

Attachment C: ITN22NH-110 Book Distribution, Technology, Marketing/Communications, Logistics and Other Services to Support the New Worlds Reading Initiative for The Lastinger Center for Learning

Lastinger Center Overview & New Worlds Reading Initiative

Our Mission

We aim to create **equitable education systems** where every child and educator experiences **high-quality learning every day** to support the **achievement of critical educational milestones.**



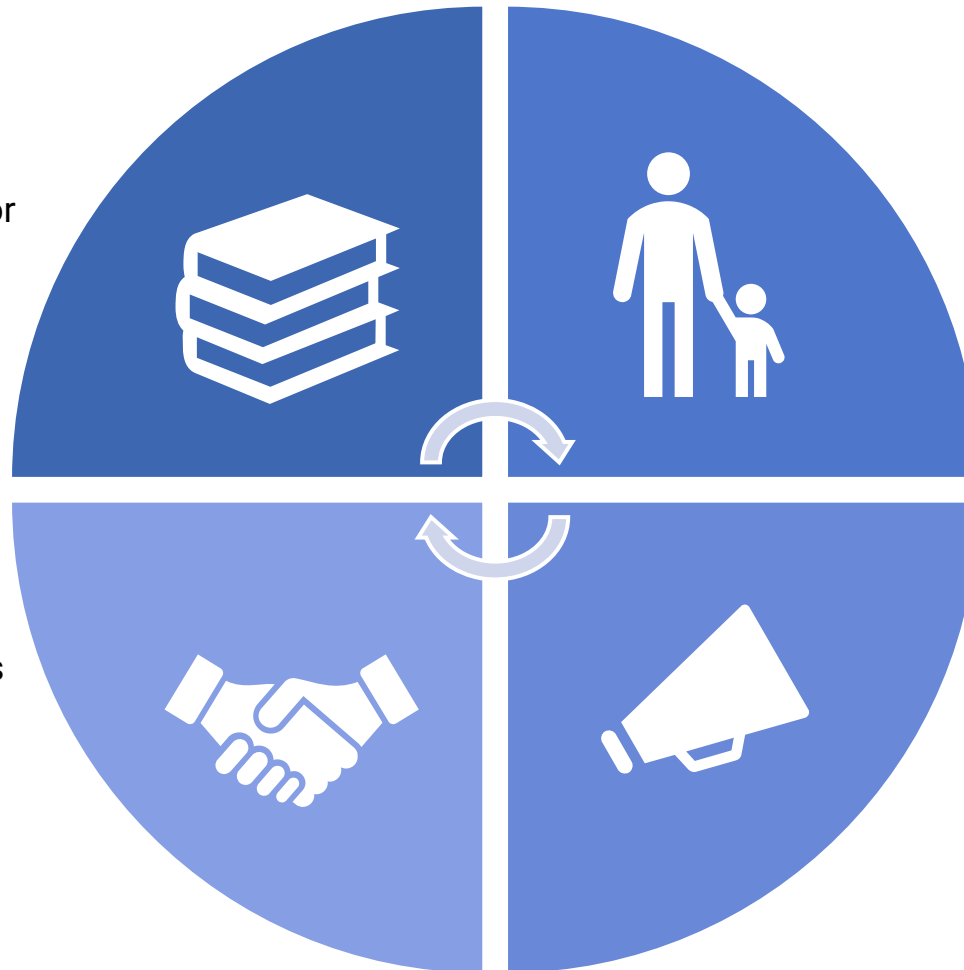
The Vision

Create at-home libraries for struggling readers

- Launch monthly book delivery program for eligible students by December 2021
- Advertise initiative to eligible families
- Offer easy-to-use enrollment system

Establish community & statewide partnerships

- Develop partnerships with school districts
- Create network of community partners
- Support schools in enrollment and implementation



Develop caregivers' confidence & capacity to support children's reading

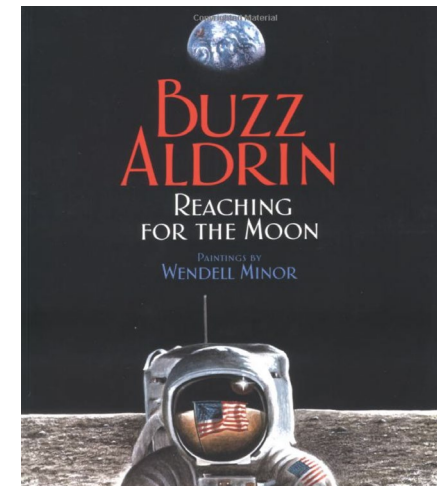
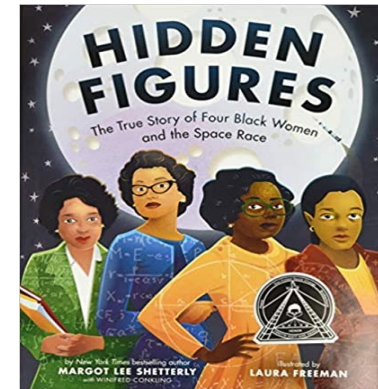
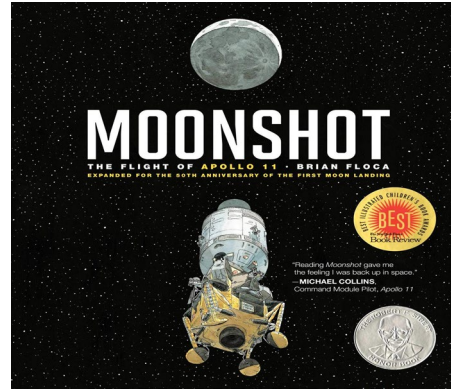
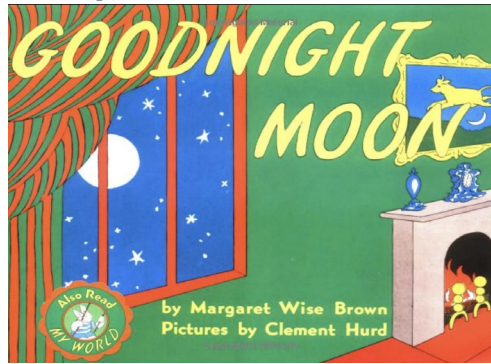
- Develop book-specific reading guides
- Create 2-minute training videos for families
- Disseminate reading tips and best practices

Build excitement for reading through statewide promotional campaign

- Launch public relations awareness campaign
- Host events in partnership with schools and local organizations
- Promote tax-credit opportunities to corporations

Bringing the Vision to Life

“Maybe our state government can't send a person to the Moon, but we can try to make sure that every child in Florida can read and understand a book about the Moon by the year 2030.” – Speaker Chris Sprowls

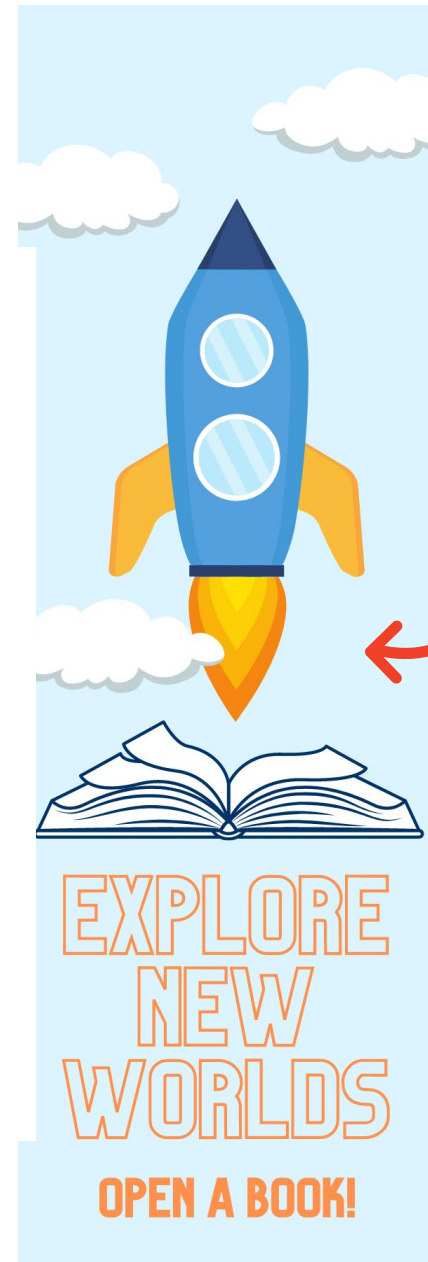


Bringing the Vision to Life

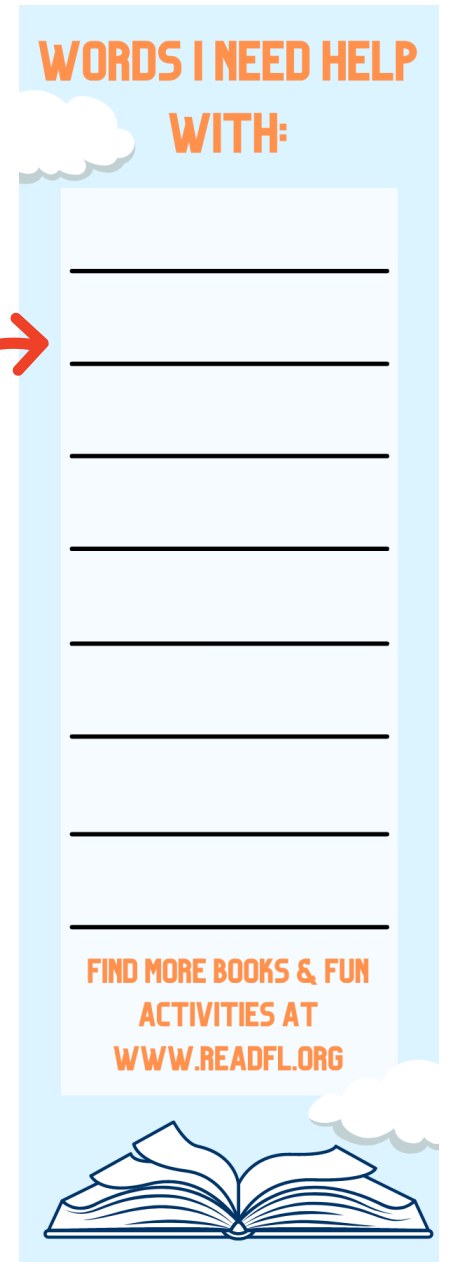
For Students



Customized NWRI mailer addressed to the student

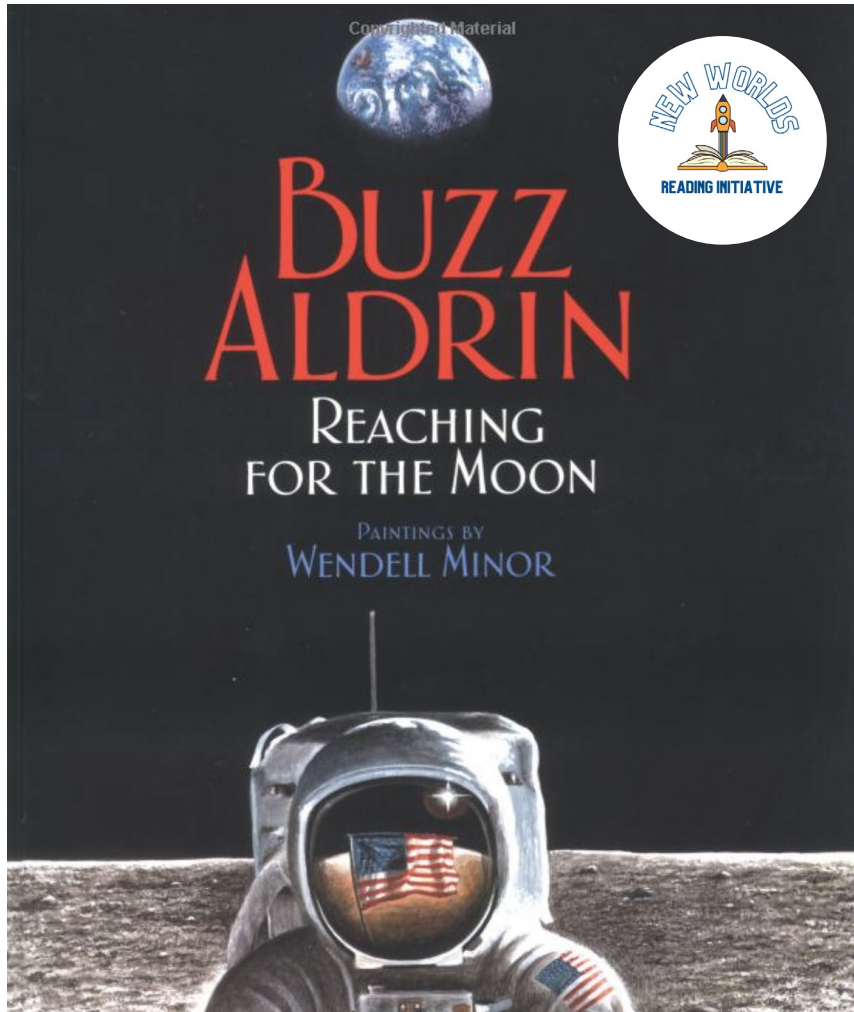


NWRI
Bookmarks



Bringing the Vision to Life

For Caregivers



NEW WORLDS READING INITIATIVE INTERACTIVE READING GUIDE

TITLE: REACHING FOR THE MOON
AUTHOR: BUZZ ALDRIN

Help your child develop literacy skills as you read Buzz Aldrin's *Reaching for the Moon*. When you read with your child, make it an engaging activity that includes conversations about the book.



WORDS TO TEACH & PRACTICE

surface precious desolation astronaut
shuddered rendezvous gravity orbit



Scan for a demo & more tips!

READ THE STORY & MAKE CONNECTIONS

The first time you read the book, you may only pause a few times to ask questions or explain the meaning of a word. Each time you read the book with your child, increase the conversation around the book. Here is an idea for helping your child make connections and learn important vocabulary:

"Those rocks were **precious**, they were beautiful and -- most importantly -- they were mine." - Page 4

Say this out loud to your child: *If something is very important to you, it is **precious**. His rocks were **precious**, or very important to him. Do you have something that is **precious**?*

QUESTIONS TO CHECK UNDERSTANDING:

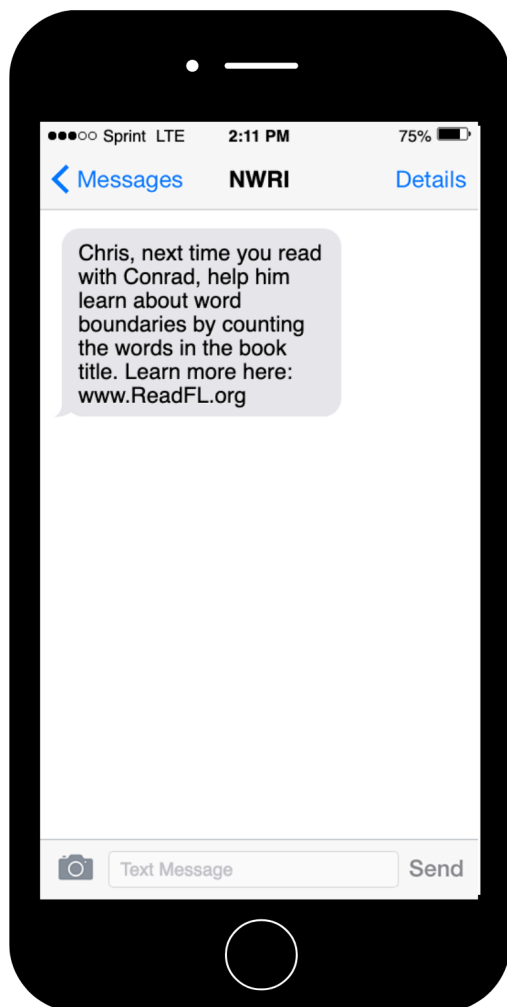
- How did Buzz get his nickname?
- What did Buzz collect when he was a child?
- Who took Buzz on his first plane flight?
- Where did Buzz go to college?
- Buzz met Ed White in college. How did Ed influence Buzz?
- How did Buzz feel about his greatest accomplishment?
- Tell me something you want to accomplish.



The New Worlds Reading Initiative was established by the Florida Legislature in 2021 to bring books and resources directly to Florida children and families. Find more FREE resources at www.READFL.org

Bringing the Vision to Life

For Caregivers



NEW WORLDS READING INITIATIVE FAMILY READING TIP: COUNT THE NUMBER OF WORDS IN A BOOK TITLE



WHY?

Young children don't automatically understand where one word ends and another begins. When children begin to understand there are spaces between words, it helps them notice the connection between each word on the page and the ones you read.

WHAT?

Although it may seem obvious to us, children need to learn about **word boundaries**, or that individual words are separated by spaces. This is a small but important element of **print awareness**.

HOW?

Before you read to your child, take just a minute or two to **read the title and count the words**. This is an easy way to support your child in developing an understanding of word boundaries. As you count the words, be sure to **point under each word**. Explain that the spaces let you know where one word ends and another one begins.

TAKE IT ONE STEP FURTHER

- After you count the words in the title, ask your child to count out loud with you.
- Challenge your child to find the longest or shortest words in the title
- Read the title backwards, pointing at each word. Laugh with your child about reading in the opposite direction.

With practice, your child will begin to notice the separation of words, or the word boundaries, on their own. This is an important skill that helps them get ready to read!

FIND A VIDEO EXAMPLE OF THIS TIP AND MORE RESOURCES AT
WWW.READFL.ORG

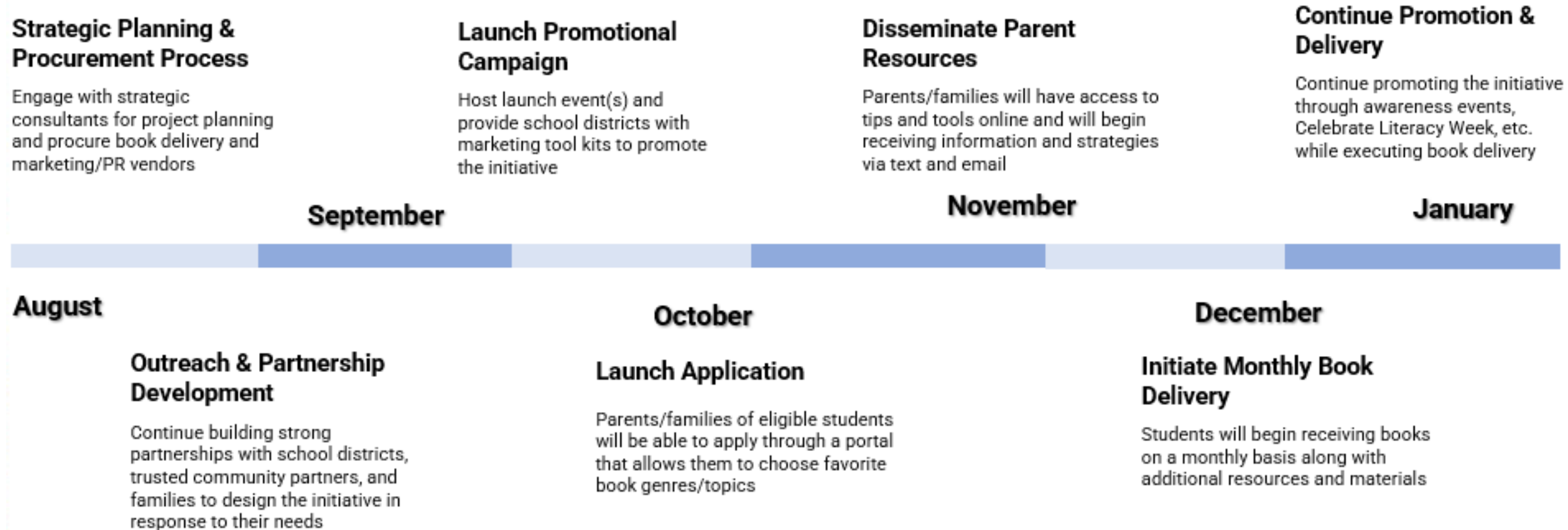
Bringing the Vision to Life

For the Community



- **Launch Event(s)**
- **School and Community Partnerships**
- **Marketing Toolkits and Trainings**
- **Celebrity Readings**
- **Student and Family Incentives**

Book Delivery Process - Year 1 (2021)



ITN Schedule of Events

- **8/13/2021 - Issuance of ITN**
- **8/25/2021 - Non-Mandatory Pre-proposal Conference**
- **8/31/2021 - Technical questions/Inquiries Due by 5:30 PM ET**
- **9/03/2021 - Responses to Inquiries Sent Out**
- **9/15/2021 - ITN Closes/Opening of Proposals at 3:00 PM ET**
- **9/28/2021 - 10/1/2021 - Tentative Vendor Presentation Meetings**

ITN Selection Criteria

1. Ability to implement a quality services plan to meet UF needs.
Ability to meet project timeline, including first book delivery no later than December 2021.
Creativity and quality of approach, portfolio, and services proposed.
Percentage of book list provided in Attachment A that vendor is able to procure (only appropriate for entities bidding for Lot 2 – Book Procurement).
2. Financial offering including options for providing best value.
Additional best value/creative ideas – information and/or ideas that may be beneficial to UF in reaching the goals stated in the summary.
3. Experience of company with contracts of similar size and scope.
Company background including sub-contracting network, team, accessibility, and resource commitment.
Reference information from current or former clients
4. Vendor acceptance of UF Terms and Conditions (see section 4.2.9)