



Family and Community Engagement™



## Supports Title 1 Part A Criteria

**The Scholastic FACE Initiative uses research-based strategies and sustainable programs that bring families, schools, and communities together to support the 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.

### **Title I, Part A Funding**

The purpose of *Title I, Part A* is to ensure that all children have a fair, equal, and significant opportunity to obtain high-quality education and reach, at a minimum, proficiency on challenging State academic achievement standards and assessments. Title I, Part A legislation requires that local education agencies and schools spend a percentage of their Title 1 funds on family involvement activities.

The following chart illustrates how **Read and Rise**® supports the criteria for Title I-funded school-wide, targeted assistance, and *American Recovery and Reinvestment Act (ARRA)* programs. The chart also reflects information published in the *Parental Involvement: Title I, Part A Non-Regulatory Guidance* (April 23, 2004) and the *Serving Preschool Children Under Title I Non-Regulatory Guidance* (March 4, 2004). Please note that ESEA is currently being reauthorized, which may result in changes. The criteria are drawn from the Dec. 2, 2002, *Title I Final Rules and Regulations*, posted at this site:

<http://www.ed.gov/legislation/FedRegister/finrule/2002-4/120202a.html>

<p style="text-align: center;"><b>Key Criteria for Title I, Part A Funding</b></p>	<p style="text-align: center;"><b>Read and Rise</b></p>
<p>1. Provide opportunities for all students to meet the State’s proficient and advanced levels of student academic achievement, particularly in the areas of math, reading/language arts, and science</p>	<p><b>Read and Rise is a sustainable and systematic literacy program</b> designed to bring families, schools, and communities together to support birth-to-age-eight children’s literacy development. It increases teacher and school leader effectiveness through high-quality, interactive professional development and engaging children’s books and family materials. <b>Read and Rise</b> 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><b>Reading/Language Arts Opportunities</b></p> <p><b>Read and Rise</b> aligns with a school’s academic early literacy curriculum by developing children’s:</p> <ul style="list-style-type: none"> <li>• <u>Oral language</u> (read-aloud books and activities that teach vocabulary words and concepts, as well as music CD)</li> <li>• <u>Phonological awareness</u> (rhyming books, stories, songs, and fun family activities)</li> <li>• <u>Alphabet-letter knowledge</u> (books and family activities that teach letters in the everyday home and community environments)</li> <li>• <u>Concepts of print</u> (books and activities)</li> <li>• <u>Listening and speaking skills</u> (read-aloud books and group discussions)</li> </ul> <p><b>Standards- and curriculum-aligned</b></p> <p><b>Read and Rise</b> 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. These include:</p> <ul style="list-style-type: none"> <li>• Ages 0-2: Board books for little hands</li> <li>• Ages 2-5: Read-alouds to share with preschoolers</li> <li>• Ages 5-8: Books with richer content for slightly older children</li> </ul> <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 <b>Read and Rise</b> with a clear understanding of the knowledge and skills essential to a young child’s development and future success.</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**.

Read and Rise Alignment to Title I, Part A

Key Criteria for Title I, Part A Funding	Read and Rise
<p>Provide opportunities for all students to meet the State’s proficient and advanced levels of student academic achievement, <i>Continued</i></p> <div data-bbox="191 1390 594 1824" style="border: 1px solid black; padding: 10px;"><p>“For the purposes of Title I, <b>children from birth</b> to the age that the LEA provides a free public elementary education may receive preschool services.”</p><p><i>Serving Preschool Children Under Title I Non-Regulatory Guidance (March 4, 2004).</i></p><p><i>[Title 1, Section 1115(b)(1)(A)(ii), ESEA]</i></p></div>	<p>The community-based program helps children meet the following Head Start standards:</p> <ul style="list-style-type: none"><li>• Demonstrate increasing abilities to understand and use language to communicate (<i>speaking and communicating</i>)</li><li>• Listen and respond to conversations (<i>listening and understanding</i>)</li><li>• Show an increasing ability to discriminate and identify sounds in spoken language (<i>phonological awareness</i>)</li><li>• Progress in recognizing matching sounds and rhymes in familiar words (<i>phonological awareness</i>)</li><li>• Demonstrate increasing ability to attend and understand conversations, stories, songs and poems (<i>listening</i>)</li><li>• Show growing interest in reading-related activities (<i>book knowledge and appreciation</i>)</li><li>• Show progress in recognizing the association between spoken word and written word; recognizes words (<i>print awareness</i>)</li><li>• Show ability to discriminate and identify sounds in spoken language (<i>phonological awareness</i>)</li><li>• Use language purposefully (<i>speaking</i>)</li><li>• Demonstrate an interest in written language such as letters and words (<i>reading</i>)</li><li>• Recognize words as a unit of speech (<i>reading</i>)</li><li>• Recognize letters of own name and those of familiar objects found in a variety of contexts (<i>reading</i>)</li></ul> <p>Scholastic can provide a <b>Read and Rise</b> alignment to state academic, grade-level literacy standards. Please contact your Scholastic representative at 800-387-1437 for more information.</p>

Read and Rise Alignment to Title I, Part A

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<p>2. Address the needs of all students in the school, particularly the needs of low-achieving students and those at risk of not meeting the State's student academic standards</p>	<p><b><i>Read and Rise</i></b> is a flexible and comprehensive resource that can support low-achieving students and those at risk of not meeting the State's student academic standards by providing them with:</p> <ul style="list-style-type: none"> <li>• <u>Additional time</u> for research-based literacy instruction and practice</li> <li>• <u>Multiple learning modalities</u> (hands-on activities, read-aloud sessions, printed materials, music, and movement activities)</li> <li>• <u>High-quality interactions</u> between children and child care providers or children and parents that reinforce skills</li> <li>• <u>Engaging materials</u> that hold children's attention and make learning fun</li> <li>• <u>Emphasis on the family's importance</u> in helping children learn to read</li> </ul> <p><b><i>Read and Rise</i></b> helps limited English proficient students acquire language skills by:</p> <ul style="list-style-type: none"> <li>• 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</li> <li>• Presenting a wide variety of <u>vocabulary and oral language-building activities</u></li> <li>• Demonstrating how <u>parents can use their first language to help their children learn English</u></li> <li>• Embracing participants' <u>culture and traditions</u> as an integral part of building literacy and content knowledge</li> <li>• Offering a wide variety of <u>multicultural books</u> that celebrate diversity</li> </ul>
<p>3. Close the achievement gap between high- and low-performing children, especially the achievement gaps between minority and nonminority students, and between disadvantaged children and their more advantaged peers.</p>	<p>The <b><i>Read and Rise</i></b> 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. <b><i>Read and Rise</i></b> 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 style="text-align: right;"><i>(continued)</i></p>

Read and Rise Alignment to Title I, Part A

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<p>Close the achievement gap between high- and low-performing children, <i>Continued</i></p>	<p>As guiding principles that can help close the achievement gap between high- and low-performing children, the <b>Read and Rise</b> curriculum:</p> <ul style="list-style-type: none"> <li>• Stresses the importance of reading and literacy</li> <li>• Acknowledges family and community strengths</li> <li>• Fosters new attitudes, new behavior, and changed conditions</li> <li>• Provides “hands-on,” practical literacy experiences and activities for educators and providers to use in their classrooms and with their families</li> <li>• Inspires action at school, home, and within the community</li> </ul>
<p>4. Use effective methods and instructional practices that are based on scientifically based research and that:</p> <ul style="list-style-type: none"> <li>• Strengthen the core academic program</li> <li>• Provide an enriched and accelerated curriculum</li> <li>• Increase the amount and quality of learning time, such as providing an extended school year, before- and after-school programs, and summer programs and opportunities</li> </ul>	<p><b>Read and Rise uses effective practices to strengthen the core academic program and enrich the curriculum</b></p> <p>The first Scholastic workshops that employed the methods and materials used in <b>Read and Rise</b> were implemented in Danbury, CT and Osceola, FL under the name <b>Lee y serás (Read and You Will Be)</b>. 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"> <li>• 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.</li> <li>• 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.</li> <li>• 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)</li> </ul> <p>A copy of the Education Development Center, Inc. evaluations of <b>Lee y serás</b> 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>

Key Criteria for Title I, Part A Funding	<i>Read and Rise</i>
<p>Use effective methods and instructional practices that are based on scientifically based research, <i>Continued</i></p>	<p>In the <b><i>Read and Rise</i></b> edition, the <b>Lee y serás</b> focus was expanded to include the needs of all children, especially those who have been historically underserved.</p> <p><b><i>Read and Rise</i></b> research base</p> <p>Scholastic Inc. developed all of the <b><i>Read and Rise</i></b> 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"> <li>• 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)</li> <li>• Many people assume that young children will acquire rich language and vocabulary on their own (Resnick &amp; 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).</li> <li>• 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.</li> <li>• 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).</li> <li>• 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).</li> </ul> <p style="text-align: right;"><i>(continued)</i></p>

Read and Rise Alignment to Title I, Part A

Key Criteria for Title I, Part A Funding	<i>Read and Rise</i>
<p>Use effective methods and instructional practices that are based on scientifically based research, <i>Continued</i></p>	<p><b>Increases the amount and quality of learning time</b></p> <p>Children participate in the <b><i>Read and Rise</i></b> community program outside of the regular school day with their families or child care providers.</p> <ul style="list-style-type: none"> <li>• <b><i>Read and Rise</i></b> currently offers <u>20 take-home books</u> that reinforce what children are learning in school, while building a text-rich environment at home.</li> <li>• Corresponding <u>Family Fun Activity Cards</u> provide useful tips and suggestions to help expand the reading experience.</li> <li>• <u>Family Guide</u> provides information, ideas, age-specific short stories, literacy-based activities, and developmentally appropriate book lists for more reading.</li> </ul> <p>In addition, Scholastic publishes a wide variety of high-quality books suitable for children ages 0-8 that can increase their learning and love of reading, both in the classroom and at home. (<i>add-on cost</i>)</p>
<p>5. Provide high-quality and ongoing professional development that aligns with the State's academic standards</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. <b><i>Read and Rise</i></b> trains the community facilitators on how to conduct the six Family or Child Care Provider Conversation workshops outlined for them:</p> <ul style="list-style-type: none"> <li>• <u>Session 1</u>: The Importance of Family and Community Partnerships</li> <li>• <u>Session 2</u>: Culture, Traditions, Everyday Experiences</li> <li>• <u>Session 3</u>: The Power of Storytelling</li> <li>• <u>Session 4</u>: Fun with the Sounds of Language</li> <li>• <u>Session 5</u>: Family and Community Strengths!</li> <li>• <u>Session 6</u>: Celebrate Success!</li> </ul>

Read and Rise Alignment to Title I, Part A

Key Criteria for Title I, Part A Funding	<i>Read and Rise</i>
<p>Provide high-quality and ongoing professional development that aligns with the State’s academic standards, <i>Continued</i></p>	<p>Workshop participants receive:</p> <ul style="list-style-type: none"> <li>• <u>Facilitator’s Guides</u> for Family Conversations and for Child Care Provider Conversations, which contain the curriculum and step-by-step implementation strategies (<i>available in English or Spanish</i>)</li> <li>• <u>Journals</u> for Family Conversations and 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>)</li> <li>• <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>)</li> <li>• <u>Children’s book and Family Reading Fun Card</u> with activities to use with the book (<i>available in English or Spanish</i>)</li> <li>• <u>Putumayo Kids World Playground music CD</u>, which assists in building a diverse culturally enriched setting that ties in music and reading activities for the family and child</li> </ul> <p>Scholastic can provide a <b>Read and Rise</b> alignment to state professional development standards. Please contact your Scholastic representative at 800-387-1437 for more information.</p> <p>In addition, the Scholastic Professional Development Services team trains in a variety of topics and venues, such as on-site coaching, webinars, and workshops. (<i>add-on cost</i>)</p>
<p>6. Implement programs, activities, and procedures for the involvement of parents in Title I programs, including:</p> <ul style="list-style-type: none"> <li>• Building the schools’ and parents’ capacity for strong parental involvement</li> <li>• Promoting literacy programs that bond families around reading</li> <li>• Providing materials and training to help parents to work with their children to improve their children’s achievement</li> </ul>	<p><b>Read and Rise</b> is an ideal mechanism for meeting the parental involvement requirements of Title I, Part A:</p> <ul style="list-style-type: none"> <li>• <b>Read and Rise</b> is a meaningful parental and community involvement program that provides research-based materials, workshops, and activities. The program’s Train-the-Trainer model builds capacity and promotes program sustainability.</li> <li>• Participants in <b>Read and Rise</b> acquire, use, and encourage their children’s use of literacy materials in their home environments on a regular basis. This can include such activities as storytelling, playing word games, reading aloud books, reading labels on cans and boxes, and singing songs.</li> </ul> <p style="text-align: right;"><i>(continued)</i></p>



## Read and Rise Alignment to Title I, Part A

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<ul style="list-style-type: none"><li>• Providing parents with information about the essential components of reading instruction to enable parents to support instructional practices used by the teacher</li><li>• Educating teachers and other staff in the value and utility of contributions of parents and how to build ties between parents and the school</li></ul>	<ul style="list-style-type: none"><li>• Families attend six workshops and receive materials they can use to help improve their children's achievement in reading/language arts. Materials include a high-quality children's book with family activity card, a Family Guide full of literacy experiences that families can share at home, a music CD, and a Journal.</li><li>• During the first workshop, <b>Read-and-Rise</b>-trained facilitators introduce families to the building blocks of reading – oral language development, phonological awareness, alphabet-letter knowledge, and concepts of print. These concepts are reviewed and reinforced in subsequent workshops through discussions and home activities, stories, rhymes, and songs.</li><li>• During <b>Read and Rise</b> workshops, families also learn tips for reading aloud that help:<ul style="list-style-type: none"><li>○ Parents become models of fluent reading</li><li>○ Children develop vocabulary in the context of the read-aloud</li><li>○ Community involvement supports and reinforce the use of meaningful text in society</li><li>○ Parents and children have learning conversations about the text to develop comprehension skills</li></ul></li><li>• The <b>Read and Rise</b> curriculum stresses the importance of family strengths and cultural practices in building children's love of reading and success in school and life. Each of the six family workshops contains goals, discussions, activities, and parent commitments to use the skills they are learning with their children at home.</li><li>• Outside of <b>Read and Rise</b>, Scholastic offers a <i>Literacy Partnerships</i> program, which provides steep discounts on take-home books that are given to children and their families. Many districts have built valuable school-to-home connections around literacy through this program. <i>(Please ask your Scholastic representative for details.)</i></li></ul>

Key Criteria for Title I, Part A Funding	<i>Read and Rise</i>
<p>7. To the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with other funding programs and initiatives</p>	<p><b><i>Read and Rise</i></b> and can be effectively integrated with school activities that are being funded by other federal, state, or local sources. The federal programs for which it qualifies include, but are not limited to:</p> <ul style="list-style-type: none"> <li>• School Improvement Grants, Transformation Model</li> <li>• School Improvement Grants, Turnaround Model</li> <li>• Head Start</li> <li>• Title III – English Language Acquisition</li> <li>• 21<sup>st</sup> Century Community Learning Centers</li> </ul> <p><b><i>Read and Rise</i></b> is highly sustainable through the following program strategies:</p> <ul style="list-style-type: none"> <li>• The implementation model supports a workshop attendance of 15 participants at one time. Once facilitators are trained, they can train child care providers and families as needed on an ongoing basis.</li> <li>• <b><i>Read and Rise</i></b> provides workshop participants with a wealth of activity ideas and suggestions, and materials that can be referenced whenever needed.</li> <li>• Once facilitators are trained on one <b><i>Read and Rise</i></b> book and corresponding Family Reading Fun Card during the one-day workshop, they can use the same strategies on any of the other 19 <b><i>Read and Rise</i></b> book/card sets available for purchase, as well as books outside of the program.</li> </ul>

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