

Grant Assistance Toolkit

William F. Goodling Even Start Family Literacy Program

*Featuring Building Language for Literacy™, Scholastic ReadingLine™ Kits,
and Other High-Quality Scholastic Products and Services*


Scholastic Inc. has prepared this Grant Assistance Toolkit to assist Local Education Agencies (LEAs) in the development of a grant project for the *William F. Goodling Even Start Family Literacy Program* that incorporates Scholastic products and services. The Toolkit provides key information in these areas:

- Funding program information
- Alignment of pertinent Scholastic products and services to *Even Start* criteria
- Grant writing support

Scholastic delivers effective solutions for *Even Start* grant projects. The programs featured in this Toolkit reflect the latest research and best practices of early literacy skills instruction and reinforcement. They all foster strong parent-teacher partnerships and provide parents with support and encouragement as they help prepare their children for success in school.

These high-quality Scholastic products and services are featured in this Toolkit:

- ***Building Language for Literacy*** builds oral language, phonological awareness, print awareness, and alphabet knowledge in young children. The program exposes children on a daily basis to a rich environment of print and nonprint experiences, such as songs, poems, books, and learning center explorations.
- ***ReadingLine Kits*** help children develop phonological awareness, oral language, print awareness, and alphabet recognition skills. Teachers choose one of two “tracks.” The Local Track, a five-day plan, offers full skills instruction. The Fast Track uses Day 2 and Day 3 within the five-day lesson plan and focuses on reading the lesson’s featured book.
- ***Clifford the Big Red Dog***® classroom magazine strengthens preschool-age children’s early literacy skills and social development through high-interest articles.
- ***Learning Side-by-Side***™ kit provides parents with tools and ideas to support them in their role of being their children’s first and foremost teachers.
- ***Scholastic Parent & Child***® magazine presents information that parents can use to nourish their children’s emotional, physical, and intellectual growth.
- ***Let’s Find Out***® classroom magazine provides teachers with instruction of critical early literacy skills, as well as resources to meet science and social studies standards.
- ***Reading Starts With Us***™ family literacy program motivates parents and supports them as they read to and communicate with their children.
- ***Scholastic Literacy Partners***™ program helps literacy initiatives increase the number of books available to families in their homes

 Please see pages 8-28 for comprehensive descriptions of how each program satisfies *Even Start* requirements.

Scholastic’s Commitment

Scholastic is committed to the sustainability of quality programs in order to improve teaching and learning. For more information about the products included in this Toolkit, please contact your Scholastic Regional Office.

California
800-342-5331

Northeast
800-878-8398

Southeast
800-348-3750

Southwest
800-221-5312

West/Midwest
800-225-4625



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Using the Toolkit

This Toolkit is designed as a resource to provide information that can be used when completing a local application for grant funds. It only addresses application requirements that are pertinent to Scholastic products and services and does not cover all grant expectations. Please contact your state department of education for the official application that has all the requirements and guidelines.

Please note these symbols throughout the Toolkit to help you write your application:

 **Highlights additional support and suggestions for writing your application**

 **Refers to features of Scholastic products and services**

Funding Program Overview: *Even Start Family Literacy Program*

The information in this section of the Toolkit is based on the federal *Guidance for The William F. Goodling Even Start Family Literacy Program* (September 2003), available at the following website:

<http://www.ed.gov/policy/elsec/guid/evenstartguidance02.doc>

Purpose of *Even Start*

Title I, Part B, Subpart 3 of the *No Child Left Behind Act of 2001 (NCLB)* is known as the *William F. Goodling Even Start Family Literacy Program*. This grant program provides low-income families with integrated literacy services for parents and their young children (birth through age 7). The purpose of *Even Start* is to break the cycle of poverty and illiteracy for low-income families.

The program integrates early childhood education, adult literacy (adult basic and secondary-level education and/or instruction for English language learners), parenting education, and interactive parent and child literacy activities into a single, unified family literacy program.

Even Start Family Literacy Programs must integrate all of the following activities:

- I. Interactive literacy activities between parents and their children
- II. Training for parents regarding how to be the primary teacher for their children and full partners in the education of their children
- III. Parent literacy training that leads to economic self sufficiency
- IV. An age-appropriate education to prepare children for success in school and life experiences

Eligibility

A State Education Agency (SEA) awards grants to eligible partnerships, based upon need. The SEA must give priority to applications that target services to areas of the State with a high percentage or large number of children and families in need of *Even Start* services, as indicated by high levels of poverty, illiteracy, unemployment, limited English proficiency, or other similar need-related factors. To qualify as an “eligible entity” for an *Even Start* grant, an applicant must be a partnership between:

- One or more Local Education Agencies (LEAs)

AND (one or more of the following)

- One or more nonprofit community-based organizations
- Public agencies other than an LEA
- Institutions of higher education
- Public or private nonprofit organizations of demonstrated quality other than an LEA

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Even Start projects are cooperative projects that build on high-quality, existing community resources to create a new range of services to serve families' educational needs. In addition to the formal partners who comprise the eligible entity applying for funding and administering the grant, an *Even Start* project has a number of collaborators who provide direct instructional or support services to participating families and may contribute to the local project's matching or cost share. These collaborators might include such local agencies as a:

- Community library
- Community college
- Welfare agency
- Day care program
- Professional association
- Faith-based organization
- Volunteer organization

The Department encourages projects to cultivate community investment in the program by building on high-quality community resources or bolstering the quality of these community resources, if necessary by supplementing those services.

Program Elements

Each local *Even Start* program is a complex project comprised of many different elements that when added, should equal more than the sum of each individual element. The 15 statutory required program elements for *Even Start* projects, primarily grounded in research and national evaluation data, are intended to ensure that projects offer high-quality services so that all participating families can achieve their literacy goals. These program elements clarify the methods for the best implementation of the four *Even Start* core requirements:


- Early childhood education
- Adult literacy (adult basic and secondary-level education and/or instruction for English language learners)
- Parenting education
- Interactive literacy activities between parents and their children

For a complete description of each program elements, please consult the *Even Start Guidance*.


1. **Identification and Recruitment of Families Most In Need of Even Start Services.** (Section 1235(1)) Each project must identify and recruit families most in need of *Even Start* services, as indicated by a low level of income, a low level of adult literacy or English language proficiency of the eligible parent or parents, and other need-related indicators.
2. **Screening and Preparation of Participants.** (Section 1235(2)) Each project must screen and prepare parents (including teenage parents) and children to enable such parents and children to participate fully in *Even Start* activities and services.

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3. **Flexible Scheduling and Support Services.** (Section 1235(3)) Each project must be designed to accommodate participants' work schedules and other responsibilities.
4. **High-Quality, Intensive Instructional Programs.** (Section 1235(4)) Each project must provide high-quality, intensive instructional programs that promote adult literacy and empower parents to support the educational growth of their children, developmentally appropriate early childhood services, and preparation of children for success in regular school programs.


 *Scholastic products and services empower parents to participate in their children's educational growth by providing creative parent-child activities, parent training workshops, and information that reflects current research and pertinent trends in child education and development.*


5. **Staff Qualifications.** (Section 1235(5)) Each project must meet the *Even Start* staff qualification requirements for staff whose salaries are paid in whole or in part with *Even Start* funds. For specific requirements, please consult the *Even Start* Guidance, page 18.
6. **Staff Training.** (Section 1235(6)) Each project must train staff, including childcare staff, to develop the skills necessary to work with parents and young children in the full range of *Even Start* instructional services offered.


 *Reading Starts With Us provides principals, directors, and administrators with guidelines and tools for training teachers to become effective Parent Workshop Leaders. Teachers learn strategies for planning, organizing, and conducting Parent Workshops, which teach parents specific strategies to help increase their family's literacy.*

7. **Home-Based Instructional Services.** (Section 1235(7)) Each project must provide and monitor integrated instructional services to participating parents and children through home-based services.

 *ReadingLine provides a reproducible Take-Home Book and accompanying Family Letter for each title in the program. The Letter contains suggestions for activities families can do with their children using the book.*


 *Building Language for Literacy's Parent Involvement Handbook, which is available in English and Spanish, contains creative, easy-to-do activities that parents can do with their children.*

 *Clifford the Big Red Dog and Let's Find Out classroom magazines provide parents with the tools and instruction needed to reinforce the classroom learning at home.*

 *Parent & Child magazine, a bi-monthly publication, provides a low-cost and effective means to reach parents regularly by providing them with the latest research on child development and developmentally appropriate activities for the home.*

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8. **Year-Round Services.** (Section 1235(8)) Each project must operate on a year-round basis, including the provision of some program services, instructional and enrichment, during the summer months.
9. **Coordination with Other Programs.** (Section 1235(9)) Each project must coordinate with relevant programs, such as Title I, Part A; Early Reading First; Reading First; Migrant Education; 21st Century Community Learning Centers; Head Start; and volunteer literacy programs.


 **Building Language for Literacy and ReadingLine Kits** meet Early Reading First and Head Start criteria. All the Scholastic programs featured in this Toolkit align with a variety of local and federal funding programs, including Title I, Part A; Reading First; English Language Acquisition; 21st Century Community Learning Centers; Innovative Programs; Early Reading First; and/or Head Start. Please see pages 16-17 of this Toolkit for an overview.


10. **Instructional Programs Based on Scientifically Based Reading Research.** (Section 1235(10)) Each project must use instructional programs based on scientifically based reading research (as defined in section 1208) for children and adults, to the extent such research is available.


 *Research informed all the products and services featured in this Toolkit.*


11. **Attendance and Retention.** (Section 1235(11)) Each project must encourage participating families to attend regularly and to remain in the program a sufficient time to meet their program goals.
12. **Reading Readiness Activities Based on Scientifically Based Reading Research.** (Section 1235(12)) Each project must base its reading readiness activities for preschool children on scientifically based reading research (as defined in section 1208), to the extent available, to ensure children enter elementary school with the language, cognitive, and early reading skills necessary for reading success. Research shows that the most effective ways to reach this goal include:
 - Creating classroom environments rich in age-appropriate print (from sources such as books, labeling and posting the alphabet, and children’s pre-writing work)
 - Employing teachers who deliver intentional, contextualized, and explicit instruction that supports children’s age-appropriate development of oral language, phonological awareness, print awareness, and alphabet knowledge
 - Monitoring children’s progress to determine which skills they are learning
 - Providing intensive and ongoing professional development that includes mentoring and coaching in the classroom

 *Scholastic programs provide a large variety of high-quality, age-appropriate books, posters, magazines, and other printed materials. These enrich and strengthen children’s literacy development.*


 **Building Language for Literacy and ReadingLine Kits** explicitly teach oral language, phonological awareness, print awareness, and alphabet knowledge. **Clifford the Big Red Dog** and **Let's Find Out** classroom magazines provide valuable practice and skills reinforcement in these essential reading-readiness components.

 Teachers using **Building Language for Literacy** or **ReadingLine Kits** have access to a variety of progress monitoring assessment tools, such as unit tests, mid-year tests, and end-of-year tests. The programs provide teachers with ideas for charting students' progress and compiling portfolios.

 **Building Language for Literacy** and **ReadingLine** both offer a series of one-day seminars that provide information, techniques, current research, and strategies for helping children build early literacy skills.

 **Reading Starts With Us** provides educators with training on how to become effective parent workshop leaders. Parents who participate in the workshops experience quality children's literature and learn about strategies that will help their children become good readers.

13. **Continuity of Services.** (Section 1235(13)) Each project must promote the continuity of family literacy, to the extent applicable, to ensure that individuals retain and improve their educational outcomes.
14. **Providing Services to Families Most In Need.** (Section 1235(14)) Each project must ensure that the program will serve those families most in need of *Even Start* activities and services.
15. **Local Independent Evaluation.** (Section 1235(15)) Each project must provide for an independent evaluation of the program that it will use for program improvement. The independent evaluation generally is conducted annually and provides critical data and information to the local program on the performance of each family, as well as on the quality of the implementation of the core components and program elements.

 Data from assessments conducted in **Building Language for Literacy** and **ReadingLine** can be used to help evaluate the program's effectiveness on raising children's reading achievement.

Scholastic Solutions for *Even Start* Programs

Scholastic products and services empower parents to support their children’s academic growth, provide teachers with research-based instructional programs to increase children’s reading readiness and skills, and deliver the professional development necessary to increase student achievement.

- Children learn and apply literacy skills in a print-rich environment using high-quality reading materials and through hands-on activities.
- Parents acquire knowledge, learn strategies, and participate in interactive activities that help their children become good readers.
- Lesson plans, student materials, and activity ideas provide staff with effective tools to teach students essential skills; tailor instruction to meet students’ needs, including those of English language learners; and build a strong home-school connection.

The following Scholastic solutions support the development of a *William F. Goodling Even Start Family Literacy* project, which is designed to help low-income families become literate and break the cycle of poverty. These products and services provide children from birth through Grade 1, and their families, with instruction, practice, and encouragement leading to literacy.

Scholastic Products*	Birth- 3 Years Old	Pre-Kindergarten	Kindergarten	Grade 1
Children’s Educational Programs				
Building Language for Literacy ⁺				
ReadingLine Kits ⁺				
Clifford the Big Red Dog [®]				
Let’s Find Out ^{®+}				
Parent-Child Literacy Activities				
Building Language for Literacy ⁺				
ReadingLine Kits ⁺				
Learning Side-by-Side ⁺				
Clifford the Big Red Dog				
Reading Starts With Us ^{™+}				
Scholastic Literacy Partners ^{™+}				
Parent & Child [®]				
Let’s Find Out ⁺				

*Products are sold individually.

⁺ Product contains Spanish and English components and/or support.


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Scholastic Products*	Birth- 3 Years Old	Pre-Kindergarten	Kindergarten	Grade 1
Parent Training and Empowerment				
Reading Starts With Us ⁺				
Building Language for Literacy ⁺				
Learning Side-by-Side™ ⁺				
Parent & Child				
ReadingLine Kits ⁺				
Let's Find Out ⁺				
Clifford the Big Red Dog				
Print-Rich Environments				
Building Language for Literacy				
ReadingLine Kits				
Clifford the Big Red Dog				
Let's Find Out ⁺				
Learning Side-by-Side				
Reading Starts With Us ⁺				
Scholastic Literacy Partners ⁺				
Progress Monitoring				
Building Language for Literacy				
ReadingLine Kits				
Professional Development				
Building Language for Literacy				
ReadingLine Kits				
Clifford the Big Red Dog				
Let's Find Out ⁺				
Reading Starts With Us ⁺				


*Products are sold individually.


⁺ Product contains Spanish and English components and/or support.


 **Building Language for Literacy (BLL)** is a complete research-based and proven language and early literacy program. **BLL** provides effective instructional materials and classroom resources that help children build oral language, phonological awareness, and letter knowledge skills. The program also contains built-in assessment tools and professional development opportunities, as well as a rich parent involvement piece that integrates with the classroom curriculum.


 **ReadingLine's Sound & Letter Kit, Vocabulary Kit and Phonics Kit** focus on the three cornerstones of early literacy. Each Kit offers two teaching options. The "Local Track" follows a five-day plan of full skills instruction and practice in the targeted learning areas. The "Express Track" focuses on reading the connected book and doing a few follow-up activities.


- **Sound and Letter Kit** (Pre-K–Kindergarten) builds children's phonemic awareness skills and alphabet recognition. Lessons include hands-on learning, activities for families, and writing practice.
- **Vocabulary Kit** (Pre-K–Grade 1) focuses on building children's knowledge of sight words, story-language vocabulary, and oral language skills. Families participate in home activities that are presented in each lesson.
- **Phonics Kit** (K–Grade 1) instruction includes decoding of all major consonants and vowels, as well as skills application in isolated and connected text. Each lesson also contains hands-on, cross-curricular activities, and family activities.


 **Clifford the Big Red Dog** classroom magazine strengthens Pre-Kindergarten students' oral language, phonological awareness, concepts of print, and letter recognition, while introducing science, social studies, and social development concepts. Built-in components help teachers reinforce a home-school connection.

 **Learning Side-by-Side** kit provides parents with books, magnetic letters, and a Parent's Guide, with English and Spanish text, to support them in their role as their children's first and foremost teachers. Parents learn guidelines for choosing a preschool and ways to support their children's language development.

 **Let's Find Out**, a research-based classroom magazine for Kindergarten students, provides teachers with resources to meet science and social studies standards and lesson plans to teach critical early reading skills. It also provides teachers with materials to build a strong home-school connection.


 **Reading Starts With Us** is a family literacy program that motivates parents and gives them support for reading and communicating with their children at home. Parents participate in workshops, each of which follows a step-by-step model structured around a different genre of literature and related reading strategies.


 **Scholastic Literacy Partners** supports the efforts of literacy initiatives nationwide by offering them discounts on high-quality children's paperback and board books. Triannual issues of the Literacy Link newsletter provide partners with tips on how parents can help increase their children's reading achievement


 **Scholastic Parent & Child** magazine, which links home and school, translates current research and education trends into information that parents can use to support their children's emotional, physical, and intellectual growth. Magazine articles reflect current research and important trends in child education and development.


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The following chart details how Scholastic products and services can support the development of an *Even Start* program. The criteria are drawn from the September 2003 federal Guidance.

Key Criteria for <i>Even Start</i> Programs	 Scholastic Products and Services
<p>High-quality, intensive <u>instructional programs</u> that promote adult literacy, empower parents to support the educational growth of their children, provide developmentally appropriate early childhood services, and prepare children for success in regular school programs</p>	<p><i>Building Language for Literacy (BLL)</i></p> <ul style="list-style-type: none"> ▪ Independent research has shown that the program significantly increases vocabulary, language, and letter and word identification skills for English- and Spanish-speaking children. ▪ <i>BLL</i> is integrated with science, social studies, math, writing, music, and other curriculum and content areas. ▪ Each lesson contains strategies to differentiate instruction for students acquiring English. ▪ <i>BLL</i> centers around a “Places” theme, which builds on children’s own experiences in the community. Phase 1 targets Pre-Kindergarten three- and four-year-old children and Phase 2 meets the needs of Pre-Kindergarten to Kindergarten children. Each Phase provides at least 24 weeks of instruction. ▪ Each Unit of a Phase follows a 60-minute routine divided into the following activities: <ul style="list-style-type: none"> ○ <u>Song and Poem Time</u>, which uses audiocassettes and song and poem charts to help students expand their vocabulary, explore the sounds of language, and build concepts ○ <u>Story Time</u>, during which students listen to, read, and reread high-quality literature in a variety of genres ○ <u>Choice Time</u>, which integrates small-group, hands-on learning with concepts explored during Story Time ○ <u>Transition Time</u>, which integrates language and literacy activities into classroom routines, such as setting-up and winding-down periods ▪ The <i>Parent Involvement</i> handbook, which is available in Spanish and English, provides parents with activities, ideas, and support for helping their children build reading skills. Family letters inform parents of classroom activities, as well as ways they can support their children’s literacy development. ▪ Teachers invite parents to become classroom volunteers and share their life experiences, interact with the children during “Choice Time,” and contribute to children’s learning. <p><i>Scholastic ReadingLine</i></p> <ul style="list-style-type: none"> ▪ The <i>ReadingLine Sound and Letter Kit</i>, <i>Vocabulary Kit</i>, and <i>Phonics Kit</i> provide complete, instructional plans for every book. Teachers choose one of two “tracks” depending on their schedule and the children’s needs: <ul style="list-style-type: none"> ○ <u>Local Track</u>, a five-day plan, offers full skills instruction in the targeted learning areas. ○ <u>Express Track</u>, using Days 2 and 3 within the five-day lesson plan, focuses on reading the book and doing a few follow-up activities. Teachers can supplement this track with activities from the other days as they see fit. ▪ Each day features different activities: <ul style="list-style-type: none"> ○ <u>Day 1: Prepare to Read</u>. Children complete warm-up/motivation exercises, and they are introduced to the targeted skills for the lesson. <p style="text-align: right;"><i>(continued)</i></p>


Key Criteria for Even Start Programs	 Scholastic Products and Services
<p>High-quality, intensive instructional programs, Continued</p>	<ul style="list-style-type: none"> ○ <u>Day 2: Read the Book.</u> Students build background knowledge and read together. Teachers check students' comprehension, and guide independent practice of skills learned. ○ <u>Day 3: Reread and Apply Skills.</u> Children reread the book, develop fluency, complete writing activities, and focus on skills. ○ <u>Day 4: Additional Skill Building.</u> The Teaching Guide contains ideas to help English Language Learners move through the book and do specified activities in the lesson plan. Also, the Learning Center offers hands-on activities. ○ <u>Day 5: Wrap up.</u> Students complete an arts or cross-curricular project that relates to the book's content. The Teaching Guide provides a complete list of required materials. Each lesson ends in a book-related assessment. <ul style="list-style-type: none"> ▪ The program encourages family involvement in their child's literacy efforts. The Family Letter, available in Spanish and English, informs families of what their children are learning in the program and how they can support their children's literacy efforts. <p>Clifford the Big Red Dog</p> <ul style="list-style-type: none"> ▪ Children build a foundation for success in social studies, science, and early reading as they read the magazine, discuss the text and photographs in class, sing songs, and participate in movement activities. ▪ Lessons reinforce literacy skills endorsed by the <i>No Child Left Behind Act</i>, such as phonemic awareness, letter recognition, vocabulary, oral language, and listening comprehension. ▪ Each student receives two magazines a month, eight times a year, and classes receive matching Big Issues. Each Clifford issue is designed to be used in class and then sent home so parents can enjoy reading and reviewing skills with their children. The use of the classic character, Clifford, makes this magazine accessible to families. ▪ The Teacher's Edition contains reproducible "Learn Along" pages that reinforce each issue's lesson and supports further skill building for Kindergarten-readiness in areas such as letter recognition, fine motor development, and counting. ▪ The Teacher's Edition for each issue of the magazine provides a "Clifford at Home" page that has exercises and suggestions on how parents can be active participants in their children's reading development. <p>Let's Find Out</p> <ul style="list-style-type: none"> ▪ Through teacher-guided class discussions of the magazine, children learn phonemic awareness, phonics, fluency, vocabulary, and comprehension skills. They extend their learning by completing activity pages, examining posters provided for each issue, and participating in learning center activities. ▪ This classroom magazine, which is available in English and Spanish, makes it easy for parents to participate in their children's learning. It provides them with specific activities to do with their children related to the issues' lessons. (continued)

Key Criteria for Even Start Programs	 Scholastic Products and Services
<p><u>High-quality, intensive instructional programs,</u> Continued</p>	<p><i>Learning Side-by-Side</i> The program provides parents with these tools to help them prepare their children for success in Kindergarten:</p> <ul style="list-style-type: none">▪ Parent’s Guide, which is available in English and Spanish, that gives parents tips for choosing a high-quality preschool, an understanding of their children’s developmental stages, and ways to support their children’s growth▪ Award-winning children’s books to share and read aloud▪ Magnetic alphabet letters for playing letter and word games▪ Clifford™ magnet for hanging children’s drawings and writing▪ “Let’s Find Out” booklet, which gives parents tips to help their children develop their early literacy skills <p><i>Scholastic Parent & Child</i></p> <ul style="list-style-type: none">▪ The magazine takes current research and translates it into everyday language to help parents understand their children’s emotional, physical, and intellectual growth. Some pertinent topics related to literacy that have recently appeared in <i>Parent & Child</i> are:<ul style="list-style-type: none">○ New findings about dyslexia in young children○ The value of bilingual education in building children’s oral language○ How rhyming word patterns in poems help children’s increase their reading skills○ How audiobooks can increase children’s listening skills and understanding of language▪ Parents can visit the <i>Parent & Child</i> website to read the Expert Advice feature, written by magazine contributors. www.scholastic.com/parentandchild <p><i>Reading Starts With Us</i></p> <ul style="list-style-type: none">▪ The program’s focus is to promote parental involvement and form parent-teacher partnerships that support family literacy.▪ Parents attend seven-step workshops that center on different genres of literature and strategies to make meaning from the text.▪ Parents understand and gain confidence in the key role they play in making reading an enjoyable and rewarding experience for their children. <p><i>Scholastic Literacy Partners</i></p> <ul style="list-style-type: none">▪ The program supports the efforts of national literacy initiatives by offering them discounts on high-quality paperback and board books.▪ Parents who ultimately receive the books can provide their children with a rich home literacy environment, which leads to reading success in school.


<p>Key Criteria for Even Start Programs</p>	<p> Scholastic Products and Services</p>
<p><u>Professional development</u> activities to help teachers:</p> <ul style="list-style-type: none"> ▪ Develop the skills necessary to work with parents and young children in the full range of <i>Even Start</i> instructional services offered ▪ Implement programs that produce a demonstrable and measurable effect on student academic achievement 	<p><i>Building Language for Literacy</i></p> <p>Professional development for the BLL program is integrated into the curriculum through the Blueprint for Literacy model lessons. Each of the 10 units in the program contains four professional development workshops that correspond to the four program areas:</p> <ul style="list-style-type: none"> ▪ Song and Poem Time ▪ Story Time ▪ Choice Time ▪ Transition Time <p>The six-step workshops follow this process:</p> <ul style="list-style-type: none"> ▪ <u>Talk About the Lesson Itself</u>: The first step provides a foundation for the rest of the workshop. ▪ <u>Research Shows</u>: This section provides examples from 1) the NAEYC/IRA Joint Position Statement and/or 2) Report on the Prevention of Reading Difficulties research that supports the classroom activities. ▪ <u>What You Can Do</u>: This part of the workshop provides specific tips for maximizing children’s learning potential through the activity. ▪ <u>Informal Assessment</u>: This section provides a model of classroom dialogue with annotated insights about the discussion. ▪ <u>Observing Children</u>: This step offers specific suggestions for responding to children’s understandings and literacy behaviors. ▪ <u>Good Teaching Practices</u>: This section offers practical classroom management tips. <p>A Scholastic Reading Specialist is available to conduct a free one-day in-service for grantees using BLL as part of their curriculum. BLL also offers five one-day seminars that can be customized to meet district needs. These are:</p> <ul style="list-style-type: none"> ▪ The Essentials of Early Literacy and Language Development ▪ Integrating Content Area Themes ▪ Learning Literacy through Interactive Activities ▪ Linking Literacy to Math ▪ Supporting the English Language Learner <p><i>Clifford the Big Red Dog</i></p> <ul style="list-style-type: none"> ▪ The eight-page Teacher’s Edition for each issue of this classroom magazine contains: <ul style="list-style-type: none"> ○ Complete lesson plans ○ Extension activities that build on each issue’s theme ○ Correlations to guidelines of the National Association for the Education of Young Children. ○ Creative tips on how to use the magazine to meet standards outlined in the <i>No Child Left Behind Act</i> <p style="text-align: right;"><i>(continued)</i></p>


Key Criteria for <i>Even Start</i> Programs	 Scholastic Products and Services
<p><u>Professional development</u>, Continued</p>	<p>Scholastic ReadingLine Scholastic offers a variety of professional development opportunities to support ReadingLine Kits:</p> <ul style="list-style-type: none">▪ A Scholastic Reading Specialist can conduct an in-service day, free of charge, for grantees using Scholastic ReadingLine Kits as part of their curriculum.▪ These three Professional Papers can help teachers deepen their knowledge of research-based approaches and best practices in reading instruction:<ul style="list-style-type: none">○ “Why It Is Important to Teach Phonemic Awareness and Alphabet Recognition” by Cathy Collins Block, Professor of Education, Texas Christian University○ “10 Research-Tested Ways to Build Children’s Vocabulary,” based on work by Nell K. Duke, Associate Professor of Teacher Education, Learning, Technology, and Culture at Michigan State University, and Director of the Early Literacy Project; and Annie M. Moses, a doctoral student in Learning, Technology, and Culture at Michigan State University, and participant in the Early Literacy Project○ “Phonics and the Beginning Reader,” authored by Wiley Blevins, Director of Primary Programs, Scholastic Inc.▪ Each Teaching Guide includes a Scope & Sequence, Overview of the Lesson Plan Structure, ELL Support, and “Focus Skills” for each book.▪ The Scholastic Early Childhood Seminar Series consists of four one-day seminars, offered individually, that can be customized to meet district needs. These seminars provide teachers with in-depth knowledge about early literacy and language development, strategies to integrate content-area themes into the curriculum, how to use interactive activities to develop literacy, and support for English Language Learners. <p>Let’s Find Out</p> <ul style="list-style-type: none">▪ The four-page Teacher’s Edition for each issue provides:<ul style="list-style-type: none">○ Lessons that specifically align to social studies and science standards.○ Strategies for using the magazine to strengthen students’ phonological awareness, print awareness, alphabet knowledge, oral language, fluency, vocabulary, and comprehension skills○ Learning center activities in the areas of math, social studies, science, and art○ Ideas for extension activities <p style="text-align: right;"><i>(continued)</i></p>


Even Start Grant Assistance Toolkit


Key Criteria for <i>Even Start</i> Programs	 Scholastic Products and Services
<p><u>Professional development</u>, Continued</p>	<p><i>Reading Starts With Us</i></p> <ul style="list-style-type: none"> ▪ The program provides principals, directors, and administrators with guidelines and tools for training staff to become effective Parent Workshop Leaders. ▪ During training, Workshop Leaders learn strategies for planning, organizing, and conducting Parent Workshops, as well as receive all the materials they need for a successful workshop. ▪ After training, Workshop Leaders are able to effectively teach parents how to use a genre-strategy approach to reading that helps increase their family’s literacy. <p><i>Scholastic Literacy Partners</i></p> <ul style="list-style-type: none"> ▪ <i>Literacy Link</i> newsletters contain information that partner organizations can use when working with families. This includes: <ul style="list-style-type: none"> ○ Ideas for how parents can help their children increase their reading skills ○ Practical advice on engaging families in literacy programs ○ Family Take-Home Page, which contains family literacy activities ▪ The <i>Literacy Partners</i> website contains helpful links to resources within Scholastic and throughout the online literacy community. http://teacher.scholastic.com/products/litpartners/resources.htm
<p><u>Coordination with other programs</u>, such as Title I, Part A; Early Reading First; Reading First; Migrant Education; 21st Century Community Learning Centers; Head Start; Individuals with Disabilities Education Act; and volunteer literacy programs</p>	<p>Scholastic products and services can enhance a wide variety of literacy programs. They satisfy requirements of the <i>No Child Left Behind Act</i> and other federal funding programs, including the following:</p> <p><u><i>Title 1, Part A—Improving Basic Programs</i></u> <i>Building Language for Literacy</i> <i>Scholastic ReadingLine Kits</i> <i>Let’s Find Out</i> <i>Scholastic Literacy Partners</i></p> <p><u><i>Title 1, Part B, Subpart 1—Reading First</i></u> <i>Building Language for Literacy</i> <i>Scholastic ReadingLine Kits (Sound and Letter, Vocabulary, Phonics)</i> <i>Let’s Find Out</i> <i>Scholastic Literacy Partners</i></p> <p><u><i>Title 1, Part B, Subpart 2—Early Reading First</i></u> <i>Clifford the Big Red Dog</i> <i>Building Language for Literacy</i> <i>Scholastic ReadingLine Kits (Sound and Letter, Vocabulary)</i> <i>Scholastic Literacy Partners</i></p> <p><u><i>Title III—English Language Acquisition</i></u> <i>Scholastic ReadingLine Kits</i> <i>Let’s Find Out, Spanish Edition</i></p> <p style="text-align: right;"><i>(continued)</i></p>


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Key Criteria for <i>Even Start</i> Programs	 Scholastic Products and Services
<p><u>Coordination with other programs</u>, Continued</p>	<p><u><i>Title IV, Part B—21st Century Community Learning Centers</i></u> <i>Reading Starts with Us</i> <i>Learning Side-by-Side</i> <i>Building Language for Literacy</i> <i>Scholastic ReadingLine Kits</i> <i>Let’s Find Out, English and Spanish Editions</i> <i>Scholastic Literacy Partners</i></p> <p><u><i>Title V, Part A—Innovative Programs</i></u> <i>Building Language for Literacy</i> <i>Scholastic ReadingLine Kits (Sound and Letter, Vocabulary, Phonics)</i> <i>Let’s Find Out</i></p> <p><u><i>Head Start</i></u> <i>Clifford the Big Red Dog</i> <i>Building Language for Literacy</i> <i>Scholastic ReadingLine Kits (Sound and Letter, Vocabulary)</i></p>
<p><u>Instructional programs based on scientifically based reading research</u> for children and adults, to the extent such research is available</p>	<p>Research supports the importance of family literacy to children’s overall educational development. Scholastic offers these research-based products and services:</p> <p><i>Clifford the Big Red Dog</i></p> <ul style="list-style-type: none"> ▪ This classroom magazine is informed by the Early Reading First research that stresses skills development in oral language, phonological awareness, concepts of print, and alphabet knowledge in the development of early literacy. For details, please see: <i>Teaching Our Youngest: A Guide for Preschool Teachers and Child Care and Family Providers</i> (Early Childhood-Head Start Task Force, US DOE, 2002) http://www.ed.gov/teachers/how/early/teachingouryoungest/index.html <p><i>Building Language for Literacy</i> The program is based on the educational research reported in the following two publications.</p> <ul style="list-style-type: none"> ▪ <i>Learning to Read and Write: Developmentally Appropriate Practices for Young Children</i>. A joint position statement by the National Association for the Education of Young Children (NAEYC) and the International Reading Association (IRA). By Susan B. Neuman, Carol Copple, and Sue Bredekamp. Copyright 2000, published by NAEYC, Washington, D.C. ▪ <i>Preventing Reading Difficulties in Young Children</i>. National Research Council. Committee Co-Chairs Catherine E. Snow and Susan Burns. Copyright 1998, published by National Academy Press, Washington, D.C. <p>One of the authors of <i>Building Language for Literacy</i> is Catherine Snow, Ph.D. who co-authored the book <i>Preventing Reading Difficulties in Young Children</i>. Another author of <i>BLL</i> is Susan Neuman, Ed.D., one of the authors of the NAEYC – IRA Joint Position Statement.</p> <p style="text-align: right;"><i>(continued)</i></p>


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<p><u>Instructional programs based on scientifically based reading research,</u> Continued</p>	<p>Scholastic ReadingLine ReadingLine Kits are based directly on the scientific research of these Early Childhood experts:</p> <ul style="list-style-type: none"> ▪ Wiley Blevins—Scholastic ReadingLine Author and Academic Advisor; Author of Scholastic ReadingLine Professional Paper, “Phonics and the Beginning Reader”; Director of Primary Publishing, Scholastic Education ▪ Cathy Collins Block—Scholastic ReadingLine Author and Academic Advisor; Author of Scholastic ReadingLine Professional Paper, “Why It Is Important to Teach Phonemic Awareness and Alphabet Recognition”; Professor, Texas Christian University ▪ Nell Duke—Scholastic ReadingLine Author and Academic Advisor; Co-author of “Reading & Writing Informational Text in the Primary Grades: Research Based Practices”; Assistant Professor, Michigan State University ▪ Phyllis Hunter—Scholastic ReadingLine Author and Academic Advisor; Member, 2003 National Family Literacy Advisory Board NIFL and former Educator of the Year, National Alliance of Black School Educators ▪ John Shefelbine—Scholastic ReadingLine Author and Academic Advisor; Professor at California State University, Sacramento specializing in early reading, phonics, and comprehension strategies for struggling readers ▪ Francie Alexander—Scholastic ReadingLine Author and Academic Advisor; Vice President and Chief Academic Officer, Scholastic Education <p>Parent & Child The Scholastic National Early Childhood Advisory Board, which consists of leading experts in brain research, child development, and early childhood education, works closely with the magazine’s writers and editors to assure that the issues reflect the latest research, theories, and thinking. Board members are:</p> <ul style="list-style-type: none"> ▪ Renatta M. Cooper, MA, Early Childhood Education, Pacific Oaks College, Pasadena, CA ▪ Deborah J. Leong, Ph.D., Metropolitan State College, Denver, CO ▪ Anne W. Mitchell, MS, Early Childhood Policy Research, Climax, NY ▪ Wilma Robles De Melendez, Ph. D., Early Childhood Education, Nova Southeastern University, Miami, FL ▪ Frances Stott, Ph. D., Dean of Academic Programs, Erikson, Institute, Chicago, IL <p>Let’s Find Out The magazine’s research foundation is based on this seminal report:</p> <ul style="list-style-type: none"> ▪ Put Reading First: The Research Building Blocks for Teaching Children to Read (National Reading Panel, 2000) <p>http://www.nationalreadingpanel.org/Publications/researchread.htm</p> <p style="text-align: right;"><i>(continued)</i></p>


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<p><u>Instructional programs based on scientifically based reading research,</u> Continued</p>	<p>Reading Starts With Us The Institute for Literacy Studies at Lehman College, CUNY, evaluated Reading Starts With Us in 1994. Results showed that the program advances family literacy by:</p> <ul style="list-style-type: none"> ▪ Creating a community of learners that includes children, parents, and teachers and that focuses on literacy development ▪ Promoting parent-teacher collaboration ▪ Supporting parents’ interest and effort in providing appropriate, quality literature and literacy experiences for their children. <p>Reading Starts With Us is based on the following research:</p> <ul style="list-style-type: none"> ▪ Children acquire their basic cognitive and linguistic skills within the context of the family (Sticht, T. & McDonald, B. A., 1989). ▪ Ethnographic studies show that much of children’s literacy learning takes place before the formal instruction of the school years begins (Taylor, D., 1982). ▪ Sociological and educational studies show that school achievement and test scores are higher for children whose parents value reading and have more books in the home (Applebee A., Langer, J. & Mullis, I., 1988). ▪ Parents who are low-literate may not be able to support their children’s literacy learning as well as do parents with more developed literacy (Newman, A. P. & Beverstock, C., 1990). <p>Scholastic Literacy Partners</p> <ul style="list-style-type: none"> ▪ Children from a “literacy-rich” home environment (i.e. those who are sung to, read to, and told stories, as well as having more children’s books) enter school with more knowledge about reading than other children (National Center for Education Statistics, 2003). ▪ Aspects of literacy likely to be influenced by the family and home environment include print awareness, concepts and functions, knowledge of narrative structure, literacy as a source of enjoyment, and vocabulary and discourse patterns (Snow, Burns & Griffiths, 1998). ▪ When adults interact with young children—talking, singing, and playing rhyming games—they stimulate language and vocabulary development and build important foundations for learning to read (Hart & Risley, 1995). ▪ Literacy activities are more likely to occur in homes that contain children’s books and other reading and writing materials (Snow, Burns & Griffiths, 1998; Ortiz, 1986). ▪ Reading to preschoolers is the most important thing families can do to prepare them for reading success (Adams, 1990). ▪ Parents are not reading to their children because they lack the desire to read, but because they have no books to read to them (McGill-Franzen & Allington, 2001 & 1994; McCormick & Mason, 1986).


<p>Key Criteria for Even Start Programs</p>	<p> Scholastic Products and Services</p>
<p><u>Reading readiness activities based on scientifically based reading research</u>, to the extent available, to ensure children enter elementary school with the language, cognitive, and early reading skills necessary for reading success— These may include:</p> <ul style="list-style-type: none"> ▪ Creating classroom environments rich in age-appropriate print ▪ Delivering intentional, contextualized, and explicit instruction that supports children’s age-appropriate development of oral language, phonological awareness, print awareness, and alphabet knowledge ▪ Monitoring progress of program participants to determine which skills children are learning ▪ Providing intensive and ongoing professional development 	<p><u>Print-rich environments</u></p> <p><i>Building Language for Literacy</i> BLL provides preschool and Kindergarten classrooms with a variety of printed materials to enrich learning. The program is available in two phases, each of which consists of:</p> <ul style="list-style-type: none"> ▪ Six PlaceBooks™ ▪ 7 Alphabet Song Cards ▪ 18 Trade Books ▪ 6 Board Books (Phase 1 only) ▪ 6 Mini-Books (Phase 2 only) ▪ Song and Poem Charts (42 posters) ▪ 6 CDs with songs, poems and chants <p>Each Unit centers around different “place” themes, such as Home, Store, Restaurant, and Construction Site. The program’s high-quality books are available in fiction, nonfiction, and other genres.</p> <p><i>Scholastic ReadingLine Kits</i> The program’s Little Books are engaging, colorful, and playful. These high-interest stories contain illustrations by award-winning illustrators. Each <i>Kit’s</i> books target different reading skills:</p> <ul style="list-style-type: none"> ▪ <i>Sound and Letter Kit</i> contains 26 books, each of which focuses on a different letter of the alphabet. Repetitive text and clever illustrations highlight critical sound-letter relationships. ▪ <i>Vocabulary Kit</i> features 21 books that highlight important sight words and vocabulary. Patterned text and clear illustrations make learning words simple and fun for all children. ▪ <i>Phonics Kit</i> includes 21 books that focus on short vowel cvc-patterned words. All text is highly decodable, and the stories contain engaging and beautiful illustrations and photographs. <p><i>Clifford the Big Red Dog</i> Each child receives two classroom magazines per month, eight times a year. These contain:</p> <ul style="list-style-type: none"> ▪ Fiction and nonfiction appropriate for students in Pre-Kindergarten ▪ Selections in the areas of science, social studies, or social development ▪ Texts that support children’s development of early reading skills ▪ Colorful illustrations and photographs connected to the text. <p>Every issue comes in a giant-sized version that can be hung up and displayed in the classroom.</p> <p><i>Scholastic Literacy Partners</i></p> <ul style="list-style-type: none"> ▪ The program’s focus is to promote literacy by supporting organizations’ efforts to make books available to families. ▪ Offerings include fiction, nonfiction, poetry, and other genres in a variety of topics. Partners can select English-language, Spanish-language, bilingual, and multilingual books. <p><i>Learning Side-by-Side</i> The program provides parents with books for them to read to their preschool-age children. The Parent’s Guide encourages parents to share with their children library books by the same authors.</p> <p style="text-align: right;"><i>(continued)</i></p>


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<p><u>Reading readiness activities based on scientifically based reading research,</u> Continued</p>	<p>Let's Find Out</p> <ul style="list-style-type: none">▪ This classroom magazine contains content that is appropriate for students in Kindergarten. Recent themes have included dental health, job duties of the president of the United States, kindness, and animal tracks.▪ Each student receives four magazines a month, eight times a year. Classes receive matching Big Pages for the student issues, as well as a theme poster that expands on the monthly theme and provides additional learning experiences.▪ The nonfiction text is presented in articles, word-building read-aloud exercises, captions, step-by-step directions for at-home activities, rebuses of vocabulary words, poetry, and through other means.▪ Big Pages that match the magazine provide interactive shared-reading experiences.▪ Theme posters add to the print environment of the classroom. <p>Reading Starts With Us</p> <p>Each of the program's six Parent Workshops features a children's book of a different genre of literature and presents parents with strategies to use when reading the book to their children. The program encourages Workshop Leaders to not only lend the featured books to parents, but also to make a variety of other books available for parents to borrow.</p> <p><u>Instruction that develops children's oral language, phonological awareness, print awareness, and alphabet knowledge</u></p> <p>Clifford the Big Red Dog</p> <p>Students reading this classroom magazine, and participating in its activities, strengthen the following skills in these ways:</p> <ul style="list-style-type: none">▪ Oral Language<ul style="list-style-type: none">○ Use science and social studies vocabulary taught through repetitive sentence structure and reinforced through color photographs○ Participate in social-development discussions prompted by the stories○ Respond to open-ended questions posed in the Teacher's Edition○ Recount stories and use new vocabulary during center activities○ Listen to content and background information through mini-narratives▪ Phonological Awareness<ul style="list-style-type: none">○ Identify and match words that rhyme in poems that appear on every issue cover○ Listen for and identify word parts and individual sounds in words through "Find It!" games○ Build phonological awareness through rhythm and rhyme while doing songs, chants, and fingerplays in "Clifford's Try-Along Time" <p style="text-align: right;"><i>(continued)</i></p>


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<p><u>Reading readiness activities based on scientifically based reading research,</u> Continued</p>	<ul style="list-style-type: none"> ▪ Concepts of Print <ul style="list-style-type: none"> ○ Practice left-to-right reading during teacher-modeled readings of poster-sized Big Issues ○ Learn conventions of books with individual Learn-Along Issues ○ Develop concepts of words, sentences, and punctuation by following along and tracking print ○ Use numbered and colored boxes to help navigate the page ○ Join in the reading experience through repetitive text and predictable language structure ▪ Alphabet Knowledge <ul style="list-style-type: none"> ○ Learn to recognize letters of the alphabet with Letter-of-the-Month reproducible pages ○ Learn letter-sound relationships through lessons and pencil activities ○ Practice writing letters and words through activities connected to the magazine ○ Learn to sign name ○ Make connection between written words and language through shared writing activities on the back page of every Big Issue <p><i>Building Language for Literacy</i></p> <ul style="list-style-type: none"> ▪ Oral Language <ul style="list-style-type: none"> ○ Nina the Naming Newt™ provides song- and text-related vocabulary words for building concepts. ○ Students develop oral language through stories, dramatic play props, picture vocabulary, and learning center activities. ○ Children link new learning experiences and vocabulary to what is already known. ▪ Phonological Awareness <ul style="list-style-type: none"> ○ Reggie the Rhyming Rhino™ sings and plays rhyming games. ○ Children develop an awareness of patterns and differences in sounds of language through rhyme, song, poetry, and rhythm. ○ Students isolate beginning and ending sounds in words, create and invent words by substituting sounds, and identify the order of sounds in words. ▪ Print Awareness <ul style="list-style-type: none"> ○ Nina, Reggie, and Leo the Letter-Loving Lobster™ expose children to different kinds of print and literature genres. ○ Students develop an understanding that print and illustrations carry a message, and they recognize the sequence and flow of stories. ○ Children learn that books are handled in certain ways and that print is arranged from left to right and top to bottom. ▪ Alphabet Knowledge <ul style="list-style-type: none"> ○ Leo helps children learn the letters of the alphabet. ○ Children identify printed letters and make connections between letters and sounds through experiences with literature, games, and activities. <p style="text-align: right;"><i>(continued)</i></p>


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<p><u>Reading readiness activities based on scientifically based reading research,</u> Continued</p>	<p><i>ReadingLine</i></p> <ul style="list-style-type: none"> ▪ Oral Language <ul style="list-style-type: none"> ○ Children learn oral blending, oral segmentation, sound awareness, rhyming, and phonemic manipulation skills. ○ Teachers say and model each skill, using scripted text in the lesson plan. ○ Teachers use Phonological Awareness Picture Cards to help children focus on the targeted sound. ▪ Phonological Awareness <ul style="list-style-type: none"> ○ Students develop their vocabulary through word webs, word lists, hands-on activities, discussions, and games. ○ Teachers introduce sight words, story-related words, and decodable words prior to student reading, and they review the words with students throughout the week. ○ Oral Language cards feature colorful photographs of real-life objects, and Sight Word Cards include each of the sight words that appear in the books. ▪ Print Awareness <ul style="list-style-type: none"> ○ Students are exposed to a variety of print, including books, posters, activity book, and cards ○ Children focus on print concepts as they use sentence strips to reread the book. ○ Students work with letters, words, punctuation, directionality, and other print conventions. ▪ Alphabet Knowledge <ul style="list-style-type: none"> ○ Instruction includes letters of the alphabet. ○ Independent activities reinforce letter knowledge. ○ Children review the alphabet as they work with ABC posters, ABC cards, and hands-on activities. <p><i>Let's Find Out</i></p> <ul style="list-style-type: none"> ▪ <i>Oral Language</i> <ul style="list-style-type: none"> ○ Students develop social studies and science content-area vocabulary through articles and “Word-Building Read Alouds,” mini-narratives that highlight vocabulary and are written on a Kindergarten listening level. ○ Children link new learning experiences to background knowledge during classroom discussions. ○ In some lessons, students complete webs, words lists, and graphic organizers that are related to the magazine’s featured topics. ○ Children build sight word recognition through Read-Along Issues that highlight repetitive text. ▪ <i>Phonological Awareness</i> <ul style="list-style-type: none"> ○ Students practice phoneme isolation, segmentation, and blending in words presented in the lesson. ○ Children develop an awareness of patterns and differences in sounds through poetry and songs. ▪ Print Awareness <ul style="list-style-type: none"> ○ Children develop awareness that print, illustrations, and photographs carry a message. <i>(continued)</i>

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<p><u>Reading readiness activities based on scientifically based reading research,</u> Continued</p>	<ul style="list-style-type: none"> ○ While the teacher reads aloud the Big Pages for an issue, children gain awareness of left-right and top-down directionality of reading. ▪ Alphabet Knowledge <ul style="list-style-type: none"> ○ Students learn letter-sound relationships through lessons that are tied to the theme of the issue. ○ Children search for and circle the letter in their magazines. <p>Scholastic Literacy Partners</p> <ul style="list-style-type: none"> ▪ The program’s focus is to promote reading and literacy by supporting organizations’ efforts to make books available to families. ▪ Offerings include fiction, nonfiction, poetry, and other genres in a variety of topics. Partners can select English-language, Spanish-language, bilingual, and multilingual books. <p><u>Progress monitoring</u></p> <p>Building Language for Literacy The main focus of BLL assessment is to evaluate each child’s progress. Children are formally assessed at the end of each unit and at the end of the year to determine their gains in oral language. Teachers formally assess children mid-year and at the end of the year to see if students have met objectives in the areas of phonological awareness, letter knowledge, and print knowledge. All assessments can be used to collect summative information about how much progress each child has made. The <i>Assessment</i> handbook provides a Progress Report chart to track learning gains.</p> <p>Scholastic ReadingLine Kits Six Literacy Progress Tests, provided in the Assessment Handbook, help teachers monitor children’s progress and literacy development. The tests assess word recognition and comprehension skills, phonological awareness skills, and writing/dictation skills. The End-of-Year Test also assesses these skills and provides summative information about each child’s progress during the year. The Assessment Handbook provides ideas on collecting information for portfolios.</p> <p><u>Intensive and ongoing professional development</u></p> <p>Building Language for Literacy In addition to the program’s built-in, lesson-related professional development workshops (see p. 6), BLL offers extended support in the form of one-day seminars. These seminars provide information, techniques, current research, and strategies for helping children build early literacy skills. Teachers can choose to attend:</p> <ul style="list-style-type: none"> ▪ The Essentials of Early Literacy and Language Development ▪ Integrating Content Area Themes ▪ Learning Literacy through Interactive Activities ▪ Linking Literacy and Mathematics ▪ Supporting the English Language Learner <i>(continued)</i>

Key Criteria for <i>Even Start</i> Programs	 Scholastic Products and Services
<p><u>Reading readiness activities based on scientifically based reading research.</u> Continued</p>	<p><i>ReadingLine Kits</i> The Scholastic Early Childhood Seminar Series expands teachers' knowledge of relevant research and techniques. Four one-day seminars, offered individually, can be customized to meet needs:</p> <ul style="list-style-type: none"> ▪ The Essentials of Early Literacy and Language Development ▪ Integrating Content Area Themes ▪ Learning Literacy through Interactive Activities ▪ Supporting the English Language Learner
<p><u>Continuity of Family Literacy</u>, to the extent available—Family literacy services include the following instructional activities:</p> <ul style="list-style-type: none"> ▪ Interactive literacy activities between parents and children ▪ Training for parents regarding how to be the primary teacher for their children and full partners in the education of their children. ▪ Parent literacy training that leads to economic self-sufficiency ▪ An age-appropriate education to prepare children for success in school and life experiences 	<p><u>Parent-child literacy activities</u></p> <p>Each student issue of <i>Clifford the Big Red Dog</i> contains Parent Play-Along questions to help parents create a reading experience that is both enriching and interactive. Monthly newsletters contain poems, charts, simple science experiments, and art activities for parents and children to do together. The Teacher's Edition includes four pages that teachers can reproduce and send home for students to complete with their parents.</p> <p>In <i>Learning Side-by-Side</i>, parents read books to their children, discuss the books, play letter and word games, and display their children's drawings and writing.</p> <p><i>Building Language for Literacy's</i> Parent Involvement Handbook, which is available in English and Spanish, contains creative, easy-to-do activities that parents can do with their children. For example, parents could:</p> <ul style="list-style-type: none"> ▪ Go shopping together, read the labels on products, and talk about the print ▪ Play rhyming games ▪ Eat alphabet soup and together identify letters ▪ Ask the child what he/she would like to learn about tropical fish, look at tropical fish in the pet store, and encourage the child to lead a conversation with employees to find out facts about fish ▪ Discuss the events of the day to develop communication skills ▪ Develop listening skills by giving children short, but specific directions to follow during everyday activities ▪ Read aloud the child's favorite stories over and over again <p><i>Scholastic ReadingLine Kits</i> provides a reproducible Take-Home Book and accompanying Family Letter for each title in the program. The Letter contains suggestions for activities families can do with their children using the book, such as:</p> <ul style="list-style-type: none"> ▪ Encourage children to read each page aloud pointing to each word as it is read ▪ Talk about the story, and have children summarize what is happening in his or her own words every few pages ▪ Randomly say the words and/or letters listed at the back of the book and help the child point to each one. ▪ Practice skills learned during classroom lessons <p style="text-align: right;"><i>(continued)</i></p>

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<p><u>Continuity of Family Literacy</u>, Continued</p>	<p>Each issue of Scholastic Parent & Child contains ideas for interactive literacy activities for parents and their children. Examples include:</p> <ul style="list-style-type: none">▪ Singing the alphabet song, drawing block letters on paper, etching letters in the sandbox, and experimenting with magnetic letters▪ Reading aloud books to their children and then extending the story with a hands-on activity, such as carving a pumpkin after reading a story about pumpkins▪ Creating and then reading together a homemade book compiled of family photos and pictures of familiar objects▪ Extending ideas presented in a book by discussing the story▪ Reading aloud nursery rhymes and parent-created rhyming poems <p>Parents can read about more ideas for parent-child activities at this website: www.scholastic.com/parentandchild</p> <p>Let's Find Out parent-child activities include the following:</p> <ul style="list-style-type: none">▪ Families and children can complete a monthly skills page, which is available in English or Spanish, covering important reading and math concepts. The pages also contain ideas and suggestions for simple activities that parents can do to reinforce the important concepts their children are learning through the magazine.▪ The back page of every magazine has a skills page that can be done with parents as practice "homework." <p>In the Reading Starts With Us program, parents read aloud books to their children, use effective strategies to help them gain understanding of the text, and actively engage their children in meaningful discussions.</p> <p>Each <i>Literacy Link</i> newsletter of Scholastic Literacy Partners contains literacy activities that partners can suggest for families to do together. These include:</p> <ul style="list-style-type: none">▪ Creating an album with photos of family members and pictures that build on the child's interests, and then talking about the book▪ Writing letters on index cards, acting out a word that begins with the letter, and then guessing what it is▪ Listing words for street signs and looking for them while traveling▪ Making riddles or poems about family members <p>In addition, the Scholastic website contains more at-home ideas. Families can visit:</p> <p>http://www.scholastic.com/familymatters/ http://www.scholastic.com/earlylearner/ http://www.scholastic.com/schoolage/</p> <p style="text-align: right;">(continued)</p>

Key Criteria for <i>Even Start</i> Programs	 Scholastic Products and Services
<p><u>Continuity of Family Literacy</u>, Continued</p>	<p><u>Parent training</u></p> <p>Learning Side-by-Side Parents learn strategies for supporting their children’s language, cognitive, social, emotional, and physical growth.</p> <p>Scholastic Parent & Child</p> <ul style="list-style-type: none">▪ Parent & Child presents parents with practical strategies they can use to support the development of their children’s early reading skills. Recent articles have presented these topics:<ul style="list-style-type: none">○ How to help children build vocabulary○ Tips for a parent-child trip to the library○ How to create a kid-friendly reading space in the home○ Techniques parents can use to teach children the alphabet○ Reviews of books that help parents understand the development of their children▪ Each issue fosters a parent-teacher partnership to provide children with rich educational experiences. Regular features include:<ul style="list-style-type: none">○ Teacher tips on school-related topics○ Teacher recommendations for educational toys, books, videos, CDs, and technology○ Lists and reviews of recommended, age-appropriate books for young children <p>In Reading Starts With Us, parents build an understanding of the key role they play in inspiring their children to read. Through a series of six workshops, parents gain confidence and learn reading strategies they can use to help their children become active readers and thinkers. The program also encourages participants to forge parent-teacher partnerships that support family literacy.</p> <p><u>Parent Literacy Training</u></p> <p>Parent literacy education is an essential component of an <i>Even Start</i> project. Parents can find information about adult literacy programs at these websites: www.nifl.gov www.nifl.gov/nifl/hotline.html</p> <p><u>Age-appropriate training that prepares children for success</u></p> <p>Clifford the Big Red Dog contains engaging stories and other text that keep Pre-Kindergarten students’ interest as they develop early reading, social skills, and content-area vocabulary. Through the Parent-Play Along boxes in each issue, parents learn how to discuss text with children at their developmental level.</p> <p>Learning Side-by-Side provides parents with easy-to-do activities targeted to preschoolers. Children benefit from their parents support and encouragement.</p> <p style="text-align: right;"><i>(continued)</i></p>

<p>Key Criteria for Even Start Programs</p>	<p> Scholastic Products and Services</p>
<p><u>Continuity of Family Literacy</u>, Continued</p>	<p><i>Building Language for Literacy</i> benefits students in Pre-Kindergarten and Kindergarten. With lessons centered around places in the community, children gain a greater understanding of the world around them while they build literacy skills.</p> <p>Each <i>Scholastic ReadingLine Kit</i> provides young students with instruction and activities appropriate to their stage of reading development.</p> <ul style="list-style-type: none"> ▪ <i>Sound and Letter Kit</i> benefits students in Pre-Kindergarten and Kindergarten. ▪ <i>Vocabulary Kit</i> benefits students in Pre-Kindergarten, Kindergarten, and Grade 1. ▪ <i>Phonics Kit</i> benefits students in Kindergarten and Grade 1. <p><i>Scholastic Parent & Child</i> specifies the age groups for which the magazine’s articles, book lists, book reviews, and product reviews are appropriate. They include information beneficial to children’s emotional, social, physical, and intellectual growth during ages birth to six.</p> <p><i>Let’s Find Out</i> engages Kindergarten-age children with relevant nonfiction articles and related activities that help prepare them for later grade-level reading experiences. Send-home activity pages, and the issues themselves, provide parents with explicit suggestions for engaging their children in early reading and math skills.</p> <p>The reading strategies and literature provided in <i>Reading Starts With Us</i> are suitable for children in Pre-Kindergarten through Grade 1. The program enables parents to actively participate in their young children’s reading development.</p> <p>Book descriptions in the <i>Scholastic Literacy Partners</i> catalogs specify the appropriate age level for the book.</p>

Customize Your *Even Start* Application

This section of the Toolkit provides basic information for those preparing to write an *Even Start* grant. It is not intended to fully explain every part of the application, but it should help you organize the information that describes your grant project.

Common Elements of a Grant Application

While state applications do vary, there are common elements that remain fairly consistent. Knowing how to address each of these elements will help you understand how to respond to the different *Even Start* criteria. This Toolkit provides information and examples to help you make sure all components are thoroughly addressed.

 ***Be sure to obtain the application for Even Start from your state's Department of Education as it contains the official instructions, schedules, and requirements.***


These are the 10 components that are commonly addressed in grant applications. Remember to customize responses to each area so your proposal reflects your unique situation.


1. Abstract
2. Needs Assessment
3. Educational Goals and Objectives
4. Required Even Start Program Elements and Activities
5. Project Management
6. Resource Management
7. Collaboration and Coordination
8. Evaluation
9. Budget
10. Appendix

1. Abstract

The *abstract* encapsulates all the components of the proposal and gives an overview of the proposed project; it is basically, the project “in a nutshell.” The summary/abstract includes the following information:

- The audience—Who will the project directly impact?
- The need/problem—What need will the project address?
- The educational goals—What does the project strive to ultimately accomplish?
- The objectives and effectiveness indicators—Who will do what by when?
- The activities—How will the project be carried out?

 ***The abstract should also include the number of families, adults, and children to be served; a complete listing of any school attendance areas to be served; key people who will be involved with the project; and a statement regarding the applicant partnership's commitment to and capacity for carrying out the project.***

 ***Because the abstract is essentially a summary of the project, you should write it after the grant proposal is completed. It can be summarized from other parts of the proposal.***

2. Needs Assessment

The *needs assessment* is one of the most critical parts of the proposal as it specifies the educational and community needs that the project addresses and indicates how they were identified. Relevant data, such as, community demographics; characteristics of the children and adult populations as they relate to poverty, illiteracy, unemployment, or limited English proficiency; or statistics that address children and adults with special needs, individuals with disabilities, domestic violence, and eligibility for social services; are used to substantiate the needs of the targeted population, which should include children and adults. The focal point of the needs assessment should be *acquisition of services* for the targeted population, and *not acquisition of funds*.

Step One: Gather the Data

Before any writing can begin, you will need to gather all of the relevant data for the targeted population. A successful grant project will reflect data-driven decision making, so it is important to gather objective data at the onset of a project and use it to determine goals, objectives, and activities.

Describe the community to be served and provide evidence of the magnitude of need for family literacy services. Based on the community description and data sources, describe the target population. Provide information about the availability of services to the target population and identify any gaps or weaknesses in services that the proposed program will address. Include data comparing the applicant's community need factors with data at the city, county, state, and/or national levels.

Include information gathered from community needs assessments, for example, community colleges, Head Start, County Extension Services, and local Health Departments. Provide a realistic estimate of the number of families, children, and adults your project will serve. Use a variety of data sources to describe the poverty, illiteracy, unemployment, limited-English proficiency, and other need-related indicators of the targeted population.

Step Two: Review the Data

Have several people, such as Even Start program personnel, administrators, and community outreach specialists, review the data. Look at the community data as a whole set, but then disaggregate the data into subsets by child and adult literacy needs.

Step Three: Determine Needs Based Upon the Data

Based upon the disaggregated data, determine the specific needs for children and adults. The educational goals, objectives, and activities, will be based upon these specific needs.

Step Four: Write the Needs Assessment

Using the data gathered in Step One and the needs established in Step Three, develop a clear and detailed statement that specifies needs for Early Childhood Education, Adult Literacy, Parenting Education, And Interactive Literacy Activities between parents and their children.

3. Educational Goals and Objectives

First and foremost, your *educational goals* must be aligned with the project’s assessed educational needs and consistent with the goals of the State’s *Even Start* plan. An educational goal states the planned outcome that will solve the problems addressed in the needs assessment. Project goals must be *educational* goals and not merely the acquisition of funds.

 **Be sure to develop goals and activities within each of the following four areas, as these are areas required by the Even Start program.**


- **Early Childhood Education**
- **Adult Literacy**
- **Parenting Education**
- **Interactive Literacy Activities between Parents and their Children**

Objectives help meet the educational goals. They clearly define the *performance targets* that must be measurable and related to a specific time. A series of objectives, or performance targets, should increase in expectation as they progress on a timeline, culminating in an overall performance or educational goal. The expectation is that at the end of the grant project calendar, the applicant meets the goals.

Objectives should be **S**pecific, **M**easurable, **A**ttainable, **R**elevant, and **T**imely (SMART).

Effectiveness indicators detail the type of information used to measure whether or not an objective is reached. These indicators should be objective and quantifiable. Effectiveness indicators may include, but are not limited to:

- Number of parents and children served
- Number, types, and frequency of interactive literacy activities
- Number of *Even Start* personnel trained
- Number and type of parent literacy sessions
- Performance indicators for age-appropriate education to prepare children for success in school

 **The following chart is one example of a way to organize your goals, objectives, and effectiveness indicators. Please see pages 37-39 for more examples.**

Objective (Performance Target)	Timeline	Effectiveness Indicator
Beginning in September <YEAR>, all <i>Even Start</i> teachers will use <i>Building Language for Literacy</i> to teach reading readiness activities to preschool children.	Sept. <YEAR> to June <YEAR>	Teacher lesson plans
By December of <YEAR>, all <i>Even Start</i> staff will have received a minimum of nine hours of sustained professional development in the skills necessary to work with parents and young children in literacy development and interactive literacy activities.	Sept. <YEAR> through December <YEAR>	Number of <i>Even Start</i> staff receiving and completing nine hours of professional development courses

4. Required *Even Start* Program Elements and Activities

Describe the proposed activities and services to be provided, focusing on the integration of the following 15 *Even Start* program elements:

1. **Identification and Recruitment of Families Most in Need of *Even Start* Services**
Each project must identify and recruit families most in need of *Even Start* services, as indicated by a low level of income, a low level of adult literacy or English language proficiency of the eligible parent or parents, and other need-related indicators.
2. **Screening and Preparation of Participants**
Each project must screen and prepare parents, including teenage parents, and children to enable such parents and children to participate fully in *Even Start* activities and services.
3. **Flexible Scheduling and Support Services**
Each project must be designed to accommodate participants' work schedules and other responsibilities. This includes providing support services, when such services are unavailable from other sources, which are necessary for full participation in the *Even Start* program.
4. **High-Quality, Intensive Instructional Programs**
Each project must provide high-quality, intensive instructional programs that promote adult literacy and empower parents to support the educational growth of their children, developmentally appropriate early childhood services, and preparation of children for success in regular school programs. Each of the four core components is considered an instructional program.
5. **Staff Qualifications**
Each project must meet *Even Start* staff qualification requirements, as indicated in federal guidance, for staff whose salaries are paid in whole or in part with *Even Start* funds. The *Even Start* Guidance provides specific staff qualifications for instructional staff, non-instructional staff, project directors, and paraprofessionals. For more information, please refer to the federal Guidance at:

<http://www.ed.gov/policy/elsec/guid/evenstartguidance02.doc>
6. **Staff Training**
Each project must train staff, including childcare staff, to develop the skills necessary to work with parents and young children in the full range of *Even Start* instructional services offered. Effective staff professional development may include a set of activities that produce a demonstrable and measurable effect on student academic achievement, and may include activities such as coaching and mentoring.
7. **Home-Based Instructional Services**
Each project must provide and monitor integrated instructional services to participating parents and children through home-based services.
8. **Year-Round Services**
Each project must operate on a year-round basis, including the provision of some program services, instructional and enrichment, during the summer months.

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9. **Coordination with Other Programs**
Each project must coordinate with relevant programs, such as Title I, Part A; Early Reading First; Reading First; Migrant Education; 21st Century Community Learning Centers; Head Start; and volunteer literacy programs.
10. **Instructional Programs Based on Scientifically Based Reading Research**
Each project must use instructional programs based on scientifically based reading research (as defined in section 1208) for children and adults, to the extent such research is available.
11. **Attendance and Retention**
Each project must encourage participating families to attend regularly and to remain in the program a sufficient time to meet their program goals.
12. **Reading Readiness Activities Based on Scientifically Based Reading Research**
Each project must base its reading readiness activities for preschool children on scientifically based reading research (as defined in section 1208), to the extent available, to ensure children enter elementary school with the language, cognitive, and early reading skills necessary for reading success.
13. **Continuity of Services**
Each project must promote the continuity of family literacy, to the extent applicable, to ensure that individuals retain and improve their educational outcomes.
14. **Providing Services to Families Most in Need**
Each project must ensure that the program will serve those families most in need of Even Start activities and services.
15. **Local Independent Evaluation**
Each project must provide for an independent evaluation of the program that it will use for program improvement.

Detail the activities and services to be provided in each of the four Core *Even Start* Program Components, including a description of how the 15 Program Elements will be incorporated.

Activities are even more specific than goals. They explain *who will do what, when, where, and for how long*. For each goal, list the activities to be conducted. The activities include the methods, steps, actions, or strategies taken to achieve the stated goal.

 **Identify specific activities that will be conducted during the project period. Be sure your activities:**


- **Relate directly to the program goals, as well as to the project description and project requirements as outlined in your local application**
- **Address the identified needs of the targeted population that should include students, teachers, and parents**
- **Are clearly stated and sufficient to carry out the proposed program**
- **Are designed to provide measurable outcomes**

 **An example of one way to organize your activities appears on page 41 in the Toolkit.**

5. Project Management

A *project management* plan specifies how grant activities will be managed and monitored on a day-to-day basis to ensure successful implementation.


In a grant proposal, describe the members of the *project management* team, indicating the responsibilities of each member and the credentials that support their selection. Include the background training, experience, and qualifications of the grant project director, who is responsible for the day-to-day activities. Describe how the inter-relationships of the partner agencies will work to design, plan, implement, and evaluate the program. Describe the plan to support instructional staff, and include a statement of how staff supervision will occur. Describe the process for ongoing communication, including frequency and how the partnership will support continuous improvement.

 ***Information about project team members can be presented in a chart similar to the one on page 40.***

 ***You may refer to each member's credentials, but include résumés in the appendix only, and only if the instructions in the application allow for them.***

6. Resource Management

Applications require an explanation about how existing resources will be managed so that grant funds are maximized. Provide an explanation of the relationship and coordination of the proposed project with other community, state, and federal resources. Describe how local and federal dollars will be blended to provide the resources to deliver high-quality family literacy services.

 ***The purpose of a resource management description is to illustrate the cost-effectiveness of the project. Describe how costs are reasonable in relation to the number of families to be served, the services to be provided, and the anticipated results and benefits based on the scope and nature of the program.***

7. Collaboration and Coordination

Identify the members of the required partnership including the eligible entity applying for assistance and the role of each partner in the management and oversight of the program. Describe how the partnerships will build on the existing high-quality services of the community to develop a new range of services to families most in need. Describe the collaborative planning and process used to formulate the application and that will be used to manage the program. Include collaborative efforts with institutions of higher education, community-based organizations, the State Educational Agency, private elementary schools, or other eligible organizations. Provide evidence of demonstrated commitment between partners for specific cooperative activities, resources, technical assistance, and similar activities. Indicate any matching or in-kind contributions made from all partnerships.

8. Evaluation

The *Evaluation Strategies* section in an *Even Start* application should detail a comprehensive evaluation plan with specific accountability measures and procedures that identify and assess the effectiveness of *Even Start* activities.

Provide information about local program evaluation. Describe the project's capacity to collect information about the participants served, the retention rates of these participants, and progress toward literacy development. At a minimum, your program should:

- Follow the progress of families on short- and long-term outcomes, as related to the four Core Components: Early Childhood Education, Adult Literacy, Parenting Education, and Interactive Literacy Activities between Parents and their Children
- Monitor and report attainment of program objectives set forth in the application
- Provide an analysis of program operations and participants' progress for the purpose of better meeting family outcomes and program objectives
- Comply with reporting requirements associated with State Indicators of Program Quality


Local evaluations are primarily designed for continuous program improvement. Evaluation plans are grounded in the questions to be answered by data collection activities. Some evaluation questions relevant to participants' progress are:

- Is the program making a difference in parent involvement in the school?
- What impact is the program having on parenting skills?
- What percentage of adults has reached their academic goals?
- What percentage of children has made progress in literacy development?

Some evaluation questions relevant to program activities are:

- To what extent are learner-centered teaching strategies used?
- What is needed to strengthen collaborative relationships?
- Does program staff demonstrate respect for families by building on their interests and values?




Describe how the partners will be involved in the evaluation process. If the partners have provided family literacy services in the past, describe any evaluation results and how program elements were changed as a result. Describe both quantitative and qualitative measures that will be used in the plan.

 Both ***Building Language for Literacy*** and ***Scholastic ReadingLine*** contain progress monitoring assessment instruments that can contribute pertinent data for the *Even Start* Evaluation Plan.

 ***Please see pages 42-44 for a sample evaluation plan.***

9. Budget

When preparing a *budget*, keep in mind that *Even Start* funds can only be used to implement activities aligned with the four Core Components and 15 *Even Start* Program Elements. The application narrative should provide adequate details for proposed expenditures and provide clear justification of expenses listed in the budget. Costs must be reasonable in relation to the scope of the proposed program, such as the numbers to be served and the anticipated benefits. Include evidence of the ability to provide the required level of matching funds for the duration of the program. Provide evidence of the potential for continued support of the program after federal funding ends, including, as appropriate, the demonstrated commitment of appropriate entities to such support.

-  ***The budget is an estimate of the project costs, but the project budget should be as accurate as possible at the time of submission. It should not include any “padded” amounts for expenditures.***
-  ***The budget and narrative should align directly. It is best to make a list of all budgetary costs, based upon the narrative sections. Make sure that the budget includes a line item for every cost that the narrative describes.***
-  ***It is advisable to consult with your business office prior to submitting the application.***

10. Appendix

The *appendix* will vary depending on what the application allows. Some do not allow an appendix while others require that such documents as letters of support, résumés of key personnel, job descriptions, and Statements of Commitment be included.

-  ***The applicant should submit only what the application allows.***

Grant Writing Samples and Tools


Goals, Objectives, and Strategies

Writing clear and precise goals, objectives, and strategies is crucial to implementing and evaluating an effective, research-based grant project.

Goals state the planned outcome that will solve the problem addressed in the needs statement. First and foremost, your goals must be aligned with the project's assessed educational needs and consistent with the goals of the *Early Reading First* grant program. Project goals should be *educational* goals and not merely the acquisition of materials.

Objectives help meet the educational goals. They clearly define the performance targets that must be measurable and related to a specific time. A series of objectives, or performance targets, should increase in expectation as they progress on a timeline, culminating in an overall performance or educational goal. The expectation is that at the end of the grant project calendar, the applicant meets the goals. Objectives should be **Specific, Measurable, Attainable, Relevant, and Timely (SMART)**.

Strategies describe the steps to be taken to achieve the desired outcomes outlined in the objectives. Strategies should flow naturally from the objectives, and present a reasonable scope or sequence of activities.

 ***The following three charts provide examples of how goals, objectives, and strategies are related and can be identified for these areas:***

- ***Early Childhood Education***
- ***Parenting Education***
- ***Interactive Literacy Activities between Parents and their Children***


Early Childhood Education

Goal #1

Provide scientifically based language and literacy activities, within a structured and systemic learning environment, that support the development of oral language, phonological awareness, print awareness and alphabet knowledge for all preschool-age children, especially for those considered Economically Disadvantaged, Limited English Proficient, or with disabilities


Objective: 100% of early childhood students will demonstrate mastery of early reading skills in the areas of oral language, phonological awareness, print awareness, and alphabet knowledge as evidenced by benchmark testing.

<p>Strategy 1: Conduct a needs assessment survey to determine teacher knowledge level and instructional skills in the areas of oral language, phonological awareness, print awareness, and alphabet knowledge</p>	<p>Strategy 2: Implement <i>Building Language for Literacy</i>, a scientifically, research-based curriculum with systematic instructional strategies to maximize the amount of direct intervention for every Early Childhood student</p>	<p>Strategy 3: Provide teacher directed, whole group instruction and practice, small group instruction and practice, and independent practice of the early reading skills</p>	<p>Strategy 4: Increase reading opportunities at school with parent/community volunteers and at home with parents</p>	<p>Strategy 5: Using benchmark testing, monitor and conduct ongoing assessment to identify implementation and effectiveness of the program</p>
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 ***Building Language for Literacy*** has been proven to raise student achievement in vocabulary, language, and word identification both in English- and Spanish-speaking children.

<p>Parenting Education</p> <p><u>Goal #1</u> <i>Increase parental involvement with early literacy development at home and provide parenting education activities that help parents become comfortable as their children’s first and most important teacher of reading</i></p>			
<p>Objective: 100% of parents involved in the <i>Even Start</i> project will participate in a minimum of 12 hours of parenting education that focuses on the early literacy development of their children.</p>			
<p>Strategy 1: Conduct a needs assessment survey to determine levels of parent knowledge in early literacy skills</p>	<p>Strategy 2: Using the <i>Reading Starts with Us</i> and <i>Learning Side-by-Side</i> programs, provide parent training focused on developing early reading skills for their children</p>	<p>Strategy 3: Monitor parent education training through individual home visits or formal, scheduled group sessions</p>	<p>Strategy 4: Based on student achievement and parent involvement, evaluate the impact of parenting education on the early literacy skills of children</p>

<p>Interactive Literacy Activities between Parents and their Children</p> <p><u>Goal #1</u> <i>Promote positive parent-child interactions and provide opportunities for interaction between parents and children through planned, regular joint interactive literacy activities</i></p>			
<p>Objective: <i>Even Start</i> participants will increase by 30-40% the reading time at home for parents and children, including time spent by parents reading to and with their children. In addition, <i>Even Start</i> staff will increase by 40% the number and type of literacy materials used by parents and their children.</p>			
<p>Strategy 1: Educate and provide families with the resources to create a literacy-rich home environment</p>	<p>Strategy 2: Involve community-based organizations such as Head Start and Communities in Schools in mentoring and parent training</p>	<p>Strategy 3: Conduct at-home visitations to model age-appropriate reading strategies for parents and children</p>	<p>Strategy 4: Communicate quarterly with parents concerning the early reading skills development of their children</p>


 *The **Scholastic Literacy Partners** program supports nonprofit organization’s goals of increasing the number of books available in homes and increasing family literacy by providing deep discounts on books that will be donated to families.*

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Project Personnel (Sample Chart)

Program Personnel	Qualifications	Responsibilities	Time Commitments
Project Director or Principal Investigator: <i>List name and title</i>	<i>List degrees, certifications, and professional experience</i>	<ul style="list-style-type: none"> ▪ Member, Project Executive Committee ▪ Coordinate project implementation and purchasing for grant activities ▪ File all programmatic reports with funding agency ▪ Manage financial activities of grant program ▪ File all financial reports with funding agency 	<i>List amount of time staff member will devote to each responsibility or activity</i> <u><i>Recommended 100%</i></u>
Early Childhood Center Directors: <i>List names and titles</i>	<i>List degrees, certifications, and professional experience</i>	<ul style="list-style-type: none"> ▪ Member, Project Executive Committee ▪ Manage programmatic grant activities/strategies ▪ Coordinate professional development activities ▪ Coordinate parental involvement activities ▪ Collect student data for external evaluation 	<i>List amount of time staff member will devote to each responsibility or activity</i> <u><i>Recommended 100%</i></u>
Early Childhood Teachers: <i>List names and titles</i>	<i>List degrees, certifications, and professional experience</i>	<ul style="list-style-type: none"> ▪ Member, Project Executive Committee ▪ Implement <i>Scholastic ReadingLine</i> ▪ Communicate with parents regarding student progress ▪ Assess student progress using benchmark assessments ▪ Collect and report student data to EC Center Directors 	<i>List amount of time staff member will devote to each responsibility or activity</i> <u><i>Recommended 100%</i></u>
Adult Literacy Consultants <i>List names, titles, and services to be provided</i>	<i>List degrees, certifications, and professional experience</i>	<ul style="list-style-type: none"> ▪ Provide adult literacy services, as defined by project goals and objectives ▪ Support parents in their own literacy development ▪ Coordinate with Even Start staff in Interactive Literacy Activities 	<i>List amount of time each consultant will devote to each responsibility or activity</i>
Parenting Education Consultants	<i>List degrees, certifications, and professional experience</i>	<ul style="list-style-type: none"> ▪ Provide parenting education training, as defined by project goals and objectives ▪ Coordinate with Even Start staff on parent education and interactive literacy activities 	<i>List amount of time each consultant will devote to each responsibility or activity</i>
External Evaluator: <i>List name and title</i>	<i>List degrees, certifications, and professional experience</i>	<ul style="list-style-type: none"> ▪ Member, Project Executive Committee ▪ Using both project and process data, evaluate the effectiveness of the <i>Even Start</i> program 	<i>List amount of time staff member will devote to each responsibility or activity</i> <u><i>Recommended 100%</i></u>


Project Activities

 **The following chart provides an example of how to show the planned activities, responsibilities of project personnel, timeline, and effectiveness indicators for a specific strategy.**

<p><u>Educational Goal #1:</u></p> <p><i>Provide scientifically based language and literacy activities, within a structured and systemic learning environment, that support the development of oral language, phonological awareness, print awareness and alphabet knowledge for all preschool-age children, especially for those considered Economically Disadvantaged, Limited English Proficient, or with disabilities</i></p>			
<p><u>Objective:</u></p> <p>100% of Early Childhood students will demonstrate mastery of early reading skills in the areas of oral language, phonological awareness, print awareness, and alphabet knowledge as evidenced by benchmark testing.</p> <p><u>Strategy 2:</u> Implement <i>Building Language for Literacy</i> to maximize the amount of direct intervention for every Early Childhood student.</p>			
Specific Activities	Positions Responsible	Timeline	Effectiveness Indicators
1. Purchase <i>Building Language for Literacy</i>	ERF Project Director	August <YEAR>	Purchase orders
2. Apply scientific research-based instructional strategies to maximize the language and literacy development for all Pre-K students	Early Childhood Teachers	Academic Year <YEAR>	Teacher lesson plans
3. Provide Early Childhood students with emergent literacy books and other materials	Early Childhood Teachers	Academic Year <YEAR>	Purchase orders and inventory records
4. Assess the literacy and language development of all Early Childhood students using benchmark assessments	Early Childhood Teachers	Quarterly	Benchmark assessments

 **These are provided as examples or suggestions. You should develop your own activities specific to your needs.**

Evaluation

-  The evaluation plan is one of the most critical elements of your proposal. Because every grant project is unique, it is important to adapt this sample plan to reflect your specific project names, goals, objectives, and activities, rather than copy it.***

Evaluation Design

(Project Name) includes a comprehensive evaluation plan developed to determine success in meeting aggressive goals for improving the language and literacy development of all Pre-K students. Specific goals, objectives, and activities have been delineated above in the Quality of Management Plan. (District Name) and (Name of external evaluator) will conduct the final evaluation of (Project Name.) The Project Director will collect information, collect the Early Childhood Centers' data, and provide the progress reports throughout the project period to (Name of funding agency) as per the RFA requirements.

The evaluation design includes both process and product evaluation. The *Even Start* Executive Committee will gather information during the implementation process and evaluation activities to recommend modifications for improving the project. Questions to be answered in this evaluation include the following:

- ◆ To what extent were the activities of the project implemented as planned? If not, what barriers or obstacles prevented parts or all of the activities from being executed?*
- ◆ How effective were the activities of the project in achieving the goals of the project?*
- ◆ What is the impact of the activities of the project on the participants?*



Product Evaluation

Product evaluation will focus on measuring final outcomes against project goals, objectives, and benchmarks. Changes that have occurred will be identified and analyzed to determine whether the program is effective for students and teachers. Like the process evaluation, the product evaluation will be collected both formatively and summatively. The product performance measures will focus on:

- ◆ Improvement in teacher knowledge and qualifications*
- ◆ Improvement in outcomes for children's language, cognitive, literature, and early reading skills*

The following product evaluative data will be collected:

Benchmark Tests to measure student achievement

-  Specify the methods and instruments the proposed project will use to evaluate the achievement of each of the proposed project goals.***
-  Include screening reading assessments, progress monitoring assessments, and child outcome data in your evaluation plan.***

Student Work Samples

-  Specify how and when these samples will be collected.***

Evaluation of Professional Development and Parenting Education Training

- In addition to evaluation of the professional development and parent training sessions, applicants are encouraged to use lesson plans or administrative walk-through forms as a means to evaluate the effectiveness of professional development.*

End-of-Project Survey

- An end-of-project survey distributed to all parents of Early Childhood students can be used to provide opportunity for parents to evaluate the effectiveness of the program for their children.*

Process Evaluation

- ◆ Process evaluation will gather information about how successfully the strategies of the project were implemented as planned, and assess their impact on the target populations. Process evaluation data is both quantitative and qualitative in nature, and it is intended to assess the outcome of the project. This data, collected formatively and summatively, will describe how students and teachers are affected by the project. The following process evaluative data will be collected:

School/District Records

- The Project Evaluator can track project objectives through quantitative data such as purchase orders, numbers of students/teachers served, and inventory records.*

Project Meetings

- Specify how often the Even Start Executive Committee will meet and on what the meetings will focus.*

Classroom Observations

- Early Childhood Center Directors can visit Early Childhood classrooms randomly to acquire information on how teachers have adapted the program to student needs. Evaluative information can be drawn from observations of classroom applications, in the form of administrative walk-through forms.*

Anecdotal Records

- To address the “So what?” question, anecdotal records from parents and teachers can be collected. The following questions should be addressed:*
 - *How has the Even Start Program enhanced the early language, cognitive, and early reading development of Early Childhood children?*
 - *How has the Even Start program empowered parents to support the educational growth of their children?*

Final Evaluative Report

The Project Director and External Evaluator will use the data gathered in the product and process evaluation activities to prepare and present an annual Project Summary Report, to be shared with the *Even Start* Executive Committee. The product and process evaluative data will be analyzed in the final report to answer the following questions:

- ◆ *What improvements has the project made in how we teach our Early Childhood children and prepare them for future reading and school success?*
- ◆ *To what extent, by (Date), do all teachers have increased knowledge, skill, and instructional methodologies in early literacy development of Early Childhood children?*
- ◆ *To what extent, by (Date), do 100% of parents of participating Early Childhood students show increased involvement in their children's reading success and school activities?*



*Teachers using the **Building Language for Literacy and ReadingLine** programs administer a variety of assessments to track student learning gains.*

BLL Research Foundation

Building Language for Literacy is based on the educational research reported in the following three publications.

1. *Learning to Read and Write: Developmentally Appropriate Practices for Young Children*. A joint position statement by the National Association for the Education of Young Children (NAEYC) and the International Reading Association (IRA). By Susan B. Neuman, Carol Copple, and Sue Bredekamp. Copyright 2000, published by NAEYC, Washington, DC.
2. *Preventing Reading Difficulties in Young Children*. National Research Council. Committee Co-Chairs Catherine E. Snow and Susan Burns. Copyright 1998, published by National Academy Press, Washington, DC.
3. *Report of the National Reading Panel, Teaching Children to Read*. National Institute of Child Health and Human Development (NIH Publication No. 00-4769). Copyright 2000, published by US Government Printing Office, Washington, DC.

Note: One of the authors of ***Building Language for Literacy*** is Catherine Snow, Ph.D. who co-authored the book *Preventing Reading Difficulties in Young Children*. Another author of ***Building Language for Literacy*** is Susan Neuman, Ed.D., one of the authors of the NAEYC – IRA Joint Position Statement.

Scholastic ReadingLine Kits Research Base

Scholastic ReadingLine Kits are based directly on the scientific research of these Early Childhood experts:

- Wiley Blevins—***Scholastic ReadingLine*** Author and Academic Advisor; Author of Scholastic ReadingLine Professional Paper, “Phonics and the Beginning Reader”
Director of Primary Publishing, Scholastic Education
- Cathy Collins Block—***Scholastic ReadingLine*** Author and Academic Advisor; Author of Scholastic ReadingLine Professional Paper, “Why It Is Important to Teach Phonemic Awareness and Alphabet Recognition”
Professor, Texas Christian University
- Nell Duke—***Scholastic ReadingLine*** Author and Academic Advisor; Co-author of “Reading & Writing Informational Text in the Primary Grades: Research Based Practices”
Assistant Professor, Michigan State University
- Phyllis Hunter—***Scholastic ReadingLine*** Author and Academic Advisor; Member, 2003 National Family Literacy Advisory Board NIFL and former Educator of the Year, National Alliance of Black School Educators
- John Shefelbine—***Scholastic ReadingLine*** Author and Academic Advisor; Professor at California State University, Sacramento specializing in early reading, phonics, and comprehension strategies for struggling readers
- Francie Alexander—***Scholastic ReadingLine*** Author and Academic Advisor; Vice President and Chief Academic Officer, Scholastic Education

About Scholastic Inc.

Scholastic is committed to providing teachers with effective materials for every stage of reading instruction to ensure that students develop the skills and strategies needed to succeed in school. Our reputation is built on an 84-year history of helping foster and support effective learning for all students. For years, we have worked with leading researchers to develop scientifically based products that produce significant results in student achievement, as well as meaningful changes in teacher effectiveness.

We look forward to partnering with you to improve reading achievement, and would like the opportunity to talk with you about how we can best support your efforts to implement *No Child Left Behind (NCLB)* over the next several years.