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.

<table>
<thead>
<tr>
<th>Year</th>
<th>Actual Performance</th>
<th>Performance Targets</th>
<th>Status: Unable to judge.</th>
<th>Sources and Data Quality</th>
</tr>
</thead>
<tbody>
<tr>
<td>1999:</td>
<td>First data 2000</td>
<td>No target set</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2000:</td>
<td>Report Jan 2001</td>
<td>Baseline data</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2001:</td>
<td></td>
<td>Continuing increase</td>
<td></td>
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</tr>
</tbody>
</table>

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.
Frequency: Annually.
Validation Procedure: Will use Standards for Evaluating Program Performance Data.
Limitations of Data and Planned Improvements: Baseline data will not be available until 2001.

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.

<table>
<thead>
<tr>
<th>Year</th>
<th>Actual Performance</th>
<th>Performance Targets</th>
<th>Status: Unable to judge.</th>
<th>Sources and Data Quality</th>
</tr>
</thead>
<tbody>
<tr>
<td>1999:</td>
<td>First data 2000</td>
<td>No target set</td>
<td></td>
<td></td>
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<tr>
<td>2000:</td>
<td>Report September 2000</td>
<td>Baseline data</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2001:</td>
<td></td>
<td>Continuing increase</td>
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</tr>
</tbody>
</table>

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.
Frequency: Annually.
Next Update: September 2000.
Validation Procedure: Will use Standards for Evaluating Program Performance Data.
Limitations of Data and Planned Improvements: Baseline data will not be available until 2001.
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.**

<table>
<thead>
<tr>
<th>Year</th>
<th>Actual Performance</th>
<th>Performance Targets</th>
<th>Status</th>
<th>Assessment of Progress</th>
<th>Sources and Data Quality</th>
</tr>
</thead>
<tbody>
<tr>
<td>1997:</td>
<td>67%</td>
<td>68%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1999:</td>
<td>68%</td>
<td>68%</td>
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<tr>
<td>2000:</td>
<td></td>
<td>69%</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>2001:</td>
<td></td>
<td>70%</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

**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)

- 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)

- Indicator 1.1 has been added; last year’s Indicator 1.2 is now 1.1.
- Dropped—None.
- New—None.