



The following chart details how **Scholastic R.E.A.L.** (*Read Excel Achieve Lead™*) can support the development of a *21<sup>st</sup> Century Community Learning Centers (21<sup>st</sup> CCLC)* program. This program supports the creation of community learning centers that provide academic enrichment opportunities during non-school hours for children, particularly students who attend high-poverty and low-performing schools. The criteria are drawn from the federal *21st Century Community Learning Centers Non-Regulatory Guidance* (February 2003), which can be found at: <http://www2.ed.gov/programs/21stcclc/index.html>

Key Criteria for 21 <sup>st</sup> CCLC Programs	 <b>Scholastic R.E.A.L.</b>
1. Activities that provide remedial education and academic enrichment to improve academic achievement	<p><b>Scholastic R.E.A.L.</b> is an after-school, literacy-based mentoring program designed to offer children a broad array of enrichment activities that can complement their regular academic curriculum. The well-implemented program proactively helps participating children advance in school by offering before-, during-, and after-reading text support for scholastic’s selected, high-quality paperbacks.</p> <p>The personalized program is based on the simple idea that every child needs a mentor. During the school year, the mentoring experience provides Grades K-7 students a chance to connect with a positive role model through read-aloud sessions with the most engaging, grade-appropriate books.</p>
2. Activities for limited English proficient students that emphasize language skills and academic achievement	<p>English Language Learners can build essential vocabulary and fluency while listening to informative, high-interest literature read aloud by the program’s mentors. <b>Scholastic R.E.A.L.</b> books celebrate diversity and encourage relevant self-to-text connections to the real world, engaging and motivating even reluctant ELLs.</p> <p>To encourage the ELL home-to-school connection, a family letter is available in English and Spanish. The letter explains highlights of the program and encourages family support while their children increase language skills and academic achievement.</p> <p>In addition, many of the titles in <b>Scholastic R.E.A.L.</b>, have multicultural themes, such as:</p> <ul style="list-style-type: none"> <li>• The Three Little Javelinas</li> <li>• Carlos and the Squash Plant (bilingual book)</li> <li>• Esperanza Rising</li> <li>• The Jumping Tree</li> <li>• Harvesting Hope: The Story of Cesar Chavez</li> </ul>

If you have any questions about **Scholastic R.E.A.L.** or would like to place an order, please call your sales representative at **800-387-1437** or fax to **877-242-5865**.  
[www.scholastic.com/scholasticreal](http://www.scholastic.com/scholasticreal)

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<p>3. Activities to promote parental involvement and family literacy</p> <div data-bbox="224 489 597 982" style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p><b>Scholastic R.E.A.L. Model</b></p> <ul style="list-style-type: none"> <li>• <u>Recruit</u>: Mentors who are willing to share life experiences as they enjoy spending time reading with students</li> <li>• <u>Read</u>: Captivating, meaningful books that can be explored and discussed</li> <li>• <u>Inspire</u>: Students to READ, in their discussions to EXCEL, and empower students to ACHIEVE and LEAD</li> </ul> </div>	<p><b>Scholastic R.E.A.L.</b> offers the community a flexible literacy program that allows parents and mentors to model fluent reading, engage students in discussion, and demonstrate that successful adults love to read.</p> <p>Result-oriented mentors meet the social-emotional needs of children by helping them develop a trusted relationship with other adults.</p> <p>The family letter, available in English and Spanish:</p> <ul style="list-style-type: none"> <li>• Explains highlights of the program</li> <li>• Asks the family to encourage their children to share the program's books with their brothers, sisters, cousins, parents, and grandparents</li> <li>• Invites the family to refer volunteer mentors for the program</li> </ul> <p>In addition, students receive a special guide for each book to develop reading and critical thinking skills. This Student Guide contains:</p> <ul style="list-style-type: none"> <li>• Questions to support the reading of the book and stimulate family conversations</li> <li>• Special reading and writing activities that families and children can complete together</li> </ul>
<p>4. Programs that provide assistance to students who have been truant, suspended, or expelled to allow the students to improve their academic achievement</p> <div data-bbox="224 1507 613 1843" style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>"I've always said if we can get more men in the classroom, particularly in inner cities where a lot of young people don't have fathers, that could be of enormous benefit. We need a new generation of Americans to step forward to serve our country in the classroom."</p> <p style="text-align: right;">--President Barack Obama</p> </div>	<p>"Read Every Day. Lead a Better Life," is Scholastic's 90<sup>th</sup> anniversary campaign for empowering young people. According to research, mentoring positively impacts adolescents by promoting a better attitude toward school achievement and the world around them. (Weissberg, 1992)</p> <p><b>Scholastic R.E.A.L.</b> can be particularly successful with students who have been truant, suspended, or expelled, because the informal setting of school-linked services can reduce stress and anxiety in these students. This enables mentors to build bridges across the non-academic barriers to learning.</p> <p>Mentors read motivating fiction and nonfiction books:</p> <ul style="list-style-type: none"> <li>• Fiction titles feature main characters and plots that demonstrate creative problem solving and resiliency</li> <li>• Nonfiction titles include biographies of inspirational figures</li> </ul> <p>Students are excited by the mentor visits. It fosters thinking about their future goals and dreams. Mentors have a lasting impression on children to help shape them into life-long readers.</p>

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<p>5. Programs and activities that follow <i>principles of effectiveness</i> by being based, in part, on validated research to support academic growth</p>	<p>The mentoring strategies used in <b>Scholastic R.E.A.L.</b> are based on research findings, such as:</p> <ul style="list-style-type: none"> <li>• Students that have accountable adults involved in their education beyond the school day perform better in school, stay in school longer, and are more likely to pursue further education. (Weissberg, 1992)</li> <li>• Effective mentoring sessions involve regular, structured activities. (DuBois, Holloway, Valentine, &amp; Cooper, 2002)</li> <li>• High levels of parent involvement in African-American communities correlate with improved reading achievement. (Armor, 1976)</li> <li>• Discussion of personal relationships and social issues can lead to closer mentor-youth relationships and more positive outcomes for youth. (Small, S.A., 2008)</li> </ul> <p>In addition, research indicates that high-performing readers possess and read a plethora of books. Some of these findings are:</p> <ul style="list-style-type: none"> <li>• Research confirms that for virtually all children, the highest achievers in the classroom were likely to read over 200 times as many minutes per day as the lowest achievers. (Anderson, Wilson &amp; Fielding, 1988)</li> <li>• Increased learning time can close the reading gap between on-grade level readers and below-level readers. (Allington, 2007)</li> </ul> <p><b>Scholastic R.E.A.L.</b> provides low-performing, disadvantaged children access to a print-rich environment. Participants of the literacy mentoring program are given the program's books to keep and form a home library.</p>
<p>6. The eligible entity has experience or promise of success in providing educational and related activities that will complement and enhance the academic performance, achievement, and positive youth development of the students.</p>	<p>The reputation of <b>Scholastic Inc.</b> is built on a 90-year history of helping foster and support effective learning for all students. For years, the company has worked with leading researchers to develop scientifically based products that produce significant results in student achievement.</p> <p>To ensure that students in high-poverty districts meet the challenging, academic content and the state achievement standards, Scholastic hand-selects literature that strengthens specific reading skills. Each engaging title is age-appropriate to support the transfer of sentence-complexity skills needed in order to achieve to the next reading level. <b>Scholastic R.E.A.L.</b> follows in this tradition.</p>

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<p>7. To sustain a quality program, staff delivering academic support and enrichment services should be provided ongoing training and learning opportunities.</p>	<p><b>Scholastic R.E.A.L.</b> is a complete program devoted to providing all the tools necessary to recruit, encourage, and equip mentors to inspire students. Each program includes:</p> <ul style="list-style-type: none"> <li>• <b>Implementation Guide</b> <ul style="list-style-type: none"> <li>○ Offers a sequence on how to get the program started</li> <li>○ Contains reproducible, customizable forms and letters</li> <li>○ Provides mentor tips for non-educators</li> <li>○ Recommends public awareness ideas</li> </ul> </li> <li>• <b>Authentic Literature</b> <ul style="list-style-type: none"> <li>○ Supplies consumable books for students to keep</li> <li>○ Presents age-appropriate, engaging literature</li> <li>○ Exposes students to award-winning authors</li> </ul> </li> <li>• <b>Student Pop-Open Bookmarks</b> <ul style="list-style-type: none"> <li>○ Includes grade-level writing activities</li> <li>○ Supplies home extension activities</li> </ul> </li> <li>• <b>Mentor Bookmarks With Academic Extensions</b> <ul style="list-style-type: none"> <li>○ Includes thought-provoking discussion questions</li> <li>○ Presents ideas on how to launch a book</li> <li>○ Proposes skills to focus on while reading</li> <li>○ Prepares volunteers for each visit</li> </ul> </li> </ul>
<p>8. Academic activities are aligned with the school's curriculum in the core subject areas.</p>	<p><b>Scholastic R.E.A.L.</b> can help build bridges in students' reading comprehension by focusing on the core curriculum elements stated below:</p> <ul style="list-style-type: none"> <li>• <u>Author's Purpose</u>: students learn to read and read to learn</li> <li>• <u>Schema</u>: activate prior knowledge</li> <li>• <u>Determine Importance</u>: focus on main idea</li> <li>• <u>Clarify Meaning</u>: predict and ask questions</li> <li>• <u>Infer Meaning</u>: draw conclusions and make judgments</li> <li>• <u>Synthesize Ideas</u>: retell and analyze literature</li> <li>• <u>Solve Problems</u>: apply author's message to real life</li> </ul>
<p>9. Program was developed and will be carried out in active collaboration with the schools the students attend.</p>	<p><b>Scholastic R.E.A.L.</b> can be carried out in active collaboration with the schools the students attend through many of the program's features. For example, the learning center can:</p> <ul style="list-style-type: none"> <li>• Share the list and sequence of titles read with the school's English/Language Arts department</li> <li>• Distribute the program's Teacher Letter, which announces the launch of the program, explains its strategies, and asks teachers to support the mentors</li> <li>• Provide feedback on student participation</li> </ul>

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<p>10. The program includes a plan for how the community learning center will continue after funding under this part ends.</p>	<p><b>Scholastic R.E.A.L.</b> integrates with other school or district activities that are being funded from sources other than 21<sup>st</sup> CCLC. The federal funding programs for which <b>Scholastic R.E.A.L.</b> qualifies include:</p> <ul style="list-style-type: none"> <li>• <i>Title I, Part A – Improving Basic Programs</i></li> <li>• <i>Title III – English Language Acquisition</i></li> <li>• <i>School Improvement Grants (SIG)</i></li> <li>• <i>Rural Education Achievement Program (REAP)</i></li> <li>• <i>McKinney-Vento Homeless Children and Youth Program Funds</i></li> </ul>
<p>11. The program or activity shall undergo a periodic evaluation to assess its progress toward achieving its goal of providing high-quality opportunities for academic enrichment.</p>	<p><b>Scholastic R.E.A.L.</b> is designed to be implemented and monitored on the District Level and School Level. The Implementation Guide suggests clear guidelines to review progress:</p> <p><u>District Level</u></p> <ul style="list-style-type: none"> <li>• Maintain mentor information</li> <li>• Record number of student participants</li> <li>• Check progress with principals periodically</li> <li>• Attend and plan a kickoff each year</li> </ul> <p><u>School Level</u></p> <ul style="list-style-type: none"> <li>• Distribute materials</li> <li>• Provide a hospitality room for mentors to peer review</li> <li>• Solicit feedback for improvement</li> </ul>