



Family and Community Engagement™


R | E | A | L
READ EXCEL ACHIEVE LEAD™

**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 and communities 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 **Scholastic R.E.A.L** supports the criteria for Title I-funded school-wide, targeted assistance, and *American Recovery and Reinvestment Act (ARRA)* programs. 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>

Key Criteria for Title I, Part A Funding	Scholastic R.E.A.L.
<p>1. Research-based strategies that strengthen the core academic program</p>	<p>Scholastic R.E.A.L. is a mentoring program devoted to giving school districts and communities the tools needed to recruit, encourage, and equip mentors to inspire students and build literacy skills. Available for Grades K-7, R.E.A.L. provides:</p> <ul style="list-style-type: none"> • <u>Fiction titles</u> that feature main characters and plots that demonstrate creative problem solving and resiliency • <u>Nonfiction titles</u> that include biographies of inspirational figures and informational text • <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 <p>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. Students are delighted to take home their own copy of the books to create a home library.</p> <p>Research findings support community mentoring and the strategies that R.E.A.L. uses as a way to increase student achievement. For example:</p> <ul style="list-style-type: none"> • 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)

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**, fax to
877-242-5865; or visit:
www.scholastic.com/scholasticreal

Key Criteria for Title I, Part A Funding	Scholastic R.E.A.L.
<p>2. Strategies that increase the amount of learning time and provide an enriched curriculum</p>	<p>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.</p> <p>R.E.A.L. provides a variety of age-appropriate, relevant authentic literature, which engages students and increases their motivation to read. Books include:</p> <ul style="list-style-type: none"> • Award winners, such as <i>Bud, Not Buddy</i> • Inspiring accounts, such as <i>Ruby Bridges Goes to School</i> • Cultural tales, such as <i>Carlos and the Squash Plant (bilingual)</i> • Thought-provoking themes, such as <i>Students on Strike</i> <p style="text-align: right;"><i>(Program titles are subject to change.)</i></p>
<p>3. Strategies, such as mentoring and counseling, for meeting the educational needs of low-achieving children and those at risk of not meeting state standards</p>	<p>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.</p> <ol style="list-style-type: none"> 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 <i>read</i> and inspire them in their discussions to <i>excel</i>. R.E.A.L. mentors help build and broaden the culture of literacy that empowers students to achieve and lead in today’s world.

Scholastic R.E.A.L. Alignment to Title I

Key Criteria for Title I, Part A Funding	Scholastic R.E.A.L.
<p>Strategies, such as mentoring and counseling, for meeting the educational needs of low-achieving children and those at risk of not meeting state standards, Continued</p>	<p>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:</p> <ul style="list-style-type: none"> • 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
<p>4. Substantial and meaningful opportunities for parents to participate in the education of their children</p>	<p>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.</p> <p>With R.E.A.L., school districts have the opportunity to form strategic community and parent partnerships that are long-lasting and meaningful.</p>
<p>5. If appropriate, coordinate with other funding programs</p>	<p>R.E.A.L. can be effectively integrated with school activities that are being funded by other federal, state, or local sources. The federal programs for which these Scholastic products qualify include, but are not limited to:</p> <ul style="list-style-type: none"> • School Improvement Grants, Transformation Model • School Improvement Grants, Turnaround Model • Title III – English Language Acquisition • 21st Century Community Learning Centers • Rural Education Achievement Program (REAP) • McKinney-Vento Homeless Children and Youth Program