



Family and Community Engagement™



Supports Striving Readers Comprehensive Literacy Program

The Scholastic FACE Initiative uses evidence-based programs and research-based strategies that bring families, schools, and communities together to support the language and literacy development of children from birth to Grade 12.

Scholastic FACE recognizes **families as children's first teachers** and that learning extends beyond the classroom. Scholastic offers information, resources, and professional development that engage families as full partners in fostering school readiness and literacy development in their children.

Offering a series of exemplary implementation models aligned with key national and state educational priorities, **Scholastic FACE** engages families and communities in the educational experience to improve academic outcomes for every student. The **FACE Initiative** is built on the proven results of action research and focuses on the belief that **student success in the classroom and beyond is set against the backdrop of a child's home and community.**

By creating synergistic partnership opportunities to **expand access to books and literacy resources into the home**, we can positively impact a student's self-esteem, reading motivation, and academic achievement. Recognizing the power of partnership, **Scholastic FACE** supports the alliance between districts, schools, families, and communities.

Striving Readers Comprehensive Literacy Program

The purpose of the *Striving Readers Comprehensive Literacy Program* is to advance literacy skills, including pre-literacy skills, reading, and writing, for students from birth through Grade 12, including limited English-proficient students and students with disabilities. These six states were awarded funding in 2011, based on how well their applications met the national application criteria: Georgia, Louisiana, Montana, Nevada, Pennsylvania, and Texas. Entities who are eligible to apply for a state subgrant include local educational agencies (LEAs) and—in the case of early literacy—LEAs or other nonprofit providers of early childhood education that partner with a public or private nonprofit agency with a demonstrated record of effectiveness in improving the early literacy development of children and in providing professional development.

The following chart illustrates how **Read and Rise**® supports the *Striving Readers Comprehensive Literacy Program*, using criteria drawn from the national FY 2011 Application, posted at this site: <http://www2.ed.gov/programs/strivingreaders/sr2009-371a.doc>. The chart only addresses criteria that apply to **Read and Rise**. Local entities should request the official subgrant application from their own state department of education, which contains all of the requirements they must meet.

Key Criteria for Striving Readers Comprehensive Literacy Program	Read and Rise®
<p>1. Design a project to improve school readiness and success from birth through Grade 12 in the area of language and literacy development for all students, including:</p> <ul style="list-style-type: none"> • Disadvantaged students • Limited-English-proficient students • Students with disabilities 	<p>Read and Rise is a sustainable and systematic literacy program designed to bring families, schools, and communities together to support birth-to-age-eight children’s language and literacy development. It increases teacher and school leader effectiveness through high-quality, interactive professional development and engaging children’s books and family materials. Read and Rise uses a Train-the-Trainer model, in which Scholastic Literacy Consultants train community facilitators, who in turn train families or child care providers.</p> <p>Read and Rise materials help improve language and literacy development for all students, including disadvantaged students. The materials are divided into three groupings in order to provide age- and grade-appropriate instruction and practice that build from one set to the next.</p> <ul style="list-style-type: none"> • Ages 0-2: Board books for little hands • Ages 2-5: Read-alouds to share with preschoolers • Ages 5-8: Books with richer content for slightly older children <p>Read and Rise helps limited-English-proficient students acquire language skills by:</p> <ul style="list-style-type: none"> • Providing materials and books in <u>English or Spanish</u>, so Spanish-speaking students can learn concepts and reading principles regardless of their English proficiency • Presenting a wide variety of <u>vocabulary and oral language-building activities</u> • Demonstrating how <u>parents can use their first language to help their children learn English</u> • Embracing participants’ <u>culture and traditions</u> as an integral part of building literacy and content knowledge • Offering a wide variety of <u>multicultural books</u> that celebrate diversity <p>Read and Rise can support students with disabilities who are mainstreamed or in an inclusion setting by providing them with:</p> <ul style="list-style-type: none"> • <u>Additional time</u> for research-based literacy instruction and practice • <u>Multiple learning modalities</u> (hands-on activities, read-aloud sessions, printed materials, music, and movement activities) <p style="text-align: right;"><i>(continued)</i></p>

If you have any questions about **Read and Rise** or would like to place an order, please call your sales representative at **800-387-1437** or fax to **877-242-5865**.

Key Criteria for Striving Readers Comprehensive Literacy Program	Read and Rise®
<p>Design a project to improve school readiness and success, Continued</p>	<ul style="list-style-type: none"> • <u>High-quality interactions</u> between children and child care providers or children and parents that reinforce skills • <u>Engaging materials</u> that hold children’s attention and make learning fun • <u>Emphasis on the family’s importance</u> in helping children learn to read
<p>2. Provide effective professional development in literacy, including:</p> <ul style="list-style-type: none"> • Offering workshops, courses, and other activities that advance and supplement school-based or early learning program-based professional development • Teaching instructional strategies that meet the literacy needs of disadvantaged students to teachers or instructional providers for children from birth through age five • Fostering individual and collective responsibility for improving student academic achievement • Providing educators with the knowledge and skills to work more effectively with families • Implementing training with the involvement of external experts with relevant expertise, including content expertise • Providing joint professional development activities for school staff and other early childhood educators that address the transition to elementary school, including issues related to school readiness across all major domains of learning 	<p>Workshops and teaching strategies</p> <p>Professional development is delivered through a full-day workshop, which addresses topics such as the use of family culture and traditions to foster literacy development, effective strategies for strengthening home-to-school connections, and how to create literacy-rich environments in homes, schools, and communities. Read and Rise trains the facilitators on how to conduct the six Family or Child Care Provider Conversation workshops outlined for them:</p> <ul style="list-style-type: none"> • <u>Session 1</u>: The Importance of Family and Community Partnerships • <u>Session 2</u>: Culture, Traditions, Everyday Experiences • <u>Session 3</u>: The Power of Storytelling • <u>Session 4</u>: Fun with the Sounds of Language • <u>Session 5</u>: Family and Community Strengths! • <u>Session 6</u>: Celebrate Success! <p>Workshop participants receive:</p> <ul style="list-style-type: none"> • <u>Facilitator’s Guides</u> for Family Conversations or for Child Care Provider Conversations, which contain the curriculum and step-by-step implementation strategies (<i>available in English or Spanish</i>) • <u>Journals</u> for Family Conversations or for Child Care Provider Conversations, which allow participants to reflect on the messages, themes, and knowledge shared in the workshop (<i>available in English or Spanish</i>) • <u>Family Guide</u>, with read-aloud stories, literacy tips, and book suggestions to support literacy from infancy through age eight (<i>available in English or Spanish</i>) • <u>Children’s book and Family Reading Fun Card</u> with activities to use with the book (<i>available in English or Spanish</i>) • <u>Putumayo Kids World Playground music CD</u>, which assists in building a diverse culturally enriched setting that ties music and reading activities for family and child <p style="text-align: right;"><i>(continued)</i></p>

Key Criteria for Striving Readers Comprehensive Literacy Program	Read and Rise®
Provide effective professional development in literacy, Continued	<p data-bbox="667 275 1154 306">Individual and collective responsibility</p> <p data-bbox="667 338 1385 489">The Read and Rise initiative creates an <u>inclusive framework</u> that may be customized to fit the cultural and demographic needs of the community. Participants who attend the sessions make a commitment to advancing their partnerships with children’s families and communities.</p> <p data-bbox="667 520 1370 638">Read and Rise delivers the message that from the day children are born, parents and family members can begin to support literacy development, paving the way for children to succeed in school and life.</p> <p data-bbox="667 669 1308 701">Knowledge and materials for working with families</p> <p data-bbox="667 732 1370 823">Read and Rise is an ideal mechanism for providing facilitators with materials, knowledge, and skills so that they can work with families on an ongoing basis.</p> <ul data-bbox="667 854 1370 1507" style="list-style-type: none"><li data-bbox="667 854 1370 972">• The implementation model supports a workshop attendance of 15 participants at one time. Once facilitators are trained, they can train families and child care providers as needed.<li data-bbox="667 1003 1370 1152">• Read and Rise provides workshop participants with a Facilitator’s Guide and Journal. These materials provide clear instructions and learning strategies, a wealth of activity ideas and suggestions, and areas for note taking. They can be referenced whenever needed.<li data-bbox="667 1184 1370 1354">• Once facilitators are trained on one Read and Rise book and corresponding Family Reading Fun Card during the one-day workshop, they can use the same strategies on any of the other 19 Read and Rise book/card sets available for purchase, as well as books outside of the program.<li data-bbox="667 1386 1370 1507">• Read and Rise-trained facilitators can buy additional Guides and Journals, Music CDs, books, and Family Reading Fun Cards from Scholastic to use whenever they do trainings. <p data-bbox="667 1539 873 1570">External experts</p> <p data-bbox="667 1602 1370 1719">Scholastic Literacy Consultants provide the training in Read and Rise at sites arranged by the community or school district. These persons are literacy specialists with Master’s and Doctorate degrees and extensive experience in:</p> <ul data-bbox="667 1751 1175 1841" style="list-style-type: none"><li data-bbox="667 1751 1175 1782">• Delivering Train-the-Trainer workshops<li data-bbox="667 1793 1175 1824">• Working with families and communities<li data-bbox="667 1835 1175 1866">• Classroom teaching <p data-bbox="1252 1841 1385 1873">(continued)</p>

Read and Rise Alignment to Striving Readers Comprehensive Literacy Program

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<p>Provide effective professional development in literacy, Continued</p>	<p>A Scholastic Literacy Consultant who is fluent in Spanish delivers Facilitator workshops when the Spanish versions of the Read and Rise materials are being used.</p> <p>Read and Rise provides training and materials for families with children ages 0-8. The program addresses the transition to elementary school, particularly with issues related to school readiness in literacy and language development.</p> <p>In addition, Scholastic Professional Development Services trains in a variety of Prekindergarten-Grade 12 topics and venues, such as on-site coaching, webinars, and workshops. <i>(Please contact your Scholastic representative for options and costs.)</i></p>
<p>3. Ensures a diversity of perspectives in the design and implementation of the subgrant project, including those of:</p> <ul style="list-style-type: none"> • Families • Teachers • Head Start Advisory Councils • Professional organizations • Community-based organizations • Libraries • Institutes of higher education 	<p>Read and Rise is designed to connect and build capacity among families, educators, and leaders, emphasizing the unique role of each in a child’s life. It provides effective and relevant programming, materials, and messages that unite the community around reading and literacy. Read and Rise can be used as an “anchor” program for large scale, cross-sector implementation. It is meant to be integrated and adapted to strengthen existing program goals and infrastructures.</p> <p>As guiding principles that can ensure the diversity of perspectives in project implementation, the Read and Rise curriculum:</p> <ul style="list-style-type: none"> • Acknowledges family and community strengths • Inspires action at school, home, and within the community • Fosters new attitudes, new behavior, and changed conditions • Provides “hands-on,” practical literacy experiences and activities for educators and providers to use in their classrooms and with their families <p>Examples of Read and Rise community implementation</p> <ul style="list-style-type: none"> • Literacy Mid-South is serving as the lead organization to bring Read and Rise to the Greater Memphis area. Literacy Mid-South is a partnership among public, private, parochial and higher education schools, the public library system, corporations, nonprofits, and private citizens. Through more than 70 member agencies, businesses, and educational systems, the goal is to collectively promote reading and lifelong learning in the Greater Memphis area. <p style="text-align: right;"><i>(continued)</i></p>

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<p>Ensures a diversity of perspectives in the design and implementation of the subgrant project, Continued</p>	<ul style="list-style-type: none">• Since launching Read and Rise (Leer da Poder) in San Antonio in 2008, the initiative has achieved significant outcomes toward creating and enhancing literacy-rich environments for children. Key achievements to date include:<ul style="list-style-type: none">○ More than 50,000 families have received direct resources and messaging about how they can support their children’s literacy development.○ Educators and parent facilitators have successfully embedded Read and Rise within their family engagement programs and outreach. Participating school districts and organizations include Edgewood ISD, Northside ISD, Northeast ISD, San Antonio College, Mexican American Unity Council, United Way, YMCA, Avance and the San Antonio Library.○ Read and Rise provided a literacy and family engagement platform for schools, organizations and the community that continues to be sustained and embraced by various cross-sector partners.• Neighborhood Christian Centers, Inc. reaches thousands of individuals every year. Through Operation Smart Child (OSC), the center aims to equip parents with skills and resources to enhance the early childhood experiences of their children. Read and Rise will support OSC by targeting families with children ages 0-3 and training other trainers within the agency. At the last Read and Rise session, participants completed the evaluation form from the Facilitator’s Guide.<ul style="list-style-type: none">○ Nearly all participants gave Read and Rise an overall rating of “Excellent”○ 100% of participants stated that they would recommend the workshop to other parents○ Participants noted that they greatly enjoyed and appreciated the opportunity to interact with other parents in a meaningful way

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<p>4. Involves families in activities that:</p> <ul style="list-style-type: none"> Promote the implementation of effective literacy instruction for disadvantaged students Provide language- and text-rich classroom, school, and early learning program environments that engage and motivate children and youth in speaking, listening, reading, and writing 	<p>Children participate in the Read and Rise community program outside of the regular school day with their families or child care providers.</p> <ul style="list-style-type: none"> Read and Rise currently offers <u>20 take-home books</u> that reinforce what children are learning in school, while building a text-rich environment at home. Corresponding <u>Family Fun Activity Cards</u> provide useful tips and suggestions to help expand the reading experience. <u>Family Guide</u> provides information, ideas, age-specific short stories, literacy-based activities, and developmentally appropriate book lists for more reading. <p>In addition, Scholastic publishes a wide variety of high-quality books suitable for children from birth through Grade 12 that can increase their learning and love of reading, both in the classroom and at home. <i>(add-on cost)</i></p>
<p>5. Uses curriculum and instructional materials that incorporate the components of <i>effective literacy instruction</i>, including:</p> <p><u>Birth to age five:</u></p> <ul style="list-style-type: none"> Rich vocabulary instruction Expressive language skills Receptive language skills Comprehension strategies Phonological awareness Print awareness Alphabet knowledge Book knowledge Emergent writing skills Positive dispositions toward language and literacy-related activities Other skills that correlate with later literacy achievement <p style="text-align: right;"><i>(continued)</i></p>	<p>Each workshop session addresses specific literacy principles and benchmarks to guide classroom activities and experiences. The National Head Start Performance Standards were chosen to anchor Read and Rise with a clear understanding of the knowledge and skills essential to a young child’s development and future success.</p> <p>The community-based program helps children meet the following Head Start standards:</p> <ul style="list-style-type: none"> Demonstrate increasing abilities to understand and use language to communicate <i>(speaking and communicating)</i> Listen and respond to conversations <i>(listening and understanding)</i> Show an increasing ability to discriminate and identify sounds in spoken language <i>(phonological awareness)</i> Progress in recognizing matching sounds and rhymes in familiar words <i>(phonological awareness)</i> Demonstrate increasing ability to attend and understand conversations, stories, songs and poems <i>(listening)</i> Show growing interest in reading-related activities <i>(book knowledge and appreciation)</i> <p style="text-align: right;"><i>(continued)</i></p>

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<p>Uses curriculum and instructional materials that incorporate the components of <i>effective literacy instruction</i>, Continued</p> <p><u>Kindergarten through Grade 12:</u></p> <ul style="list-style-type: none"> • Oral language skills • Phonological awareness, using a wide vocabulary • Grammar knowledge • Academic language • Phonemic awareness • Print awareness • Alphabet knowledge • Knowledge of English spelling patterns • Fluency skills • Comprehension skills • Writing skills 	<ul style="list-style-type: none"> • Show progress in recognizing the association between spoken word and written word; recognizes words (<i>print awareness</i>) • Show ability to discriminate and identify sounds in spoken language (<i>phonological awareness</i>) • Use language purposefully (<i>speaking</i>) • Demonstrate an interest in written language such as letters and words (<i>reading</i>) • Recognize words as a unit of speech (<i>reading</i>) • Recognize letters of own name and those of familiar objects found in a variety of contexts (<i>reading</i>) <p>Scholastic can provide a Read and Rise alignment to state academic, grade-level literacy standards. Please contact your Scholastic representative at 800-387-1437 for more information.</p>
<p>6. Provide professional development that is evidence-based</p>	<p>The first Scholastic workshops that employed the methods and materials used in Read and Rise were implemented in Danbury, CT and Osceola, FL under the name Lee y serás (Read and You Will Be). The Education Development Center, Inc. evaluated the programs through pre- and post-program parent and family surveys, session-by-session feedback forms, observations, and interviews. Both quantitative and qualitative analyses were conducted. The reports showed that:</p> <ul style="list-style-type: none"> • Parents learned that their home environment and community surroundings—as well as their own culture, language, and everyday activities—are valuable resources in helping their children to develop early literacy skills. • Families were empowered to take on more purposeful roles in supporting their children’s literacy development by directly engaging their children in early literacy activities, such as expanding their oral literacy development, reading to them, and teaching them new letters and words. • The workshops allayed many parents’ concerns around the use of their first language to promote and enrich their children’s literacy (Educational Development Center [EDC] 2007, 2009) <p>A copy of the Education Development Center, Inc. evaluations of Lee y serás as it was implemented in Danbury, CT and Osceola, FL can be supplied by your Scholastic representative.</p> <p style="text-align: right;"><i>(continued)</i></p>

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Provide professional development that is evidence-based, Continued	<p>In the Read and Rise edition, the Lee y serás focus was expanded to include the needs of all children, especially those who have been historically underserved or disadvantaged.</p> <p>Read and Rise research base</p> <p>Scholastic Inc. developed all of the Read and Rise materials and training practices based on the latest research around both early literacy development and adult education. This includes the following findings:</p> <ul style="list-style-type: none">• The best educational practices build on research and demonstrate how to create successful opportunities for our youngest learners. Sharing stories, rhymes, games, and daily talk in a family's home language supports language and literacy development, which in turn supports academic success (Strickland and Riley-Ayers, 2007)• Many people assume that young children will acquire rich language and vocabulary on their own (Resnick & Snow, 2008). On the contrary, language development happens in a social and cultural context—between adults and children, as well as among children themselves (Hilliard, 2001).• Families and child care providers can make an even greater impact if they intentionally support other literacy skills, including an awareness of print, knowledge of the alphabet, and the sounds that make up words, so that children may learn and later read to learn (National Early Literacy Panel, 2009). Adults who are aware of this, including trained educators, are eager to learn more techniques they can use to enhance children's literacy development.• Research has not only revealed the dynamic learning potential of children when they are in responsive, nurturing, stimulating environments, but also the detrimental effect to children when they are deprived of these opportunities (National Early Literacy Panel, 2009).• There is a powerful link between social and emotional development and academic learning. Such findings underscore the importance of attending to and celebrating the diversity of each child's culture and home language, family makeup, learning style, interests, temperament, and any special needs (Zero to Three, 2003).

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<p>7. Collect, analyze, and use high-quality and timely data, especially on program participant outcomes to improve instructional practices, policies, and student outcomes in:</p> <ul style="list-style-type: none"> • Early learning settings • Elementary schools 	<p>The Read and Rise program has developed a Data Collection Plan to measure participant outcomes. The data collection tools for Read and Rise focus on capturing the changes in parent/adult family members' knowledge, attitude, and behaviors related to their child's literacy development resulting from participating in the <i>Family Conversations</i> workshop series.</p> <p>The evaluation tools provide an opportunity to collect quantitative and qualitative data via a variety of methods including pre- and post-workshop surveys, session-by-session feedback forms, interviews, and observations (e.g. workshop observations and post-workshop home visits).</p> <p>Key outcome questions include:</p> <p>What changes occur in parents' and/or family members' perceptions and behaviors regarding their role in supporting their young children's literacy?</p> <ul style="list-style-type: none"> • Do parents/family members learn about additional strategies to support early literacy (in any language)? • Do parents/family members understand the importance and role of family traditions/culture and/or use of native language and for literacy development? • Do parents/family members report engaging in behaviors that support early literacy, such as talking about everyday activities, singing, rhyming, etc., after participation in the workshops? <p>Scope of data collection includes:</p> <ul style="list-style-type: none"> • Surveys (Pre/Post workshop) All family members/workshop participants will complete the pre- and post- workshop surveys. The surveys provide baseline data primarily focusing on the frequency of parents' early literacy practices, their interactions at their children's school, their beliefs about their role as parents and what their children need to know in order to be ready for school. • Interviews and Observations (Pre/During/Post) Organization leaders will interview at least (INSERT #) of participants at the beginning of the workshop series; observe at least (INSERT #) of workshop sessions; and interview at least (INSERT #) of participants at the end of the workshop series. Additionally, organization leaders will conduct home visits (and/or in person follow up interviews) with (INSERT #) of participants. (INSERT TIMING) <p style="text-align: right;"><i>(continued)</i></p>

Read and Rise Alignment to Striving Readers Comprehensive Literacy Program

Key Criteria for Striving Readers Comprehensive Literacy Program	<i>Read and Rise</i> [®]
<p>Collect, analyze, and use high-quality and timely data, Continued</p>	<p>The interviews and follow up observations provide additional in-sights that further support and explain data collected in surveys. They are also meant to aid in finding out which among the activities that parents had learned in the workshop series they continued to implement at home.</p> <ul style="list-style-type: none"> • Data collection analysis (Post) Organization leaders will analyze the data collected from the various methods, and document key findings. <p>Scholastic can work with districts to help create an evaluation tool or collect effectiveness data for a district's <i>Read and Rise</i> program.</p>
<p>8. Align the use of Federal and State funds and programs, including funds under:</p> <ul style="list-style-type: none"> • Title I • Title II-A • Title III • IDEA 	<p><i>Read and Rise</i> aligns to criteria of a variety of local, state, and federal funding programs, including:</p> <ul style="list-style-type: none"> • Title I-A • Title II-A • Head Start/Early Head Start • School Improvement Grants/Transformation Model • School Improvement Grants/Turnaround Model • Title III • 21st Century Community Learning Centers <p>Grant alignment guides can be provided upon request from your Scholastic representative.</p>