

Archived Information

INEXPENSIVE BOOK DISTRIBUTION

Goal: To provide programs that promote literacy skills and motivate children to read, including distributing inexpensive books to children.	Funding History (\$ in millions)			
	Fiscal Year	Appropriation	Fiscal Year	Appropriation
	1985	\$7	2000	\$20
	1990	\$9	2001	\$23
Legislation: Title X, Part E of the Elementary and Secondary Education Act (ESEA) of 1965, as amended (20 U.S.C. 8131).	1995	\$10	2002 (Requested)	\$0

Program Description

The Inexpensive Book Distribution program is administered through a contract between the U.S. Department of Education and the nonprofit organization Reading Is Fundamental, Inc. (RIF). The program encourages reading by providing students with inexpensive books and motivational activities. RIF also arranges discounts to enable local organizations such as schools, PTAs, and community groups to purchase books at reduced rates. RIF, in selecting its nonprofit recipients, must give priority to groups that serve children with special needs, such as children from low-income families, homeless children, and children with disabilities.

Using FY 1999 funds, approximately 5,600 local projects distributed an estimated 10.2 million books to 3.2 million children in 50 states, the District of Columbia, Puerto Rico, the Virgin Islands, and Guam. Federal funds cover 75 percent of the book costs for all Federally funded projects, except those serving children of migrant farmworkers, which receive 100 percent Federal funding. With this exception, Federally funded projects must raise funds to cover the remaining 25 percent of book costs and 100 percent of any other costs. Some local RIF projects are funded entirely through private contributions and local fundraising efforts.

Program Performance

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.			
Targets and Performance Data		Assessment of Progress	Sources and Data Quality
Year	Actual Performance	Performance Targets	Status: Unable to judge. Explanation: 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. Source: Performance reports. <i>Frequency:</i> Annually. <i>Next collection update:</i> 2001. <i>Date to be reported:</i> 2001. Validation Procedure: Will use <u>Standards for Evaluating Performance Data</u> . Limitations of Data and Planned Improvements: Baseline data will not be available until 2001.
1999:	First data 2000	No target set	
2000:	No Data Available	Baseline data	
2001:		Continuing increase	
2002:			

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.			
Targets and Performance Data		Assessment of Progress	Sources and Data Quality
Year	Actual Performance	Performance Targets	Status: Unable to judge. Explanation: 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. Source: Performance reports. <i>Frequency:</i> Annually. <i>Next collection update:</i> September 2000. <i>Date to be reported:</i> 2001. Validation Procedure: Will use <u>Standards for Evaluating Program Performance Data</u> . Limitations of Data and Planned Improvements: Baseline data will not be available until 2000.
1999:	First data 2000	No target set	
2000:	Data Available 9/01	Baseline data	
2001:		Continuing increase	
2002:			

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>			Status: 1999 data show a gain of 1 percent since 1997. Target met. Explanation: 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. Source: Performance reports. <i>Frequency:</i> Annually. <i>Next collection update:</i> January 2001. <i>Date to be reported:</i> 2001. Validation Procedure: Will use <u>Standards for Evaluating Program Performance Data</u> . Limitations of Data and Planned Improvements: None.
Year	Actual Performance	Performance Targets	
1997:	67%		
1999:	68%	68%	
2000:	No Data Available	69%	
2001:		70%	
2002:			