

# Archived Information

## INEXPENSIVE BOOK DISTRIBUTION

**Goal: To provide programs that promote literacy skills and motivate children to read, including distributing inexpensive books to children.**

**Relationship of Program to Volume 1, Department-wide Objectives:** The Inexpensive Book Distribution program supports Objective 2.2 (every child reads by and of the third grade) by distributing books and other activities to motivate and help children read well.

FY 2000—\$20,000,000

FY 2001—\$20,000,000 (Requested budget)

OBJECTIVE 1: SUPPORT THE GOALS OF THE AMERICA READS CHALLENGE AND THE U.S. DEPARTMENT OF EDUCATION'S PRIORITY OF HAVING CHILDREN READ INDEPENDENTLY AND WELL BY THE END OF GRADE 3, AND SUPPORT AND PROMOTE LITERACY DEVELOPMENT THROUGH GRADE 12 THROUGH READING IS FUNDAMENTAL (RIF) PROJECTS.

Indicator 1.1 The percentage and number of children served and books distributed in partnerships with school reading programs will increase.			Assessment of Progress	Sources and Data Quality
Targets and Performance Data			<b>Status:</b> Unable to judge.  <b>Explanation:</b> In 2001, Reading Is Fundamental will develop baseline data that report the percentage and number of children served and books distributed throughout the entire program, with percentage and number of children served and books distributed in partnerships with schools as a reportable subset. Baseline data will be available by January 2001.	<b>Source:</b> Performance reports. <i>Frequency:</i> Annually. <i>Next Update:</i> 2001.  <b>Validation Procedure:</b> Will use <u>Standards for Evaluating Performance Data</u> .  <b>Limitations of Data and Planned Improvements:</b> Baseline data will not be available until 2001.
Year	Actual Performance	Performance Targets		
1999:	First data 2000	No target set		
2000:	Report Jan 2001	Baseline data		
2001:		Continuing increase		

  

Indicator 1.2 After projects' first year of Federal funding, there will be an increase in the percentage and number of Federal projects for which the share of Federal funding decreases and the share of state, local, and other funding increases.			Assessment of Progress	Sources and Data Quality
Targets and Performance Data			<b>Status:</b> Unable to judge.  <b>Explanation:</b> In 2000, baseline data will be available to report on Federal, state, and local funding allocations. In 2000, Reading Is Fundamental will develop baseline data that report the levels of Federal, state, and local funding used to support individual projects.	<b>Source:</b> Performance reports. <i>Frequency:</i> Annually. <i>Next Update:</i> September 2000.  <b>Validation Procedure:</b> Will use <u>Standards for Evaluating Program Performance Data</u> .  <b>Limitations of Data and Planned Improvements:</b> Baseline data will not be available until 2000.
Year	Actual Performance	Performance Targets		
1999:	First data 2000	No target set		
2000:	Report September 2000	Baseline data		
2001:		Continuing increase		

OBJECTIVE 2: SERVE CHILDREN WITH SPECIAL NEEDS THROUGH READING IS FUNDAMENTAL (RIF) PROJECTS. CHILDREN WITH SPECIAL NEEDS ARE DEFINED AS CHILDREN AT RISK OF SCHOOL FAILURE, DISABLED AND HOMELESS CHILDREN, CHILDREN OF MIGRANT FAMILIES, INSTITUTIONALIZED AND INCARCERATED CHILDREN, OR CHILDREN OF INSTITUTIONALIZED OR INCARCERATED PARENTS.

Indicator 2.1 Children with special needs: An increasing percentage of children served by RIF will be those with special needs.				
Targets and Performance Data		Assessment of Progress	Sources and Data Quality	
<i>Percentage of children served who have special needs</i>		<b>Status:</b> 1999 data show a gain of 1 percent since 1997. Target met.  <b>Explanation:</b> In 1999, approximately 68 percent of children served by Reading Is Fundamental projects had special needs. Reading Is Fundamental is serving increasing percentages of children with special needs.	<b>Source:</b> Performance reports. <i>Frequency:</i> Annually. <i>Next Update:</i> January 2001.  <b>Validation Procedure:</b> Will use <u>Standards for Evaluating Program Performance Data</u> .  <b>Limitations of Data and Planned Improvements:</b> None.	
Year	Actual Performance			Performance Targets
1997:	67%			
<b>1999:</b>	<b>68%</b>			<b>68%</b>
2000:				69%
2001:		70%		

### KEY STRATEGIES

#### Strategies Continued from 1999

- ❖ To ensure lasting financial independence and sufficiency, Reading Is Fundamental projects will broaden and strengthen community partnerships.
- ❖ To ensure coordination across Federal programs, Reading is Fundamental projects will coordinate efforts with local Title I, Migrant Education, Even Start, and America Reads Challenge: Read\*Write\*Now programs.

#### New or Strengthened Strategies

- ❖ To reach underserved, at-risk, and special needs children, provide technical assistance and advice to RIF on effective practices.

### HOW THIS PROGRAM COORDINATES WITH OTHER FEDERAL ACTIVITIES

- ❖ Reading Is Fundamental coordinates activities with the National Head Start Association (DHHS) as well as Title I, Migrant Education, Even Start, and Reading Excellence programs.

### CHALLENGES TO ACHIEVING PROGRAM GOAL

None.

### INDICATOR CHANGES

#### From FY 1999 Annual Plan (two years old)

##### Adjusted

- ❖ Indicator 1.1 has been adjusted for this year by requiring data on the percentage and number of children served and books distributed, and by adding a new segment for data on linking numbers of children served and books distributed to school-based programs only.
- ❖ Indicator 1.2 (financial self-sufficiency) and Indicator 1.3 (community literacy efforts) have been combined in this year's Indicator 1.2 to reduce numbers of indicators and strengthen the existing indicators.

##### Dropped

- ❖ Indicator 1.1 was dropped because the numbers of children served and books distributed is simply a function of the amount of money the program receives; thus the more money, the more children served and books distributed.

#### From FY 2000 Annual Plan (last year's)

##### Adjusted

- ❖ Indicator 1.1 has been added; last year's Indicator 1.2 is now 1.1.

##### Dropped—None.

##### New—None.