Coast University • Florida Lottery • Florida Power & Light • Florida Southern College • Florida Southwestern State College • Forest Balderson • Foundation Board Members • FPL EmPOWERing STEM Educators Grant • Frost Innovations • FutureMakers Coalition at Collaboratory • Galvano Golf Event • Garber Automall • Georgia Pacific Corp • Gettel Automotive Group • Gilbane Building Company • GiveWell Community Foundation • Glades Electric • Glades Electric Cooperative Inc. • Glen Lakes Garden Club • Goldman Sachs • Grand Canyon University • Greater Houston Community Foundation • Greenhut Construction • Hagan Ace Hardware • Hands-On Tzedakah, Inc. • Harrah's Pompano Beach • HCA Healthcare Foundation • Helios Education Foundation • Hernando County Arts Council • HG Engineers • High School High Tech • Holly Electric • Honeywell International, Inc. • Humana Foundation • Hydro Extrusions North America • Informa Group PLC • International Paper • ITA (Initial Teaching Alphabet) Foundation • Jacksonville Jaguars Foundation • Jacobs Technology • Jelks Family Foundation, Inc. • JM Family Enterprises • Johnson & Johnson • Joann Fabrics • Joy Lutheran Church • Junior League • Kiwanis Club of Okeechobee • Kiwanis Club of St. Petersburg • Kids In Need • Kids Wish Network • KPI Engineering • Lake City Nutrition Company • Lake County Schools • Lake Sumter State College • Lakeland Regional Health • Lee County Electric Cooperative • Lee County Sheriff's Office • Lee Health • License for Learning • Lockheed Martin • Lohman Grant • Lynn & Louis Wolfson II Family Foundation • Manatee Community Foundation • Manatee Memorial Foundation • McDonalds • MCPS Employee Giving Campaign • Memorial Healthcare • Members First Credit Union • Merritt Island Breakfast Rotary Club • Minnesota Twins Community Fund • Mobius Institute of North America • Molecular Imaging Services • Mosaic Florida Operations • Mulling Insurance • NDC Construction • Navy Federal Credit Union • NBC2 • News-Press • NTA Life • Office Depot • Office Depot Corporation • Ocean Bank • Odom Moses & Co. • Orlando Magic Youth Foundation • P.L. Dodge Foundation • Partner in Payroll Program • PenAir Credit Union • Phish Tales • Pilot Club • Pittsburgh Pirates • PNC Bank • PNC Financial Services Group • PNC Foundation • Publix • Publix Super Markets Charities • Quantum Foundation • Renasant • Regions • Richard O. Jacobson Foundation • River City Education Services • RSM US Foundation • Saint Thomas University • Sanford Porchfest • Sanibel Captiva Community Bank • Seacoast Bank • SECO Energy • Seminole Sheriff's Office • Serenity Enterprises • Skanska • Smallwood Foundation • SouthState Bank • Southern Technical College • Space Coast Credit Union • Spurlino Foundation • Suffolk • Suncoast Credit Union Foundation • Sustainable Solutions • Synergy International • T-Mobile • Tarpon Springs Rotary Club • TECO • The Alys Foundation • The Bailey Family Foundation • The Bailey Group • The Batchelor Foundation • The Community Foundation • The Community Foundation for Northeast Florida • The Frederick A. DeLuca Foundation • The GEO Group Certified Contracting Group • The Golden Bell Education Foundation • The Highland Mint • The Jorge M. Perez Family Foundation • The Kirk Foundation • The LeRoy Neiman and Janet Byrne Neiman Foundation • The Mosaic Company • The Norman Shulevitz Foundation • The Richard M. Schulze Family Foundation • THE PLAYERS Championship • Transamerica • Tri-Tech Mechanical • UKG • United Healthcare • United Way Suncoast • University of West Florida • Utilities Structures, Inc. • Verizon • Ventus Charitable Foundation • VyStar Credit Union • Walden Wealth Management Co. • Walmart • Waukesha Way • Waste Connections • Waste Pro • Wawa • Wells Fargo • West Florida Electric • Westgate Foundation • Wharton Smith • World Equestrian Center



# Career/Technical Education

**Gulf County's Drone Program:** Port St. Joe High students gain UAV skills, industry certification (VOS), and career readiness, preparing for aviation, energy, agriculture, military, and other workforce opportunities.

**Lake County's Pathways to Tomorrow:** Culinary programs had 1,977 students certified (up from 1,783 last year, an 11% increase).

**Orange County's CTE Internships Program:** Placed 179 rising seniors in paid summer internships with 85 local organizations, building real-world skills, and workplace readiness.

**Palm Beach County's Atlantic Community High – Academy of Finance:** 121 students gained finance skills; 73% earned at least one industry certification, 84% QuickBooks, 15% dual certifications, and 100% of seniors graduated with career credentials.

**Polk County's Medical Academies:** Trained 265 students with updated equipment, strengthening hands-on learning and certification success; EMR pass rates rose from 16% to 30%.





# Increasing Graduation Rates

**Baker County's Destination Graduation:** The project supported credit recovery via Edmentum: 56 seniors earned 140 half-credits to graduate on time; 29 high school and 31 middle school students earned 217 half-credits, staying on track for promotion.

**Pasco County's College and Career Readiness:** The program saw 100% of participating seniors graduated high school.

**Sarasota County's Pathways to Success: Enhancing Future-Readiness:** Over 1,250 students received advising, workshops, and coaching; FAFSA completion rose from 42.3% to 52.7%, 44 students earned \$1,000 scholarships.

**Seminole County's: College Ready Seminole:** Held career expos and helped students complete FAFSA with 96% of their most recent grads directly enrolled in college.

**Sumter County's Shaping Tomorrow's Success:** 100% of participating high school seniors have enrolled in post-secondary education.





# Literacy

**Citrus County's Foundation for Success:** Literacy grants helped 92% of students improve their state English Language Arts scores.

**DeSoto County's #OneDeSoto:** Early reading classroom grants helped increase FAST ELA scores for grades 3–5 increased from 36% to 40%.

**Duval County's JPEF TLI Design Thinking & SLI Community of Practice:** 80% of teacher leaders used Design Thinking to achieve improve grade-level reading proficiency, student attendance rates, and reduction in disciplinary incidents.

**Leon County's Literacy and STEM project, "One School, One Book—The Wild Robot":** The 5th-grade science proficiency increased 9 percentage points.

**Martin County's Book Vending Machine Initiative:** Martin The Education Foundation of Martin County's "For the Love of Reading" Book Vending Machine helped students read 41,216 books and helped 95% of K-1 students achieve reading proficiency.

**Pinellas County's Read to Succeed:** Empowering Early Literacy Kindergarten students participating in this work improved their STAR literacy proficiency by 10% over the previous school year.





# Low-Performing Students

**Alachua County's Catalyst for Change:** The program for hands on classroom grants saw an 8% increase in English Language Arts (ELA) & science proficiency on state testing. Lowest quartile increased 16% on math achievement in participating Meadowbrook Elementary.

**Franklin County's School Testing and Technology:** Purchased calculators, iPads, and headphones; Kindergarten exceeded the district ELA proficiency goal (51%), while grades 1–2 improved but fell short of targets.

**Hardee County's "Grow Hardee Achievement":** 62 students participated in Battle of the Books; K–2 participation grew, and surveys showed increased reading confidence and comprehension skills.

**Lafayette County's Cultivating Futures:** Students grew plants and completed Florida Agriculture curriculum; assessments showed this hands-on learning led to growth in knowledge of key agricultural concepts.

**Levy County's "Transforming Transit" mobile book and supply store:** Distributed 4,300+ books and 60 teacher supply orders; elementary ELA scores rose 3 points, and Superintendent's Reading Award participation increased 2%.

**Manatee County's Increasing Student Achievement & Community Engagement project:** New three-year \$200,000 project partnering with United Way Suncoast Foster Grant will support nearly 500 foster students currently served by the school district.

**Walton County's Classroom Grant:** Helped one teacher boost all 9 low-performing students' LEXIA reading proficiency and 5 students gained two reading grade levels.





# STEM

**Escambia County's Grants for Excellence:** The program awarded 19 grants totaling \$101,476.61, supporting literacy, STEM, CTE, graduation readiness, and teaching quality. Highlights included a jump in grade 3-5 math fraction mastery from 18% to 41%.

**Holmes County's "STEM Educators Learning Project: SeaPerch":** Hands-on kit for building student underwater robotics vehicles. This program saw an estimated an overall growth of approximately 11% in student performance and classroom innovation.

**Lee County's STEMtastic Day of Discovery:** Nearly 4,000 student participants and improved STEM knowledge from 74% to 81%.

**Miami-Dade County's Food Forest:** Provides outdoor STEM-based classrooms in 51 schools. 95.95% of the teachers said their students' knowledge of STEM subjects increased.

**St. Lucie County's Working Together for Success:** Teacher for targeted interventions and project-based learning saw major gains in math (+46 percentage points) and science (+11 points on ) for participating students who took the Florida Assessment of Student Thinking (FAST) testing.





# Teaching Quality

## Bay County's Greener Grass Teacher Retention Program:

Strengthened educator growth through tuition assistance where 100% of teachers completed and passed coursework, and 90% remained in the district, reflecting improved retention and professional stability.

**Brevard County's Teaching Quality Initiatives:** Strengthened retention through Bright Ideas, Teacher Leadership Council, and Teacher of the Year mentorship programs; 600 teachers surveyed. 93.5% plan to return to BPS, up from 89.5% last year.

## Broward County's Education Foundation School Supply Center:

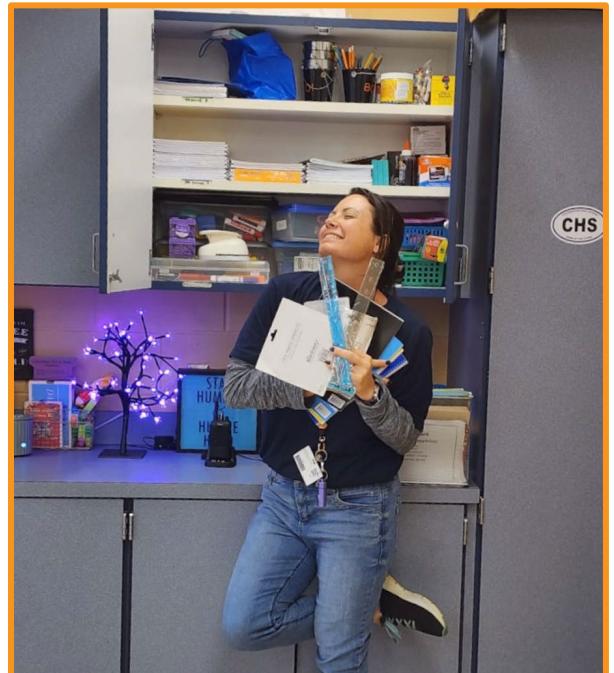
Distributed \$2.16 million in supplies to 4,500+ teachers, benefiting 130,000 students in 220+ Title I schools, improving preparedness, engagement, and teacher satisfaction.

**Columbia County's Educators Emporium:** Improved teacher satisfaction and classroom effectiveness; 400+ educators surveyed. 100% reduced personal spending, most saving \$200-\$500 annually, with several reporting over \$1,000 each year.

**Marion County's Tools 4 Teaching Program:** Operated by the Public Education Foundation of Marion County, supports educators; 93.5% of surveyed teachers said access was critically important to meeting classroom needs.

**St. Johns County's Investing in Kids:** "Five Learning Years (FLY) literacy intervention program" results: The literacy gap between FLY students and the control group was initially 78% and was reduced to 6%, after intervention.

**Volusia County's Teacher Leadership Pathways Elementary:** Tutoring, online tools, teacher professional learning, and classroom supplies helped boost student science proficiency from 68% to 71%, while student engagement and teacher sustainability also improved.





# School District Education Foundation Matching Grant Program

## Program Implementation Details

### History

Local education foundations came into existence with the help of Florida Commissioner of Education Betty Castor who, in 1984, came forward with legislation allowing the establishment of one direct support, nonprofit organization (DSO) to be aligned with each of Florida's 67 county-wide public school districts. Governor Bob Martinez signed the bill into law (FSS 1001.453). Today there are 62 local education foundations served by the Consortium of Florida Education Foundations (Consortium), some structured as DSOs and others with more autonomous governance, but all dedicated to supporting students, teachers and schools in their local school district.

The Consortium maximizes the individual and collective strength of Florida local education foundations to support local partners and schools. Consortium's member foundations serve 99% of Florida's 3 million K-12 student population and are led by 1,100 business and community board members who collectively raise \$100 million annually for initiatives to innovate learning and support students and teachers, beyond what school budgets provide. The Consortium serves as the primary link between local education foundations and regional, statewide and national partners. The Consortium leverages those relationships and creates partnerships with businesses and foundations that impact students and strengthens cooperation between the private-sector and Florida's public schools.

### Background and Program Summary

The Consortium directly administers the School District Education Foundation Matching Grant Program (SDEFMG) on an annual basis, from July 1 through June 30 of each grant cycle. The SDEFMG Program is designed to increase private-sector investment in Florida's K-12 public education. After raising funds from business, individual, civic organization and foundation contributions, each local education foundation aligned with Florida's 67 county-wide school districts is invited to access the matching funds annually through the Consortium for the following eligible programmatic areas: literacy, support for low-performing Students, Science, Technology, Engineering and Math (STEM) education, career/technical education, increasing graduation rates and teaching quality.

## Program Proviso Language

LINE ITEM IN 2025-2026 BUDGET: LINE 97 IN THE K-12 "NON-FEFP" SECTION (\$7 Million Total Funding)

Funds in Specific Appropriation 97 are provided as challenge grants to public school district education foundations for programs that serve low-performing students, technical career education, literacy initiatives, Science, Technology, Engineering, Math (STEM) Education initiatives, increased teacher quality and/or increased graduation rates as provided in section 1011.765, Florida Statutes, and initiatives that advance student resiliency, citizenship, character, and life skill development. The amount of each grant shall be equal to the private contribution made to a qualifying public school district education foundation. In-kind contributions shall not be considered for matching purposes. Administrative costs for the program shall not exceed five percent.

## The Education Foundation of Alachua County

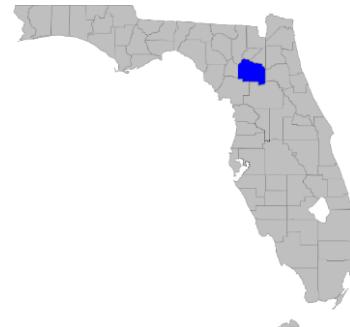
### **Elevate Education Grants**

**Students Impacted:** 10,102

**Teachers Impacted:** 536



Alachua County Public Schools needed targeted support to accelerate learning for low-performing students while strengthening teacher capacity in core areas of literacy, STEM/CTE, and effective classroom instruction. At the same time, educators sought relevant, practice-ready professional learning and peer leadership opportunities to improve retention and disseminate best practices across all 40 schools.



*Elevate Education Grants* delivered 19 teacher-led grants (spanning STEM, literacy, and CTE), complemented by districtwide initiatives and an Alachua County Teacher Leadership Council. Professional learning touchpoints included the ElevatEd Conference and an Empowering Teachers Roundtable, paired with student-facing events such as a Student-Athlete Mental Health Summit. Collectively, the effort equipped educators with concrete strategies and materials, expanded teacher leadership (including new council members and multiple Teachers of the Year), and created structured spaces to share, refine, and scale successful practices.

Grants prioritized low-performing students (94.7% of awards), teachers reported stronger efficacy (100% felt more effective), and professional learning produced actionable takeaways for nearly all attendees (98.6%). Roundtables were rated highly valuable (70.6%), and in classrooms the supported 4th-grade cohort reached 76% proficiency on FAST ELA.

### **Results**

- 94.7% of grants targeted low-performing students.
- 100% of surveyed teachers reported higher effectiveness.
- 98.6% of ElevatEd attendees left with actionable strategies.
- 70.6% rated the roundtable highly valuable.
- FAST ELA: supported 4th-grade cohort reached 76% proficiency.

## Baker County Education Foundation

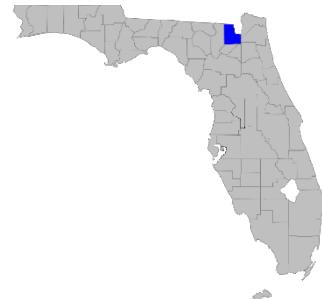
### *Destination Graduation*

**Students Impacted:** 275

**Teachers Impacted:** 15



Baker's secondary schools faced credit gaps among seniors and students in risk of not graduating, while underclassmen and middle-grade students needed flexible options to stay on track.



Using Edmentum Courseware, the project delivered targeted credit accrual and recovery aligned to Florida's 24- and 18-credit diploma pathways. Counselors and teachers monitored pacing and mastery, providing timely interventions. Multiple settings, alternative school, CATS Academy, CTE classrooms, and credit-recovery labs, expanded access so students could complete required courses.

Results show progression toward graduation and promotion: 56 seniors earned 140 half-credits and remained on schedule to graduate; 29 underclassmen earned 124 half-credits to stay on track; and 31 middle-grade students completed 93 half-credit courses, maintaining grade-level progress. In total, 15 teachers facilitated 250+ half-credit completions, pairing academic recovery with life-skills support.

### Results

- 56 seniors earned 140 half-credits toward on-time graduation.
- 29 underclassmen earned 124 half-credits to stay on track.
- 31 middle-grade students completed 93 half-credit courses.
- Implementation across alternative, CATS, CTE, and credit-recovery settings.

## Baker County Education Foundation

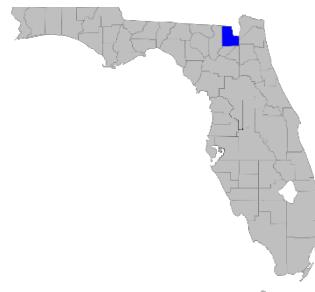
### Education Enhancement Mini Grants

Students Impacted: 4,767

Teachers Impacted: 23



Teachers needed classroom-ready tools to accelerate learning for low-performing students in ELA and math while expanding hands-on STEM/CTE experiences and strengthening media-center services.



Nineteen teacher-led mini grants supplied targeted materials, equipment, and software; educators implemented cross-curricular literacy supports, math fluency work, real-world STEM labs (e.g., aquaponics, dissections, Tower Garden), and CTE certification prep. Media centers piloted Bookmarked.com to improve responsiveness and transparency.

### Results

- FAST ELA proficiency: **G9 29% → 36%; G10 29% → 41%.**
- Reading: **0% → 75%** at grade level (one class); **K 3% → 55%** (PM1→PM3).
- STEM post-tests **up to +43%**; average reading **+3.25%**; lowest performer **+4.6%**.
- Media centers: **65%** faster response via Bookmarked.com.
- Inputs: **~\$10.7K** materials; **\$4.8K** equipment; **\$2K** software.

## Bay Education Foundation

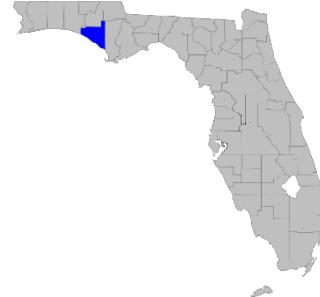
### Grants for Great Ideas

**Students Impacted:** 28,329

**Teachers Impacted:** 1,889



Teachers had classroom-ready ideas to move ELA, math, science, and the arts but lacked flexible funds to implement them at the point of instruction. Grants for Great Ideas answered that gap with teacher-led mini-grants across multiple strands, STEM Grants (scientific literacy), *Arts Alive* (performance & visual arts), Jeri Pankhurst Exceptional Education Grants, and Audubon Society Grants (environmental and field study), so educators could purchase materials, run labs, stage exhibitions, and connect standards to authentic tasks.



Implementation emphasized fidelity and scale. Awardees submitted quick pre/post measures tied to current units, documented student work products, and shared brief implementation notes so peers could replicate high-yield routines. Principals received at-a-glance summaries to spread effective strategies across departments, accelerating what works beyond a single classroom or school.

## Results

- 106 classroom grants awarded across STEM, arts, and environmental strands.
- District ELA performance improved across grade levels.
- Level 1 (Inadequate) decreased by 2 percentage points.

## Bay Education Foundation

### ***Greener Grass***

**Students Impacted: 4,000**

**Teachers Impacted: 137**



Retaining and growing great educators requires more than goodwill; teachers need recognition, practical supports, and low-friction pathways to advance their skills. *Greener Grass* invests in “watering where we teach” through coordinated employee recognition, book scholarships, and tuition assistance that remove financial barriers to coursework. The goal is straightforward: celebrate excellence, reduce out-of-pocket costs, and help educators complete the college and credential milestones that translate into stronger classrooms.



The foundation coordinated nomination and selection processes, hosted recognition events, issued book scholarships aligned to enrolled courses, and managed tuition assistance with clear eligibility and verification. Simple completion tracking and post-course surveys ensured funds resulted in finished credits, not just enrollments, and gathered feedback on how supports affected classroom practice and persistence.

## Results

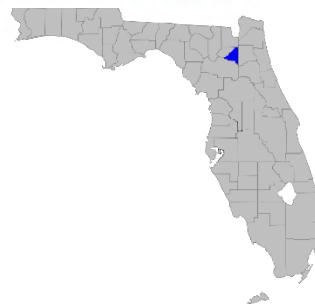
- 85 employees recognized through the program.
- Book scholarships issued to educators enrolled in coursework.
- 100% of tuition-assistance participants completed and passed their courses.
- Approximately 4,000 students reached via supported educators' classrooms.

## Bradford County Education Foundation

*It's Brighter in Bradford*

Students Impacted: 2,504

Teachers Impacted: 121



Many Bradford students lacked access to high-interest resources and well-equipped science labs, contributing to uneven literacy and science proficiency across grade bands and schools. Teachers needed engaging materials and real-world STEM experiences to boost practice, close gaps, and sustain momentum in reading and science.

The initiative combined literacy access with hands-on STEM. Elementary students received free books through school book fairs, building home libraries and daily reading habits. Middle-grade students engaged in CADE Museum experiences, both on-site and in-school, to connect standards to authentic investigations. Science departments received equipment (e.g., microscopes, anatomical models, life-cycle kits) to strengthen labs, with teachers aligning activities to grade-level benchmarks.

### Results

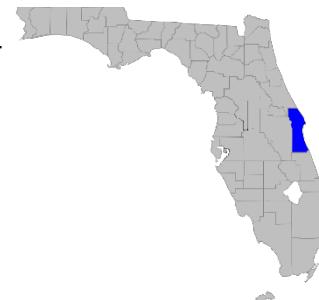
- Reading (Grades 3–5): 50% → 55% (+5).
- Reading (Grades 6–8): 42% → 50% (+8).
- Reading (Grades 9–10): 37% → 53% (+16).
- Science – Lawtey: 47% → 69% (+22).
- Science – Starke: 37% → 53% (+16).
- Science – Bradford: 48% → 64% (+16).

## Brevard Schools Foundation

### Teacher Quality Initiatives

Students Impacted: 19,291

Teachers Impacted: 168



Brevard faced uneven student mastery on priority standards and variability in instructional practice across schools. New and early-career teachers needed job-embedded support, and experienced educators sought structured leadership roles to spread effective strategies. District leaders also wanted clearer evidence that professional learning was translating into classroom gains and improved retention.

Teacher Quality Initiatives integrated three levers: (1) Bright Ideas micro-grants that funded teacher-led pilots aligned to district priorities; (2) a Teacher Leadership Fellowship using inquiry cycles to design, test, and document solutions; and (3) structured collaboration (facilitated meetings, peer sharing, and common rubrics) to scale what worked. Teachers received materials tied to their instructional goals, used IPPAS to monitor practice, and shared artifacts and findings to accelerate adoption across schools.

### Results:

- 1 teacher advanced two IPPAS levels.
- 44 advanced one IPPAS level.
- 23 maintained strong performance.
- 93.5% planned to return (vs. 89.5% prior year).

## Brevard Schools Foundation

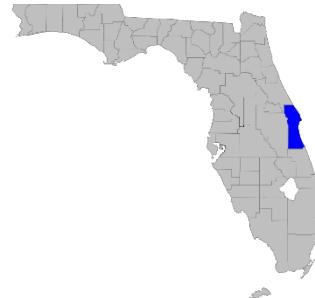
### *Discovering Brevard Study Trips*

**Students Impacted:** 14,629

**Teachers Impacted:** 710



Students across Brevard often lacked firsthand exposure to careers and cultural assets within their own community, limiting their understanding of postsecondary and workforce pathways. Without this connection, academic learning could feel disconnected from future opportunities.



Discovering Brevard delivered curriculum-aligned field experiences with a full instructional arc: pre-lessons to activate prior knowledge, guided on-site learning at Kennedy Space Center, the Symphony Orchestra, and Moore Memorial, and post-assessments and reflections to measure learning. Teacher toolkits included objectives, vocabulary, and checks for understanding so classroom instruction connected directly to each experience.

## Results

- KSC: engineering interest +6%; technology interest +2%.
- Symphony: 80%+ scores increased 34.75% → 75%.
- Moore Memorial: average scores 56% → 75% (+19 pts).
- Student reflections revealed new awareness of careers in engineering, coding, and space exploration, indicating lasting inspiration.

## Brevard Schools Foundation

### Supply Zone

Students Impacted: 38,440

Teachers Impacted: 1,360



The Supply Zone addressed a pressing need: thousands of Brevard students entered classrooms without the necessary supplies to fully participate in learning. This placed additional stress on teachers, who often used personal funds to bridge the gap.



The Supply Zone operated a **free school-supply hub** for teachers, pairing community donations with bulk purchasing and scheduled shopping appointments. The model prioritized Title I schools, allowed educators to select grade-appropriate materials at scale, and leveraged distribution events to reach classrooms quickly at the start of key terms.

### Results

- 93% saw improved student readiness.
- 94% reported stronger participation and self-esteem.
- 91% reported positive budget impact (+6% vs. prior year).
- 1,360+ teacher shopping visits.

## Broward Education Foundation

### Innovative Teacher Classroom Grants

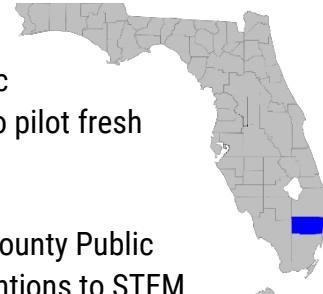
Students Impacted: 52,900

Teachers Impacted: 2,300



Broward educators needed access to innovative tools and resources to address student learning gaps in literacy, STEM, and career readiness.

Many classrooms lacked engaging materials that could connect academic standards to real-world applications, and teachers sought opportunities to pilot fresh strategies that would accelerate achievement.



The project funded **140+ teacher-led classroom grants** across Broward County Public Schools. Projects ranged from literacy supports and math fluency interventions to STEM labs, coding activities, and career-focused exploration. Each grant empowered teachers to tailor instruction to the unique needs of their students, while building replicable models for the district.

Results show improvements in both student performance and teacher practice. **94% of teachers** reported their grant improved classroom engagement, and **89% observed measurable academic growth** among students. Specific classrooms recorded **up to 15% proficiency gains in literacy and math assessments**, while STEM-focused grants reported higher levels of collaboration, problem-solving, and interest in related careers.

## Results

- **140+ teacher grants** implemented across the district.
- **94% of teachers** saw stronger classroom engagement.
- **89% of teachers** reported measurable student academic growth.
- Literacy and math classrooms recorded **up to 15% proficiency gains**.
- STEM grants increased collaboration, problem-solving, and career interest.

## Broward Education Foundation

### Tools for Schools Broward

Students Impacted: 127,500

Teachers Impacted: 6,350



Broward teachers often struggled to afford essential supplies for their classrooms. Many students entered school without adequate materials, limiting learning readiness and adding financial pressure on educators to close the gap.



Tools for Schools Broward addressed this challenge by operating a large-scale free resource center where teachers could “shop” for essential supplies. The program ensured that students had the materials needed for learning while reducing teachers’ out-of-pocket spending. Supplies included everything from pencils, notebooks, and art materials to backpacks and hygiene items, removing barriers to participation in classroom learning.

The project produced operational and educational results. In 2024-25, Tools for Schools distributed **\$2.3 million worth of supplies** to teachers and students. Surveys showed that **96% of teachers** said the program reduced their personal expenses, and **92% reported improved student readiness** because of consistent access to basic tools. Teachers also noted fewer disruptions tied to lack of supplies, contributing to stronger classroom focus.

## Results

- **\$2.3M in free supplies** distributed to teachers and students.
- **96% of teachers** reduced personal spending on classroom supplies.
- **92% of teachers** reported improved student readiness.
- Teachers observed fewer classroom disruptions tied to lack of materials.

## Charlotte Local Education Foundation

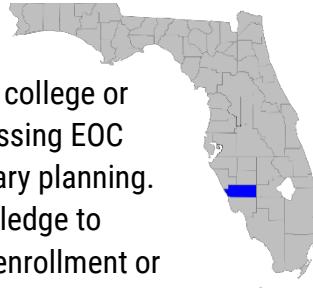
### **Providing Life-Changing Opportunities**

**Students Impacted: 44**

**Teachers Impacted: 0**



Students in Charlotte County lacking the necessary credits for graduation faced multiple barriers to on-time graduation and successful transition to college or career, including credit deficiencies, maintaining a GPA  $\geq 2.0$  or higher, passing EOC requirements, and limited support for FAFSA completion and postsecondary planning. First-generation students and families often lacked the navigational knowledge to complete applications and financial aid forms, reducing the likelihood of enrollment or enlistment after high school.



Providing Life-Changing Opportunities delivered a wraparound, senior-focused support model. Students received high-dosage tutoring aligned to ELA and Algebra EOC standards; one-to-one mentoring with trained volunteers; individualized postsecondary advising with milestone tracking (FAFSA completion, applications, deposits/commitments); and structured exposure to next-step options through webinars, campus visits, and parent engagement sessions. The team monitored progress weekly, coordinated with school counselors, and removed practical barriers (appointment scheduling, document collection) so students could meet graduation requirements and complete postsecondary steps on time.

Every new student was matched with a trained mentor, and tutoring produced measurable test score improvements in Algebra and ELA.

### **Results:**

- 100% (9/9) seniors graduated, up from 80% the prior year.
- 100% postsecondary placement: 8 in college; 1 in military/nuclear engineering.
- 100% FAFSA completion.
- 100% maintained GPA  $\geq 2.0$  and passed graduation-required EOCs.
- 100% of new students matched with trained mentors.
- Tutoring led to measurable test score improvements in Algebra and ELA.

## Citrus County Education Foundation

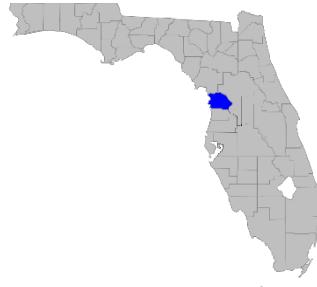
### Foundation for Success Mini Grants 2024-2025

Students Impacted: 27,378

Teachers Impacted: 2,949



Citrus County teachers sought resources to strengthen instruction in literacy, mathematics, and STEAM fields. Many classrooms lacked the funds to implement creative, hands-on projects that could close persistent learning gaps.



The Foundation for Success Mini Grants awarded 98 teacher-led projects to 554 educators, providing tools, field trips, and innovative resources across every grade level. Teachers tracked progress using iReady, Star/FAST assessments, surveys, and report card grades. Grants supported literacy centers, STEM labs, and career exploration, while simultaneously building teacher confidence and student engagement.

#### Results:

- 98 mini-grants; 554 teachers; 11,233 students directly served.
- Literacy: 92% improved (4,737/5,127).
- STEAM/CTE: 99.5% improved skills/career interest (2,674/2,687).
- District scores: ELA +3.3%; STEAM +1.4%.
- District grade improved: C → B.
- 97% positive teacher survey responses.

## Clay Education Foundation

### Tools 4 Clay Schools

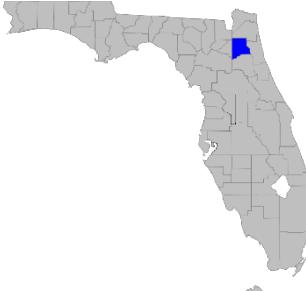
Students Impacted: 10,000

Teachers Impacted: 820



Clay teachers needed reliable access to classroom supplies to reduce out-of-pocket spending and ensure students had learning tools.

Without these essentials, teachers reported struggling to focus on instruction, and students from low-income households often fell behind.



Tools 4 Clay Schools provided free supplies through two distribution sites, including a rural satellite in Keystone Heights. Average value per visit rose to \$129.63 (+9%), reflecting improved efficiency and higher teacher benefits.

Results show impact on retention. Clay County lost only 6% of its first-year teachers, compared to the national average of 17%, with Tools 4 Schools cited as part of the supportive culture that helps retain educators. Community partnerships also expanded, with new nonprofit collaborations and increased in-kind donations sustaining the program.

#### Results:

- **\$162,558.88 in supplies distributed, +15% over prior year.**
- **1,254 shopping visits completed by 770 teachers.**
- Average supply value per visit: **\$129.63 (+9%).**

## Clay Education Foundation

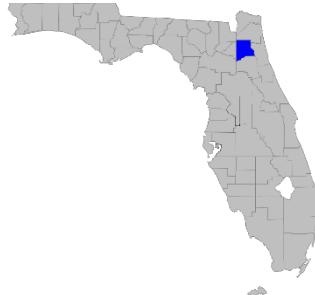
### **Future Ready Clay**

**Students Impacted:** 1,683

**Teachers Impacted:** 5



Clay County high school students needed stronger preparation for college, career, and financial literacy. Many lacked access to direct employer interactions, FAFSA guidance, or opportunities to practice real-world financial decision-making.



Future Ready Clay delivered a comprehensive suite of programs: College & Career Night, a Career Fair with 100+ employers, Reality Fairs, FAFSA/College Ready Florida initiatives, and on-site FAFSA application support. At Orange Park High alone, 17 students applied to college and 11 began their FAFSAs during a single event.

### **Results:**

- College & Career Night: 1,000+ students; 100+ employers.
- Reality Fairs: 663 students completed budgeting simulations.
- FAFSA completion +4.8% districtwide.
- Four schools  $\geq+5\%$  FAFSA gains (up to +10.2%).
- 17 college applications submitted on-site; 11 FAFSAs started.

## Clay Education Foundation

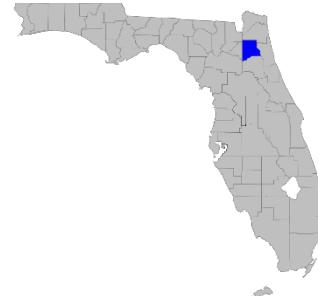
### Grants 4 Great Ideas

Students Impacted: 9,342

Teachers Impacted: 33



Teachers needed flexible funding to pilot innovative projects in literacy, STEM, and the arts, with a focus on student engagement and career readiness. Without these resources, many projects, like robotics design or literacy innovation, would not have been possible.



In 2024-25, the program funded 37 grants reaching 33 teachers across 18 schools, impacting 9,342 students. Projects spanned all grade levels, from pre-K STEM block-building to high school robotics classes, designing adaptive costumes for students in wheelchairs.

Teachers emphasized the lasting benefit of grant-funded materials, which can be reused for years.

### Results:

- 37 grants awarded to 33 teachers across 18 schools.
- 9,342 students directly impacted.
- 93.8% reported higher student interest in STEM classes.
- 81.3% saw more interest in STEM majors.
- 73.3% noted literacy engagement gains.
- 71.4% observed interest in ELA majors.

## Champions for Learning

### **Golden Apple Program**

**Students Impacted:** 7,352

**Teachers Impacted:** 54



Collier County Public Schools needed to strengthen teacher retention and elevate effective classroom practice. Educators cited the twin challenges of sustaining morale and sharing what works across classrooms while staying focused on student learning. Recognition paired with professional growth was a clear lever to keep great teachers in the profession and amplify their impact on students.



The Golden Apple Program is a multi-faceted educator development and recognition initiative. It identifies Teachers of Distinction, conducts classroom/site visits to surface high-impact strategies, and publicly celebrates excellence through a Kick-off, Prize Patrol, Principal Appreciation Breakfast, and a countywide Celebration of Teachers. From this cohort, 4 Golden Apple honorees are selected, providing role models and practice exemplars for the district.

Results indicate meaningful gains in both teacher effectiveness and retention intent. By elevating and spreading exemplary practice, the program supports thousands of students while reinforcing a culture that keeps high-quality teachers in Collier classrooms.

### **Results:**

- 54 Teachers of Distinction recognized; 4 Golden Apple honorees selected.
- 400+ attendees at the Celebration of Teachers (April 26, 2025).
- 76% reported they became more effective educators.
- ~50% said teaching felt more sustainable.
- 83% more likely to stay in CCPS; 100% had no plans to leave.

## Columbia Public Schools Foundation

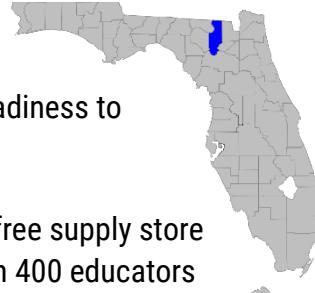
### ***Educators Emporium***

**Students Impacted:** 5,400

**Teachers Impacted:** 1,400



Columbia County educators often spent hundreds of dollars of their own money on basic supplies, while many students came to school without even pencils or notebooks. This lack of resources limited readiness to learn and placed additional strain on teachers.



The Educators Emporium addressed these challenges by creating a free supply store open to all Columbia County teachers throughout the year. More than 400 educators from every school site accessed thousands of essential items, including pencils, binders, calculators, and headphones, ensuring students were prepared for daily instruction. Volunteers, local businesses, faith-based groups, and civic organizations stocked and staffed the Emporium, turning it into a true community-supported resource.

Measured results highlight both financial relief and instructional gains. Importantly, Columbia County's first-year teacher attrition dropped, with educators citing the Emporium as a key factor in feeling supported and remaining in the district.

### **Results:**

- 400+ teachers from every school site utilized the Emporium.
- Supplies directly impacted 5,000+ students across the district.
- 100% of teachers reduced personal spending; most saved \$200–\$500, some \$1,000+.
- All teachers reported more instructional time and fewer disruptions.
- Stronger student engagement, organization, and confidence documented.
- Program contributed to improved teacher retention and morale.

## DeSoto County Education Foundation

**#OneDeSoto: Inspiring Every Teacher, Empowering Every Student**

**Students Impacted:** 8,783

**Teachers Impacted:** 224



DeSoto County faced critical needs in student literacy, STEM engagement, and teacher retention. Many classrooms lacked resources to deliver innovative learning opportunities, while teachers reported stress and burnout, threatening both instructional quality and retention.



#OneDeSoto addressed these challenges through three integrated components: Educator Grants, Teacher Morale/Recognition, and Teacher Growth. The program awarded 32 educator grants across nearly every school in the district, funding literacy projects with UFLI-aligned decodable readers, STEM activities such as rocket launches and dissections, and enrichment opportunities like theater field trips and Millionaire's Club reading celebrations. Teacher morale was bolstered through the district Teacher of the Year program and the launch of RISE! DeSoto, a new recognition and wellness initiative that nominated 765 teachers and honored six with surprise recognition visits. Professional development opportunities, including book studies and conferences, helped educators reconnect with purpose and strengthen practice.

### Results:

- 32 educator grants awarded (12 STEM, 10 student involvement, 7 literacy, 3 professional development).
- 6,526 students directly impacted.
- FAST proficiency gains:
  - Grades 3–5 ELA: 36% → 40%.
  - Grades 6–8: ELA 32% → 41%; Math 39% → 46%.
  - Grades 9–10 ELA: 33% → 40%.
- STEM rocket project: 80% of 62 students scored 80%+ on final.
- RISE Above: 765 teacher nominations; 6 surprise recognitions.
- Teacher surveys: reduced burnout; stronger sense of support.

## Jacksonville Public Education Fund

### *Educator Leadership and Engaging the Community Around Literacy*

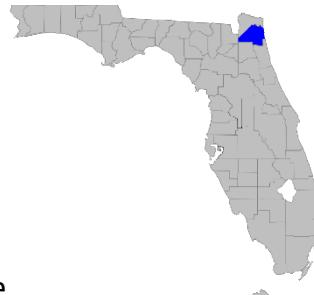
**Students Impacted:** 12,498

**Teachers Impacted:** 1,773



JACKSONVILLE  
**PUBLIC  
EDUCATION  
FUND**

Duval County faced persistent academic challenges, with students trailing the state average in both ELA and math proficiency. Achievement gaps highlighted the urgent need for targeted teacher leadership development and community-wide literacy initiatives.



The Jacksonville Public Education Fund advanced this work through three key efforts: the Teacher Leadership Initiative (TLI), the School Leadership Initiative (SLI) Community of Practice, and Partnering for Literacy Improvement. TLI engaged a cohort of teacher leaders in monthly training and design-thinking projects that targeted student-teacher relationships, attendance, disciplinary incidents, and grade-level reading. SLI extended leadership practices to school climate and peer collaboration. In parallel, JPEF supported early literacy through READ JAX and the New Worlds Reading Initiative, partnering with eight targeted schools to strengthen family engagement, after-school programs, and aligned interventions.

### **Results:**

- 80% of teacher leaders improved reading, attendance, relationships, and discipline.
- PD ratings: facilitation 5.0/5; content relevance 4.9/5; recommendation 9.7/10.
- Teacher capacity 4.36 → 4.9; best-practice access 4.45; innovation testing 4.45.
- SLI outcomes: school climate 4.57–5.0; student support 4.5–5.0.
- Literacy partnerships: 8/8 schools academic gains; 6/8 behavior; 4/8 family engagement.
- 573 teachers engaged; 165 received funding awards.

## **Escambia County Public Schools Foundation**

### ***Enhancing Education Escambia***

#### ***(Grants for Excellence and Tools for Teachers)***

**Students Impacted: 57,809**

**Teachers Impacted: 2,418**



Students and teachers faced two linked challenges: classrooms needed basic and specialized supplies to deliver high-quality instruction, and educators needed flexible funding to pilot evidence-based ideas that could move the needle in literacy, math, and career readiness. Without these supports, teachers spent out-of-pocket, student engagement lagged, and schools had limited means to expand CTE and real-world learning.

Grants for Excellence funded teacher-led, high-impact projects (19 grants; \$101,476.61) spanning literacy, math, STEM, school libraries, and CTE/financial literacy. Student-facing work included hands-on STEM labs, targeted math interventions, expanded school library access to high-interest non-fiction from the approved books list, and career clubs that built technical and employability skills. Teacher-facing supports included mini-grants for materials and equipment, curriculum development, and classroom-embedded tools. Tools for Teachers complemented this by supplying free classroom resources at scale, reducing personal spending and ensuring students had what they needed for daily learning. A dedicated program manager strengthened oversight, reporting, and community engagement across both efforts.

### **Results:**

- Fraction mastery 18% → 41% (targeted math groups).
- Vocational skills: +15% job skills; +20% conversational skills; +20% life science/math applications.
- School library: +3,000 nonfiction checkouts; overall circulation up.
- Career-readiness: middle-school clubs 2 → 16; FBLA chapters 3 → 8.
- Grants for Excellence: 33,145 students; 412 educators directly engaged.
- Tools for Teachers: ≈1,700 teachers equipped.

## Flagler County Education Foundation

### Beaver Toyota Fund-A-Project Teacher Grants

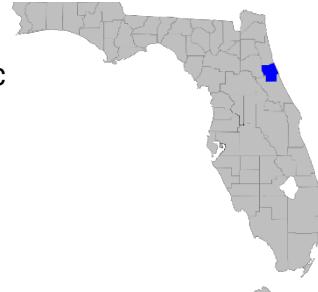
Students Impacted: 1,658

Teachers Impacted: 60



Flagler County  
Education Foundation

Flagler teachers needed support to strengthen Tier 1 instruction and provide engaging, hands-on learning aligned with the district's strategic plan. Without additional resources, many classrooms lacked the tools to raise rigor and spark student curiosity.



The Beaver Toyota Fund-A-Project Teacher Grants funded teacher-led initiatives across all Flagler schools, covering literacy, STEM, arts, PE, and ESE. Projects included Positive behavior, adaptive kitchen equipment for life-skills programs, First Tee golf curriculum, hydroponics and science field trips, and innovative literacy experiences such as publishing student-written books.

Adaptive kitchen projects equipped students with essential life skills, while Whitney Lab field trips gave 4th graders hands-on science aligned to standards. Teachers reported higher literacy engagement, improved focus from flexible seating, and stronger comprehension with interactive story tools.

#### Results:

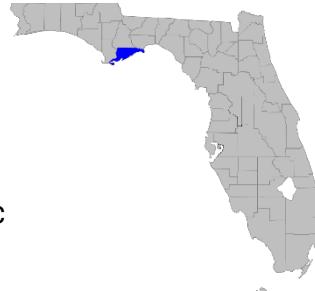
- 44 teacher projects funded across 10 schools.
- Whitney Lab field trip gave 4th graders hands-on science aligned to standards.
- Literacy projects: increased student engagement, comprehension, and publishing of original books.
- Life-skills program: students gained independence with adaptive cooking equipment.

## Franklin Education Foundation Inc.

### Franklin County School Testing and Technology

Students Impacted: 245

Teachers Impacted: 13



Franklin County schools faced challenges in providing students with adequate technology and testing tools. Limited access to updated calculators, headphones, and devices hindered efforts to meet district proficiency goals.

With matching grant funds, the district purchased 48 TI-30Xa scientific calculators, 30 Casio graphing calculators, 80+ headphones (some with microphones), and 50 iPads with cases. These resources supported state-mandated testing across elementary through middle grades, with iPads also deployed in elementary classrooms as a cost-saving and space-efficient instructional tool.

Overall, while not all targets were met, most grade levels demonstrated year-over-year improvement, supported by access to updated technology.

#### Results:

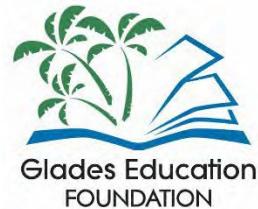
- Kindergarten ELA 58% proficiency (above district goal).
- Grades 1–2 ELA 38% & 36%, both improved from prior year.
- K–1 Math met goals: 50% and 45% proficiency.
- Grade 2 Math steady at 38%; grades 7–8 Math improved to 31% & 17%.
- ELA grades 7–8 slipped to 30% & 20%, below goals, but overall trend showed growth in most levels.

## Glades Education Foundation

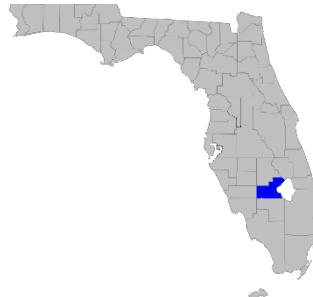
### *Enhancing Literacy and College-Career Readiness*

**Students Impacted:** 1,379

**Teachers Impacted:** 96



Glades County Schools faced persistent achievement gaps in reading proficiency, particularly among students in grades 3-5. Many entered classrooms below grade level, with many students disproportionately struggling. These gaps limited both short-term academic success and long-term readiness for postsecondary opportunities.



To address these needs, the Glades Education Foundation implemented a comprehensive literacy and readiness initiative. This included SRA reading materials for targeted small-group instruction and career exploration field trips to connect students with future opportunities. These interventions directly supported the district's Strategic Plan Goal 1: Academic Achievement and Postsecondary Success.

### **Results:**

- Grade 3 reading proficiency increased by 45 points (13% → 58%)
- Grade 4 reading proficiency increased by 23 points (25% → 48%)
- Grade 5 reading proficiency increased by 28 points (29% → 57%)
- Teachers reported improved instructional delivery and student responsiveness

## The Education Foundation of Gulf County

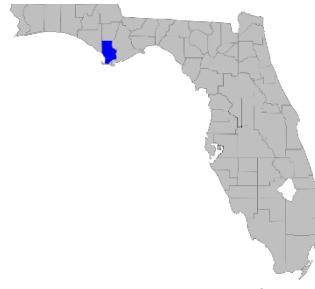
### Gulf School District Education Foundation Matching Grants Program

Students Impacted: 2,130

Teachers Impacted: 65

The Education Foundation  
of Gulf County, Inc.

Gulf County students faced barriers in literacy, STEM exposure, and access to learning supports. Many classrooms lacked updated resources to support struggling readers or expand career pathways in high-demand fields like aviation.



In 2024-25, the Foundation awarded 11 grants to schools across the district. Projects included strengthening the Port St. Joe Elementary STEAM Center, expanding drone and aviation programs with a new flight runway, and equipping Wewahitchka High with 10 C-Pen Readers for students with dyslexia. Literacy supports, such as multisensory manipulatives, to districtwide adoption of My Reading Academy. These grants also funded ergonomic classroom seating and enriched arts and science programs to create engaging learning environments.

Elementary students using My Reading Academy demonstrated gains in phonics, fluency, and comprehension, as tracked by FAST and STAR CBM assessments. High school students using C-Pens reported increased independence and access to the curriculum. Teachers documented fewer classroom disruptions and more instructional time after adopting differentiated strategies. Early evidence from the STEAM Center and drone program reflected stronger problem-solving, collaboration, and career interest among participants.

#### **Results:**

- 11 grants awarded serving literacy, STEM, arts, CTE, and assistive technology.
- 1,276 students and 112 educators directly impacted; 854 students benefited indirectly.
- 58 teachers trained in My Reading Academy for K-5 literacy instruction.
- 10 C-Pen Readers provided independence for dyslexic/struggling readers.
- New drone runway and aerial flight course built at Port St. Joe High.
- Students reported improved focus, problem-solving, and engagement across programs.

## Hamilton County Public Schools Foundation

### *Investing in Academic Excellence*

**Students Impacted:** 1,500

**Teachers Impacted:** 100



Hamilton County classrooms faced persistent shortages of instructional supplies, leaving teachers to personally fill the gap. This lack of resources hindered efforts to improve proficiency in math, reading, and STEM and limited opportunities for students, particularly those in the bottom quartile of performance, to achieve grade-level proficiency.



Investing in Academic Excellence provided micro-grants to PreK–12 teachers for classroom-ready materials and activities aligned to specific learning goals. Educators applied with a clear objective, implementation plan, and quick-check measures (e.g., exit tickets, unit pre/post checks, benchmark data). Funded purchases included literacy and math intervention tools, manipulatives and lab supplies, and STEM kits that supported inquiry, practice, and skill fluency. The foundation prioritized projects addressing bottom-quartile students and required brief implementation reflections to capture what worked and share practices across schools.

District evidence showed increased graduation rates, documented growth in math and reading proficiency, and higher STEM engagement, with targeted supports improving outcomes for bottom-quartile students.

#### **Results:**

- 50 classroom grants awarded (PreK–12).
- \$300 per grant.
- \$15,000 in direct classroom support.
- Graduation rates increased (district evidence).
- Math and reading proficiency improved (documented).
- Targeted support raised bottom-quartile proficiency.

## Hardee Education Foundation

### ***Grow Hardee Achievement***

**Students Impacted:** 500

**Teachers Impacted:** 65



Hardee County Schools sought to expand enrichment opportunities in literacy, science, and classroom innovation. Limited budgets left many students without access to engaging activities like academic competitions, and teachers without resources to implement innovative projects.



Through the Grow Hardee Achievement initiative, the foundation supported Love of Literacy, the Regional Science Fair, and Grow Innovation Teacher Grants that funded both schoolwide and department-level projects. The annual Teacher Expo highlighted results and encouraged broader adoption of innovative ideas.

### **Results:**

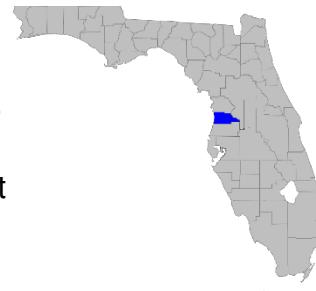
- 62 students participated in the countywide quiz game “Battle of the Books”, with the first-ever team from Bowling Green Elementary.
- 25 high school and 16 junior high students participated in the Regional Science Fair.
- Over \$28,000 in teacher innovation grants awarded.
- Funded projects included schoolwide and exceptional education initiatives reaching beyond the 500 directly served.
- Teacher surveys documented greater collaboration, innovation, and student engagement.

## Hernando County Education Foundation

### ***Making An Impact Through Grants***

**Students Impacted:** 15,021

**Teachers Impacted:** 479



Many Hernando classrooms lacked resources to strengthen literacy, math, STEM, and career readiness. Teachers needed funds to innovate and create hands-on learning that could boost achievement and engagement, particularly for students at risk of falling behind.

The grants funded projects in literacy, STEM, CTE, and teaching quality. Initiatives included Crazy 8s Math Clubs with growth tracking, a reading initiative, and career-readiness programs with job site visits. Teachers used i-Ready growth data, circulation records, and student surveys to document outcomes.

### **Results:**

- 63 grants totaling \$76,509 awarded.
- 87% (Gr 3–5) met  $\geq 50\%$  annual math growth.
- 88% (K–2) achieved 59% of expected growth.
- 177 high school students in career readiness; 5% transitioned to general education.
- 2,241 students gained documented STEM skills.

## Hernando County Education Foundation

### **Tools 4 Schools**

**Students Impacted:** 3,000

**Teachers Impacted:** 596



Teachers faced persistent supply gaps, driving up out-of-pocket costs. These shortages undermined instructional quality, strained morale, and contributed to retention pressures.

Tools 4 Schools operated a free teacher resource store plus a mobile supply bus, stocked via community donations and tracked in Applebase. The program prioritized high-need classrooms, streamlined access, and used teacher surveys and usage reports to evaluate impact. Community partners contributed substantial in-kind support to sustain inventory and reach.

### **Results:**

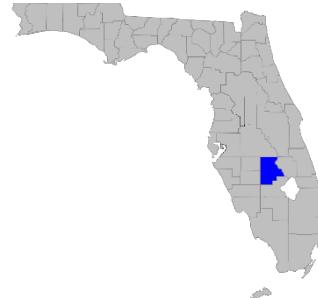
- \$125,001.75 in supplies distributed; ~\$78,000 in donations.
- 496 teachers directly served (store + mobile bus).
- 92% reduced personal out-of-pocket spending.
- 39% said it influenced their decision to stay in the district.
- Teacher rating: 4.78/5 on supply importance.
- Survey responses increased 150 → 160 (YoY).

## Highlands County Education Foundation

### ***Classroom Grants***

**Students Impacted:** 3,332

**Teachers Impacted:** 54



In Highlands County, teachers often had innovative ideas to boost student engagement but lacked the funding to implement them.

Without additional resources, projects that supported deeper learning and individualized approaches remained unfunded.

The Highlands County Education Foundation awarded 57 Classroom Grants to teachers, enabling them to design engaging instructional projects. These grants funded initiatives in literacy, STEM, and flexible learning strategies that would not have been supported by the district's operating budget. Many materials purchased can be reused in future years, amplifying the program's long-term value.

### **Results:**

- 57 teacher grants awarded for classroom projects.
- Elementary (i-Ready reading): 67% met all growth goals; 17% partial growth.
- Secondary (CommonLit): 81% met all growth goals; 16% partial growth.
- Students directly served: 2,560+ elementary; 772 secondary.
- Teachers reported increased confidence and effectiveness.

## Hillsborough Education Foundation

### Teaching Tools Resource Center

Students Impacted: 220,000

Teachers Impacted: 13,000



Teachers across Hillsborough, especially in Title I schools and charters, lacked reliable access to basic classroom supplies. This gap forced educators to spend personal funds, reduced instructional time, and dampened morale, particularly in high-need schools where supply shortages most directly hindered student readiness and engagement.



The Teaching Tools Resource Center operated a free teacher store and delivery service that prioritized high-need campuses. The model combined bulk procurement, community donations, scheduled shopping, and routed deliveries to get grade-appropriate supplies into classrooms quickly. HEF tracked utilization by school, first-time shoppers, and fulfillment against campus-level goals to ensure reach and continuous improvement.

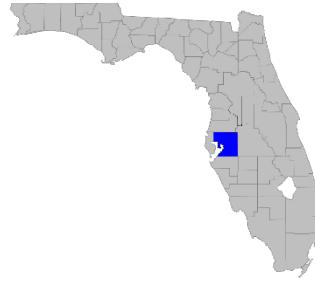
#### Results:

- 3,395 teachers served (+7.8% vs. goal); 1,267 first-time shoppers (37%).
- \$3.59M in supplies distributed (+3.5% vs. goal).
- ~\$400 average teacher savings per visit.
- Teacher impact: 93% more effective; 94% more sustainable; 84% encouraged to stay.
- Reach: 251/254 schools participated; delivery 48 → 58 schools.

## Hillsborough Education Foundation

**Ready to Success: College & Career Readiness Support**

Students Impacted: 3,454



First-generation and lower-income students needed individualized guidance to navigate complex steps, FAFSA, career exploration, applications, and deadlines. Without timely coaching and family-facing supports, many missed critical milestones, reducing access to affordable postsecondary options and career training.

Ready to Success delivered high-touch advising at school sites: 1:1 coaching, on-demand mentoring sessions, career coaching, and a full calendar of workshops/presentations. HEF added evening FAFSA events, career chats, and business-led webinars to boost family participation and connect students to real pathways. Progress was tracked by sessions delivered, FAFSA submissions, and self-reported gains in readiness.

### **Results:**

- 1,303 students received 1:1 coaching; 5,000 mentoring and 2,300 career-coaching sessions.
- 88 workshops/presentations (goal: 25), reaching 3,000+ students.
- Student outcomes: 95% increased postsecondary-prep knowledge; 86% progressed toward career readiness.
- 581 FAFSA applications submitted with support.
- Added evening FAFSA sessions, career chats, and webinars.

## Hillsborough Education Foundation

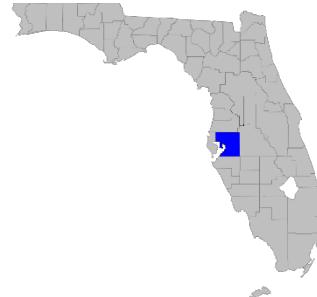
### **School & Classroom Enrichment Grants**

**Students Impacted:** 32,035

**Teachers Impacted:** 211



Teachers needed flexible funding to implement standards-aligned, hands-on projects that close learning gaps and boost engagement, especially in early literacy, STEM, and ESE settings. Without seed dollars, many high-impact ideas could not move from plan to practice.



HEF awarded classroom mini-grants for teacher-designed projects aligned to school/district priorities. Grants included materials, implementation support, and simple pre/post measures (e.g., proficiency checks, i-Ready growth, rubric-based performance). The foundation tracked completions, student reach, and educator feedback to scale what worked.

### **Results:**

- 221 grants awarded (goal: 145); \$186,160.81 disbursed.
- 213 completed projects reached 32,035 students and 211 teachers.
- “Wings & Seeds”: 20% → 60% proficiency.
- Early Childhood ESE: 100% i-Ready growth; 68% one full year’s growth; 100% math & reading proficiency.
- Teacher impact: 99% reported enhanced instructional ability (goal: 90%).



## Holmes County Education Foundation

### ***STEM Power: Elevating Teachers, Engaging Students***

**Students Impacted:** 1,280

**Teachers Impacted:** 87

Holmes County's rural schools face limited access to hands-on STEM experiences and up-to-date instructional materials, constraining opportunities to build problem-solving, engineering design, and STEM literacy. Teachers needed practical training and classroom-ready resources to increase student engagement and close skill gaps across math, science, and reading.



STEM Power launched a countywide approach combining teacher learning communities, mini-grants for classroom implementation, and new robotics pathways. Five schools participated, introducing SeaPerch underwater robotics alongside literacy-integrated STEM units and peer observation cycles. In total, 1,280 students and 87 teachers engaged through targeted cohorts (480 students/22 teachers) and broader classroom integrations (800 students/65 teachers). Educators used pre/post checks, benchmark assessments, observation logs, and student reflections to track progress.

#### **Results:**

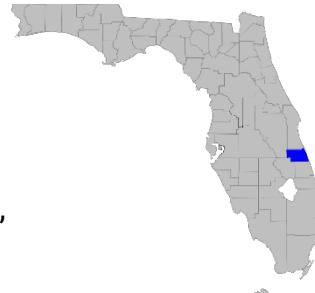
- 5 schools participated (teacher learning communities + classroom mini-grants).
- 1,280 students and 87 teachers engaged (targeted 480/22; broader 800/65).
- Math growth up to +50% in participating classes.
- Reading +9%; Science +10%; overall benchmarks +9–12%.
- SeaPerch in 2 schools; 50+ students built/tested ROVs; 1 HS team advanced to International Challenge.
- Teachers reported stronger collaboration, problem-solving, and confidence with engineering design.

## Indian River Education Fund

### **Indian River County Leadership Institute – Educator Development**

**Students Impacted:** 16,509

**Teachers Impacted:** 1,133



Indian River County faced the challenge of sustaining teacher leadership while driving continuous improvements in student learning. While many educators possessed strong instructional skills, they often lacked structured pathways to advance into leadership roles that could impact schools and the district. Teachers often worked in isolation when trying to innovate, without networks to test and scale successful practices, barriers that affected both retention and systemwide improvement.

The Indian River Education Fund launched the first Leadership Institute to elevate teachers as innovators and leaders. The program combined training, mentorship, and collaborative design work, equipping participants to analyze challenges and design solutions. Self-efficacy assessments helped teachers identify their leadership strengths and areas for growth, and then apply these insights by piloting classroom and school-wide strategies. Cross-grade collaboration further expanded the reach of promising practices.

#### **Results:**

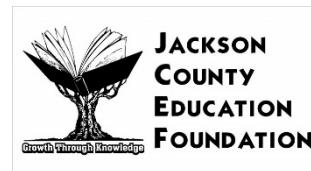
- 1,133 teachers participated.
- 16,509 students reached through implemented strategies.
- Assessments showed growth in leadership self-efficacy (lead peers, initiate programs, drive improvements).
- Teacher-led innovations exceeded projections.
- Student engagement and participation increased as practices scaled.

## Jackson County Education Foundation

### *Enhancing Education 2025*

**Students Impacted:** 3,014

**Teachers Impacted:** 58



Jackson County schools faced ongoing challenges with limited resources to provide classroom libraries, STEM equipment, and enrichment activities that support literacy, math, and graduation readiness. Teachers needed flexible funding to implement creative solutions that directly addressed student learning gaps and engagement.



Through mini-grants totaling \$51,222, educators across 12 schools introduced new instructional tools, technology, and field-based experiences. These grants covered a wide range of needs, from literacy and math interventions to hands-on STEM projects and career readiness supports, providing both immediate classroom benefits and long-term skill building for students.

The results were consistent across the district. Grant-funded projects drove measurable academic growth, with literacy and math proficiency improving across participating classrooms.

#### **Results:**

- 48 grants awarded; \$51,222 invested across 12 schools.
- Average 10–15% improvement in literacy and math proficiency.
- STEM projects: nearly all students demonstrated measurable gains.
- Graduation readiness: 97–100% of seniors met graduation requirements.
- Students reported higher interest in STEM careers and environmental learning.

## Jefferson County Educational Foundation

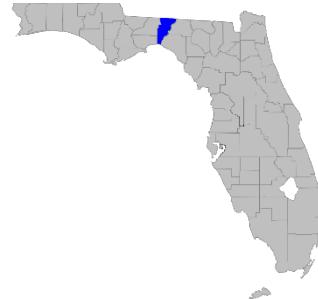
### *Eye of the Tiger*

**Students Impacted:** 750

**Teachers Impacted:** 40



Jefferson County schools faced persistent challenges with low proficiency in reading and math, leaving many students at risk of falling behind grade level and struggling to meet graduation requirements. Teachers lacked access to resources that could accelerate learning while also building student exposure to STEAM and technical career pathways such as agribusiness.



Through mini-grants, the foundation equipped classrooms with career-connected literacy curriculum, math tools such as Reflex Math, and supplemental science and technology programs. These resources were intentionally aligned with school improvement plans and supported by professional development. Teachers used FAST benchmarks and STAR assessments to monitor progress throughout the year.

### **Results:**

- 11 mini-grants awarded, aligned to school improvement goals.
- Math proficiency rose 5% → 22%; Level 1 students reduced from 73% → 50%.
- ELA growth: 4th grade doubled from 24% → 44%, 10th grade increased 36% → 46%.
- Students showed greater interest in STEAM and technical careers.
- Teachers reported enhanced instructional strategies with new tools.

## Lafayette Elementary School

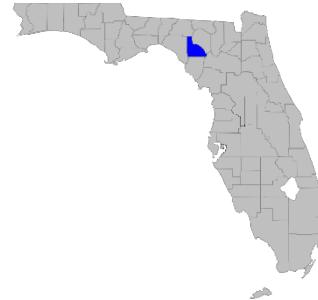
### *Cultivating Futures*

**Students Impacted:** 1,154

**Teachers Impacted:** 39



Lafayette students had limited opportunities to connect science learning with real-world applications in agriculture and sustainability. Many lacked hands-on experiences that could build responsibility, environmental stewardship, and deeper understanding of plant science. Teachers also needed practical tools to link STEM concepts with daily life.



The Cultivating Futures project expanded the school garden and introduced hydroponic Flex Farms. Students reconfigured the garden with new raised beds, drip irrigation, weed fabric, and long-term plantings like citrus, berries, and grapes. Every student received a planter to propagate their own plant, integrating Florida Agriculture in the Classroom lessons. Teachers also received terrariums to mirror classroom instruction. Culinary projects allowed students to harvest, cook, and eat what they grew, reinforcing learning and responsibility.

Results showed growth in agricultural knowledge. Students also demonstrated higher engagement, responsibility, and environmental awareness through daily garden participation.

### **Results:**

- 1,154 students and 39 teachers engaged through hands-on STEM agriculture.
- Seasonal produce knowledge: 76% → 89%.
- Pollinator knowledge: 84% → 92%.
- Root systems: 87% → 92%.
- Incorrect answers on water requirements decreased 23.8% → 14.3%.
- All students propagated a plant; teachers integrated garden learning with classroom terrariums.

## Education Foundation of Lake County

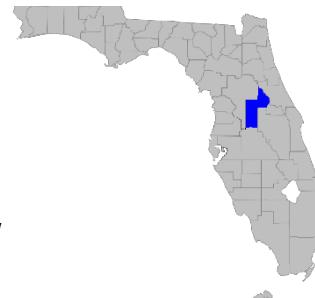
**Shaping Tomorrow: Choices for a Sustainable Future**

**Students Impacted:** 6,775

**Teachers Impacted:** 555



Lake County schools face dual challenges: ensuring students graduate prepared for college, careers, or technical pathways, while also retaining strong teachers to sustain instructional quality. Many classrooms lacked resources for industry certifications, robotics, and literacy/STEM innovations, while early learning and teacher recruitment programs needed targeted support to strengthen the pipeline.



Through classroom grants, CTE and STEM programs, High School High Tech, culinary academies, and teacher recruitment and mentoring efforts, the foundation provided a comprehensive system of support. 34 teacher-led projects were funded (94% of requests), supporting health sciences, robotics, construction, and science fairs. CTE programs expanded student access to industry certifications, while High School High Tech guided students with disabilities toward successful postsecondary pathways. Culinary programs and VPK early learning initiatives also broadened opportunities, and teacher apprenticeships and mentoring strengthened retention.

### **Results:**

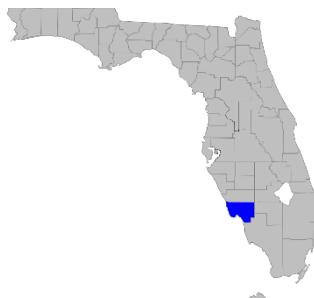
- 34 teacher-led projects funded (94% of requests); 7,553 students served.
- Health Sciences: certification pass rate +22%; 73% overall.
- Robotics: 9 teams advanced to VEX Worlds; 503 students participated.
- Construction: 760 certifications attempted; 423 earned (+5 pp pass rate).
- Culinary: 1,977 students certified (+11% YoY); 55% plan culinary careers.
- High School High Tech: 100% seniors graduated and transitioned to college or work.

## Foundation for Lee County Public Schools

### ***Classroom, School, and District Grants***

**Students Impacted:** 18,727

**Teachers Impacted:** 97 (grant recipients plus applicants trained)



Lee County teachers needed support to bring creative, standards-aligned projects into their classrooms, especially in STEM, literacy, arts, and health, without relying on out-of-pocket spending. Many lacked access to materials and opportunities that could elevate instruction and engage students in deeper learning.

Through 39 classroom, grade-level, and schoolwide grants totaling \$100,000+, teachers implemented projects ranging from robotics and nutrition to literacy interventions and arts integration. Teachers also received professional development workshops on grant-writing and evaluation to maximize project impact.

Across projects, students demonstrated gains in literacy, science, and health knowledge. For example, pre/post surveys showed students learning key science processes, improving reading engagement, and participating in once-in-a-lifetime experiences such as national music competitions and health science labs. Teachers reported higher confidence in instructional delivery, and students gained skills that will carry forward beyond the classroom.

### **Results:**

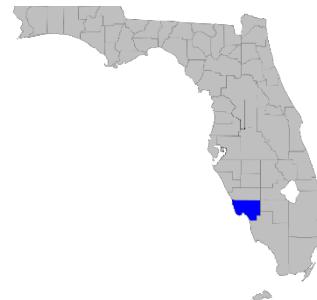
- 39 grants funded (\$100,000+) across 12 schools.
- 18,727 students impacted districtwide.
- 73% of teachers achieved 100% of project goals; 26% achieved 75%.
- Teachers reported stronger instructional practices and engagement.

## Foundation for Lee County Public Schools

### College & Career Initiatives

**Students Impacted:** 7,761 (direct) plus 4,000+ families

**Teachers Impacted:** Not applicable (student-facing initiative)



Students in Lee County often lacked exposure to STEM careers, financial literacy, and postsecondary planning tools. Without direct connections to businesses and applied learning experiences, many students risked graduating without the knowledge or skills to transition successfully into college or the workforce.

The STEM@Work and Career Connections initiative delivered workplace-based STEM experiences, career/technical workshops, and a large-scale STEMtastic event. Students also received targeted support for financial literacy, resume writing, FAFSA completion, and leadership development.

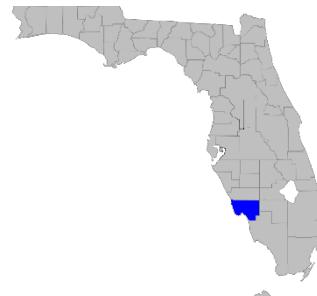
### Results:

- 7,761 students engaged directly; 4,000+ reached via STEMtastic.
- 33 STEM@Work experiences; 17 business partners.
- Career knowledge 74% → 81%.
- Financial literacy +67%.
- Resume-writing +83%; budgeting +70%.
- 71% improved FAFSA awareness; 77% reported better health choices.

## Foundation for Lee County Public Schools

### **Collegium for the Advancement of Education**

Teachers Impacted: 23



Lee County recognized that sustained student gains depend on equipping teachers with the strategies, mindset, and culture to deliver high-quality instruction. Teachers needed structured training to improve classroom climate, student motivation, and alignment to high standards.

The Collegium program provided a week-long, intensive professional development experience for teachers, including strategies in Choice Theory, student goal-setting, and classroom mission building. Participants earned 40 in-service points each toward recertification, with all training cost, including meals, lodging, and materials, covered by foundation and private support.

#### **Results:**

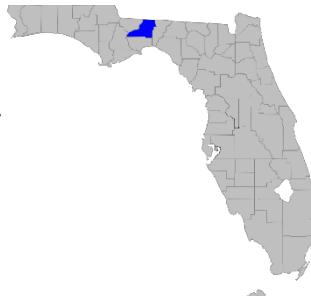
- 23 teachers completed 40 hours of professional development.
- 40 in-service points earned per teacher (recertification).
- Pre/post assessment means: 9.5% → 98.2%.
- Applied Choice Theory, data tracking, student goal-setting in classrooms.

## Foundation for Leon County Schools

### *Innovative Teacher Grants*

**Students Impacted:** 10,218

**Teachers Impacted:** 137



Leon County teachers needed flexible funding to launch classroom innovations that boost literacy, math/science proficiency, and college- and career-readiness. Without targeted resources, many schools could not provide the hands-on projects and schoolwide initiatives required to accelerate learning and engagement.

Through teacher grants, schools implemented reading campaigns, STEM labs, and CTE-aligned projects. Funds supported classroom libraries and tech, schoolwide literacy activities, and structured STEM experiences (e.g., design challenges in a dedicated lab). Teachers tracked impact with pre/post assessments, FAST/STAR benchmarks, and participation data to ensure results were measurable and comparable across grades.

A schoolwide literacy initiative reported strong comprehension growth. STEM participation scaled meaningfully: a campus-wide lab engaged students in hands-on investigations, and elementary students completed extended STEAM modules tied to grade-level standards. Collectively, projects met core objectives to improve proficiency, expand high-quality learning time, and strengthen students' readiness for the next grade.

### **Results:**

- 19 teacher grants implemented; 10,218 students and 137 teachers served.
- Schoolwide literacy initiative: 74%–91% reading passage rates across tested grades.
- Science: 53% proficiency in 5th grade with a +5 pp improvement target on FAST.
- STEM scale: 560 students engaged via a school lab; 180 completed extended STEAM modules.
- Projects met objectives for proficiency gains, engaged learning time, and grade-level readiness.

## Levy County Schools Foundation

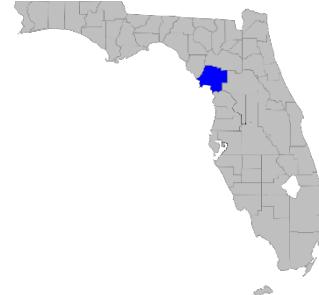
### ***The Transforming Transit – Take 3***

**Students Impacted:** 5,050

**Teachers Impacted:** 288



Levy County schools needed greater support for both literacy and teacher retention. Many students lacked access to age-appropriate books at home, and teachers often struggled to secure adequate supplies for their classrooms. This created gaps in reading proficiency and added strain on educators who already face high turnover pressures.



The Transforming Transit project combined a mobile book bus and teacher supply store to address both needs simultaneously. Teachers accessed classroom supplies and reported on program impact through surveys. The initiative filled supply orders, equipping teachers with the materials they needed to improve instruction, and provided students access to reading materials.

There were improvements in both student achievement and teacher retention.

#### **Results:**

- 3,500 supplies provided; 80 teacher orders filled.
- 100% of PreK–5 students and 35% of secondary students received free books.
- ELA proficiency grew by +3 percentage points (elementary grades).
- +2% increase in participation in Superintendent's Reading Award.
- 83% of teachers more likely to stay in the district; 83% feel more prepared.

## **Madison County Foundation for Excellence**

### **Supporting Literacy Through STEM Education**

**Students Impacted:** 1,435

**Teachers Impacted:** 60



Madison County schools sought to accelerate English Language Arts (ELA) proficiency while strengthening students' problem-solving and collaboration skills. Teachers reported a need for engaging, hands-on learning tied to state standards that would help students make concrete connections between texts and real-world STEM concepts, especially in grades 3–6 where foundational literacy and content knowledge intersect.



Twenty teachers across grade levels designed literacy-integrated STEM lessons and classroom projects aligned to standards and creativity goals. The foundation coordinated a district-wide STEM challenge that brought together students from multiple schools, building teamwork and student leadership. Classroom mini-grants supplied materials for inquiry labs, engineering design tasks, and reading-to-reasoning activities, while peer collaboration supported teacher practice and shared exemplars.

### **Results:**

- ELA proficiency (Grades 3–6) increased from 21.0% to 48.8% (+27.8 percentage points, FAST).
- District-wide STEM Challenge engaged 1,435 students across multiple schools.
- Teacher adoption grew with 5 additional teachers applying to implement STEM strategies.
- 52.9% of teachers reported becoming more effective educators.
- 100% of teachers are more or much more likely to continue the program beyond this year's funding.
- 100% of teachers said teaching felt more sustainable because of the grants.

## Manatee Education Foundation

### Teacher IMPACT Grants 2025

Students Impacted: 31,419

Teachers Impacted: 655



Manatee County teachers faced limited funding to implement innovative projects that directly address student needs in literacy, STEM, and career readiness. Many classrooms lacked the resources to pilot new instructional strategies that could help close achievement gaps and increase student engagement.



Through the Teacher IMPACT Grants program, the foundation awarded educators with targeted funding. Grants supported hands-on science experiments, literacy initiatives, classroom technology, and enrichment projects aligned to district improvement goals. Each teacher reported outcomes using pre/post data, student work samples, and standardized assessment benchmarks.

Teacher-reported data confirmed that classroom projects directly advanced student skills in reading, math, science, and creative problem-solving, while also elevating teacher confidence in delivering high-quality instruction.

#### Results:

- 655 teachers, 31,419 students reached through targeted classroom grants.
- 94% of teachers reported measurable academic gains for students.
- 96% of teachers observed increased student engagement.
- Projects advanced literacy, STEM, and career readiness across grade levels.

## Manatee Education Foundation

### ***Increasing Student Achievement & Community Engagement***

**Students Impacted:** 52,000

**Teachers Impacted:** 1,500



Manatee County schools needed expanded support for literacy growth, graduation readiness, and family engagement, especially following hurricane disruptions that strained resources for both students and staff. The foundation also sought to strengthen long-term community partnerships and provide targeted supports for vulnerable student populations, including Pre-K learners and foster youth.



In 2024–25, the foundation launched several major initiatives under this program, including hurricane relief distributions, a new City Park/Police Athletic League facility for career and financial literacy, and the SDMC Soar Lab early learning center. It also secured multi-year funding partnerships to advance Pre-K literacy and a grant for foster students. In addition, a new family engagement initiative was launched with NAFSCE to reframe parent involvement strategies across the district.

The program results demonstrated meaningful community impact. Hurricane relief was distributed to support district staff and schools. The Soar Lab provided high-impact Pre-K literacy strategies for hundreds of young learners, while new CTE and financial literacy programs through City Park connected students to career pathways.

#### **Results:**

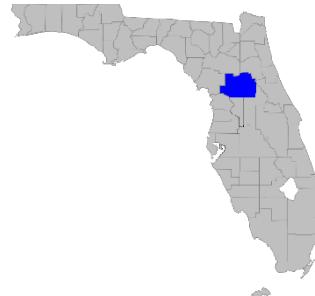
- \$236,000 hurricane relief distributed to 350 staff/schools.
- \$250,000 Barancik Foundation grant launched Soar Lab early learning literacy center.
- \$200,000 United Way Suncoast grant supporting ~500 foster students.
- \$35,000 family engagement initiative launched with NAFSCE.
- New City Park/PAL facility expanded career & financial literacy programs.
- District maintained 54% Grade 3 reading, 53% ELA, 82% graduation rate (state updates pending).

## Public Education Foundation of Marion County

### Grants for Great Ideas

Students Impacted: 3,769

Teachers Impacted: 297



Marion County teachers needed resources to bring innovative ideas into classrooms that could address persistent challenges in literacy, STEM, and career readiness. Without access to flexible funding, many promising ideas could not be tested or scaled, leaving gaps in student engagement and achievement.

Through Grants for Great Ideas, the foundation awarded teachers mini-grants that funded hands-on projects, classroom technology, and career exploration activities. These grants supported students directly and encouraged teacher-led innovation across multiple schools.

Students participating in funded projects showed improvement in literacy, math, and science benchmarks, with teachers reporting gains in problem-solving, collaboration, and engagement. Career readiness activities exposed students to new pathways and increased interest in postsecondary options. Teachers confirmed that classroom innovation grants improved both instructional quality and student outcomes, with most projects meeting or exceeding their stated learning goals.

### Results:

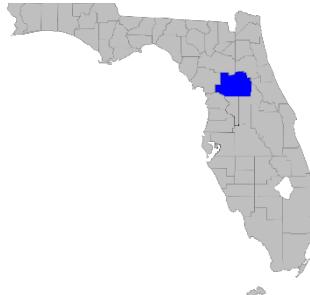
- 297 teachers, 3,769 students engaged through teacher-led innovation grants.
- Projects improved literacy, math, and science proficiency in participating classrooms.
- Students demonstrated stronger problem-solving and collaboration skills.
- Career exploration activities increased awareness of postsecondary pathways.
- Teachers reported high success rates, with most projects meeting or exceeding goals.

## Public Education Foundation of Marion County

### Tools 4 Teaching

**Students Impacted:** 21,000

**Teachers Impacted:** 726



Marion teachers often lacked basic classroom supplies, forcing many to spend their own money or go without materials critical to student learning. This not only strained educators financially but also strained classrooms, particularly in schools serving low-income populations.

The Tools 4 Teaching program operated a free teacher supply store, enabling educators to access classroom essentials year-round. Items distributed included core instructional materials, classroom technology, and student learning tools. Teachers also reported that the availability of free resources increased their likelihood of staying in the district, with many crediting the program for boosting morale and classroom preparedness.

### Results:

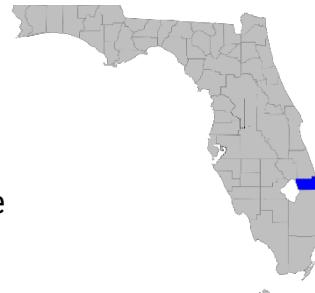
- 726 teachers served, reaching 21,000 students.
- Free classroom supplies distributed throughout the year.
- 90%+ of teachers reported reduced personal spending.
- Teachers credited program with improved instruction and higher morale.
- Program strengthened teacher retention by reducing financial burden.

## Education Foundation of Martin County

### **Book Vending Machine Initiative**

**Students Impacted:** 14,872

**Teachers Impacted:** 776



Martin County students needed greater access to books and incentives to spark a love of reading, especially among reluctant readers. Many schools lacked engaging literacy programs that made reading exciting and tied literacy to positive reinforcement.

The foundation installed book vending machines in schools, distributing free books from state approved lists to students throughout the year. Teachers used the machines as part of a literacy incentive program, rewarding reading milestones and positive behaviors with tokens to select books.

Teacher surveys reported higher levels of student excitement and motivation around reading. Teachers confirmed the program strengthened literacy culture across campuses and expanded home libraries for thousands of children.

#### **Results:**

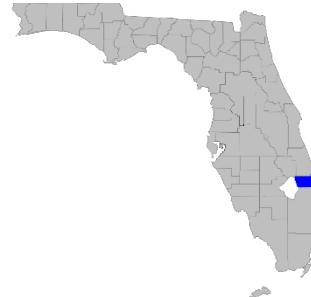
- 14,872 students and 776 teachers engaged in the initiative.
- 100% of students accessed at least one free book.
- Increased ELA benchmark scores and comprehension skills.

## Education Foundation of Martin County

### *Innovative Solutions Grants*

**Students Impacted:** 1,192

**Teachers Impacted:** 66



Martin County educators needed flexible funding to pilot innovative projects across literacy, STEM, and career readiness. Without access to supplemental resources, teachers could not provide the enriched, hands-on learning experiences necessary to boost student performance and prepare them for postsecondary success.

Through Innovative Solutions Grants, teachers implemented projects such as a JROTC flight simulator, AVID university tours, STEM literacy units, and hands-on math and writing interventions. Each grant was evaluated using pre/post-tests, surveys, and district/state assessments.

### **Results:**

- 14 grants awarded, supporting 1,192 students and 66 teachers.
- 70% of AVID students who attended college tours enrolled in advanced coursework.
- 94% of 4th graders at Jensen Beach Elementary scored 6.0+ on FAST Writing (vs. 77% statewide).
- Science project: knowledge grew from 6% passing (avg. 39%) → 92% passing (avg. 83.6%).
- Math fractions project: 86% of 4th graders proficient after intervention.

## The Education Fund

### *Food Forests for Schools*

**Students Impacted:** 26,000

**Teachers Impacted:** 80



Many students lacked hands-on nutrition and environmental learning that ties STEM concepts to healthy habits. Schools needed a living “lab” that builds science knowledge, resilience, and family engagement around fresh produce.

Food Forests for Schools turned campuses into outdoor classrooms where students planted, maintained, harvested, and studied edible ecosystems. Teachers integrated standards-aligned lessons; families took produce home through tastings and harvest bags.



### **Results:**

- 26,000 students / 80 teachers engaged.
- 72% improved math knowledge; 64% increased science proficiency.
- 25,000+ harvest bags sent home to families.
- 100% of teachers reported higher student interest in science.

## The Education Fund

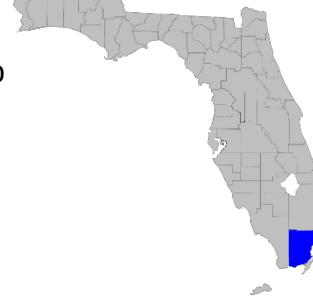
### Teach-A-Thon

Students Impacted: 3,480

Teachers Impacted: 120



Many Miami-Dade classrooms needed authentic, real-world STEM connections to shift student attitudes from "When will I use this?" to "I'm using it now." Without structured industry partnerships, students had limited exposure to how math, science, and engineering power local careers and teachers had fewer resources to make those links tangible.



Teach-A-Thon paired classrooms with business professionals who designed and delivered standards-aligned STEM lessons (e.g., data analysis, design thinking, food science) and coached students through applied problem-solving. The program also supported career-connected showcases (e.g., culinary STEM at Taste of Education), and collected pre/post student surveys and teacher verification to quantify learning and engagement shifts.

### Results:

- 2,056 students improved STEM knowledge (367% of goal vs. 900).
- 2,116 students increased STEM interest/motivation (188% of goal).
- 98.6% of teachers reported higher engagement/learning during lessons.
- 150+ executives taught standards-aligned STEM in classrooms.
- 900+ culinary students applied STEM concepts in public showcases.

## The Education Fund

### *Ideas with IMPACT*

**Students Impacted:** 74,700

**Teachers Impacted:** 18,580



Miami-Dade teachers needed a system to scale classroom-tested innovations so gains weren't limited to a single school or teacher. Without a districtwide mechanism to share best practices, promising ideas stayed siloed and fewer students benefited.



Ideas with IMPACT funded teacher-created models and disseminated them districtwide via a curated catalog, training (Idea EXPO workshops, webinars, consultations), and grants/stipends for adoption. Materials were standards-aligned and packaged for quick replication, with follow-up supports so teachers could implement with fidelity.

### **Results:**

- 74,700 students / 18,580 teachers reached.
- Catalog to 20,410 educators with 46 projects.
- 525 teachers at Idea EXPO; 76 workshops; 100% plan to implement.
- 405 additional teachers trained via webinars/consultations.
- 93 teachers received replication grants/stipends.
- 96% improved attitude; 93% felt more effective.

## The Education Fund

### **Ocean Bank Center for Educational Materials**

**Students Impacted:** 224,639

**Teachers Impacted:** 3,001



Teachers across Miami-Dade lacked consistent access to **essential supplies**, driving out-of-pocket spending and affecting classroom readiness, especially in high-need schools.



The Ocean Bank Center operated a **free teacher warehouse + satellite network** to source, sort, and distribute donated classroom materials at scale. The model reduced travel barriers (new Hammocks satellite) and added targeted deliveries for schools with the greatest need. Impact data were tracked through teacher sign-ins, inventory records, and post-visit surveys.

### **Results:**

- 3,001 teachers / 224,639 students supported.
- \$2,429,012 in supplies distributed (3 quarters).
- Reach: 2,126 main warehouse; 759 satellite; 116 deliveries.
- 98.9% felt more supported; 98.7% improved lesson quality.

## Monroe County Education Foundation

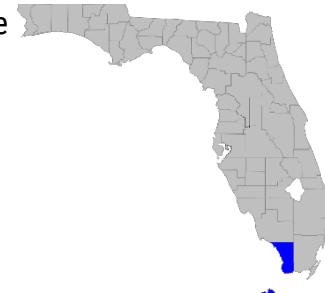
### *The Keys to College Success*

**Students Impacted:** 1,180

**Teachers Impacted:** 60



Monroe County students from low-income households face unique challenges to college readiness, including limited access to standardized test prep, transportation barriers for college tours, and a need for consistent mentoring. Without targeted support, many academically promising students risk falling behind in meeting graduation and postsecondary requirements.



The Keys to College Success program served active participants in grades 6–12 across 13 school sites, providing one-on-one mentoring, college readiness workshops, and exposure to career pathways. Students engaged in test preparation for the SAT, ACT, and AP exams, while also participating in structured college tours and academic success workshops. Each student was paired with a mentor, with a program goal of at least 15–25 mentoring sessions per year. Students also maintained regular attendance and engagement, with documented participation in workshops, mentoring sessions, and college tours as required by program benchmarks.

### **Results:**

- 380 students served across 13 school sites (grades 6–12).
- Mean GPA: 3.50; average GPA: 3.46.
- 13.4% of students below 3.0 GPA; program goal to raise GPA to 3.75 before graduation.
- 35% scored Level 1–2 on FAST ELA (Dec 2024); growth efforts underway.

## Nassau Education Foundation

### **Grants for Better Student Learning in the Classroom**

**Students Impacted:** 7,467

**Teachers Impacted:** 60



Nassau classrooms needed flexible funding to close gaps in literacy, math, science, and the arts, especially where teachers lacked resources to launch hands-on, standards-aligned projects. Without targeted mini-grants, many promising ideas to boost proficiency and engagement could not be implemented or scaled.

Through competitive teacher grants awarded across all 16 schools and grade levels, educators implemented interventions in reading fluency/comprehension, math problem-solving, science inquiry, career exploration, and performing arts. Teachers tracked progress with pre/post checks, FAST/STAR benchmarks, performance rubrics, circulation/use data, and student surveys to ensure outcomes were measurable.

### **Results:**

- 58 grants awarded across 16 schools (all grade levels).
- ELA: +24 pp proficiency gain; +5% increase in nonfiction reading.
- Arts: 95% of students earned Superior ensemble ratings.
- Growth targets: +50% more students meeting benchmarks vs. baseline.
- Teachers reported enhanced instructional effectiveness and sustainability.

## Nassau Education Foundation

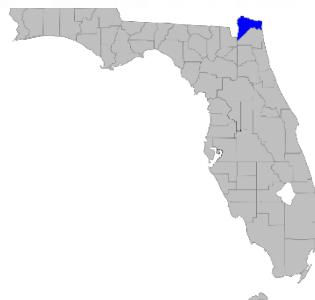
### **What's My Line**

**Students Impacted:** 60

**Teachers Impacted:** 4



Middle-grade students needed structured exposure to real careers to connect classroom learning with future pathways. Many had narrow or uncertain views of options after high school, limiting motivation and informed course selection.



“What's My Line” delivered a hands-on career exploration series for Yulee Middle School students (and Boys & Girls Club participants), combining interactive modules with direct industry spotlights. Sessions emphasized identifying interests/aptitudes, mapping education-to-career steps, and reflecting on fit across multiple fields.

### **Results:**

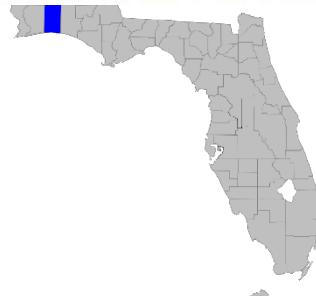
- 60 students / 4 teachers participated (school + Boys & Girls Club).
- 75% increased confidence in choosing a career pathway.
- Interest breadth: 4% → 12% with 5+ careers identified.
- 83% expressed interest in ≥1 specific career by program end.
- Teachers reported higher engagement and more informed course/credential planning.

## Okaloosa Public Schools Foundation

### Okaloosa Teacher Grants

Students Impacted: 3,000

Teachers Impacted: 300



Okaloosa classrooms needed flexible funding to accelerate student gains in core subjects and to strengthen teacher practice, especially for new educators building classroom management and instructional routines. Without targeted mini-grants, many high-impact ideas (hands-on math, literacy routines, lab experiences) would not reach students at scale.

Through the Teacher Grants program, the foundation awarded mini-grants spanning math, literacy, science, and classroom culture. Projects paired standards-aligned materials with simple measurement plans (FAST/PM benchmarks, rubric ratings, pre/post checks) so teachers could document learning and iterate quickly. A focused strand supported brand-new teachers with evidence-based classroom management training.

### Results:

- 26 mini-grants implemented across core subjects and grade bands.
- Math (multiplication/number sense): Level 1 ↓ 47% on FAST PM3; proficiency shifts +17% (L3), +12% (L4), +16% (L5); 68% at/above standard.
- New-teacher support: ~50 educators trained; 80%+ completed follow-ups; growth to *Effective* on Danielson Domain 2.
- Documented improvements in classroom climate, on-task behavior, and student engagement alongside academic gains.

## Okeechobee Educational Foundation

### *Achieving Excellence in Okeechobee*

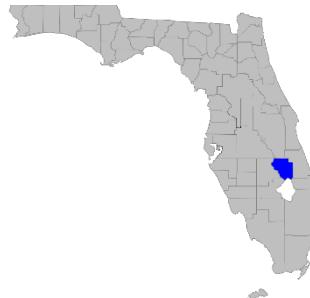
**Students Impacted:** 4,500

**Teachers Impacted:** 85

EDUCATION FOUNDATION  
of Okeechobee



Okeechobee County teachers often lacked the resources to bring innovative projects to life in their classrooms. Without external funding, many student-centered ideas, such as STEM enrichment, flexible learning spaces, and experiential field trips, could not be implemented.



The Okeechobee Educational Foundation addressed this challenge through its Achieving Excellence in Okeechobee initiative. Classroom innovation grants were awarded across all schools, directly benefiting students and engaging teachers. Projects ranged from STEM-based labs and career-focused field trips to flexible classroom redesigns that supported personalized learning.

These outcomes illustrate the dual impact of the initiative, strengthening student achievement while improving teacher satisfaction and retention.

#### **Results:**

- 67 classroom grants awarded across all 9 schools in the district.
- 86% of participating teachers want to continue teaching in the district.
- 86% of teachers reported they now have the tools and resources needed to be successful.
- 15% increase in student interest in science and space careers following a project trip.
- Documented improvements in STEM recall, reading comprehension, math problem-solving, and collaboration skills.

## Foundation for Orange County Public Schools

### Junior Achievement – 3DE Schools

Students Impacted: 1,288

Teachers Impacted: 247



High schoolers, especially in under-resourced schools, struggled to see how algebra, ELA, and science connect to real work. 3DE addresses that misalignment by embedding industry-authored case challenges into core classes. Each nine-week cycle pairs a local company with teachers to co-define a problem, set success rubrics, and coach teams. Students practice market research, financial modeling, and presentation skills, then pitch to client judges, building career exposure inside the school day.

Implementation included teacher co-planning days, volunteer onboarding, weekly client check-ins, and cross-course integration (e.g., ELA for pitch writing, algebra for projections). Capstone days ran like “mini-internships”: students rotated through solution testing, mentor feedback, and final boardroom presentations; teachers assessed with common rubrics to track durable skills (communication, collaboration, problem-solving).

### Results:

- 100% of 2024–25 3DE seniors at Oak Ridge HS graduated.
- Innovation HS team advanced to the National Arby’s Case Competition.
- 217 industry volunteers served as coaches/clients.
- 95% of volunteers: 3DE prepares students for success.
- 98% rated their experience impactful.

## Foundation for Orange County Public Schools

### ***CTE Internships***

**Students Impacted:** 424

**Teachers Impacted:** 63

Seniors aiming for high-wage, high-need fields lacked paid, structured work experiences and mentors. The program built a clear pipeline: spring recruitment and selection, a readiness bootcamp (OSHA basics, timekeeping, workplace communication), placement with vetted hosts, and paid summer internships that convert classroom skills into job-site performance.

Operations included MOUs with employers, supervisor orientations, weekly mentor check-ins, and timecard verification. Students from 13 high schools earned stipends while completing capstone reflections mapping experiences to state CTE competencies. A parallel track served additional students with résumé labs, mock interviews, and employer talks to stage them for future placements.

### **Results:**

- 179 paid internships completed (100% completion).
- \$2,400 stipend per intern.
- Placements drew from 13 high schools.
- 85 employer partners hosted students.
- 245 additional students completed the readiness sequence.



**FOUNDATION**  
FOR ORANGE COUNTY PUBLIC SCHOOLS  
*Investing in Success*

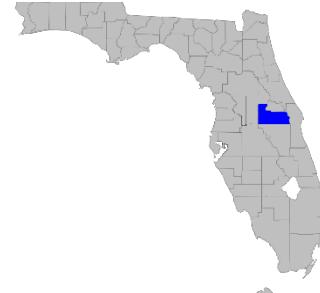


## Foundation for Orange County Public Schools

### **Read2Succeed (R2S)**

**Students Impacted:** 5,144

**Teachers Impacted:** 1,620



Many K-2 students began below benchmark in phonemic awareness and fluency. R2S tackled this with a structured literacy stack: explicit phoneme-grapheme mapping, daily decoding with decodables, fluency sprints, and cumulative review. Coaches ran observation/feedback cycles, aligned intervention blocks to FAST/DIBELS data, and provided materials across 120 schools to support Tier 1 and small-group Tier 2 instruction.

Teachers received pacing guides, progress-monitoring checkpoints, and quick-reteach routines. Data meetings every 3-4 weeks regrouped students by skill deficit; fidelity checks and model lessons helped new teachers execute routines consistently, while family take-homes reinforced practice.

### **Results:**

- FAST K: ~2% → 43.1% ( $\approx +41$  pts).
- $\geq 40$ th percentile: 16.1% → 35.6%.
- DIBELS: PSF to 65.2%; 83-92% passing six early-level assessments.
- Teacher survey: 72% improved instruction; 59% more effective; 79% will continue.

## Foundation for Orange County Public Schools

### **Eco Club**

**Students Impacted:** 2,258

**Teachers Impacted:** 128



Students needed hands-on STEM tied to real sustainability problems to lift achievement and engagement. Eco Club built school gardens, pollinator habitats, and an apiary; students kept data notebooks, tested soil and water, practiced fraction/ratio math in planting plans, and used writing prompts for claims-evidence-reasoning on environmental topics. Summer sessions extended projects into culinary labs using garden produce.

The model integrated field partnerships (animal rehab, city sustainability) and student leadership roles (garden captains, data stewards). Teachers aligned activities to standards, rotated inquiry stations, and used pre/post checks to track movement between proficiency bands in ELA and Math.

### **Results:**

- ELA (3–5): -21% below; +12% above.
- Math (3–5): -20% below; +10% above.
- Grade 5 ELA: -25% below; +25% above.
- Summer cohort: greater gains and leadership growth.

## Foundation for Orange County Public Schools

### ***City Year Orlando (Walker Middle)***

**Students Impacted:** 906

**Teachers Impacted:** 24

Chronic absenteeism and course failures in ELA/Math required daily, in-school capacity. A full-time City Year AmeriCorps team embedded in classrooms to deliver small-group tutoring, attendance coaching, and behavior supports. Students set weekly goals, received check-ins during homeroom/lunch, and worked through targeted ELA/Math mini-lessons tied to teacher plans.

Implementation featured an MTSS-aligned roster (on-track, off-track, critical), progress dashboards, and parent contacts for attendance barriers. Tutors coordinated exit tickets with teachers and used data huddles to adjust groupings. Family nights reinforced routines and celebrated on-track milestones.

### **Results:**

- 53% reached 90%+ attendance; average daily attendance ↑ ~2%.
- ≥8 weeks of coaching → largest gains.
- 70% met ELA goals; 76% met Math goals.
- Goal-met students: ~71% prevention; ~26-59% recovery.



## Foundation for Orange County Public Schools

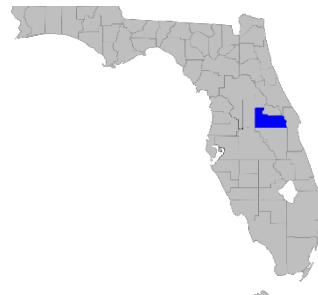
### **Teacher Impact Grants**

**Students Impacted:** 11,867

**Teachers Impacted:** 110



**FOUNDATION**  
FOR ORANGE COUNTY PUBLIC SCHOOLS  
*Investing in Success*



Teachers had strong, standards-aligned ideas but lacked seed funding and a way to share what works. The foundation issued mini-grants for classroom innovation across robotics, coding, environmental science, literacy, and arts integration. Each project included a simple logic model, measurable goal, and student-artifact requirement so peers could see evidence and replicate.

Grantees received coaching on pre/post checks, student work analysis, and short reflection briefs. Schoolwide showcases and digital spotlights helped scale successful practices across departments and campuses, accelerating adoption without adding cost to schools.

### **Results:**

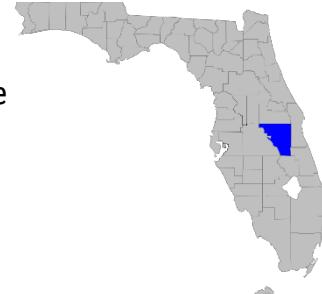
- 110 teacher-led innovations implemented.
- Higher engagement and collaboration in STEM and literacy.
- Exhibitions featured applied learning (designs, investigations, performances).

## Education Foundation for Osceola County

### **Readers to Leaders: Mentorship Through Bookmark Buddies**

**Students Impacted:** 185

**Teachers Impacted:** 0



Many third-graders were below grade level in reading and lacked consistent practice and access to books at home, barriers that make the high-stakes promotion benchmark especially challenging. Schools needed a reliable structure for individualized fluency, vocabulary, and comprehension practice.

Bookmark Buddies paired 185 students with trained volunteers for weekly, leveled reading sessions across 16 schools. Mentors followed classroom-aligned routines, used progress checks, and built home libraries so students could keep reading between sessions.

Students showed gains aligned to promotion milestones. The volunteer corps provided consistent, relationship-based practice that complemented classroom instruction and expanded home literacy.

### **Results:**

- 94% showed measurable reading growth.
- 82% met FAST benchmark and were promoted to 4th grade.
- 1,531 mentor sessions; ~3,000 books from state approved list added to home libraries.

## Education Foundation for Osceola County

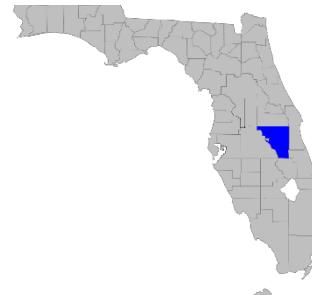
### **Supplies for Success: A Gift for Teaching**

**Students Impacted:** 80,721

**Teachers Impacted:** 3,440



Resource gaps left many classrooms without essential supplies, shifting costs to educators and limiting student preparedness and participation. Ensuring access to basic materials was critical to sustaining engagement across the district.



A Gift for Teaching Osceola operated a free educator supply center and coordinated campus distributions. The program delivered free classroom supplies, including individual supply boxes for immediate classroom needs and in large-scale distributions to high-need schools. Regular restocking aligned with curriculum pacing so materials were available when teachers needed them.

### **Results:**

- \$2.4M in free supplies distributed.
- 3,214 individual supply boxes; \$175,948.62 large distributions.
- 93% met student needs; 95% higher preparedness; 99% participation; 98% enthusiasm/confidence.

## Education Foundation for Osceola County

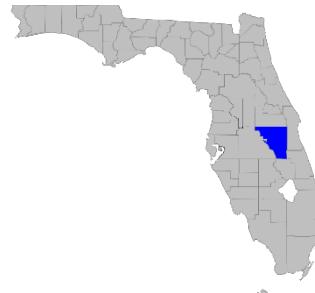
**Learners to Earners: "Got College? Got Careers?"**

**Students Impacted:** 5,000

**Teachers Impacted:** 0



With 76%+ of students qualifying for free/reduced lunch, many face first-generation barriers to postsecondary access, limited guidance on applications, financial aid, and career pathways that match regional workforce demand.



"Got College? Got Careers?" delivered school visits and events with one-on-one advising and workshops on FAFSA, Bright Futures, scholarships, and enrollment steps. The team coordinated college and career exploration activities and partnered with schools to embed timely senior milestones.

District indicators show momentum: since program inception, the share of students with postsecondary plans has increased by more than 10%, supported by hands-on FAFSA completion and scholarship guidance. Data on FAFSA completions, acceptances, and aid awards are tracked with schools to inform continuous improvement.

### **Results:**

- 185+ school visits/events with advising.
- 10% increase in postsecondary plans since start.
- Systematic FAFSA/Bright Futures and scholarship support.

## Education Foundation of Palm Beach County

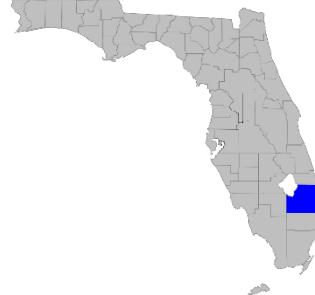
### **Red Apple Supplies**

**Students Impacted:** 73,283

**Teachers Impacted:** 5,302



In many schools, students arrived without notebooks, pencils, folders, lab consumables, or headphones, stalling instruction and shifting costs to teachers. To remove that barrier at the point of need, the foundation ran a no-cost teacher store and mobile distributions so classrooms could be stocked *before* labs, writing units, and assessments; large backpack drives ensured every student started units with core supplies.



Red Apple Supplies scheduled high-need campuses first, offered online “pre-shop” lists for faster fulfillment, and used inventory data to restock items tied to curriculum pacing (e.g., composition books ahead of ELA argumentative writing). Partner trucking handled bulk deliveries while teachers made in-person “shops” for classroom-specific materials; surveys and POS data tracked coverage by school and grade.

### **Results:**

- \$1,061,920 in free supplies.
- 2,217 teacher shops across 96 schools.
- 27,420 backpacks (up from 24,000 last year).
- 85% of students reported higher confidence.
- 50% of students reported better grades.

## Education Foundation of Palm Beach County

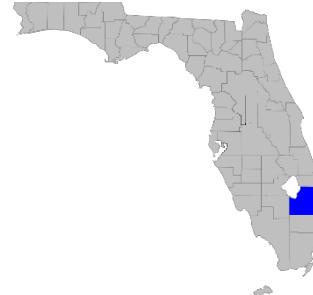
### ***Rocket Powered Robotics***

**Students Impacted: 161**

**Teachers Impacted: 4**



Students wanted authentic engineering work but lacked access to mentors, competition fees, tools, and structured build time. The foundation responded by expanding FIRST teams and embedding hands-on build cycles in the school day, so students could prototype, wire, code, and iterate with regular design reviews and match-day roles.



Teams were equipped with chassis kits, electronics benches, and programming stations; students kept engineering notebooks, ran driver practice, performed pit-crew troubleshooting, and used version control for code. Teacher sponsors aligned tasks to state standards and design-thinking rubrics, while employer mentors hosted shop visits and mock judging to sharpen communication and teamwork.

### **Results:**

- 111 direct students across 12 schools.
- 14 competitions entered.
- 99% higher interest in STEM careers.
- 97% improved knowledge of STEM pathways.
- 56% interested in pursuing STEM in college.
- Leadership +0.23; collaboration +0.27; confidence +0.32.

## Education Foundation of Palm Beach County

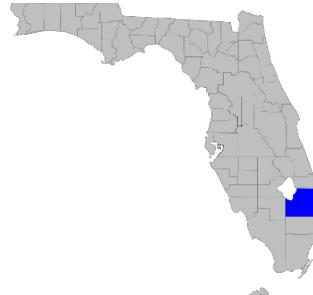
### ***Stepping Up STEM in Pahokee***

**Students Impacted:** 323

**Teachers Impacted:** 4



Rural students faced limited access to rigorous computing and industry credentials. To close that gap, the project built a credential “ladder” so students could progress from fundamentals to HTML/CSS and Python, with tutoring and exam prep built into class time and after-school sessions.



Teachers received curated item banks, practice environments, and pacing guides; Saturday bootcamps targeted re-teaching before testing windows; and proctoring logistics ensured multiple attempts without losing momentum. Classroom projects (web pages, device configuration, basic scripts) doubled as portfolio artifacts and exam rehearsal.

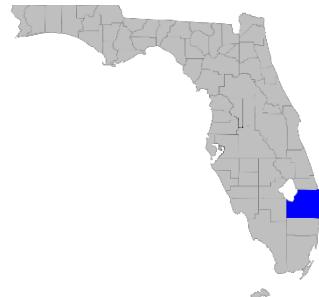
### **Results:**

- 70% certification pass rate (110/156) across IT/coding.
- 95% pass (42/44) on HTML/CSS.
- 96% earned C or higher in programming/robotics.

**Education Foundation of Palm Beach County**  
**Atlantic Eagles Academy of Finance: Soaring to Success**

**Students Impacted: 121**

**Teachers Impacted: 4**



Students needed a practical, credential-driven path into finance. The academy answered by embedding QuickBooks, accounting, and entrepreneurship into coursework while pairing students with mentors, site visits, and internships that turned class concepts into client-facing tasks.

Instruction included QuickBooks labs with live scenarios, capstones on budgeting/forecasting, and case competitions judged by industry. Advisory-board partners hosted “day-in-the-life” visits and mock interviews; teachers mapped credentials to scholarship eligibility (e.g., Gold Seal) and graduation milestones.

**Results:**

- 73% (72/98) earned at least one finance credential.
- 84% earned QuickBooks certification.
- 15% earned dual certifications.
- 54% completed mentorships/field trips/internships.
- 100% of seniors graduated with  $\geq 1$  credential.

## Education Foundation of Palm Beach County

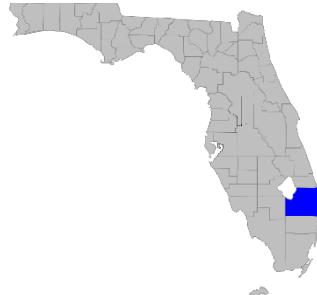
### GoTeach! Classroom Grants

Students Impacted: 25,097

Teachers Impacted: 1,918



Teachers had promising solutions but lacked dollars and structure to test them. GoTeach! tackled this by pairing micro-grants with a yearlong PLC so grantees built logic models, set measurable goals, and captured before/after evidence, then shared replicable playbooks across schools.



Funded projects covered literacy, math, and STEM. Teachers received coaching on quick diagnostics, student work analysis, and simple cost-to-impact reporting. Showcase events and digital briefs circulated results, enabling colleagues to adopt proven strategies without reinventing the wheel.

### Results:

- 85% (13,054/15,417) of students improved academically.
- 95% improved pedagogy.
- 96% increased desire to remain teaching.
- 98% will sustain projects.
- 100% shared practices with colleagues.

## Education Foundation of Palm Beach County

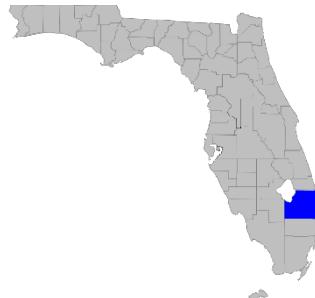
***Educate, Affirm, Inspire with S.P.I.R.E.***

**Students Impacted:** 351

**Teachers Impacted:** 50



Early readers needed explicit, multisensory instruction in phonemic awareness and phonics. The foundation met that need by adopting S.P.I.R.E. and training teachers to deliver short, cumulative lessons with daily decoding practice, immediate feedback, and frequent checks for mastery.



Schools received decodables, manipulatives, and lesson cards; coaches ran observation/feedback cycles; and teachers used running records and error analysis to regroup students weekly. Materials were translated/scaffolded for ESE and multilingual learners.

### **Results:**

- 84% reported becoming more effective.
- 95% plan to continue S.P.I.R.E.
- 82% higher desire to remain teaching.
- 90% said teaching felt more sustainable.
- Documented decoding/fluency gains on classroom measures.

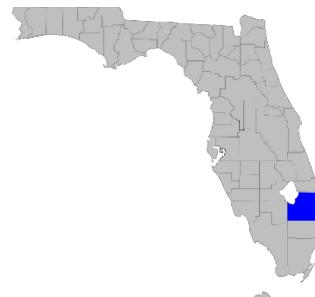
## Education Foundation of Palm Beach County

### Healthcare Career Pathway Project

Students Impacted: 7,343

Teachers Impacted: 93

Healthcare employers needed entry-ready talent, and students needed clear steps into those roles. The project aligned coursework to certifications, added simulations, and built advising around milestones (program selection, dual enrollment, certification prep, and postsecondary placement).



Labs received updated equipment; teachers completed PD tied to credential blueprints; and “Day-in-the-Life” events exposed students to allied health careers. Advisors tracked students through sign-ups, practice tests, and credential attempts so coursework translated into recognitions that matter to employers.

#### Results:

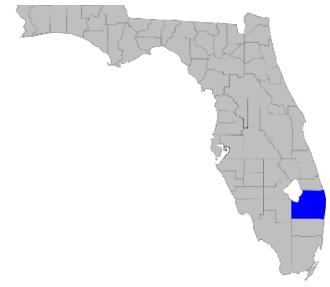
- 96.5% increased interest in healthcare careers.
- 96% earned C or higher in health-science courses.
- 94% improved teaching effectiveness.
- 85% higher desire to remain in the district.

## Education Foundation of Palm Beach County

### ***Pathways to Post-Secondary Success: SDPBC CTE Career Evaluation***

**Students Impacted:** 76,783

**Teachers Impacted:** 4



Leaders needed to know which CTE strategies most reliably convert interest into credentials, enrollment, and employment. The foundation partnered with the district on a countywide evaluation so policy and investments could be directed to the highest-value approaches.

The mixed-methods design combined student surveys/focus groups, labor-market scans, and pathway audits. Findings fed into an action plan with sequenced recommendations for Nursing, IT, Construction, Fire Science, and Criminal Justice, including metrics to monitor adoption and outcomes.

#### **Results:**

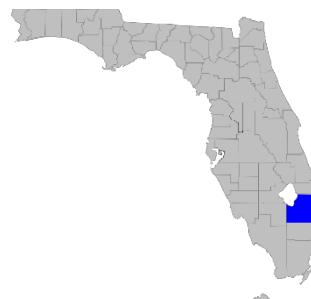
- 3,233 student surveys across 12 schools (6 middle, 6 high).
- 28 workforce partners and 16 organizations engaged.
- 16 partnership meetings convened.
- Five strategic recommendations for rollout.

## Education Foundation of Palm Beach County

### ***Building Oral Language & Vocabulary in VPK***

**Students Impacted:** 2,020

**Teachers Impacted:** 101



Many pre-K students arrived with limited expressive vocabulary and background knowledge. To boost K-readiness, the project equipped teachers with dialogic reading routines, explicit vocabulary instruction, and technology for students to author and narrate their own books, turning daily talk into measurable language growth.

Teachers received PD, coaching cycles, and classroom kits; centers were re-tooled for structured conversation, labeling, and retell; and a PLC shared lesson videos and rubrics. STAR Early Literacy and work samples guided pacing and re-teaching.

#### **Results:**

- STAR Early Literacy: 616 → 765 (+149).
- 1,728 student-created digital books (vs. 434; +298%).
- 97% more likely to stay.
- 95% improved pedagogy.
- 93% more effective instruction.

## Pasco Education Foundation

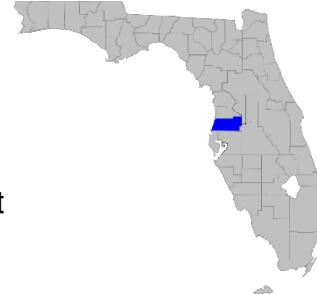
### College and Career Readiness

**Students Impacted:** 17,563

**Teachers Impacted:** 66



PASCO EDUCATION  
FOUNDATION



College and career pathways in high-demand fields require students to earn credentials, complete milestones (FAFSA, applications, course planning), and build “next-step” confidence. Many juniors and seniors, especially first-gen and low-income students, needed targeted advising and industry-aligned preparation to convert interest into tangible progress toward graduation and postsecondary placement.

Pasco’s College & Career Readiness initiative combined school-day workshops, senior milestone coaching, and robust industry certification preparation. College Success Coaches coordinated with counseling teams, hosted family/mentor touchpoints, and aligned sessions to key deadlines. On the CTE side, students received study supports, practice exams, and retake pathways so certification attempts turned into passes across priority sectors.

### Results:

- 100% of participating seniors graduated.
- 90% of juniors and seniors reported feeling prepared for graduation and beyond.
- 10,563 industry certification attempts were recorded.
- Industry certifications pass rate: 66.5%.

## Pasco Education Foundation

### **Student Achievement**

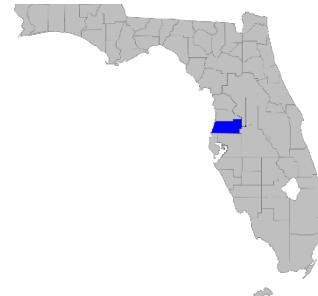
#### **(Innovative Classroom Projects & School-Wide Initiatives)**

**Students Impacted:** 74,889

**Teachers Impacted:** 7,543



**PASCO EDUCATION  
FOUNDATION**



Teachers across grade bands sought flexible funding to pilot standards-aligned innovations that boost engagement and skill growth, especially in literacy, math, and STEM. Without seed dollars and structured sharing, promising ideas struggled to scale beyond a single classroom or semester.

Student Achievement grants funded teacher-led projects and a limited set of school-/district-wide initiatives. Grant supports included classroom materials, lab kits, student showcases, and documentation protocols so educators captured outcomes and shared “what works.” Professional learning elements helped teachers iterate, reflect, and spread effective practices.

### **Results:**

- 81 Innovative Classroom Projects awarded.
- 7 district-/school-wide projects completed (goal: 5).
- Student enthusiasm: 32% → 90% after projects.
- Project assessments averaged 4.5/5.
- 80% of students showed measurable growth in skills/interest.
- PD surveys: 100% “relevant” and 100% “motivating.”

## Pasco Education Foundation

### **Wise Supplies**

**Students Impacted:** 99,021

**Teachers Impacted:** 1,602



PASCO EDUCATION  
FOUNDATION

Classrooms cannot run on ingenuity alone; when basic materials are scarce, teachers spend personal funds and students disengage.

Pasco's free teacher supply center removes that barrier so instruction stays focused on learning, not logistics.



Wise Supplies operated a hybrid in-person/online store with scheduled shopping, deliveries, and community drives. Inventory planning aligned to curriculum pacing (writing, science labs, art, assessment prep), while data systems tracked visits, value distributed, and school coverage to target highest-need sites and refine operations.

### **Results:**

- 770 teachers served through 1,603 store visits.
- \$241,991 in classroom supplies distributed.
- 97 schools served (up from 83).
- 100% of teachers said students could complete classwork/homework with adequate supplies.

## Pinellas Education Foundation

### *Read to Succeed: Empowering Early Literacy*

Students Impacted: 4,858

Teachers Impacted: 296

Many early-grade students entered school with gaps in phonemic awareness, decoding, and fluency, which jeopardize later comprehension and 3rd-grade promotion. Teachers also needed time, materials, and coaching to implement evidence-based routines at scale, while families needed simple ways to reinforce literacy at home.

The foundation supported a districtwide push for structured literacy: school-based coaching, leveled texts and decodables, fidelity checks, and family engagement tied to teachers' core lessons. Professional learning accelerated teacher skill, while school events built daily reading habits beyond the school day.

#### **Results:**

- 11 family engagement activities.
- 34 schools served, reaching 4,858 students.
- 296 teachers completed 5,473 PL hours across 9 sessions.
- STAR proficiency: K +10%, Grade 1 +7%, Grade 2 +3%.
- FAST ELA Grade 3: +6 points to 53%, with 6 schools posting double-digit gains.



**Pinellas Education Foundation**



## Pinellas Education Foundation

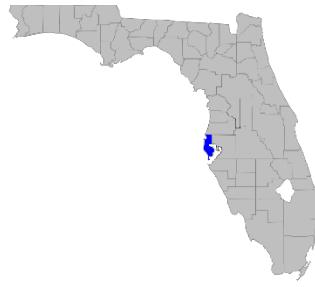
*Preparing Students for College and Career Success*

**Students Impacted:** 10,168

**Teachers Impacted:** 0



**Pinellas Education Foundation**



First-generation and low-income students often face barriers to postsecondary enrollment, complex FAFSA, unclear scholarship pathways, and limited exposure to work-based learning. Schools needed a coordinated system that couples milestone coaching with hands-on experiences aligned to regional demand.

The initiative embedded College & Career Readiness coaches for one-on-one and small-group sessions, hosted family workshops, and coordinated application, scholarship, and FAFSA completions around key deadlines. In parallel, the program expanded paid summer internships with local businesses to translate interest into real-world skills and networks.

### **Results:**

- 10,120 students received readiness coaching.
- 25,271 individualized coaching sessions delivered.
- FAFSA completions: +543 seniors; 47.2% by June 2025 (+10% YoY).
- 120 students completed summer internships with local employers.

## Polk Education Foundation

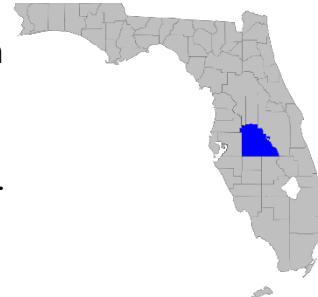
### ***Teacher to Teacher Connection***

**Students Impacted:** 10,540

**Teachers Impacted:** 338



Polk educators reported various levels of low literacy and STEM performance across schools, especially for students who had fallen multiple levels behind. Strong practice existed in pockets, but without a system to document, share, and replicate proven classroom strategies, results stayed isolated and scale was limited.



Teacher to Teacher Connection created a two-phase pipeline to spread what works. Master teachers designed and field-tested model lessons with embedded assessments, then showcased them at the IDEA Expo. Attending teachers received mini-grants, coaching, and implementation guides to adapt lessons with fidelity, track pre/post data, and report results back, building a districtwide playbook aligned to standards.

### **Results:**

- 74% (143/194) improved reading grade.
- 89% (25/28) of low-performing readers improved.
- 49% (702/1,433) improved STEM course grade.
- Average pre-post learning gains: 7.5%.

## Polk Education Foundation

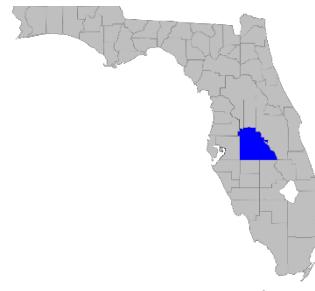
### Polk Reads (AmeriCorps)

Students Impacted: 424

Teachers Impacted: 210



Many K-3 students entered the year below benchmark in decoding, fluency, and comprehension, placing promotion at risk. Schools needed high-dosage tutoring that matched core instruction, plus simple family routines to reinforce practice at home.



Polk Reads deployed trained AmeriCorps members who delivered daily pull-outs/push-ins using leveled texts and progress monitoring (FAST/STAR). Tutors coordinated with classroom teachers on targets, adjusted pacing from weekly checks, and sent home quick-practice materials so families could help sustain gains.

Growth accelerated across cohorts: **356/424 students (84%) improved FAST/STAR scores; 37% gained one reading level, 18% gained two, and 6% gained three within the year; 81% of 3rd graders made reading gains;** and AmeriCorps provided **35,136 tutoring hours.**

#### Results:

- **356/424 (84%) improved FAST/STAR scores.**
- 37% gained one level; 18% two levels; 6% three levels.
- **81% of 3rd graders made reading gains.**
- **35,136 AmeriCorps tutoring hours.**

## Polk Education Foundation

### **Medical Academy Growth and Stability**

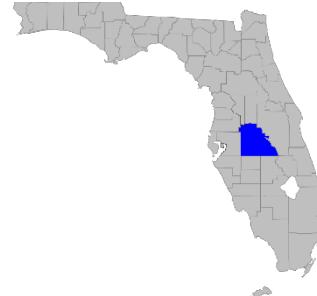
**Students Impacted:** 265

**Teachers Impacted:** 7



Local healthcare providers report persistent vacancies and require graduates with hands-on skills and stackable credentials.

Academies struggled with teacher retention, aging equipment, and pass rates on industry exams, limiting capacity to meet workforce demand.



The project stabilized staffing with targeted stipends, refreshed labs with clinical-grade equipment, and embedded credential preparation into weekly coursework across CNA, EMR, PCT, EKG, and Phlebotomy. Cross-academy drills culminated in a mock mass-casualty event to build triage, teamwork, and communication under pressure.

### **Results:**

- CNA pass rates ↑ ~10 points to nearly 100%.
- EMR: 16% → 30%.
- PCT: 50% → 62%.
- EKG: 62% → 68%.
- Phlebotomy: 74% → 76%.

## Polk Education Foundation

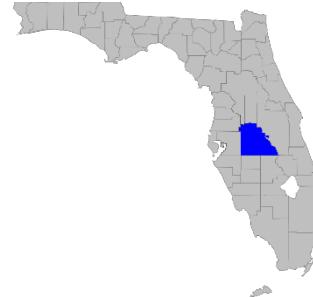
### ***School Matching Grant***

**Students Impacted:** 7,473

**Teachers Impacted:** 342



Schools identified targeted barriers, reading proficiency, engagement, and attendance, that required flexible, match-supported dollars to implement evidence-based solutions quickly.



Funds backed four projects: small-group reading tutoring at Berkley Elementary; music-integrated math at Highland City Elementary; an ROTC range upgrade at Mulberry High to reinforce commitment and attendance; and a Bartow Rotary partnership providing dictionaries to every 3rd grader districtwide, encouraging daily vocabulary and reference skills.

### **Results:**

- 87% (40/46) improved reading grade (Berkley Elementary).
- 66% of ROTC students improved attendance (Mulberry High).
- 5,000+ dictionaries to 3rd graders at 55 schools (Bartow Rotary).

## Polk Education Foundation

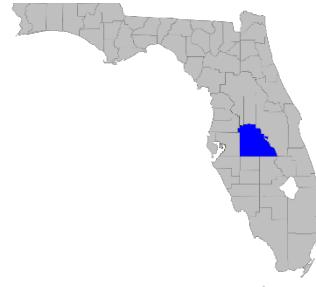
### Community Supported Grants

**Students Impacted:** 17,900

**Teachers Impacted:** 2,098



Teachers across Polk proposed standards-aligned innovations in literacy, math, STEM, and enrichment but needed seed funding and light-touch coaching to test, measure, and share what works.



Mini-grants supplied materials, lab kits, and teacher PD tied to implementation. Projects used before/after measures, student artifacts, and brief reflection reports so effective strategies could be replicated and scaled across additional classrooms and schools.

### Results:

- 78% (2,509/3,212) improved subject-area grades.
- 75% (3,915/5,257) showed pre-post gains.
- 93% (86/93) increased Accelerated Reader participation.
- 62% of teachers plan to implement new strategies.
- 36 projects funded.

## Polk Education Foundation

### Free Teacher Market

Students Impacted: 72,743

Teachers Impacted: 1,821



When basic supplies run short, students disengage, teachers pay out-of-pocket, and instructional time shifts to work-arounds. Need is greatest in schools serving higher proportions of economically disadvantaged students, where consistent access to essentials directly influences participation and confidence.



The Free Teacher Market operated a no-cost store and delivery service with scheduled “shops,” campus drop-offs, and data-guided inventory tied to instructional pacing (labs, writing units, assessments). Volunteer and partner support expanded stock so teachers could secure materials aligned to upcoming lessons.

### Results:

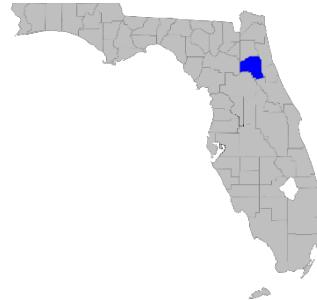
- 99% ongoing need for the Market.
- 98% positive impact on teaching and learning.
- 97% improved teaching attitude when students have supplies.
- 95% said lack of supplies hinders learning.
- 90% higher student confidence.
- 71% improved attendance.

## The Education Foundation of Putnam County

### *Putnam County School District's Aerospace Technology CTE Program*

**Students Impacted:** 200

**Teachers Impacted:** 5



Students in a rural county with limited exposure to high-wage aviation careers needed authentic pathways, flight training, simulators, and credential milestones, that make aerospace attainable. Barriers included the high cost of flight hours and medical screenings, few local mentors, and limited access to equipment that builds early skills and confidence. Without a structured pipeline, interested students struggled to convert curiosity into postsecondary momentum.

The Aerospace Technology CTE initiative equipped every junior/senior high school with flight simulator labs and embedded step-by-step milestones aligned to FAA expectations. Students advanced from Discovery Flights and ground school to logged flight hours, medical certification, solo readiness, and the private pilot written exam. Dual enrollment with Embry-Riddle Aeronautical University expanded college credit opportunities, while program purchases (headsets, test prep, pilot logbooks, training records) supported fidelity and scale across sites.

### **Results:**

- 22 advanced students logged 400 flight hours; all earned Class 3 Aviation Medical Certification.
- 3 students soloed.
- 1 student completed the cross-country requirement.
- 3 students passed the FAA private pilot written exam.
- 13 students dual-enrolled with Embry-Riddle Aeronautical University.
- Simulator labs operating at all four junior/senior high schools.
- 200+ students completed Discovery Flights.

## Santa Rosa Education Foundation

### *Critical Support for Critical Initiatives*

**Students Impacted:** 13,454

**Teachers Impacted:** 627



Santa Rosa educators needed two kinds of support at once: flexible classroom funding to move the needle on student learning, and high-visibility recognition to strengthen teacher morale and retention. Many teachers lacked the discretionary dollars to pilot evidence-based strategies or purchase materials aligned to standards, while the district also sought to celebrate excellence, honor years of service, and expand events that connect schools with families and the community.

This initiative classroom innovation with system-wide recognition and engagement. It awarded competitive Teacher Grants for classroom projects, hosted a Teacher Grant Reception to showcase impact, and produced the Golden Apple Awards to honor District Teachers of the Year. The foundation also distributed Years of Service pins, convened an ongoing LEAP Council roundtable with the superintendent, and expanded the Zack Butler Games for Adaptive Physical Education, a signature event for students and staff. Together, these efforts channeled resources to proven practices while elevating educators and engaging thousands across the county.

### **Results:**

- 69 \$1,000 Teacher Grants awarded.
- 86.73% of participating students improved (pre/post, STAR, class measures).
- 69 teachers honored at the Teacher Grant Reception; 118 attendees.
- 36 District Teachers of the Year honored at Golden Apple; 620 attendees.
- 297 Years of Service pins distributed; 4,300 combined years of teaching.
- 900 students and teachers participated in the Zack Butler Games for Adaptive PE.

## Education Foundation of Sarasota County

### *Pathways to Success: Enhancing Future-Readiness in Sarasota County*

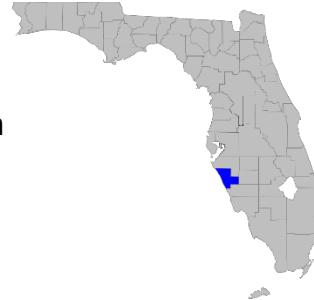
**Students Impacted:** 3,750

**Teachers Impacted:** 0



EDUCATION  
FOUNDATION  
OF SARASOTA COUNTY

Many students, especially first-generation and low-income seniors, were getting stuck at the final steps to college or career: FAFSA completion, scholarship applications, and translating interest into an actionable postsecondary plan. To remove those barriers, the foundation stood up a countywide “future-ready” system with two tiers. Tier 1 delivered school-day workshops and evening family labs for FAFSA, Bright Futures, and scholarship searches, alongside application “bootcamps” timed to deadlines. Tier 2 created a Future-Ready Scholars cohort for intensive advising: weekly one-on-ones, milestone trackers, text nudges, and on-site support for verification, award acceptance, and enrollment steps so plans didn’t stall after acceptance.



Operations were designed to meet students exactly where they needed help. Advisors co-taught senior English pull-outs for essay drafting, hosted rolling FAFSA labs staffed with trained volunteers, and coordinated with counselors to secure transcripts, proof of residency, and required signatures. Data-sharing with schools and FCAN allowed the team to monitor FAFSA status in real time, triage students who were flagged for verification, and re-engage families who started but did not finish. For students pursuing workforce pathways, staff organized employer chats and credential planning so graduates left with either an acceptance and aid package or a documented next step into training or employment.

### Results:

- 91 students participated in the Future-Ready Scholars cohort.
- 1,670 FAFSA completions verified (FCAN-aligned tracking).
- Pell Grant aid increased by \$691,000 year-over-year, totaling more than \$4 million.

## Foundation for Seminole County Public Schools

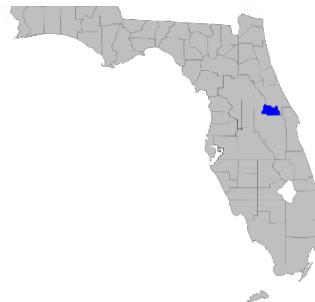
### **Grants for Great Ideas**

**Students Impacted:** 19,867

**Teachers Impacted:** 182

Teachers needed flexible dollars to execute high-impact lessons in STEM, ELA, and the arts that move grades and spark persistence.

Grants for Great Ideas (GFGI) funded teacher-designed units, robotics builds, inquiry labs, writing studios, and arts-integrated projects, so students could practice core standards through hands-on tasks that culminate in public products and performances.



The foundation structured the grants for scale: application coaching, rubrics tied to standards, quick-start budgets, and simple pre/post checks teachers could manage. Awardees documented lesson plans, student work, and reflections so effective approaches could be replicated across schools the following term.

### **Results:**

- 21 STEM projects: 87% maintained/improved grades; 50% increased STEM-career interest.
- 14 ELA projects: 85% maintained/improved grades; 69% improved attitudes toward reading.
- 12 arts projects: 99% maintained/improved grades; 93% increased interest in arts.
- 100% of teachers reported positive classroom impact.

## Foundation for Seminole County Public Schools

### ***Mud Walk to Environmental Education***

**Students Impacted:** 9,519

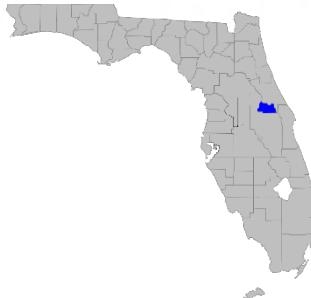
**Teachers Impacted:** 350

Elementary students needed concrete, sensory-rich science experiences to anchor standards on ecosystems, adaptations, and conservation. The Environmental Studies Center delivered “Mud Walk” field investigations where students identified native species, observed wetland functions, and practiced claims-evidence-reasoning using on-site data.

Implementation paired pre-trip lessons and vocabulary with on-site inquiry stations and a post-trip reflection protocol. Teachers received observation rubrics and take-home prompts so families could extend learning after the visit, reinforcing stewardship behaviors and science talk at home.

### **Results:**

- 92% of 3rd graders identified native plants/animals.
- 94% of 5th graders increased knowledge of wetlands/conservation.
- 89% strengthened understanding of animal adaptations.
- 92% increased awareness of personal environmental impact.



## Foundation for Seminole County Public Schools

### Tools 4 Seminole Schools (T4SS)

**Students Impacted:** 15,708

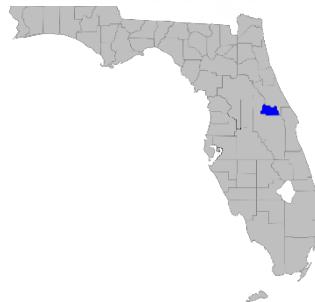
**Teachers Impacted:** 714

Chronic supply gaps were undercutting instruction and pushing costs onto teachers. Tools 4 Seminole Schools operates a free teacher store and delivery system that matches inventory to curriculum pacing, composition books before writing units, lab consumables ahead of investigations, headphones for assessment windows, so classes start ready on day one.

Operations included 3,062 teacher “shops,” centralized inventory, and just-in-time campus drops, distributing \$1,659,832 in supplies to 714 unique teachers across 60 schools/centers. Shopper intake and quick surveys captured how supplies changed practice, morale, and retention.

### Results:

- 97% improved job satisfaction/sustainability.
- 96% improved classroom effectiveness.
- 94% more likely to remain in the district.
- 97% reduced personal out-of-pocket spending.
- 100% positive program experience.



## Foundation for Seminole County Public Schools

### **College Ready Seminole**

**Students Impacted:** 115

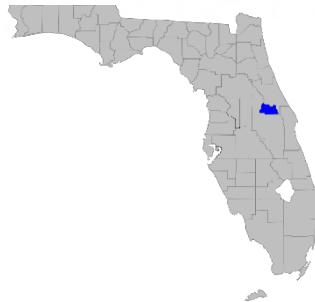
**Teachers Impacted:** 0

First-generation and seniors behind in required credits to graduate needed hands-on help to convert aspirations into enrollment, FAFSA, verification, scholarship packaging, and final decisions. College Ready Seminole built a two-track model: large-group workshops for FAFSA/financial aid and one-to-one advising that walked students through applications, document uploads, award comparisons, and next-step checklists.

Advisors co-taught in senior English, hosted evening family labs, and used milestone trackers and text nudges aligned to deadlines. Students received personalized planning tools, mock advising, and scholarship coaching so momentum didn't stall after acceptances arrived.

### **Results:**

- 96% program graduates enrolled in college (vs. 52% peers).
- 98% better understanding of career pathways.
- 100% FAFSA seniors more confident about aid/process.
- 32% received scholarship awards.
- 90+ students gained personalized planning tools/support.



## Foundation for Seminole County Public Schools

### Seminole Resilient Community Project

Students Impacted: 1,202

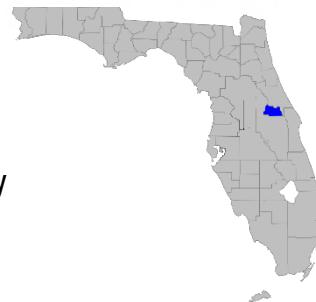
Teachers Impacted: 53

Educators and student leaders asked for practical tools to build resilience, belonging, and sustainable practice, especially amid rising stress and behavior needs. The Seminole Resilient Community Project (SRCP) delivered a three-part Educational Leadership Academy for teacher leaders, plus a student summit on empathy, wellness, and peer leadership.

Adult sessions blended research on burnout, trauma-informed strategies, and classroom routines with planning templates teachers could deploy immediately. The student summit paired skill mini-lessons with reflection and peer facilitation so practices spread across clubs and classrooms.

#### Results:

- 36 teacher leaders completed the academy series.
- 100% increased competency in building resiliency.
- 94% said teaching felt more sustainable.
- 36 students participated in the resiliency summit (confidence, vulnerability, empathy gains).



## Investing in Kids (INK!)

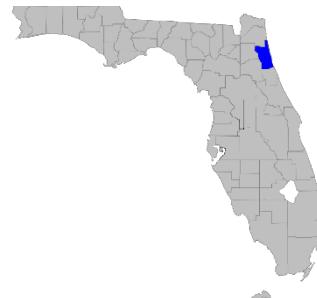
### **PIVOT (TOVIP – Teachable Opportunities Validating Individual Progress)**

**Students Impacted:** 285

**Teachers Impacted:** 15



Students in alternative education were returning to class without the academic momentum or coping strategies to succeed, often cycling back after discipline incidents. PIVOT targeted that cycle by combining one-on-one coaching with structured tutoring, so students rebuilt ELA and math skills while learning concrete self-management strategies they could use under stress. A resilience module (including a Jiu-Jitsu pilot) taught de-escalation, body awareness, and goal setting to increase students' sense of control and safety.



The program ran on a tight, school-day cadence: intake and goal setting; scheduled tutoring blocks aligned to current ELA and algebra units; weekly progress checks to adjust groups; and coach check-ins tied to behavior triggers (attendance dips, conflicts, anxiety). Staff coordinated with teachers so tutoring reinforced in-class objectives, and transition plans helped students re-enter their home schools with routines already in place.

### **Results:**

- 215 students coached; 454 tutoring sessions delivered.
- ELA scores ↑ 37% (vs. 22% schoolwide).
- EOC Math ↑ 45% (vs. 12% schoolwide).
- Recidivism decreased 22% → 7%.
- Jiu-Jitsu pilot: 98% used positive coping; zero self-harm incidents.

## Investing in Kids (INK!)

### Five Learning Years (FLY)

Students Impacted: 425

Teachers Impacted: 66



Early readers were entering school with significant gaps in phonological awareness and foundational skills. FLY addressed this by delivering daily, small-group and one-to-one lessons on letter-sound mastery, blending/segmenting, and high-frequency words, paired with decodable texts and guided reading so students could apply new skills in connected text. Instruction was tiered by assessment data, with frequent checks to accelerate students who were catching up and to intensify support for those still behind.



Operations prioritized pacing and fidelity: teachers used brief diagnostics to group students; lesson templates ensured explicit modeling → guided practice → independent application; and progress was tracked against grade-level peers to monitor gap closure. Families received simple practice routines to reinforce automaticity at home, and teachers met in short cycles to adjust instruction based on growth.

### Results:

- Pre-K gap: 78% → 6% (avg. +89%).
- VPK gap: 55% → 12% (scores +55%).
- Kindergarten: Letter ID +219%; letter sounds +733% (gaps closed).
- Grade 1: DSA +143%; sight words +507%.
- Independent reading: +5 levels on average.

## Investing in Kids (INK!)

### **Tools 4 Schools**

**Students Impacted:** 22,508

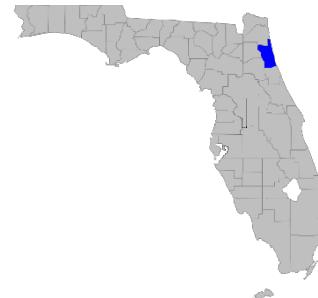
**Teachers Impacted:** 904

Chronic supply gaps were undermining instruction and pushing costs onto teachers. Tools 4 Schools solved that at scale by operating a no-cost teacher store plus an expanded nine-month online ordering system, so educators could request exactly what their classes needed, composition books before writing units, lab consumables before investigations, and headphones for assessment windows, without delay or personal expense. The program also integrated “Life Work” internships so students with disabilities could gain vocational skills through inventory, fulfillment, and customer service.

Behind the scenes, a centralized warehouse matched inventory to curriculum pacing, scheduled campus deliveries, and tracked orders to target the highest-need schools first. Quick surveys after each shop/order captured how supplies changed preparedness, participation, and teacher sustainability, informing restocks and outreach.

### **Results:**

- 900+ teachers served at 48 schools.
- \$140,000+ in supplies distributed (32,000+ items).
- 2,347 teacher orders fulfilled via nine-month online store.
- 84% of teachers said teaching was more sustainable.
- Life Work students gained job training and real-world experience.



## St. Lucie County Education Foundation, Inc.

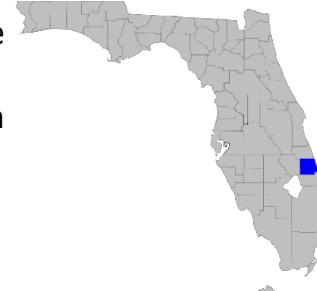
**Working Together for Success**

**Students Impacted: 28,449**

**Teachers Impacted: 4,207**



Across the district, schools faced persistent gaps in foundational reading, STEM proficiency, and on-time graduation, gaps that were most acute for low-performing students. The foundation addressed these barriers with targeted mini-grants that put proven practices directly into classrooms: STEM grants equipped inquiry labs, robotics, and standards-aligned problem sets; literacy grants funded decodables, fluency kits, and small-group routines; low-performing student supports added high-dosage tutoring and attendance mentoring; CTE grants expanded hands-on equipment and credential prep; graduation grants backed FAFSA/credit-recovery “finish line” supports; and teaching-quality grants strengthened teacher practice through model lessons and classroom-ready tools.



Implementation prioritized scale and fidelity. A scored rubric selected projects across six priorities (STEM, Literacy, Low-Performing Student Supports, CTE, Graduation, Teaching Quality). Each award included: baseline diagnostics, pre/post checks tied to Florida FAST and Biology EOC windows, simple teacher reflection logs, and student work artifacts. Projects were sequenced to curriculum pacing (e.g., fluency pushes before ELA units; lab consumables ahead of science investigations), and principals received brief data snapshots so effective strategies could be replicated quickly.

### Results:

- 72 mini-grants: 19 STEM, 24 Literacy, 15 Low-Performing Student Supports, 8 CTE, 3 Graduation, 3 Teaching Quality.
- Math (Grades 3–8): +46 pp vs. Florida +17.
- Science (Grades 5, 8, Biology): +11 points vs. state +10.
- Reading (Grades 3–10): +43 pp vs. state +30; Grades 6–7 each +11 points.
- Graduation rate: 94% across six traditional high schools.
- Teacher indicators: 96% said teaching felt more sustainable; 97% reported greater effectiveness.

**Sumter Schools Enhancement Foundation*****Shaping Tomorrow's Success*****Students Impacted:** 1,905**Teachers Impacted:** 207**SUMTER COUNTY  
SCHOOL DISTRICT**

Many students, especially first-generation and low-income, were stalling at the final steps to postsecondary: understanding admissions, comparing programs, and navigating financial aid. To remove those barriers, the foundation centered work around a structured college- and career-readiness sequence anchored by a nine-session workshop series. Students practiced real tasks (building college lists, drafting short essays, documenting aid eligibility) and completed a life-skills strand that made the transition practical, budgeting, time management, and balancing school, work, and family. A districtwide campus visit to the University of Florida gave sophomores and juniors a concrete look at admissions expectations and program options.



Operations emphasized frequency and follow-through. Advisors monitored attendance to the nine sessions, tracked milestone completion (applications, aid steps, decision letters), and used short knowledge checks to target what needed reteaching. Coaches layered periodic one-to-one meetings over group sessions so seniors left with a documented plan, while teachers integrated math-literacy mini-supports during the year to strengthen readiness for program entry. The approach combined whole-group learning, individualized advising, and experiential exposure so interest translated into action.

**Results:**

- 100% of seniors graduated on time; all enrolled in postsecondary (MIT, LSSC, FSU, FIT).
- 96% met workshop attendance requirements; 80% attended 7+ of 9 sessions (up from 56% last year).
- UF campus tour: 50% of sophomores/juniors attended; 100% reported increased knowledge of admissions, programs, and aid.
- 100% of seniors applied life-skills lessons in budgeting, time management, and balance.

## Suwannee Education Foundation

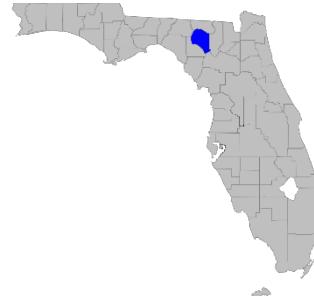
**Leaders 4 Today**

**Students Impacted:** 885

**Teachers Impacted:** 39



Schools reported persistent gaps in early literacy, math proficiency, and science mastery that threatened promotion and on-time graduation. Teachers had targeted solutions, decodables and phonics kits for K-2, i-Ready practice and manipulatives for Grades 3-6, lab supplies and hands-on equipment for science, and EOC/concordant supports for high school, but lacked seed funding and a structure to implement quickly at the point of need.



Leaders 4 Today paired classroom mini-grants with the Suwannee STEM Initiative to move proven strategies into daily instruction. Mini-grants equipped small-group reading routines, data-driven math stations, and after-school tutoring aligned to FAST/i-Ready goals. STEM funds upgraded labs with new tech and inquiry kits, and delivered classroom-ready consumables so investigations weren't delayed. Teachers documented pre/post checks, used short cycle reteach plans, and shared artifacts so successful approaches could be replicated across schools.

### Results:

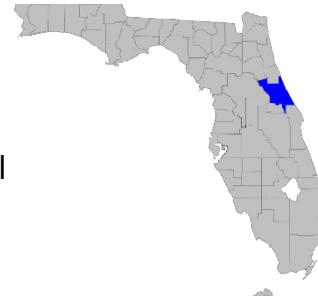
- 28 teacher mini-grants awarded ( >\$11,000 invested).
- Grade 1 ELA: 12% → 79% proficiency.
- Grade 3 Math: 5% → 78% (i-Ready); 4.8% → 67% (FAST).
- Grade 5 Science: 29% → 60%; 21 students at Level 5.
- Grade 6 Math: 62% → 76%.
- Grade 8 Science: 23% → 48%.
- District Science: +2 pts (Grade 5) and +2 (Grade 8).
- 200+ seniors met graduation requirements (EOC/concordant).
- 121 STEM classroom supply distributions completed.
- \$8,000+ invested via the STEM Initiative in technology/tools.

## FUTURES Foundation for Volusia County Schools

### Teacher Resource Store & Teacher Leadership

Students Impacted: 60,106

Teachers Impacted: 4,038



Volusia County faced two significant challenges: persistent achievement gaps among students and high turnover among early-career teachers. Many students required additional support in reading, math, and science, while teachers needed both professional learning and material resources to be successful in their classrooms. Without adequate intervention programs and supplies, these challenges risked limiting student progress and increasing teacher attrition.

This project combined targeted academic interventions, professional development, and supply distribution to address both student and teacher needs. Subprojects included tutoring before, during, and after school; subscriptions to academic platforms like BrainPOP, IXL, and Accelerated Reader; professional learning through Volusia LEADS!, New Teacher Academy, and STEM training; and the launch of an online Teacher Resource Store distributing more than 1,200 classroom supply orders valued at nearly \$70,000. In total, 17 distinct initiatives were supported, directly tied to district strategic goals around student engagement and teacher retention.

### Results:

- Ormond Beach Middle: ELA +21.9% (second-highest district gain).
- Tomoka Elementary: 65% reading gains; 87% math gains (between PM windows).
- New Teacher Academy: 98% completion rate (exceeded target).
- Teachers reported higher effectiveness due to supply store access.
- Goals exceeded for tutoring hours and PD participation; collaboration and retention improved.

## Walton Education Foundation

### 2024–25 Classroom Grant Program

Students Impacted: 15,628

Teachers Impacted: 654



Walton teachers had proven ideas to lift ELA, math, science, arts, and inclusion, but lacked flexible dollars to execute them on time. The Classroom Grant Program closed that gap with teacher-led mini-grants across strands (STEM, Arts Alive, Exceptional Student Education, environmental/field study), so educators could purchase the right materials and run standards-aligned projects that turn lessons into hands-on learning.

Operations emphasized fidelity and spread. Awardees used quick pre/post checks tied to current units, documented student products (lab reports, performances, exhibitions), and shared one-page playbooks so colleagues could replicate what worked. Principals received strand summaries to scale high-yield routines across departments and campuses, ensuring resources met classrooms at the point of instruction.

#### Results:

- 106 classroom grants awarded.
- Direct reach: 18 campuses, 200 teachers, 8,781 students.
- Grade-4 FAST ELA proficiency: 93%.
- Library circulation: +2,000 books (+8%).
- Grade-7 FAST scores: +25%.
- Tier-2 behavior disruptions reduced 50–100% during small groups.

## Washington-Holmes Technical Center Foundation, Inc.

d/b/a Florida Panhandle Technical College

**Certified and Ready to Work**

**Students Impacted: 67**

**Teachers Impacted: 2**



Dual-enrolled high school students at Florida Panhandle Technical College were progressing toward industry credentials, but out-of-pocket costs (uniforms, program-specific supplies, online curriculum licenses, and certification exam fees) were stopping many from finishing. In a county where roughly 40% of families live below the poverty line, these "last-mile" expenses were a decisive barrier to completion and entry into high-wage, high-need careers.

The project removed those barriers with a fast, school-managed aid process. Counselors verified enrollment and need, issued purchase orders or reimbursements for required items before clinical/lab deadlines, and coordinated with instructors and testing proctors so students could schedule credential attempts on time. Purchasing records and student rosters documented exactly who was served and for what requirement, ensuring funds translated into readiness to test and work.

### **Results:**

- 67 dual-enrolled students received required cost coverage.
- 2 instructors/counselors directly supported.
- \$10,342.64 total: \$5,171.32 private, \$5,171.32 state (1:1).
- Eligible expenses covered: uniforms, program supplies, online curriculum licenses, certification exam fees.



CONSORTIUM  
OF FLORIDA EDUCATION  
FOUNDATIONS

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