The purpose of the 21st Century Community Learning Centers (21st CCLC) program is to create community learning centers that provide academic enrichment opportunities for children, particularly students who attend high-poverty and low-performing schools. The following chart details how READ 180 Next Generation can support the development of a 21st CCLC program. The criteria are drawn from the federal 21st Century Community Learning Centers Non-Regulatory Guidance.

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<thead>
<tr>
<th>Key Criteria for 21st CCLC Programs</th>
<th>READ 180 Next Generation</th>
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<tr>
<td>1. Activities that provide remedial education and academic enrichment to improve academic achievement</td>
<td>READ 180 Next Generation is a comprehensive system of curriculum, assessment, human capital development, and family engagement tools that empower everyone to contribute to reading success. Designed to meet the needs of students whose reading achievement is below the proficient level, the system provides individualized and personalized instruction through adaptive instructional software, high-interest literature, whole- and small-group direct instruction in reading and writing skills, and algorithmic grouping support for data-driven differentiation. The core components of the system have been designed to address literacy and language problem areas for intensive, accelerated, and extensive reading instruction. READ 180 Next Generation includes the following program components:</td>
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<td>• Adaptive Technology—READ 180 Next Generation Software is intelligent and adaptive, collecting data based on individual responses, and adjusting instruction to meet each student’s needs.</td>
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<td>• Teacher-led Instruction—The READ 180 Next Generation rBook is the cornerstone of READ 180 instruction, providing a clear instructional path for teachers to use in Whole- and Small-Group direct instruction. The rBook is organized around nine Workshops that provide enough content for approximately one year of instruction.</td>
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<td>• Modeled and Independent Reading—READ 180 Next Generation Leveled Paperbacks present students with choices of age-appropriate, relevant books they can read with success. Each book is leveled using the Lexile Framework® for Reading, allowing students to read confidently according to their own independent reading abilities. Audiobooks offer struggling readers the opportunity to develop good reading strategies and habits while enjoying authentic grade-level literature.</td>
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### Key Criteria for 21st CCLC Programs

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<th>2. Activities for limited English proficient students that emphasize language skills and academic achievement</th>
<th>READ 180 Next Generation</th>
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| Activities that provide remedial education and academic enrichment to improve academic achievement Continued | - **Data, Assessment, and Reporting** — The *Scholastic Achievement Manager* (SAM), a comprehensive online management system, collects and organizes student performance data and AYP accountability requirements, and supports district-wide data aggregation for teachers, district administrators, and technology coordinators. A wide variety of formative assessment instruments identify students’ most urgent needs, enabling the program and teachers to adjust instruction accordingly. The Teacher Dashboard includes multiple supports for helping teachers use data to differentiate and personalize instruction. The Leadership Dashboard provides administrators with more visibility to their data, enabling them to achieve a greater level of implementation fidelity.  

- **Professional and Leadership Development** — The Scholastic Training Zone, an online destination, provides video tutorials and downloadable classroom resources along with live online webinar trainings and exclusive online author events. Implementation Training and Leadership Training introduces educators to the program components, dashboards, management system, and research-based instructional model.  

*READ 180 Next Generation* offers multiple text types that build students' world knowledge and prepare them to comprehend across the content areas. Because domain knowledge is critical to reading comprehension, *READ 180 Next Generation* includes informational texts related to social studies, science, social sciences, and contemporary social issues. |

The *READ 180 Next Generation* individualized, leveled instruction and practice activities can raise the achievement of students with varying abilities and needs, including those who are struggling and at-risk of not meeting state academic standards. These include:

- Children from low-income families
- Students with disabilities
- English-Language Learners
- Native Americans
- Students attending urban, suburban, and rural schools

For teachers, *READ 180 Next Generation* provides a Teacher Dashboard that connects teachers with student data and program content anytime and anywhere. The Teacher Dashboard is packed with resources to support effective teaching and successful implementation. |
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<th>Key Criteria for 21st CCLC Programs</th>
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<td>Activities for limited English proficient students that emphasize language skills and academic achievement</td>
<td>With the Next Generation Teacher Dashboard, teachers have access to lesson plans aligned to State Standards and the Common Core State Standards. The customizable lesson plans are pre-populated and allow teachers to add notes, save, print, and e-mail.</td>
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Through the Dashboard, teachers can go online from any Internet connection and easily group students, review data reports on student performance, and access the rBook Teaching System to facilitate data-driven differentiating instruction. The most successful READ 180 teachers group, and regroup students frequently for maximum instructional impact. Accessible via the Teacher Dashboard, the Groupinator® dynamically assigns students to groups for daily rBook instruction and Workshop Checkpoints. Resources are recommended for each group and link directly to Resources for Differentiated Instruction (RDI) books. The Dashboard also allows them to access resources for professional development and for reaching out to families.

For school and district leaders, the Leadership Dashboard facilitates connected leading by providing an easily accessible overview of program implementation metrics. Leaders can use the site to efficiently monitor student performance and implementation fidelity into access tools for planning and managing resources. Like the Teacher Dashboard, the Leadership Dashboard includes materials to assist with engaging families and caregivers.

**English-Language Learners**

Throughout READ 180 Next Generation, program materials reflect a consideration for the needs of English language learners. The program was designed with the recognition that focusing on the needs of English language learners highlights important elements of reading instruction, such as building background knowledge and developing academic vocabulary.

Relevant nonfiction engages English language learners and provides them with the academic vocabulary and essential knowledge required for success in the content areas. Specific READ 180 Next Generation features that support English language learners include:

- Anchor Videos build background knowledge and develop mental models.
- Software provides opportunities for repeated oral reading practice, including making recordings for self-assessment.

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| Activities for limited English proficient students that emphasize language skills and academic achievement Continued | • Oral language development and academic language strategies are integrated into the teaching materials and engage students with accountable response tasks.  
• The rBook and the Topic Software scaffold academic writing and revision  
• Multicultural content makes the program relevant to students with diverse backgrounds.  
• Audiobooks, eReads, and Topic Software allow students to read along with examples of modeled fluent reading. |

3. Activities involving telecommunications and technology education programs

The READ 180 Next Generation innovative technology harnesses learning theory and pedagogical principles to deliver individualized and personalized instruction tailored to each student’s needs and interests. The adaptive technology customizes and scaffolds individual skill practice and application in word recognition, vocabulary, spelling, comprehension, and fluency. Based on fundamental principles of working and long-term memory, the FASTT—Fluency and Automaticity through Systematic Teaching with Technology—algorithm in the READ 180 Next Generation Software works to enhance the learning, storage, and retrieval of new material. The adaptive pacing of skills practice in the FASTT model efficiently helps students achieve automaticity. In addition, embedded assessments throughout the software are designed to continuously assess and place students according to their level of mastery of learned and new information, and to customize corrective feedback to students’ specific errors.

READ 180 Next Generation makes systematic and extensive use of mental models to help students build background knowledge and improve comprehension of texts. READ 180 Next Generation Software, eReads, and rBook workshops include engaging Anchor Videos that introduce students to the concepts and vocabulary they will need to access the related text passages. The videos aid students in developing a mental picture of what they are about to read, resulting in improved comprehension. The combination of video and vocabulary support is especially beneficial for students who may have gaps in context information and/or academic language.

The Student Dashboard in READ 180 Next Generation supports students in building executive function and taking ownership over their learning. Through the Student Dashboard, students can track their progress in the software and view their overall progress. Furthermore, the Dashboard’s motivation system helps students keep track of their “Bests” and their streaks.

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Key Criteria for 21st CCLC Programs

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<th>Activities involving telecommunications and technology education programs Continued</th>
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This access to information about their progress and achievements not only motivates students, but also builds their awareness of who they are as learners, and guides them in setting and working toward academic goals. Students can also keep track of the Software segments and independent reading books they have completed, as well as monitor their time on the software, providing them practice with planning and time management skills.

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<th>4. Activities to promote parental involvement and family literacy</th>
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*READ 180 Next Generation* provides resources to help families support students’ learning and connect with the classroom. Families and caregivers can connect to the Family Portal from any Internet connection to learn about *READ 180 Next Generation* instruction and materials. The site includes a bilingual video which provides tips for families about how to support their children’s literacy achievement, and offers links to additional resources and research to help caregivers understand the needs of struggling readers. In addition, the Family Portal provides a space for sharing success stories and experiences with teachers and other *READ 180* families.

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<th>5. Programs that provide assistance to students who have been truant, suspended, or expelled to allow the students to improve their academic achievement</th>
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*READ 180 Next Generation* reverses the cycle of reading underachievement often experienced by students who are disconnected from school. Throughout the program, students are provided with opportunities to take initiative over learning, along with support in the skills necessary to be successful.

For example, students can choose access eReads that extend what they are learning in the Topic Software. These eReads allow students to deepen their knowledge and challenge themselves with more rigorous content, with the aid of built-in support for comprehension and critical thinking.

The Student Dashboard acts as a powerful motivator for students, as they are able to track their own progress, celebrate their achievements, and take ownership over their own learning. Anchor media are used to engage students and build background necessary for comprehension before they start reading. The adaptive technology customizes and personalizes instruction according to students’ levels. On-screen hosts in the software provide patient encouragement to students, along with the private, immediate corrective feedback.

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<td>Programs that provide assistance to students who have been truant, suspended, or expelled to allow the students to improve their academic achievement. Continued</td>
<td><strong>READ 180 Next Generation</strong> Paperbacks, Audiobooks, and the rBook are designed to capture the interest of adolescent readers. All texts are matched to students’ reading levels, providing struggling readers the opportunity to experience success and enjoyment of reading. In addition, reading selections and activities focus on high-interest topics that are meaningful and relevant to adolescent readers. Students are motivated by the opportunity to make their own choices of books, software topics, and eReads.</td>
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6. Programs and activities that follow principles of effectiveness by being based on:
   - Assessment of objective data regarding need for before- and after-school programs
   - Established set of performance measures aimed at ensuring the availability of high-quality academic enrichment opportunities
   - If appropriate, scientifically based research that provides evidence that the program or activity will help students meet state and local achievement standards

   **READ 180 Next Generation** is informed by an extensive body of literature about best practices for serving older struggling readers.

   **Assessment of Objective Data**
   The **READ 180 Next Generation** assessment system provides ongoing information for students, teachers, and administrators throughout the year about student learning and progress. The program assessments include tools to screen and place students, monitor progress, and provide information that can be used to inform instruction and assess the quality of program implementation.

   **READ 180 Next Generation** teachers use the Scholastic Reading Inventory (SRI), a scientifically based and validated test, as a screening assessment and as a progress-monitoring measure. SRI uses reading passages and accompanying questions to determine a student’s Lexile score or reading level.

   In addition to SRI, **READ 180 Next Generation** includes multiple formal and informal assessments to monitor student progress. Students take rSkills tests at the end of each Workshop to assess skills from rBook instruction, and they take rSkills Summative Tests at mid-year and end-of-year to assess listening and reading comprehension, critical reading, word-study skills, conventions, and writing. **Scholastic Reading Counts!** Quizzes assess students’ comprehension of Paperbacks, Audiobooks, and eReads that they complete during Modeled and Independent Reading. Three Checkpoints in each rBook Workshop guide teachers in pausing to assess student learning, and reviewing and reteaching skills as necessary based on data from the Topic Software, Writing Scoring Guides, and rSkills tests.

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<tr>
<td>Programs and activities that follow principles of effectiveness</td>
<td>High-Quality Academic Enrichment Opportunities</td>
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<td>Continued</td>
<td>In order to help students access informational and literary texts in different subject areas, READ 180 Next Generation instruction employs a gradual release approach to move students toward independent mastery of text. Before reading, students view Anchor Videos to build knowledge around the topic of the passage. The rBook also provides direct, explicit, and systematic vocabulary instruction connected the reading, including academic vocabulary from social studies and science content standards. During and after reading, careful scaffolding enables students of all reading levels to access content-rich, increasingly complex texts. As they gain mastery, students are challenged to increase independence in reading and comprehending a variety of texts; each Workshop includes a trajectory from highly supported readings in the rBook, Stretch texts, and Software passages, to more independent reading in the eReads, Audiobooks, and Paperbacks.</td>
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<td>READ 180 Next Generation texts are rated using a Qualitative Measure scoring rubric based on the Common Core State Standards guidelines. All informational and literary texts have been assigned one of five complexity levels—Simple, Moderate 1, Moderate 2, Complex 1, or Complex 2. For a Quantitative Measure, READ 180 Next Generation uses the Lexile® Framework to both determine student reading level and determine the difficulty of texts. All independent reading books and software passages are assigned Lexile scores based on their level of difficulty.</td>
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<tr>
<td>State and Local Achievement Standards</td>
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<tr>
<td>READ 180 Next Generation instruction guides students from highly supported reading toward independent mastery of increasingly complex text, enabling students of all reading levels to access content-rich complex texts.</td>
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<td>Scholastic has created a version of the Common Core State Standards (CCSS) text complexity triangle. The Scholastic Text Complexity Triangle, measures the three components of text complexity as outlined by CCSS: Quantitative (Lexile), Qualitative, and Reader &amp; Task.</td>
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| • Qualitative Measures: READ 180 Next Generation texts are rated using a Qualitative Measure scoring rubric based on the CCSS guidelines. All informational and literary texts have been assigned one of five complexity levels: Simple, Moderate 1, Moderate 2, Complex 1, or Complex 2. | (Continued)
Programs and activities that follow principles of effectiveness
Continued

- Quantitative Measure: READ 180 Next Generation uses the CCSS recommended Lexile Framework® to both determine student reading level and determine the difficulty of texts. All independent reading books and software passages are assigned Lexile scores based on their level of difficulty.

- Reader and Task Considerations: READ 180 Next Generation provides the teacher with the tools to expertly match Reader to Task. The variety of texts in the program provides varying degrees of complexity and scaffolding, allowing students to access texts at the appropriate level of challenge and move toward independence. The adaptive technology customizes instruction and practice according to students’ Lexile levels providing continual opportunities for all students, including English Language Learners and those with special needs, to experience success and demonstrate progress. Throughout READ 180 Next Generation, each reading is marked with an icon displaying its Lexile and complexity levels, to assist teachers in effectively matching readers with appropriately leveled texts.

Using the above dimensions, each eBook Workshop creates a “staircase” of increasing text complexity—a diverse array of classic and contemporary literature as well as challenging informational texts in a range of subjects. Each Workshop supports students in accessing complex texts through a narrow reading approach, in which students read a series of increasingly challenging texts with overlapping topics and recurring academic vocabulary. Each new text builds on the previous media and texts, providing students with the background knowledge, vocabulary, and confidence needed to access complex texts that might otherwise have been too challenging.

As another example of the Scholastic correlation to the CCSS to enhance access to on-grade level text, READ 180 now provides 80 eReads. The eReads offer students online access to leveled articles aligned to the Topic Software, allowing students to apply and extend skills and knowledge with more rigorous content. The eReads include audio support for both content and metacognitive strategies, as well as questions and activities that encourage students to apply higher-order thinking skills as they process information and ideas from the article.
7. 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.

**READ 180 Next Generation** is grounded in a rich history of educational research and development. The original model was informed by the work of three groups: Dr. Ted Hasselbring’s Cognition and Technology Group at Vanderbilt University, the Orange County Literacy Project in Florida, and the development staff at Scholastic Inc. The core instructional model combines research-based practices with the effective use of technology, offering students an opportunity to achieve reading success through a combination of teacher-directed, computer-individualized, and independent reading components.

Over the past decade, **READ 180** has become one of the most research-tested adolescent reading interventions in the country. The research base has been documented by rigorous third-party meta-analyses. In 2009, a What Works Clearinghouse (WWC) review concluded that the extent of evidence for **READ 180**’s impact on student achievement is “medium to large.” Similarly, **READ 180** was one of only four programs out of over 100 considered for review earning the label of “Moderate Evidence of Effectiveness” in a 2008 report by Johns Hopkins University’s Center for Data-Driven Reform in Education.

For more information regarding the research and efficacy of **READ 180 Next Generation**, please refer to this website:

http://read180.scholastic.com/reading-intervention-program/research

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8. To sustain a quality program, staff delivering academic support and enrichment services should be provided ongoing training and learning opportunities.

**READ 180 Next Generation** Implementation Training for teachers introduces teachers to the components of the program and demonstrates how **READ 180 Next Generation** directly addresses individual needs through adaptive software, high-interest literature, and systematic instruction. Approximately six weeks after the Day 1 training, a full-day follow up session expands on teachers’ knowledge and provides a venue to answer questions teachers may have about their particular classroom experience. Teachers review classroom management and goal-setting, learn advanced features of the management system, and focus on using reports to differentiate instruction. Participants receive a *Teacher Implementation Guide*, Implementation DVD (with over 30 video segments for observing **READ 180** in action in real classrooms as instruction is modeled and described), and the *First Three Weeks Handbook* (providing teachers with a day-by-day guide and objectives for planning, classroom set up, and routines to get started).

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| To sustain a quality program, staff delivering academic support and enrichment services should be provided ongoing training and learning opportunities. Continued | **READ 180 Next Generation**

**READ 180**: Best Practices for Reading Intervention are included with each stage of READ 180. The online course contains proven, scientifically based teaching strategies and methods to help raise student achievement in reading; 24-hour, just-in-time access to resources and training; interactive simulations and video modeling by master practitioners in real classrooms; tips for effectively using READ 180 Topic Software; strategies for teaching English-Language Learners and students with special needs; and ideas for using the assessments and reports in **READ 180 Next Generation** to inform instruction.

The **READ 180** community website at [www.scholastic.com/read180](http://www.scholastic.com/read180) for teachers to access additional resources, research, pose questions to a master **READ 180** teacher, as well as connect with each other and share and reflect upon their classroom experiences.

| 9. Academic activities are aligned with the school’s curriculum in the core subject areas. | **READ 180 Next Generation** offers multiple text types that build students’ world knowledge and prepare them to comprehend across the content areas. Because domain knowledge is critical to reading comprehension, **READ 180 Next Generation** includes informational texts related to social studies, science, social sciences, and contemporary social issues.

The content in all components of **READ 180 Next Generation** reflects diverse perspectives, allowing students to both reflect on their own experiences and explore new concepts and points of view. In the Topic Software, Paperbacks, Audiobooks, and eReads, students can choose among topics that engage them and reflect their interests, such as careers, music, heroes, relationships, health, and family. Through this engaging, diverse content, **READ 180 Next Generation** readings help students develop the strong base of world knowledge and interdisciplinary literacy skills that they need in order to better comprehend texts across the curriculum. |
### Key Criteria for 21st CCLC Programs

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| **10.** Program was developed and will be carried out in active collaboration with the schools the students attend. | **READ 180 Next Generation** provides multiple supports for teachers and administrators to assist them in planning instruction and maintaining high-quality implementation of the program for maximum effectiveness. The Teacher and Leader Dashboards provide teachers and administrators with easy, efficient access to critical data in a variety of formats. The Teacher Dashboard provides support for monitoring learning and differentiating instruction. Through the Teacher Dashboard, the teacher can:  
   - Use the Reports Scheduler to run reports that provide information about student performance  
   - Analyze data and results to inform instruction, using Data Snapshots  
   - Plan effective instruction  
   - Access Data-Driven CheckPoints that provide guidance on reviewing and reteaching skills based on software and *rSkills* report data  
   - Use the grouping tool to group students for differentiated instruction tailored to their needs  
   - Access rubrics and grade student performance on *rSkills*, the *Writing Zone*, and the *Success Zone* through the SAM Student Digital Portfolio  
Like the Teacher Dashboard, the Leadership Dashboard allows administrators to easily access data about student progress and program implementation. Leaders are able to view information about software usage at the district, or school level, as well as track each class’s progress on SRI, *rSkills* tests, and *Scholastic Reading Counts! Quizzes.* |
| **11.** The program includes a plan for how the community learning center will continue after funding under this part ends. | **READ 180 Next Generation** can be integrated with funds and money from state, local, and other sources. The federal funding programs for which it qualifies include:  
   - Title IA—Improving Basic Programs  
   - Title I—School Improvement Grants  
   - Title I – Supplemental Educational Services  
   - Title III – English Language Acquisition  
   - Striving Readers Grants  
   - Investing in Innovation Grants  
   - Race to the Top Grants  
   - IDEA, *Response to Intervention* |
12. 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.

The *Scholastic Achievement Manager* (SAM) is a management system that supports *READ 180 Next Generation*. SAM is the dashboard for supporting data-driven instruction, AYP accountability requirements, and districtwide data aggregation for teachers, administrators, and technologists.

SAM takes advantage of the latest advances in technology to offer an innovative solution for managing student data, monitoring progress, and differentiating instruction at the classroom, building, and district level. With SAM, districts can aggregate and disaggregate data at the district-level, run reports, and monitor progress according to demographic groups.

A user-friendly interface makes it easy for educators to run reports and monitor student performance. The reports provide point-of-use suggestions for interpreting the data and taking action for follow-up. Additionally, SAM provides access to online resources that can be used for differentiating instruction. Teachers are able to link directly from the reports to the appropriate lesson plans, passages, and graphic organizers that can be used to meet students’ needs. Educators can also use a search engine to locate resources by skill and resource type.

Scholastic Achievement Partners (SAP) offers Data Analytic Services to help administrators track progress against academic improvement goals and meet accountability demands of the course of the school year.

SAP recommends using a number of different monitoring tools to measure program progress:

- Ongoing daily, weekly, and monthly monitoring of SAM reports
- An analysis of SRI scores at mid-year and end-of-year
- A formal quarterly review of implementation effectiveness to measure implementation successes and challenges
- Data reports at mid-year and end-of-year to help quantify student achievement gains and identify opportunities for improvement

SAP Data Experts will work with teachers and administrators to collect and analyze data from the district level down to the individual classroom, and present customized reports and graphs, as needed to determine next steps.

For more information regarding these data services, please refer to: [http://teacher.scholastic.com/products/scholastic-achievement-partners/dataservices.htm](http://teacher.scholastic.com/products/scholastic-achievement-partners/dataservices.htm)