

21st Century Community Learning Centers Grant Toolkit

*A Toolkit to Aid You in Preparing
Your Grant Application*

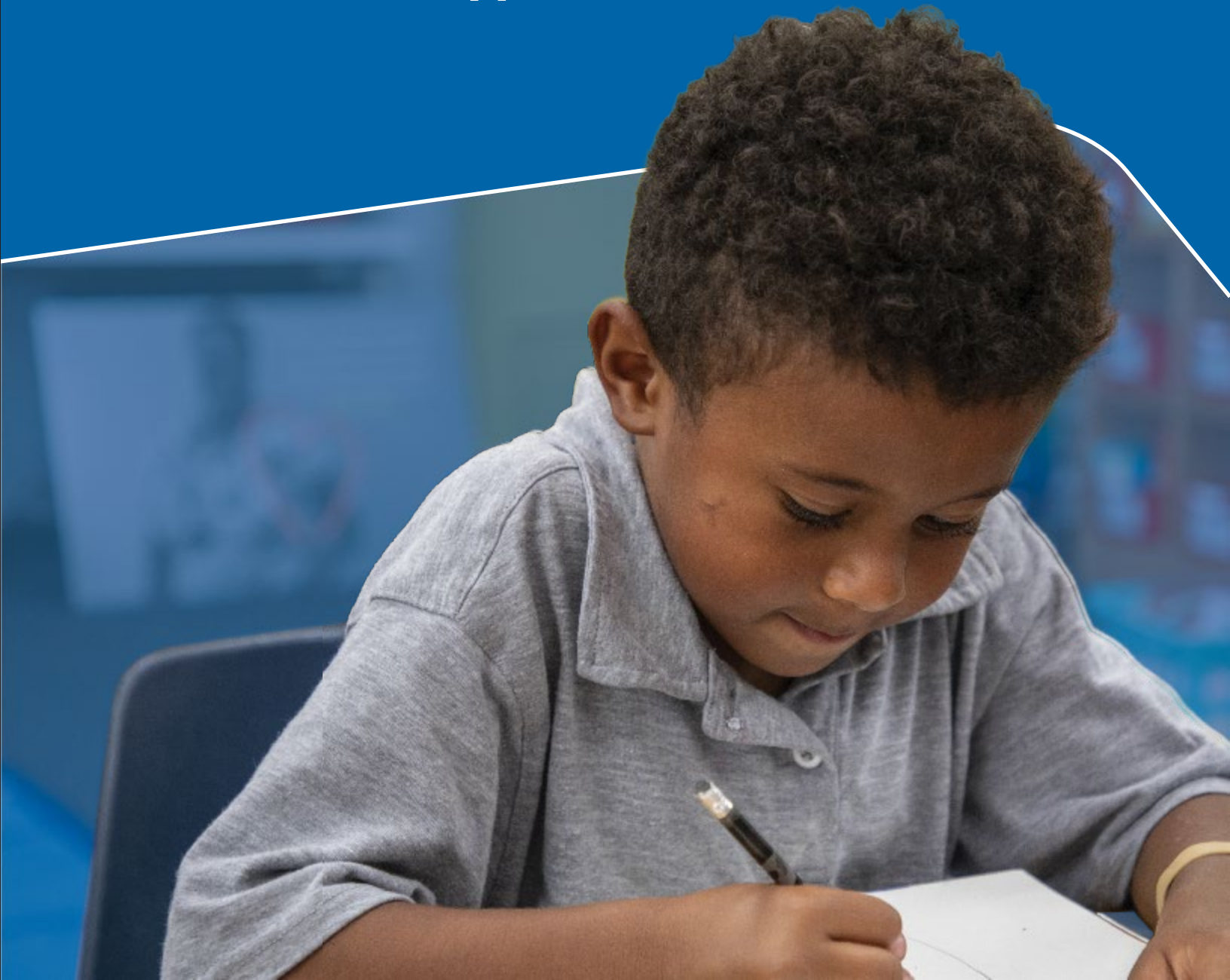


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Introduction

About the Grant

Nita M. Lowey 21st Century Community Learning Centers (21st CCLC) is a federal program that funds qualified entities through state grants. Each state will have slightly varying requirements for eligibility and their own application for this grant opportunity.

For state-specific information, please refer to your state's [Department of Education \(DOE\) website](#) (select your state from the drop-down menu) and to the [21st CCLC Grant page](#) on the US DOE website.

For additional details, please also see our chapter, "Frequently Asked Questions about the 21st CCLC Grant Application."

About the Toolkit

In this toolkit, you will find helpful tips and general guidelines to support your district/organization in better understanding and preparing for the [Nita M. Lowey 21st CCLC](#) grant competition. As you use this resource to prepare your application, please keep in mind that this document does not guarantee your district or organization will be awarded a 21st CCLC grant from your state.¹

Rather, the Curriculum Associates Grants Team created this toolkit to help you navigate this grant program, answer commonly asked questions relating to this opportunity, and offer customizable text that your district may use in applying for this grant. We recommend you use this document side by side with your state's 21st CCLC application to determine where customizable language would fit best within your grant application.

Grant Support to Help You

Curriculum Associates' Grants Team can provide sample program language, narrative customized to the grant opportunity, or draft review and feedback for districts/organizations planning to implement Curriculum Associates' programs. For more information, contact us at grants@cainc.com.

Supporting [our values](#) of Measured by Impact and High-Quality Service, Curriculum Associates offers our partners grant and funding support as a value-added service. Our online [Grants and Funding Center](#) features relevant federal formula funding options and competitive corporate/foundation grant opportunities and is regularly updated with new information and resources. Resources include an interactive Funding Guide eBook aligning key federal funding sources with our programs, a glossary of important funding terms, and the tip sheet, "Tips for Writing Winning Grant Proposals."

¹ This toolkit does not guarantee, imply, or suggest that grant funding will be awarded to any district/organization that follows the guidelines contained therein. Curriculum Associates does not award funds nor is Curriculum Associates responsible for the accuracy, completeness, or content of this toolkit or that of any subsequent links. We encourage you to verify current eligibility requirements and any relevant deadlines. Requirements are provided as a convenience and for informational purposes only.

Curriculum Associates Programs That May Align with Your 21st CCLC Program

As 21st CCLC funding supports academic enrichment opportunities and activities specifically designed to complement students' regular academic program, Curriculum Associates programs may be used to support the goals of this grant. Your district/organization may decide to use 21st CCLC funds to implement or expand data-driven instruction, support the development of foundational skills, or address unfinished learning.

The following Curriculum Associates solutions are designed to help students meet rigorous academic standards:

- ***i-Ready® Assessment and i-Ready Personalized Instruction***
- ***Phonics for Reading ©2024–2025***
- ***Teacher Toolbox***
- ***Ready® Reading***
- ***Ready Mathematics***

As your district/organization seeks to meet students' needs, these programs may be robust options to consider, as they align well with the requirements of the 21st CCLC grant.

In the sections that follow, we provide customizable text for the Curriculum Associates programs your district/organization may already be using or is planning to implement with 21st CCLC grant funds.



Frequently Asked Questions about the 21st CCLC Grant Application

What is the 21st CCLC grant program?

21st CCLC is a federal grant dedicated to supporting out-of-school time such as before- and after-school and summer learning programs. The grant was established by Congress as Title IV, Part B of the Elementary and Secondary Education Act, as amended by the Every Student Succeeds Act (ESSA) in 2015.

The purpose of the 21st CCLC grant is to establish or expand community learning centers that provide students with academic enrichment opportunities along with activities designed to complement students' regular academic program during the school day.

Grant funds for 21st CCLC flow from the US DOE to individual states that then design their own competitions to award subgrants to eligible applicants. To learn more about the 21st CCLC grant initiative, please visit the [US DOE](#) website in addition to visiting your respective state's DOE website.



If you are writing a grant for a summer learning program only, please [contact us](#) for more information on customizing your implementation.

What does the 21st CCLC grant program support?

The 21st CCLC grant supports districts/organizations with a wide array of service, activity, and program opportunities. For a list of potential activities, please see the Appendix. The overall grant goals are to:

- Create community learning centers that provide students with academic enrichment opportunities during out-of-school hours and help students meet state and local academic standards.
- Provide opportunities for enrichment activities and services that specifically reinforce and complement traditional academic programs, such as activities that support social, emotional, and behavioral development. These can include violence prevention programs, counseling programs, arts, music, physical fitness and wellness programs, technology education programs, financial literacy programs, environmental literacy programs, mathematics, science, career and technical programs, and internship or apprenticeship programs.
- Offer literacy and literacy-related educational development services for families, especially those whose students attend historically underserved schools, so families can have an engaged and active role in their students' education.

When will 21st CCLC funds be awarded?

Each state will have its own timeline for when selected districts/organizations can expect to be awarded. For specific details about when and how your district/organization can expect funds to be disbursed, please check your state's DOE website.

Who is eligible to apply for a 21st CCLC grant?

Examples of agencies and organizations eligible to apply for funding under the 21st CCLC program include, but are not limited to:

- Local school districts, also referred to as local educational agencies (LEAs)
- Charter schools
- Native American tribes or tribal organizations
- Educational consortia
- Nonprofit agencies
- City or county government agencies
- Faith-based and community-based organizations
- Institutions of higher education
- For-profit corporations

To be eligible for a 21st CCLC grant, districts/organizations must be in good standing with their state. For specific eligibility requirements for your state, please review the 21st CCLC grant details on your state's DOE website.

Customizable Narrative for Use in Your 21st CCLC Grant Application

How to Use the Customizable Text Sections of This Toolkit

As your district/organization prepares to apply for the 21st CCLC grant, your state’s application may include questions about the focus areas, specific needs, and implementation of the programs you are planning to purchase.

This section of our toolkit provides specific, customizable language for *i-Ready Assessment* and *Personalized Instruction, Phonics for Reading, Ready Reading, Ready Mathematics* and *Teacher Toolbox* that you can use in relevant sections of your grant application. Choose the content that fits the program(s) you are planning to include in your application.

Sections in **[blue brackets]** are additional instructions for the grant writer that can provide helpful tips around the customizable language provided.



Throughout the Toolkit, this icon indicates helpful tips and references for the writer.



Customizable Language If You Are Implementing *i-Ready Assessment and Personalized Instruction*

WRITER: As part of your application, you may be asked to provide a summary of the solution your district/organization plans to implement or expand using 21st CCLC funds. Please customize the section below based on how you plan to use *i-Ready Assessment and Personalized Instruction*.

What is *i-Ready Assessment and Personalized Instruction*?

To meet the 21st CCLC grant goal of improving academic achievement and providing services that specifically reinforce and complement traditional academic programs, the [insert district/organization name] proposes *i-Ready Assessment* and *Personalized Instruction* for reading and for mathematics [edit throughout as needed if only focusing on one subject] as a solution. *i-Ready* complements, expands, and reinforces the reading and mathematics skills already taught in our classrooms during the traditional school day. The addition of *i-Ready Assessment and Personalized Instruction* during our in-class, pull-out, and out-of-school time will further support [insert district/organization name] students in meeting the rigorous [insert state] academic standards.

Explicitly designed to meet both college- and career-ready standards for reading and mathematics, *i-Ready Assessment and Personalized Instruction* combines a reliable assessment suite with instructional resources and online learning targeted to each student's specific academic needs. Designed to accommodate a variety of learning styles, and interests, *i-Ready* is an evidenced-based program that offers specific, measurable data to inform instruction.

i-Ready Assessment: Data to Inform Instruction

The core component of *i-Ready Assessment* is the ***i-Ready Diagnostic*** (available for Grades K–12), a computer-adaptive assessment that provides a deep, customized evaluation of every student. By dynamically adapting based on student response patterns, *i-Ready Diagnostic* derives large amounts of information from a limited number of test items. This allows the *Diagnostic* to more accurately and efficiently pinpoint students' needs and helps educators better understand the root causes behind student challenges. Ultimately, *i-Ready Diagnostic* allows educators to assess less and know more about each individual student. *i-Ready Diagnostic* starts students at an estimated difficulty level based on their chronological grade level. As a student answers questions correctly or incorrectly, the test adjusts up or down, with questions of varying difficulty, until the assessment reaches the level of difficulty that is "just right" for each student and pinpoints which skills have been mastered and which need additional work.

The *Diagnostic* provides both criterion-referenced and normative data, providing teachers multiple indicators of students' performance so that they can differentiate instruction and set challenging, yet attainable goals. This data is especially beneficial for providing differentiated instruction, identifying unfinished learning, and determining the areas in which students are ready for further academic challenge.

i-Ready Diagnostic's embedded analysis and reporting give data to drive decision making at several levels, including student, group, class, and school/district. This data would be transformative for both [\[insert district/organization name\]](#) students and educators, as it would allow us to chart clear paths forward to improve student outcomes and help students access grade-level content.

The *i-Ready Assessment* platform includes additional instructional resources as well as a robust management and reporting suite to help [\[insert district/organization name\]](#) support students in achieving [\[insert state\]](#) standards.

- Available for students performing up to Grade 8, **Tools for Instruction** are short, targeted, downloadable PDF resources for educator-led instruction that are tied directly to students' skills needs. Tools for Instruction are also available in Spanish for Mathematics (Grades K–8) and Reading (Grades K–6).
- Comprising both educator- and student-facing materials, **Tools for Scaffolding Comprehension** help educators teach the most critical skills for grade-level reading instruction and position students to participate in grade-level content. Tools for Scaffolding Comprehension are designed for students performing at Grades 3–8.

i-Ready Personalized Instruction: Instruction with Proven Results

i-Ready Personalized Instruction delivers powerful online lessons that motivate students on their paths to academic growth and proficiency. Driven by insights from the *i-Ready Diagnostic*, *i-Ready Personalized Instruction* provides tailored instruction that meets students where they are in their learning journey and encourages them as they develop new skills. *i-Ready Personalized Instruction* is complemented by easily accessible resources that enable educators to target specific skills for students at the whole class, small group, and individual level.

Each participating student will take the *i-Ready Diagnostic* to pinpoint their areas of instructional needs and strengths. Based on *Diagnostic* performance, *i-Ready Personalized Instruction* builds a unique lesson plan consisting of online instruction, with a personalized starting point for every student. *i-Ready Personalized Instruction*, offered for students who need instruction at Grades K–8, is aligned to the college- and career-ready standards of [\[insert state\]](#) and embeds engaging multimedia instruction and progress monitoring into each online lesson. Lessons provide a consistent best-practice lesson structure and build conceptual understanding, in addition to being motivating and engaging.

With, *i-Ready Personalized Instruction*, every student gets their own unique, differentiated instructional experience. It delivers:

- Greater learning gains backed by evidence for ESSA

- Data-driven instruction with individual learning paths
- Motivating lessons make learning active and engaging
- High-quality lessons in English and Spanish

i-Ready Personalized Instruction lessons are centered on interdisciplinary topics that immediately draw students in and keep them engaged. Relevant, real-world scenarios, examples, and themes help all learners build connections between the skills they are learning and their personal experiences inside and outside the classroom. The result of this targeted and engaging instruction is that students quickly learn the foundational skills required to move up to grade level or beyond.



For more context about *i-Ready Assessment and Personalized Instruction*, please visit: CurriculumAssociates.com/Products/i-Ready.

WRITER: Your application may require that programs you implement with 21st CCLC grant funds are evidence based. The following customizable text can help you address this section of your application as it relates to *i-Ready Assessment and Personalized Instruction*.

Is i-Ready Assessment and Personalized Instruction an evidence-based program?

i-Ready Assessment and Personalized Instruction is an evidenced-based program. Curriculum Associates conducted and collected numerous studies evaluating *i-Ready Personalized Instruction* that meet ESSA Level 2 (Moderate) and Level 3 (Promising) evidence standards. Curriculum Associates has contracted with third-party research firms such as Human Resources Research Organization (HumRRO), Century Analytics, and the Center for Research and Reform in Education (CRRE) to conduct a series of studies evaluating the impact of *i-Ready Personalized Instruction* as a supplemental reading and math program on students' reading and mathematics achievement. For the 2018–2019 school year, the researchers found that across all Grades K–8 and subjects, students who used *i-Ready* performed statistically significantly higher than students not using *i-Ready* on the spring *i-Ready Diagnostic* assessment. Each study used a quasi-experimental design (QED) with propensity score matching designed to meet ESSA Level 2 (Moderate) criteria.

HumRRO also evaluated the impact of *i-Ready Personalized Instruction* on striving learners' reading and math achievement during the 2018–2019 school year. HumRRO found that striving learners who used *i-Ready Personalized Instruction* made statistically significantly stronger improvements in reading and math compared to students who did not use *i-Ready*. These results indicate that *i-Ready* may be used as part of an academic intervention program for striving learners. The study used a QED that meets ESSA Level 2 requirements.

Most recently, Center for Research and Reform in Education (CRRE) at Johns Hopkins University conducted a study of Grade 5 student achievement found that students who met a higher usage threshold for *i-Ready* scored an average of eight points higher on the ELA state assessment and an average of 10 points higher on the mathematics state assessment than the comparison group. These gains are larger than the amount of unfinished learning evident in the statewide decline on the state assessment between spring 2019 and spring 2021 (five points lower for ELA and nine points lower for mathematics). This study received an ESSA Evidence Rating of Moderate (Level 2) from Evidence for ESSA.



For more details on research studies, please visit our [website](#).

WRITER: You may need to write about how to measure impact. The customizable text below should be helpful in addressing this portion of your application as it relates to *i-Ready Assessment and Personalized Instruction*. Please be sure to personalize the text to fit how you are planning to implement the program.

How does *i-Ready Assessment and Personalized Instruction* measure impact?

i-Ready Assessment and Personalized Instruction can help us measure impact in our 21st CCLC program. *i-Ready* offers multiple forms of ongoing progress monitoring, including:

- Administering the *Diagnostic* three times per school year. [\[insert district/organization name\]](#) can decide to administer the assessment at the start of the year, toward the middle of the year, and at the end of the year, evaluating student gains at various points throughout the academic year and using this data to make instructional decisions at the individual, class, or program level. **[Note: Please adjust this to fit how you plan to implement the *Diagnostic* in your program. We do not recommend using the *Diagnostic* at the beginning and end of a short summer program.]**
- Informal progress monitoring via the quiz at the end of every *i-Ready Personalized Instruction* lesson for Grades K–8. The short quiz assesses students’ understanding of the focus skill of that lesson and can provide valuable insight for educators looking to address specific student needs.
- The adaptive, online *i-Ready Growth Monitoring* assessments (K–8) are meant to be taken between formal *Diagnostics* and are a general outcome measure form of progress monitoring. These assessments are intended to be used to project whether students are on track for appropriate growth.
- The fixed-form, online *i-Ready Standards Mastery* assessments (2–8) are a mastery measurement form of progress monitoring. These assessments focus on measuring how well students have mastered specific skills/standards and identifying potential misconceptions that require targeted instruction.

- The fixed-form, offline *i-Ready Literacy Tasks* (K–6) are one-on-one administered measures of fluency, automaticity, phonological awareness, and encoding. *Literacy Tasks* can be used on a systematic progress monitoring schedule throughout the year. **[Note: This is only applicable for *i-Ready* for READING.]**

i-Ready offers our educators integrated data analysis and robust reports, which will support the data collection and analysis for our program, and makes targeted instructional recommendations. *i-Ready's* analysis platform presents all data in practical, intuitive reports that are available to educators as soon as students complete an activity in the system. Reports are available at four levels: district, school, class, and student.

i-Ready provides actionable, detailed reporting to directly support student learning. Going beyond compiling scores and time-on-task, *i-Ready's* reports provide developmental analyses, group students who need additional support with the same concepts, make instructional recommendations to target skill needs, and monitor progress and growth as students follow their individualized instructional paths. For example, the Instructional Groupings report assists educators in grouping students so those who need support with the same skills can get the most out of small group instruction. *i-Ready* reports support Response to Intervention (RTI) by providing data that maps student performance to intervention tiers and assigns students to appropriate instructional groups. The National Center on Intensive Intervention (NCII) evaluated *i-Ready Diagnostic* for Academic Screening and as an Academic Progress Monitoring Tool—*i-Ready Diagnostic* received high ratings in classification accuracy, reliability, and validity. Reports include suggested next steps for instruction and Tools for Instruction lesson plan PDFs for the educator to use during small-group instruction.

WRITER: The following are possible answers to additional questions you may need to answer in your 21st CCLC grant application for *i-Ready Assessment and Personalized Instruction*. Please customize the text based on how you plan to use *i-Ready Assessment and Personalized Instruction* in your program.

How does *i-Ready Assessment and Personalized Instruction* address unfinished learning?

i-Ready's robust reporting supports our educators in data analysis and pinpointing instruction to where students need it most. *i-Ready Assessment* features 5-Level Placements by Domain in both reading and mathematics, available for *Diagnostic Results* reports, *Diagnostic Growth* reports, and the *Diagnostic Results* export. This will provide **[insert district/organization name]** educators more granular insight into individual student needs, allowing educators to address unfinished learning and help students be ready to access grade-level standards. Equipped with this data, **[insert district/organization name]** educators can further access the educator resources available in *i-Ready*. The Pacing Toolkit and the Priority Standards for reading and mathematics are examples of ready-to-use educator resources to help educators make the most of *Diagnostic* data.

Having our students take the online lessons in *i-Ready Personalized Instruction* will help address their unfinished learning. Based on each student’s results on the *Diagnostic*, *i-Ready Personalized Instruction* builds a unique online lesson plan based on students’ assessment performance, with a personalized starting point for every student. *i-Ready*’s online lessons span Grades K–8 in Reading/English Language Arts and Mathematics.

The educator may adjust any student’s position within the recommended sequence of lessons and may add Teacher-Assigned Lessons for students to ensure they develop skills in conjunction with the core curriculum.

What professional learning and educator supports are available for *i-Ready Assessment and Personalized Instruction*?

Curriculum Associates offers professional learning (PL) to allow [\[insert district/organization name\]](#) educators in the 21st CCLC program to use *i-Ready* effectively and with fidelity. They will partner with [\[insert district/organization name\]](#) to offer a professional learning curriculum relevant to the needs of our educators. Their professional learning program will equip [\[insert district/organization name\]](#) educators to effectively respond to student instructional needs by ensuring students receive the right mix of prerequisite instruction, grade-level scaffolding, and precision interventions tied to their *Diagnostic* results. This PL will help our educators leverage existing and new features with *i-Ready* to provide targeted, just-in-time teaching and learning informed by data.



For more information, see CurriculumAssociates.com/Professional-Development. Please work with your Curriculum Associates [Educational Sales Consultant](#) (select your state from the dropdown menu) to craft the best professional learning plan for your implementation.

What resources for family engagement are available for *i-Ready Assessment and Personalized Instruction*?

i-Ready Assessment and Personalized Instruction facilitates a home–school connection for stronger family engagement through several supports.

Dedicated to parents and caregivers, the ***i-Ready Family Center*** is a website providing the knowledge families need to help their child understand and advance with *i-Ready*. [The site](#) includes an overview of *i-Ready* along with helpful FAQs and tips for how to encourage students’ success. This website is available in 15 languages, including [\[insert language\]](#), one of the most common home languages of [\[insert district/organization name\]](#) families. **[only include the previous sentence if your district/organization has data indicating the home languages of your students.]**



For a complete list of languages in which the *i-Ready Family Center* is available, please visit: ReadyCentral.com/Articles/Family-Resources-in-Multiple-Languages.

i-Ready's For Families report will help **[insert district/organization name]** educators communicate with families about their students' performance using a positive, easy-to-understand approach. This allows **[insert district/organization name]** families to be well informed and involved in their students' academic lives. The report, available in English and Spanish, provides families with their student's overall performance, scale scores, placement levels, Stretch Growth® and Typical Growth goals, and definitions of terms.

The *i-Ready Family Toolkit*, downloadable from *i-Ready Central* and from the *i-Ready Family Center*, is a brief how-to toolkit that helps families use and understand *i-Ready*. **[only include the following sentence if your district/organization has data indicating the home languages of your students.]** The toolkits are available in 16 languages, including **[insert selected language]**, one of the most common home languages of **[insert district/organization name]** students.



For a complete list of languages available for the *i-Ready Family Toolkit*, please visit: i-ReadyCentral.com/Articles/Family-Resources-in-Multiple-Languages. To learn more about the *i-Ready Family Toolkit*, please visit: i-ReadyCentral.com/Articles/Engaging-Families.

Customizable Language If You Are Implementing *Phonics for Reading*

WRITER: As part of your application, you may be asked to provide a summary of the solution your district/organization plans to implement or expand using 21st CCLC funds. Please customize the section below based on how you plan to use *Phonics for Reading*.

What is *Phonics for Reading*?

Authored by reading expert Dr. Anita Archer, *Phonics for Reading* is an intensive, research-based intervention program that helps students from Grades 3–12 rapidly build the skills they need to become fluent, independent readers. *Phonics for Reading* is an evidence-based program that provides systematic, explicit instruction to accelerate student acquisition of foundational skills—phonemic awareness, phonics, high-frequency words, and spelling—in service of decoding, word recognition, and fluency. *Phonics for Reading* also provides instructional support for vocabulary, background knowledge, and comprehension. It is meant to supplement day-to-day instruction occurring in the classroom.

Phonics for Reading lessons provide explicit explanations and step-by-step modeling with guided practice and independent practice. The program can be used with various implementation models, including pull-out and push-in intervention, small group rotations, individual instruction, walk to read, and summer school. It is recommended that *Phonics for Reading* be taught four to five days per week and a minimum of 30 minutes per session. With the flexibility of implementation and pacing, *Phonics for Reading* can be implemented within school hours. Clear and easy-to-follow lessons can be taught by a wide range of staff, including reading specialists, classroom teachers, and paraprofessionals.

Notable features of *Phonics for Reading* include:

- Instructional design informed by the most recent reading research
- Explicit, systematic instruction with embedded routines that allows for seamless implementation
- Proven scope and sequence that accelerates the acquisition of decoding skills
- Plentiful targeted practice
- Close monitoring of student performance with immediate feedback
- Embedded strategic support for vocabulary and comprehension
- Designed to support older students, students with dyslexia, and English Learners

Phonics for Reading includes three levels of explicit, systematic instruction:

- **Student Book:** Each lesson provides instruction and practice in a target skill and then builds toward reading an engaging, developmentally appropriate decodable text.
- **Teacher’s Guide:** The Teacher’s Guide provides scripting and routines that can help any educator teach phonics to older students, including the complete scope and sequence, word lists, and guidance for monitoring and adjusting instruction.
- **Teacher Toolbox:** Teacher Toolbox provides tools for differentiation and additional practice, including presentation slides for larger groups, digital PDF versions of the Teacher’s Guide and Student Book, and more.



Printed books are recommended for in-classroom use. There is also an online option available. These purchases are separate; print books do not come with digital files or vice versa. Each format comes as its own purchase. You should indicate in your application which version you plan to implement in your 21st CCLC program. You can learn more about *Phonics for Reading* [here](#).

WRITER: If you are also implementing *i-Ready Assessment and Personalized Instruction* in addition to *Phonics for Reading*, you may want to use the following text.

Phonics for Reading can be used side by side with *i-Ready Assessment and Personalized Instruction*. For example, to help identify students needing additional support, a [\[insert district/organization name\]](#) educator can easily:

- Use the results from the adaptive *i-Ready Diagnostic* to help identify students who will benefit from *Phonics for Reading* intervention.
- Use the *Diagnostic* Results reports at the class level starting in Grade 3, sort by phonics, and identify students who are performing one grade level below or two or more grade levels below the expected level in phonics. Note: while these *i-Ready* capabilities are helpful, they are not required to determine *Phonics for Reading* placement. The *Phonics for Reading* program includes placement tests.
- Use the Instructional Groupings report and identify students placing one or more grade levels below.
- Use *Diagnostic & Instruction* to export to identify students placing one or more grade levels below.

WRITER: Your application may require that programs you implement with 21st CCLC grant funds are research based. The following customizable can help you address this section of your application as it relates to *Phonics for Reading*.

Is Phonics for Reading research based?

A research-based program, *Phonics for Reading* reflects the findings of the major national documents on reading, including those that focus on intervening with older students who are still mastering foundational literacy skills.

These documents include, but are not limited to, *Becoming a Nation of Readers* (Anderson et al., 1985), the National Reading Panel Report (2000), *Evidence-Based Reading Instruction for Adolescents Grades 6–12* (Hougen, 2014) and *Providing Reading Interventions for Students in Grades 4–9* (Vaughn et al., 2022). The core components of *Phonics for Reading*—phonemic awareness, phonics, spelling, and decodable texts for fluency and comprehension—and the methods for teaching them are all grounded in the findings represented [these reports](#).

Phonics for Reading is built on research-based best practices. The foundation of the program is based on the Science of Reading and includes key findings from several pivotal publications including *Becoming a Nation of Readers* (Anderson et al., 1985), *Preventing Reading Difficulties in Young Children* (National Research Council, 1998), and *The National Reading Panel report* (National Reading Panel, 2000). The approach in *Phonics for Reading* is further confirmed by findings on beginning reading (e.g., Adams, 1990; Honig et al., 2008), on reading interventions for older, struggling readers (e.g., Archer et al., 2003; Moats, 2005), and on explicit instruction (e.g., Archer & Hughes, 2011; Simmons et al., 1995). For more information, see the Research Summary about *Phonics for Reading* [here](#).

In an independent review, the Florida Center for Reading Research noted multiple strengths and no weaknesses in its report on *Phonics for Reading*. Strengths cited include explicit and systematic instruction, easy-to-use materials, decoding strategies taught to develop automaticity, and immediate corrective feedback. A summary of the research is available [here](#).

WRITER: The following are possible answers to additional questions you may need to answer in your 21st CCLC grant application as it relates to *Phonics for Reading*. Please customize this based on how you plan to use *Phonics for Reading* in your program.

What professional learning and educator supports are available for *Phonics for Reading*?

Curriculum Associates offers [insert district/organization name] educators professional learning support for *Phonics for Reading* implementation. In the 90 minute course for teachers called, **Targeted Intervention with Phonics for Reading ©2024–2025**, educators explore how *Phonics for Reading* provides systematic, explicit phonics intervention for striving readers in Grades 3–12. They examine the program organization and lesson design as well as how to make placement and grouping determinations.

In addition to this face-to-face offering, two virtual offerings are available:

- **Introducing *Phonics for Reading* ©2024–2025:** This digital course (45–60 minutes, self-paced) offers an overview of *Phonics for Reading*. It includes steps for getting started including identifying students who will benefit from intervention and grouping students based on results from the Placement Test as well as how to deliver engaging and interactive lessons. Throughout the course, educators answer questions to create an implementation plan of next steps they need to take to implement *Phonics for Reading*.
- ***Phonics for Reading* Activity Library:** This digital offering (30–60 minutes, self-paced) builds on learning from the Targeted Intervention with *Phonics for Reading* course by providing exploration of each activity in the program with videos to support learning.

How does *Phonics for Reading* support older students?

Phonics for Reading is an intervention program for Grades 3–12 that is carefully sequenced to guide and build on students' learning. *Phonics for Reading* is quick paced and has a scope and sequence tailored to the needs of older learners that focuses on critical skills. Instruction is sequenced, systematic, and explicit. *Phonics for Reading* has a systematic scope and sequence of skills that build from simple (i.e., short vowels) to complex (i.e., minor vowel and consonant sounds) throughout all three levels of instruction.

- **Sequential:** Skills are taught in progression from simple to complex. The program begins with skills that are simpler, such as those that are more common in words students encounter as they read. Then, students' progress toward more difficult skills, such as those that occur in more complex words and reading materials.

- Systematic: The program’s accelerated scope and sequence includes fast-paced, intensive lessons that start moving students toward grade level. Complex skills are taught in clear, obtainable steps to support students’ learning.
- Explicit: Students are provided with clear explanations and step-by-step modeling with guided practice and independent practice.

Customizable Language If You're Implementing *Teacher Toolbox*

WRITER: As part of your application, you may be asked to provide a summary of the solution your district/organization plans to implement or expand using 21st CLCC funds. Please customize this based on how you plan to use *Teacher Toolbox* in your program.

What is *Teacher Toolbox*?

Teacher Toolbox is an educator-facing resource that provides one-stop access to research-based resources for on-level and differentiated instruction that is flexible across Grades K–8 to meet the needs of individual students. *Teacher Toolbox* is:

- A digital collection from which educators can choose relevant, standards-based resources to introduce new concepts, reteach standards, or help students learn prerequisite skills from earlier Grades
- An easy-to-navigate platform that provides a complete set of Grades K–8 instructional resources for mathematics, reading, and writing (Grades 2–5 only) alongside multimedia content, discourse supports, and assessment practice
- Integrated with *i-Ready Assessment and Personalized Instruction* to provide a seamless connection between student data and instruction (many *i-Ready* reports point to specific resources in *Teacher Toolbox* for differentiated, teacher-led instruction).

Teacher Toolbox provides educators with digital access to lessons and assessments to differentiate instruction, plus Interactive Tutorials and supplemental resources to support student achievement. The Interactive Tutorials provide highly engaging online instruction and practice. Students learn a skill or concept through interactive, scaffolded, and explicit instruction. All lessons follow a consistent best-practice lesson structure. Students practice what they have learned and receive corrective feedback to reinforce their understanding.



Teacher Toolbox is available for Math and ELA (Reading/Writing). You can learn more about *Teacher Toolbox* [here](#).

WRITER: The following are possible answers to additional questions you may need to answer in your 21st CCLC grant application as it relates to *Teacher Toolbox*. Please customize this based on how you plan to use *Teacher Toolbox* in your program. If you need more information about *Teacher Toolbox* and ESSA Evidence, please see research [here](#).

Is *Teacher Toolbox* evidence based?

When used in conjunction with *i-Ready Personalized Instruction*, *Teacher Toolbox* meets ESSA Level 4 evidence. *Teacher Toolbox* complements *i-Ready* by making differentiated instruction more accessible through ready-to-use, rigorous, and flexible instructional resources for every level of learner.

How does *Teacher Toolbox* address unfinished learning?

Teacher Toolbox is a detailed collection of Grades K–8 instructional resources that provide educators with immediate access to detailed lesson plans and digital tutorials for students performing on, below, or above Grade level. Additionally, *Teacher Toolbox* lesson listings include the standard along with the lesson number and name. This allows educators to pinpoint a specific standard they are trying to address with an individual student, a group of students, or the whole class and choose from a variety of standards-aligned instructional resources that help address the chosen standard. This way, educators can use *Teacher Toolbox* to address unfinished learning on the individual, group, or class level.

If used in conjunction with *i-Ready*, educators can easily access various reports that provide key information about students' current strengths and skills needs. *i-Ready Assessment's Diagnostic Results* and *Instructional Groupings* reports provide recommendations for specific resources on the online *Teacher Toolbox*. Teachers can then pinpoint specific resources from *Teacher Toolbox* to address the skills and standards students have not yet mastered. This takes the guesswork out of identifying whether a resource addresses a specific standard or need and decreases the amount of time educators must spend searching for instructional materials and resources that fit the unique needs of their students.

Customizable Language If You Are Implementing *Ready Reading*

WRITER: The following are possible answers to additional questions you may need to answer in your 21st CCLC grant application for *Ready Reading*. Please customize this based on how you plan to use *Ready Reading* in your program.

What is *Ready Reading*?

Ready Reading is a research-based and validated reading program that builds students' reading skills so they can meet the rigorous reading standards. *Ready Reading* requires close reading of complex, authentic texts from a wide range of genres, while supporting students with a proven-effective, gradual-release instructional model that builds confidence. *Ready Reading* contains rigorous yet supportive content that is proven to help prepare students for success in college and careers. Its complex, authentic texts engage students in opportunities to practice close reading strategies while lesson sequences gently scaffold to build students' confidence as they develop important critical-thinking and analytical skills.

Ready Reading supports students and educators with a wealth of resources. The program:

- Develops sound skills and strategies for reading comprehension
- Supports a balance of on-Grade level and differentiated instruction
- Provides in-the-moment educator support help them build students' reading habits
- Connects instruction to the state standards across Grades K–8 for a coherent path within and across Grades

Throughout the program, *Ready Reading* guides educators in planning with lesson-specific pacing guides—including suggestions for differentiated instruction—and integrates ongoing opportunities to monitor and provide scaffolded instruction to address the needs of diverse learners.

Ready Reading includes two print components—the *Student Instruction Book* and the *Teacher Resource Book*. The program's instructional components work together to accelerate student learning progress.

The ***Student Instruction Book*** emphasizes close reading of complex, authentic texts from a wide range of genres, while supporting students with a proven-effective, highly scaffolded instructional model that builds confidence. For Grades 2–8, *Ready Reading* offers a *Language Handbook* at the back of the *Student Instruction Book*. The *Language Handbook* offers additional lessons for language skill development, with lessons to address Conventions of Standard English, Knowledge of Language, and Vocabulary Acquisition and Use. *Language Handbook* lessons are aligned to *Ready Reading* lessons to offer language instruction in context.

The comprehensive ***Teacher Resource Book*** provides point-of-use strategies, routines, and tips that support best-practice teaching, as well as support for English Learners that employs research-based strategies to build meaning and language knowledge.

For Grades K–1, Read Aloud Trade Books hold the majority of the text students will encounter in *Ready Reading*. They are selected from within a range of genres to meet the rigor of **[insert state standards]**. Texts include a balance of award-winning literary and informational books from acclaimed authors.

[Include if using in tandem with *i-Ready Assessment*] For educators also using *i-Ready Assessment* in tandem with *Ready Reading*, in-depth *i-Ready* reports can help **[insert district/ organization name]** educators make instructional decisions, while also allowing students to take ownership of their learning through using *Diagnostic* data to gently guide student learning.

[Include if using in tandem with *Teacher Toolbox*] When used alongside *Teacher Toolbox*, *Ready Reading* strikes a purposeful balance of print resources for students and access to digital program components for educators. With this resource, **[insert district/organization name]** educators gain additional flexibility to access digital materials to supplement the print materials of *Ready Reading*. *Teacher Toolbox* provides educators digital access to PDF versions of all available *Ready Reading* lessons and assessments—making it even easier for educators to focus on particular skills, address unfinished learning, or provide additional challenges to students ready for more.

WRITER: Your application may require that programs you implement with 21st CCLC grant funds are evidence based. The following customizable text can help you address this section of your application as it relates to *Ready Reading*.

Is *Ready Reading* evidence based?

Ready Reading meets ESSA Level 3 evidence requirements and shows that students in *Ready Reading* schools scored higher than students in schools without *Ready Reading*. A 2018 study in New York State found that when compared to students who did not have access to *Ready Reading*, students who participated in *Ready Reading* scored 4–7 scale score points higher in English Language Arts. The findings indicated that across all Grades, schools using *Ready Reading* outperformed schools not using *Ready Reading*.

WRITER: The following are possible answers to additional questions you may need to answer in your 21st CCLC grant application as it relates to professional learning for *Ready Reading*. Please customize this based on how you plan to use *Ready Reading* in your program.

What professional learning and educator supports are available for *Ready Reading*?

Ready Reading offers comprehensive, point-of-use support for educators of all experience levels. The step-by-step guidance found in the *Teacher Resource Book* is specifically designed to function as a point-of-use professional learning tool for educators. [insert district/organization name] educators using *Ready Reading* have access to on-site professional learning to support them in making the best use of the program.

The course, *Deeper Reading with Ready Reading*, is tailored to educators preparing to implement *Ready Reading* as part of an overall reading program to build students' reading skills. Throughout this course, [insert district/organization name] educators will learn how to use specific strategies to develop persistent, confident readers using the *Ready Reading* program. These educator supports lead to immediate and sustained impact in the classroom and strengthens and expands teaching strategies by providing professional learning.

Customizable Language If You Are Implementing *Ready Mathematics*

WRITER: The following are possible answers to additional questions you may need to answer in your 21st CCLC grant application for *Ready Mathematics*. Please customize this based on how you plan to use *Ready Mathematics* in your program.

What is *Ready Mathematics*?

Ready Mathematics is a comprehensive, print-based mathematics program that helps students become strong, independent mathematical thinkers. Through rigorous instruction, students develop mathematical reasoning, engage in discourse, and build strong mathematical habits. The program’s instructional framework supports [insert district/ organization name] educators as they strengthen their teaching practices and facilitates meaningful discourse that encourages all learners.

Ready Mathematics:

- Encourages students to develop a deeper understanding of mathematics concepts through the embedded Standards for Mathematical Practice
- Builds on students’ prior knowledge with lessons that make connections within and across Grade levels and directly address the major focus of the Grade
- Reflects the connection between the latest research and practical classroom application

[Include if using in tandem with *i-Ready Assessment*] In-depth reports generated by *i-Ready Assessment* help [insert district/ organization name] educators make instructional decisions that help all students reach their greatest potential, while the program’s instructional design enables students to take ownership of their learning through mathematical discourse and rigorous practice opportunities that build students’ conceptual understanding and procedural fluency.

[Include if using in tandem with *Teacher Toolbox*] When used alongside *Teacher Toolbox*, *Ready Mathematics* strikes a purposeful balance of print resources for students and access to digital program components for educators. With this additional resource, [insert district/organization name] educators gain additional flexibility to access digital materials to all grade levels in *Teacher Toolbox*, not just the grade they teach. This is especially helpful to educators looking to supplement the print materials of *Ready Mathematics*, or to address unfinished learning. *Teacher Toolbox* provides educators digital access to PDF versions of all available *Ready Mathematics* lessons and assessments—making it even easier for educators to focus on particular skills, address unfinished learning, or provide additional challenges to students ready for more.

WRITER: Your application may require that programs you implement with 21st CCLC grant funds are evidence based. The following customizable text can help you address this section of your application as it relates to *Ready Mathematics*.

Is *Ready Mathematics* evidence based?

Ready Mathematics meets ESSA Level 3 evidence requirements and shows that students in *Ready Mathematics* schools scored higher than students in schools without *Ready Mathematics*. A 2018 study in New York State found that when compared to students who did not have access to *Ready Mathematics*, students who participated in *Ready Mathematics* scored 7–11 scale score points higher in Mathematics. The findings indicated that across all Grades and both subjects, schools using *Ready Mathematics* outperformed schools not using *Ready Mathematics*.

Ready Mathematics helps students access the rigorous and high-quality skills needed to succeed in college and careers. EdReports reviewed *Ready Mathematics* for Grades K–8 and found that the program met all criteria at every Grade level with a “green” rating across all three gateways: Focus and Coherence, Rigor and Mathematical Practices, and Usability. To see the full report, visit the EdReports website [here](#).

WRITER: The following are potential answers to additional questions that you may need to answer in your 21st CCLC grant application as it relates to professional learning for *Ready Mathematics*. Please customize the text based on how you plan to use *Ready Mathematics* in

What professional learning and educator supports are available for *Ready Mathematics*?

Ready Mathematics offers comprehensive, point-of-use support for educators of all experience levels. The step-by-step guidance found in the *Teacher Resource Book* is specifically designed to function as a point-of-use professional learning tool for educators. [insert district/organization name] educators using *Ready Mathematics* have access to on-site professional learning to support them in making the best use of the program. Courses specifically designed to support educators preparing to implement *Ready Mathematics* are available to [insert district/organization name] as we introduce the program into our classrooms, with access to courses such as:

- Preparing to Teach *Ready Mathematics*
- Developing Mathematical Thinking through Instructional Routines
- Introduction to *Ready Mathematics* Differentiation
- Leading a *Ready Mathematics* Implementation

[Insert district/organization name] educators can lead students in rigorous mathematics discourse and thinking using *Ready Mathematics*. These educator supports lead to immediate and sustained impact in the classroom and strengthen and expand teaching strategies by providing embedded professional learning. You can learn more about professional learning for *Ready Mathematics* [here](#).

Appendix

Sample List of Potential Implementation Activities for 21st CCLC Programs

Below is a sample list of potential activities that eligible schools, districts, and other organizations may carry out with grant funds from 21st CCLC grants. **This list is based on information from the US Department of Education.** As each state may have slightly different approved activities, please visit your state's DOE website and the 21st CCLC page on the US DOE website for details specific to your application.

- Remedial education activities and academic enrichment learning programs, including providing additional assistance to students to allow the students to improve their academic achievement
- Mathematics and science education activities
- Arts and music education activities
- Entrepreneurial education programs
- Tutoring services, including those provided by senior citizen volunteers, and mentoring programs
- Programs that provide after-school activities for English Learners that emphasize language skills and academic achievement
- Recreational activities
- Telecommunications and technology education programs
- Expanded library service hours
- Programs that promote parental involvement and family literacy
- Programs that provide assistance to students who have been truant, suspended, or expelled to allow the students to improve their academic achievement
- Drug and violence prevention programs, counseling programs, and character education programs

Additional Curriculum Associates Resources

Resources for Tutors, Tutoring Coordinators, Paraprofessionals, and Other Educator Personnel

Your district/organization may choose to employ tutors, paraprofessionals, caregivers, or other personnel outside of immediate school or program staff to work with students in an after-school or summer learning program. Whether the role of tutor is filled by a paraprofessional, advisor, family member, or community volunteer, Curriculum Associates has put together easy-to-use resources to support your tutors' work with students. You can find a sample below and access additional Curriculum Associates' tutoring resources at <https://www.curriculumassociates.com/resources-for-tutors>.

Resources for Summer Programs

If you are looking for resources to create effective summer programs, Curriculum Associates has put together a summer learning resource site to help your district/organization or program in the planning and implementation process. To find summer learning resources, please explore our site <https://www.curriculumassociates.com/summer-learning>.

About Curriculum Associates and the Authors

Curriculum Associates is on a mission to make classrooms better places for teachers and students. We believe the role of an education company is to help students and educators succeed, and this dedication has defined our vision and driven our company growth over the past 50 years.

We develop research-based, best-practice programs to give every student an equal opportunity to learn and grow academically and then continuously refine our programs based on user feedback and results. We believe educators are the bridge between our programs and classroom successes, so we strive to empower educators, schools, and districts/ organizations with the tools and resources they need to accelerate student growth. Together with our partners in school communities nationwide, we are making equitable learning programs a reality—raising the bar and making it reachable. More information about our mission, [award-winning programs](#), research, or our world-class products and customer-acclaimed service can be found on our [website](#).

In pursuit of our mission, Curriculum Associates has identified another way to assist educators and students: grant-focused support for our partner districts/organizations to discover and apply for new sources of potential funding. Through our [Grants and Funding Center](#), you can access carefully curated information and regularly updated resources to support your district/organization in its search for funding to support education programming.

About the Authors

Ayla Baker is a Grants and Proposals Writer at Curriculum Associates. She has previously worked for a school district in which her role focused on writing and managing federal and state grant proposals supporting a variety of initiatives such as K–12 education, safety and security, health and mental wellness, and after-school programming. She holds a bachelor’s degree in Interpersonal and Organization communication and a master’s degree in Non-profit Management.



Elizabeth Goodsell is Associate Director, Grants and Proposals, at Curriculum Associates and supports educators by helping them discover funding opportunities for Curriculum Associates’ programs. Elizabeth has held a range of roles focused on grant and proposal writing, funding research, training, and program management with nonprofit organizations and education companies. She has been a volunteer ESL tutor for adults and served on the board of her town’s education foundation. Elizabeth holds a master’s degree from the Harvard Graduate School of Education.

Shainah Faustin Laforest is a Grants Writer at Curriculum Associates. In this role, she supports education partners with writing and researching new funding that aligns with Curriculum Associates programs. Before her current position, Shainah held several roles within the nonprofit space that focused on grants writing, fundraising, community empowerment and engagement, and accessibility. She has also taught English literature and the Sociology of Race and Ethnicity at the high school level.