New Worlds Reading Initiative

2022–2023 Annual Enrollment Report

UF | Lastinger Center for Learning
UNIVERSITY *of* FLORIDA

new worlds reading

ANNUAL ENROLLMENT REPORT

Florida Department of Education

July 2022 - June 2023 | Submitted August 18, 2023

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EXECUTIVE SUMMARY

New Worlds Reading is Florida's free at-home literacy program to help eligible[1] Voluntary Prekindergarten (VPK) through 5th grade students in Florida bolster literacy skills, build reading confidence, and foster a lifelong love of reading. It has redefined the landscape of literacy support.

Eligible children receive not only a **free book** each month (October through June) tailored to their interests, but also **resources and activities** carefully designed for caregivers and children to use together to nurture childrens' literacy skills and increase caregivers' confidence and capacity.

Goal

This report highlights three main components of New Worlds Reading for the 2022–2023 academic school year:

1. Enrollment numbers (overall and broken down by district, grade level, etc.).
2. Program impact on home literacy practices and children's reading achievement based on family feedback data.
3. Academic achievement and learning gains for enrolled students based on Florida Assessment of Student Thinking (FAST) progress monitoring (PM) data.

"My son's confidence in reading has boosted. Before, reading seemed like a chore and now he reads before bed without being told to do so. I'm so thankful for this program."

– M. Ramos, Caregiver of a 3rd Grade Student

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[1] To be eligible, a child must be a VPK student who is not making age-appropriate progress according to state assessments or a K-5th grade student who is not yet reading on grade level in a public school, including charter schools.

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New Worlds Reading by Numbers

SCALE

199,765 students in approximately **148,707** households served statewide in the 2022–2023 school year with over **3.7 million** books shipped to them since the beginning of the program in October 2021.

SATISFACTION

90.6% of survey respondents[2] would recommend New Worlds Reading to others, and over **90%** are satisfied with their books and resources.

89% of district partners[3] reported being satisfied with New Worlds Reading.

IMPACT ON HOME LITERACY PRACTICES

Over **86%** of surveyed caregivers said their children are reading more often and more confidently since enrolling in New Worlds Reading.

Over **83%** of surveyed caregivers said they are spending more time reading with their children since enrolling in New Worlds Reading.

IMPACT ON STUDENT READING ACHIEVEMENT

Enrolled students made **significant gains** of up to **55%** growth rates in reading achievement across the 2022–2023 school year.

Enrolled students narrowed the gap compared to their eligible non-enrolled peers by as much as **56%**.

For Star Early Literacy, enrolled English Language Learner (ELL) students narrowed the gap with their eligible but not enrolled non-ELL peers by **40%**.

For Star Reading, enrolled students narrowed the gap with their eligible but not enrolled peers by **39%**.

For English Language Arts Reading, enrolled ELL students narrowed the gap with their eligible but not enrolled non-ELL peers by **56%**.

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[2] Approximately 15,000 New Worlds Reading caregivers responded to a feedback survey between June–July 2023.

[3] Points of contact in 35 Florida school districts responded to a feedback survey between April–May 2023.

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Academic Achievement for Enrolled Students

When looking at reading assessment scores, New Worlds Reading students:

Catch up to their eligible not enrolled peers

Grow at faster rates

Start behind
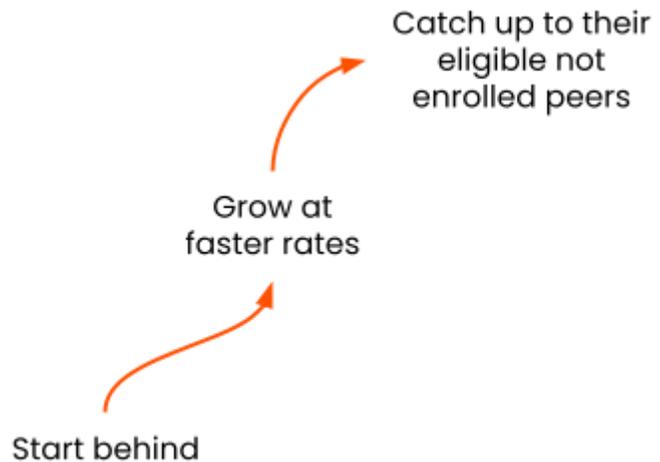
Takeaways

WHEN LOOKING AT ASSESSMENT SCORES

New Worlds Reading students made **significant gains** in reading achievement across the 2022–2023 academic school year. They obtained **higher growth rates** in reading scores than students who were eligible but not enrolled.

Impacts on reading achievement were even **more pronounced for enrolled ELL students** who exhibited even higher growth margins compared to non-ELL students who were eligible but not enrolled.

Enrolled students in New Worlds Reading not only **read or look at books more often and more confidently**, but caregivers and children **spend more time together bonding through reading**, thus fostering a lifelong love of reading.

WHEN LOOKING AT HOME LITERACY PRACTICES

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WHEN LOOKING AT FAMILY FEEDBACK

Families reported they are **grateful** for New Worlds Reading and the books and resources received that many of them would not have direct at-home access to otherwise, and **look forward to discovering new books and resources** each month.

"It has been exciting to see him ask if he "received any mail". He likes to read the books that have come and it's a big reward for him to finish the book and ask how long it will take for the next book. His reading skills in school improved and he is much more involved in reading and sharing information. I am very thankful for this program and all that it offers."

– T. Blunt, Caregiver of a 5th Grade Student

"[What I like the most about this program is the] new material and books we normally wouldn't select at the library or store. It has allowed my daughter to read outside of her normal interests and see there is more to learn and enjoy."

– J. Bloom, Caregiver of a 4th Grade Student
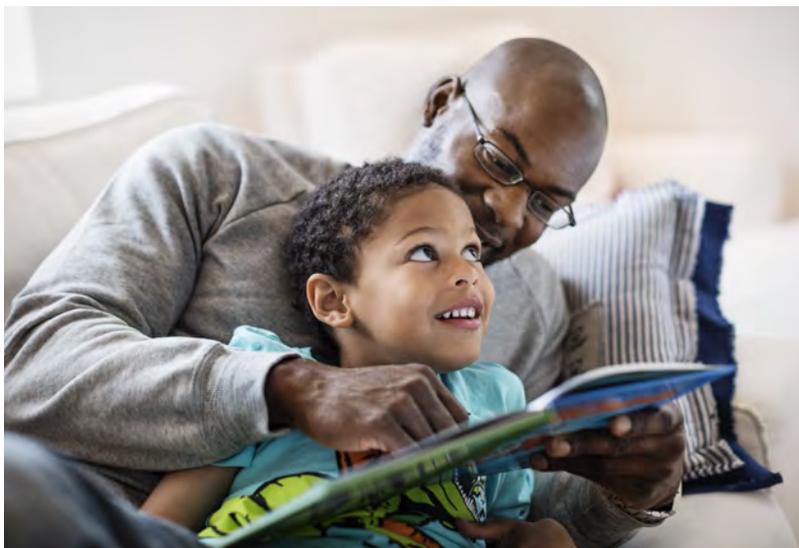
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ABOUT NEW WORLDS READING

Established by legislation in 2021 and expanded in 2023, New Worlds Reading is Florida's free at-home literacy program to help eligible VPK through 5th grade students in Florida bolster literacy skills, build reading confidence, and foster a lifelong love of reading. The UF Lastinger Center for Learning administers the program, and they selected Scholastic as a partner. The New Worlds Reading user journey can be summarized as follows:

Application

When submitting an application for New Worlds Reading through the application form[4], families can choose books from a meticulously curated selection of book titles that serves as a gateway to enriching and empowering students.

Eligibility Verification and Enrollment

Every child who applies for New Worlds Reading is verified against state educational records to confirm eligibility[5]. If eligible, the child is admitted into the program. If ineligible at the time of application, eligibility verification is continued until the child is in 5th grade; if they become eligible at some point, they are automatically enrolled in the program.

Program Participation

Each month (October through June), eligible enrolled children receive not only a **free book tailored to their interests**, but also a **book-specific interactive reading guide** to support families in making best use of their books. Enrolled families also have access to other supporting resources including **bookmarks**, **activities**, and family centered **videos**.

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[4] Available at https://www.newworldsreading.com/fl/en/enrollment.html

[5] To be eligible, a child must be a VPK student who is not making age-appropriate progress according to state assessments or a K-5th grade student who is not yet reading on grade level in a public school, including charter school.

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New Worlds Reading **books** are selected in collaboration with the Florida Department of Education (FDOE), and are available in English, Spanish, Haitian Creole, and braille.

Resources including **bookmarks**, **fun activities**, and **grade-specific interactive reading guides** are thoughtfully aligned with the rigorous B.E.S.T. Standards, grounded in the science of reading, and provide families with a structured yet engaging framework to enhance their child's reading comprehension, stimulate critical thinking, and foster a love for reading and learning.

The family-centered **videos** empower families with practical strategies to aid their child's reading progress. Caregivers have praised the videos' effectiveness in providing clear, actionable guidance that complements the interactive reading guides.

As an effort to transcend language barriers and ensure that all families can actively participate in their child's literacy journey, books and materials are offered in **multiple languages and formats** including English, Spanish, Haitian Creole, and braille.

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REPORT GOAL

The goal of this report is three-fold.

First, this report describes overall **enrollment numbers** for the 2022–2023 school year as well as detailed numbers by variables such as school district, grade level, and book language selection.

Second, this report describes New Worlds Reading **impact on home literacy practices and children's reading achievement** reported by caregivers. Specifically, based on feedback survey data, families' level of satisfaction is investigated with different elements of the program, as well as caregivers' perceptions of changes in children's reading habits and confidence since enrolling in the program.

Third, this report discusses **academic achievement** and **learning gains** for students enrolled in the 2022–2023 school year with the aim of assessing program impact on student reading skills. Specifically, growth in student reading assessment scores is investigated, as measured by the Florida Assessment of Student Thinking (FAST) progress monitoring assessment.

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ANNUAL ENROLLMENT DATA

In the 2022–2023 school year, New Worlds Reading served a total of **199,765 K–5 students** in approximately **148,707** households statewide and shipped them over **3.7 million books** (see Figures 1 and 2). This represents approximately 22% of all K–5 eligible students in Florida for the aforementioned school year.

> **96.50%** of books were distributed in English, **3.33%** in Spanish, **0.15%** in Haitian Creole, and **0.01%** distributed in braille.
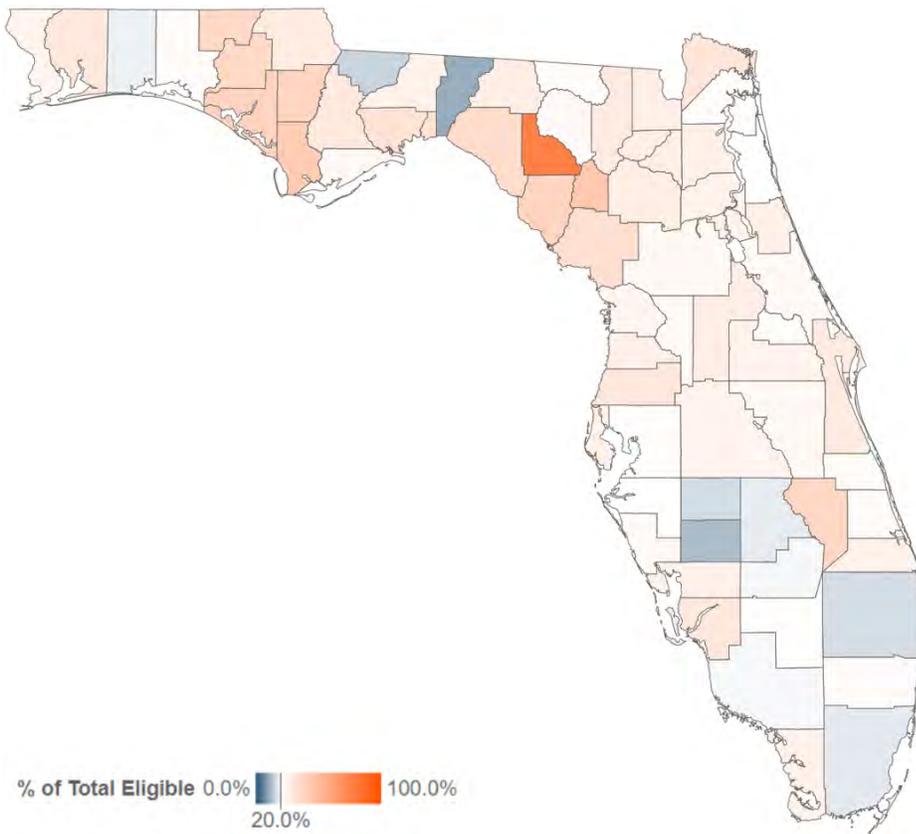
Figure 1. *Enrollment by school district*

% of Total Eligible 0.0% — 100.0%
20.0%

Figure 2. *Enrollment by grade level*
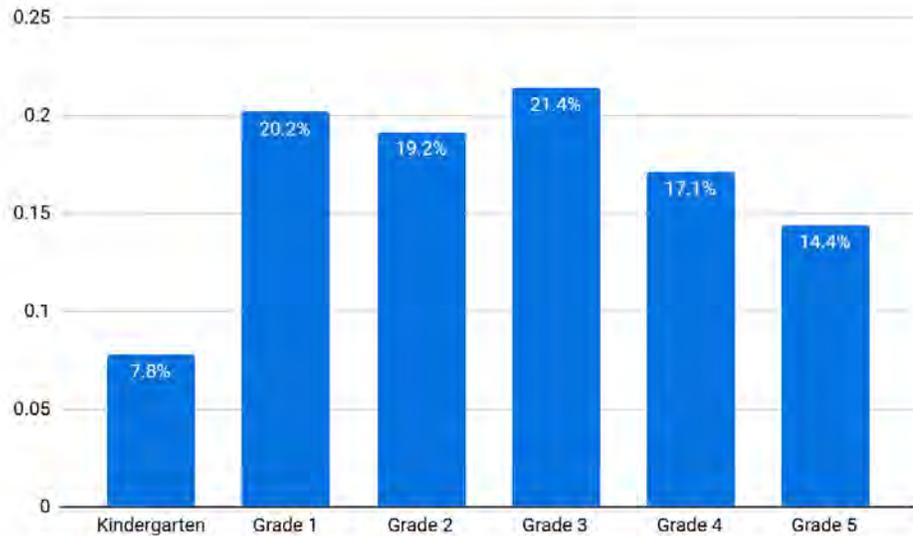
A complete breakdown of enrolled students by district, grade level, and school can be accessed here (a PDF version is available here).

Additionally, a file was securely obtained that included student-level data for students that are eligible and participating in New Worlds Reading. This file can be disaggregated by district, school, and months participating in the program.

IMPACT OF NEW WORLDS READING ON HOME LITERACY PRACTICES

Family Satisfaction

According to survey data collected from 15,184 New Worlds Reading families between June 6 and July 11, 2023, caregivers are not only highly satisfied with all elements of the program but also report it as having a positive impact on their home literacy practices and children's reading achievement as follows:

90.6% Families would recommend New Worlds Reading (Net Promoter Score)

93.6% Families satisfied with books received

89.0% Families satisfied with literacy resources received

Home Literacy Practices and Children's Reading Achievement

Since enrolling in New Worlds Reading:

86.7% Children more confident in reading or looking at books

81.0% Caregivers more confident in reading or looking at books with their children

87.7% Children read or look at books more often

83.6% Caregivers spending more time reading or looking at books with their children

New Worlds Reading Families

The quotes below highlight samples of caregivers' perception that New Worlds Reading improves not only their children's reading confidence and skills, but also allows for their families to spend more time together bonding through reading, thus fostering a lifelong love of reading.
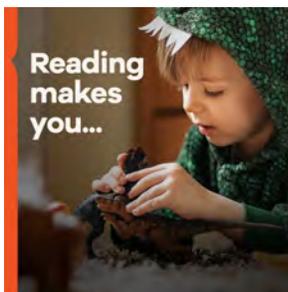
"We enjoy the excitement of getting new books. He usually dives into a new book as soon as it arrives, without fighting! Getting the package in the mail creates the excitement he needs to motivate him to read. The books are all level-appropriate so there's no guesswork for me (which has been a problem when going to the library on our own). I love that he WANTS to read when the book comes in the mail without any fighting."

– A. Griffiths, Caregiver of a 3rd Grade Student

"We enjoy discovering new books that we wouldn't have found otherwise. I enjoy watching how much he has improved."
– Roarie, Caregiver of a 1st Grade Student
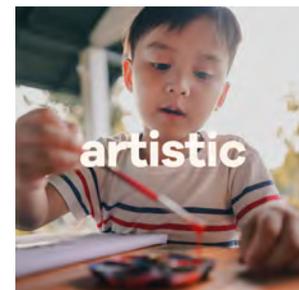
"My son was able to find a favorite book. We were sent a ton of classic, timeless books that even I loved as a child. The favorite my son picked was Leo the Late Bloomer, which was ironically my favorite book as a kid too! The program not only improved my son's reading but strengthened the bond we have through books!"

– K. Bell, Caregiver of a Kindergarten Student

When combining all testimonials received from respondent caregivers in a word cloud (Figure 3), one can observe the most used words by them to describe their experience with the program, including: **Love**, **Fun**, and **Like**.

Figure 3. *Word cloud summarizing caregivers' most frequently used words when describing their experience with the program.*
The larger the word font, the more frequently the word was used.

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SCHOOL DISTRICT SATISFACTION

According to feedback data[6] collected from New Worlds Reading points of contact in Florida school districts, the average rating score of their experience with the program is **9** on a scale ranging from zero (not at all satisfied) to 10 (extremely satisfied). In total, **89%** of district partners reported being satisfied with the program.

Districts' points of contact were also asked to describe their thoughts and experiences with the program. Respondents indicated they mostly have a positive perception of New Worlds Reading as their most used words included **Love**, **Excited**, and **Contact** (Figure 4).

Figure 4. *Word cloud summarizing words most frequently used by districts' points of contact when sharing their experiences about New Worlds Reading.*

The larger the word font, the more frequently the word was used.

"This is a great program! The students are excited to receive the books. I have heard nothing but great things."
– Gilchrist's Point of Contact

"This is an excellent opportunity for our students. I love the family event. I am very excited to plan that for our students."
– Lake Wales Charter School's Point of Contact

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[6] Points of contact in 35 Florida districts responded to a feedback survey between April–May 2023.

EVALUATION QUESTIONS

As previously stated, this report aims to evaluate academic achievement and learning gains for New Worlds Reading students through FAST progress monitoring (PM) data. For this purpose, first, reading scores of enrolled students were compared to eligible but not-yet-enrolled students over time. Then, attention focused on how the impact of the New Worlds Reading program might be different for students with different characteristics. In these ways, the impact of New Worlds Reading on all enrolled students was examined, as well as differential effects on sub-populations of enrolled students, in comparison to their eligible but not enrolled peers.

There were two overarching questions that guided this evaluation:

1. How does reading literacy growth differ between enrolled and eligible but not-yet-enrolled students?
2. How much do student characteristics (e.g., sex, grade, English Learner status) relate to any observed differences?

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KNOWLEDGE EVALUATION METHOD

Data Sources and Sample

Data were obtained from the Florida Department of Education (FDOE) for Florida K–5 eligible students who took the FAST Star Early Literacy, FAST Star Reading, and FAST English Language Arts (ELA) Reading assessments. Students were then identified as either currently enrolled in New Worlds Reading or eligible but not-yet-enrolled. For the purposes of this report, analysis focused on differences in reading achievement between currently enrolled New Worlds Reading students and those who were eligible but not enrolled. Therefore the eligible but not enrolled group of students is a matched comparison group against which the impact of New Worlds Reading on reading literacy might best be measured. These two groups of students—those eligible and enrolled, and those eligible but not enrolled—were subset from the larger database, resulting in the combined sample sizes in Table 1 for students who completed PM3. Those who did not complete PM3 were not included in the analysis for this report.

Table 1. Sample Sizes for PM3 Data for All Students Included in Analysis

Grade	Number of Students (N = 877,427)	Sample Sizes For PM3 Data For All Enrolled and Eligible Not-Enrolled Students		
		FAST ELA Reading	FAST Star	
			Star Early Literacy	Star Reading
Kindergarten	125,499	2 (<0.1%)	123,939 (95.6%)	1,558 (1.2%)
1st	144,551	5 (<0.1%)	126,663 (90.0%)	17,883 (12.7%)
2nd	131,190	200 (0.1%)	3,479 (2.6%)	127,511 (95.6%)
3rd	177,313	177,298 (96.9%)	0 (0.0%)	15 (<0.1%)
4th	145,932	145,932 (96.3%)	0 (0.0%)	0 (0.0%)
5th	152,942	152,942 (96.5%)	0 (0.0%)	0 (0.0%)

In Florida, the majority of Kindergarten and 1st grade students take the Star Early Literacy assessment, and the majority of 2nd graders take the Star Reading assessment. However, this is not always the case, and therefore, there is a slight overlap in grade bands and assessments. Moreover, these three different FAST assessments are not vertically aligned, and therefore, could not be combined in the same analysis. Therefore, knowledge gains were

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investigated separately according to the following assessment and grade-band groups, and they are reported by these groups in the subsequent sections:

- FAST Star Early Literacy Assessment: Grades K–2
- FAST Star Reading Assessment: Grades 1–2
- FAST ELA Reading Assessment: Grades 3–5

Moreover, all three of these FAST assessments are administered at three different time points throughout the year: August/September (PM1), December/January (PM2), and May/June (PM3). All three administrations of the assessments were included in the dataset from FDOE and were all used in the analysis.

Two different types of assessment data were used, depending on the assessment, as follows:

- FAST Star Early Literacy and Star Reading Assessments: percentiles, ranging from 1–99, representing where a student ranks in relation to their grade level peers.
- FAST ELA Reading Assessment: achievement levels, ranging from 1–5, representing a student's achievement level in relation to their grade level.

In addition to assessment data, additional data sources were used from the dataset obtained from FDOE including the following information about students from the 2022–2023 academic school year:

- Unique ID number
- District
- Grade level
- Sex
- ELL status

For those students who were enrolled in the New Worlds Reading program, the number of days enrolled in the program was also included.

Analysis Methods

FAST Star Early Literacy and FAST Star Reading

When analyzing the impact of New Worlds Reading on K–2 students' reading achievement from Star Early Literacy and Star Reading (Question 1) and by student characteristic (Question 2), because these assessment data were percentiles, and therefore continuous data sources, **multilevel modeling** was used. Through multilevel modeling, more accurate detection of effects is possible (Raudenbush & Byrk, 2002)[7] because it accounts for, in this case, differences across students—because there are multiple assessment time points per student—and across districts, since students in the same district are more likely to be similar to one another than students in another district. Moreover, several covariates were included in the model so that scores could account for differences based on ELL status, grade level, sex, and date of enrollment in New Worlds Reading. For instance, the model that includes 1st and 2nd grade students with FAST Star Reading scores as the outcome, after including all the other covariates as well as PM1 and PM2 scores, about 16.6% of the differences in students' PM3 scores was explained just by which district a student was enrolled. Thus, especially with such a high proportion, by accounting for differences across districts in the model, results have a higher accuracy and statistical significance is more trustworthy.

FAST ELA Reading

When analyzing the impact of New Worlds Reading on 3–5 students' reading achievement from FAST ELA Reading (Question 1) and by student characteristic (Question 2), because these data were ordinal and not continuous, **ordered logistic regression** was used. Multilevel modeling was not possible to be used in this case because the outcome measure is in terms of ordered categorical levels (levels 1 through 5), as opposed to percentiles. Ordered logistic regression is designed to handle this kind of data. Therefore, the reporting is a bit different and was analyzed by changes in students' levels from PM1 to PM2 and PM1 to PM3. Rather than discussing changes in percentiles, changes in achievement level are discussed as a measure of impact.

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[7] Raudenbush, S. W., & Bryk, A. S. (2002). Hierarchical linear models: Applications and data analysis methods (2nd ed.). Sage Publications Inc.

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IMPACT OF NEW WORLDS READING ON READING ACHIEVEMENT FOR ENROLLED VS. ELIGIBLE NOT ENROLLED STUDENTS

Grades K–2 Star Early Literacy Multilevel Model Results

Star Early Literacy: New Worlds Reading Students Made Faster Gains

The multilevel model for students in grades K-2 who took the FAST Star Early Literacy assessment was used to examine the impact of New Worlds Reading on K-2 students' FAST Star Early Literacy percentiles, after accounting for differences in district, grade level, sex, ELL status, and enrollment date (see Appendix 1 for full results). In this case, because differences across districts were very small (only about 5% of differences in achievement data could be explained by the district a student attended), differences across districts were not accounted for in the model.
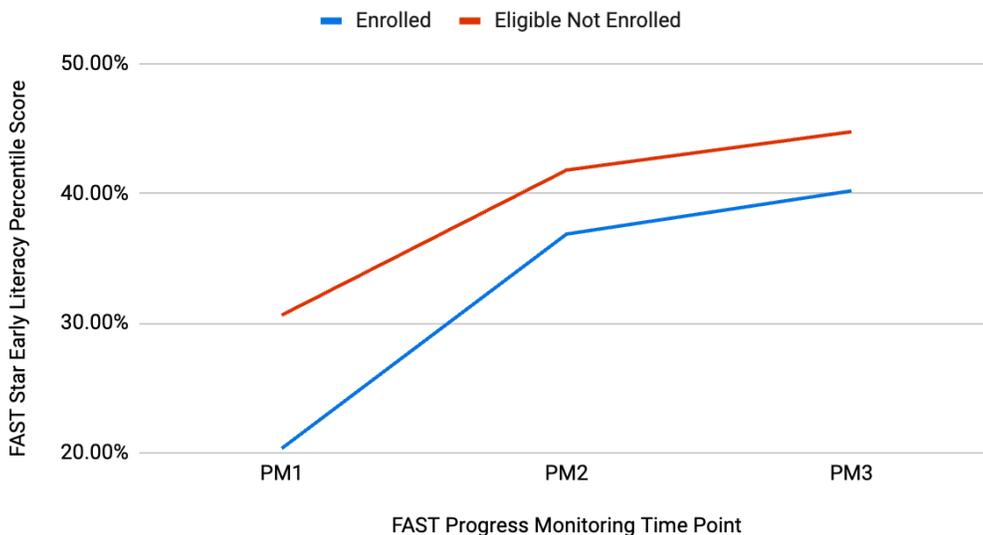
Figure 5. Estimated Mean FAST Star Early Literacy Percentiles for Grades K-2

Overall, results of the multilevel model revealed that students enrolled in New Worlds Reading made **statistically significant[8] gains** in reading achievement across the 2022-2023 academic school year ($p < .001$; see Figure 5). Among their accomplishments, compared to students who were eligible but not enrolled in New Worlds Reading, in addition to having higher percentile growth rates (see Table 2), students enrolled were observed to:

- Have an **18% higher** increase in growth rate ($p < .001$) in reading scores from September (PM1) to January (PM2).
- Have an **18% higher** increase in growth rate ($p < .001$) in reading scores from September (PM1) to May (PM3).

Table 2. Comparing Star Early Literacy Percentile Growth Rates

FAST Star Early Literacy (K-2) Comparison	Enrolled Growth Rate	Eligible Not Enrolled Growth Rate
PM1 to PM2	44.82%	26.75%
PM2 to PM3	8.28%	6.59%
PM1 to PM3	49.39%	31.58%

Further noteworthy is the fact that students who enrolled in New Worlds Reading were students who began the year by being further behind in reading achievement compared to those who were eligible but had not yet enrolled (see Figure 5). Despite this challenge:

> Enrolled students narrowed the gap with their eligible but not enrolled peers by **56%** by May 2023.

In August (PM1), K–2 students who took the Star Early Literacy assessment and who were enrolled in New Worlds Reading ranked 10.3 percentile points below their eligible but not enrolled peers. By May (PM3), they had narrowed this gap by 56% to only 4.6 percentile points. In other words, they had caught up with them because they grew by 49.39% over the year,

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[8] A *p*-value < .05 is considered statistically significant throughout this report, meaning that the differences were not just due to the normal kinds of differences that would be expected between different samples of students. It means that there is evidence that the difference in the sample is likely a real difference that exists in the population. Then the size of differences was used to interpret the meaningfulness of those differences.

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while their peers grew by only 31.58%—students enrolled in New Worlds Reading had a growth rate that was 18% faster than their eligible but not enrolled peers.

Star Early Literacy: New Worlds Reading ELL Students Grew At Even Higher Rates

Among K–2 students who took the FAST Star Early Literacy assessment, ELL students enrolled in New Worlds Reading stood out in their performance in comparison to non-ELL students who were eligible but not enrolled in New Worlds Reading (see Figure 6).
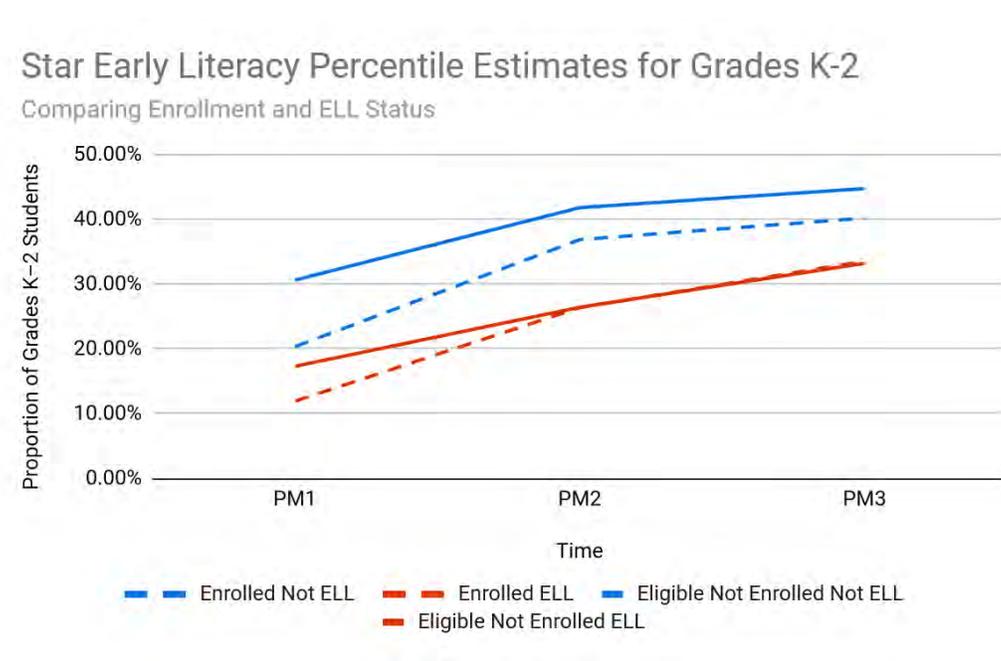
Figure 6. Estimated Mean FAST Star Early Literacy Percentiles for Grades K-2 by Enrollment and ELL Status (enrolled students are represented by a dashed line)

Similar to the overall growth rates in the previous section, in addition to ELL students enrolled in the program making **statistically significant gains**, the multilevel model results show that, compared to eligible but not enrolled non-ELL students, in addition to having higher percentile growth rates (see Table 3), enrolled ELL students were also observed to:

- Have a **28% higher** increase in growth rate in reading percentile from September (PM1) to January (PM2).

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- Have a **33% higher** increase in growth rate in reading percentile from September (PM1) to May (PM3).

Table 3. Comparing Star Early Literacy Percentile Growth Rates by ELL Status

FAST Star Early Literacy (K-2) Comparison	Enrolled and ELL Growth Rate	Eligible Not Enrolled and Not ELL Growth Rate
PM1 to PM2	54.77%	26.75%
PM2 to PM3	21.36%	6.59%
PM1 to PM3	64.43%	31.58%

Further noteworthy is the fact that, similar to the overall results, among K–2 students who took the Star Early Literacy assessment, those that were ELL and enrolled in New Worlds Reading began the year by being further behind in reading achievement compared to those who were eligible but not enrolled and not ELL (see Figure 6). Despite this challenge:

> Enrolled ELL students narrowed the gap with their eligible but not enrolled, non-ELL peers by **40%** by May 2023.

In August (PM1), K–2 students who took the Star Early Literacy assessment, were categorized as ELL and were enrolled in New Worlds Reading ranked 19 percentile points below their eligible but not enrolled and non-ELL peers. By May (PM3), they had narrowed this gap by 40% to only 11.2 percentile points. They were able to narrow this gap because they grew by 64.43% over the year, while their non-ELL, non-enrolled peers grew by only 31.58%—ELL students enrolled in New Worlds Reading had a growth rate that was 33% faster than their eligible but not enrolled, non-ELL peers. Students categorized as ELL were more positively impacted by New Worlds Reading books, activities, and resources, above and beyond the effective impact on everyone else in the program, by growing faster and narrowing gaps with their eligible but not enrolled, non-ELL peers by larger margins.

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Grades 1–2 Star Reading Multilevel Model Results

Star Reading: New Worlds Reading Students Made Faster Gains

The multilevel model for students in grades 1-2 who took the FAST Star Reading assessment was used to examine the impact of New Worlds Reading on 1st and 2nd grade students' FAST Star Reading growth percentiles, after accounting for differences in district, grade level, sex, ELL status, and enrollment date (see Appendix 2 for full results). In this case, because differences across districts were very substantial (about 16.6% of achievement data could be explained just by the district a student attended), differences across districts were accounted for in the model.

Estimated Mean FAST Star Reading Percentiles for Grades 1-2
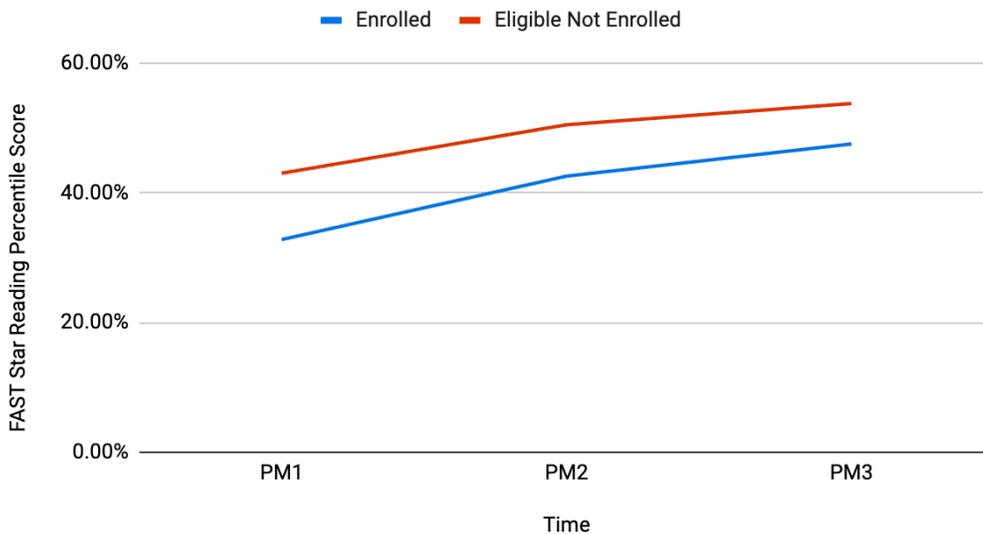
Figure 7. Estimated Mean FAST Star Reading Percentiles for Grades 1-2

Overall, results of the multilevel model revealed that students in grades 1-2 who took the Star Early Literacy assessment and were enrolled in New Worlds Reading made **statistically significant gains** in reading achievement across the 2022-2023 academic school year (p<.001; see Figure 7). Among their accomplishments, compared to students who were eligible but not enrolled in New Worlds Reading, in addition to having higher percentile growth rates (see Table 4), students enrolled were observed to:

- Have an **8% higher growth rate** (p<.001) in reading scores from September (PM1) to January (PM2).
- Have an **11% higher growth rate** (p<.001) in reading scores from September (PM1) to May (PM3).

Table 4. Comparing Star Reading Growth Rates for Enrolled and Eligible Not Enrolled

FAST Star Reading (1-2) Comparison	Enrolled Growth Rate	Eligible Not Enrolled Growth Rate
PM1 to PM2	22.97%	14.80%
PM2 to PM3	10.43%	6.08%
PM1 to PM3	31.00%	19.99%

Further noteworthy is the fact that students in grades 1-2 who were enrolled in New Worlds Reading and took the Star Reading assessment were students who began the year by being further behind in reading achievement compared to those who were eligible but had not yet enrolled (see Figure 7). Despite this challenge:

> Enrolled students narrowed the gap with their eligible but not enrolled peers by **39%** by May 2023.

In August (PM1), students in grades 1-2 who took the Star Reading assessment and were enrolled in New Worlds Reading ranked 10.2 percentile points below their eligible but not enrolled peers. By May (PM3), they had narrowed this gap by 39% to only 6.2 percentile points. They were able to narrow this gap because they grew by 31% over the year, while their peers grew by only 19.99%—students enrolled in New Worlds Reading had a growth rate that was 11% faster than their eligible but not enrolled peers.

Star Reading: New Worlds Reading ELL Students Grew At Even Higher Rates

Among students in grades 1-2 who took the FAST Star Reading assessment, ELL students enrolled in New Worlds Reading once again made statistically significantly faster gains in comparison to non-ELL students who were eligible but not enrolled in New Worlds Reading (see Figure 8).
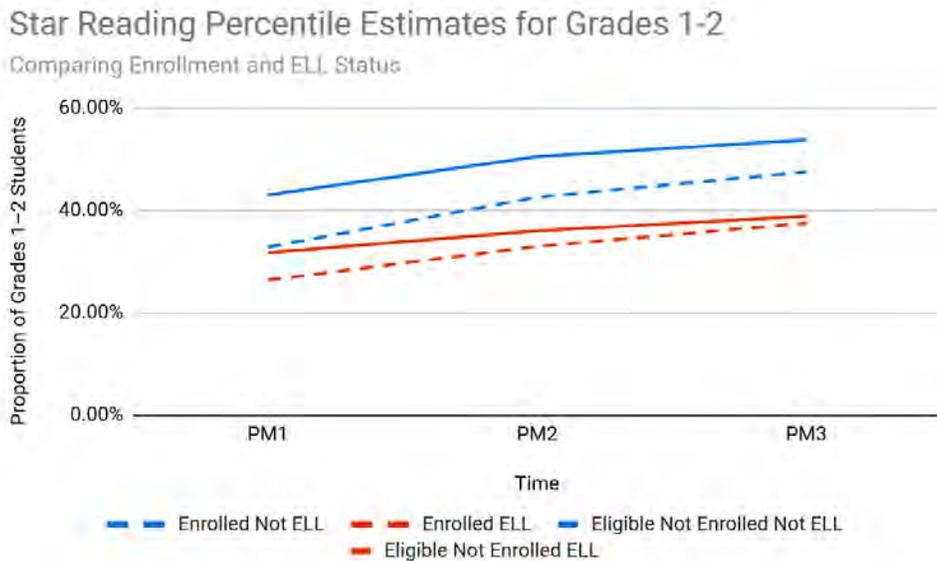
Figure 8. Estimated Mean FAST Star Reading Percentiles for Grades K-2 by Enrollment and ELL Status (enrolled students are represented by a dashed line)

Similar to the growth rates for all enrolled students in general in the previous section, in addition to ELL students enrolled in the program exhibiting **statistically significant gains**, the multilevel model results show that, compared to eligible but not enrolled non-ELL students, in addition to having higher percentile growth rates (see Table 5), enrolled ELL students were also observed to:

- Have a **5% higher** increase in growth rate in reading percentile from September (PM1) to January (PM2).
- Have a **10% higher** increase in growth rate in reading percentile from September (PM1) to May (PM3).

Table 5. Comparing Star Reading Percentile Growth Rates by ELL Status

FAST Star Reading (1-2) Comparison	Enrolled and ELL Growth Rate	Eligible Not Enrolled and Not ELL Growth Rate
PM1 to PM2	19.95%	14.80%
PM2 to PM3	12.12%	6.08%
PM1 to PM3	29.65%	19.99%

Grades 3–5 FAST ELA Reading Ordered Logistic Regression Results

ELA Reading: New Worlds Reading Students Improved As Well As Others

The ordered logistic regression model for students in grades 3–5 who took the FAST ELA Reading assessment was used to examine the impact of New Worlds Reading on changes in 3rd through 5th grade students' FAST ELA Reading levels , after accounting for differences in grade level, sex, ELL status, and enrollment date (see Appendix 3 for full results). For this analysis, improvement in levels was analyzed to determine impacts. For instance, a student who improved one level was given a level change value of 1, while a student who improved two levels was given a level change value of 2. Moreover, due to small sample sizes, students who were observed to improve by 3 or 4 levels were combined into one group. Also, note that these are changes in *levels*, not in *points*—i.e., a change in level is a substantial change.

Results of the ordered logistic regression tracking changes **from August (PM1) to January (PM2)** indicated that when all enrolled students are combined, while holding all other variables constant, the typical student who was enrolled in New Worlds Reading was **22% more likely** to improve their ELA Reading level than students who were not enrolled in the program—a **statistically significant** improvement (see Figure 9 below). More specifically, by January (PM2), students enrolled in New Worlds Reading were observed to:

- Have a **3% higher** likelihood of improving their reading achievement **by 1 level**.
- Have a **2% higher** likelihood of improving their reading achievement **by 2 or more levels**.

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Figure 9. Comparing likelihood of improving at least one level in reading achievement from PM1 to PM2 and from PM1 to PM3 by enrollment status and English Learner status

Similarly, results of the ordered logistic regression tracking changes **from August (PM1) to May (PM3) were statistically significant** and indicated that when all enrolled students are combined, the typical student who was enrolled in New Worlds Reading was **44% more likely** to improve their ELA Reading level than students who were eligible and not enrolled (see Figure 9 and Table 6).

Table 6. Comparing ELA Reading Level Changes for Enrolled and Eligible Not Enrolled

FAST ELA Reading (3-5) Comparison	Enrolled in NWRI		Eligible But Not Enrolled in NWRI	
	ELL Students Likelihood to Improve By At Least One Level	**Non-ELL Students Likelihood to Improve By At Least One Level**	**ELL Students Likelihood to Improve By At Least One Level**	**Non-ELL Students Likelihood to Improve By At Least One Level**
PM1 to PM2	28.26%	47.66%	19.87%	43.22%
PM1 to PM3	56.22%	70.33%	38.64%	62.76%

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More specifically, by May (PM3), students enrolled in New Worlds Reading were observed to:

- Have a **1% higher** likelihood of improving their reading achievement **by 1 level**.
- Have a **6% higher** likelihood of improving their reading achievement **by 2 levels**.
- Have a **2% higher** likelihood of improving their reading achievement **by 3 or more levels**.

ELA Reading: New Worlds Reading ELL Students Made Significantly More Gains

Among students in grades 3–5 who took the FAST ELA Reading assessment, one sub-group of students enrolled in New Worlds Reading stood out in their performance in comparison to students who were eligible but not enrolled in New Worlds Reading (see Table 6). Students who were enrolled in New Worlds Reading and also categorized as English Language Learners (ELLs) were **63% more likely** to improve their ELA Reading level **from August (PM1) to January (PM2),** a **statistically significant** improvement, than students who were eligible and not enrolled in New Worlds Reading and who were also categorized as ELLs (see Figure 9).

More specifically, in comparison to their eligible but not enrolled ELL peers, **by January (PM2),** students enrolled in New Worlds Reading who were also ELLs were observed to:

- Have a **7% higher** likelihood of improving their reading achievement **by 1 level**.
- Have a **2% higher** likelihood of improving their reading achievement **by 2 or more levels**.

Enrolled ELLs were **2 times** more likely to improve their ELA Reading level by May 2023 than their eligible but not enrolled ELL peers.

Results of the ordered logistic regression tracking changes **from August (PM1) to May (PM3)** similarly indicated that students who were enrolled in New Worlds Reading and also categorized as English Language Learners (ELLs) were **104% more likely** (i.e., they were more than twice as likely) to improve their ELA Reading achievement level than students who were eligible and not enrolled in New Worlds Reading and who were also categorized as ELLs (see Figure 9).

More specifically, in comparison to their eligible but not enrolled ELL peers, **by May (PM3)**, students enrolled in New Worlds Reading who were also ELLs were observed to:

- Have a **9% higher** likelihood of improving their reading achievement **by 1 level**.
- Have a **7% higher** likelihood of improving their reading achievement **by 2 levels**.
- Have a **2% higher** likelihood of improving their reading achievement **by 3 or more levels**.

> Enrolled ELL students narrowed the gap with their eligible but not enrolled, non-ELL peers by **56%** by May 2023.

Finally, it is quite noteworthy that although ELL students enrolled in New Worlds Reading did not completely catch up to eligible but not enrolled students who were *not* ELL students, they closed the gap from 15% to 7%, a reduction of 56%.

COMMUNICATION AND ENGAGEMENT EFFORTS

The remarkable achievement of **199,765 students served** in the 2022–2023 school year highlights the success of New Worlds Reading communication and engagement plan in not only reaching a vast audience through school flyers[9] and media campaigns—including email, social media, billboard, TV, radio—but also sparking interest and participation of eligible families.

The New Words Reading Engagement Team's adept interactions and personalized approach cultivated a genuine connection with potential participants, while the communication team's skill in conveying the program's advantages through various channels ensured widespread awareness. As a result, most caregivers who responded to the survey[10] reported to have learned about the program through flyers from schools, referral, and social media, respectively (Figure 10).

46.4%
Flyers from Schools

26.9%
Referral/Word of Mouth

23%
Social Media
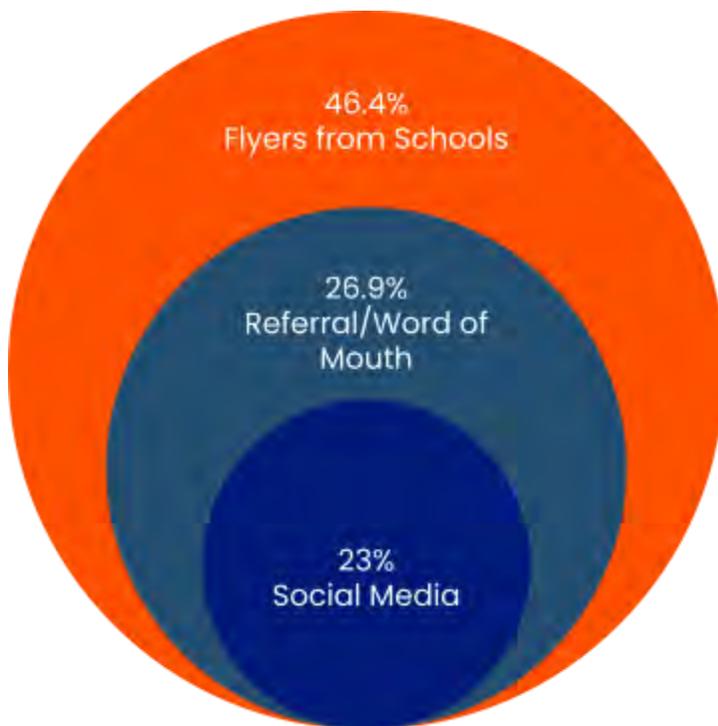
Figure 10. *Caregiver's Top 3 New Worlds Reading Discovery Channels*

[9] Over 700,000 flyers were distributed to eligible schools throughout the state in the 2022–2023 school year.
[10] Approximately 15,000 New Worlds Reading caregivers responded to a feedback survey between June–July 2023.

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The New Worlds Reading Engagement Team implemented several successful strategies aimed at increasing program awareness, boosting enrollment, and supporting families in the 2022–2023 school year, including:

- Participation in **237 events**.
- Facilitation of Literacy Events and Workshops.
- **Collaboration with District Parent Academies** across several districts, allowing for engagement specialists to facilitate face-to-face and virtual workshops aimed at supporting families to complete the online application as well as increasing caregivers' confidence and capacity to support their child's reading development by providing strategies, tips, and tools to encourage meaningful engagement at home.
- **Collaboration with Florida public and district-sponsored charter schools**, which allowed for engagement specialists to attend back-to-school events, Title I nights, and other family events hosted at the schools to share program information and resources as well as support families to complete the online application.
- **Collaboration with district libraries throughout Florida**, allowing for engagement specialists to conduct interactive read alouds to spotlight program's books, share information about the program, and support families to complete the online application. This strategy was extremely effective during the summer when libraries hosted many summer reading programs for families in their communities.
- Participation in several **statewide events and conferences**[11], which allowed for the Engagement Team to present, share information, and build connections with educators and community leaders throughout Florida, as well as increase program awareness and share resources with stakeholders who have regular contact with eligible students and families.

The New Worlds Reading Engagement Team plans to build upon successes as well as implement new strategies to continue to increase New Worlds Reading engagement and enrollment for the 2023–2024 school year.

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[11] Events and conferences attended include: Children's Day at the Capitol, 4-H Day at the Capitol, Gator Day at the Capitol, CFEF Fall Leadership Conference, Just Read Florida! Summer Institute, Florida Afterschool Alliance Conference, Florida Association of School Administrators Conference, Florida Charter School Conference, Florida Teacher of the Year Roundtable, FSBA/FADSS Annual Conference, and PAEC Annual Leadership Conference.

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PLAN TO INCREASE ENROLLMENT

The New Worlds Reading Team has a robust public relations/communication and engagement plan for the 2023–2024 school year to increase enrollment of eligible students. A few of the upcoming activities include:

- Disseminating emails to educators with ready-to-use toolkits for districts and schools to use to boost enrollment.
- Launching a paid media push beginning in late August that contains tv and online video ads, paid social ads, display/banner ads, trade publication ads, and paid search.
- Launching a year-round paid media campaign on socials, web display ads, paid search, and Google discovery.
- Disseminating flyers about the program at 2,500 book fairs across Florida schools this fall.
- Redesigning and mailing flyers to schools and providers across the state to share with eligible students who are not yet enrolled.
- Facilitating informational sessions with school district points of contact to provide updates and showcasing how to use student level enrollment data to drive program enrollment in their district.
- Presenting information about New Worlds Reading at school events to increase program awareness among school administrators and teachers. For example, attending Back-to-School and Open House events at elementary schools throughout Florida.
- Presenting information about New Worlds Reading to inform and build partnerships with local community organizations including county libraries, after school providers, and other local organizations that connect with students and families.
- Facilitating Family Literacy Events at elementary schools to engage families in literacy-based activities and to enroll eligible students.
- Presenting at and hosting tables at statewide conferences including the Florida Charter School Conference and Florida Afterschool Conference to create awareness and drive enrollment.
- Launching the New Worlds Reading Regional Partner Program in partnership with 12 organizations across the state of Florida. Partners will facilitate Parent and Family

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Literacy Workshops, Community Literacy events, and Teacher Professional Learning in an effort to increase enrollment and engagement.

- Facilitating an annual New Worlds Reading Book Bash event in November in South Florida for up to 500 children and families to increase awareness and to enroll eligible children not yet enrolled in New Worlds Reading.

"[What I like the most about this program is] the bonding we had from one-on-one reading and sharing our thoughts on the books."
– V. Acosta, Caregiver of a Kindergarten and 5th Grade Student

"I love the fact we can get books based on what they're interested in and appropriate for their age group. I love how this program caters to children's education… you're allowing them to get books that maybe they wouldn't have gotten or couldn't afford. You're giving them that gift, that option. Kids love opening the packages it's a little bit of Christmas every month."
– K. Basanta, Caregiver of a Kindergarten and 1st Grade Student
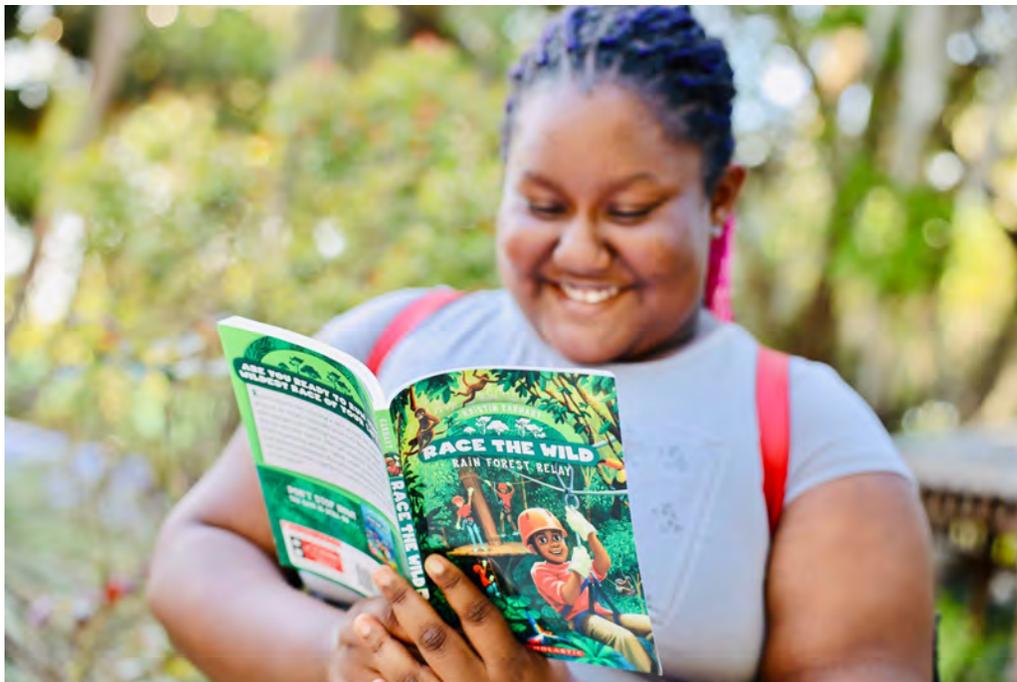
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APPENDIX 1: FAST STAR EARLY LITERACY GRADES K–2 MULTILEVEL MODEL RESULTS

FAST Star Early Literacy Grades K–2 MultiLevel Model Results

Fixed Effects	Estimate	Std. Error	df	t-value	p-value
Intercept	**30.6100**	0.1131	195200	270.571	**<.001**
PM2	**11.1800**	0.0999	231100	111.886	**<.001**
PM3	**14.1300**	0.0999	231100	141.419	**<.001**
NWRI	**-10.2700**	0.9336	7498	-11.004	**<.001**
Grade 1	**-10.8600**	0.1923	109100	-56.466	**<.001**
Grade 2	**-26.7500**	1.2190	109100	-21.954	**<.001**
Male	**-1.9520**	0.1192	115600	-16.368	**<.001**
ELL	**-13.3000**	0.1820	249700	-73.059	**<.001**
Enrollment Date	**0.0550**	0.0112	6497	4.922	**<.001**
PM2*NWRI	**5.3410**	0.4092	231900	13.052	**<.001**
PM3*NWRI	**5.7180**	0.4065	231100	14.066	**<.001**
NWRI*Grade 1	-1.2080	0.7318	7505	-1.651	0.0990
NWRI*Grade 2	-1.9280	3.7710	8950	-0.511	0.6090
NWRI*ELL	**4.8880**	0.8381	19650	5.832	**<.001**
PM2*ELL	**-2.0760**	0.1989	231100	-10.433	**<.001**
PM3*ELL	**1.7610**	0.1989	231100	8.854	**<.001**
PM2*NWRI*ELL	-1.0970	0.9277	232000	-1.182	0.2370
PM3*NWRI*ELL	-0.7522	0.9213	231100	-0.8170	0.4140

Random Effects

Groups	Name	Variance	Std. Dev.	Corr
Student ID	Intercept	274.3	16.56	
	NWRI	529.7	23.01	-0.71
Residual		407.4	20.18	

APPENDIX 2: FAST STAR READING GRADES 1–2 MULTILEVEL MODEL RESULTS

FAST Star Reading Grades 1–2 MultiLevel Model Results

Fixed Effects	Estimate	Std. Error	df	*t-value*	*p-value*
Intercept	**43.0000**	0.8434	130.1	50.985	**<.001**
PM2	**7.4700**	0.0698	200700.0	107.046	**<.001**
PM3	**10.7400**	0.0698	200700.0	153.909	**<.001**
NWRI	**-10.2200**	0.7536	460.9	-13.563	**<.001**
Grade 2	**-14.1500**	0.4771	88410.0	-29.653	**<.001**
Male	**-1.3820**	0.1405	100400.0	-9.837	**<.001**
ELL	**-11.3100**	0.2005	124800.0	-56.386	**<.001**
Enrollment Date	**0.0367**	0.0062	5673.0	5.921	**<.001**
PM2*NWRI	**2.3030**	0.2134	201200.0	10.795	**<.001**
PM3*NWRI	**3.9900**	0.2109	200700.0	18.923	**<.001**
NWRI*ELL	**4.8830**	0.6784	3249.0	7.197	**<.001**
PM2*ELL	**-3.2060**	0.1414	200800.0	-22.676	**<.001**
PM3*ELL	**-3.6240**	0.1413	200700.0	-25.646	**<.001**

Random Effects

Groups	Name	Variance	Std. Dev.	Corr
Student ID	Intercept	440.96	21	
	NWRI	101.28	10.06	-0.36
District	Intercept	30.49	5.52	
	NWRI	2.98	1.73	-0.76
Residual		174.53	13.21	

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APPENDIX 3: FAST ELA READING GRADES 3–5 ORDERED LOGISTIC REGRESSION RESULTS

FAST ELA Grades 3–5 Ordered Logistic Regression for Literacy Level Changes from PM1 to PM2

Fixed Effects	Estimate	Std. Error	t-value	p-value	Odd Ratio
NWRI	0.21	0.05	4.09	**<.001**	**1.22**
Male	-0.04	0.01	-5.95	>.05	0.96
Grade 4	0.06	0.01	7.05	**<.001**	**1.06**
Grade 5	-0.16	0.01	-18.85	>.05	0.85
ELL	-1.12	0.01	-102.4	>.05	0.33
Enrollment Date	0	0	-7.49	>.05	1
NWRI*Male	0.01	0.03	0.52	>.05	1.01
NWRI*Grade 4	-0.04	0.03	-1.35	>.05	0.96
NWRI*Grade 5	-0.06	0.04	-1.3	>.05	0.95
NWRI*ELL	0.28	0.05	5.74	**<.001**	**1.33**

FAST ELA Grades 3–5 Ordered Logistic Regression for Literacy Level Changes from PM1 to PM3

Fixed Effects	Estimate	Std. Error	t-value	p-value	Odd Ratio
NWRI	0.36	0.05	7.85	**<0.001**	**1.44**
Male	-0.03	0.01	-5.03	>.05	0.97
Grade 4	0.04	0.01	5.3	**<.001**	**1.04**
Grade 5	-0.32	0.01	-40.55	<.001	0.72
ELL	-0.98	0.01	-105.32	>.05	0.37
Enrollment Date	0	0	-11.05	>.05	1
NWRI*Male	0.03	0.03	1.19	>.05	1.03
NWRI*Grade 4	-0.04	0.03	-1.41	>.05	0.96
NWRI*Grade 5	-0.01	0.04	-0.25	>.05	0.99
NWRI*ELL	0.35	0.04	8.36	**<.001**	**1.42**

Date Updated:		Grand Total	Grand Total		Total Eligible Enrollment* as of date updated [1]	
6/4/2023		1,270,176	909,217	71.58%	199,765	21.97%
		Eligibility Numbers			Enrollment Numbers as of Date Updated	
District	Size [2]	Total K-5 Students	Eligible K-5 Students	% Eligible	Students Enrolled	% Eligible Enrolled
Alachua	Large	13,397	9,472	70.7%	2,530	26.7%
Baker	Medium	2,300	1,886	82.0%	513	27.2%
Bay	Large	12,599	8,874	70.4%	3,364	37.9%
Bradford	Small	1,387	1,077	77.6%	292	27.1%
Brevard	Large	32,443	21,916	67.6%	5,986	27.3%
Broward	Very Large	110,596	74,720	67.6%	15,503	20.7%
Calhoun	Small	903	646	71.5%	238	36.8%
Charlotte	Medium	7,149	4,786	66.9%	1,205	25.2%
Citrus	Medium	6,993	5,156	73.7%	1,208	23.4%
Clay	Large	16,757	11,207	66.9%	2,840	25.3%
Collier	Large	21,202	13,349	63.0%	2,399	18.0%
Columbia	Medium	4,768	3,309	69.4%	905	27.3%
Dade	Very Large	146,547	107,868	73.6%	17,668	16.4%
DeSoto	Medium	2,006	1,616	80.6%	193	11.9%
Dixie	Small	940	723	76.9%	274	37.9%
Duval	Very Large	62,710	49,030	78.2%	9,524	19.4%
Escambia	Large	17,549	12,680	72.3%	2,980	23.5%
FAMU Lab School	Small	275	211	76.7%	37	17.5%
FAU Lab School/A. D. Henderson/FAU HS	Small	1,328	679	51.1%	99	14.6%
FL School for the Deaf and the Blind	Small	100	99	99.0%	26	26.3%
Flagler	Medium	5,587	5,170	92.5%	1,343	26.0%
Florida Virtual School	Medium	2,712	1,632	60.2%	382	23.4%
Franklin	Small	538	419	77.9%	92	22.0%
FSU Lab School	Small	1,394	721	51.7%	180	25.0%
Gadsden	Medium	2,104	1,830	87.0%	264	14.4%
Gilchrist	Small	1,344	939	69.9%	392	41.7%
Glades	Small	945	739	78.2%	131	17.7%
Gulf	Small	841	648	77.1%	270	41.7%
Hamilton	Small	709	553	78.0%	110	19.9%
Hardee	Medium	2,289	1,714	74.9%	268	15.6%
Hendry	Medium	5,257	3,871	73.6%	741	19.1%
Hernando	Medium	10,644	7,617	71.6%	1,930	25.3%
Highlands	Medium	5,486	4,264	77.7%	735	17.2%
Hillsborough	Very Large	101,967	70,442	69.1%	13,893	19.7%
Holmes	Small	1,460	1,282	87.8%	463	36.1%

Indian River	Medium	7,524	5,165	68.6%	1,065	20.6%
Jackson	Medium	2,872	2,136	74.4%	591	27.7%
Jefferson	Small	363	358	98.6%	36	10.1%
Lafayette	Small	514	409	79.6%	302	73.8%
Lake	Large	21,559	17,169	79.6%	4,570	26.6%
Lee	Very Large	43,984	32,875	74.7%	9,441	28.7%
Leon	Large	15,145	10,480	69.2%	2,610	24.9%
Levy	Medium	2,727	2,419	88.7%	785	32.5%
Liberty	Small	588	424	72.1%	120	28.3%
Madison	Small	1,072	854	79.7%	234	27.4%
Manatee	Large	23,279	16,735	71.9%	3,227	19.3%
Marion	Large	20,047	16,060	80.1%	3,578	22.3%
Martin	Medium	7,802	5,413	69.4%	1,365	25.2%
Monroe	Medium	3,944	2,881	73.0%	714	24.8%
Nassau	Medium	5,717	3,419	59.8%	1,039	30.4%
Okaloosa	Large	14,875	9,579	64.4%	1,672	17.5%
Okeechobee	Medium	2,870	2,240	78.0%	822	36.7%
Orange	Very Large	91,940	76,113	82.8%	18,833	24.7%
Osceola	Large	31,908	24,686	77.4%	5,412	21.9%
Palm Beach	Very Large	83,339	57,086	68.5%	8,741	15.3%
Pasco	Large	37,629	25,142	66.8%	7,194	28.6%
Pinellas	Very Large	40,217	25,768	64.1%	6,517	25.3%
P.K. Yonge Lab School	Small	356	237	66.6%	77	32.5%
Polk	Very Large	51,491	40,077	77.8%	9,549	23.8%
Putnam	Medium	4,807	3,804	79.1%	933	24.5%
Santa Rosa	Large	12,961	8,445	65.2%	2,423	28.7%
Sarasota	Large	19,456	11,410	58.6%	2,471	21.7%
Seminole	Large	28,691	17,206	60.0%	3,573	20.8%
St. Johns	Large	21,625	11,497	53.2%	2,190	19.0%
St. Lucie	Large	19,349	15,113	78.1%	3,113	20.6%
Sumter	Medium	4,372	2,932	67.1%	642	21.9%
Suwannee	Medium	2,718	2,320	85.4%	511	22.0%
Taylor	Small	1,299	1,049	80.8%	359	34.2%
Union	Small	1,178	937	79.5%	241	25.7%
Volusia	Large	27,584	19,486	70.6%	4,241	21.8%
Wakulla	Medium	2,345	1,546	65.9%	487	31.5%
Walton	Medium	5,287	3,538	66.9%	739	20.9%
Washington	Small	1,516	1,064	70.2%	370	34.8%

*These numbers reflect only enrolled students who are eligible.

Date Updated:	Grand Total	Grand Total		Total Eligible Enrollment* as of date updated [3]	
6/4/2023	**1,271,699**	**910,405**	71.59%	**199,765**	21.94%
		Eligibility Numbers		Enrollment Numbers as of Date Updated	
Grade Level	**Total K-5 Students**	**Eligible K-5 Students**	**% Eligible**	**Students Enrolled**	**% Eligible Enrolled**
KG	203,273	132,264	65.1%	15,518	11.7%
1	212,967	142,786	67.0%	40,285	28.2%
2	210,004	135,234	64.4%	38,283	28.3%
3	226,958	185,860	81.9%	42,753	23.0%
4	205,647	153,675	74.7%	34,193	22.3%
5	212,850	160,586	75.4%	28,733	17.9%

*These numbers reflect only enrolled students who are eligible.

(A) District/Agency Name	University of Florida	(F) Agency Number	011
(B) Program Name	New World Reading Ini	(G) Grant Number	9337C
(C) Effective Approval Date	7/1/2021	(H) Project Code	2S001
(D) Termination Date	6/30/2023	(I) Agency Reference #	011-9337C-2S0001
(E) Total Project Dollars	$ 102,175,459.00	(J) Contact Person	Kristin Moody Phone (352)273-3109

☑ Interim Report   ☐ Final Report

(1) Function Code	(2) Object Code	(3) Description of Disbursement	(4) Budget Amount	(5) Total Disbursements As of 06/30/23	(6) Undisbursed Balance	(7) Current Disbursements
6000	100	Personnel - Salaries	$9,914,542.84	4,626,392.48	5,288,150.36	943,228.53
6000	200	Personnel - Employee Benefits	4,041,890.53	1,798,100.15	2,243,790.38	360,124.94
6000	330	Travel	446,614.52	63,137.69	383,476.83	31,549.39
6000	310	Vendors: Book Delivery / Marketing & Advertising	62,545,225.24	31,617,863.01	30,927,362.23	7,918,190.70
6000	319	Technology Services (Enrollment Interface & Data Reporting)	125,000.00	0.00	125,000.00	0.00
6000	310	Consultants TBD (SME, Support Services,)	16,642,652.12	471,644.33	16,171,007.79	415,133.76
6000	390	Event Related Expenses: Space Rental, AV, etc.	112,900.00	41,011.90	71,888.10	1,000.00
6000	360	Office Space Lease	405,000.00	0.00	405,000.00	0.00
6000	399	Support Technology	45,796.85	1,975.17	43,821.68	375.40
6000	590	Materials/Supplies: printing, mailing, consumable office/technology supplies for meetings and/or program engagement, etc.	113,631.94	74,248.41	39,383.53	12,134.26
6000	590	Materials/Supplies: promotional/marketing and engagement items, participant gift cards/incentives for reseach purposes, event related supplies, support costs and decorations, advertisement, etc.	135,000.00	166,838.33	(31,838.33)	31,899.70
ALL PROGRAMS		(8) COLUMN TOTALS (Complete on last page only)				
		(9) FEDERAL PROGRAM INCOME	■■■■			■■■■
FEDERAL PROGRAMS ONLY		(10) TOTAL FEDERAL FUNDS				
COMPLETE LINES (9) & (10)		(11) PROGRAM INCOME FOOTNOTE				

(12) CERTIFICATION: (Complete on last page only)

By signing this report, I certify to the best of my knowledge and belief that the report is true, complete, and accurate, and the expenditures, disbursements and cash receipts are for the purposes and objectives set forth in the terms and conditions of the project award. I am aware that any false, fictitious, or fraudulent information, or the omission of any material fact, may subject me to criminal, civil or administrative penalties for fraud, false statements, false claims or otherwise. I further certify that all records necessary to substantiate these items are available for review by state and federal monitoring staff. All disbursements were obligated after the project approval date and prior to the termination date; have not been reported previously; and were not used for matching funds on this or any special project. All inventory items included have been entered properly on the inventory records required by Florida Statutes.

DOE 399 Rev 06/15	Report Number __7__ Certified Correct _____ Date __08_ / _21_ / _23_ Page __1__ of _3__ Finance Officer or Authorized Representative

DOE USE   Audited by: _____   Date: _____/_____/_____

FLORIDA DEPARTMENT OF EDUCATION
PROJECT DISBURSEMENT REPORT

(A) District/Agency Name	University of Florida
(B) Program Name	New World Reading Ini
(C) Effective Approval Date	7/1/2021
(D) Termination Date	6/30/2023
(E) Total Project Dollars	$ 102,175,459.00

☑ Interim Report ☐ Final Report

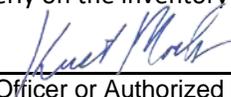|	
(F) Agency Number	011
(G) Grant Number	9337C
(H) Project Code	2S001
(I) Agency Reference #	011-9337C-2S0001
(J) Contact Person	Kristin Moody Phone (352)273-3109

(1) Function Code	(2) Object Code	(3) Description of Disbursement	(4) Budget Amount	(5) Total Disbursements As of 03/31/23	(6) Undisbursed Balance	(7) Current Disbursements
6000	700	Instructional Support - Emergent Literacy (Consultants)	$3,706,875.00	220,010.00	3,486,865.00	220,010.00
6000	700	Instructional Support - Elem. Grades (Consultants)	727,500.00	49,625.00	677,875.00	49,625.00
6000	700	Micro-Credential Expenses: (Production, LMS/SIS, Help Desk, etc)	1,013,000.00	131,309.02	881,690.98	127,338.07
6000	700	Teacher PD Expenses: (Stipends, Printed Materials, etc)	405,000.00	215,135.20	189,864.80	214,335.20
6000	792	Indirect Costs (maximum of 8%)	1,733,719.96	591,493.77	1,142,226.19	157,590.00
		Indirect Costs for Contracted Services are only charged against the first $25,000 of each Contract.				
ALL PROGRAMS		(8) COLUMN TOTALS (Complete on last page only)	102,175,459.00	40,073,604.46	62,101,854.54	10,487,354.95
		(9) FEDERAL PROGRAM INCOME	███			███
FEDERAL PROGRAMS ONLY		(10) TOTAL FEDERAL FUNDS	102,175,459.00	40,073,604.46	62,101,854.54	10,487,354.95
COMPLETE LINES (9) & (10)		(11) PROGRAM INCOME FOOTNOTE				

(12) CERTIFICATION: (Complete on last page only)

By signing this report, I certify to the best of my knowledge and belief that the report is true, complete, and accurate, and the expenditures, disbursements and cash receipts are for the purposes and objectives set forth in the terms and conditions of the project award. I am aware that any false, fictitious, or fraudulent information, or the omission of any material fact, may subject me to criminal, civil or administrative penalties for fraud, false statements, false claims or otherwise. I further certify that all records necessary to substantiate these items are available for review by state and federal monitoring staff. All disbursements were obligated after the project approval date and prior to the termination date; have not been reported previously; and were not used for matching funds on this or any special project. All inventory items included have been entered properly on the inventory records required by Florida Statutes.

DOE 399 Rev 06/15	Report Number 7 Certified Correct _____ Date 08/ 21 / 23
	Page 2 of 3 Finance Officer or Authorized Representative
	DOE Page 1of 2

DOE USE	Audited by: _____ Date: _____/_____/_____

PROJECT DISBURSEMENT REPORT
INSTRUCTIONS

DISBURSEMENT REPORT

Complete Items (A) through (J).

Mark (X), in the box provided below the title, to indicate that this is an interim or a final report (a final report is that report which closes out the project).
Submit an original and one copy by the due date specified on the DOE200 to: Comptroller's Office, Florida Department of Education, 325 West Gaines, Room 944
Tallahassee, Florida 32399-0400, (850) 245-0401, Suncom 205-0401.
Do not submit monthly disbursement reports unless instructed to do so by the Comptroller's Office or the state grant program.

COLUMNS

(1)
FUNCTION

SCHOOL DISTRICTS ONLY:
Use the four digit function codes as required in the Financial and Program Cost Accounting and Reporting for Florida Schools Manual.

(2)
OBJECT

SCHOOL DISTRICTS:
Use the three digit object codes as required in the Financial and Program Cost Accounting and Reporting for Florida Schools Manual.

COMMUNITY COLLEGES:
Use the five digit object codes as required in the Accounting Manual for Florida's Public Community Colleges.

UNIVERSITIES AND STATE AGENCIES:
Use the six digit object codes as required in the Florida Accounting Information Resource Manual.

OTHER AGENCIES:
Use the object codes as required in the agency's expenditure chart of accounts.

(3)
DESCRIPTION

ALL APPLICANTS:
Provide a specific description of the type of expenditures.

(4)
AMOUNT

For each function and object code indicate the the budget amount requested.

(5)

Complete by reporting total project disbursements as of the date indicated at the top of the column.

(6)

Complete by subtracting Column (5) from Column (4).

(7)

Complete by reporting all disbursements not previously reported.

LINES

(8)

Complete Line on last page ONLY.

(9)

In Columns (5) and (6), report as FEDERAL PROGRAM INCOME the income from user fees and from the sale of equipment or other tangible personal property.

(10)

Complete by subtracting line (9) from line (8) in column (5) and adding line (9) to line (8) in column (6).

(11)

A footnote should be added to indicate the source of the FEDERAL PROGRAM INCOME.

ITEM

(12)

The Finance Officer or authorized representative must certify and date the project disbursement report on the last page.

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FLORIDA DEPARTMENT OF
EDUCATION
fldoe.org

DOE-399

Rev. 06/15

New Worlds Reading Monthly Contributions: Tax Credit

FY23 Contributions

FY22 Cap Year Pledges	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Total
Alcohol Beverage													$ -
Corporate Income	$ 1,000,000			$ 2,400,000									$ 3,400,000
Direct Sales & Use													$ -
Insurance Premium													$ -
Oil & Gas													$ -
Totals	$ 1,000,000	$ -	$ -	$ 2,400,000	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ 3,400,000

FY23 Cap Year Pledges:	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Total
Alcohol Beverage		$ 658,000	$ 789,000	$ 553,000				$ 3,000,000			$ 5,000,000		$ 10,000,000
Corporate Income		$ 250,000									$ 3,000,000		$ 3,250,000
Direct Sales & Use		$ 3,000,000			$ 1,200,000	$ 1,500,000	$ 2,300,000				$ 10,000		$ 8,010,000
Insurance Premium				$ 500,000				$ 1,000,000					$ 1,500,000
Oil & Gas			$ 12,500					$ 11,700			$ 6,700		$ 30,900
Totals	$ -	$ 3,908,000	$ 801,500	$ 1,053,000	$ 1,200,000	$ 1,500,000	$ 2,300,000	$ 4,011,700	$ -	$ -	$ 3,016,700	$ 5,000,000	$ 22,790,900

FY24 Cap Year Pledges:	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Total
Alcohol Beverage													
Corporate Income											$ 25,000	$ 25,000	$ 50,000
Direct Sales & Use													
Insurance Premium													
Oil & Gas													
Totals	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ 25,000	$ 25,000	$ 50,000

NEW WORLDS READING INITIATIVE BOOKLIST

<div align="right">

ENGLISH TITLES
</div>

Grade	Title	Author	Lexile	Year
VPK	Llamas with Lemonade: An Unusual Animal ABC	Ariana Koultourides	-	3
VPK	Bear Sees Colors	Karma Wilson	AD440L	3
VPK	Blocks: Let's Share	Irene Dickson	AD200L	3
VPK	Belly Breathe	Leslie Kimmelman	AD190L	3
VPK	Triangle	Mac Barnett	AD310L	3
VPK	Dig, Dump, Roll	Sally Sutton	AD270L	3
VPK	LMNO Peas	Keith Baker	AD390L	3
VPK	Kindergarten ABC	Jacqueline Rogers	AD490L	3
VPK	Rabbit Moon	Jean Kim	AD410L	3
K	I Love My White Shoes	Eric Litwin	AD240L	1, 2 & 3
K	Our Oak Tree	Jane L. Howard	380L	2 & 3
K	Round is a Tortilla / Las tortillas son redondas	Roseanne Greenfield Thong	560L	2 & 3
K	Ish	Peter H. Reynolds	510L	3
K	The Little Red Fort	Brenda Maier	AD470L	1, 2 & 3
K	The Greatest Adventure	Tony Piedra	AD510L	1, 2 & 3
K	Fire! ¡Fuego! Brave Bomberos	Susan Middleton Elya	AD480L	3

K	¡Mi comunidad! / My Community!	123 Andrés	AD340L/AD380L	3
K	Drive it! Fix it!	Larry Dane Brimmer	430L	2 & 3
K	Strictly No Elephants	Lisa Mantchev	AD490L	1, 2 & 3
K	I Want to Be a Scientist	Rebecca Tree	380L	2 & 3
K	Luna's Yum Yum Dim Sum	Natasha Yim	AD510L	3
K	The Kissing Hand	Audrey Penn	520L	1, 2 & 3
K	I Am Enough	Grace Byers	400L	1, 2 & 3
K	How Do Dinosaurs Learn to Read?	Jane Yolen	AD 490L	1, 2 & 3
K	The Koala Who Could	Rachel Bright	AD490L	1, 2 & 3
K	Bippity Bop Barbershop	Natasha Anastasia Tarpley	AD630L	3
K	You Are (Not) Small	Anna Kang	60L	1, 2 & 3
1	Super Fly Guy	Tedd Arnold	360L	1, 2 & 3
1	Dinosaurs	Erin Kelly	430L	1, 2 & 3
1	Amigo	Carlos Zamora	AD420L	1, 2 & 3
1	The Little Blue Bridge	Brenda Maier	AD500L	1, 2 & 3
1	What Is the Weather?	Erin Kelly	450L	2 & 3
1	The Little Butterfly That Could	Ross Burach	AD360L	2 & 3
1	Harlem Grown	Tony Hillery	AD540L	3

1	I Need a Hug / Necesito un abrazo	Aaron Blabey	AD330L / BR70L	2 & 3
1	What Does It Mean to be Kind?	Rana DiOrio	AD430L	1, 2 & 3
1	Soup Day	Melissa Iwai	AD440L	3
1	Bugs	Erin Kelly	460L	2 & 3
1	Federico and the Wolf	Rebecca J. Gomez	AD600L	3
1	I Will Never Not Ever Eat a Tomato	Lauren Child	AD370L	3
1	Rita & Ralph's Rotten Day	Carmen Agra Deedy	AD520L	1, 2 & 3
1	Bee Dance	Rick Chrustowski	AD440L	1, 2 & 3
1	Attack of the 50-Foot Fly Guy	Tedd Arnold	500L	3
1	The Library Book	Tom Chapin & Michael Mark	AD500L	3
1	Bark in the Park! Poems for Dog Lovers	Avery Corman	NP	2
2	Math-terpieces: The Art of Problem-Solving	Greg Tang	NP	3
2	Imagine	Juan Felipe Herrera	NP	2
2	Hey, Wall: A Story of Art and Community	Susan Verde	520L	3
2	Red-eyed Tree Frog or Wood Frog	Marilyn Easton	580L	1, 2, & 3
2	My Very Favorite Book in the Whole Wide World	Malcolm Mitchell	AD610L	1, 2 & 3
2	Surf's Up, Creepy Stuff!	Andres Miedoso	640L	3
2	The Word Collector	Peter H. Reynolds	490L	1, 2 & 3

2	How to Feed Your Parents	Ryan Miller	650L	1, 2 & 3
2	Bobs and Tweets: Scout Camp!	Pepper Springfield	490L	2 & 3
2	Caterflies and Ice (Zoey and Sassafras, 4)	Asia Citro	600L	1, 2 & 3
2	Space Exploration	Jennifer Szymanski	650L	3
2	Fly Guy Presents: Insects	Tedd Arnold	570L	3
2	Going Places	Paul A. Reynolds and Peter H. Reynolds	480L	1, 2 & 3
2	Bear on the Loose!	Hilde Lysiak with Matthew Lysiak	610L	1, 2 & 3
2	Flat Stanley: His Original Adventure	Jeff Brown	AD550L	3
2	Fly Guy and the Alienzz	Tedd Arnold	530L	2 & 3
2	My Name is Celia: The Life of Celia Cruz	Monica Brown	AD660L / AD750L	1, 2 & 3
3	Our Table	Peter Reynolds	AD520L	2 & 3
3	Testing the Ice: A True Story About Jackie Robinson	Sharon Robinson	800L	2 & 3
3	Pizza, Peanut Butter, and Pickles	Dan Gutman	850L	3
3	Fly, Girl, Fly!: Shaesta Waiz Soars around the World	Nancy Roe Pimm	710L	2 & 3
3	The Bad Guys in the Big Bad Wolf	Aaron Blabey	530L	1, 2 & 3
3	Who Would Win?: Walrus vs. Elephant Seal	Jerry Pallotta	570L	3
3	Mia Mayhem Learns to Fly!	Kara West	630L	1, 2 & 3
3	Happy Birthday, Martin Luther King	Jean Marzollo	800L	2 & 3

3	What If You Had T. Rex Teeth!?: And Other Dinosaur Parts	Sandra Markle	AD850L	1, 2 & 3
3	Sink or Swim	Judy Katschke	540L	3
3	Who Would Win?: Alligator vs. Python	Jerry Pallotta	660L	1, 2 & 3
3	Fly Guy Presents: The White House	Tedd Arnold	700L	2 & 3
3	Banana Fox and the Book-Eating Robot	James Kochalka	GN490L	1, 2 & 3
3	Lucy Lopez: Coding Star	Claudia Mills	810L	3
3	The Secret Life of the Red Fox	Laurence Pringle	650L	2 & 3
3	The Spy's Secret	Eric Luper	560L	3
3	Beware the Claw! (Hound Heroes #1)	Todd Goldman	GN350L	2 & 3
3	Mac Undercover	Mac Barnett	460L	2 & 3
3	Lark Holds the Key	Natasha Deen	540L	3
4	Animal Rescue Friends	Gina Loveless; Meika Hashimoto	GN510L	3
4	Catching a Storyfish	Janice N. Harrington	610L	3
4	Saving Winslow	Sharon Creech	690L	3
4	Who Would Win?: Whale vs. Giant Squid	Jerry Pallotta	700L	1, 2 & 3
4	March On!: The Day My Brother Martin Changed the World	Christine King Farris	860L	2 & 3
4	Ugly Cat & Pablo	Isabel Quintero	700L	1, 2 & 3
4	Balto	Emma Carlson Berne	820L	2 & 3

4	Stella Díaz Dreams Big	Angela Dominguez	660L	2 & 3
4	Most Wanted: Deadliest Ocean Creatures	John Perritano	820L	2 & 3
4	Hidden Figures: The True Story of Four Black Women and the Space Race	Margot Lee Shetterly with Winifred Conkling	980L	1, 2 & 3
4	Titanosaur: Discovering the World's Largest Dinosaur	Dr. Diego Pol & Dr. José Luis Carballido	930L	1, 2 & 3
4	Yo-Yo and Yeou-Cheng Ma, Finding Their Way	Ai-Ling Louie	650L	2 & 3
4	Power Forward	Hena Khan	600L	2 & 3
4	Slimed	Liam Gray	710L	2 & 3
4	Delivering Justice: W. W. Law and the Fight for Civil Rights	James Haskins	AD850L	2 & 3
4	Lety Out Loud	Angela Cervantes	720L	1, 2 & 3
4	Key Hunters: The Mysterious Moonstone	Eric Luper	550L	1, 2 & 3
4	Disaster Strikes: Volcano Blast	Marlane Kennedy	750L	1, 2 & 3
5	Robert Frost	Robert Frost and Gary D. Schmidt	NP	3
5	Because of the Rabbit	Cynthia Lord	660L	2 & 3
5	Most Wanted: Deadliest Ocean Creatures	John Perritano	820L	2 & 3
5	The Future of Money: The Good, the Bad, the Bitcoin	Elizabeth Milton	1140L	3
5	Lesser Spotted Animals	Martin Brown	970L	3
5	Martin Rising, Requiem for a King	Andrea Davis Pinkney	730L	3
5	Because of Winn-Dixie	Kate DiCamillo	670L	1, 2 & 3

5	Chasing Vermeer	Blue Balliet	770L	1, 2 & 3
5	When the Beat Was Born: DJ Kool Herc and the Creation of Hip Hop	Laban Carrick Hill	AD770L	2 & 3
5	Pyramids, Temples, and Tombs	Mary Atkinson	960L	3
5	I Survived Hurricane Katrina, 2005	Lauren Tarshis	590L	1, 2 & 3
5	Wild Survival: Swimming With Sharks	Melissa Cristina Márquez	830L	3
5	Front Desk	Kelly Yang	640L	1, 2 & 3
5	Charlie & Frog	Karen Kane	590L	3
5	Dog Diaries: A Middle School Story	James Patterson and Stephen Butler	760L	2 & 3
5	Radio Fifth Grade	Gordon Korman	690L	1, 2 & 3
5	The Tyrell Show: Season One	Miles Grose	770L	2 & 3
5	I Survived the Galveston Hurricane, 1900	Lauren Tarshis	560L	1, 2 & 3

NEW WORLDS READING INITIATIVE BOOKLIST

SPANISH TITLES

Grade	Title	Author	Lexile	Year
VPK	Mundo animal: Con arte nativo del Noroeste del Pacífico	Ben Houstie et al.	AD430L	3
VPK	Entonces llega el verano	Tom Brenner	AD1530L	3
VPK	Mis cinco sentidos	Aliki	530L	3
VPK	Rin, Rin, Rin, Do, Re, Mi	José-Luis Orozco	580L	1, 2 & 3
VPK	Si le das un panqueque a una cerdita	Laura Joffe Numeroff	600L	3
VPK	Un amigo de veras maravilloso	Suzanne Bloom	650L	3
VPK	Un oso muy hambriento	Nick Bland	AD660L/AD750	3
VPK	La Pizza de Peppa	Rebecca Potters (Adapter)	AD480L	1, 2 & 3
VPK	De Colores / In All Colors	Elodie Pope	450L	3
K	Un beso en mi mano	Audrey Penn	AD680L	2 & 3
K	Book Fiesta: Celebremos El día de los niños/El día de los libros	Pat Mora	AD490L	3
K	El león y el ratón	Darice Bailer	AD640L/AD700	1, 2 & 3
K	A mí me gusta leer	Mariana I. Pellegrino	AD610L	1, 2 & 3
K	Bailey (Sp)	Harry Bliss	AD550L	1, 2 & 3
K	Tortillas Are Round / Las tortillas son redondas	Roseanne Greenfield Thong	560L	2 & 3
K	¡Pingüinauta!	Marcie Colleen	-	1, 2 & 3

K	Grande y Pequeño son buenos amigos	Michael Garland	BR300L	1, 2 & 3
K	Coco. El conejo cobarde	Jorge Monreal	-	1, 2 & 3
K	¡Mi comunidad!	123 Andrés	AD340L/AD38L	2 & 3
K	La aventura más grande	Tony Piedra	AD510L	1 & 3
K	¡Narices!	Carmen Puebla Ordóñez	-	1, 2 & 3
K	Ay, Luna, Luna, Lunita	Yanitzia Canetti	-	1, 2 & 3
K	Veo números	Jean Marzollo	-	3
K	One by One / Una a una	Blythe Lynden	-	3
K	Finding Home / Buscando el hogar	Estelí Meza	AD510L	1, 2 & 3
K	El chile es verde	Roseanne Greenfield Thong	AD540L/AD610	3
K	De Colores/ In All Colors	Elodie Pope	AD640L	1 & 2
1	Buenas noches, mariposa	Ross Burach	BR	2 & 3
1	¡Es la hora de los esqueletos! / It's Skeleton Time!	Ana Galán	210L / 430L	3
1	Frog Meets Dog / Rana conoce Perro	Janee Trasler	50L / BR	1, 2 & 3
1	Juguemos en el bosque mientras el lobo no está	Claudia Rueda	210L	1, 2 & 3
1	Tenemos el mundo entero en las manos	Rafael López	-	1, 2 & 3
1	El fuertecito rojo	Brenda Maier	360L	2 & 3
1	¿Se lo comió un oso?	Robie H. Harris	AD160L	1, 2 & 3

1	Necesito un abrazo	Aaron Blabey	AD330L/ R70L	2 & 3
1	Oye, pared	Susan Verde	-	3
1	¿Te gusta mi bicicleta?	Norm Feuti	-	1, 2 & 3
1	El día terrible de Rita y Rafi	Carmen Agra Deedy	AD500L	1, 2 & 3
1	La gran idea de la pequeña Nita	Anna W. Bardaus	-	1, 2 & 3
1	Un paseo de noche	Elisha Cooper	AD570L	1, 2 & 3
1	El puentecito azul	Brenda Maier	AD400L	2 & 3
1	Dragón y sus labores	Dav Pilkey	510L	1, 2 & 3
1	Un pato en bicicleta	David Shannon	AD520L	1, 2 & 3
1	Leer es poder	Sandra L. Pinkney	AD780L	1, 2 & 3
1	Así vamos a la escuela: Un libro acerca de niños en diferentes paises del mundo	Edith Baer	580L	2 & 3
2	El abusón del pantano negro	Mike Thaler	AD1010L	1, 2 & 3
2	Me llamo Celia: La vida de Celia Cruz	Monica Brown	AD660L/AD750	1, 2 & 3
2	Hombre Mosca y los extraterrestrezz	Tedd Arnold	530L	1, 2 & 3
2	Vuela con el viento	Samantha Brooke	-	2 & 3
2	La Pastelería del Bosque Salvaje	Rebecca Elliott	410L	1, 2 & 3
2	¡Hagamos una pijamada!	Norm Feuti	-	1, 2 & 3
2	Súper Chico Conejo, ¡Súper Cargado!	Thomas Flintham	440L	1, 2 & 3

2	¡El gallo que no se callaba!	Carmen Agra Deedy	-	1, 2 & 3
2	¡Fin del juego, Súper Chico Conejo!	Thomas Flintham	500L	2 & 3
2	Frida Kahlo y sus animalitos	Monica Brown	AD890L	2 & 3
2	¡Más Cosas que dice mi abuela!: Dichos y refranes sobre animales	Ana Galán	AD610L	1, 2 & 3
2	Glo-gló y la gran carrera	Juan Ignacio Peña Espina	570L	1, 2 & 3
2	El coleccionista de palabras	Peter H. Reynolds	AD400L	1, 2 & 3
2	Mi libro favorito en el mundo entero	Malcolm Mitchell	AD800L	2 & 3
2	El Ninja de Jengibre	C. J. Leigh	660L	1, 2 & 3
2	Hola, Hombre Mosca	Tedd Arnold	550L	2 & 3
2	Chimoc en la selva	Andrea Paz and Claudia Paz	-	2 & 3
2	Adiós, Óscar: Una fábula de mariposas	Peter Elwell	-	1, 2 & 3
3	Hombre Mosca Presenta: Murciélagos	Tedd Arnold	590L	2 & 3
3	Escuela de Espanto #1: ¡La escuela está viva!	Jack Chabert	550L	2 & 3
3	¿Y si tuvieras ojos de animal?	Sandra Markle	-	2 & 3
3	¿Quién Ganará?: Tarántula vs. Escorpión	Jerry Pallotta	580L	2 & 3
3	Mi delantal	Luis Garay	700L	1, 2 & 3
3	Mascotas	Melvin & Gilda Berger	730L	3
3	Feliz cumpleaños, Martin Luther King	Jean Marzollo	-	1, 2 & 3

3	Agua soy… y me voy	Carlos Marianidis	790L	1, 2 & 3
3	Los tipos malos en ¡¿ustedes-creen-que-él-saurio?!	Aaron Blabey	230L	2 & 3
3	¿Quién Ganará?: Aligátor vs. Pitón	Jerry Pallotta	590L	1, 2& 3
3	Hombre Mosca Presenta: Basura y reciclaje	Tedd Arnold	840L	2 & 3
3	¡Pájaro y Ardilla Escapan!	James Burks	GN580L	1, 2 & 3
3	¡Hola! ¡Gracias! ¡Adiós!	Elisenda Roca	-	1, 2 & 3
3	Daniel el pelotero ama su escuela	Erison Varela Frías	-	1, 2 & 3
3	El niño que alcanzó las estrellas	José M. Hernández	830L / 770L	1, 2 & 3
3	Titanosaurio	Dr. Diego Pol & Dr. José Luis Carballido	AD870L	2 & 3
3	Pangato #2: Soy yo, dos.	Jim Benton	GN180L	1, 2 & 3
3	Sembrando historias: Pura Belpré: bibliotecaria y narradora de cuentos	Anika Aldamuy Denise	AD690L	2 & 3
4	¡El recreo es una jungla!	Jack Chabert	550L	1, 2 & 3
4	Fábulas mexicanas	José Ignacio Basurto	800L	2 & 3
4	Saraí y la feria alrededor del mundo	Saraí González and Monica Brown	-	1, 2 & 3
4	¿Y si tuvieras dientes de tiranosaurio?	Sandra Markle	950L	1, 2 & 3
4	Stella Díaz tiene algo que decir	Angela Domínguez	640L	2 & 3
4	Volcán	Marlane Kennedy	700L	2 & 3
4	¿Quién ganará?: Tiburón martillo vs. Tiburón sarda	Jerry Pallotta	710L	1, 2 & 3

4	Lety alza su voz	Angela Cervantes	670L	1, 2 & 3
4	Sobreviví el terremoto de San Francisco, 1906	Lauren Tarshis	640L	2 & 3
4	¿Quién ganará? La pelea final del océano	Jerry Pallotta	660L	1, 2 & 3
4	¿Quién trae el fuego?	Carlos Marianidis	940L	1, 2 & 3
4	Saraí y el significado de lo genial	Saraí González and Monica Brown	-	2 & 3
4	Feúcho y Pablo	Isabel Quintero	750L	1, 2 & 3
4	La ley de expansión de Hubble	Santi Selvi, Luis Morocho	-	1 & 3
4	Sobreviví el naufragio del Titanic, 1912	Lauren Tarshis	-	2 & 3
4	A causa del conejo	Cynthia Lord	690L	1, 2 & 3
4	Rurrú camarón: Antología de poetas latinoamericanos	Various, Ana Garralón	-	1 & 3
4	Cuentos con sazón	Lulu Declare	810L	1, 2 & 3
5	Sobreviví el huracán Katrina, 2005	Lauren Tarshis	640L	2 & 3
5	El último cuento	Rodolfo Castro	-	1, 2 & 3
5	Animales menos vistos	Martin Brown	870L	2 & 3
5	Competencia en la selva	Kristin Earhart Eda Kaban	590L	1, 2 & 3
5	Matemática hasta en la sopa	Juan Sabia	-	3
5	Las fábulas de Esopo	Ann McGovern	720L	2 & 3
5	Luna fortuna	Diana López	-	3

5	Allie, ganadora por fin	Angela Cervantes	660L	1, 2 & 3
5	Lionel Messi	Marie Morreale	880L	3
5	Empezar otra vez	Jennifer Torres	-	2 & 3
5	¡Gracias, NASA!	Tom Greve	1090L	1, 2 & 3
5	Las tres preguntas	Jon J. Muth	-	1 & 3
5	La vida y poesía de Federico García Lorca contada a los niños	Rosa Navarro Durán	-	3
5	¡El casillero se comió a Lucía!	Jack Chabert Sam Ricks Scholastic Inc.	540L	1, 2 & 3
5	Con Cariño, Amalia	Alma Flor Ada and Gabriel M. Zubizarreta	830L	1, 2 & 3
5	Terminó la clase	Allan Woodrow	-	1 & 3
5	La marsopa de un perro	M. C. Ross	860L	1, 2 & 3
5	Sobreviví los ataques de tiburones de 1916	Lauren Tarshis	690L	1, 2 & 3

NEW WORLDS READING INITIATIVE BOOKLIST

Grade	Title	Author	Year
K	Lavi Mwen nan yon Twoupo	Alex Ives	1, 2 & 3
K	Kwit Manje Avèk Ou	Ellen W. Whisenant	1, 2 & 3
K	Dinozò k ap danse	Felix Whitley	1, 2 & 3
K	Lapen yo! Lapen yo! Lapen yo!	Oroni Tendera	1, 2, & 3
K	Daisy ak Maisy	Jane Tree	1, 2 & 3
K	Jounen Mwen	Ellen W. Whisenant	1, 2 & 3
K	Zoranj ak sitwon Pa pa Zanmi!	Neema Joy	1, 2 & 3
K	Mak, Krak... Yom!	Rebecca Nandwa	1, 2 & 3
K	Sheldon timid	Alex Ives	1, 2 & 3
K	Strictly No Elephants	Lisa Mantchev	3
K	The Greatest Adventure	Tony Piedra	3
K	Ish	Peter H. Reynolds	3
K	Tortillas Are Round / Las tortillas son redondas	Roseanne Greenfield Thong	3
1	Lè Mwen Vin Gran	Bailey Carroll	1, 2 & 3
1	Madmwazèl Cloud Ekspè nan Klima	Michelle Lombaerde	1, 2 & 3
1	Devine bèt kay la!	Sandrine Umuhoza	1, 2 & 3

1	Chapo jòn la	Marie Ange Niwemugore	1, 2 & 3
1	Bwi, Fèm ak Bwi	Viateur Ndacyayisenga	1, 2 & 3
1	Kado Anivèsè Nesans Ian	Barbra Ayako Guya	1, 2 & 3
1	Kòman Yo Te Fè Rive La	Lenan Finley	1, 2 & 3
1	Mèsi	Mackie Douglas	1, 2 & 3
1	Ti Baxter Ble	Bailey Carroll	1, 2 & 3
1	Amigo	Carlos Zamora	3
1	Federico and the Wolf	Rebecca J. Gomez	3
1	Harlem Grown	Tony Hillery	3
1	What Is the Weather?	Erin Kelly	3
2	Mons Zoe	Fiona Balan	1, 2 & 3
2	Istwa Bèf la e Chen an	David Shema Karangwa	1, 2 & 3
2	Devine kiyès k ap vini?	Martyna Dessources	1, 2 & 3
2	*Tamales! Tamales! Tamales!A Multicultural Tale/Yon istwa milti kiltirèl*	Nina Flores	1, 2 & 3
2	Scooter ap vin sekou	Murisa Jean Maurice	1, 2 & 3
2	Rèv Maliza	Ephrem Kalinijabo	1, 2 & 3
2	Wa Zwazo yo	Mayor Aubrey	1, 2 & 3
2	Pye Bwadchèn Nou An	Jane L. Howard	1, 2 & 3

2	Koyòt la ak Fwomaj la	Ana Galan	1, 2 & 3
2	Bear on the Loose!	Hilde Lysiak with Matthew Lysiak	3
2	The Word Collector	Peter H. Reynolds	3
2	Space Exploration	Jennifer Szymanski	3
2	Going Places	Paul A. Reynolds	3
3	Nouvo Timoun Nan	Hilary Rogers	1, 2 & 3
3	Kisa pou nou fè ak tout bagay sa a?	Anna W. Bardaus	1, 2 & 3
3	Dantis nan Fon Lanmè	Danny Carroll	1, 2 & 3
3	Little Butterfly / Ti Papiyon	Martyna Dessources	1, 2 & 3
3	Furaha E Myèl Yo	Kate Wanjira	1, 2 & 3
3	Our Table	Peter H. Reynolds	3
3	Testing the Ice: A True Story About Jackie Robinson	Sharon Robinson	3
3	Fly, Girl, Fly!: Shaesta Waiz Soars around the World	Nancy Roe Pimm	3
3	Pizza, Peanut Butter, and Pickles	Dan Gutman	3
3	The Bad Guys in the Big Bad Wolf	Aaron Blabey	3
3	Walrus vs. Elephant Seal	Jerry Pallotta	3
3	Happy Birthday, Martin Luther King	Jean Marzollo	3
3	Mia Mayhem Learns to Fly!	Kara West	3

3	Sink or Swim	Judy Katschke	3
3	What If You Had T. Rex Teeth!?: And Other Dinosaur Parts	Sandra Markle	3
3	Alligator vs. Python	Jerry Pallotta	3
3	The White House	Tedd Arnold	3
3	Banana Fox and the Book-Eating Robot	James Kochalka	3
3	Lucy Lopez: Coding Star	Claudia Mills	3
3	The Secret Life of the Red Fox	Laurence Pringle	3
3	The Spy's Secret (Key Hunters #2)	Eric Luper	3
3	Beware the Claw! (Hound Heroes #1)	Todd Goldman	3
3	Mac Undercover	Mac Barnett	3
4	Eleksyon Klas la	Mùthoni wa Gìchùrù	1, 2 & 3
4	Pa Egzakteman Sanblab	Esther Uwera	1, 2 & 3
4	Yon Kont sou De Zanmi	Martyna Dessources	1, 2 & 3
4	Avanti Bibin	Laforest Bichly-Marie-Gaëlle	1, 2 & 3
4	Catching a Storyfish	Janice N. Harrington	3
4	Animal Rescue Friends	Gina Loveless; Meika Hashimoto	3
4	Whale vs. Giant Squid	Jerry Pallotta	3
4	Saving Winslow	Sharon Creech	3

4	Ugly Cat & Pablo	Isabel Quintero	3
4	March On!: The Day My Brother Martin Changed the World	Christine King Farris	3
4	Balto	Emma Carlson Berne	3
4	Stella Díaz Dreams Big	Angela Dominguez	3
4	Hidden Figures: The True Story of Four Black Women and the Space Race	Margot Lee Shetterly with Winifred Conkling	3
4	Most Wanted: Deadliest Ocean Creatures	John Perritano	3
4	Yo-Yo and Yeou-Cheng Ma, Finding Their Way	Ai-Ling Louie	3
4	Titanosaur: Discovering the World's Largest Dinosaur	Dr. Diego Pol & Dr. José Luis Carballido	3
4	Power Forward	Hena Khan	3
4	Slimed	Liam Gray	3
4	Lety Out Loud	Angela Cervantes	3
4	Delivering Justice: W. W. Law and the Fight for Civil Rights	James Haskins	3
4	The Mysterious Moonstone	Eric Luper	3
4	Volcano Blast	Marlane Kennedy	3
5	Konpetisyon an	Stacey Cherono Bett	1, 2 & 3
5	Andan nan Forè a	Margaret Muthee	1, 2 & 3
5	Mistè Pye Bwa K ap Peplase	Kate Wanjira Kamau	1, 2 & 3
5	Kay Matant Pola	Christina Doret	1, 2 & 3

5	Avanti Nuru a	Margaret Muthee	1, 2 & 3
5	Because of the Rabbit	Cynthia Lord	3
5	Poetry for Young People: Robert Frost	Robert Frost and Gary D. Schmidt	3
5	Most Wanted: Deadliest Ocean Creatures	John Perritano	3
5	The Future of Money: The Good, the Bad, the Bitcoin	Elizabeth Milton	3
5	Lesser Spotted Animals	Martin Brown	3
5	Martin Rising, Requiem for a King	Andrea Davis Pinkney	3
5	Because of Winn-Dixie	Kate DiCamillo	3
5	Chasing Vermeer	Blue Balliet	3
5	Pyramids, Temples, and Tombs	Mary Atkinson	3
5	When the Beat Was Born: DJ Kool Herc and the Creation of Hip Hop	Laban Carrick Hill	3
5	I Survived Hurricane Katrina, 2005	Lauren Tarshis	3
5	Wild Survival: Swimming With Sharks	Melissa Cristina Márquez	3
5	Charlie & Frog	Karen Kane	3
5	Front Desk	Kelly Yang	3
5	Dog Diaries: A Middle School Story	James Patterson and Stephen Butler	3
5	Radio Fifth Grade	Gordon Korman	3
5	I Survived the Galveston Hurricane, 1900	Lauren Tarshis	3

NEW WORLDS READING INITIATIVE BOOKLIST

Grade	Title	Author	Year
K	Never Touch a Dragon!	Rosie Greening	2 & 3
K	How Do Dinosaurs Play with Their Friends?	Jane Yolen	2 & 3
K	Llama Llama Yum Yum Yum	Anna Dewdney	1, 2 & 3
K	Moo, Baa, La La La	Sandra Boynton	2 & 3
K	Puppy Mudge Wants to Play	Cynthia Rylant	2 & 3
K	I Like it When...	Mary Murphy	2 & 3
K	I Love You Through and Through	Bernadette Rossetti-Shustak	2 & 3
K	From Head to Toe	Eric Carle	2 & 3
K	The Very Hungry Caterpillar	Eric Carle	1 & 3
K	The Little Engine That Could	Watty Piper	2 & 3
K	If You Give a Mouse a Cookie	Laura Joffe Numeroff	1 & 3
1	Rubble to the Rescue!	Kristen L. Depken	2 & 3
1	Kitten's First Full Moon	Kevin Henkes	2 & 3
1	Sheep Out to Eat	Nancy E. Shaw	2 & 3
1	Just Critters Who Care	Mercer Mayer	2 & 3
1	How Do Dinosaurs Clean Their Rooms?	Jane Yolen	2 & 3

1	I Love Pete the Kitty	James Dean	2 & 3
1	Curious George: The Dog Show	H. A. Rey	2 & 3
1	Sheep in a Jeep	Nancy E. Shaw	2 & 3
1	The Very Busy Spider	Eric Carle	2 & 3
1	A Chair For My Mother	Vera B. Williams	3
1	Curious George Makes Pancakes	Margret Rey & H.A. Rey	1 & 3
1	Babe Ruth Saves Baseball	Frank Murphy	3
2	The True Story of the Three Little Pigs	Jon Scieszka	1, 2 & 3
2	Pumpkin Soup	Helen Cooper	2 & 3
2	Henry and Mudge: The First Book	Cynthia Rylant	2 & 3
2	Ira Sleeps Over	Bernard Waber	2 & 3
2	Brave Norman	Andrew Clements	2 & 3
2	Miss Nelson is Missing	Harry G. Allard Jr.	1, 2 & 3
2	Oh, the Thinks You Can Think	Dr. Seuss	2 & 3
2	Henry and Mudge and the Wild Goose Chase	Cynthia Rylant	2 & 3
2	Nate the Great and the Big Sniff	Marjorie Weinman Sharmat and Mitchell Sharmat	2 & 3
2	Who Was King Tut?	Roberta Edwards	3
2	Dragons and Marshmallows (Zoey and Sassafras, 1)	Asia Citro	3

2	Black Out!: Animals that Live in the Dark	Ginjer L. Clarke	1 & 3
3	Third Grade Angels	Jerry Spinelli	2 & 3
3	Aliens for Breakfast	Stephanie Spinner and Jonathan Etra	2 & 3
3	Junie B. Jones and the Yucky Blucky Fruitcake	Barbara Park	2 & 3
3	Wayside School is Falling Down	Louis Sachar	2 & 3
3	Midnight on the Moon (Magic Tree House, No. 8)	Mary Pope Osborne	2 & 3
3	The Talking T. Rex (A to Z Mysteries)	Ron Roy	2 & 3
3	Horrible Harry Cracks the Code	Suzy Kline	2 & 3
3	Freckle Juice	Judy Blume	2 & 3
3	The Lucky Lottery (A to Z Mysteries)	Ron Roy	2 & 3
3	The Tale of Despereaux	Kate DiCamillo	3
3	James and the Giant Peach	Roald Dahl	3
3	Charlotte's Web	E.B. White	1 & 3
4	Haunted Castle on Hallow's Eve	Mary Pope Osborne	2 & 3
4	The Fourteenth Goldfish	Jennifer L. Holm	2 & 3
4	I Survived the Sinking of the Titanic, 1912	Lauren Tarshis	2 & 3
4	Superfudge	Judy Blume	2 & 3
4	The Wonderful World of Oz	L. Frank Baum	2 & 3

4	Wishtree	Katherine Applegate	2 & 3
4	The Infamous Ratsos	Kara LaReau	2 & 3
4	The Field Guide (1) (The Spiderwick Chronicles)	Tony DiTerlizzi and Holly Black	3
4	I Survived Hurricane Katrina, 2005	Lauren Tarshis	2 & 3
4	Mr. Popper's Penguins	Richard and Florence Atwater	3
4	Call it Courage	Armstrong Sperry	1 & 3
4	Esperanza Rising	Pam Muńoz Ryan	1 & 3
5	Saving Winslow	Sharon Creech	2 & 3
5	The Lemonade War (The Lemonade War Series, Book 1)	Jacqueline Davies	2 & 3
5	The Guide Dog Mystery (The Boxcar Children Mysteries)	Gertrude Chandler Warner	2 & 3
5	The One and Only Ivan	Katherine Applegate	1, 2 & 3
5	Bunnicula: A Rabbit-Tale of Mystery	Deborah Howe and James Howe	2 & 3
5	A Dog Called Kitty	Bill Wallace	2 & 3
5	No Talking	Andrew Clements	2 & 3
5	In Their Own Words: Abraham Lincoln	George Sullivan	2 & 3
5	Frindle	Andrew Clements	2 & 3
5	My Father's Dragon	Ruth Stiles Gannett	3
5	The Watsons Go to Birmingham 1963	Christopher Paul Curtis	3