Scholastic R.E.A.L.™ Meets Selected Priorities of the *Innovative Approaches to Literacy Grant!*

According to the US Department of Education, the *Innovative Approaches to Literacy (IAL)* program supports high-quality programs designed to develop and improve literacy skills for children and students from birth through 12th grade within the attendance boundaries of high-need local educational agencies (LEAs) and schools. The Department intends to support innovative programs that:

- Promote early literacy for young children
- Motivate older children to read
- Increase student achievement by using school libraries

The Department suggests that these projects may include:

- Distributing free books to children and their families
- Offering high-quality childhood literacy activities
- Fostering collaborative joint professional development opportunities for teachers and school library personnel

> **Please visit**
>
> http://teacher.scholastic.com/products/face/funding.htm
>
> **for information about _other_ qualifying Scholastic programs that are written in "grant-friendly" text. Just cut and paste information, based on your application's needs!**

Please visit the Federal Register at http://www.gpo.gov/fdsys/pkg/FR-2012-07-11/pdf/2012-16930.pdf for all requirements of the IAL Grant. These include Selection Criteria, Priorities, page limits, formatting requirements, and the submission URL.

The application deadline is on or before August 10, 2012.

By leveraging Scholastic programs and services together, all IAL Priorities can be met!

The following chart shows how **Scholastic R.E.A.L.** meets the Priorities of the *Innovative Approaches to Literacy Grant* to increase student literacy, family engagement, and educator effectiveness. The criteria are drawn from the official IAL grant page, which can be found at:
http://www2.ed.gov/programs/innovapproaches-literacy/applicant.html

PLEASE NOTE THAT YOUR APPLICATION MUST BE CUSTOMIZED TO THE UNIQUE NEEDS OF YOUR AGENCY.

Priorities of the IAL Grant	📖 Scholastic R.E.A.L.
Absolute Priority: High-quality plan for innovative approaches to literacy that include book distribution, childhood literacy activities, or both, and that is supported by at least one study that meets the definition of scientifically valid research (as defined in the US Department of Education notice).	**Scholastic R.E.A.L.** is devoted to giving school districts the tools needed to recruit, encourage, and equip mentors from the community to inspire students and build literacy skills. **R.E.A.L. mentors read aloud in selected Grades K-7 classrooms** for an hour each month. The **R.E.A.L.** book collections celebrate diversity and strong values. - Fiction titles that feature main characters and plots that demonstrate creative problem solving and resiliency - Nonfiction titles that include biographies of inspirational figures and informational text *(continued)*

Priorities of the IAL Grant	📖 Scholastic R.E.A.L.
Absolute Priority, continued	• <u>Mentor Guides</u>, designed for mentors who are not educators, that include book summaries, read-aloud tips, discussions ideas, and ways to make the most of the time that they spend with their students • <u>Student Guides</u> that provide practical ways to read for meaning, invite deeper thinking, and contain engaging activities for helping readers connect their own reading, thinking, and writing about each title Mentors are drawn from community volunteers, including parents. The **R.E.A.L.** program celebrates diversity and strong values, while it builds reading motivation and improvement. **<u>Students are delighted to take home their own copy of the books to create a home library</u>**. Research findings support community mentoring and the strategies that **R.E.A.L.** uses as a way to increase student achievement. For example: • High levels of parent involvement in African-American communities correlate with improved reading achievement. (Armor, 1976) • Discussion of personal relationships and social issues can lead to closer mentor-youth relationships and more positive outcomes for youth. (Small, S.A., 2008) • Effective mentoring sessions involve regular, structured activities. (DuBois, Holloway, Valentine, & Cooper, 2002)
Competitive Preference Priority 1: Turning Around Persistently Lowest-Achieving Schools	**R.E.A.L.** uses a simple, yet highly effective model for creating a community-outreach, mentoring program to help increase the achievement of low-achieving children and those at risk of not meeting state standards. 1. <u>Recruit</u> – The program provides tips for how to find community-based, volunteer mentors who are willing to share their life experiences as they enjoy reading a book with students. **R.E.A.L.** demonstrates in concrete ways how mentors can motivate students to read by sharing the place that reading holds in their own lives. 2. <u>Read</u> – Students gain new models for thinking more deeply as they listen to mentors read aloud and talk together about issues from the book. The Scholastic **R.E.A.L.** titles have been selected by educators for their power to captivate students' attention. All students receive up to seven books that they can share with their families and use to create a home library. 3. <u>Inspire</u> – Students are delighted by the mentor visits, and everyone is enriched – students, mentors, and the community. Through this program, mentors provide the motivation to students to *read* and inspire them in their discussions to *excel.* **R.E.A.L.** mentors help build and broaden the culture of literacy that empowers students to *achieve* and *lead* in today's world.

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- A study of a youth development program with a strong mentoring component — revealed that members were more likely to be high school graduates (63% of members vs. 42% of control group) and were less likely to drop out of school (23% drop out vs. 50% of control group) *(Center for Human Resources*, 1994.)*

- Mentees who are the most disadvantaged and/or at-risk are especially likely to gain from mentoring programs (Jekielek et al, 2002)

- Middle school students involved in an intergenerational mentoring program had positive outcomes including increased attendance at school. (LoScieuto, et al., 1996.)

- Young people with mentors were more likely to stay in school, attend classes, achieve and aspire to better grades, and go to college. (*Proctor and Gamble Study*, 1988,)

R.E.A.L. provides school districts with the implementation resources needed to build a successful mentoring system that supports a culture of literacy. An easy-to-use Implementation Guide, covers all the essentials, including:

- Descriptions of program components and how to use them

- Tips for organizing the program in schools, recruiting mentors, and celebrating success

- Reproducible resources for starting and organizing the program— from a mentor application to sample letters

- Suggestions and tools for communicating with all participants

R.E.A.L. mentors read aloud in selected Grades K-7 classrooms for an hour each month. The program can also be flexibly implemented before or after school, as needed. Students who are mentored through the community program become inspired to reread the books and to share them with their families. **They increase the time they spend reading and their reading achievement.**

R.E.A.L. provides a variety of age-appropriate, relevant authentic literature, which engages students and increases their motivation to read. Books include:

- Award winners, such as *Bud, Not Buddy*

- Inspiring accounts, such as *Ruby Bridges Goes to School*

- Cultural tales, such as *Carlos and the Squash Plant (bilingual)*

- Thought-provoking themes, such as *Students on Strike*

Priorities of the IAL Grant	📖 Scholastic R.E.A.L.
Competitive Preference Priority 4: Serving Rural LEAs	The Implementation Guide provides reproducible family letters in English and Spanish that explain the **R.E.A.L.** program and invite community members and parents to become mentors. The program also **encourages adult participation by providing students with their own copies of the books**. Students can bring the books home to read and to discuss the themes and characters with their families or caregivers. With **R.E.A.L.,** school districts have the opportunity to form strategic community and parent partnerships that are long-lasting and meaningful. In total, the program celebrates diversity and strong values, while it builds: • Reading motivation and improvement • Ongoing and consistent community engagement • Relevant connections to the real world • Increase student achievement and decrease the dropout rate in rural schools **R.E.A.L.** has also been funded by Rural Education Achievement Program (REAP).

For more information, please contact your Local Account Executive and visit the websites listed on page one.
For immediate response, **please call 866-757-5163 or write SCCG@scholastic.com.**