

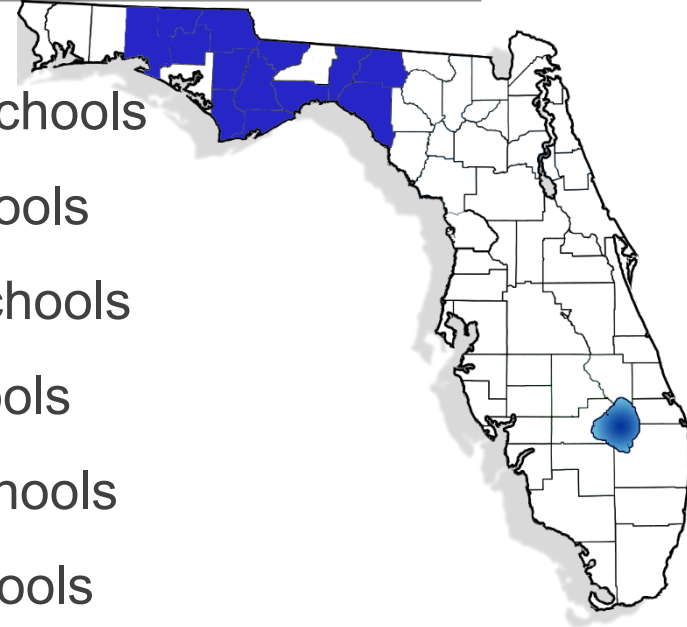
# New Worlds Reading Initiative Regional Partnership

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# NWRI Partnership Member Districts

- Calhoun County Schools
- FAMU DRS
- Franklin County Schools
- Gadsden County Schools
- Gulf County Schools
- Holmes County Schools
- Jackson County Schools
- Jefferson County Schools
- Liberty County Schools
- Madison County Schools
- Taylor County Schools
- Wakulla County Schools
- Walton County Schools
- Washington County Schools



*The New Worlds Reading Initiative received bipartisan support in the Florida Legislature and was signed into law in June 2021. This created the New Worlds Reading Initiative, Florida's first statewide book distribution program, to provide free at-home literacy support for eligible K-5 public and charter school students not yet reading on grade level.*



**Project Service Areas:**

**Area 1:** Parent and Family Literacy Workshops: Planning, hosting, and facilitating family education events around supporting their children with literacy skills.

**Area 2:** Community Literacy Events: Planning and hosting promotional events centered around literacy on behalf of the New Worlds Reading Initiative to increase participation in and awareness of the initiative.

*New Worlds Reading Initiative Regional Partnership for Lastinger Center for Learning* funding will allow the PAEC to serve a pivotal role in Florida's New Worlds Reading Initiative. A key outcome of this initiative will be to increase the number and frequency of New Worlds Reading opportunities and activities within local communities and family-based events, with an emphasis on rural underserved and marginal communities.



- Home libraries for K-5 children
- Building caregivers' confidence and capacity to support their child's reading development through strategies, tips and tools to encourage meaningful engagement with books.



Table 1

PAEC Member District Percent Student Participation in New Worlds Reading Initiative

District	Size	Total K-5 Students	Eligible K-5 Students	Eligible Students (%)	Enrolled Students	Eligible Enrolled Students (%)
<b>Zone 1</b>						
Franklin	Small	530	373	70.40	79	21.20
Gulf	Small	833	591	70.90	22	37.20
<b>Zone 2</b>						
Calhoun	Small	895	582	65.00	214	36.80
FAMU DRS	Small	277	181	65.30	31	17.10
Gadsden	Medium	2057	1648	80.10	242	14.70
Liberty	Small	571	379	66.40	103	27.20
<b>Zone 3</b>						
Holmes	Small	1447	1223	84.50	417	34.10
Jackson	Medium	2845	1936	68.00	549	28.40
Walton	Medium	5210	3249	62.40	633	19.50
Washington	Small	1490	978	62.40	347	35.50
<b>Zone 4</b>						
Jefferson	Small	342	336	98.20	31	9.20
Madison	Small	1055	800	75.80	209	26.10
Taylor	Small	1275	973	76.30	314	32.30
Wakulla	Medium	2289	1375	60.10	419	30.50

# NWRI Regional Student Participation Data 2022-2023

# ROI INSTITUTE®

## ROI ANALYSIS PLAN

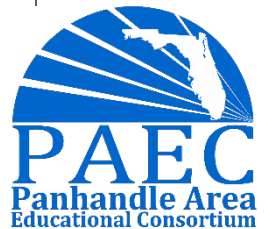
Purpose of This Evaluation: NWRI

Program/Project: PAEC AND NWRI PARTNERSHIP

Responsibility: KRIS BRAY and YVETTE LERNER

Date: 6.22.23

Data Items (Usually Level 4)	Methods for Isolating the Effects of the Program/ Process	Methods of Converting Data to Monetary Values	Cost Categories	Intangible Benefits	Communication Targets for Final Report	Other Influences/ Issues During Application	Comments
Questionnaire	Difference from prequestionnaire to post results			Increase amount of text read. Build background knowledge and vocabulary Increase reading fluency. Increase the number of books read by child independently. Increase parent involvement and support of literacy skills. Increase parent engagement.	NWLI Team PAEC Leadership PAEC Board of Directors		In year one intangible benefits will be used for the data item for level 4.  In subsequent years Level 4 data will shift to FAST data comparisons to calculate ROI.



Level	Program Objective(s)	Measures	Data Collection Method/Instruments	Data Sources	Timing	Responsibility
1	<p><b>SATISFACTION/PLANNED ACTION</b></p> <p>Increase the percentage of students participating in the NWRI.            Increase collaboration among stakeholders.            Increase parental awareness and home support for NWRI resources.</p>	Demographic information from state pre-program compared to post	State data collection system	State data collection system	Report Quarterly	staff
2	<p><b>LEARNING</b></p> <p>Build the why</p> <p>Provide opportunities for parents to practice the use of NWRI materials.</p>	2 out of 5 on a 1 to 5 rating scale using a comfort level survey pre-post	Questionnaire	Parents and guardians	6 months	staff
3	<p><b>APPLICATION/ IMPLEMENTATION</b></p> <p>Through parent awareness and registration opportunities, percent of students enrolled will increase be 25% within a one-year period.</p>	Demographic information from state pre-program compared to post	State data collection system	State data collection system	End of 2023-24 academic year	staff





Level	Program Objective(s)	Measures	Data Collection Method/Instruments	Data Sources	Timing	Responsibilities
4	<p><b>BUSINESS IMPACT</b></p> <p>The role of physical books to support literacy in the home.</p> <p>The importance of reading proficiency.</p> <p>Advance childhood literacy skills.</p> <p>Build lifelong love of reading to advance the love of learning.</p>	2 out of 5 on a 1 to 5 rating scale using a comfort level <a href="#">survey</a> post	Questionnaire Post comparison	State data collection system	End of year June 20 2024	staff
5	ROI	Comments:				



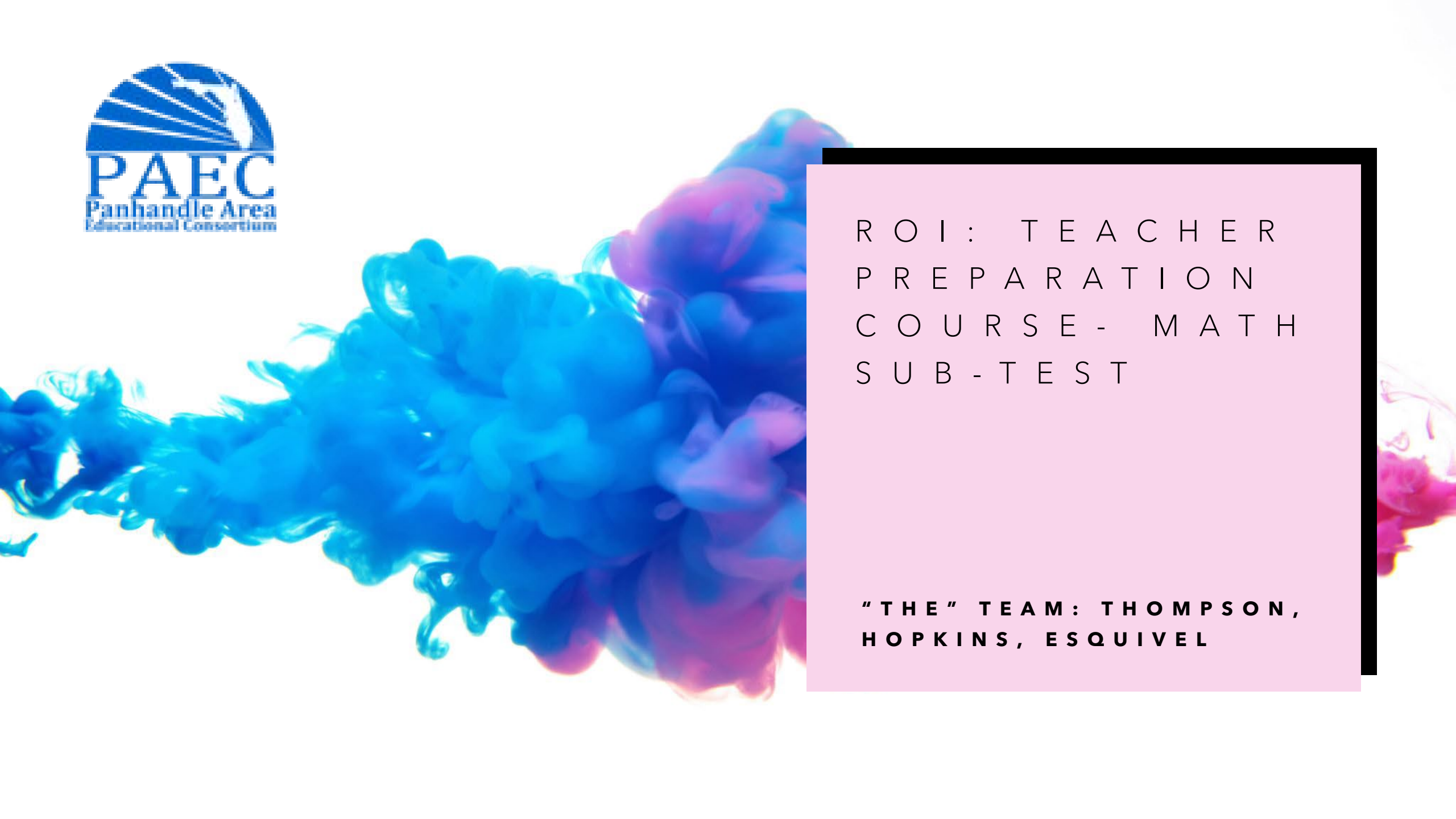
# Thank you for your support!!!

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## Kris Bray and Yvette Lerner

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[www.paec.org](http://www.paec.org)



The background of the slide is a white surface with large, abstract splashes of blue and pink ink. The blue ink is on the left side, and the pink ink is on the right side, with some overlap in the center. The ink splashes are dynamic and fluid, creating a sense of movement and energy.

ROI: TEACHER  
PREPARATION  
COURSE - MATH  
SUB-TEST

**"THE" TEAM: THOMPSON,  
HOPKINS, ESQUIVEL**

# WHO, AND WHY?

We have very strong professional development programs in Reading, Language Arts, Principal Leadership, ESOL, etc. The last several years we have been planning on implementing a strong Math component. Our districts are in dire need of a math consultant. Part of our mission is to help our small and rural school districts access resources that might not be available to them due to their small size (funding). We are in the space where we can now develop a strong math professional development strand. The math consultant we were lucky to find, has been able to develop relationships throughout our school districts and is eager to go into the districts to provide assistance and guidance. One of our school districts purchased teacher certification preparation software. Their focus is on the general knowledge math subtest. Our Math Consultant was approached to deliver the course “live” using this software because it has been their experience that self-paced programs can actually take years to complete. Our interest in choosing this project is 1) is this software and teaching model something the school district should adopt and 2) is this a project that PAEC can facilitate for the districts under the consortium (14-member school districts and an additional 4 participating districts).

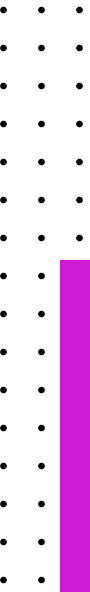
Who? School District teachers

Pilot project: One District (multiple schools)

Why? 1) Increase teacher retention through the use of this program to gain the skills, knowledge, and attitude needed to pass the certification exam; 2) Support our small and rural districts in projects that add value.

# HOW?

- Voluntary participation in math preparation certification
- Up to 30 participants
- Total of 20 meeting dates (4 meetings per month)– virtual
- A total of 4 competencies
- Pre-tests (at start of each competency) and post-tests (at end of each cycle) and feedback survey (at the end of each cycle)

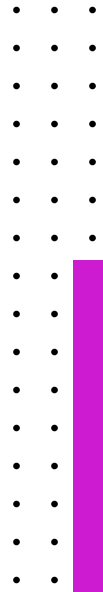




DATA  
COLLECTION  
PLAN

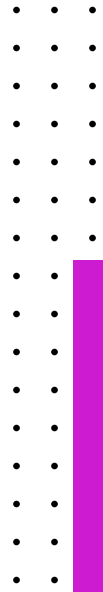
# LEVEL 1 - REACTION AND PLANNED ACTION

Broad Program Objective(s)	Measures	Data Collection Method / Instruments	Data Sources	Timing	Responsibilities
<ul style="list-style-type: none"> <li>• Perceive the math certification course facilitated by PAEC staff to be relevant to their job</li> <li>• Perceive the math certification course important to their completion and passing rate</li> <li>• Perceive the course to be value added in terms of time and funds invested</li> <li>• Rate the PAEC instructor as effective</li> <li>• Recommend this course to other teachers and school districts</li> </ul>	Survey score 4.5/5	Survey	Participant Response	<ul style="list-style-type: none"> <li>• At the beginning of the program</li> <li>• At course completion (6 months)</li> </ul>	Instructor



# LEVEL 2- LEARNING AND CONFIDENCE

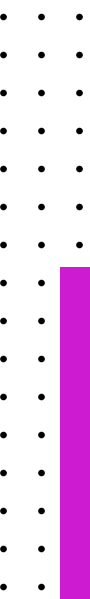
Broad Program Objective(s)	Measures	Data Collection Method / Instruments	Data Sources	Timing	Responsibilities
<ul style="list-style-type: none"> <li>• Structure competencies to teach concepts gradually and repeatedly, reinforcing concepts over time (spiral learning)</li> <li>• Teachers will feel confident in their ability to pass the certification test</li> </ul>	Progress Monitoring	Test Results	Tests	<ul style="list-style-type: none"> <li>• Pre-test (at the beginning of each competency)</li> <li>• Post-test (at the end of each cycle-4 competency lessons)</li> </ul>	Instructor





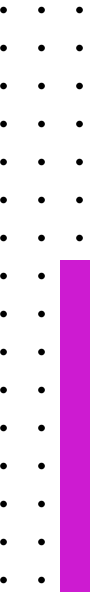
# LEVEL 3- APPLICATION AND IMPLEMENTATION

Broad Program Objective(s)	Measures	Data Collection Method / Instruments	Data Sources	Timing	Responsibilities
<p>Participants will</p> <ul style="list-style-type: none"> <li>Attend the meetings</li> <li>Receive constructive feedback</li> <li>Complete Assignments</li> <li>Take the certification exam</li> </ul>	<ul style="list-style-type: none"> <li>Participants will have no more than 3 excused absences</li> <li>All participants will complete their assignments</li> <li>80% of participants will take the certification exam</li> </ul>	<ul style="list-style-type: none"> <li>Sign-in sheet</li> <li>Completed pre-assessment</li> </ul>	Zoom meeting recording	<ul style="list-style-type: none"> <li>Weekly meetings</li> <li>Weekly assignments</li> <li>At the end of the program</li> </ul>	Instructor



# LEVEL 4 - BUSINESS IMPACT

Broad Program Objective(s)	Measures	Data Collection Method / Instruments	Data Sources	Timing	Responsibilities
<ul style="list-style-type: none"> <li>• Increase the number of teachers passing the math certification sub-test</li> <li>• Teacher Retention</li> </ul>	<ul style="list-style-type: none"> <li>• Test completion</li> <li>• Passing rate</li> <li>• Turnover Rate</li> </ul>	Test Results	Passing Rate	At course completion	Instructor





ROI ANALYSIS  
PLAN

# BREAKDOWN

Data Items (Usually Level 4)	Methods for Isolating the Effects of the Program/ Process	Methods of Converting Data to Monetary Values	Cost Categories	Intangible Benefits	Communication Targets for Final Report	Other Influences/ Issues During Application	Comments
Increase the number of teachers passing the math certification sub-test	Estimates (participant)	Do they receive an upgrade in pay? Supervisor or manager estimation	<ul style="list-style-type: none"> <li>• Initial project costs</li> <li>• Coaching costs</li> <li>• Administrative overhead</li> </ul>	<ul style="list-style-type: none"> <li>• Increased commitment</li> <li>• Reduced stress</li> <li>• Mindset</li> <li>• Employee Morale</li> <li>• Engagement</li> </ul>	<ul style="list-style-type: none"> <li>• District PD Coordinator</li> <li>• Executive Director</li> <li>• District Superintendent</li> </ul>	<ul style="list-style-type: none"> <li>• Not passing the other 3 tests</li> </ul>	Participant commitment is essential for this project to be successful.
Teacher Retention	Estimate (district)	Does the school receive more money? What is the money they save by retaining teachers?					

