

FLORIDA GRADE-LEVEL READING CAMPAIGN

AN INITIATIVE OF FACCT

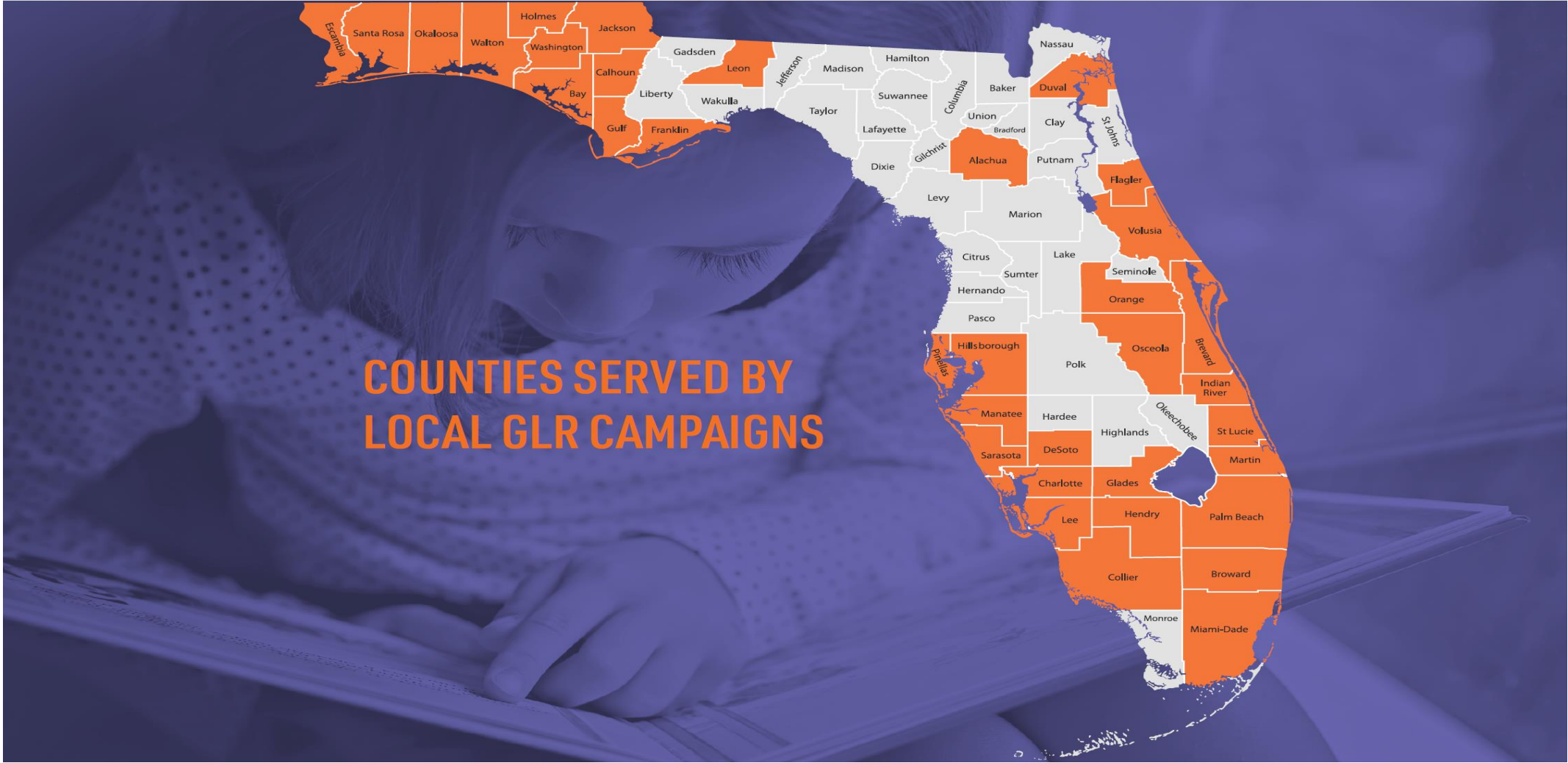


FGLRC Services & Resources
Presented By Jenn Faber, FGLRC Director
jfaber@facct.com **www.FloridaGLR.net**

Florida GLR Communities



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COUNTIES SERVED BY LOCAL GLR CAMPAIGNS

#FloridaGLR



FLORIDA
GRADE-LEVEL
READING
CAMPAIGN



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Helios[®]
Education Foundation

www.FloridaGLR.net

EARLYCARE®

Program Overview

- Designed to encourage proper early childhood (age 0-8) health, wellness, language, and literacy development
- Program available in English and Spanish
- Opt-in program available to parents, guardians and caregivers
- Age-appropriate resources based on child's birth date
- Educational text messages with links to resources that deliver deeper content and videos on reading and verbal interaction, parent/child engagement and play, child-rearing best practices, health, and wellness care



Focus Areas

Program Overview

Literacy, Learning and Brain Development:

- Early shaping in brain development techniques
- Language and literacy milestones
- Reading / writing techniques & activities

Health and Child-Rearing Best Practices:

- Early post-delivery support
- Breastfeeding
- Emotional health and support
- General health & wellness
- Physical growth and health milestones
- Activities and lifestyle tips



Program Awareness

Features & Components

- Program Promotion: Direct-to-mom and caregiver
- Print materials include: Brochures, posters, print ads



Companion Digital Library

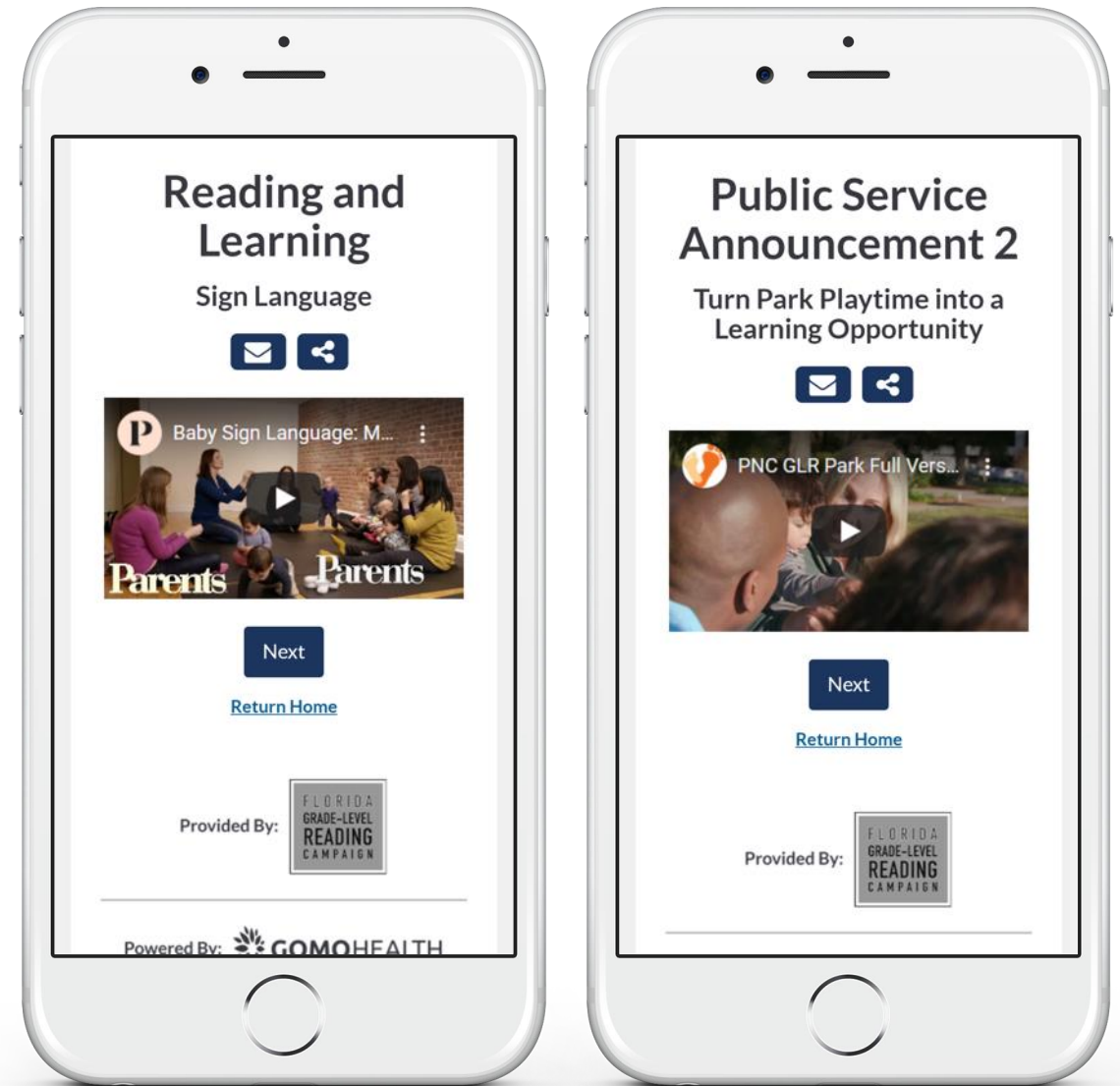
Features & Components

Multimedia Resources and Tools

- Additional multimedia resources and tools readily available (videos, handouts, sponsored content, etc.)

Accessing the Companion Directly

- Go to <https://fglrc.gomocompanion.com> and enter your enrolled mobile number



Experience the live demo!

Text EarlyCare to 52046

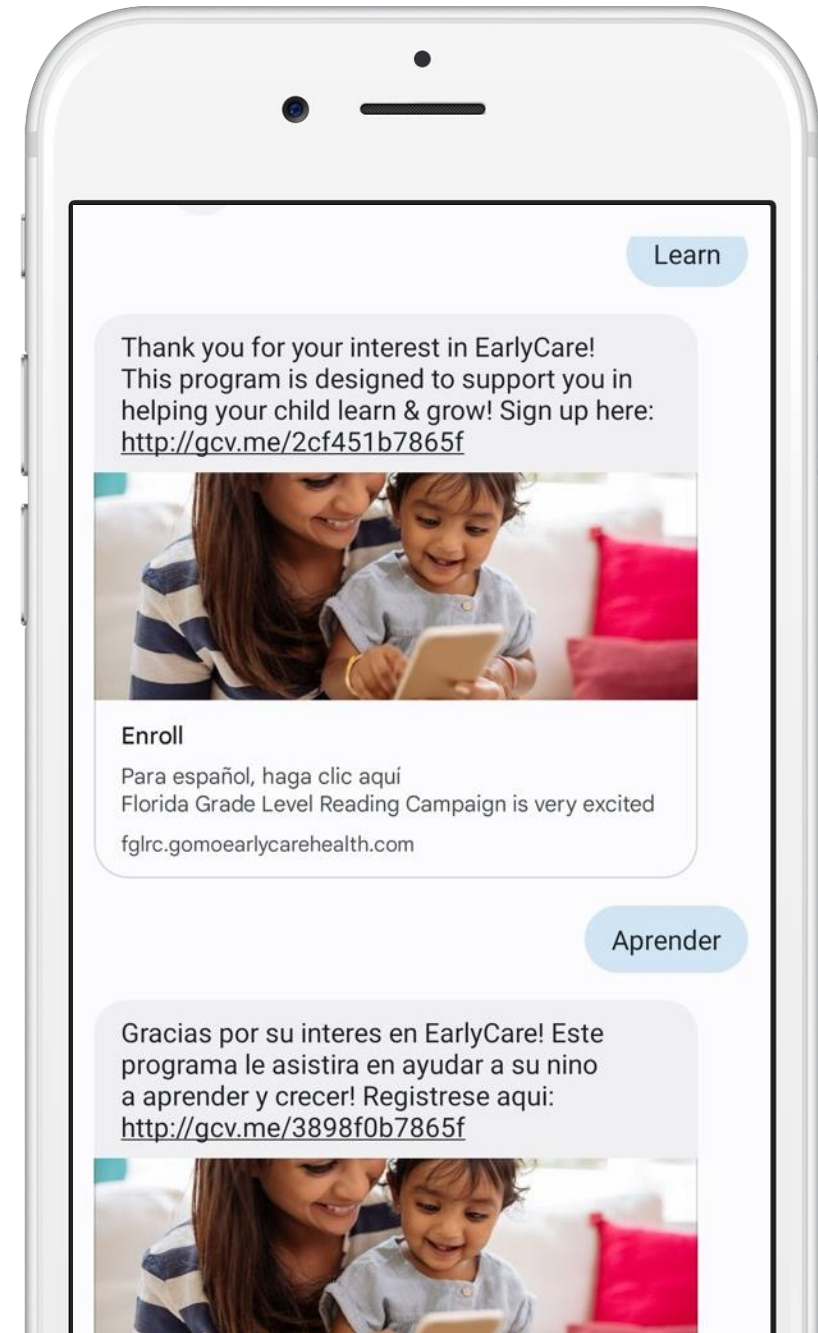
(This is a program sample, with messages sent one right after the other. Actual program content is spaced so only a few messages/week)



Program Enrollment

Features & Components

- 🌿 **Easy Enrollment:**
Participant texts the keyword **LEARN** or **APRENDER** to **52046** and receives a welcome message that directs them to the enrollment form



EARLYCARE® Text Messaging Service

Co-branding partners will receive:

- English & Spanish Brochure Template with your own agency logo, front & center
- 500 Brochures in combination of English and/ or Spanish
- Recognition as an EarlyCare® Partner on FGLRC website.
- Technical assistance webinar for marketing to local families & care providers
- \$300 co-branding production fee. FGLRC brochures available for free.*



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Signature of Intent For Co-Branded GoMo EarlyCare® Brochures

Florida Grade-Level Reading Campaign will soon be offering a co-branding opportunity for our EarlyCare® Text Messaging Program. Agencies are invited to help support the promotion of this free service made available to Florida parents and early learning providers of children ages birth through 8 years. Messages provide helpful age-appropriate prompts focusing on child health and education, including:

- Supports for children birth through 8 years old,
- Postpartum Brain Health support for mothers (birth to 6 months),
- Personalized text messages with tips and educational information based on your child's age,
- 24-7 Access to a free library of resources, including stories, games, activities, and other learning and development tools,
- And important wellness information, keeping you up to date with specific health, growth, and learning milestones.

To learn more about EarlyCare® visit our FAQ page (<https://fglrc.gomoearlycarehealth.com/faqs/>). To enroll, visit <https://fglrc.gomoearlycarehealth.com>, or text LEARN to 52046 for English or APRENDER to 52046 for Spanish.

All early learning partners throughout Florida are invited to co-brand on EarlyCare® brochures with Florida Grade-Level Reading Campaign for a one-time fee of \$300.

This partnership fee includes:

- Design of both English and Spanish EarlyCare® Brochures with your agency's color logo prominently featured on the front cover. A brochure template in both languages will be provided to partners for future printing as needed by your agency.
- An initial supply of up to 1000 brochures (English and/or Spanish), upon partnership and co-branding completion.
- Recognition as a GoMo EarlyCare® Partner on the FloridaGLR.net website.

This letter of intent is required as the first step in becoming an FGLRC EarlyCare Partner. Please complete the information request below showing your interest. Upon receipt of this intent to participate, FGLRC will be in touch with next steps regarding the Partnership Subscription Form, payment, logo submission, brochure design, printing, and website recognition.

Yes, our agency would like to partner with Florida Grade-Level Reading Campaign on GoMo EarlyCare® Brochures. Please send us a Partnership Subscription Form!

Agency: _____

Address: _____

Name of Contact: _____

Email: _____ Phone: _____

Please submit questions and Signature of Intent form to Jenn Faber at jfaber@facct.com by 4/28/23.



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FGLRC will offer EARLYCARE® co-branding again November 2023.

View EarlyCare Folder:

<https://www.dropbox.com/sh/n1j2nycg2mfbvdk/AABoIYOwfTgzXT-kR4z98zdqa?dl=0>

To see a demo:

Text EarlyCare to 52046

To personally enroll your child(ren):

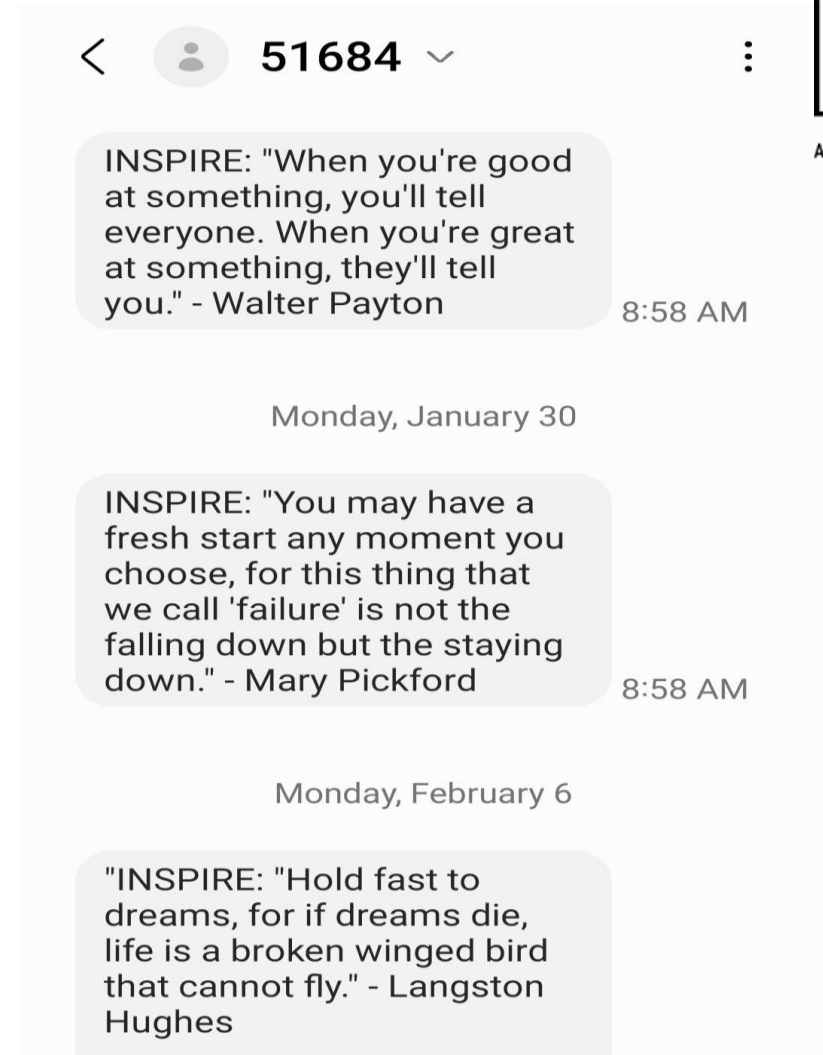
Text LEARN to 52046

GoMo: INSPIRATIONS FOR YOU!

- **Text INSPIRE to 51684**
to receive weekly Monday Inspirational Quotes!



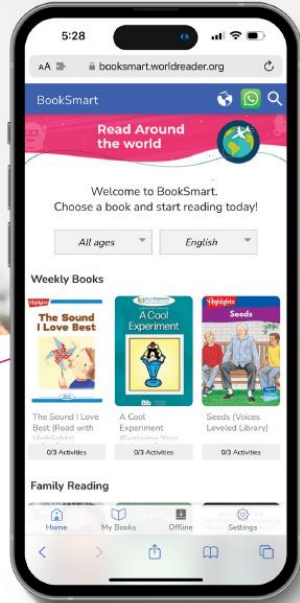
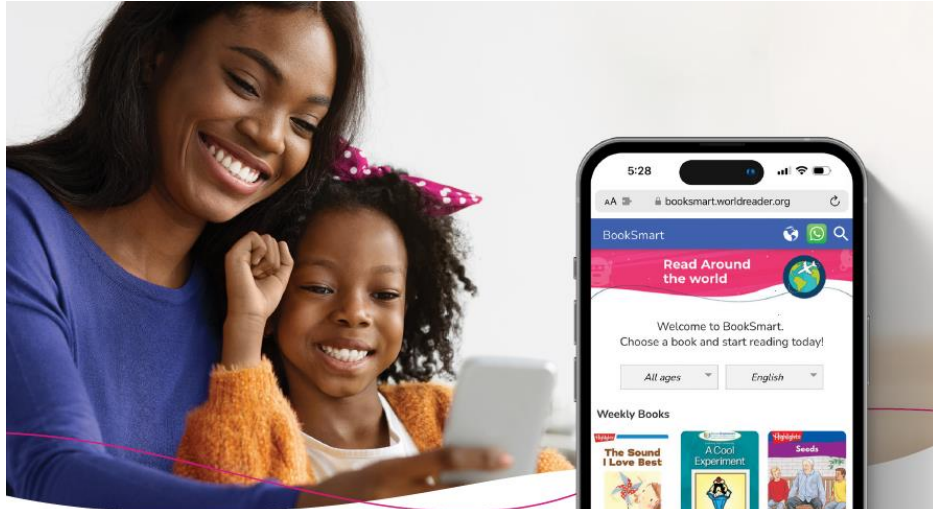
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FGLRC/BookSmart App Opportunity



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Build your child's reading skills through books and fun, play-based activities.

READ anywhere, anytime for **FREE!**

Access BookSmart today:
booksmart.world/facct



The BookSmart platform is available in multiple languages.

Access to this free (FL) BookSmart platform is made possible through a grant awarded by Worldreader to the Florida Grade-Level Reading Campaign.



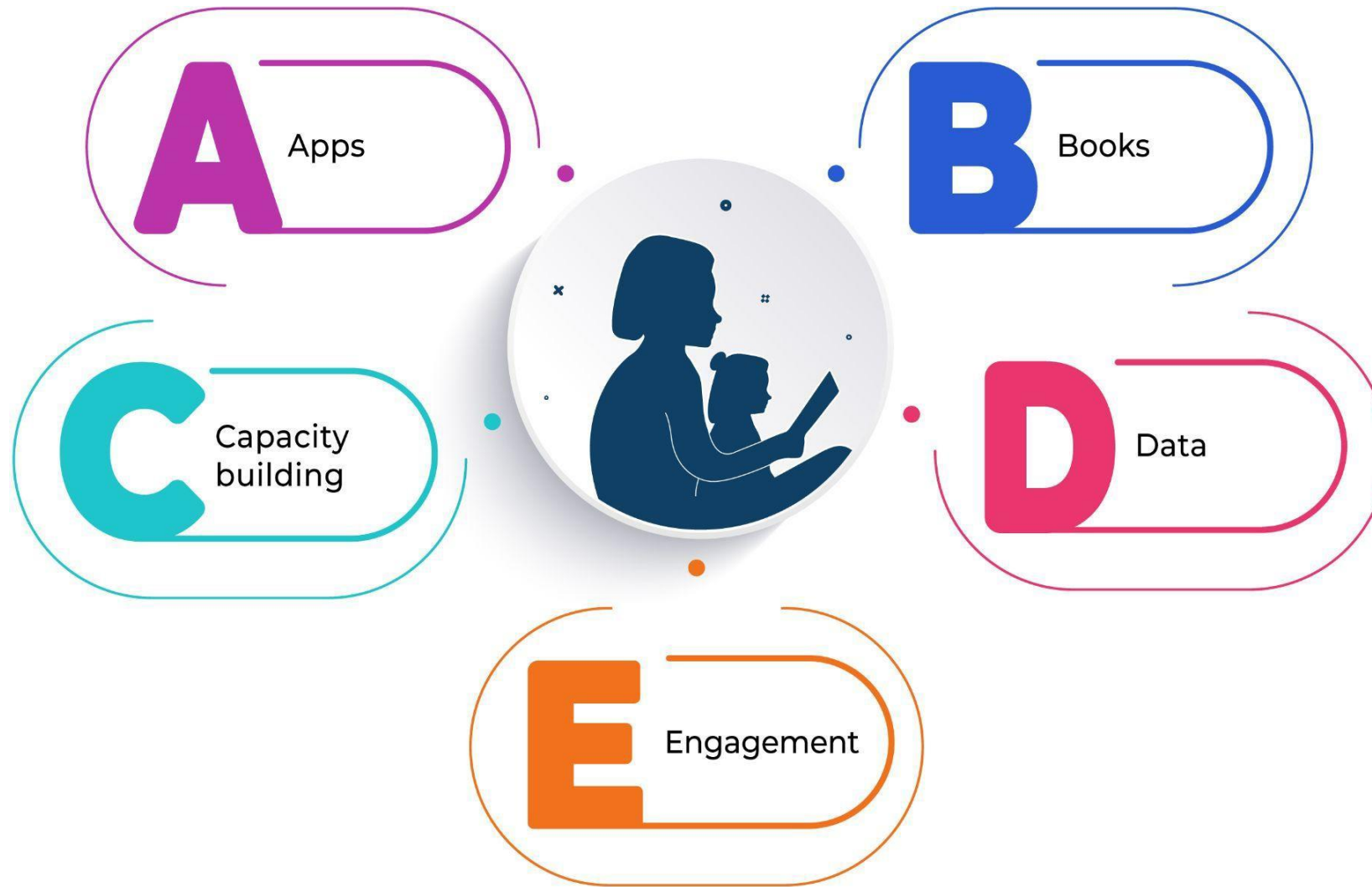
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<https://booksmart.world/facct>



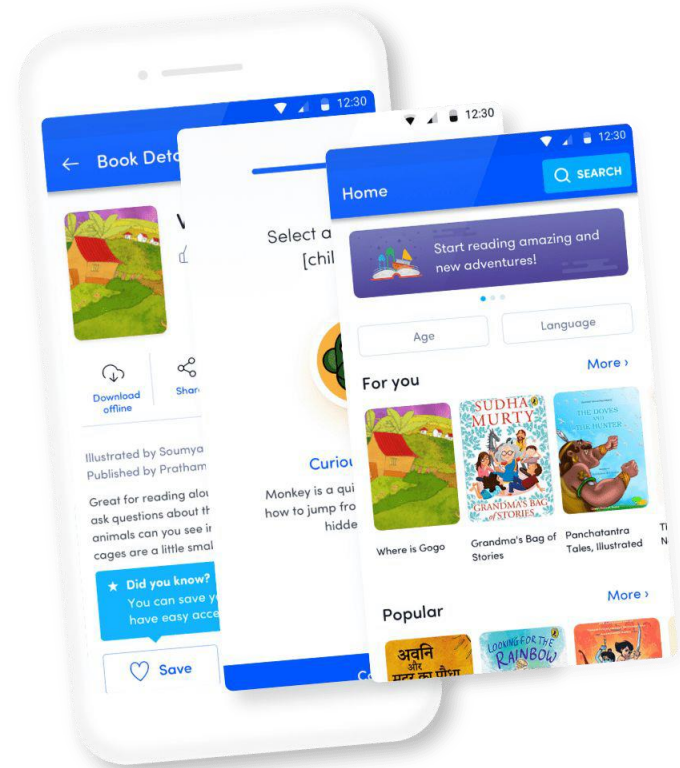
Follow us on Facebook for helpful weekly early literacy tips: facebook.com/FloridaGLR

Worldreader's **A B C D E** framework





We give readers access to books via our reading **apps**



The BookSmart app

Users:

For children ages 3-12 and parents
Family Reading

How it can be used:

- To enhance in and out of school home reading
- To help parents engage in conversations around books
- To provide book access and programming for out of school clubs and libraries



We offer over 1,000+ high-quality **Books**



Dozens of languages

App languages:

- English
- Spanish
- More available

Books languages:

- English
- Spanish



Supporting learners development

Including:

School-readiness

Literacy

Social-Emotional Learning



Wrap-around reading activities



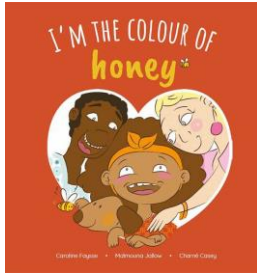
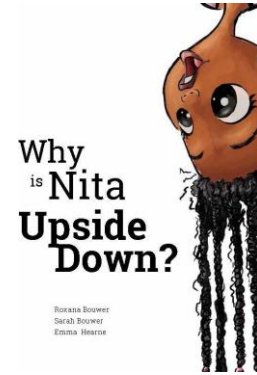
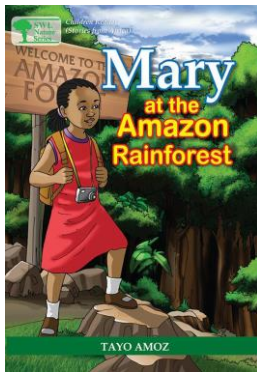
Reading Skills



Growing positive emotions

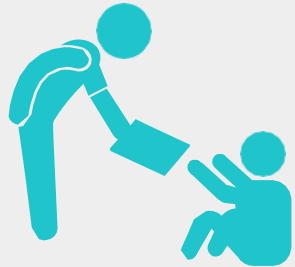


Play-based activities





By training and supporting caregivers and reading champions, we build confidence in their **capacity** to read to and with their children.



With caregivers, we focus on building confidence in their capacity to read to and with their children, **modeling dialogic reading** with supportive digital tips, **celebrating reading milestone** achievements, online and within their community.



Worldreader's partners – community-based and learning institution influencers – **receive an expanded portfolio of training** to encourage and empower caregivers and their children to read.



25 BOOK TRACKER

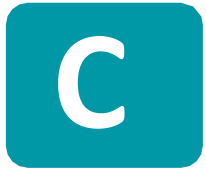
Color in a box for each book you read



Name: _____

The tracker consists of 25 numbered boxes arranged in a path. The path starts at a 'START' sign above box 1, goes down to 2, then right to 3, 4, and 5. From 5, it goes up to 6, 7, 8, and 9. From 9, it goes right to 10, then down to 11, 12, 13, 14, and 15. From 15, it goes right to 16, then up to 17, 18, 19, and 20. From 20, it goes right to 21, 22, and 23. From 23, it goes down to 24, and finally to 25. Below box 25 is a red checkered banner with the text 'YAY! YOU DID IT!'.

[English](#) and [Spanish](#): 25 Book Tracker Survey for Families: Submit any time!



Learning Activities

Each book is accompanied by three reading activities adults can do before or after reading, each activity takes approximately 10 minutes



Reading Champion

Build reading skills such as vocabulary, reading comprehension, and fluency



Growing Positive Emotions

Explore self-awareness and learn empathy through the experiences of characters



Play Based Activities

Learn through play-based activities that make reading more fun and memorable



Real-time **Data** helps partners understand reading behavior & take action



Time Reading

Track how much time each project and grade are reading



Reading Benchmarks

Validate time reading against benchmark goals



Books Read

See how many books are read by users



Popular Content

Discover the most popular books by reading level

The Worldreader Insights Dashboard

How many readers are using the platform?

3,508 readers

Since September 1st 2019



How many pages have children read?

214 pages

In the last 7 days



How long do children read each day?

8 minutes

Since September 1st 2019



How many times does a child read each week?

1 times

Since September 1st 2019



How long have children spent reading?

96 days 16 hours 5 minutes

Since September 1st 2019



How many books have been opened?

55,783 books

Since September 1st 2019



How many books does each child complete?

16 books

Since September 1st 2019



Which book category is the most popular?

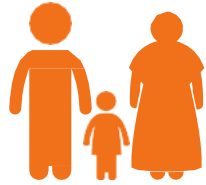
Fun Learning Concepts

Since September 1st 2019





We **engage** caregivers and communities to spur behavior change and a new culture of reading in the home and beyond.



For Caregivers

Worldreader works directly through social media, in-app and public service announcement and other like platforms, drawing on behavior change strategies, to drive caregivers to read to and with their children.



For Partners

Worldreader works closely with partners to enhance and elevate their community-outreach and caregiver communication strategies. Such strategies include, reading challenges, pre-written messages, and much more.

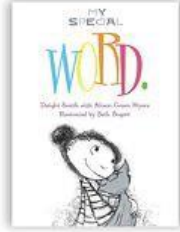
Monthly Resource Guide:

1. Book recommendations
2. Program leader/teacher tips
3. Parent Engagement Ideas
4. Links to Monthly message, goal tracking sheets, fliers, etc.
5. Exemplar program examples

My Special Word Collage


1 Start by reading *My Special Word* on your device using the link below

<https://booksmart.world/Bvfl>





2 Like students in Atlanta, choose your special word and write it below!

My special word is _____



3 Below, brainstorm pictures that remind you of your word.



 Worldreader

Understanding WR Reading Levels

Level	Read Level Name	Definition
A	Emerging Reader Picture Books	Pictures are dominant; Books with very few words; Includes ABC books and wordless books; No more than 1 sentence per image/page
B	Beginner Picture Books	Pictures are dominant; Short and simple sentences and words; Repetitive phrasing; Most images/pages have less than 4 sentences; Few pages have more than 4 sentences
C	Intermediate Picture Books	Pictures are dominant; Intermediate sentences and words; Most images/pages have more than 4 sentences per page; Most images/pages have whole paragraphs per image
D	Beginner Chapter Books	Few pictures, 1 image every 2-3 pages; Full pages of text; Simple to intermediate sentences and words
E	Intermediate Chapter Books	No pictures, or very few, but they are decorative or informative and unrelated to reading comprehension; Full pages of text; Simple to intermediate sentences and words; Simple vocabulary
F	Advanced Chapter Books	Books for fluent readers; Full pages of text; Intermediate sentences and words; Intermediate vocabulary
G	Self-directed Chapter Books	Books for fluent readers; Full pages of text; Advanced sentences and words; Advanced vocabulary

Sample learning activities



Repeat After Me

Practice “repeated reading” with your child. Find sentences to read in the story, and have your child repeat the same sentence, copying your pronunciation and expression.



I Like Your Face

Stand facing your child. Tell him/her what you love about his/her face. Have them tell you what they love about your face.



Let's Make a Fort!

Navi and Nita went to a place to talk. Have your child create a temporary private place or “fort” for themselves using blankets, chairs, pillows.

Why is Nita Upside Down?

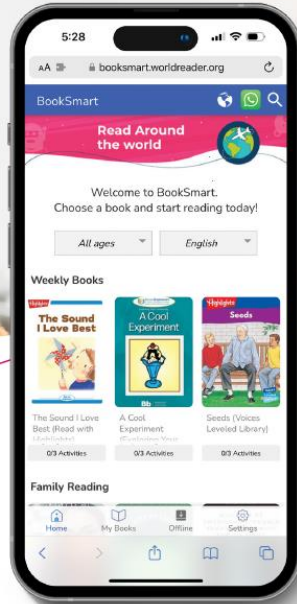
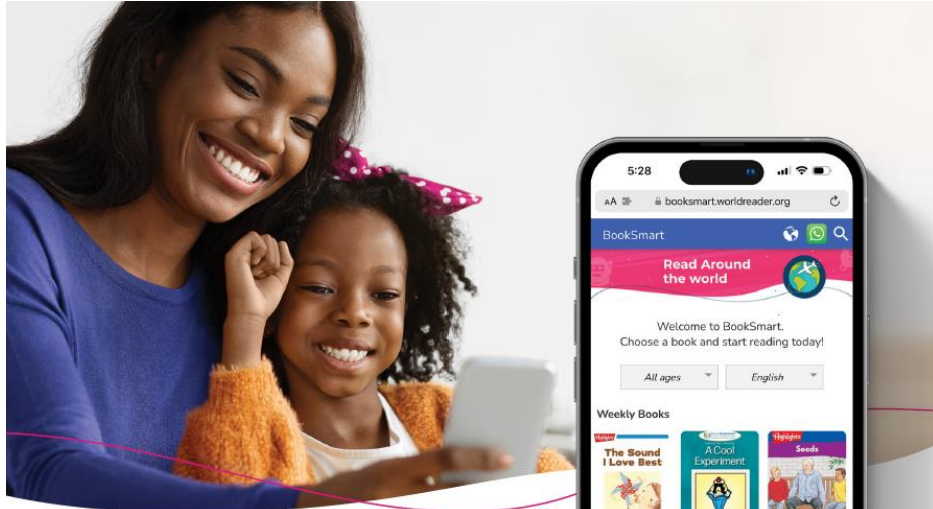
Roxana Bouwer
Sarah Bouwer
Emma Hearne



FGLRC/BookSmart App Opportunity



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Build your child's reading skills through books and fun, play-based activities.

READ anywhere, anytime for **FREE!**

Access BookSmart today:
booksmart.world/facct



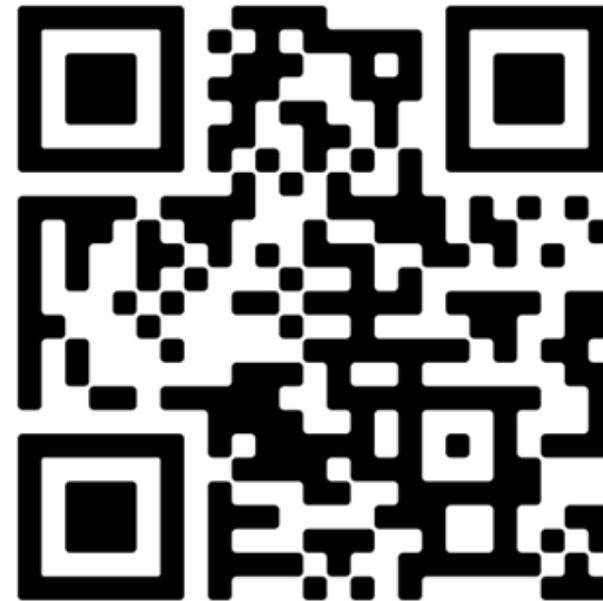
The BookSmart platform is available in multiple languages.

Access to this free (FL) BookSmart platform is made possible through a grant awarded by Worldreader to the Florida Grade-Level Reading Campaign.



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<https://booksmart.world/facct>



FGLRC DROPBOX FOLDER:

<https://www.dropbox.com/scl/fo/0x1bdgv7cak8xpwbwh9b/h?dl=0&rlkey=cpta3smwhj8sjnr4z93rhrnj>

Local campaign BookSmart designees are currently being recruited! Contact Jfaber@facct.com if interested!

Follow us on Facebook for helpful weekly early literacy tips: [facebook.com/FloridaGLR](https://www.facebook.com/FloridaGLR)

Lastinger Center Collaboration: RESOURCES FOR YOU!

FLORIDA
GRADE-LEVEL
READING
CAMPAIGN

○ Early Literacy Tip Sheets (Developed in partnership with UF Lastinger)

AN INITIATIVE OF FACCT 

○ 15 Parent, 15 Teacher & 15 Spanish Tip Sheets

FLORIDA GRADE-LEVEL READING CAMPAIGN
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WWW.FLORIDAGR.COM

Tip Sheet: Encourage Children to Make Connections

FOR PRESCHOOL PARENTS

For additional support on this topic, visit <https://bit.ly/GTConnect> to view a short video.

WHY? When you are reading to your child and something in the book reminds them of something familiar to them, they are making a **personal connection** with the story. Perhaps something the character does reminds them of something they did or another book. Talking about these connections encourages emergent comprehension, higher-level thinking, and oral language development.

WHAT? When children connect what they hear in a book to their lives, we call it making text connections. Making connections shows that they are listening and thinking about it. Children can make different types of text connections:

- **Text-to-self:** when something from the book makes them think about something that happened to them personally. For example, a story about a girl getting a puppy may remind them of the time they got a pet.
- **Text-to-world:** when something from the book reminds them of what they know about the world, such as science, social studies, or math concepts. For example, children may connect what they know about birds to the story of *The Ugly Duckling*.
- **Text-to-text:** when something from the book reminds them of another book. For example, the book *The Runaway Tortoise* may remind children of the story of *The Gingerbread Man*.

HOW? Here are some ways to encourage children to make text connections:

- Pause during the read aloud and ask your child if they remember a time something similar happened to them. Ask follow-up questions to encourage them to talk about it.
 - For example, "This little girl is lost! Do you remember when you got lost at the supermarket? How did you feel?"
- Pause and ask your child if this book reminds them of anything they've done.
- Model making different types of connections to the text. For example:
 - "This very hungry caterpillar is eating a lot of food! I remember that caterpillars eat a lot right before they turn into a butterfly!"
 - "Those boy's clothes are too big! That reminds me of when we read Goldilocks and papa and mama bears' chairs were too big for her!"

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Tip Sheet: Encourage Children to Make Connections

FOR PRESCHOOL TEACHERS

For additional support on this topic, visit <https://bit.ly/GTConnect> to view a short video.

WHY? Sometimes children get excited when they make personal connections during a read aloud. Help them manage their reaction by teaching them a hand signal, such as intertwining their two fingers and raising them above their heads. Allowing children to use a non-verbal signal connection signal helps lets them respond to the story without interrupting.

WHAT? When a story makes children think about something else, we say they are making a connection to the text. Making connections shows that they are listening and thinking about it. Children can make different types of connections:

- **Text-to-self:** when something from the book makes them think about something that happened to them personally. For example, a story about a girl getting a puppy may remind them of the time they got a pet.
- **Text-to-world:** when something from the book reminds them of what they know about the world, such as science, social studies, or math concepts. For example, children may connect what they know about birds to the story of *The Ugly Duckling*.
- **Text-to-text:** when something from the book reminds them of another book. For example, the book *The Runaway Tortoise* may remind children of the story of *The Gingerbread Man*.

HOW? Teach children to use a hand signal to show they are making a connection by following these steps:

1. Model the hand signal you want them to make, such as intertwining their fingers and raising their hands above their head. Have them copy the hand signal.
2. Explain what a connection is: "A connection is when something reminds you of something else. When you hear something in a book, and it reminds you of something else, you're making a connection." Repeat the hand signal.
3. Give an example: "In this book the character has a birthday party with cake and ice cream. I had a birthday party with cake and ice cream, too! This story made me think about that party, so I made a connection to the book."
4. Explain your expectation: "When I'm reading a book, show me you are making a connection with this hand signal. It's a silent signal so it doesn't interrupt the reading for our friends." Model the signal and have the children copy you.
5. Give an opportunity to practice: "Who else can make a connection to this book? Show me the hand signal."
6. Pick a few children to share out their connections.

TEACHER TIP
Children are most likely going to share text-to-self connections when they first start making connections. As they become more confident making connections, model making text-to-world and text-to-text connections and invite them to make these types of connections. Help children make connections by continuing to talk about the book at centers, snack, or other times during the day.

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Hoja de Consejos: Anime a los Niños a Hacer Conexiones

PARA PADRES DE NIÑOS PREESCOLARES

Para más información sobre este tema, visite <https://www.youtube.com/watch?v=1t4daDppJg> para ver un video breve.

¿POR QUÉ? Cuando usted lee a su hijo, y algo en el libro le hace recordar algo con lo que ya está familiarizado, esto significa que su hijo está haciendo una conexión personal con el cuento. Quizás algo que hace el personaje le recuerde a su hijo algo que haya hecho en el pasado o le recuerde otro libro que haya escuchado anteriormente. El hablar sobre estas conexiones fomenta la comprensión emergente, el pensamiento de alto nivel y el desarrollo de lenguaje oral.

¿QUÉ? A la conexión que los niños hacen entre lo que escuchan en un cuento y sus experiencias personales, es lo que se conoce como "hacer conexiones con el texto". Cuando su hijo hace conexiones, está demostrando que no solo está escuchando el cuento, sino que también está pensando al respecto.

Los niños pueden hacer diferentes tipos de conexiones con el texto:

- **Conexión entre el texto y yo:** cuando algo en el cuento les hace pensar en algo que les sucedió a ellos mismos. Por ejemplo, un cuento sobre una niña que tiene un perro, les puede recordar cuando compraron una mascota.
- **Conexión entre el texto y el mundo:** cuando algo en el cuento les hace acordar de algo que ya saben sobre el mundo, como conceptos de ciencia, estudios sociales o de matemáticas. Por ejemplo, los niños pueden hacer conexiones de lo que saben sobre pájaros con el cuento *El Pájaro Feo*.
- **Conexión entre el texto con otro texto:** cuando algo en el libro les hace acordar de otro libro que han escuchado o leído. Por ejemplo, el libro *La Tortuga Conadora* les puede hacer acordar a los niños del cuento *El Hombre de Jengibre*.

¿CÓMO? A continuación, se ofrecen algunas formas de alentar a los niños a hacer conexiones con el texto:

- Haga una pausa periódicamente a lo largo del libro y pregúntele a su hijo si recuerda alguna ocasión en que algo similar le sucedió. Haga preguntas de seguimiento para animarlo a hablar al respecto.
 - Por ejemplo, "Esta niña está perdida, ¿recuerdas cuando te perdiste en el supermercado? ¿Cómo te sentiste?"
- Haga una pausa y pregúntele a su hijo si este cuento le recuerda algo que haya hecho.
- Provea ejemplos de diferentes tipos de conexiones con el texto. Por ejemplo:
 - "Esta oruga muy hambrienta está comiendo mucho! ¿Recuerdas que las orugas comen mucho justo antes de convertirse en mariposa?"
 - "La ropa del niño es demasiado grande! ¿Eso me recuerda cuando leímos 'Bicicos de Oro' y las sillas de papa oso y mamá oso eran demasiado grandes para ella?"

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FGLRC Repository



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Filter by:

PRIMARY AUDIENCE

- Parents
- Educators
- Stakeholders

ADDITIONAL AUDIENCE(S)

- Parents
- Educators
- Stakeholders

CATEGORIES

- Public policy & data
- Videos & tutorials
- Engagement & awareness
- Training opportunities
- Educator resources for teachers, paraprofessionals
- Parent resources
- Available in Spanish
- Available in Haitian/Creole

EDUCATORS

IES Practice Guide: Foundational Skills to Support Reading for Understanding

This practice guide provides four recommendations for teaching foundational reading skills to students in kindergarten through 3rd grade. Each recommendation in...

+

EDUCATORS

Florida Center for Reading Research (FCRR) Student Center Activities

Student Center Activities are available for use in Pre-K through fifth grade classrooms. The activities are designed for students to practice, demonstrate and e...

+

PARENTS

Supporting Your Child's Learning at Home

Learning to read begins at home through everyday interactions with children, long before they attend school. Supporting literacy development as children enter e...

+

EDUCATORS

Florida Center for Reading Research (FCRR) Reading Program Repository

The Reading Program Repository is a resource to provide a one-stop shop to support Florida Local Education Agencies (LEAs) with being good consumers of research...

+

<https://floridaglr.net/repository/>

Early Language & Literacy: RESOURCES FOR YOU!

- **Early Language Development PSAs**
 - (Developed in partnership with PNC Bank)
 - 12 PSAs: 9 English/3 Spanish available on FGLRC [Dropbox](#)
 - Utilized in EarlyCare Text Messaging, in Sound Beginnings, on [Play List](#) & other trainings, in social media posts, etc.



Early Language PSA: RESOURCES FOR YOU!

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Sound Beginnings Ambassador Opportunity



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FGLRC continues to recruit additional Sound Beginning Ambassadors to present this training of the same name. Spanish and English ambassadors are recruited to deliver this training designed by UF Lastinger Center and FGLRC. Candidates must agree to present this training at least two times per year and should be employed by an early education agency offering trainings to local early learning providers. FGLRC's next Sound Beginnings Ambassador Meeting will be held in late September. Contact Kristi at Kbiffar@facct.com for details on trainings and/or ambassador applications.



Supporting Literacy in School-Age Programs



Supporting Literacy In School-Age Programs



The Department of Children and Families
Office of Child Care presents:

Supporting Literacy in School-Age Programs. This course helps prepare out-of-school time (OST) practitioners with fostering development of reading and writing in school-age children, and helps practitioners identify and address risk factors for delays in literacy in order to mitigate or prevent future illiteracy. Upon completion of this course, child care professionals will be able to:

- >> Describe the developmental process related to literacy and implications of school-age children
- >> Explain how the development of literacy can be supported in various components of school-age programs
- >> Name the characteristics of effective literacy initiatives in school-age programs
- >> Relate best practices in implementing literacy curricula throughout the components of school-age programs
- >> Identify risk factors that may cause delays in the development of literacy

Additionally, 0.5 CEUs may be earned for completing this five-hour course. To access this course, go to www.myflfamilies.com/childcare and select "Training and Registry Login."



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OST Training Opportunities



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FLORIDA GRADE-LEVEL READING CAMPAIGN

**PROMISING
LITERACY
PRACTICES**
IN K-5 OUT-OF-
SCHOOL-TIME PROGRAMS

STAFF TRAINING OPPORTUNITY

Florida Grade-Level Reading Campaign (FGLRC), an initiative of Florida Alliance of Children's Council & Trusts (FACCT), offers an engaging in-person training based on FGLRC's *'Promising Literacy Practices in K-5 OST Programs'*, a document designed for K-5 OST staff and directors.

Training participants will be guided through 21 literacy practices aligned to the 7 categories of the Florida Standards for Quality Afterschool Programs. They will partake in small group discussion and activities that support these literacy practices, and will be familiarized with supporting literacy research documents and resources.

[View in OST Folder:](#)

<https://www.dropbox.com/sh/n1j2nycg2mfbvdk/AABoIYOwfTgzXT-kR4z98zdqa?dl=0>

Fall Trainings:

- Sept 26: CSC/Broward
- Oct 5: KHA/Jacksonville
- Oct 6: JWB/Pinellas
- Dec 7: Trust/Alachua

Training Details:

- Schedule a 2–3-hour training with us in your community
- Host up to 50 participants
- Fee is \$500 per training course for up to 3 hours (upon signed contract), plus all travel fees (to be paid to FGLRC following training).

Clients must confirm their requested training date, secure the training location, provide all necessary A/V, and recruit all training participants.

Contact Us to Schedule:

Director of Florida Grade-Level Reading Campaign and experienced OST trainer, Jenn Faber is the point of contact for training coordination and will also serve as the on-site trainer. To inquire about FGLRC's Promising Literacy Practices Training or other FGLRC resources, please contact Jenn at jfaber@facct.com.



Internet Connectivity: RESOURCE FOR YOU!

○ www.ACPBenefit.org



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AFFORDABLE CONNECTIVITY PROGRAM 2 STEPS TO ENROLL:

- 1 Go to ACPBenefit.org to apply today.
- 2 Then select your preferred participating internet provider to have the discount applied to your bill.

The Affordable Connectivity Program is a Federal Communications Commission Benefit Program.



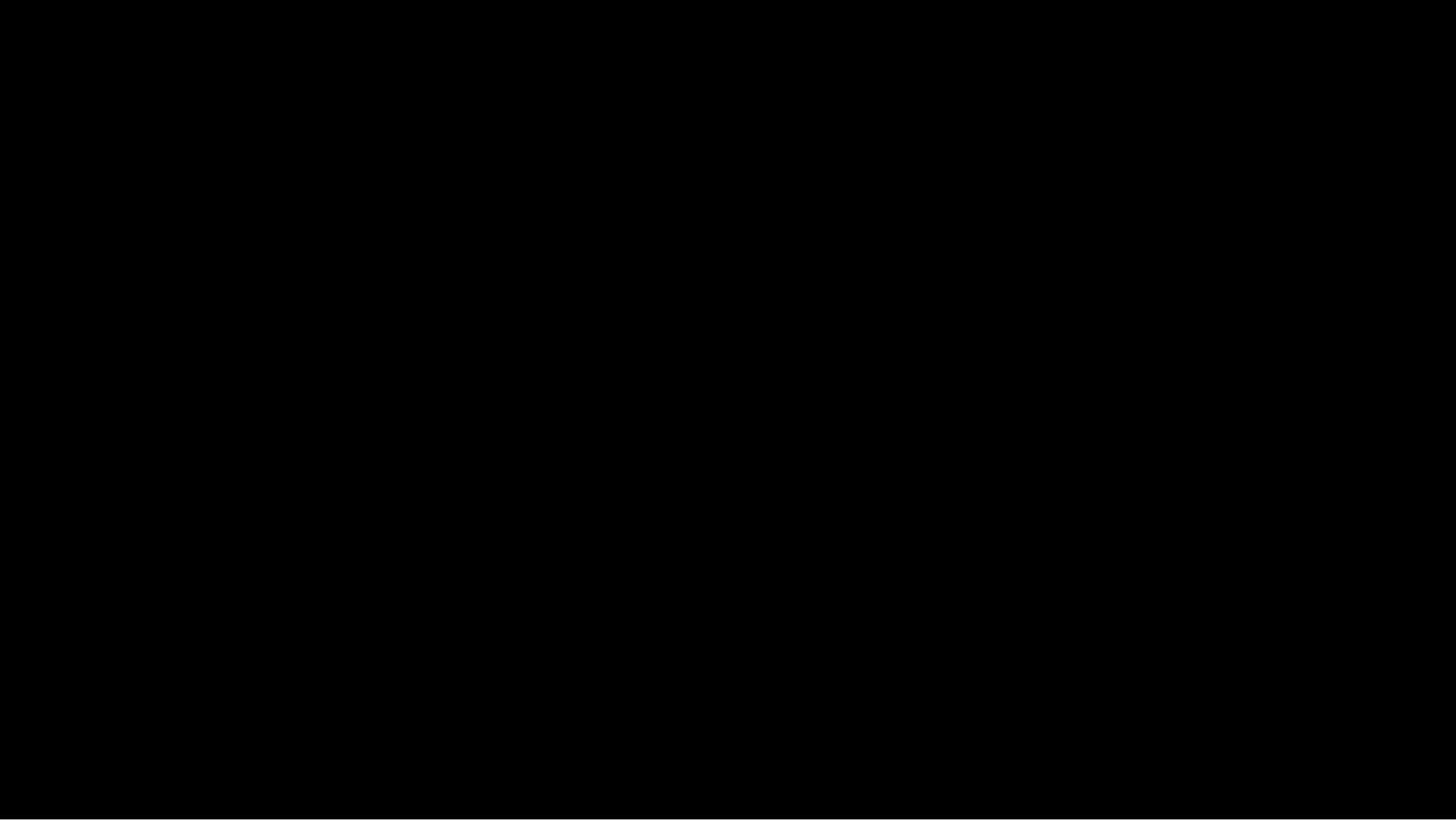
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ATTENDANCE PSA: RESOURCES FOR YOU!

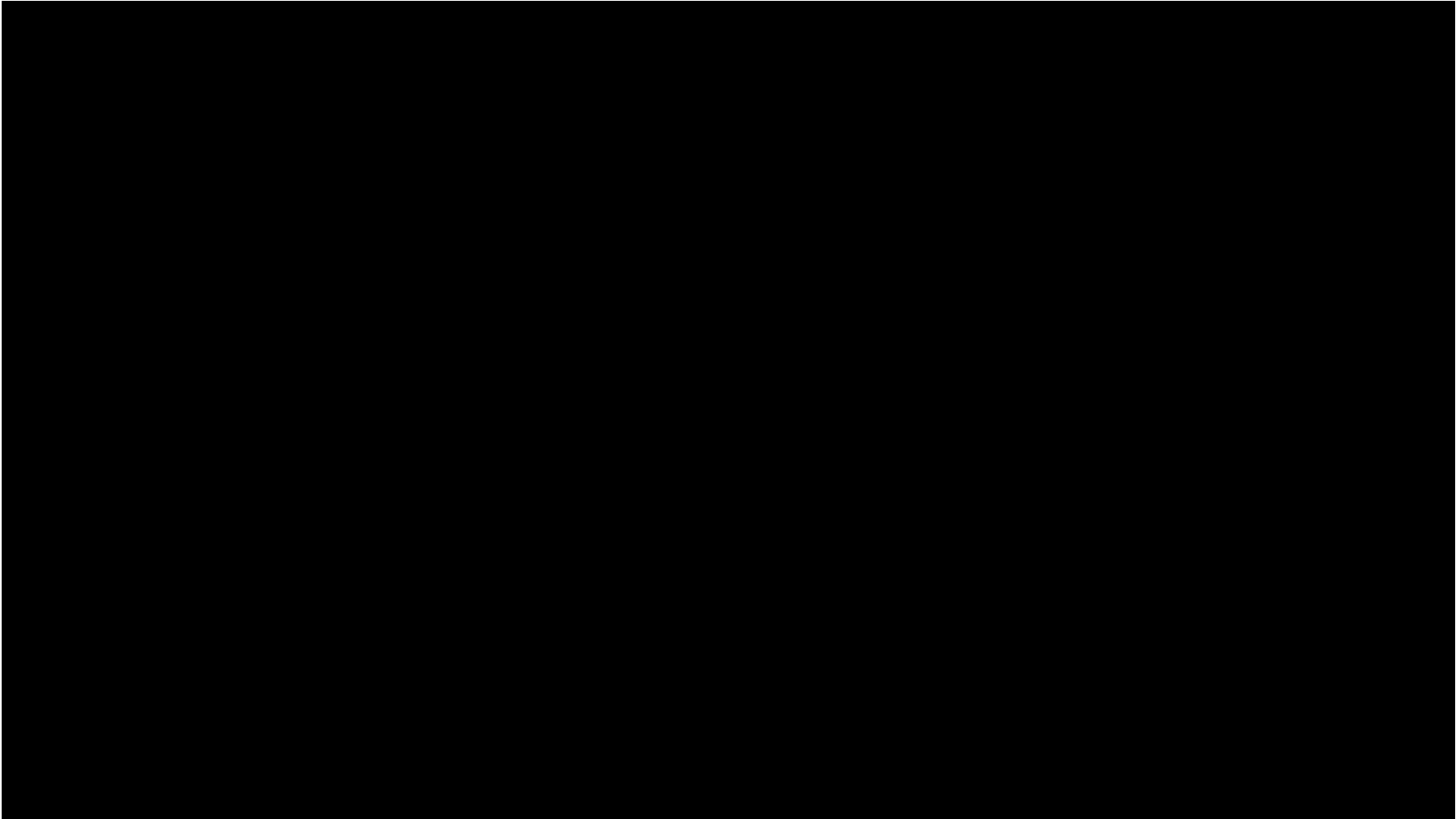


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#FloridaGLR



SUMMER LEARNING PSA: RESOURCES FOR YOU!



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#FloridaGLR



FGLRC Priority Project: Advocacy/Education



- **FACCT Capitol Connection**

- <https://facct.com/capitol-connection/>

Capitol Connection is a weekly email update sent during Legislative Session to keep you informed of all proposed legislation related to children, youth, and families in Florida.

Through this newsletter, we aim to provide you with concise and timely information regarding current public policy issues. The Week 1 edition will contain a list of all bills we are tracking along with their current status and a description. Each subsequent edition will only include the bills from the initial list that moved through the process that week.

Florida Chamber Foundation: RESOURCES FOR YOU!



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○ Business Alliance for Early Learning

○ <https://www.flchamber.com/floridagapmap/>

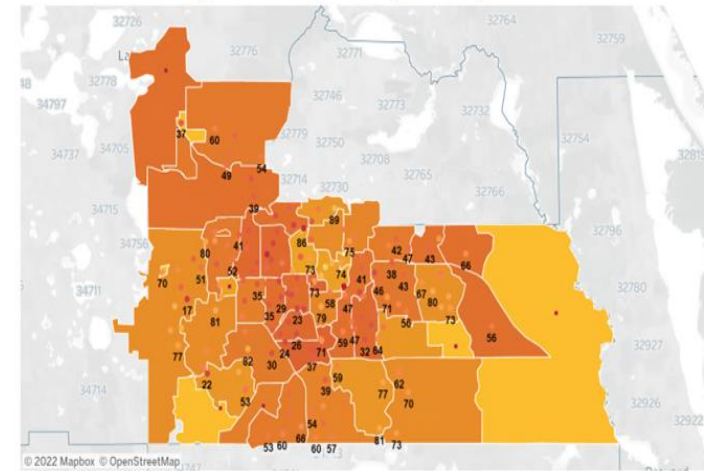


Exploring 3rd Grade Reading Levels in Your Schools



Florida Chamber Foundation Prosperity Project

Elementary School Reading Proficiency and Poverty Rate of Children



The Third Grade Reading Score is the percentage of students who achieved Level 3 or Above in the 3rd Grade Reading Florida Standards Assessment. The map to the left shows each elementary school mapped with its score alongside the child poverty rate of the school's zip code.

Filter by County
Orange County

Filter by Age
Under-12

Map Legends
3rd Grade Reading Score
0 100
Poverty Rate
0.0 100.0

Third grade reading scores are available below for each of the elementary schools in the county. Scroll down to see all of the school listings.

Elementary School Reading Scores in Orange County

School Name	Kids Not Reading At Grade Level	Third Grade Reading Score
ALOMA ELEMENTARY	43	55
ANDOVER ELEMENTARY	55	56
APOPKA ELEMENTARY	68	49
ARBOR RIDGE K-8	39	59
ASPIRE ACADEMY CHARTER	14	7
AUDUBON PARK SCHOOL	20	83

Helpful Hint:
Zooming in to more detail?
Hit the "Zoom Home" button in the top left hand corner of the map before navigating to a new county.

Dashboard powered by the
 Haas Center
UNIVERSITY OF WEST FLORIDA



FSU/FCRR Collaboration: RESOURCES FOR YOU!



- **#AtHomeWithFCRR** (Developed in Partnership with FSU/FCRR)
 - FGLRC & Walmart Foundation co-sponsored #AtHomeWithFCRR: the recruitment, production and release of 50 demonstration videos of families engaging in evidence-based literacy activities at home.
 - [YouTube Demonstration Videos](#) (50 completed) & [Student Center Activities](#)



FLORIDA STATE UNIVERSITY
FLORIDA CENTER FOR READING RESEARCH



UF Lastinger Center: RESOURCES FOR YOU!



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- **New Worlds Reading Home Book Delivery**

- <https://newworldsreading.com>

- **New Worlds Reading Scholarships**

- <https://www.stepupforstudents.org/scholarships/reading/>

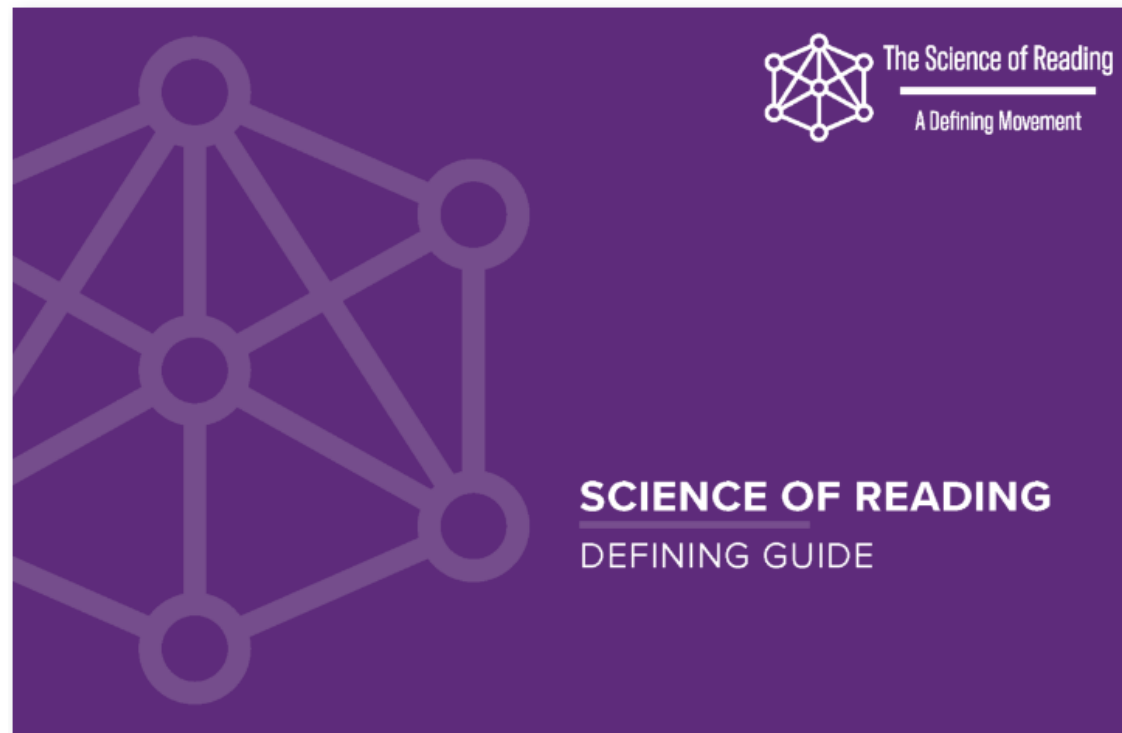


PARTNER RESOURCES

- Be sure to read . . .
 - <https://www.thereadingleague.org/what-is-the-science-of-reading/defining-guide-ebook/>



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[DOWNLOAD THE FREE EBOOK](https://www.thereadingleague.org/what-is-the-science-of-reading/defining-guide-ebook/)

FGLRC Early Literacy Resource Opportunities



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- <https://FloridaGLR.net>
- <https://floridaglr.net/repository/>
(Vetted State Partner Materials)
- <https://www.dropbox.com/sh/n1j2nycg2mfbvdk/AABoIYOwfTgzXT-kR4z98zdqa?dl=0>
(All documents, webinars/PPTs, print materials, etc)
- https://www.youtube.com/channel/UChJ1N3vqeQEO0U9-Zv_zjEA/videos
(FGLRC Overview Video, plus all PSAs in English/Spanish)
- <https://www.facebook.com/FloridaGLR>
(Follow us for weekly messaging)



<https://www.dropbox.com/sh/n1j2nycg2mfbvdk/AABoIYOwfTgzXT-kR4z98zdqa?dl=0>

WWW.FLORIDAGLR.NET



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We hope you access and share our services & resources
widely within your early learning community!

Follow us on social media at FloridaGLR and
Subscribe to our newsletter at <https://floridaglr.net/contact-us/>

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