



## ***Read and Rise® Meets Selection Criteria and Competitive Preference Priority of the Race to the Top – District Grant Competition!***

According to the US Department of Education, the purpose of the *Race to the Top – District (RTT-D)* program is to build on the lessons learned from the state RTTT competitions and to **support bold, locally directed improvements in learning and teaching** that will directly improve student achievement and educator effectiveness. The district competition **invites applicants to demonstrate how they can personalize education for all students in their school.**

Local educational agencies (LEAs) or a consortium of LEAs can apply, based on eligibility criteria. These criteria, the application, the federal guidance, an executive summary, and other pertinent documents can be found at: <http://www2.ed.gov/print/programs/racetothetop-district/index.html>

**The application deadline is October 30, 2012.**

### **Scholastic is committed to supporting districts in their RTT-District grant application!**

- **For immediate response** to questions about how Scholastic products and services align to criteria, please call our **RTT-District Grant Hotline at 800-387-1437** (Nancy Nolan) or e-mail [SCCG@scholastic.com](mailto:SCCG@scholastic.com).
- The following charts show how **Read and Rise** meets Absolute Priority 1, the Selection Criteria, and the Competitive Preference Priority of the *Race to the Top – District Grant Competition* to increase student literacy, teacher effectiveness, and family engagement.
- Please visit Scholastic at <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 NOTE THAT YOUR APPLICATION MUST BE CUSTOMIZED TO THE UNIQUE VISION OF YOUR AGENCY.**

Applicants must describe their Vision of how they will use collaborative, data-based strategies and 21<sup>st</sup> Century tools to deliver instruction and supports tailored to the needs of each student toward preparing him or her to graduate college- and career-ready. Their Vision cannot be a silo approach; the plan must scale up and be translated into district-wide change beyond the participating schools.

**Please read the alignment guides below to see how**

**Scholastic can partner with LEAs toward filling their Vision!**

<p><b>Absolute Priority 1 of RTT-D</b></p>	<p><b>Read and Rise</b></p>
<p><b><u>Personalized Learning Environments</u></b></p> <p>Applicants must coherently and comprehensively address how the LEA will build on the four core educational assurance areas in RTTT to create student-centered learning environments that are designed to:</p> <ul style="list-style-type: none"> <li>• Significantly improve learning and teaching through the personalization of strategies, tools, and supports for students and educators that are aligned with college- and career-ready standards</li> <li>• Accelerate student achievement and deepen student learning by meeting the academic needs of each student</li> <li>• Increase the effectiveness of educators and expand student access to the most effective educators to raise student achievement</li> <li>• Decrease achievement gaps across student groups</li> <li>• Increase the rates at which students graduate from high school prepared for college and careers</li> </ul>	<ul style="list-style-type: none"> <li>• <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 language and literacy development. <b>Read and Rise</b> increases teacher and school leader effectiveness through <b>high-quality, interactive professional development, and engaging children’s books and family materials.</b> The program uses a <b>Train-the-Trainer model</b> in which Scholastic Literacy Consultants train district or community facilitators, who in turn train families or child care providers.</li> </ul> <p>Professional development is delivered through a <b>full-day workshop</b>, 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>Read and Rise</b> trains the 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 Literacy Success!</li> </ul> <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 music and reading activities for family and child</li> </ul> <p><b>The program, which supports Head Start standards and aligns with Title I, helps children meet academic needs in the areas of:</b></p> <ul style="list-style-type: none"> <li>• Phonological awareness</li> <li>• Speaking and communicating</li> <li>• Listening and understanding</li> <li>• Book knowledge and appreciation</li> <li>• Print awareness</li> <li>• Reading</li> </ul>

**Scholastic Read and Rise/RTT-District Alignment Guide**

Absolute Priority 1 of RTT-D	<span style="color: white;">•</span> <span style="color: white;">▢</span> <b>Read and Rise</b>
<p><b>Absolute Priority 1, continued</b></p>	<p style="text-align: right;"><i>(continued)</i></p> <p><b>Read and Rise has a history of improving outcomes for students!</b></p> <p>For example, the National Urban League’s Houston affiliate partnered with Houston Independent School District (HISD) to introduce <b>Read and Rise</b> in 2003. In the nine years of implementing <b>Read and Rise</b>, it has been a notable success. The following facts and figures demonstrate the positive outcomes on learning and parent involvement:</p> <ul style="list-style-type: none"> <li>• <b>Over 25,000 parents</b> were trained under <b>Read and Rise</b>.</li> <li>• <b>12 elementary schools</b> during this period have transitioned to <b>Recognized or Exemplary status</b> by the Texas Education Agency.</li> <li>• <b>120,000 books</b> have been distributed to children.</li> <li>• <b>89% of parents/caregivers</b> surveyed in schools said their <b>weekly family hour now consists of reading books for fun</b></li> <li>• <b>Graduation rate in HISD is at an all-time high</b>. FY2010 showed an <b>improvement of 4.3%</b> over the previous year.</li> <li>• <b>Dropout rate in HISD is at an all-time district low</b>, with a 3.2% decline from 2009.</li> <li>• <b>25 HISD schools</b> were included on <i>The Washington Post’s Challenge Index</i> (a measure of academic rigor), which is up from 16 in 2009.</li> </ul> <p>Student achievement was across a range of demographics, which at the time of the case study report consisted of:</p> <ul style="list-style-type: none"> <li>• 62.4% Hispanic</li> <li>• 25.1% African American</li> <li>• 8.1% White</li> <li>• 3.3% Asian</li> </ul> <p><i>(For more details, please ask your Scholastic representative for the Houston National Urban League Case Study Report.)</i></p>

Please note: One of the Selection Criteria is that applicants show a prior record of success and conditions for reform. Please refer to the official application (Selection Criteria B) for details.

Selection Criteria of RTT-D	<span style="color: white;">•</span> <span style="color: white;">▢</span> <b>Read and Rise</b>
<p><b>Vision (40 total points)</b></p> <ol style="list-style-type: none"> <li>1. Articulating a comprehensive and coherent reform vision (10 points)</li> <li>2. Applicant’s approach to implementation (10 points)</li> <li>3. LEA-wide reform &amp; change (10 points)</li> <li>4. LEA-wide goals for improved student outcomes (10 points)</li> </ol> <p><i>(See application for details)</i></p>	<ul style="list-style-type: none"> <li>• <b>Scholastic FACE – Family and Community Engagement</b> – is a platform designed to provide literacy solutions to support schools, communities, and families. <b>Read and Rise</b> is at the core of the Scholastic FACE mission to engage families and communities in comprehensive solutions that unite stakeholders in the development of literacy skills. These relationships help provide the future academic and social-emotional support needed to help children succeed, not just academically but resiliently.</li> </ul> <p><b>Read and Rise</b> builds community capacity by supporting and facilitating early language development in young children through educator trainings, parent workshops, and family and community resources. All of the adults in a child’s life should know the importance of literacy development and how to support its growth. This is at the heart of the</p>

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Selection Criteria of RTT-D	<ul style="list-style-type: none"> <li> <span style="font-size: 2em;">▢</span> <b>Read and Rise</b> </li> </ul>
<p><b>Vision, Continued</b></p>	<p><b>Read and Rise</b> program. <span style="float: right;"><i>(continued)</i></span></p> <p><b>Read and Rise</b> is also successful because it can work with a community’s current infrastructure. <b>Read and Rise</b> offers a planning worksheet to help LEAs determine how best to implement program materials in their community. It includes such suggestions as to:</p> <ul style="list-style-type: none"> <li>• <b>Define their goals</b> around family engagement as it pertains to literacy development</li> <li>• <b>Identifying a team</b> that would best serve to be trained on the implementation of the program to meet the unique needs of the community</li> <li>• <b>Research the best ways</b> to implement the program in the community, such as by:               <ul style="list-style-type: none"> <li>○ Getting community buy-in through sharing research and the <b>Read and Rise</b> efficacy studies</li> <li>○ Deciding which product configuration would best suit their literacy development goals</li> <li>○ Identifying potential barriers to community engagement and a plan for overcoming these challenges</li> </ul> </li> <li>• <b>Recruit partners</b>, such as local businesses, CBOs, and the PTA</li> <li>• <b>Promote the program</b> and events to build partnerships</li> <li>• <b>Build capacity</b> by creating a program that is sustainable</li> <li>• <b>Tracking and measuring success and outcomes</b> through <b>Read and Rise</b> Pre- and Post-tests, student testing, and parent testimonials.</li> </ul>
<p><b>Preparing Students for College and Careers (40 total points)</b></p> <ol style="list-style-type: none"> <li>1. <b>Learning:</b> An approach to learning that engages and empowers all learners, in particular high-need students, in an age-appropriate manner with the support of parents and educators (20 points)</li> <li>2. <b>Teaching and Leading:</b> An approach to teaching and leading that helps educators to improve instruction and increase their capacity to support student progress toward meeting college- and career-ready standards or graduation requirements (20 points) <i>(See application for details)</i></li> </ol>	<ul style="list-style-type: none"> <li>• <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:               <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> </li> </ul> <p>Each book is accompanied by a Family Reading Fun Card with book-related activities.</p> <p>The <i>Family Guide</i> for parents and child care providers is divided by age and grade. Each section includes a list of Milestones – important literacy goals that children should be able to complete by the end of the age/grade. It also contains ideas and activities that can help children gain the skills needed to become a successful reader.</p> <p><b>Read and Rise helps limited-English-proficient students acquire language skills by:</b></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> that can help students speaking any native language to</li> </ul>

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Selection Criteria of RTT-D	<ul style="list-style-type: none"> <li> <span style="font-size: 2em;">▢</span> <b>Read and Rise</b> </li> </ul>
<p><b>Preparing Students for College and Careers, Continued</b></p>	<p>learn English <span style="float: right;"><i>(continued)</i></span></p> <ul style="list-style-type: none"> <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><b>Read and Rise can support students with disabilities who are mainstreamed or in an inclusion setting by providing:</b></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> </ul> <p><b>Read and Rise is an ideal mechanism for providing facilitators with materials, knowledge, and skills so that they can work with families on an ongoing basis.</b></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 families and child care providers as needed.</li> <li>• <b>Read and Rise</b> provides workshop participants with a Facilitator's Guide and Journal. These materials provide clear instructions and learning strategies, a wealth of activity ideas and suggestions, and areas for note taking. They can be referenced whenever needed.</li> <li>• Once facilitators are trained on one <b>Read and Rise</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>Read and Rise</b> book/card sets available for purchase, as well as books outside of the program.</li> <li>• <b>Read and Rise</b>-trained facilitators can buy additional Guides and Journals, Music CDs, books, and Family Reading Fun Cards from Scholastic to use whenever they do trainings</li> </ul> <p><b>Emphasis on the family's importance in helping children learn to read improved outcomes through the San Antonio, TX Read and Rise program:</b></p> <p>Since launching <b>Read and Rise</b> (Leer da Poder) in San Antonio in 2008, the initiative has achieved significant outcomes toward creating and enhancing literacy-rich environments for children. Key achievements to date include:</p> <ul style="list-style-type: none"> <li>• <b>More than 50,000 families</b> have received direct resources and messaging about how they can support their children's literacy</li> </ul>

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<p><b>Preparing Students for College and Careers, Continued</b></p>	<p>development.</p> <p style="text-align: right;"><i>(continued)</i></p> <ul style="list-style-type: none"> <li>• Educators and parent facilitators have successfully embedded <b>Read and Rise</b> within their family engagement programs and outreach. Participating school districts and organizations include Edgewood ISD, Northside ISD, Northeast ISD, San Antonio College, Mexican American Unity Council, United Way, YMCA, Avance and the San Antonio Library.</li> <li>• <b>Read and Rise</b> provided a literacy and family engagement platform for schools, organizations, and the community that continues to be sustained and embraced by various cross-sector partners.</li> </ul>
<p><b>LEA Policy and Infrastructure (25 total points)</b></p> <ol style="list-style-type: none"> <li>1. <u>LEA practices, policies, rules</u>: The applicant has practices, policies, and rules that facilitate personalized learning (15 points)</li> <li>2. <u>LEA and school infrastructure</u>: The LEA and school infrastructure supports personalized learning (10 points)</li> </ol> <p><i>(See application for details)</i></p>	<ul style="list-style-type: none"> <li>• <b>Read and Rise</b> is designed to connect and build capacity among families, educators, and leaders, emphasizing the unique role of each in a child’s life. It provides effective and relevant programming, materials, and messages that unite the community around reading and literacy. <b>Read and Rise</b> can be used as an “anchor” program for large scale, cross-sector implementation. It is meant to be integrated and adapted to strengthen existing program goals and infrastructures, such as Head Start programs and other community-based organizations.</li> </ul> <p>Scholastic’s <b>Read and Rise</b> program uses a <b>Train-the-Trainer</b> approach to reinforce the important role families play in their children’s early literacy development through the use of intentional and frequent literacy activities that emphasize family strengths, culture, language, and traditions.</p>
<p><b>Continuous Improvement (30 total points)</b></p> <ol style="list-style-type: none"> <li>1. Continuous improvement process (15 points)</li> <li>2. Ongoing communication and engagement (5 points)</li> <li>3. 12-14 performance measures (5 points)</li> <li>4. Evaluating effectiveness of investments (5 points)</li> </ol> <p><i>(See application for details)</i></p>	<ul style="list-style-type: none"> <li>• In order to collect data for ongoing communication with stakeholders and for continuous improvement of the RTT-D program, Districts can use the <b>Read and Rise</b> Data Collection Plan that measures participant outcomes. The data collection tools for <b>Read and Rise</b> focus on capturing the changes in parent/adult family members’ knowledge, attitude, and behaviors related to their child’s literacy development resulting from participating in the <i>Family Conversations</i> workshop series.</li> </ul> <p>The evaluation tools provide an opportunity to collect quantitative and qualitative data via a variety of methods, including pre- and post-workshop surveys, session-by-session feedback forms, interviews, and observations.</p> <p><b>Key outcome questions include:</b></p> <p>What changes occur in parents’ and/or family members’ perceptions and behaviors regarding their role in supporting their young children’s literacy?</p> <ul style="list-style-type: none"> <li>• Do parents/family members learn about additional strategies to support early literacy (in any language)?</li> <li>• Do parents/family members understand the importance and role of family traditions/culture and/or use of native language and for literacy development?</li> <li>• Do parents/family members report engaging in behaviors that</li> </ul>

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<p><b>Continuous Improvement, Continued</b></p>	<p>support early literacy, such as talking about everyday activities, singing, rhyming, etc., after participation in the workshops? <i>(continued)</i></p> <p><b>Scope of data collection includes:</b></p> <ul style="list-style-type: none"> <li> <b>Surveys (Pre/Post workshop)</b>                      All family members/workshop participants will complete the pre- and post- workshop surveys. The surveys provide baseline data primarily focusing on the frequency of parents' early literacy practices, their interactions at their children's school, their beliefs about their role as parents and what their children need to know in order to be ready for school.                 </li> <li> <b>Interviews and Observations (Pre/During/Post)</b>                      Organization leaders will interview at least (INSERT #) of participants at the beginning of the workshop series; observe at least (INSERT #) of workshop sessions; and interview at least (INSERT #) of participants at the end of the workshop series. Additionally, organization leaders will conduct home visits (and/or in-person follow-up interviews) with (INSERT #) of participants.                       The interviews and follow-up observations provide additional insights that further support and explain data collected in surveys. They are also meant to aid in finding out which among the activities that parents had learned in the workshop series they continued to implement at home.                 </li> <li> <b>Data collection analysis (Post)</b>                      Organization leaders will analyze the data collected from the various methods, and document key findings.                 </li> </ul> <p>Scholastic can work with districts to help create an evaluation tool or collect effectiveness data for a district's <b>Read and Rise</b> program.</p>
<p><b>Budget and Sustainability (20 total points)</b></p> <ol style="list-style-type: none"> <li>Budget for the project (10 points)</li> <li>Sustainability of project goals (10 points)</li> </ol> <p><i>(See application for details)</i></p>	<ul style="list-style-type: none"> <li>                     The <b>Read and Rise Train-the-Trainer</b> model of professional development can stretch budget funds, as well as allow easy expansion of the program to families in other schools. Through <b>Read and Rise</b>, Scholastic offers additional age-appropriate books with corresponding Family Reading Fun Cards so that families can expand the home libraries they have started.                       In addition to Scholastic's partnership and resources, actively engaging and constantly updating a varied range of local and national partners helped to ensure the multi-year success of <b>Read and Rise</b> in HISD. This included working with United Way, the Lilly Foundation, and local businesses for help with funding.   <b>Read and Rise</b>, effectively integrates with other school or district activities that are being funded from sources other than RTT-D. The federal funding programs for which <b>Read and Rise</b> qualifies, include:                 </li> </ul> <ul style="list-style-type: none"> <li>Title I, Part A – Improving Basic Programs</li> <li>Title II, Part A – Improving Teacher Quality</li> <li>Title III – English Language Acquisition</li> <li>School Improvement Grant (SIG)</li> </ul>

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Selection Criteria of RTT-D	<ul style="list-style-type: none"> <li> <span style="font-size: 2em;">▢</span> <b>Read and Rise</b> </li> </ul>
	<ul style="list-style-type: none"> <li>21<sup>st</sup> Century Community Learning Centers</li> <li>National Head Start Association and (EHS) Early Head Start</li> </ul>
<p><b>Competitive Preference Priority (10 total points)</b></p> <ol style="list-style-type: none"> <li>Provide a description of the coherent and sustainable partnership that applicant has formed with public or private organizations</li> <li>Identify not more than 10 population-level desired results and other educational outcomes and family and community support results</li> <li>Describe how the partnership would:               <ol style="list-style-type: none"> <li>Track the selected indicators</li> <li>Use the data to target its resources to improve results</li> <li>Develop a strategy to scale the model beyond participating students and communities over time</li> <li>Improve results over time</li> </ol> </li> <li>Describe how the partnership would integrate education and other services for participating students</li> <li>Describe how the partnership and LEA or consortium would build the capacity of staff in participating schools by providing them with tools and supports to assess needs, engage parents and families, and assess progress</li> <li>Identify its annual, ambitious yet achievable, performance measures for the proposed population-level and describe desired results for students.</li> </ol>	<ul style="list-style-type: none"> <li> <p><b>The Scholastic FACE Initiative uses evidence-based programs and research-based strategies</b> that bring families, schools, and communities together to support the language and literacy development of children from birth.</p> <p><b>Scholastic FACE</b> recognizes <b>families as children’s first teachers</b> 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. It focuses on the belief that <b>student success in the classroom and beyond is set against the backdrop of a child’s home and community.</b></p> <p>By creating synergistic partnership opportunities to <b>expand access to books and literacy resources into the home</b>, we can positively impact a student’s self-esteem, reading motivation, and academic achievement. Recognizing the power of partnership, <b>Scholastic FACE supports the alliance between districts, schools, families, and communities.</b></p> <p>Through <b>Read and Rise</b>, Scholastic can provide a <b>comprehensive literacy solution</b> that unites homes, schools, and communities around the common goal of developing literacy skills in young children. Based on the latest research, <b>Read and Rise</b> is designed to <b>raise awareness of the specific literacy needs of children from diverse backgrounds by building replicable models of literacy-rich communities.</b></p> <p><b>Read and Rise</b> is influenced by the ecological model of human development,<sup>1</sup> which suggests that the most important systems in a child’s development are those that live closest to the child. By scaffolding learning across schools, families, and the community, <b>Read and Rise</b> supports the most influential systems in a child’s life and helps to build and reinforce positive literacy practices. Engaging stakeholders in children’s lives across their key networks at home, school, and in the community helps to <b>build children’s long-term academic success and sense of resilience.</b></p> <p><b>Read and Rise Third-Party Efficacy Studies Show Results</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</b> (<i>Read and You Will Be</i>). 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> </ul> </li> </ul>

**For more information, please contact your Scholastic Account Executive!**

Also, please visit the websites listed on page one of this RTT-D alignment guide. Page one includes the USDE website that contains all of the application requirements and criteria.

<sup>1</sup>Bronfenbrenner, U. (1994). Ecological models of human development. In International Encyclopedia of Education, Vol. 3, 2<sup>nd</sup>. Ed. Oxford: Elsevier. Reprinted in: Gauvain, M. & Cole, M. (Eds.), Readings on the development of

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Selection Criteria of RTT-D	<ul style="list-style-type: none"> <li> <span style="font-size: 1.2em;">▢</span> <b>Read and Rise</b> </li> </ul>
<p><b>Competitive Preference Priority, Continued</b></p>	<p>children, 2<sup>nd</sup> Ed.. (1993, pp. 37-43). NY: Freeman.</p> <p><i>(continued)</i></p> <ul style="list-style-type: none"> <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>The <b>Read and Rise</b> evaluation tools, mentioned above in the program’s response to the <i>Continuous Improvement Selection Criterion</i>, can be used by districts to capture data to show results and plan improvements. Because <b>Read and Rise</b> uses a Train-the-Trainer model, it can build capacity in the community and is sustainable. The program can be scaled up to schools in the district that are not eligible for RTT-District funding. The program has been used successfully in many communities, such as in the Houston, TX area and the San Antonio, TX community.</p>

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