

DOCUMENT RESUME

ED 195 951

CS 005 763

TITLE An Evaluation of the Right to Read Inexpensive Book Distribution Program. Final Report.

INSTITUTION General Research Corp., McLean, Va.

SPONS AGENCY Department of Education, Washington, D.C.

PUB DATE Oct 80

CONTRACT 300-78-0400

NOTE 384p.: For related document see CS 005 762.

EDRS PRICE MF01/PC16 Plus Postage.

DESCRIPTORS Elementary Secondary Education; *Literature Appreciation; *Program Effectiveness; *Program Evaluation; Reading Habits; *Reading Interests; Reading Programs; Recreational Reading; *Student Motivation

IDENTIFIERS *Reading Is Fundamental

ABSTRACT

This report provides details of a study of the Inexpensive Book Distribution Program (IBDP), a federally funded and sponsored program operated by Reading is Fundamental (RIF). The specific objectives of the described study were to determine the effectiveness of the IBDP in generating student reading motivation, and to describe the process by which books are acquired and distributed to children. Sections of the report provide the following information: (1) methodology and procedures for conducting the study, (2) a description of RIF national management, (3) case studies of six unique IBDPs, (4) descriptions of the 38 data collection sites, (5) examination of alternative book distribution programs, and (6) summaries of findings, observations, and recommendations. Appendixes provide a list of advisory panel members and samples of the survey questionnaires. (RL)

 * Reproductions supplied by EDRS are the best that can be made *
 * from the original document. *



Report 1067-03-80-CR

THIS DOCUMENT HAS BEEN REPRO-
DUCED EXACTLY AS RECEIVED FROM
THE PERSON OR ORGANIZATION ORIGIN-
ATING IT. POINTS OF VIEW OR OPINIONS
STATED DO NOT NECESSARILY REPRESENT
OFFICIAL NATIONAL INSTITUTE OF
EDUCATION POSITION OR POLICY.

ED195951

An Evaluation of the Right to Read Inexpensive Book Distribution Program

FINAL REPORT

October 1980

MANAGEMENT SYSTEMS DIVISION

**GENERAL
RESEARCH**



CORPORATION

A SUBSIDIARY OF FLOW GENERAL INC.

7655 Old Springhouse Road, McLean, Virginia 22102

Submitted To:

Mr. James Gannon
Department of Education (ED)
400 Maryland Ave, S.W.
ROB No. 3, Room 5715
Washington, D.C. 20202

Contract No. 300-78-0400

05005763

CONTENTS

<u>SECTION</u>		<u>PAGE</u>
1	INTRODUCTION	
	Background	1-1
	Study Objectives and Scope of Work	1-1
		1-3
2	METHODOLOGY AND PROCEDURES	2-1
	Study Design	2-1
	Instrumentation	2-7
	Sampling Plan	2-9
	Data Analysis	2-19
	Problems	2-21
3	RIF NATIONAL MANAGEMENT	3-1
	Methodology and Approach	3-2
	Mission and Objectives	3-3
	Organization Structure	3-6
	Information System	3-15
	Issues and Commentary	3-25
4	CASE STUDIES OF SIX UNIQUE RIF IBDPs	4-1
	Introduction	4-1
	Wind River Indian Reservation	4-3
	Hartford RIF/School Volunteer Program	4-13
	Tucson Public Library	4-17
	Dallas Independent School District	4-25
	Texas Migrant Council, Eagle Pass Head Start Center	4-31
	Rikers Island	4-37
5	SUMMARY OF RIF IBDP PROGRAM CHARACTERISTICS	5-1
	Student Demographics	5-1
	Subcontractor Administration and Operation Characteristics	5-1
	Site No. 1	5-19
	Site No. 2	5-23

CONTENTS (Cont.)

SECTION

	<u>PAGE</u>
Site No. 3	5-26
Site No. 4	5-29
Site No. 5	5-32
Site No. 6	5-36
Site No. 7	5-40
Site No. 8	5-43
Site No. 9	5-46
Site No. 10	5-49
Site No. 11	5-52
Site No. 12	5-56
Site No. 13	5-59
Site No. 14	5-62
Site No. 15	5-65
Site No. 16	5-68
Site No. 17	5-71
Site No. 18	5-74
Site No. 19	5-79
Site No. 20	5-82
Site No. 21	5-85
Site No. 22	5-89
Site No. 23	5-92
Site No. 24	5-96
Site No. 25	5-100
Site No. 26	5-104
Site No. 27	5-107
Site No. 28	5-110
Site No. 29	5-113
Site No. 30	5-115
Site No. 31	5-118
Site No. 32	5-122
Site No. 33	5-125

CONTENTS (Cont.)

<u>SECTION</u>		<u>PAGE</u>
	Site No. 34	5-128
	Site No. 35	5-130
	Site No. 36	5-134
	Site No. 37	5-137
	Site No. 38	5-141
6	ALTERNATIVE BOOK DISTRIBUTION PROGRAMS	6-1
	Introduction	6-1
	Scholastic Book Clubs	6-3
	Classroom Choices	6-11
	Home Assisted Reading Program (H.A.R.P.)	6-15
	Summer Super Scoop	6-21
	Xerox Education Publications	6-29
	Evin Foley's Gift Book Program	6-33
	Country Caravan Books	6-37
7	ANALYSIS OF SURVEY RESPONSES	7-1
8	SUMMARY OBSERVATIONS AND RECOMMENDATIONS	8-1
	RIF National Management	8-1
	Technical Assistance Needs of RIF IBDP Subcontractors	8-3
<u>APPENDIXES</u>		
A	ADVISORY PANEL MEMBERS	A-1
B	SURVEY QUESTIONNAIRES	B-1

FIGURES

<u>NO.</u>		<u>PAGE</u>
3.1	Organization Structure for RIF IBDP	3-8
3.2	RIF IBDP Process: Overview	3-16
3.3	Subsystem: Market Outreach	3-17
3.4	Application Processing (Initial and Renewals)	3-19
6.1	Scholastic Book Order Blank	6-5
6.2	Join the Scoop Group Application Form	6-25
6.3	Earn a Triple Scoop T-Shirt Announcement	6-26

TABLES

<u>NO.</u>		<u>PAGE</u>
2.1	Insstruments for the IBDP Study	2-8
2.2	Summary of RIF IBDP Projects by Project Type	2-11
2.3	Distribution of School-Based Projects by Region and Project Size	2-12
2.4	Distribution of Children Served by Region and Project Size	2-13
2.5	Distribution of Project Sample by Region	2-13
5.1	Student Demographic Survey by Grade for all Sites	5-2
5.2	SES by RIF and Non-RIF	5-3
5.3	SES by Race	5-3
5.4	SES by Reading Level	5-3
5.5	IBDP Sponsors	5-4
5.6	IBDP Coordinators	5-6
5.7	Assistance From RIF National	5-8
5.8	Sources of Funding	5-10
5.9	Per Pupil Expenditure	5-11
5.10	Members of Book Selection Committees	5-12
5.11	Distribution Activities	5-13
5.12	Parent and Volunteer Activities	5-15
7.1	Question 9 - Do You Read Because <u>It's Fun</u> or Only Because <u>You Have To</u> ?	7-3
7.2	Question 12 - Do You Think You Are a Good Reader?	7-3
7.3	Question 13 - Do Other People Think You Are a Good Reader?	7-4
7.4	Question 11 - Do You Like School?	7-5
7.5	Question 23 - I Like School	7-6

TABLES (Cont.)

<u>NO.</u>		<u>PAGE</u>
7.6	Question 1 - Reading Is Fun	7-6
7.7	Question 18 - I Think I Am a Good Reader	7-7
7.8	Question 4 - I Think I Can Have a Better Job When I Grow Up If I Am a Good Reader	7-7
7.9	Question 5 - When I Make Something, I'd Rather Ask Somebody How To Make It Than Read How To Do It	7-8
	Question 6 - I Like To Read To Find Out How To Do Things or Make Things	7-8
7.10	Question 1 - Would You Rather <u>Read</u> or <u>Play Games</u> ?	7-9
7.11	Question 4 - Would You Rather <u>Draw</u> a Picture or <u>Read</u> a Story?	7-10
7.12	Question 6 - Would You Rather Get a <u>Book</u> or a <u>Game</u> as a Present?	7-10
7.13	Question 2 - Would You Rather Watch a Story On <u>TV</u> or <u>Read</u> a Story In a Book?	7-11
7.14	Question 8 - My Friends Like To Read	7-12
7.15	Question 19 - Others Think I Am a Good Reader	7-13
7.16	Question 31 - If You Had the Chance, Would You Want To Get More Books?	7-15
7.17	Question 17 - I Like To Get Books as Gifts	7-15
7.18	Question 5 - Do You Like To Read Almost <u>Everyday</u> or Just <u>Once in a While</u> ?	7-15
7.19	Question 10 - How Often Do You Read at Home?	7-16
7.20	Question 3 - Do You Take Library Books Home?	7-17
7.21	Question 7 - When You Have a book, Do You Look at the Pictures and <u>Read</u> the Story, or Only <u>Look</u> at the Pictures?	7-17
7.22	Question 8 - When You Read Do You Pretend You Are One of the People in the Story?	7-18

TABLES (Cont.)

<u>NO.</u>		<u>PAGE</u>
7.23	Question 2 - I Only Read When I Have To Read	7-19
7.24	Question 7 - I Almost Never Read Library Books	7-19
7.25	Question 11 - I Read a Library Book Every Week	7-19
7.26A	Question 26 - How Often Outside of School on a Usual School Day Do You Read School Books?	7-21
7.26B	Question 26 - How Often Outside of School on a Usual School Day Do You Read Pleasure Books?	7-21
7.26C	Question 26 - How Often Outside of School on a Usual School Day Do You Read Information Books?	7-21
7.26D	Question 26 - How Often Outside of School on a Usual School Day Do You Read Newspapers?	7-21
7.26E	Question 26 - How Often Outside of School on a Usual School Day Do You Read Magazines?	7-22
7.27	Student Reports and Parent Perceptions of Students' Reading (%)	7-24
7.28	Student Reports and Parent Reports of Students' Preferred Reading (%)	7-26
7.29	What Kind of Reader Do You Think Your Child Is?	7-27
7.30	Whether You Enjoy Reading or Not, How Important Is Reading in Your Daily Life and Work?	7-28
7.31	Have You Heard of the Reading Is Fundamental (RIF) Program?	7-29
7.32	How Many Books Does Your Child Own?	7-30

SECTION 1
INTRODUCTION

BACKGROUND

This document reports the results of a study of the Inexpensive Book Distribution Program (IBDP). The IBDP is a Federally funded and sponsored program operated by Reading is Fundamental, Inc. (RIF). A brief introduction to RIF and the IBDP is provided in the following paragraphs.

RIF began in 1966 as an experiment in Washington, D.C., to determine whether providing books to children would increase their motivation to read. As a result of testimonials to the success of this experiment, the number of RIF projects grew to over 713, operating in 48 states. RIF is supported almost exclusively by private funds, attracting such organizations as the Ford Foundation, and also individuals and corporations (IBM, Ford Motor Co., ALCOA, Texaco, and others). RIF is a nonprofit organization.

The National Reading Improvement Program enacted in 1974 and amended in 1975 authorized the Commissioner of Education to contract for a reading motivation program based on the distribution of inexpensive books to students in pre-elementary, elementary, and secondary schools. The rationale given for the establishment of this program is that motivation has been the missing ingredient in teaching children to read. The objective of this program is to increase their motivation by creating a desire to read, and showing that reading can be fun, rather than a chore.

Congress appropriated \$4 million for the operation of this program in FY 1976, \$5 million in FY 1977, and \$6 million in FY 1978. Of the money appropriated in FY 1976, over \$600,000 was designated for IBDP administration and technical assistance, with the remaining funds to be used to purchase books. In FY 1977, \$1.1 million was designated for administration and assistance, while \$3.9 million was to be used for books.

In September 1976, the US Office of Education (USOE) contracted with RIF to operate the IBDP and to provide technical assistance to local projects conducting reading motivation programs that used the inexpensive book distribution technique. Local projects buy the books (at discount prices). Originally Federal funds paid 50% of the price, and the rest was obtained through local project matching funds. Currently the division is 75-25%.

RIF continues to operate its original program funded by private contributions at about the same level as before it undertook to administer the Federally funded IBDP. The IBDP is patterned on the RIF program. RIF as the IBDP contractor functions as follows:

- Assumes general responsibility for operating the IBDP, including overseeing the administrative and matching funds made available by the USOE.
- Funds local projects which agree to operate a reading motivation program through the distribution of inexpensive books.
- Provides technical assistance to local projects in areas of planning, ordering books, raising funds, conducting motivational activities, and distributing books.
- Negotiates discounts with book suppliers who want to participate in the program (these include publishers as well as distributors).
- Coordinates all Federal and local payments to suppliers for books purchased by projects.
- Serves as a national clearinghouse for information regarding the RIF IBDP and for information on paperback children's literature, reading motivation, Federal legislation, and Federal funding.
- Mobilizes support and sponsorship of RIF projects by national organizations (e.g., American Association of University Women, Urban League, Junior League).

STUDY OBJECTIVES AND SCOPE OF WORK

The specific objectives of the study were:

- (1) To determine the effectiveness of the IBDP in generating reading motivation.
- (2) To describe the process by which books are acquired and distributed to children.

The USOE contracted originally for a two-phase study. Phase I was to consist of design and developmental activities (formulation of the study design, instrument design, development of the data collection plan). Phase II was to consist of data collection and reporting.

In order to meet the two study objectives, GRC implemented a two-part research program corresponding to these. Part One involved the investigation of the effectiveness of the IBDP in generating reading motivation. This aspect of the research required the identification of the dependent variable, reading motivation, and the independent variables which contribute to or are incorporated in the motivation to read. Independent variables include program characteristics, self-reports on attitudes and behaviors, observations of teachers and parents, and demographic variables. Part Two can best be described as an investigation of the IBDP process--a descriptive assessment of the design, management, and administration of the IBDP in terms of program objectives and efficiency. This included a major literature search, understanding and structuring of intervention variables, and the use of case studies.

By January 1980, GRC had completed all Phase I contract tasks (design and developmental activities) and half of Phase II tasks, including the initial data collection effort (T_1) involving experimental and comparison groups, data from IBDP subcontractors, alternative book distribution programs, and the national RIF IBDP office. At this point contract funds were nearly depleted, and GRC entered into negotiations for additional funds to carry out the second or follow-up data collection effort (T_2).

Funds to complete the study as it was originally designed were not available, and consequently the scope of the work was modified. Contract modifications resulted in the cancellation of follow-up data collection activities (T₂), and GRC was declared responsible for developing a descriptive final study report (this document). Its remaining sections cover the following topics:

- Methodology and procedures for the conduct of the study (Section 2)
- RIF national management (Section 3)
- Case studies of six unique RIF IBDPs (Section 4)
- Description of data collection sites (Section 5)
- Alternative book distribution programs (ABDPs) (Section 6)
- Summary and findings (Section 7)

SECTION 2

METHODOLOGY AND PROCEDURES

This section of the report describes the activities undertaken by GRC in the conduct of the IBDP study:

- Study design
- Instrumentation
- Sampling plan
- Data collection
- Data analysis
- Problems encountered

STUDY DESIGN

The research for the evaluation of the RIF IBDP had a nonequivalent control group design.¹ The experimental group consisted of the participants in the sampled RIF IBDP projects. The comparison group consisted of matched respondents who had not participated in a RIF IBDP. Each group was to be surveyed at two points in time, with the experimental group participating in one or more RIF book distributions between the two survey points. The two groups were matched with respect to grade level, socioeconomic status, racial/ethnic background, and school size. The experimental group and the comparison group, though matched on a number of variables, were selected from naturally assembled groupings, i.e., schools, and therefore may not have pre-experimental sampling equivalence.

In conjunction with USOE, RIF, and the study advisory panel,² GRC identified key questions to be answered in order to meet the two study objectives. To assess the effectiveness of the IBDP in generating

¹D. T. Campbell and J. E. Stanley, Experimental and Quasi-Experimental Designs for Research. Chicago: Rand McNally College Publishing Company, 1963, p. 47-50.

²The study advisory panel consisted of 10 individuals representing the following interest groups: USOE, RIF, Association of American Publishers, American Library Association, IBDP subcontractors, and project consultants (see list in Appendix A).

reading motivation the key research questions included:

- Does book ownership influence children's motivation to read?
- Do subcontractor project activities, such as book selection, distribution, and volunteer participation affect children's motivation to read?
- Does the RIF IBDP have an effect on community organizations, (e.g., schools, libraries, and civic groups) with respect to aspects such as program participation levels, activities, and funding allocations?
- Does the RIF IBDP influence parental participation in children's reading activities and in school activities?
- Does the RIF IBDP have an effect on book suppliers with respect to the kinds of books published, distribution operations, and contributions to reading motivation programs?

The measurement of the effectiveness of the RIF IBDP focused upon children and their parents, teachers, local "subcontractors"¹ project volunteers, state Right to Read Directors, book suppliers, and Alternative Book Distribution Program (ABDP) representatives. In order to measure change in reading motivation in children, some basic definitions were necessary.

For purposes of this study, reading motivation was defined as "the behavioral inclination or desire to read books and other written material."² Any change in reading motivation, then, was defined as:

- An observable or self-reported change in the desire to read.

¹ Distribution projects at the local level.

² This definition is based on the concept paper developed for this study by the Institute for Behavioral Research and submitted to USOE on 11 October 1978.

- A change in the level, type, or amount of reading by an individual because of intrinsic or extrinsic motivating factors introduced by the RIF IBDP or other sources.

The factors included, but were not limited to:

- Book ownership
- Approval by authority
- Approval by peers
- Pleasure from the reading material
- Satisfaction from societal value or reward
- Self-satisfaction
- Enhanced self-concept by having had success with reading
- Desire for knowledge
- Comfort level with reading material

The following dependent variables were to be used to document the behavioral and attitudinal outcomes in children:

- Amount of time voluntarily spent in reading activities.
- Frequency of reading activities--number of times child uses reading material.
- The number of types or genres of reading materials used:
 - School books
 - Pleasure books (fiction, sports, etc.)
 - Biography and history books
 - Newspapers
 - Magazines
 - Comic books
 - Reference books
 - Other
- Level of difficulty of material read.
- Reading level or ability--in the estimation of the child, parent, and the classroom teacher, is the child an above average, average, or below average reader?

- Attitude toward books and reading--is reading a value to the child in a number of given situations? (For example, "books make good presents.")

In order to measure change in reading motivation which is attributable to the RIF IBDP, the study was to utilize the following design features:

- An experimental group of IBDP participants and a comparison group of students who have not participated in a RIF IBDP.
- Data collection from both groups at two points in time (T_1 and T_2), allowing a 6-month interval in which the amount of reading activities and book distribution/motivational activities would be documented.
- Reports on the indices of attitudes and behaviors which describe reading motivation from multiple sources for both groups: children, parents, teachers, and librarians. Thus, the measurement of change in attitudes and behaviors would be based on students' self-reports, as confirmed by the observation of parents, teachers, and librarians.

Key attitudinal and behavioral approaches utilized in the instruments to measure motivation had been validated in previous studies, most notably the studies of Fyans and Maehr¹ in achievement motivation and of Betts² in reading.

The following dependent variables were to have been investigated to determine the effect of the RIF IBDP on parents, volunteers, and community organizations:

- Number of parents and community members volunteering in the program; number of volunteer hours per child, etc.
- Number and amount of in-kind contributions to the project by project size.

¹Leslie J. Fyans and Martin L. Maehr, The Interaction of Culture, Person, and Situation in the Determination of "Continuing Motivation," 1978.

²E. A. Betts, Capture Reading Motivation, Reading Improvement, 1976, 13, 41-46.

- Degree of parent, volunteer, and community representative satisfaction with the program.
- Number and kinds of volunteer participation by parents, volunteers, and community groups in other human service programs.

The following dependent variables were to have been investigated to determine the effect of the RIF IBDP on principals, teachers, and librarians:

- Degree of principal/teacher/librarian satisfaction with the program.
- Number and kinds of changes in teacher/librarian practices attributable to the IBDP (e.g., sustained silent reading, directed reading activities, library book fairs).
- Principal/teacher/librarian attitudes toward book ownership as a value in reading motivation.
- Changes in principal/teacher/librarian use of parents, volunteers, and community groups.

Other outcomes to have been evaluated in the form of impact upon local schools attributable to the RIF IBDP included:

- Extent of change in reading curriculum design attributable to RIF IBDP.
- Extent of change in library programming attributable to RIF IBDP.
- Change in school policy and practices with respect to parent and community involvement.
- Number and kinds of spin-off or related activities accruing from RIF IBDP.

The impact on book suppliers and the publishing industry was to be measured by the following variables:

- Change in volume of books published/distributed because of RIF IBDP.

- Change in numbers of kinds of books published/distributed because of RIF IBDP, or because of other inexpensive book distribution programs.
- Change in amount and kinds of contributions to RIF IBDP or other educational programs.

Due to contract modifications and changes in the scope of work, the impact of RIF IBDP on generating reading motivation could not be assessed. Limited to data from a single point in time (T_1), change in reading motivation cannot be ascertained. Consequently, this study was confined to the documentation of descriptive RIF IBDP data.

To assess the process by which books get into the hands of children, the research questions were:

- How does RIF manage its mandated IBDP activities on the national level?
- How effective is RIF in meeting its own IBDP goals, e.g., distributing matching funds, meeting technical assistance needs, and negotiating book supplier agreements?
- What are the strengths and weaknesses of the management system?
- How are subcontractor functions such as fund raising, book selection, book ordering, motivational activities, and distribution activities handled?
- What are the strengths and weaknesses within the subcontractor functions?
- How efficient is the IBDP system?

To answer these research questions, it was necessary to collect data on certain independent and dependent variables. These variables have been organized into six distinct areas of interest. These areas are:

- Project characteristics
- Target population
- Project outcomes
- RIF IBDP administration
- Publication-related processes
- Alternative book distribution programs

For each of these areas of evaluation, USOE, RIF, the study advisory panel, and GRC identified specific data elements to be measured, type of measurement, and appropriate respondent from which this data could be obtained.

INSTRUMENTATION

Based on the study design specifications, survey instruments were developed for 13 respondent categories. These include:

- Local RIF IBDP subcontractor representatives
- Children in RIF IBDP sites
- Parents in RIF IBDP sites
- Principals in RIF IBDP sites¹
- Teachers in RIF IBDP sites
- Librarians in RIF IBDP sites¹
- Volunteers in RIF IBDP sites¹
- Children in non-RIF IBDP sites
- Parents in non-RIF IBDP sites
- Teachers in non-RIF IBDP sites
- ABDP representatives
- Book suppliers¹
- State Right to Read directors¹

To collect the required data from these respondent categories, three types of data collection instruments were used:

¹Due to contract modifications, data collected or to be collected from these respondent groups is not included in this report.

- Questionnaires - Used to assess differences between the experimental group (children and parents in IBDP sites) and each group's control counterpart. Subcontractor representatives were also administered questionnaires.
- Records Review and Recording Forms - Used to spare local project volunteers from having to handle numerous informational requests, GRC utilized grantee application forms, summary sheets, performance reports, and quarterly reports available from USOE and RIF as sources for local project data.
- Student Information Checklist - A simple data sheet was developed to record demographic data on students, including sex, race, socioeconomic status (SES) as measured by eligibility for free lunch, and reading level as measured by teacher's perception.

The instruments for the study (Table 2.1) were pretested at RIF IBDP sites in Thibodaux and New Orleans, Louisiana, on 16-18 January 1979. Based on the results of the pretest, the instruments were revised before they were cleared through the Federal Education Data Acquisition Council (FEDAC). Copies of these instruments are found in Appendix B.

TABLE 2.1
INSTRUMENTS FOR THE IBDP STUDY

Children's Interview, Grades 1-3
 Children's Questionnaire, Grades 4-6
 Children's Questionnaire, Grades 7-12
 Parent Questionnaire
 Subcontractor Representative Interview Form
 Subcontractor Data Sheet
 Student Information Checklist

SAMPLING PLAN

The IBDP subcontractor population, or project population, sampled was the set of 1842 RIF IBDPs which were active as of January 1, 1979. The population, therefore, excludes projects funded since January 1, 1979, or for which funding expired before January 1, 1979. The universe of projects was drawn from the project summary sheets provided by the RIF national office. Project sheets were provided for 2247 RIF IBDPs, 405 of which had terminated, leaving a total of 1842 active RIF IBDPs.

Selected data on the 1842 RIF IBDPs included in the sample universe were key punched and stored on a data file containing the following individual program variables:

- Identification number
- Location
- Sponsorship
- Funding amount
- Number served
- Demographics of participants
- Number of books distributed and/or loaned
- Composition of book selection committee

Utilizing these data, the IBDP subcontractor population was categorized into one of three strata for sample selection. This data file was stored for eventual merger with the data gathered with the data collection instruments.

To simplify the description of the sampling plan the discussion is presented in two parts:

- School-based sample - 40 sites
- Special project sample - 6 sites

School-Based Sample

School-based projects consist of all subcontractors who distribute books in school locations. There are 1631 projects of this type. Community-based projects distribute books in community locations, such

as libraries, recreation centers, day care centers, parks, etc. There are 342 subcontractors of this type. Of these 342 subcontractors, 131 distribute books in both school and community locations and are included in both the school-based projects and the community-based projects. The 131 school and community projects were subject to both probabilistic selection ($n = 40$) and case study selection ($n = 6$). Table 2.2 contains a summary by project type of the total projects, children served, and funding level.

Of the 1631 projects with school locations, 40 projects were selected for on-site visits and data collection. To draw the sample, the projects were grouped by DHEW regions and stratified by project size as defined by the total number of children served. Table 2.3 shows the distribution of the school projects by region and project size. The number of projects sampled from each region was proportionate to the total number of children served within that region. Table 2.4 shows the sample fraction used for each region and the resultant number of projects sampled.

The projects were grouped by the number of children served into three strata: (1) small projects--500 children or less, (2) medium-sized projects--501-2500 children, and (3) large projects--more than 2500 children. Table 2.5 shows the distribution of children in each project size strata for each DHEW region.

Once the experimental school sites for the 40 projects were selected, the school districts were asked to submit a list of two to five schools which were matched to the experimental schools with respect to grade levels, socioeconomic status, racial/ethnic background, and school size, but were not participants in the RIF IBDP. From these lists, a comparison school was selected to match each of the experimental schools in the sample.

TABLE 2.2
SUMMARY OF RIF IBDP PROJECTS
BY PROJECT TYPE

	SCHOOL-BASED ONLY	SCHOOL- AND COMMUNITY- BASED	COMMUNITY-BASED ONLY
NUMBER OF PROJECTS	1500	131	211
% OF PROJECTS	81%	7%	11%
NUMBER OF CHILDREN SERVED	1,101,379	415,877	83,873
% OF CHILDREN SERVED	69%	26%	5%
TOTAL FUNDING(\$)	3,513,598	958,680	334,400
% OF FUNDING	73%	20%	7%

TABLE 2.3
DISTRIBUTION OF SCHOOL-BASED
PROJECTS BY REGION AND PROJECT SIZE

PROJECT SIZE/NO. OF CHILDREN SERVED	REGION										MARGINAL TOTALS OF PROJECT SIZE
	1	2	3	4	5	6	7	8	9	10	
500 OR LESS	122	69	124	154	160	96	138	63	74	48	1046
501 - 1,000	21	26	38	80	51	45	27	11	27	10	336
1,001-2,500	16	7	27	28	35	15	5	6	13	3	153
2,501-5,000	3	2	10	8	11	3	5	3	8	1	52
5,001-10,000	1	3	1	11	4	3	3	1	1	1	29
10,001-20,000	0	1	1	1	3	0	0	0	3	0	9
Greater Than 20,000	0	1	3	1	1	0	0	0	0	0	6
REGION MARGINAL TOTALS	163	109	204	281	265	162	178	84	124	63	1631
% OF PROJECTS IN REGION	10.0	6.6	12.5	17.2	16.2	10.0	10.8	6.0	7.6	3.9	

TABLE 2.4
DISTRIBUTION OF CHILDREN SERVED
BY REGION AND PROJECT SIZE

REGION PROJECT SIZE	1	2	3	4	5	6	7	8	9	10
SMALL	26,049	18,797	32,129	42,181	42,158	25,338	33,984	11,603	20,442	12,924
MEDIUM-SIZED	40,248	27,456	70,609	88,605	91,580	55,882	25,496	18,174	39,375	10,716
LARGE	15,338	144,993	162,578	152,645	133,400	32,758	39,832	15,435	72,486	6,184

TABLE 2.5
DISTRIBUTION OF PROJECT SAMPLE
BY REGION

REGION	1	2	3	4	5	6	7	8	9	10	TOTAL
NUMBER OF CHILDREN	81,634	191,246	265,316	293,331	267,138	113,974	99,292	43,218	132,363	29,804	1,517,250
SAMPLING FRACTION	.054	.128	.175	.193	.176	.075	.065	.028	.087	.020	.999
NUMBER OF PROJECTS TO BE SAMPLED	2	5	7	8	7	3	3	1	3	1	40

Within a school location, the respondent universe consisted of all children within specified grades at some schools and random selection of grades at others. This selection procedure was necessary because in some schools only selected grades were participating in RIF. The number of students selected at each grade level was based on the proportion of students served by RIF at each grade level nationally. However, this was done on what GRC thought was actual numbers of students served, in accordance with the summary sheets provided by National RIF; when field sites were contacted the numbers were found to be in error.

Approximately 5000 children in both the experimental and comparison schools were surveyed at the 40 sampled projects.

The parents of children in the experimental and comparison schools included in the respondent sample comprised the parent respondent sample.

Special Project Sample

The community-based projects distribute inexpensive books at a variety of locations--parks and playgrounds, housing projects, correctional institutions. In addition, some community and some school-based projects target their distributions for widely varying groups--preschool children, teenage groups, migrant worker programs. While community-based projects represent only 18% of the total number of projects, some of which also distribute books at schools, and unusual target groups represent even less, they have unique characteristics unlike those of the school-based sample. Therefore, GRC selected several different examples of these types of distributions for inclusion in this study. These projects were randomly chosen from a population of similar projects and included:

- A library project
- A migrant project
- A Native American project
- A correctional institution project
- Two projects that participated in RIF distributions before Federal funding

Preliminary Activities

Upon the final sample selection, GRC notified RIF and USOE, Office of Program Evaluation (OPE), of sites selected for investigation in the study. Letters were sent from these offices to state and local officials (e.g., state superintendents, superintendent of schools) project sponsors (e.g., PTA, service organizations, schools, and school districts), and site representatives such as principals. These letters advised the addressees of the study, requested their cooperation in data collection efforts, and advised them of forthcoming explanatory materials. Following this initial contact, GRC sent to each of the sites a packet of materials outlining the purposes and objectives of the study, the kinds of data to be collected, and the proposed onsite activities to be undertaken. In contacting each site, GRC obtained information on school schedules and activities.

This input guided GRC in the determination of a tentative data collection schedule. The schedule was then distributed to each IBDP subcontractor allowing sufficient time to permit schedule changes prior to finalizing plans.

Concurrently, GRC recruited an onsite consultant for each site included in the sample. An agreement with each consultant was formalized by a contract specifying responsibilities, site assignment, projected timeline for onsite data collection activities, and reimbursement obligations for services rendered.

Training

Because it is essential that data from all sources be collected following standardized procedures and format, GRC prepared and conducted training for our in-house and subcontractor field coordinators and all consultants. The following topics formed the basis of the training program agenda and were incorporated into a field procedures manual:

- Orientation to the project--purpose, authorization, scope, and organization of the total project effort.

- Sample design--overall design and identification and particulars of the sample site.
- Onsite procedures--scheduling, clearances, and protocol.
- Information gathering techniques--review of appropriate interview techniques.
- Onsite activities--meetings, personal staff contacts, and observation of ongoing program activities.
- Data handling and reporting procedures--editing process, site reports, and data confidentiality.
- Data collection instruments--the design, content, and use of each instrument.
- Administrative procedures--data collection instruments delivery and GRC monitoring controls, travel policies, and reimbursement procedures.

Training for GRC field coordinators and subcontractors took place in spring 1979. Training for onsite consultants took place immediately prior to their scheduled site visits. The field coordinator was responsible for training each consultant assisting in the data collection operation at each assigned site.

Data Collection Activities

Data collection activities took place at the onset of the fall 1979 school year.

Following the schedule established during the preliminary data collection activities, the data collection team (field coordinator and consultant) visited each of its assigned sites. Upon arrival, they held a brief entrance interview with the site personnel and then proceeded with the interviews and questionnaire distribution at the experimental and comparison schools.

The children's questionnaire for students in grades 1 through 3 was administered by a data collector on a one-to-one basis with each child. The responses for each child were recorded on an independent answer form, and a unique identification code number was assigned to the child. The data collector retained the answer form, and, at the conclusion of the site visit, all raw data were sent to GRC. Students at comparison schools were queried in the same manner.

Children's questionnaires for grades 4 through 6 and 7 through 12 were distributed in each teacher's classroom at the IBDP sample sites. Teachers, staff coordinators, and onsite consultants oversaw the distribution, completion, and return of questionnaires for students. Identification numbers were recorded on the questionnaire forms and on a master list given to the teacher. Completed questionnaires identified only by a code number were picked up by the onsite data collector, who in turn returned the completed forms to GRC. Children's questionnaires at the comparison schools were handled in the same manner.

Each child in grade 1-12 who was included in the school-based sample was sent home with a parent questionnaire during the data collection team's site visit. These questionnaires were precoded with the student's identification number and were distributed by and returned to the student's classroom or language arts teacher. The onsite consultant collected all completed forms from teachers after a prescribed period (generally 2 weeks following survey). The forms were then mailed by the consultant to GRC.

The Student Information Checklist was completed by all teachers whose students were surveyed at the sampled IBDP and comparison sites. The data collectors provided these teachers with a data collection form for the recording of demographic information on each student in his/her class. The teacher returned the completed form to a member of the data collection team.

A Subcontractor Data Sheet was used at each of the sampled IBDP sites. Data collectors delivered questionnaires to the appropriate respondents and collected them before leaving the site.

A representative of the IBDP subcontractor at each site was interviewed to obtain the data contained in the Subcontractor Representative Interview Form and the RIF Subcontractor On-Site Checklist. Data collectors personally completed these forms.

The data collection team logged and edited all instruments as they were completed. Any corrections were undertaken prior to the team's departure from the site.

Upon completion of all onsite interviews and the collection of all data instruments, the consultant notified key site personnel and met briefly with the principal or designated representative to summarize the results of the effort and answer any questions. The field consultant shipped all instruments and accompanying documentation of the site visit to GPC.

In conjunction with the site visits, ethnographic interviews were carried out at 5 of the 40 sites. The interviews at each site were conducted by a psychologist or reading specialist, who had in-depth interviews with six students. The data gathered from these interviews were to be used to substantiate the hypothesis of reading motivation based on the responses of the total survey population at two points in time.

Alternative Book Distribution Program (ABDP)

By surveying the 54 state Right to Read directors, and with the help of Ms. Mary McNulty of the American Publishers Association, a member of the project's advisory panel, GRC identified a number of alternative book distribution programs that were either publisher, agency, or privately sponsored. Eight programs were selected for

interview. Although they are not comparable to RIF on the basis of size or funding mechanism, valuable insights with respect to management functions, program operations, populations served, and motivational activities, were gained.

Pre-Analysis Activities

Prior to the start of the data analysis, several activities were completed. These included logging and editing of the data, completion of the data file, and analysis of the overall quality of the data.

The logging and editing stage required the close inspection of the questionnaire responses and recording of questionnaire receipt. An onsite edit, previously performed, initiated this process. This edit involved careful screening of each completed instrument. Unreadable, unclear, or missing responses were resolved prior to departure from the data sources. A count of all completed questionnaires, by type, accompanied all materials returned from each site. GRC inventoried and recorded the receipt of all data on a master log. A second edit was then performed to: check the thoroughness of the site team's effort and records, check the comparability of responses across sites, and check the responses for conformity with the instrument coding manual. Data forms and coding manuals were then sent to data processing for keypunching and verification.

DATA ANALYSIS

As originally designed, the evaluation of the IBDP was to have been a quasi-experimental research study. The data collected were to have been utilized to answer the research questions stated earlier in this section. Various statistical tests were to have been applied to the data to determine the impact of the Federal IBDP on reading motivation. In addition, a descriptive account of the administrative and distributive processes of the IBDP was to have been provided. Under the modified contract, however, data was collected only once (fall 1979) rather than twice (fall 1979 and spring 1980). Without pre- and postdata information, the study had to be limited to providing descriptive information on the IBDPs.

The following summary tabulations were performed to provide quantitative information for individual and cross-site IBDPs:

- Demographic data - sex, race, and socioeconomic status of children at the sampled IBDP sites. Aggregates, frequency counts, and percentages were calculated.
- Student and parent questionnaires - children's self-reported attitudes toward reading and parent's perceptions of their own and their children's attitude toward reading. Aggregates, frequency counts, percentages, and ranges were calculated. No attempt was made to use more sophisticated data analysis techniques. Static descriptions of the target population are reported.

Narrative reports written for each of the IBDP sites in the study are found in Section 5 of this report. Summary tabulations previously described are incorporated into these write-ups. Particulars such as IBDP administration, operation, and funding level are also presented in these descriptive write-ups and tables.

Information on ABDPs operating for the purpose of distributing books to children, but without Federal funds, is reported. Data presented reflects program operation, sources of funding, population served, and general organization and operation of each program. Analysis is in the form of comparisons between the ABDPs and RIF IBDPs.

Description of the data collected regarding the organization and operation of the RIF office consisted of the identification of issues on the following topics:

- Mission and objectives of the RIF IBDP
- Organizational structure--roles and responsibility, communication, and work flow
- RIF information system

Section 4 of this report contains the data and descriptive case studies on all school and special project IBDPs participating in this study.

PROBLEMS

The IBDP evaluation study was not without problems. These ranged from the mundane (instruments which did not arrive at a site several days prior to data collection) to the highly complex (identification of comparison schools). For the purpose of enlightening future researchers inquiring into the efficacy and efficiency of the RIF IBDP, and those undertaking large school-based evaluation studies, GRC provides a synopsis of the problems encountered in this study.

1. GRC had to locate and extract project information for the sample selection (it was not available from RIF) as well as the names of appropriate contact persons at each site (superintendents, principals, etc.). We selected our 40-site sample from school-based programs. This required calls to each subcontractor to identify participating school districts because this information also was not available from RIF. The magnitude of this endeavor was much greater than anticipated. Many subcontractors did not know which schools would be involved for the coming school year. After identifying participating school districts, we sent letters requesting approval to conduct the study to the superintendents. Each superintendent was asked to identify 2-5 comparison schools for each experimental school. The agreements were to be returned by 4 September 1979. Only 6 districts complied. When all agreement letters had been returned, or the districts had been called, 27 were found to have identified comparison schools in districts outside their own. Each of these districts then had to be contacted and the entire clearance procedure repeated.

2. The number of "sites" involved in the study actually increased from the anticipated 40 to approximately 67, because the study team was unable to identify comparison schools in many of the cities where the experimental schools were located. Thus, GRC was forced to initiate protocol contacts with other jurisdictions, collect information on schools, screen the schools for suitability, and complete the protocol procedures for each comparison school. In addition, the on-site time for travel and coordination was increased owing to the distances between experimental and comparison sites.
3. The high degree of non-response resulting from our initial contacts with the sites required repeated contacts and time delays in obtaining clearances and necessary information on the sites. The 40 subcontractors, the 40 on-site consultants, plus the principals at each of the 114 schools had to be contacted at least once and in many instances two or three times.
4. Several sites declined to participate in the study--either immediately or after keeping the contractor "on hold" for several weeks. This necessitated additional site selection, protocol and clearance contacts, and recruiting of onsite consultants.

For example, a couple of sites declined by mail to participate in the study. This required identification of replacement sites and a repeat of all related protocol (set-up) procedures. In one case, all protocol work including instrument coding had been completed and package mailed before we learned of the subcontractor's decision not to participate.

Another site, having agreed to participate, later declined. The project team therefore selected another (replacement) site and completed all necessary protocol procedures. Simultaneous with the wrap-up of this work for the replacement site, the declining site changed its decision and agreed

to participate. Because we anticipated attrition of participating sites through the course of the study, we decided to reinstate this site; at that time we had 41 sites.

5. "Acts of God" in the form of hurricanes, floods, and strikes required us to spend some additional time in rescheduling and contributed to a loss of efficiency in deploying staff and in making travel connections.
6. The OMB/FEDAC clearance package required several revisions to comply with the requirements of the respective Federal offices involved in the study. Some information which was included in the original submittal was to be deleted from the second submittal; inclusion of it in a different format was requested in the third and final submittal. At the time of our submission, the responsibility for this clearance was in the process of shifting from OMB to FEDAC, further complicating the process.
7. In order to develop a data base which could later be disaggregated by program type, program location, student demographics, etc., the preparation of the instruments prior to the data collection involved a time-consuming precoding process in which the identification numbers for sites, schools, teachers, and students were synchronized.

The project team coded more than 12,600 parent and 12,600 student instruments, for an average of 315 student-parent matches per site.

In view of the problems encountered over the course of Phase I and early stage of Phase II activities and the resulting substantial additional cost of these problems, it was determined that the greatest benefits from the investment in this study would be realized in a final report whose contents are purely descriptive. The second data collection was consequently canceled and the data collected as of 1 January 1980 were compiled for presentation in this document.

SECTION 3
RIF NATIONAL MANAGEMENT

The GRC contract to evaluate the RIF IBDP addressed the issues of program impact and program process by means of reading motivation attitudes of a national sample of children and parents and surveys of booksellers and local subcontractors. Since the RIF IBDP national office is a factor in the inexpensive book distribution system, GRC undertook a review and assessment of three major elements (mission and objectives, organization and structure, information system) of national RIF.

RIF is a private, nonprofit corporation whose purpose is "to promote the establishment of local RIF projects throughout the country to give impetus to reading motivation at an early age by making inexpensive books, particularly paperbacks, accessible through ownership, loan, and purchase."

RIF's first project was started in Washington, D.C., in 1966. This project was funded through private grants and contributions. Federal support for RIF did not begin until 1976, when the IBDP part of RIF was initiated. RIF IBDP appropriations since 1976 have resulted in the distribution of nearly 30 million books to over 9 million children; approximately 280,000 volunteers have been involved in the distribution process nationally.

The RIF IBDP is a decentralized system through which local people

- Raise money (which is matched by OE-IBDP funds in RIF)
- Plan book distribution programs
- Recruit volunteers
- Order books
- Implement the distribution of books to children

In addition, local projects assume postdistribution performance--reporting obligations once an agreement is signed with RIF IBDP. Since the distribution of books, and related pre- and postdistribution activities

occur at the local level, the difference between a successful and unsuccessful book distribution project reside with local people, facilitated by RIF technical assistance and, of course, the incentive of OE-IBDP matching monies for book purchasers.

The national office of RIF IBDP and its relationship to local projects is crucial to the continuation of existing programs and the development of new local book distribution programs. The viability of the national office depends in part on how well local projects perform in accordance with the RIF IBDP mission, the distribution of free books to children. All major activities and outcomes at the local level are measured against RIF policies and OE-IBDP contract requirements with RIF.

This portion of the RIF IBDP study focuses on the national office of RIF IBDP, how it is organized, and how it operates within the overall mission of helping local people to distribute books to children.

The objectives of the RIF national office review were to:

- Describe the organization, management, activities, and systems flow within the national office.
- Assess RIF's mechanisms for setting policies, priorities, and strategies, as well as the extent to which RIF has met its objectives.
- Assess the RIF IBDP delivery system in terms of its responsiveness and efficiency.

METHODOLOGY AND APPROACH

The interviews focused on the following topics and involved staff directly responsible for operations within each topic area:

- Mission and objectives; policy management.
- Activities and functions, including market outreach, application process, subcontracting, technical assistance, book supplier relations, and monitoring and evaluation.
- Organization and management information systems.

Key national staff interviewed during the management review included the President; the Deputy National Director; and the directors of Administration and Finance, Field Services, Development, Publications and Support Services; and Field Coordinators.

In addition to the use of interviews and structured topic guides, RIF IBDP staff members shared written materials which added to the data/information base used to develop this report. Also, the GRC study team used written materials to gather background information associated with interview topics and responses and to verify facts and details that the interview schedule could not allow.

MISSION AND OBJECTIVES

The RIF national office, like most large organizations, operates with a mission and set of objectives which provide the basis for the organization's structure, activities, staffing strategies and policies, and productivity index. This section deals specifically with that organization's mission and objectives.

Policy Management

According to its bylaws, the purpose of RIF is to promote the establishment of local RIF projects nationally to stimulate children's interest to read at an early age. The strategy (encompassed in the bylaws) for accomplishing this mission is to distribute inexpensive books free of charge to children, through school and/or community-based programs operated by local people. RIF officials have incorporated this purpose into the organization's mission, which is to get children interested in reading and to support local participation and efforts to get reading materials into the hands and homes of children.

The objectives of RIF, Inc., and IBDP are largely identical, and the general features of the two programs are similar and complementary. Program

distinctions are primarily logistical and procedural; i.e., IBDP operates on Federal funds which are dispersed in response to proposals from local agencies, whereas RIF, Inc., receives funds, from corporations or agencies (e.g., Ford Motor Co.), which may be earmarked for specific areas of the country (Michigan, in the case of Ford Motor Co.) or which may be used, on a discretionary basis, for management functions and publications.

Underlying the mission and objectives of RIF, Inc., and RIF IBDP is the factor of motivation, since reading, like any behavior, is a function of motivation. RIF officials operate on the assumption that the following factors are important for increasing children's motivation to read:

- Availability of books
- Freedom to choose books
- Ownership of books
- Books in the home
- Parental involvement in reading and reading-related activities
- Availability of role models who read--besides teachers
- The book distribution activity conducted by local RIF IBDP subcontractors--which serves to highlight the importance and value of reading and in which there is no chance of failure for the children

These factors are an integral part of the RIF IBDP mission and are intended to be significant factors in free book distribution activities at the local level.

RIF officials feel and some research indicates that there is a correlation between the amount of reading material in the home and children's attained level of reading ability. In support of this opinion, RIF cites two reports: the 1978 Pennsylvania Education Quality Assessment and the Texas Assessment Project (1978). Moreover, RIF officials

believe that the attitude of a child toward books (e.g., I like books) is a good indicator of reading motivation and that a direct relationship exists among such factors as attitude toward reading (e.g., reading is fun), amount of reading, and level of reading motivation.

Another important premise in the RIF IBDP strategy toward increasing reading motivation is having books in the home, where children see parents and siblings reading and where they too can store and use their own books. Relative to this premise, the question can be raised as to what extent RIF IBDP has increased the number of books in the home over what might have existed without the RIF program. RIF officials believe strongly that RIF IBDP has increased the number of books in the home, but as yet there is no evidence in the form of parent surveys or other research to support this position.

The above assumptions and premises are significant factors in the development and management of RIF policy, since it is policy and policy management which directs and determines the implementation of the RIF IBDP at the national and local levels.

Determination of Objectives

RIF's founder and Board chairman established the original program and objectives in the mid-sixties. While some changes have occurred in the RIF IBDP, current program objectives align closely with the original mission and support objectives. Policy changes related to program objectives or administrative objectives are managed by the Board.

Current policies with respect to RIF distribution projects at the local level (known as "subcontractors") include the following:

- Give inexpensive books free of charge to children
- Permit free choice of books
- Provide a wide variety of books from which to choose
- Distribute a minimum number of books (three during school year projects; two during summer projects) to each child

- Require that RIF subcontractors have a book selection committee of at least three people who, ideally, represent a cross section of the community.
- Provide book-related activities to stimulate interest.
- Require that RIF subcontractors notify parents or guardians about the book distribution program.
- Involve parents (or guardians) in the local projects.
- Require that RIF projects serve all children in the group equally.

Policy oversight and management responsibility for RIF belongs to a 20-member Board of Directors. The Board convenes twice annually; an Executive Committee of the Board meets three times a year. While the Board has not enacted written policy, it does review the overall performance of RIF in meeting its stated objectives; monitor performance according to the terms of the US Office of Education IBDP agreements; pass on major undertakings; and set policy with respect to publisher and book supplier relations. The Executive Committee and specially appointed ad hoc committees of the Board generally address specific issues and problems which require special study, problem definitions, and development of recommendations for review and ratification by the full Board. Thus, for all practical purposes, formulation of policy is handled by the Executive Committee or by a specially designated ad hoc committee; the review and ratification process is then managed by the full Board.

The Board of Directors is also responsible for setting policy on the use of private funds; i.e., budget policy management. An annual audit to provide oversight for the Board is conducted by outside auditors.

ORGANIZATION STRUCTURE

The organizational structure of the RIF national office is designed to ensure that the organization will effectively and efficiently achieve its mission and objectives. The RIF national office is

designed around a conventional hierarchical model with formally established lines of authority and channels of communication.

The RIF IBDP organization consists of a President, Deputy National Director, and five line managers for publications, development, finance and administration, field services, and resource support services (see Figure 3.1).

Approximately 57 staff manage and operate RIF IBDP. Of these, four people in the organization devote up to 1 day per week to RIF, Inc. (the remainder of their time is assigned to the OE contract for IBDP); two staff members, the Director of Development and one Administrative Assistant, work for RIF, Inc., 4 days per week. Of the remaining staff, the line managers spend 90% of their time on RIF IBDP and 10% on RIF, Inc. The remaining staff spend 95% to 100% of their time on RIF IBDP.

A further explanation of the RIF IBDP staffing strategy can be provided on the basis of budget sources and categories. For example, the OE-IBDP budget is composed of three major categories: Category A contains funds for administration of the IBDP; Category B contains funds for technical assistance support for IBDP; Category C of the OE-IBDP appropriation contains matching funds to purchase books for local RIF projects. Staff are assigned according to OE-IBDP budget categories A and B, and RIF national key leadership and line manager's time assignments are as follows:

	<u>OE-Category A</u>	<u>OE-Category B</u>	<u>Natl. RIF</u>
President	35%	45%	20%
Deputy Natl. Director	55%	40%	5%
Director of Development	-0-	20%	80%
Director of Finance & Admin.	50%	35%	15%
Director Resource Coord. & Support Services:	45%	45%	10%
Director Field Services	60%	30%	10%
Director Publications-Research	30%	60%	10%

3-7

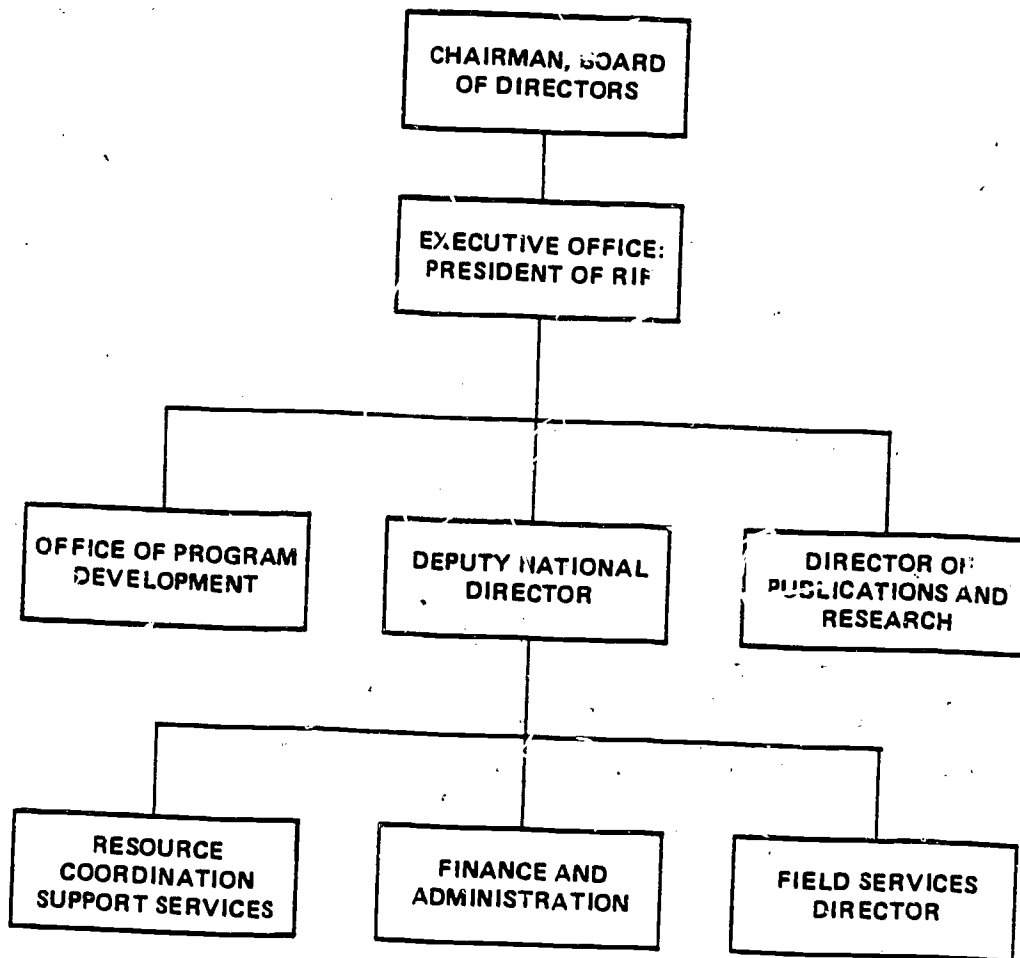


Figure 3.1. Organization Structure for RIF IBDP

The remaining staff are assigned to categories A and B, with a majority of time generally assigned to one category or the other. Two line managers and the Deputy National Director report to the President of RIF. The Deputy National Director also has direct responsibility for three line managers.

Executive and Management Staff

The national office of RIF operates with two top-level executives, each supported by three line managers. Frequent face-to-face communications by top executives with line managers, and explicit and systematic role definitions ensure appropriate involvement of all management staff in key operations. Moreover, management staff meetings are held weekly to facilitate communication among members of the management staff.

President of RIF

The President of RIF is the key link between the policy management level (Board of Directors) of RIF and the operational or program and resource functions of RIF IBDP. The President devotes 4 days per week to OE-IBDP and 1 day to RIF, Inc. The President's division of time between policy and operational demands makes clear the need for a second-in-command deputy executive who has delegated authority for the day-to-day management of the National RIF office, thus allowing the RIF President additional time for decision making, liaison activities with the Board and operational functions of RIF, and matters of policy review and development.

Director of Program Development

The position, Director of Program Development, was created in September 1979, to address the continuing private resource needs of RIF, Inc. Four major functions of the Program Development Office described by the Director are as follows:

- A. Resolicitation: Past contributors to RIF are valued highly and major time and effort are directed toward past (and current) contributors in order to: (1) update them about RIF activities and (2) ask for continued support.

- B. New Solicitation: This area of effort involves the search for new support monies and contributors including foundations, corporations, and individuals.
- C. Materials Development: Directly related to the solicitation function is the need to develop basic materials which describe the RIF IBDP program and resource needs, and special materials, letters, and briefings for target groups such as corporations, foundations, and individuals.
- D. Local Project Assistance: An important function of this unit is to provide fund raising assistance and information to local projects in their efforts to raise money to obtain RIF IBDP matching funds. This assistance is coordinated with the publication and field service units of RIF.

The Director of Program Development reports to the RIF President and works with a number of other management units associated with outreach activities.

Director of Publications and Research

This position is concerned with three basic functions: (1) assessment of needs for RIF publications, (2) maintenance of data/information resource files, and (3) provision of editorial assistance to RIF staff and review of all information intended for public release.

Types of publications prepared by the Director of Publications and Research include:

- RIF Newsletter - a quarterly publication
- RIF Bulletin - produced 3-4 times annually
- Annual Reports
- Technical Assistance/Training Guides and Kits
- News Releases
- Special Articles and Brochures

Deputy National Director

The Deputy National Director, who reports to the President, has responsibility for three line managers as well as primary responsibility for liaison with two "outside" organizations: the Smithsonian Institution and the US Department of Education.

RIF has as its fiscal agent the Smithsonian Institution and pays a fee to the Smithsonian to cover maintenance of accounts, receipt and distribution of cash, processing of payrolls, preparation of monthly and annual financial statements and reports, unlimited telephone service, and management of office space. All matters related to the functions and services provided by the Smithsonian for the RIF-fee are managed by the Deputy National Director. In addition, contracts between RIF IBDP and OE's Contracting Officer are managed by the Deputy National Director. One example involves subcontract applications which request \$20,000 or more in OE-IBDP matching funds. After appropriate RIF IBDP staff review and approve such a request, it must be reviewed by the OE Contracting Officer for final approval. The liaison effort in these matters is the responsibility of the Deputy National Director.

Director of Resource Coordination and Support Services

This office is involved with the development, negotiation, and processing of book supplier agreements. RIF IBDP staff review and screen book suppliers for participation in the IBDP and negotiate discounts, delivery service, and other "benefits" on behalf of local subcontractors. Specific areas in which the Resource Coordination and Support Services staff attempts to negotiate with book suppliers are:

- Free book delivery (to subcontractors)
- Free storage in the subcontractors' area to encourage bulk orders
- Special technical assistance visits to local RIF-projects

Most book suppliers apply directly to RIF to learn about the IBDP and the application/qualifying process. In addition, RIF does

approach book suppliers who have special materials, e.g., books for the handicapped, learning disabled, and deaf, to familiarize them with RIF.

Director of Finance and Administration

The Director of Finance and Administration operates with a staff of 13, three of whom are managers responsible for handling the following functions: (1) subcontracts management, (2) system coordination, (3) finance management.

The Administration and Finance Division is charged with performing the following functions:

- Processing all subcontracts RIF signs with local projects
- Managing computer services
- Administering all finances associated with RIF including the OE-IBDP monies, private contributions and grants, and providing input to the Smithsonian for check disbursements for payroll and monthly services
- Processing of book invoices received from local subcontractors and authorization of matching funds for local RIF IBDP projects

Director of Field Services

The Director and some 15 staff members of the Field Services Division are supported through Category B (see page 3-7) of the OE IBDP appropriations for technical services.

The Field Services unit concentrates on four essential functions:

- Develop new programs
- Strengthen program operations with special emphasis on major programmatic elements
- Maximize resources available to local groups for carrying out specific local plans and operations
- Assist local groups to gain broad community support

A typical local RIF IBDP project goes through four phases in reaching the "approved" status by RIF, Inc.: (1) an expression of interest in initiating a program, (2) planning for the program, (3) developing a program, and (4) operating a program. Technical assistance is available to those projects during the developing or operating phase of the process. The technical assistance mechanisms used by the Field Services Unit include telephone calls and correspondence, field meetings, and onsite visits. While the Field Services Division has primary responsibility for technical assistance to subcontractors and developing groups, staff from other units/divisions participate in the research, development, organization, and delivery of these services, e.g., the Director of Development assists in fund raising and the Director of Publications and Research prepares general and special training aids.

Hiring, Training, Evaluation of Staff

Staffing needs increased dramatically when the first OE-IBDP appropriation was made to RIF. In response, RIF reported that services were required in the following categories:

- Executive and administrative staff--to provide overall direction and monitoring of program work.
- Middle management staff--to implement established systems and procedures.
- Proposal and mail control staff--to track and ensure timely flow of proposals and communications.
- Support staff--for development of appropriate literature for data retrieval.

The strategy used by RIF for enlarging staff was to use existing qualified staff to screen, select and, once hired, to train employees for new positions. Training for new staff involved the following areas:

- Interpretation of the rules and regulations of Federal legislation.
- Knowledge and understanding of the purposes, terms, and tasks of the contract.
- Familiarization with existing program systems and procedures.

Current staff also continued to receive training as fiscal year funding formulas changed and impacted on established systems and procedures.

Evaluation of the staff was conducted by immediate supervisors and senior RIF officials, and feedback was provided to staff on work performed. In addition, staff meetings were held to review work, to discuss problems, and to develop ideas and suggestions for administrative actions.

In the context of a growing staff, changes in the contract from OE and associated revisions in procedures and practices, the Deputy National Director initiated the preparation of a Personnel Policy Manual. The manual contains policy in the following categories for RIF personnel:

- Recruitment selection and appointment
- Evaluation and employee performance
- Compensation and raises
- Salary administration
- Working hours
- Leave policies
- Benefits

Thus, RIF became more formalized as the staff increased in size and specific contractual requirements of OE-IBDP became a reality.

INFORMATION SYSTEM

The information system of RIF IBDP, including requirements for (1) face-to-face communication of staff and (2) the flow of information through paper exchanges, is presented in this section.

Processes

In order to prepare the reader for the discussion which follows, an overview of the total RIF IBDP process is shown in Figure 3.2. The process begins at the Market Outreach point which refers to RIF's public awareness efforts. This is the initial step in a process leading to the submission of an IBDP application by a local school or community group interested in operating a distribution project. When an application is received, it is reviewed; if it is approved, the subcontractor is notified and may order books from a book supplier. Technical assistance is made available to the new subcontractor before, during, and after a book distribution. RIF monitors each subcontractor's performance and uses the information obtained for two purposes: (1) to decide whether or not to renew a subcontract and (2) to determine whether current RIF IBDP policies are appropriate or need updating, revision, or change. Budget development in Figure 3.2 refers to the subcontractor's efforts to secure matching funds locally in support of the local project. Local funds are sent to National RIF along with invoices from book suppliers. Local funds are matched by RIF IBDP and payment is forwarded to the book supplier(s).

Market Outreach

The Market Outreach program, for purposes of discussion and analysis, is divided into two categories: national focus and state/local focus, as shown in Figure 3.3.

At the national level, RIF IBDP outreach strategies include presentations to national associations and organizations to provide information about the RIF book distribution program. For example, approximately 10 presentations were made during the period September 1978 to August 1979, and 10 were scheduled for the period September 1979 to August 1980. RIF personnel also participate in meetings at the

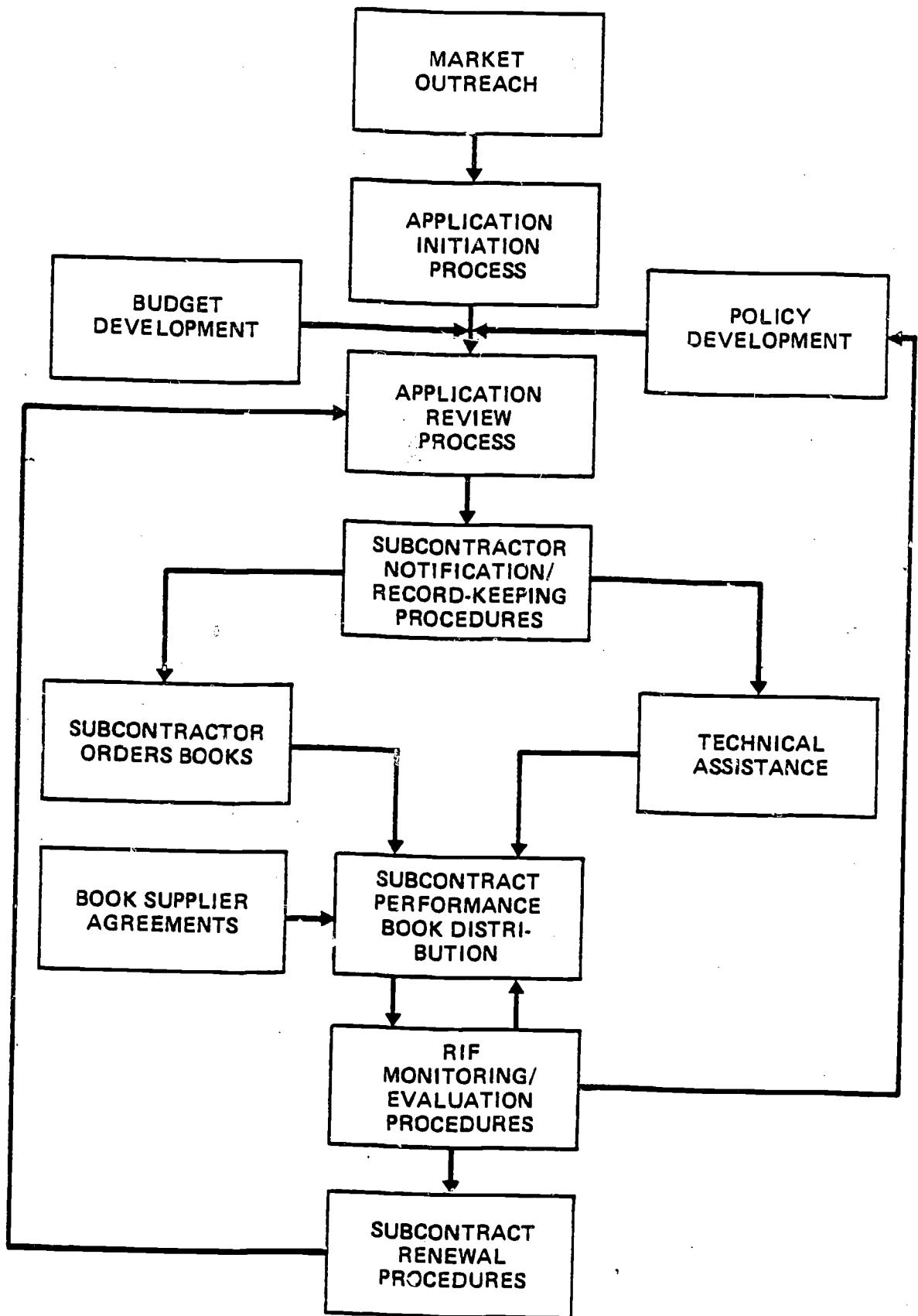
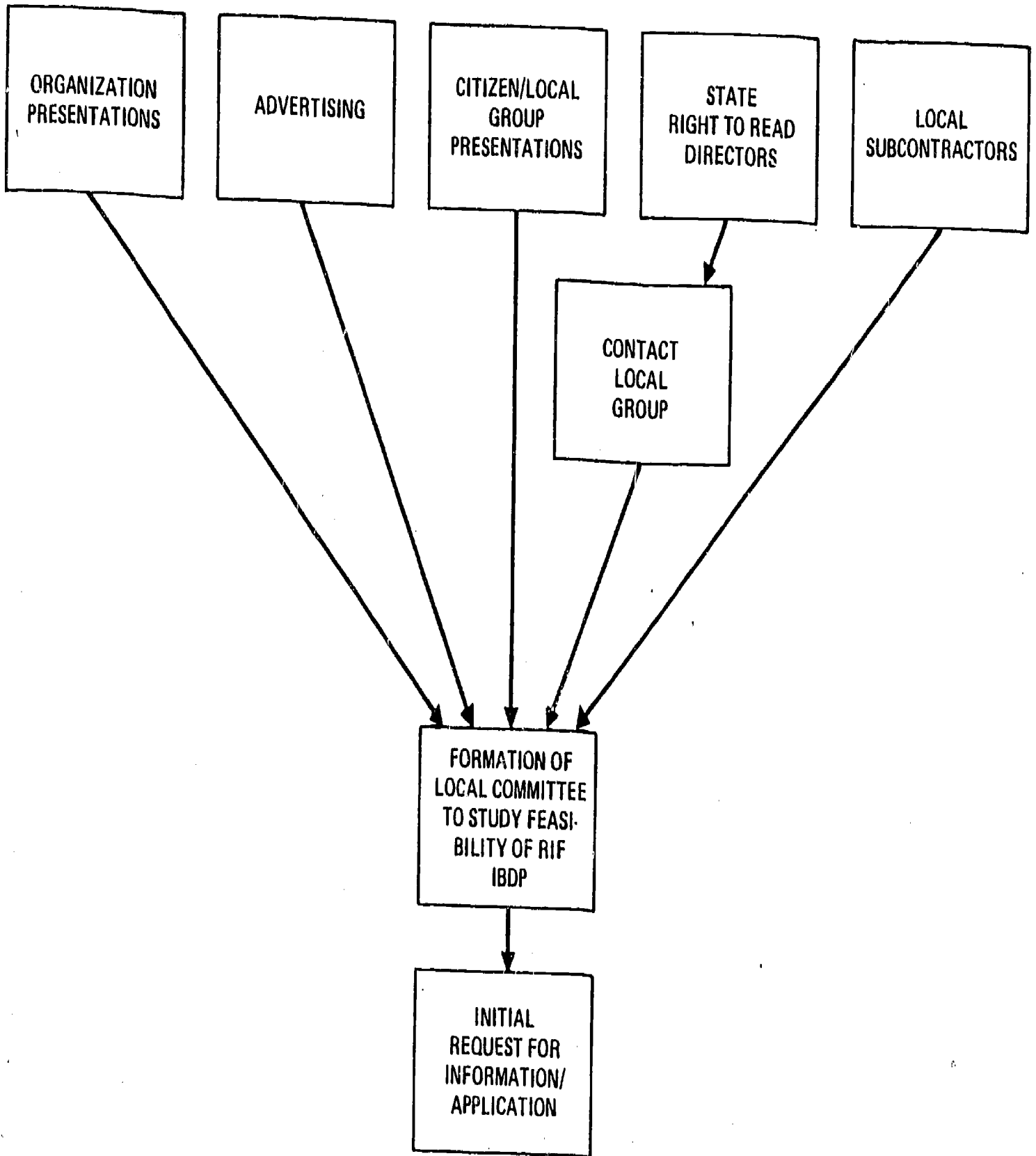


Figure 3.2. RIF IBDP Process: Overview

NATIONAL FOCUS

STATE/LOCAL FOCUS



3-17

53

Figure 3.3. Subsystem: Market Outreach

54

request of the Secretary of Education, the Director of Basic Skills, and other Federal officials to explain the IBDP to interested groups and officials.

A second outreach technique used by RIF is advertising. Articles are published in education, service, and professional journals (PTA Today, the National School Board Journal, and others). In addition, RIF publishes a quarterly newsletter, which is distributed to the general public, all subcontractors, and other groups including national service organizations and education associations. Distribution for each of the four issues is expected to reach 30,000 during Calendar Year 1979-1980. The primary purpose of this publication is to provide readers with information concerning current RIF programs throughout the country and other news items related to national and local RIF activities.

A brochure entitled, A Book in Every Hand, describes the Inexpensive Book Distribution Program and how it operates in local communities. The brochure is distributed to the general public as well as to local subcontractors. The second printing of the brochure for 1979-1980 will number 5000 copies.

A standard brochure referred to by RIF staff as the "Inexpensive Book Distribution Program Brochure," is complete with an overview description of RIF IBDP and details about how local projects are operated. This brochure is sent to national organizations, school and library officials, parents, and community groups. Expected distribution for this brochure during 1979-1980 is 75,000. A Spanish version of the brochure is also being developed for distribution to Spanish-speaking service and community groups and parents.

Application Processing

A procedural schematic and paperwork flowchart, Figure 3.4, depicts the procedures RIF uses to process subcontractor applications. At the present time, no automated procedures exist for direct

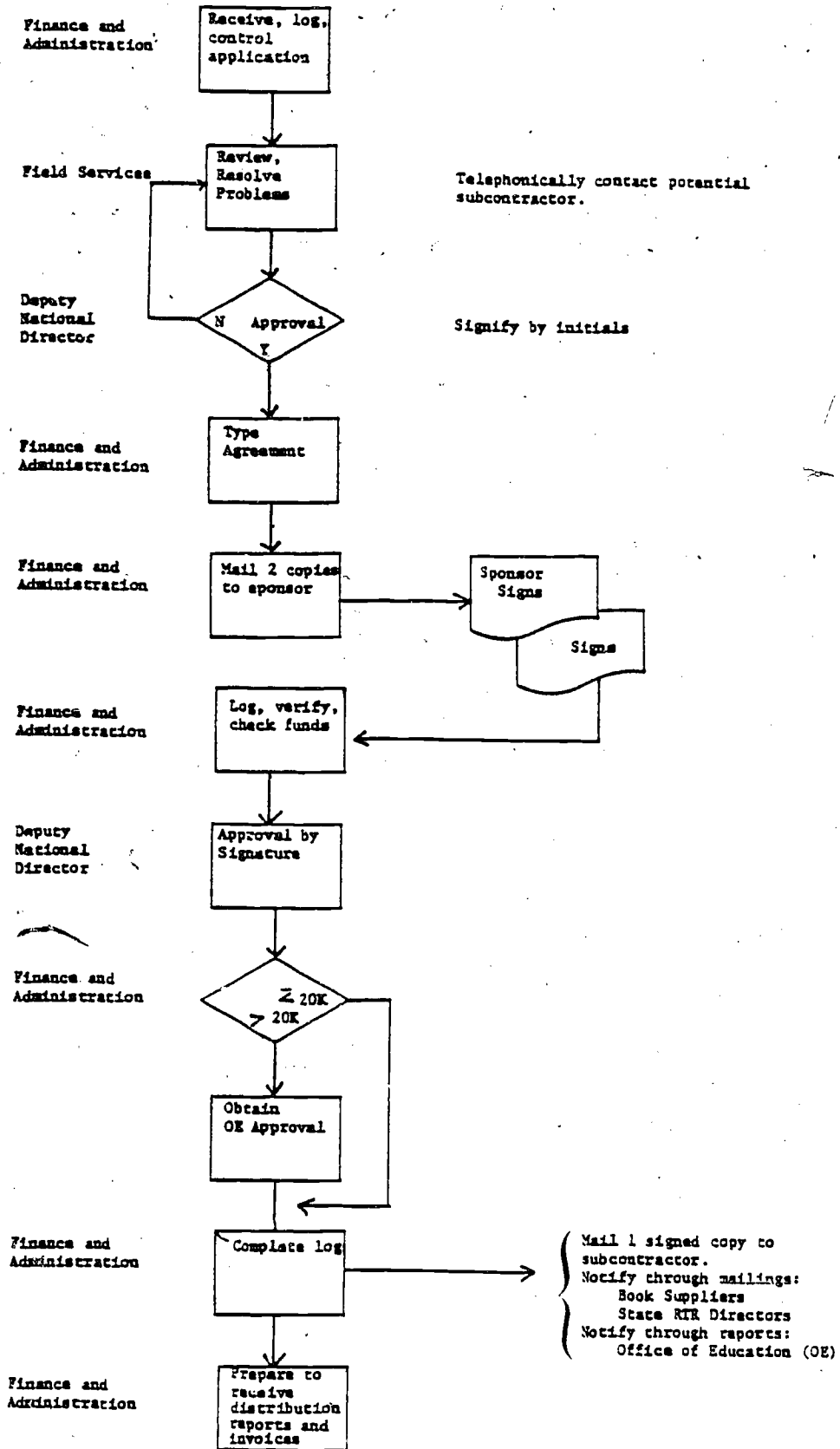


Figure 3.4. Application Processing (Initial and Renewals)

support of the RIF program other than a Federal check-writing process which is run on the Smithsonian computer system.¹ When an inquiry for information is made by a potential RIF project applicant, the Field Services Division forwards a proposal form and instructions to the applicant. After an application is received, processing involves the Finance and Administration Division, the Field Services Division, and the Deputy National Director. Figure 3.4 depicts the application flow through RIF's national office.

Control over applications is established upon receipt. A number, assigned to each application, becomes the RIF subcontract number when the subcontracting instrument (agreement) is completely executed. This number and additional data are entered in ledgers which serve RIF for the 1-year period of the subcontract. The application is next reviewed to ensure that compliance with RIF criteria have been met and that proper data have been provided. Included as part of the review process is a telephone contact with the proposing organization to acknowledge receipt of its proposal and to resolve any problem.

The application is then forwarded to the Deputy National Director for review and approval, and the approved application becomes the basis for preparing a contractual agreement. The typed agreement is logged and mailed to the applicant or proposing organization for signatures and returned to RIF.

One signed copy of each agreement is forwarded to the originating organization with instructions for ordering books and making payments. A copy of RIF's Painless Guide for Ordering Books and Making Payment is provided to all subcontractors. This publication is intended to

¹The American Management Systems, Inc. (AMS) is currently under contract with RIF to automate the ledgers that are now manually maintained. This effort will result in approximately 16 periodic reports, locator cards, and mailing labels being prepared automatically by AMS for RIF. This system will provide a significant improvement in internal RIF administration.

acquaint readers with procedures which must be followed when ordering and paying for books with RIF's Federal matching funds. This booklet contains all the instructions and most of the materials, including forms, needed by subcontractors to order and pay for books. Subcontractors also receive a list of all authorized book suppliers. As the subcontractors execute their agreements, books are ordered, distributed, and invoiced. Book distribution/performance reports must be provided to RIF in accordance with the time schedule agreed upon and stated in the agreement between RIF and the subcontractor.

Invoices received by the subcontractor, along with books ordered from publishers and/or book suppliers, are sent to RIF with local project matching funds (either 50% or 25% of the invoiced amount, whichever is applicable).¹ The local share for the purchase of books must be paid with certified checks or postal money orders (unless the subcontractor is a school district) and must be made payable to the book supplier. The processing of invoices is the basis for disbursing Federal matching funds which are also sent to the book suppliers.

Book Supplier Agreements

Through the Office of Resource Coordination and Support Services, RIF IBDP is involved in the development, negotiation, and processing of agreements with book suppliers. As mentioned earlier in this document, RIF IBDP staff review and screen book suppliers for participation in the IBDP, and negotiate, among other things, discounts, free delivery service, and other benefits on behalf of local subcontractors.

While most book suppliers apply directly to RIF to learn about the IBDP and the application/qualifying process, some suppliers obtain information about the RIF IBDP from national organizations, conferences and conventions, inquiries stimulated by published articles about RIF IBDP, and local RIF subcontractors.

¹ The RIF matching funds were 50% until October 1, 1979, when the new 75% RIF match went into effect.

In addition to the negotiation activities above, the staff of the Office of Resource Coordination and Support Services are involved in work directly related to the initiation, processing, monitoring, continuation, and/or termination of agreements with book suppliers. The book supplier agreement process requires that RIF-IBDP personnel be concerned with and monitor for the following criteria which book suppliers must meet to become qualified and be placed on RIF's "approved" list:

- Discounts given to RIF subcontractors must be at least as favorable as discounts that are customarily given in the absence of Federal assistance (generally discounts range from 15% to 60%).
- Book suppliers must have a nationwide distribution capability in order to serve local RIF projects in any location.
- A qualifying book supplier must be able (and willing) to extend 90-day credit to RIF programs.
- Book suppliers are required to appoint representatives from executive, credit, and warehouse divisions of their companies to handle RIF subcontractor business, in order to facilitate direct problem-related contact with subcontractors.
- Book suppliers must agree not to sell books made outside of the US unless there is special need for them and exemption is obtained from the OE Buy American Act.

In all, there are approximately 257 currently active book supplier agreements; a yearly average more closely approximates 300. Generally, 10-12% of the agreements are canceled annually; hence there is a process and replacement demand of 27-30 new agreements annually. The major reason given for book supplier agreements being terminated--or removed from the approved list--is cash-flow problems. Small book

suppliers often cannot "live with" the 90-day credit clause (required to qualify by RIF) given the local subcontractors. A second problem faced by small book suppliers is the cost of mailing materials (sales and promotional) to subcontractors, but never receiving a book order. In effect, a book supplier can be on the "qualified to sell books" list, send materials to programs/projects for a year or more, and never receive a book order. The net results of the above problem is that small book companies often cannot or do not compete in the IBDP market and the number of book suppliers available to subcontractors is considerably reduced or limited to larger suppliers.

Book supplier agreements are reviewed once a year for the purpose of identifying problems and amendments which may be required. During this review process, suppliers who have not sold a sufficient quantity of books to generate a profit will voluntarily request a release from their agreement with RIF.

Monitoring and evaluation of book supplier compliance with the RIF contract is on-going since local subcontractors freely advise RIF IBDP staff of special problems with book suppliers.

Information Flow

Four major documents are processed through the RIF IBDP management information system. They are (1) program applications, (2) subcontractor agreements, (3) book distribution reports, and (4) book suppliers' invoices.

Two problems arise as documents are processed through the management information system. First, the volume of program applications affects the time required for action to be initiated on application review, problem resolution, and final recommendation concerning an application.

A second problem arises due to the volume of typing required after applications are approved. Peak periods for receiving and processing

applications occur late in the summer prior to the opening of school and in late spring prior to summer vacation. These peak periods coincide with subcontractor plans to have books ready for fall distributions. The flow of book supplier invoices from the subcontractors is heavy and cumbersome since invoices range from less than one dollar to very high amounts.¹ Most subcontractors process an average of 12 invoices during the life of the contract with RIF. In order to meet the work demands of peak periods, RIF management staff hires temporary personnel to "smooth" the levels of demand and ensure timely, accurate processing of applications, agreements, and book order invoices.

RIF IBDP is provided with some ADP support through the Smithsonian Computer Center primarily for internal resource coordination and support services. The only direct RIF support from this source is the preparation of Federal checks to pay the RIF portion of book supplier invoices. While the Smithsonian service is adequate, it does not provide RIF an expansion capability. Therefore, RIF has contracted with American Management Systems (AMS) (as noted earlier in this report) for RIF program support. The ADP support system provided by AMS for RIF will consist of two files: (1) book suppliers file and (2) subcontractor files. The AMS software will process input provided by RIF IBDP personnel and produce 16 reports, locator cards, and mailing labels. The reports² will aid RIF IBDP significantly in managing the subcontractor agreements, improve the process by which reports on book distributions are monitored, and ensure that managerial statistical information for both internal RIF and OE are prepared on a timely and accurate basis.

The preparation of mailing labels under the new AMS automatic data processing system will assist RIF significantly since typing and clerical

¹An example was cited where a minimum agreement resulted in 60 invoices submitted by one subcontractor to disburse obligated funds.

²Specific report titles, formats, and data contents are described in Functional Design Document with Revisions, prepared by AMS, 6 August 1979.

staff efforts can be directed toward other administrative support tasks. Personnel from AMS and RIF IBDP are currently in the process of completing data input, verifying reports, and testing the complete software capacity of the AMS-ADP support system. Implementation of the complete system is scheduled for early 1980.

ISSUES AND COMMENTARY

The RIF national office was reviewed and assessed in terms of three broad areas: policy management, organization structure, and information system. A summary of pertinent observations for each area and commentary related to these observations follows.

Policy Management

With over 3000 projects currently in operation, it is difficult to monitor each one for compliance/non-compliance with RIF IBDP policies. There are, however, several mechanisms in the national office of RIF which facilitate the policy oversight process:

- Performance reports are required by RIF of each subcontractor following every book distribution activity.
- Regional coordinators and technical assistance staff visit local projects and obtain, first hand, information about the plans and operations of local projects; this information is shared through staff trip reports which are reviewed for special follow-up action.
- Local projects are contacted through correspondence and telephone.
- Invoices submitted by local subcontractors to RIF-IBDP by the subcontractor for matching funds are reviewed to determine compliance with fiscal policies.
- Finally, RIF's fiscal agent, the Smithsonian Institution, provides a monitoring service by reviewing all requests for disbursements.

The formulation, implementation, and monitoring of policy--the key functions in policy management--appear to receive an appropriate amount of time and attention. For example, Board responsibility for policy management is made much less cumbersome through the use of an Executive Committee which performs a problem review and recommendation development function. Thus, the work of the Board is basically to review and satisfy new or revised policies.

The GRC study team notes three areas pertaining to "research" for policy guidance which seem to warrant discussion.

The first area to be considered is that of planning. One of the most crucial components associated with successful growth is attention to planning. The study team notes that there was an absence of the term "planning" during the entire interview process; moreover, the documents reviewed showed no formal designation of responsibility for this function. Since the study team did not attend a Board, Executive Committee, or staff meeting, it is not possible to comment on the extent to which planning needs are discussed implicitly or explicitly. Yet, the need for some planning should be given formal attention given RIF IBDP's (a) rapid staff growth, (b) increased number of applications, (c) the national focus of the program, and (d) the decentralized nature of the program.

A second area which the study team considers worthy of concern is the policy research area and the absence of explicit data about the impact of RIF IBDP on the number of books in the homes of RIF participants. Since books in the home are accepted as a basic premise on which RIF is built, e.g., books in the home increase reading motivation, it follows that some effort should be made to have supporting evidence for this premise.

Several RIF IBDP staff, particularly those who deal directly with local subcontractors, expressed an interest in having a survey of the

subcontractors. The feelings expressed were that there is contact with the subcontractors primarily on an as-needed basis, but no one has a "fix" on the larger picture. The implications of this felt need are that staff may be responding to too many individual needs when a survey might allow the collection of needs to be assessed and responded to through a simple mechanism--for example, a special publication or training aid.

Since RIF IDBP is currently operating with some 3000 local programs involving 9 million children with the support of 280,000 local volunteers, the GRC study team concludes that the policy management function of National RIF is both sound and effective. Note, however, that some research and attention to the key area of planning would strengthen the RIF IDBP operation. In this respect, the practical effort of asking "hard" and direct questions in a self-assessment process (e.g., is RIF's premise that books in the home increase motivation to read sound, and how do we know? What do RIF subcontractors think about the services provided by National RIF?) should produce answers that clarify what is and is not important in programmatic direction and resource utilization. A planning function, formally established in the organization and given full support to seek answers to some basic questions, would provide an ongoing self-assessment capability for policy and program management.

Organization Structure

The review and assessment of national RIF's organizational structure was concerned primarily with formal organization factors including lines of communication, work and paper channeling, areas of responsibility, and generic functions of the units or officers within the organizational structure. The study team addressed five issues related to the organization of national RIF. These issues, and related commentary, are presented below.

- Authority and Responsibility: The formal designations of RIF executive personnel and managers are functionally descriptive with clear lines of responsibility for functions and staff. The study team's observation is that points of authority tend to reside with specified executive and managerial personnel. Since no effort was made to study the informal organization, it is not possible to identify a person or persons who may serve in an informal leadership role, often due to expertise which many people find useful to rely upon.
- Span of Control: Span of control is interpreted to mean the number of people and the scope of activities for which the organization's executive and managerial staff are responsible. To the extent that personnel in top and middle management positions can take effective action in response to the performance needs of personnel within their span of control, the span of control is considered to be acceptable. National RIF operates with seven persons in key executive and managerial positions (see organization chart, Figure 3.1) organized on the basis of a standard hierarchical structure. Span of control within the RIF organization appears to be satisfactory with the President and Deputy National Director each responsible for three line managers.
- Staff Expertise: RIF staff members at the national level are well qualified in terms of training, experience, and specific job skills. On the assumption of a relationship among such factors as job satisfaction, job skill, and retention, the low turnover rate for national RIF personnel would be at least an indication of staff expertise. Staff expertise is also enhanced by national RIF's training program for new employees and employees who make job changes within the organization.
- Communication: The communication system within a large organization is perhaps the most difficult factor to review

and assess because of the subtlety of communication itself and because of the omnipresence of informal communication systems within organizations. Lines of communication are quite clear in the formal organization of national RIF at the executive and management levels. While informal channels of communication undoubtedly play an important role in the total communication system of the organization, at the formal level communication appears to be acceptably effective and efficient. One area of concern is the communication system's degree of openness to book suppliers and to sources of current trends and practices in reading, which may be useful to RIF executives and managers in developing or modifying organizational policies.

- Work flow: In general, work flow within the RIF-IBDP organization is timely and efficient. As has been noted, peak activity times occur in the Office of Resource Coordination and Support Services. While some lag time in completing subcontractor agreements and processing book invoices occurs at peak activity periods, this problem is generally ameliorated to an acceptable level by the use of part-time personnel. The GRC study team concluded that work flow was at acceptable levels of tolerance in most areas of the national RIF organization.

The organizational structure of national RIF is highly functional, with sufficient openness and flexibility to adapt to such variables as shifting workloads, turnover in volunteers at the local level, changes in the number of book suppliers involved in the IBDP effort, and human errors made by subcontractors and book suppliers. Current staff at all levels of national RIF have demonstrated the capacity to identify organization-related problems and develop appropriate ameliorative or problem-solving responses. The result is that while national RIF has organizational problems (as does any organization), there are no unusually large problems which result in dysfunctional units or operations within the organization.

Information System

The information system is an integral part of the communication system of an organization--information is the what of communication. The flow of certain organized bodies of information, both within the organization and between the organization and its affiliated systems or subsystems is essential to the continued functioning and, therefore, the achievement of the organization's mission and objectives. In the case of RIF IBDP, four major documents move through the management information system--program applications, subcontractor agreements, book distribution reports, and book supplier's invoices.

The major problem encountered by RIF with the above documents is volume at peak periods. Since peak periods are dictated by variables over which RIF IBDP has no control, i.e., public schools and book suppliers, RIF has generally responded to the volume problem by hiring temporary personnel--a solution which appears to be acceptable. It is possible, however, that alternative approaches such as utilizing staff across offices or units, providing more information to book suppliers and subcontractors, and modifying policies affecting book suppliers could be more cost-efficient approaches to dealing with peak periods and work volume.

A second problem in RIF's information system is storage, retrieval, and monitoring. The implementation of a planned computer-assisted information system should significantly relieve or eliminate this problem in RIF's information system.

A final area of concern in the RIF information system is maintaining a satisfactory level of information accuracy, e.g., number of schools served by local projects, number of children affected by local projects, status of book suppliers, etc., in the face of nearly 3000 currently operating local projects and some 300 qualified book suppliers. It was the opinion of the GRC study team that the benefits derived from increasing the accuracy of information in the above areas would not justify the costs for carrying out such an effort.

SECTION 4

CASE STUDIES OF SIX UNIQUE RIF IBDPs

INTRODUCTION

The majority of RIF IBDPs (82%) are school-based projects which target their distribution activities on the school's enrolled population. Community-based projects, which account for 18% of IBDP, serve various target audiences such as housing project inhabitants and playground constituencies. There are projects from each of these categories which serve unique, or exclusive, target populations. For example, there exist IBDPs to serve migrant children, delinquent youth, and preschoolers.

GRC, OE, and RIF recognized that projects which serve special populations or represent unique features may characterize unusual, or novel, approaches to the design, delivery, and impact of IBDPs. Cognizant of this, GRC selected six IBDP sites (in addition to the 40 school-based sites) for investigation. These six projects represent the following unique target populations or classification features:

- A Native American project
- Two projects that participated in RIF distributions before Federal funding
- A library project serving preschoolers
- A migrant project
- A correctional institution project

The case study reports which follow describe

- The project site
- The program
- Reported program outcomes

A brief summary of site findings concludes each case study report.

WIND RIVER INDIAN RESERVATION

Two RIF projects serve the children on the Arapahoe-Shoshone Wind River Indian Reservation in west-central Wyoming. One project is located at a bureau of Indian Affairs (BIA) contract school in St. Stephens. The other, 24 miles away in Ethete, is in a public elementary school and serves 350 children, grades 1-6. Funds from the Johnson-O'Malley Indian Education Act are used for local matching funds in both projects.

St. Stephens Mission School

St. Stephens Mission School has served the Arapahoe children for approximately 100 years. Three years ago it became a BIA contract school for 250 children, grades K-9. The school utilizes a number of Federally sponsored compensatory and specialized education programs, including Titles I and IVB and C of the Elementary and Secondary Education Act (ESEA), Johnson-O'Malley, Career Education, Follow-Through, and Emergency School Assistance Act (ESAA). While the Arapahoe children are not necessarily economically deprived (each adult and child in the tribe receives a monthly per capita payment as compensation for mineral rights on the reservation land which is rich in uranium, gas, and oil), the children are subject to sociocultural influences which are sometimes problematic for formal education. Literacy on the reservation is very low and in many households is considered a negative value, a capitulation to white society. The average child comes to kindergarten with a 100-word vocabulary. Without the basic literacy and computational skills, many Indian children drop out of the public high school within a very short period of time. In 1976, when the present school superintendent arrived, only a handful of children were not three or more years behind in grade level. While the situation has improved, school officials still describe the educational endeavor as a "crisis situation" in which there is no natural motivation to read. Once beyond the elementary school's nurture, children are on the verge of dropping out.

The apparent strengths of the St. Stephens RIF program are several:

- Children are involved in RIF through book selection, fund raising, and creative activities.

- Teachers and parents are apprised of all aspects of the program and are invited to participate in meaningful ways.
- Provisions for ordering, logging, and accounting for books and funds are kept with precision.
- Motivational activities and distributions are tailored to the particular needs and receptivities of the Indian children and their families. These needs are considered in every aspect from book content and themes to the book-mobile strategy in reaching the homes and families. A prime example of the tailoring is in the activities which require cooperation (fund raising, reading to one another, etc.). Indian children excel in group/cooperative activities more than in individual activities.
- The State Right to Read Director has been available for advice and assistance from the start. She has arranged for professional storytellers to participate in distributions, and has herself participated several times as a reader during the distribution celebrations.

The following weakness (problem area) came to the attention of the study team: No follow-up program exists for school graduates. The project director wanted to extend RIF to the school's graduates now in the tenth grade and attending its youth program. They were advised that this was not possible because the tenth graders were "beyond the jurisdiction of the school structure." Project staff feel that continuity and linkage with their graduates is particularly important as they make the difficult transition to the local public high school.

In addressing the issue of education motivation, school officials cite the social segregation of the reservation Indians as the basic dilemma, which is compounded by symptoms of social malaise--addiction and suicides. The issue of education motivation, as they see it, is intertwined with the basic motivation to live.

The RIF Program at St. Stephens

The school's Title I coordinator learned about the RIF IBDP at a state Right to Read meeting 3 years ago. While she was attracted to the program, she felt that her many responsibilities in addition to Title I did not allow time to write a proposal and to raise matching funds. The State Right to Read Director was able to convince her otherwise. With the State Director's assistance, as well as that of neighboring RIF projects, the St. Stephens project was launched in September 1977. The year-round program serves 250 children during the school year and 50 children during the summer months. Johnson-O'Malley funds provide 90% of the local match, while the remainder is raised by the children themselves through local projects such as plays, food concessions at ball games, recycling cans, etc.

The objective of the program, according to the school staff, is to encourage children to enjoy reading through making more reading material (primarily books) available to the children. The program also teaches children how to select appropriate reading materials and enables them to learn about ownership and care of materials. Appreciation and care for books are emphasized as well as reading for pleasure which is not task oriented.

Because of the natural excitement RIF Day engenders in the children, predistribution activities are usually limited to bulletin board posters and letters to parents inviting them to participate. However, for the major distribution of the year, Young Authors' Day, which is co-sponsored by the Reading and English departments, the children spend several weeks writing and illustrating stories, poems, etc., in preparation for the event. In addition, the children at each grade level participate in fund raising events which they themselves have selected to provide a portion of the local matching funds for RIF.

Distribution activities are varied and are intentionally different from year to year. Some of the typical distribution activities are:

- Young Authors' Day, a day-long blend of activities (e.g., cooking, painting, and working with play dough), the distribution of RIF books, and sharing of stories and poems written by the children.
- Mini-Discovery Day, a full morning of activities such as writing poetry, dramatic performances, painting, etc. leading up to book selection.
- Group exchange in which younger children and older children share books with one another. The older ones read to the younger ones.
- Bookmobile--for the final summer distribution the school bus becomes a bookmobile and makes rounds of the children's homes between two main powwow celebrations. Children, often accompanied by a parent, are able to select a RIF book right at home.

Follow-up activities are considered extremely important by the St. Stephens staff. These activities include articles and pictures in the Learning Tree, a publication of the Wind River schools; instructions to parents at school-parent meetings to ask children about their books; pamphlets for parents suggesting appropriate follow-up and reading guidance activities; and a slide show on a RIF distribution for parents. While some of the teachers now provide opportunities within the classroom for sustained silent reading, the superintendent plans a school-wide period of 15 minutes per week beginning next fall for all students, teachers, and support staff.

- Because of local mores and transportation problems, parent participation in the RIF activities is very difficult to achieve on the Wind River Reservation. Only four parents have actually participated. The extent of parent involvement at home in response to RIF motivational activities is unknown. One positive sign is that preschool parents have brought their children to distributions in response to letters sent home to parents by older siblings.

- No attempts have been made to involve local civic or business groups in RIF.
- With one exception, publishers and book suppliers do not stock books dealing with Indian culture, themes, and history which are readable by children at various levels of ability. GRC interviews with children verified the need for more age-level books with Indian culture themes.
- In the first year of operation, one publisher had so many books on back order that it severely restricted the children's selection. This year, because several publishers were utilized, back order problems were minimized.

Program Outcomes

The following effects of RIF activities were noted from observations of project staff and volunteers, and from limited interviews with a sample of participating children.

Effect on Children. In the view of school staff, RIF represents something tangible for the children among the plethora of techniques, strategies, and materials offered by other programs. They do see a change in student behavior. According to the project director:

In the last 3 years I see a real difference. Now you can have a child take a book and read it during the school day (sustained silent reading). Three years ago you would never see this. Kids get excited about reading. There's also a difference in the way they handle books in general. They know their books and other children's books. With teacher preparation of children and assistance in selection and lay out of books, kids are getting books on their level and because they can read them, they do.

In the first year, staff observed children selecting books on the basis of thickness, hardness of covers, and price (which was displayed on some books). In the second year, children's selection criteria tended to focus on the content--interest in what the book was about.

A major indicator to the staff, of RIF's success, is the fact that they choose a book the next time--otherwise, they would refuse to select one. The Indian children, they say, don't fuss and scream over things they don't like; they just disengage.

The three teachers questioned concurred that RIF had increased students' use of the library, interest in reading, interest in acquiring books for home libraries, and time spent in reading. One teacher felt that RIF had even increased the student's reading skills.

The most difficult question to answer, according to the staff, is the one of motivation. According to local staff, a child is deemed to be motivated when there is a "completed state or condition of being motivated." A child is motivated when he or she: (1) listens to a request or suggestion, (2) follows through with the instruction, (3) is satisfied with the activity. According to these indicators, the staff perceives a significant change in reading behavior and attitudes over the past 3 years.

Effect on Parents. Other than the response from a handful of parents to an invitation to participate, the effect of RIF on parents is unknown in St. Stephens. A few parents have come forward to comment on the program, and some students have indicated that parents have read their RIF books, but the real effect has yet to be ascertained.

Effect on Teachers. Only one of the three teachers questioned cited a change in classroom activities as a result of RIF. That change was a sharing of books among students. All cited an increase in children approaching them individually about books or their reading of RIF books.

Effect on the School. In the estimation of the superintendent, RIF has improved students' reading abilities and their use of the school library. It has also made the faculty aware of the variety of books in which the children are interested. The RIF program has pointed up the need for more sustained silent reading; so beginning next fall

the entire student body, faculty, and support staff will "close down school" once a week to devote 15 minutes to silent reading to indicate that reading is the one most important activity in the school.

In addition to the increase in library usage, the librarian has noted increased interaction between the teachers and the librarian as a result of RIF.

One common theme was sounded with respect to RIF by teachers, volunteers, parents, and other school personnel: RIF is a fun activity.

Mill Creek Public School

The year-round RIF program at Mill Creek Elementary School on the Wind River Reservation has been in operation for 2 full years. Like St. Stephens, Mill Creek receives funds from other Federal programs in addition to Johnson-O'Malley: ESAA and Title IV of the Indian Education Act fund arts and craft skills and instruction in Arapahoe. The student body of 350 is 85% Indian, 15% white. Because the Indian children understand Arapahoe, but do not speak it, they lack a strong language experience. Accordingly, the school's reading program is geared heavily toward language experience.

The RIF Program

From the perspective of the school district, the primary aim of the program is to encourage reading and to make books available to the community. One-third of the local matching funds for RIF are provided by the local school district; two-thirds by Johnson-O'Malley funds. A major feature of the program is the number of books distributed. Distributions are held monthly, and sometimes more often, with two books and sometimes three given to the children at each distribution.

The ordering of books is done by the Johnson-O'Malley parent committee; the program director; teachers; and, in the case of older children, with the advice and consent of the students. The distributions are handled by the teachers, library personnel, some parents, and aides. Choices of books are made entirely by the children.

A major strength of the RIF program appears to be the extent to which it is linked to the school's reading program with its language experience orientation. RIF books and sustained silent reading of RIF books are major resources in the reading program. The parent committee's policy decision to allocate funds for RIF is an indication of parental support for the concept.

Some of the problems experienced by the Mill Creek RIF program are:

- Temptations on the part of some teachers and librarians to want to use RIF books for instructional purposes.
- Failure of some teachers to understand the importance of the concept of freedom of choice. "Look at the books they are selecting," they say.
- RIF tends to perpetuate the idea that the school is wealthy and can provide for all basic needs--as it once did when the school was a paternalistic part of the extended family on the reservation.
- The project has been badgered by a publishing company for an overdue book payment which the school had sent in through RIF 6 or 7 months earlier.

Effect of the Program

According to the superintendent, "RIF is a dream answer to our needs" in that their reading curriculum emphasizes language experience, and a major vehicle in the curriculum is the utilization of books. In fact, RIF has taken on even more significance since the school has initiated sustained silent reading. The children often refer to this period as "RIF time."

Teachers are finding that many of the books are read as much by the family at home as by the child who selects them. Parents, they claim, provide positive feedback about the program.

The school superintendent, who is on site at the school, said that of the seven Federal programs he has had, RIF is the only one which is administratively easy and obviously accomplishes its purpose. He has seen positive results, which he attributes to RIF, in the children's reading test scores. Not only is RIF Day a positive experience for the children, he says, but the entire staff also enjoys RIF Day.

Summary of Findings from Wind River

Both Wind River RIF projects reveal insights into the special needs which must be considered in reading motivation programs for Indian children. It should be emphasized that these observations are the result of only one small area of one reservation which is composed of 90% Arapahoe and 10% Shoshone and other tribes. Nationwide, each tribe has its own characteristics and mores; what is common to one tribe may be repugnant to others. Thus, generalizations about educational motivation programs for Indians must be made with caution and must be tested against the experience of the individual tribal groups.

Within the aforementioned constraints, several lessons may be learned from the Wind River experience:

- Motivation is the key challenge in reading education programs on the reservation. Strategies for motivation must be well thought out, highly imaginative, and respectful of the cultural mores and dispositions of the children and families.
- While Indian children entering kindergarten are not as verbal as Anglo children, they do communicate. It is incumbent upon teachers, aides, and program managers to find the key to the nonverbal modes, to build upon the natural strengths of Indian children, and to deal with the language gap experience between Anglo curriculum models and Indian frames of reference.

- The concept of property and ownership for the tribal Indian is not oriented to the individual but to the group or tribe. Consequently, selection and possession of books by individual students is not commonly within the cultural experience of Indian children.
- Books geared to various age levels dealing with Indian cultures and role models are not commonly available from publishers.
- Indian children are more oriented to cooperative activities than to individualistic activities. Accordingly, the fund-raising activities prior to distribution and the group activities on Distribution Day build upon the natural strengths and dispositions of the children.

HARTFORD RIF/SCHOOL VOLUNTEER PROGRAM

Hartford, Connecticut, began its RIF program in 1971 with Model Cities funding. It was sponsored by the Hartford Public Library and served the seven Model Cities schools. In 1974, the Board of Education combined the School Volunteer Program (SVP) run by the Chamber of Commerce and RIF. RIF left the library due to the expansion and received funding from a Community Development Block Grant (CDBG). During 1974, the program served grades 3-6 and continues serving the same grades. The program coordinators hope to receive another Federal grant through the Department of Housing and Urban Development and extend the program to grades 1-8. Each of the 32 elementary schools, public (26) and parochial (6), participate in the RIF program.

Books are distributed to the students three times a year. Each of the schools has a RIF contact person who is either the school reading consultant or the school librarian. The contact people make the schedules of classes to attend distributions and designate a sixth grader to act as a helper during the distribution. The contact person also gives the program director a list of books that the students are interested in reading.

The Hartford RIF Program

The Hartford RIF program has a full-time paid coordinator, secretary, and driver. The coordinator serves as head of the RIF program and School Volunteer program. During the 1978-79 school year, 66 reading tutors, 17 resource personnel, and 3 foster grandparents were recruited. However, these volunteers do not participate directly in RIF. They work in the schools as aides in the reading program. Only a handful of parents participate in RIF, and this is only at a few schools. The coordinator has tried to encourage parental involvement in the program by sending flyers and a RIF newsletter home with children twice a year. However, the attempts have been relatively unsuccessful. She feels that this is due to the lack of teacher enthusiasm for the program. All elementary schools were mandated as program participants by the Hartford School Board.

During the 1978-79 school year, three books were given to each of 9212 children for a total of 27,636 books.

Each year the coordinator appoints a central book selection committee. The committee is composed of a librarian, two teachers, and a reading consultant. The committee meets with the coordinator and comes with a prepared list of books that students are interested in at each school.

Hartford has two book orders per year--one during the summer and the other in January for book distribution in October, February, and May. The committee meets for 2 days to select the books. All orders are processed by the coordinator.

The coordinator also has a RIF advisory council which meets bi-monthly. The council's main function is that of fund raising. It also serves as a sounding board and a source of updates to the community on RIF activities. The advisory council raised \$12,681 during the 1978-79 school year: \$7469 came from business and industry, \$4500 was contributed by foundations, and \$712 was raised by school PTAs. A Community Development Block Grant (CDBG) allocated \$5399 for books. During the 1979-80 school year, the council hopes to have a chairperson to head the fund-raising campaign.

At the beginning of each school year, the coordinator meets with each principal and the school contact person to discuss the RIF program and to tell them when distributions will be held for their school. The contact person then sets up the schedules of classes to attend the distribution.

The books are received by the coordinator, catalogued, and organized by categories. Then, for each distribution, the RIF van (contributed during the Model Cities program) is loaded, and books are distributed to classes in the school library. The coordinator talks to each class about a book or a reading motivation activity and then the children choose books.

Each school has predistribution activities. Between distributions, motivational activities are sponsored by RIF/SVP at the schools. Some of the motivational activities sponsored were: famous author visits to schools, visiting actors from the Hartford Stage Company who performed skits and puppet shows, and the sponsoring of a Great Book Club by parent volunteers in one school. The coordinator is trying to get a volunteer at each school to sponsor a Great Book Club. The volunteer would read classic selections to children before each distribution with the hope of raising the interest level so children would read good books.

Although Hartford does not participate in a RIF loan program, it does have Swap Boxes. Children put their book in a box, the book is selected by another student, and at the end of 6 weeks, the book is returned to the original owner. This encourages reading more books between distributions.

The coordinator feels that the program would be more successful if parents took part in the distributions and if teachers would participate more. She feels there is a direct relationship between teacher and student interest in the program.

Xerox contributed 60,000 books to the Hartford RIF program. These books have been given to high schools and to elementary schools to be used in tutoring programs and as prizes to students in the Great Book Club.

Effect on Children

The RIF program has had a very positive effect on the children it serves; 80% of the children participating in the program had never owned books until they received their RIF books. It encourages students to use the library and, in some classes, provides a positive model for reading when the teacher reads to students or encourages them to read as he/she reads.

Effect on Teachers

In the majority of schools, the program has had little effect on the teachers' attitudes. Some resent the program and still insist on telling students which books to select. The coordinator has sent motivational activities to all teachers involved and conducted motivational workshops for teachers; however, only a small number of teachers participated. Also, teachers seem reluctant to have volunteers in their classroom which cuts down on motivational activities that can be done with children.

Effect on Parents

The RIF program has had little effect on parents or on their participation in their children's reading program. Many of the parents work; 35% are Hispanic, and many are not bilingual.

Summary of Findings

The Hartford RIF program has grown from 7 schools to 32 schools. This year it hopes to serve all students in grades 1-8 with additional Federal funding (HUD) and with the aid of a fund-raising chairperson to solicit contributions from the Greater Hartford Community. They hope, as the RIF volunteer program grows, that the interest and motivation to read will also increase. They plan to have a teacher-sponsored loan program at each school with the books contributed by Xerox and hope that by the end of the 1980 school year parent participation and a Great Books Club will be thriving activities at each school. However, without teacher enthusiasm and participation the program will never reach its full potential. If the coordinator made the schools responsible for getting their books for distribution, it would free her time to develop an integrated volunteer RIF effort and to pursue motivational activities which would excite even the most reluctant teachers.

TUCSON PUBLIC LIBRARY

The Tucson, Arizona, Public Library undertook a unique 1-year sponsorship of the RIF program during 1978-79. Several factors contributed to the uniqueness of the program:

- The RIF program was aimed at preschoolers and their parents-- with the hope of stimulating interest in reading books to young prereaders.
- The program offered a number of opportunities for parent involvement and parent education.
- The organization of the effort involved 10 librarians from 9 different branch libraries, 55 day care center managers, and numerous parents and teachers.
- 20,000 books were distributed to 3000 preschoolers at over 100 separate distributions.

This case study of the Tucson RIF program is intended to capture the exemplary aspects of a large-scale, library-sponsored RIF program for preschool age children. It will also note some of the lessons to be learned from such an ambitious undertaking. The documentation which follows was derived from interviews with the project director, a branch library manager, three children's librarians who served as site coordinators, and two participating day care center managers.

The Tucson Public Library is a city/county system, serving a community of approximately 500,000 persons. Its \$47 million budget is used to operate a main library and 13 branch facilities, a bookmobile, a trailer, and a Books-By-Mail program. Its annual circulation of almost 3 million books is increasing by about 8% per year.

In undertaking the RIF program, the Tucson Public Library hoped to:

- Instill in young children the desire to read.
- Foster in parents the practice of reading to young children.
- Encourage day care centers to read to children and to increase use of the library in their programming.

The library saw in RIF the potential for filling a primary function of the library in the community--a catalyst for the promotion of reading. In its proposal, the library summarized its intentions:

Helping children to read and achieve in life, to be a productive and fulfilled member of society is the first aim of all who work with children and books. Many children won't achieve on their own. They need help and encouragement, opportunity and guidance; they need to be led to books which will expand their sense of what it means to read and still not suffocate the desire to read; and they need to discover that what may be a difficult task is both worth their effort and is enjoyable. It is for parents, and teachers and librarians and the whole adult community to carry the responsibility for bringing children and books together. It is to this end that the Friends of the Tucson Public Library would like to sponsor a Reading Is Fundamental program.

The Tucson RIF Program

The library's move to sponsor a RIF program was triggered by a RIF advertisement in a national magazine which was noticed by the library director. "What can we do about this?" he asked the newly appointed Coordinator of Children's Services. The response was a proposal to work with five day care centers. This initial proposal was enlarged at the request of the director to include all of the 65 proprietary and private nonprofit centers in Tucson--members of a city-wide day care association. The Coordinator of Children's Services, who served as the RIF project director, drew up a concise, well-written proposal, giving the rationale and dimensions of the proposed program. This proposal was circulated among business, professional, and civic groups in an effort to raise contributions. The sponsorship of the effort was undertaken by the Friends of the Tucson Public Library, a local advocacy group, which itself contributed \$6000 toward the goal of \$18,000. The Gannett Foundation contributed \$5000. Local newspapers provide news stories on the fund-raising campaign. A concerted fund-raising effort produced a total of \$18,000 from 15 contributors, enabling the Tucson RIF to have an operating expense budget item of \$3600 plus \$2700 in contributed services (staff time) from the library. In all, \$14,400 in local funds were matched by RIF funds, enabling the project to purchase 22,000 books.

Weeks of planning and coordination preceded the distribution of books. The project director worked with the children's librarians from each of the nine library branches who, in turn, met with representatives (managers, teachers, parents) from each of the 55 day care centers. Preparation work on the city-wide level involved planning day care center outreach, planning the motivational activities, developing informational flyers and parent instructional material, planning parent education events, obtaining newspaper coverage, and fund raising. On the local branch level, preparation activities involved scheduling distributions, contacting day care centers, and impaneling book selection committees.

Motivation activities were aimed at the children, parents, and the day care centers--according to the overall objectives of the program. Each distribution was preceded by an activity designed to elicit positive feelings from the children. An outdoor circus act, designed to engender in the children feelings of fun and excitement, accompanied the first distribution. At the second distribution, a mime circus served to create feelings of wonder. For the third and final distribution, library staff conducted puppet shows which interpreted popular children's stories. Other activities and visuals were also used, including coloring pictures of book characters, singing a local RIF theme song "Have Ya Got Some Time (To Read a Book to Me)?," fingerplay, balloons, etc. At each distribution, children were allowed to choose two books which they would be able to keep for their own use and/or to have an adult read to them.

The approach to parents was threefold: (1) they were invited to participate in the distributions, (2) workshops for parents of preschoolers--with free child care activities--were held at seven different library locations, and (3) a series of three bilingual instructional flyers were sent home to parents, explaining the RIF program and offering tips for parents' involvement in the learning-to-read process, along with pamphlets produced by the International Reading Association and private suppliers. Although the distributions were not scheduled to accommodate parents (e.g., at a Christmas pageant), in some instances as many as 50-80% of parents attended distributions.

The approach to day care centers was more subtle. They were invited--through a city-wide association of day care centers--to participate in the RIF program (55 out of 65 accepted the offer); and they had the opportunity to see the potential role of reading motivation activities and the local library resources in their own programming.

The unique features of the Tucson Library RIF program were several:

- The program was aimed at preschoolers, prereaders, and their parents with the rationale that "wanting to read should come before learning to read."
- A concerted, systematic effort was made to reach not only children and parents, but the 65 proprietary and private nonprofit day care centers in the city whose instructional programs (or lack thereof) influence thousands of the city's youngsters for as many as 10 hours per day.
- While the library did not envision a steady-state RIF program of these dimensions to take place annually, it did intend that offshoot activities stimulated by RIF be continued by the library, and potentially, the spawning of library branch-based or preschool-based RIF program.
- The amount of engineering and planning necessitated by the size of the program and the number of agencies involved required the equivalent of three full-time staff members for the major portion of the project.

Program Outcomes

No formal assessment of outcomes was undertaken by local project staff. They did, however, elicit written and oral comments from all participating staff members. The following observations regarding program effects were made by local staff and participating agencies.

Effects on Children. The preschoolers thoroughly enjoyed the activities and the opportunity to select books. By the third distribution, the children were more deliberately scrutinizing titles to decide which

books they wanted. Representatives of three library branches felt that more preschoolers are now using the library. They also felt that in terms of book ownership, the RIF experience had enhanced the quality of books available to children and parents.

Effects on Parents. While no one knows how many parents actually read books to the children, there were some indications of positive effects. Day care centers, which order "See Saw Books" for purchase by the parents, claim that these book orders increased tenfold after RIF. One parent, after seeing her child's delight with a Curious George book, went out and bought other books in the series for the child. Another middle-class parent simply said "It's about time we get some benefit from Federal funds."

Effects on Day Care Centers and Teachers. In one neighborhood, 10 or 14 centers were already using the library prior to RIF. For these centers, RIF was a kind of reinforcement. Citywide, however, more pre-school teachers are now bringing their children to the library. A couple of centers have inquired about starting their own RIF programs. One center director, when initially contacted, said he really didn't need the program, but agreed to go along with the idea because of the free books. By the third distribution, he told the library staff that he thought the RIF concept was "wonderful."

Effect on the Public Library. Overall, it was felt that RIF represented a "wonderful public relations value" for the library. "Now people are calling us and asking for services." In addition, several spin-off or related programs developed along with RIF: a reading comprehension/activity program, a state-funded "Read To Me" campaign promoting parent involvement, packets for parents on nurturing reading in children, and two school-based RIF programs initiated by a librarian on her own time.

While program sponsors and participants felt that the total effort was a "success," the principal library staff involved in the program cited several areas where improvements could have been made:

- They were unable to fully assess the impact of the program upon children and parents.
- In spite of their best efforts, they felt that parent response was uneven and generally below their expectations. Parents who use day care centers were often unable or unwilling to participate in events which were held on evenings or weekends.
- While the response on the part of many day care centers was enthusiastic and gratifying, the staff were surprised at the number who were either not interested or who participated in a perfunctory fashion. The day care centers, it was felt, should have been involved from the time that the RIF proposal was planned, rather than after the project was awarded.
- While there were definite efficiencies in working a city-wide program, some staff felt that tighter control and follow-up could have been accomplished with a smaller number of centers.
- In retrospect, it was felt that local Head Start centers should have been involved also, rather than only those centers eligible for Title XX social services funds.

When asked about the coordination and support from RIF national office, the project director said: "I gave them stars; they are easy to work with and unbureaucratic. The subcontract proposal was sensible-- just fill in the blanks."

Summary of Findings

The experience of the Tucson Public Library RIF program provides potentially helpful insights along several dimensions: (1) the management

of large-scale RIF projects, (2) a RIF program for preschoolers at day care centers, and (3) the role of the public library as a RIF sponsor.

As a result of a post-program assessment, the library staff had arrived at a number of conclusions regarding such a large-scale undertaking. First, it was worthwhile from a public relations standpoint and was an efficient means of reaching over 3000 children from 55 day care centers with a quality, well-orchestrated program. Second, the project could have used one full-time coordinator, assisted by part-time staff equivalent to an additional two full-time persons. Any organization attempting a program of this size will either need volunteers to meet this level of effort or will need to cut back on its regular services by this amount. Third, planning for an October distribution must begin in April or May.

Day care centers represent a good opportunity to reach children and parents at a time when children's attitudes and habits are in a formative stage. Centers whose programs already include books and reading are enriched by the RIF experience; for others, RIF may fill a lamentable void.

The tie-in of the day care centers with the public library has potentially continuing benefits. Not only are young children introduced to the library as a happy, interesting place, but the day care teachers also come to learn about the manifold resources at the library and are able to pick up techniques and resource materials for working with children. More than any local agency or institution, the public library is in a position to serve the needs of children and adults on an ongoing basis year around and year after year. The Tucson Public Library RIF program experience raises a question of the extent of the untapped potential nationwide for reaching prereaders and their parents through public libraries, Head Start programs, and other day care centers.

DALLAS INDEPENDENT SCHOOL DISTRICT

The Dallas, Texas, RIF program is the tremendous success story of a school district and a community working together to provide a better education for its children. The RIF program in Dallas started in 1972 at the David Crockett Elementary School. The school librarian and a professor at Southern Methodist University, working at the school in a Right to Read program, raised local funds and ordered books through RIF. This was before the IBDP program was Federally funded. The assistant volunteer coordinator for Dallas was so impressed with the effect that giving books to children had on the school, that she invited members of the East Dallas Exchange Club to visit the program. These men were equally impressed and agreed to fund four schools for 3 years at \$20,000.

In May 1974, the program had grown from 4 schools to 12. The program was now being funded by the Dallas Exchange Club, school PTAs, a local church, and the National Council of Jewish Women. The assistant volunteer coordinator and a member of the National Council of Jewish Women wrote a proposal which they submitted to the Junior League to fund a position for a volunteer coordinator for RIF. The Junior League voted to fund the position for 1 year and the RIF coordinator was hired. They continued funding the coordinator position for 3 years until the position was assumed by the Dallas Independent School District (DISD) in 1977. DIS had previously supported the program by funding office space, phones, a typist, and other miscellaneous expenses.

The growth of the RIF program and the growth of the community volunteer program in Dallas has run a parallel course, each impacting the other.

When Dallas was struggling with the problem of desegregation in 1969-1970, a local businessman, Jack Lowe, established the Dallas Alliance, which is a coalition of businessmen and women working to build a better community. The Alliance developed an acceptable desegregation

plan which provided for neighborhood schooling in grades K-3, busing for grades 4-8, and neighborhood schooling in grades 9-12. As part of the Alliance, local businesses were urged to support their public schools. Sun Oil allowed its employees to volunteer to work in the schools for a specified number of hours per week and receive on-the-job pay. Other businesses followed this procedure, and the Dallas Volunteer program was established. The Dallas Chamber of Commerce hired an ex-teacher to work as a liaison with local business and industry to recruit volunteers for the school. The school service coordinator, as the position was designated, heads a task force of business, religious, and civic leaders who meet once each month to coordinate the school volunteer program.

The RIF program and the volunteer program was a happy marriage supported by the community atmosphere of building better schools for the children of Dallas.

Dallas now has 8000 volunteers working in the schools. The Shell, Sun, and Atlantic Richfield oil companies have set up a community budget to which they contribute money for the employees who are unable to give time to the school. Most of the local businesses have followed suit, and these funds are used to support the RIF program in schools that are unable to find a sponsor.

The Dallas RIF Program

The Dallas Independent School District RIF program serves 90 elementary schools, 8 middle schools, and 6 high schools with an annual local budget of \$53,000. In the elementary schools and middle schools, all grade levels participate in RIF. If money is not available for grades, they will serve specific grades for the first year of funding. However, after 1 year, all grades in a RIF school are served. In the high schools, RIF is used as a supplement for students in special reading classes.

The objectives of the Dallas RIF program are:

Ownership - "Ownership will foster the job of reading, and develop responsibility toward books."

Self-selection - Children must have freedom of choice. When individual readers are permitted to select that which they want to read--that which they feel will bring them the most enjoyment--"motivation to read" problems are vastly reduced.

The basic elements of the program are:

- Provision of three to five paperback books as free gifts during a school year to each student in the program
- Provision of a wide range of choices among books
- Freedom of choice in book selection
- Continuity of the program over a period of time, preferably 3 years
- Involvement of parents
- Involvement of a cross-section of community agencies and groups

The principal of each school designates a RIF coordinator for the school who forms a RIF advisory committee with representatives from faculty, parents, students, and volunteers.

The advisory committee serves as the book selection committee or appoints a book selection committee to select and order books. All book orders are sent to the RIF coordinator who orders books twice during the year in June and in November. Each school has a RIF room which is manned by volunteers. The volunteers plan the pre- and postdistribution activities. The volunteers must plan the activities 6 weeks in advance.

The school coordinator decides when the five Book Award Days will be for his/her school and notifies the RIF coordinator.

The RIF coordinator has two orientation workshops per year for school coordinators. She also holds motivation workshops for school coordinators and volunteers twice a year.

Each school participates in a loan program. Enough books are ordered so that each student receives three new books and two loan books. The school coordinator keeps a cumulative record form for each student participating in the program which gives the titles of the books the student has checked out and the title of the free books the student has received. The loan program is run by the school coordinator. The loan program operates during the school year and serves as an ongoing motivational activity. If the student does not return the loan book, he/she does not receive a book at the next Book Awards Day.

Program Outcomes

The Dallas Independent School District is doing a 3-year evaluation study of the RIF program which will be completed in the spring of 1980. It is being done in conjunction with the evaluation of the Essential Reading Skills program of the Dallas Independent School District which makes parents partners in the child reading program.

Effects on Children. The RIF program has provided children with books for the home and, in conjunction with the Essential Reading Skills program, has raised the reading scores. It has also increased hard cover book circulation in the school libraries. Students have discovered that hard cover books are "not that ominous."

Effect on Parents. RIF and the Essential Reading Skills program have made parents partners in their children's learning process.

Effects on Teachers. Teachers and parents have worked together to make reading a pleasurable and rewarding activity.

Summary of Findings

The success of the RIF program in Dallas can be attributed to the local community support which it has received. When a community works in support of the school system and has dedicated professionals working toward common goals, a great deal can be achieved. Private individuals, churches, civic groups, businesses, and industries have worked together in Dallas to make RIF succeed. They have given their time and money to provide books for over 50,000 children in the Dallas Independent School District. Dallas is a good example of a volunteer program that works.

TEXAS MIGRANT COUNCIL, EAGLE PASS HEAD START CENTER

Background

The Texas Migrant Council (TMC) operates 30 Head Start centers, located in every major area of migrant labor concentration in Texas. These centers are operated from Laredo; that is, all fiscal and administrative matters are handled for the centers, relegating very little administrative responsibility to the respective directors. Originally, the TMC operated a variety of vocational and educational programs. Currently, it operates only Head Start Centers.

The centers operate 8 months out of each year in Texas and 3 months in states where the migrants work each summer. Four weeks are spent each year moving the centers (teachers, mini-buses, materials) back and forth. The same sites "up north" are, with minor exceptions, used year after year.

Two years ago, a local center director became acquainted with RIF and convinced the Council to sponsor the program. Out of the 30 centers, 25 have elected to participate in RIF. Participation is based on the ability of each center to produce \$100 for matching funds. Total money per center is \$250--\$100 from the center, \$100 RIF matching funds, and \$50 donated by the Levi-Strauss Company. The TMC seemed to be unaware that the \$50 per center donated by Levi-Strauss was also eligible for matching funds; nor were they aware of the new legislation providing nonmatched RIF IBDP monies to migrant programs. For the most part, the \$100 from each center comes from monies left from the center's previous year's budget. A center without this amount may raise the money through the Parent Action Committee, although it appears that so far no money has been raised in this manner for this purpose.

Each center has approximately 100 children. It is estimated that, when RIF is fully implemented, each child will receive four books a year in two distributions. All children are prereaders between the ages of 3 and 5 and, with very few exceptions, they are Mexican-Americans of Spanish-speaking parents.

Although the TMC subcontract has been in effect for over a year, the first distributions have only recently taken place.

At the time of the GRC/Americas visit, the project had undertaken three distributions--a trial run in Peru, Indiana, in early fall, a comprehensive distribution in Eagle Pass on December 1, and one 2 weeks later which took place during our site visit.

TMC's Eagle Pass Head Start Center

Eagle Pass is a small Texas town (5000 population) on the Mexican border. Its sister city across the Rio Grande is Piedras Negras. As is the case with these border "twins," the Mexican town is dependent on the American town for jobs and most goods and services. Whatever happens in Eagle Pass directly affects Piedras Negras. Such is the case with the Head Start Center, particularly when the center serves exclusively Mexican-American children--some of which may be recent residents of Piedras Negras. When the children first come to the center, they are monolingual--with less than adequate skills and vocabulary in Spanish. Very few of their parents are able to read. The basic objective of this Head Start project is to prepare the children for public school by first developing their verbal skills in Spanish and then slowly introducing English in the following manner:

- First year (3-year olds): Develop Spanish oral language.
- Second year (4-year olds): Develop Spanish and English oral skills on a 50-50 basis. Spanish concepts for which they have words taught in English with English words.
- Third year (5-year olds): Instruction 25% in Spanish, 75% in English. Vocabulary and concepts to be used in public schools are emphasized.

The RIF Program

The RIF program is intended to interface with the basic Head Start curriculum plan and, at the same time, teach parents the skills learned by the children--using the RIF books as a vehicle. Parents who read Spanish books to their children enhance their vocabulary and, as their children bring English books with them, they learn English. For parents who can't read, it is hoped that they would learn along with their children or be prompted to learn on their own. To facilitate this process, children are encouraged to carry their books back and forth to school so they can read (or be read to) with the teacher at school and with their parents at home.

Predistribution Activities

Teachers prepared the children for RIF by telling them that they would be able to choose and keep books of their own. They were instructed on how to select books: e.g., "Covers tell you what a book is about--if you see a dog, the book will be about a dog." They were told how to turn pages and how to handle a book so that "it lasts a long time." They were also told to bring the books to school, but that the books would be theirs to keep for good at home.

Distribution

Parents were invited to the distribution and were notified that their children would be receiving books--both to stress the importance of the books and to minimize lost books on the way home. Each child had an opportunity to pick two books. The children were brought, a class at a time, into the hallway where books were arranged on tables. The selection was broad and it was kept well-stocked. Some of the books were in Spanish; some were originals, most were translations from English. Some appeared to be intended for parental consumption, e.g., mysteries and long novels well beyond the capabilities of 5-year olds. The books came from two suppliers: one because the selection was good and because it offers a 43% discount on large orders of books, and the other because it carries books in Spanish.

Postdistribution

The teachers had no standardized follow-up procedures. However, they were instructed to read the books with the children and to make sure that the children took the books home.

The Council plans to expand the program to its 30 centers, based on the potential seen in providing free books to children. The Council is actively involved in preparing the other 24 centers in the current subcontract for distributions. It is also reaching out to community organizations, chambers of commerce, and the media with the intent of making parents aware of the importance of the RIF books and to engender a more positive public image for the Council, thus enhancing the potential for funding or refunding other Council programs.

Program Management

The key figure in the TMC RIF is the Education Director, who has a multitude of other responsibilities in addition to RIF. The Parent Action Committee for each center was supposed to select books, but it appears that their involvement has been marginal. Provisions for ordering, logging, and accounting of books are still in the process of being implemented. No volunteers are used in the program, although approximately 30% of the parents attended the distribution.

Strengths and Weaknesses

Foremost among the strengths of the TMC RIF Program is the patent enthusiasm it generated among teachers, staff, parents, and children during the book distribution witnessed by GRC/Americas. The children treated the books as dear possessions. Teachers expressed their enthusiasm regarding the children's attitudes towards the books and described the various ways in which children went about selecting books. Parents interacted with the children during the distribution. There are other perceived strengths that possibly are unique to this program:

- RIF promises to enhance the prereading skills of the children and to provide a modeling of reading behavior by teachers and parents.

- RIF has become an important vehicle in the center's English as a second language (ESL) program.
- RIF has become a means for developing parent skills and increasing their awareness of the center's instructional program.
- RIF IBDP has provided TMC with the opportunity for a Council-wide program--which, in turn, generates visibility and credibility for the Council's other human development efforts. In this regard, TMC's use of local media was well planned.

As in any initial undertaking of this size, provisions for well-ordered administration (systematic ordering, logging, and accounting for books) are essential. These provisions were not fully in place at the time of our visit. In addition, the following items may require attention in the future:

- The principle of "freedom of choice" in selecting books by providing books on levels appropriate for the age of the children and by instructing parents not to interfere in the child's book selection.
- Identification of parents, teachers, and community representatives who will have the interest to be involved in the Book Selection Committee.
- The development of techniques and procedures for parents and teachers to use in maximizing the potential of the child's RIF book ownership. In this regard, the assistance of the State Right to Read director and regional or local reading specialists may be helpful.
- Holding a postdistribution meeting with teachers and parents to assess the predistribution, distribution, and postdistribution processes in order to identify successful approaches.

Summary of Findings

The TMC RIF program appears to have good potential for strengthening the Head Start program objectives for these migrant children, particularly with regard to the basic skills, ESL, and parent involvement components. Additionally, RIF distributions will add to the child's experience of program continuity whether he or she is in Texas or in a northern state. Failure to strengthen the managerial aspects of the program, however, may limit its potential for long-term effectiveness.

100

RIKERS ISLAND

Rikers Island is an adolescent holding institution for the New York Department of Corrections. The majority of inmates are awaiting trial for felonies; the waiting period before trial is approximately 3 to 4 months. Those who have already been tried are serving sentences of 6 to 12 months for misdemeanor crimes ranging from drug dealing to theft; 75% of the adolescent population has been involved in serious crimes and is awaiting trial, and 25% is serving sentences of less than 1 year for misdemeanors.

There are six housing facilities at Rikers Island, three of which are adolescent inmate dwellings. Each of the adolescent facilities has a public educational program covering subjects of grades 1-12, mandated by Federal law. The inmates attend classes 5 days per week and take courses that correspond to their grades in school.

All three of the adolescent facilities participate in the RIF IBDP. Although all students in the educational program are eligible to participate, the prime targets are the inmates attending reading classes.

Rikers Island RIF Program

The program was initially funded in 1978. The educational services coordinator was first introduced to RIF IBDP during a New York State Correctional Services department meeting. A service coordinator from another institution told of his success with the RIF IBDP. The Rikers Island service coordinator pursued the idea and was able to secure public library funds to use as local matching money. The educational service director convinced the public library staff that providing inmates with books of their own would decrease the number of books stolen or destroyed, provide a wider variety of interesting books to inmates, and increase interest in using the library. During the 1978 year of operation, the program served 1400 inmates and provided them with three books each. The educational service director

~~said that book ownership is very important. He said "These people are~~
literally naked in a hostile environment, and anything that is their
own and gives them some measure of dignity is very important."

This need for dignity is also expressed in the book selection. The
coordinator expressed the fact that, "Inmates are very interested in
books on physical fitness and health. The only control they have is
over their own bodies." Other popular types of books were science
fiction, westerns, puzzle books, poetry books, dictionaries, and Spanish
books. The interest in Spanish books stems from the fact that Rikers
Island has a 35% Spanish population. There is also an interest in
books with sexual connotations. However, what they choose, based on
the title, may not be what they want, e.g., The Rape of the Ape was
selected by many inmates, and there was a great deal of resentment
when they found out it was not about sex.

Representatives of the book selection committee are:

- One inmate advisory council member from each facility
- Program education director
- A teacher
- The education services coordinator
- A public library representative

The committee meets and selects the books for the program. The
inmates, however, are not the best advocates, as mentioned earlier.
However, as they read and appreciate the books they make better selec-
tions.

Books are ordered approximately three times per year. The week
before the distribution, a copy of each book is put in the library. Each
facility is allotted an hour a week in the library. During their library
period, the inmates browse through the books and decide on their
three selections. The next week the inmates pick up their three
book selections from the library. The week between the selection and
distribution is used by the librarian and/or a correctional officer to
record the selections made by the inmates. When the books are

received, each inmate signs a receipt sheet. These sheets are used for record-keeping purposes.

A policy decision was made by the public library representatives and the correctional institution administration to use only New York publishers and distributors. Those selected were Scholastic, Grosset & Dunlap, Dell, and Keyway. All were selected because they gave at least a 40% discount, had a variety of selection, and processed rapidly. Distributions are held every 3 months.

Program Outcomes

The program has been viewed by the correctional administration as "highly successful" and as an opportunity to give inmates "a tiny measure of what they have lost" through book ownership. There has been no formal assessment of the impact of the Rikers Island RIF IBDP program, but it is felt by the correctional staff that it has been very beneficial.

Effect on Inmates

At the beginning of the program, inmates chose books because of the title and the cover. Now they select books on subjects in which they are most interested. The inmates on the book selection committee have taken their responsibility much more seriously and are making an effort to select books wisely. There seems to be a significant change in their enjoyment of books and the use of the library.

Effect on Librarians

The prison librarians are now seeing the program as a valuable asset to the library. The vast majority of paperbacks and hard cover books are being used, and inmates are requesting more books. RIF IBDP provides the means for them to get more books.

Summary of Findings

Because of the uniqueness of the Rikers Island program, a number of national program guidelines are not applicable. Obviously, the literature on distribution is not useful since inmates do not get together, and there is no parent involvement or community support. But, by giving inmates three books, it has given them back some of the dignity they have lost.

SECTION 5
SUMMARY OF RIF IBDP PROGRAM CHARACTERISTICS

The 38 RIF IBDP site reports¹ presented (beginning on page 5-13) describe RIF IBDPs in terms of subcontractor (sponsor) organization and operation characteristics. The following subsections summarize the information gleaned from the site reports with respect to:

- Subcontractor administration and operational characteristics
- RIF IBDP funding sources
- Book selection and acquisition activities
- Book distribution
- Student/parent and volunteer participation in RIF
- RIF loan programs

STUDENT DEMOGRAPHICS ~

Student demographics for the students surveyed at the 38 sites are depicted in Tables 5.1-5.4. The demographics are representative of surveyed RIF and non-RIF students and not the total site population. Socioeconomic status (SES) was determined by free lunch eligibility. Students eligible for free lunch were considered to be lower in SES than non-eligible students.

SUBCONTRACTOR ADMINISTRATION AND OPERATION CHARACTERISTICS

Sponsorship

RIF IBDPs are sponsored by a wide variety of public and private agencies. As reported in Table 5.5, of the 38 RIF IBDPs studied in this project, 10 were sponsored by individual schools, 18 were sponsored by school districts, 1 was sponsored by a library, 4 were sponsored by Parent Teacher Associations (PTAs) or Parent Teacher Organizations

¹One project canceled due to a teacher strike, and the data from one site was lost in the mail.

TABLE 5.1
STUDENT DEMOGRAPHIC SURVEY BY GRADE FOR ALL SITES

GRADE	SITE	N%	GENDER			N%	RACE						N%	SOCIAL ECONOMIC STATUS		
	KEY 1-38		MALE	FEMALE	MISSING DATA		AMERICAN INDIAN	ASIAN	BLACK	HISPANIC	WHITE	MISSING DATA		FREE LUNCH	NO FREE LUNCH	MISSING DATA
1	1, 3, 9, 15, 22, 24, 34, 35, 37	8.74	54.23	45.04	.73	7.19	12.40	.29	5.69	6.70	70.55	4.37	7.19	22.01	51.75	26.23
2	4, 11, 10, 11, 14, 18, 20, 25, 26, 34, 35, 37, 38	12.53	50.03	48.24	1.73	13.37	.55	1.25	25.41	1.09	71.30	.39	13.38	24.94	66.35	8.70
3	1, 3, 7, 10, 17, 22, 24, 29, 31, 35, 37	9.90	52.87	46.82	.29	10.57	3.07	.29	13.89	5.55	76.89	1.48	10.57	28.27	58.23	13.49
4	2, 3, 9, 10, 11, 15, 17, 25, 26, 29, 34, 37	11.84	51.12	46.14	2.73	12.65	2.90	1.07	6.65	1.40	82.25	5.80	12.66	18.39	63.87	17.72
5	3, 6, 8, 22, 27, 34, 37, 38	7.73	51.46	48.15	.38	8.25	.38	2.16	5.46	10.29	81.32	.38	8.25	24.14	67.97	7.87
6	2, 7, 11, 16, 18, 19, 27, 37	.77	49.23	49.81	.25	8.40	.99	2.87	21.72	1.12	69.91	2.37	8.36	31.86	61.85	6.27
7	5, 12, 13, 16, 19, 30, 36	11.15	47.27	48.29	3.43	11.91	.26	.44	18.22	22.97	54.84	3.25	11.92	36.79	59.59	3.60
8	5, 6, 12, 13, 30	5.39	44.80	52.45	2.7	5.75	0	1.82	16.02	5.10	73.77	3.27	5.76	16.21	74.31	9.47
9	4, 12, 14, 18, 21, 23, 31, 33	6.74	51.31	48.54	.14	7.19	.14	.87	26.09	.72	66.76	5.39	7.19	16.76	72.88	10.34
10	8, 20, 23, 28, 31, 33	6.35	47.67	51.85	.46	6.77	.15	.46	36.37	1.23	61.45	.30	6.76	18.29	71.93	9.76
11	23, 28, 32	4.64	43.00	56.14	.84	4.95	0	.42	6.35	.63	92.37	.21	4.95	10.16	89.83	0
12	8, 18, 21, 23	2.75	52.14	47.50	.35	2.93	0	0	8.92	1.42	89.64	0	2.93	6.42	93.21	.35
N =		9527				9532							9528			

NOTE: ALL FIGURES ARE CALCULATED BY PERCENTAGE EXCEPT N REPRESENTS NUMBER

0106-80

TABLE 5.2
SES BY RIF AND NONRIF

	RIF	NonRIF
Free Lunch	25.8%	26.3%
No Free Lunch	74.2%	73.7%
Total N 8547	4568	3979

TABLE 5.3
SES BY RACE*

	American Indian	Asian	Black	Hispanic	White
Free Lunch	5.3%	21%	49.3%	64.1%	15.4%
No Free Lunch	11.2%	73%	41.6%	31.2%	77.9%
Total N 9529	170	100	1561	532	6920

* Columns will not represent 100% due to missing values.

TABLE 5.4
SES BY READING LEVEL *

	Above Average	Average	Below Average
Free Lunch	12.2%	18.6%	37.2%
No Free Lunch	78.9%	71.5%	52.6%
Total N 9529	2052	3926	3002

* Columns will not represent 100% due to missing values.

TABLE 5.5
IBDP SPONSORS

Site	School	School District	Library	Community Group	PTA & PTO
1	X		X		
2					
3					
4					X
5		X			X
6		X			
7		X			
8		X			
9		X			
10		X			
11				X	
12	X				
13				X	
14	X				
15		X			
16		X			
17		X			
18		X			
19					X
20		X			
21				X	
22					X
23				X	
24		X			
25		X			
26	X				
27	X				
28		X			
29	X				
30		X			
31		X			
32	X				
33		X			
34	X				
35				X	
36		X			
37	X				
38	X				
TOTAL	10	18	1	5	4

(PTOs), and 5 were sponsored by community groups (subcontractor sponsors) such as women's clubs, civic groups (e.g., Lions and Rotary), and junior auxiliaries.

Scope of RIF IBDP Access

With the exception of RIF IBDPs sponsored by school districts and community groups, sponsors supported projects in individual schools.

Of the 18 school-district-sponsored RIF IBDPs, 6 operated RIF programs in all schools in the district. The remaining 12 school-district-sponsored programs served only selected schools. (In some cases, the schools in which school-district-sponsored programs were offered differed from year to year.) In the 6 school districts in which RIF IBDPs operated in all schools, RIF IBDPs generally served all elementary grades. In the remaining 12 district-sponsored programs, the number of grades served in individual schools ranged from selected grades in elementary, middle, and senior high schools to all grades 1-6 in elementary schools.

Coordination

RIF IBDPs were coordinated at the local level by: district representatives; librarians, principals, reading specialists, and teachers from individual schools; and representatives of sponsoring groups. As reported in Table 5.6, of the 38 sites studied in this project, 17 were coordinated by district representatives, 3 by librarians, 6 by school principals, 12 by reading specialists or other teachers, and 3 by sponsoring community groups.

District representatives coordinating RIF IBDPs were Federal program coordinators; district reading specialists; district librarians; and, in one case, a district English specialist. Of the 18 RIF IBDPs sponsored by school districts, 17 were coordinated by district representatives and 1 by a reading specialist who served 5 schools in the district.

TABLE 5.6
IBDP COORDINATORS

Site	District Representative	Librarian	Principal	Reading Specialist	Teacher	Community Group
1		X				
2			X			
3						X
4	X					
5	X					
6	X					
7	X					
8	X					
9				X		
10	X					
11	X		X	X	X	
12			X			
13						X
14				X		
15	X					
16	X					
17	X					
18	X					
19						
20	X					
21				X		X
22						
23				X		
24	X					
25	X					
26			X			
27				X		
28	X					
29		X				
30		X				
31	X					
32				X		
33	X					
34				X		
35			X			
36	X					
37				X		
38				X		
Totals	18	3	5	10	1	3

The responsibilities of RIF IBDP coordinators ranged from the simple management of forms and coordination with national RIF to the total administration of the local RIF IBDP. Responsibilities assigned to RIF IBDP coordinators included:

- Selection of schools to participate in the program.
- Selection and supervision of program coordinators at individual schools.
- Management of the total book selection, book ordering, and distribution process.
- Recruitment, training, and supervision of local volunteers.
- Coordination of local fund-raising activities.

When the coordinators were asked what suggestion they had for improving the coordination procedures between the local and national levels, 25% had none. The main concern of the remaining 75% was the length of time it took for publishers to be paid. The subcontractors had been dunned by the publishers until payment was received from RIF national. Other suggestions were to have regional technical assistance meetings to provide technical assistance for program improvement, to respond more quickly to requests for materials, to designate one contact person (name and phone numbers) for the subcontractor to work with, to provide background for national staff on public school administrative procedures, and to have a hotline or toll-free number to RIF national.

Table 5.7 summarizes the response to the question, "Have you received any special assistance or guidance from the RIF National Office?" It is interesting to note that the majority of assistance is by phone, thus increasing the need for a designated contact person and a toll-free number.

RIF IBDP Funding Sources

RIF IBDP matching funds are derived from five major sources: school district funds, state (general education and/or library funds),

TABLE 5.7

ASSISTANCE FROM RIF NATIONAL

RIF Assistance Given*		Manner in Which RIF Assistance Was Given**				Degree of Helpfulness of RIF Assistance*		
Yes	No	Onsite	Telephone	Mail	Regional Meeting	Very Helpful	Helpful	Not Helpful
79%	13%	32%	68%	34%	5%	53%	21%	3%

* Percentages may not total 100% due to nonresponse.

** Percentages may not total 100% due to multiple response.

private donations, civic and community group fund-raising activities, and fund-raising activities undertaken by the school or school district.

As reported in Table 5.8, of the 38 RIF IBDPs studied, 10 derived their local share of the program funding from school district budgets, 3 from state revenue sources, 6 through private donations, 7 from civic or community groups, and 21 from fund-raising activities undertaken by schools or school districts.

Of the 28 RIF IBDPs sponsored by schools and/or school districts, only 13 used school revenues and/or state funds to provide the local match for RIF funds. The remaining 15 school/school-district-sponsored programs raised their local matching funds through a combination of fund-raising activities and donations from private sources and/or civic and community groups. Fund-raising means included: bake sales, book fairs, suppers, raffles, dances, and rummage sales.

Table 5.9 gives per pupil expenditures based on funding level and number of students served. Per pupil expenditure was found not to have decreased as project size increased, nor was a correlation found between per pupil expenditure and grade level.

A number of the programs visited had received free books from Xerox Corporation. The Xerox books were used to supplement RIF IBDP books. Xerox had given books to 10 of the 38 projects.

Book Selection

Local book selection committees were composed of school principals (2), librarians (27), teachers (31), parents (33) and other community volunteers (33), members of RIF IBDP sponsoring groups (14), and students (10). See Table 5.10.

Book Distribution

The 51 individual elementary, middle, and secondary RIF IBDP schools visited in this study engaged in a wide variety of pre-/actual/

TABLE 5.8
SOURCES OF FUNDING

Site	Fund Raising Activities	State Contributions or Library Money	Private Donations	Community Groups	School District
1		X	X		
2	X				
3	X				X
4				X	
5	X				
6					X
7					
8	X				
9					X
10					X
11	X		X		
12				X	
13	X				
14	X				X
15					X
16	X				
17		X		X	
18	X		X	X	
19	X				
20	X		X	X	
21				X	
22	X				
23	X				
24				X	
25					X
26	X				
27	X				
28			X		
29					X
30					X
31					X
32	X				
33	X		X		
34	X				
35	X				
36		X			
37	X				
38	X				
NO COMBINATION	21	3	6	7	10
WITH COMBINATION	6		5	3	0

TABLE 5.9
PER PUPIL EXPENDITURE

Project Size	Per Pupil Expenditure	
	Range	Average
Small (1-500 students)	\$.80-1.60	\$1.04
Medium (501-2500 students)	\$.72-2.22	\$.96
Large (2501 and up students)	\$.58-2.27	\$1.05

TABLE 5.10
MEMBERS OF BOOK SELECTION COMMITTEES

Site	Principals	Parents and/or Volunteers	Sponsors	Librarians	Teachers	Students
1		X	X	X		
2	X	X				X
3		X		X		
4		X	X	X	X	X
5						
6	X	X		X	X	X
7					X	
8		X		X	X	
9		X		X	X	
10		X	X	X	X	
11		X		X	X	
12		X		X	X	
13		X	X	X	X	
14					X	
15		X	X	X	X	
16		X	X	X	X	
17		X		X	X	
18		X	X	X	X	
19		X		X		
20		X	X		X	
21		X	X	X	X	
22		X		X	X	
23		X	X	X	X	
24		X		X	X	
25		X		X	X	X
26		X	X	X	X	X
27				X	X	
28		X	X		X	
29		X			X	
30		X		X	X	
31		X	X	X	X	X
32		X			X	
33		X		X		X
34				X		X
35		X			X	
36		X	X		X	X
37		X	X	X	X	
38		X			X	
Total	2	33	14	21	31	10

postdistribution activities. These ranged from simple activities such as predistribution notifications to parents of an upcoming distribution, distributional activities consisting of simply bringing children to the library to select a book, and elaborately planned dramas designed to build students' anticipation and excitement about the gala day-long distribution. Postdistribution activities ranged from Sustained Silent Reading of RIF IBDP books to story-telling hours where book authors were invited to discuss the stories with children. Table 5.11 summarizes the variety of pre-/actual/postdistribution activities observed in this study.

TABLE 5.11
DISTRIBUTION ACTIVITIES

Pre	Actual	Post
Class advertisements	Parades	Book talks
Notes to parents	Robot	Book reports
Poster contest	Book party	Poster distribution
Class discussion	Book markers	Principal wears a long tie with stripes, cuts off stripes as children read books
Book plate contest	Skits (Celebrities brought in)	Silent reading time
Book contests with puzzles	RIF Christmas	Book cover design
News articles	RIF rallies	Letter to authors
TV announcements	Refreshments	Visiting authors
RIF stamp contest	Birthday book	Book swaps
Mystery guests	Singers and other entertainment	Read-ins
RIF trees		Thank you letters to PTA President
Radio announcements		Questionnaires
Costume design for RIF Day		March of Dimes Reading Olympics
		Pen pal students

Participation of Students/Parents/Volunteers in RIF IBDP

Students/parents/volunteers participated in many aspects of RIF IBDPs. As previously noted, parents and volunteers served on the book selection committees of over 75% of the RIF IBDPs. Parents and volunteers also provided assistance to many aspects of the book ordering and distribution process and aided RIF IBDP coordinators in many aspects of predistributional activity planning and management. (See Table 5.12.)

When volunteers were enthusiastic and excited, the programs were much more creative and, from the point of view of the researcher, better. Strong volunteer support, effective organization, and enthusiastic leadership enhanced the program success.

Book Loan Program

The legislation authorizing the IBDPs allows sponsors to use up to 10% of their total funds for books to be distributed under loan programs to participants of the RIF IBDP. Of the program sites studied, 58% did not use RIF IBDP funds to purchase books for distribution under the authorized loan program. Of the 42% of the RIF IBDP schools who used RIF IBDP funds for books to be used in loan programs, the majority maintained RIF IBDP loan books separately from the library collections and distributed them by periodically taking a book cart from classroom to classroom throughout the year.

The projects which participated in loan programs felt that there were many benefits for students. Loan books:

- Provided more books for students to read and share.
- Provided popular books in greater quantity thereby easing choices during distributions.
- Served as an added motivational device.
- Gave students more leisure time to select books.

TABLE 5.12
PARENT AND VOLUNTEER ACTIVITIES

Participated in book distribution by:

Setting up book display

Serving refreshments

Labeling/stamping books

Helping children locate books

Record keeping of books

Participating in skits

Collecting and storing books

Served as member of book selection committee

Participated in fund-raising projects

Served on RIF advisory council

Helped coordinate and carry out predistribution activities

Helped with follow-up activities

General Discussion of Perceptions Regarding RIF IBDP Projects

The RIF IBDP is in general enthusiastically supported by school personnel, parents, volunteers, and sponsoring community agencies and organizations at all the program sites studied in this project. Interestingly, however, local program personnel attributed very different benefits to the program.

In some instances, support for the program was based on personal views that RIF IBDP represented the only source of books which children had in their homes. Therefore, RIF IBDP constituted the only means by which an ongoing exposure to books could be created. When the subcontractors were asked in their opinion what were the objectives of RIF, 24% felt it was ownership of books--yet parent responses indicated students at all grade levels had books. When parents were asked if their child owned any books, over 90% responded yes; and when asked how many books the child had, 49.5% responded more than 25.

In other instances, support for RIF IBDP was based on perceptions that the "free choice" feature of the distributional activities increased student motivation to read which 36% of the subcontractors felt was the main objective.

Other proponents of the RIF IBDP found significant benefits in the effect which the program had on school-community and school-parent relations (7%). Still other respondents indicated that the RIF IBDP appeared to be a stimulus for a greater parental concern for, and involvement in, children's reading activities and school activities in general. All subcontractors felt that the students read the RIF books and that parents had become more involved in their children's reading.

Strengths and Weaknesses of the Program

When the subcontractors were asked what in their opinion were the strengths of the overall program, 13% felt book ownership was the strongest point, and 11% felt enthusiasm for reading was the strongest

point. Other responses were community involvement and improvement in schools' public relations, increase in sustained silent reading, involvement of teachers and parents in recreational reading, involvement of students in the book selection process, and a minimal amount of paperwork.

The problem areas which were noted fell into two categories: those related to the books and those related to the program. The subcontractors were concerned about book storage, book ordering, book payment procedures, changing book orders, processing book orders, and the increased price of books. From the program perspective, they felt RIF national should provide technical assistance as soon as a project was funded. They felt that bookkeeping was becoming more cumbersome, that fund raising was more difficult (which should be lessened with the advent of 75-25 matches), and that the general negative attitude toward Federal programs was a problem.

SITE NO. 1

Site Characteristics

Site No. 1 is a coastal town of approximately 11,000 people. One major industry, shipbuilding, employs 80% of the work force. At Site No. 1, four schools were involved in the program.

Children surveyed at this site included 120 RIF IBDP students and 87 non-RIF students; 88 seventh graders, 74 eighth graders, and 45 ninth graders. Of the 207 students surveyed, 76, or 36.7%, were male, and 78, or 37.7%, were female, with data missing for 53 students, or 25.6%, of the sample. Ethnic data showed that 71.9% of students surveyed were white, .5% black, and 1% Asian; ethnic data were missing for 26.6% of the sample. SES data showed 44.9% of students surveyed were ineligible for free lunch while 11.6% were eligible for participation in the program. SES data were missing on 43.5% of the sample population.

At Site No. 1, the 120 RIF IBDP students surveyed were 50 seventh graders (22 male and 28 female), 24 eighth graders (10 male and 14 female), and 45 ninth graders (25 male and 20 female). Males comprised 47.5% of this population, and 51.7% were females. Data for gender were missing for .8% of the population. Of the students surveyed, 99.2% were white, and .8% were black. SES data were not available on 20% of the students surveyed; of the data reported, 77.5% of the students were eligible for free lunch, 2.5% were ineligible.

Subcontractor Administration and Operating Characteristics

The contract was administered by the city library under the direction of a librarian who acted as the RIF IBDP coordinator. All students in kindergarten through ninth grade participated in the program; a total of 1394 students in the community were served.

The former library director began the program with a \$5000 contribution from a local foundation. The director felt RIF IBDP would be a

tool to motivate more children to use the library and increase parental support and involvement in their children's reading.

The library ran a school-year program in two schools and held two summer distributions at the local recreation center and one library; year-round RIF IBDPs operated at two libraries and the local community center. The program had operated at this site for 2 years.

Funding Characteristics

The local matching share of \$5000 was raised through fund-raising activities (bake sales and raffles sponsored by a local sorority) and contributions from local businesses for the 1979-80 school year. With the addition of RIF IBDP Federal funds, the total RIF IBDP budget amounted to \$10,000 for the purchase of RIF IBDP loan and gift books. At the time of this survey, \$5000 had been spent for the purchase of 5129 books for distribution of which 2960 had been given away; a total of 869 books were purchased for the RIF loan book program. Approximately \$5000 in CETA funds were used to pay a portion of the salary of the library staff who worked with the RIF program.

Implementation of RIF IBDP at the Local Level

Book Selection and Acquisition

The original book selection committee was made up of teachers and parents selected by the library director to serve on a RIF IBDP board. Now, however, the reading specialists in each school make up the book selection committee. Although students were not members of the committee, they had input into the book selection process--students developed lists of books they would like to receive at RIF IBDP distributions. The reading specialist at each school developed a final book selection list and sent it to the RIF IBDP Coordinator who processed all book orders for participating sites. Book orders were placed approximately 8 weeks before each distribution date.

Books were ordered from a local news agency and from Scholastic. Both were selected because of the percentage of discount, the quality of their materials, and the fast and efficient service which they provided. Scholastic had also sent sample packages of books to assist in the selection process, and the Xerox Corporation had donated encyclopedia sets to the library.

Pre-/Actual/Postdistribution Activities

The predistribution activities at each school were suggested by the art teacher, reading specialist, or language arts teacher. The predistribution activities have included the development of posters and bookmarks. Parents were notified of the date of the distributions by publicity messages sent home with students and through the parent-teacher clubs.

The distributions were set up in the school library or resource room. Books were selected on distribution day by classes of English or language arts. Distributions were scheduled approximately 11 weeks apart.

RIFKI--Read It Free and Keep It--was the theme of the RIF IBDP this school year. The mascot for the program was RIFKI, a robot, who attended each distribution. The robot was contributed to the program by the high school student who created him. Many of the elementary children wrote letters to RIFKI, telling the robot about the books they had read.

Postdistribution activities were limited to comments by teachers and students inserted into RIF IBDP boxes which were set up in schools after each distribution. At the end of the school year, all parents of RIF IBDP students were to have been surveyed and asked to fill out a questionnaire.

Participation of Students/Parents/Volunteers

Volunteers at Site No. 1 transported books from the library to the schools for distributions, set up distributions, acted as mediators for book selection, recorded students' names in books, provide refreshments, and contributed to or worked at fund-raising activities. Junior high school students helped with elementary school distributions.

Approximately 38 volunteers--8 parents, 1 sponsor, 2 librarians, 10 teachers, 10 nonparent volunteers, 1 paid staff member, and 6 students--participated in some phase of the RIF IBDP operation. They were recruited by personal contact and through the parent teacher clubs at each school.

Components of Loan Program

The RIF loan program was sponsored by the city library and supervised by the children's librarian. Approximately 150 children per week participated in the loan program. The library also sponsored a Read With Me Program. After a child read five books, he could select a book to keep and a book to donate to his school library.

The library staff felt that the loan program had increased reading activity, emphasized the value of books, and increased book ownership. Library circulations had also doubled as a result of RIF IBDP distributions.

SITE NO. 2

Site Characteristics

Site No. 2 and the surrounding area are rural. The area is dotted with small communities of 300 to 500 inhabitants. The RIF IBDP school was very modern. It had open classrooms with combined grades that were team-taught using a core curriculum. All 250 students in grades K-8 were served by the RIF IBDP.

A total of 275 RIF and non-RIF children were administered questionnaires at this site. Children surveyed included first through sixth graders. Of those surveyed, 150, or 64.5%, were male and 125, or 45.5% were female. Ethnic data showed that 99% of the population was white, the remaining 1% black. SES data showed 48.4% of students surveyed were ineligible for free lunch; 51.6% were eligible for participation in the lunch program.

At Site No. 2, the 149 RIF IBDP students surveyed were 17 first graders (6 males and 11 females), 19 second graders (9 males and 10 females), 31 third graders (22 males and 9 females), 30 fourth graders (15 males and 15 females), 27 fifth graders (12 males and 15 females), and 25 sixth graders (13 males and 12 females). Males comprised 51.7% of this population and females 48.3%. All students at the RIF IBDP site were white. Students eligible for free lunch comprised 14.8% of the survey population, 20.1% were ineligible, and SES data were missing for 65.1%.

Subcontractor Administration and Operating Characteristics

The subcontractor for the RIF IBDP program was the elementary school. The principal was motivated to undertake the program after hearing about it from the State Right to Read Director. The principal was the RIF IBDP coordinator and was in charge of selecting the members of the book selection committee, selecting and ordering books, and scheduling distributions. He had been instrumental in getting RIF IBDP started in many neighboring schools. The program was in its third year of operation.

Funding Characteristics

The total budget for the 1979-80 school year was \$1200. This allowed for three distributions per year for the entire school. The remaining books were put into the RIF IBDP loan program.

Local funds were acquired to purchase RIF IBDP books through a variety of activities. The children had produced plays, the Parent Teacher Organization (PTA) had held suppers, the school had sponsored book fairs, and they had received contributions from local businesses and community groups.

Implementation of RIF IBDP at the Local Level

Book Selection and Acquisition

Books for the program were ordered at the beginning of the school year. As soon as the new catalogs arrived, the book selection committee (which is also the local Right to Read committee) met to select the books for the coming years.

The book selection committee was made up of the school principal, teachers, parent volunteers, the librarian, and the aide. Other teachers and students in the school were asked to submit book titles they were interested in receiving.

Books were ordered from the Bookman, Modern Curriculum Press, Sundance, Scholastic, Children's Press, and Koppleman. These suppliers were chosen for their variety of selection, percent of discount, timeliness of response, and quality of materials.

Xerox Publishing Company sent 80 cartons of books to the program. Scholastic and others sent sample copies of selections.

Pre-/Actual/Postdistribution Activities

Predistribution activities were part of the school's Sustained Silent Reading program (SSR). Other predistribution activities included

letters to parents telling them the time of the distribution, posters made by the students announcing the distribution, and a film about the RIF IBDP.

The three distributions were widely spread out. This year the distribution activities had been planned by the parents. Helium balloons containing the names of children were released to create excitement about the distribution. At another distribution, the principal read stories to students. Other reading motivation activities served on both pre- and postdistribution programs. They included SSR, March of Dimes Marathon, and a library mini-grant which helped the school build a book room. Each week the principal read to different groups of students for 30 minutes.

Participation of Students/Parents/Volunteers

Students in all grades participated in the RIF IBDP all attended distributions, some served as a survey group for the book selection committee, and all participated in pre- and postdistribution activities. There were 11 parents and volunteers who participated in the program. They helped select books for the distribution, label books for students at the distribution, read stories to students, and helped through their encouragement and willingness to work for the program. Some were asked by the principal to participate, and many volunteered their services.

Components of Loan Program

All children in the school participated in the loan program. The program was supervised by the librarian. All loan books were stamped RIF. The perceived advantage of having a loan program was that more students get to read more books.

SITE NO. 3

Site Characteristics

Site No. 3 is a large eastern city. It is characterized by its skilled technical work force employed by several of the nation's large companies. The schools included in the sample were located in lower middle and middle class neighborhoods.

Children surveyed at this site included 93 RIF IBDP students and 97 non-RIF students; 81 first graders and 109 third graders. Of the 190 students surveyed, 105, or 55.3%, were male and 85, or 44.7%, were female. Ethnic data showed that 54.7% of students surveyed were white, 34.7% black, 7.4% Hispanic, 6% Asian, and 2.6% Native American. SES data showed 55.8% of students surveyed were ineligible for free lunch, while 44.2% were eligible for participation in the program.

At Site No. 3, the 93 RIF IBDP students surveyed were 41 first graders (25 male and 16 female) and 52 third graders (23 male and 29 female). Males comprised 51.6% of this population and 48.4% were females. Of the students surveyed, 50.5% were white, 36.6% were black, 1.1% were Native American, and 11.8% were Hispanic. Students eligible for free lunch comprised 38.7% of the survey population; 61.3% were ineligible.

Subcontractor Administration and Operating Characteristics

Several years ago an article describing RIF IBDP appeared in Reader's Digest. The article captured the attention of a local parent who investigated the RIF IBDP and motivated the school Parent Teacher Organization (PTO) to sponsor this program. The objective of this PTO group was to encourage reading, particularly pleasure reading, among the school's student body.

All students (408) attending the RIF elementary school participated in the RIF IBDP. The program operated over the course of the regular school year. At the time of the survey, the program was in its third year of operation.

Funding Characteristics

PTO-sponsored fund-raising activities and membership dues provided monies for the organization's general treasury. From these funds \$500 was appropriated for the IBDP. With Federal matching funds, the PTO had a total of \$1000 budgeted for the purchase of books. At the start of the project year, 1750 books were purchased, of which approximately 1600 had been distributed at the time of the survey.

Implementation of the IBDP at the Local Level

Book Selection and Acquisition

The book selection committee was composed of three project volunteers. Two parents and a librarian served in this capacity. Members of the committee gathered titles and subject area suggestions for books from children, parents, and librarians. A big sheet of paper was posted on distribution days for students to write down titles they would like to see at future distributions. The committee met at the beginning of each project year and pooled the information gathered by committee members; the chairperson put together a book order.

A number of different book suppliers were used. Scholastic was the principal supplier for RIF IBDP at this site. Western, Dell, and Xerox were also used.

Pre-/Actual/Postdistribution Activity

Prior to each book distribution, a general theme for the event was chosen by the program organizers. In keeping with the United Nations Year of the Child observation, the fall 1979 distribution had an international theme. Children, teachers, and program volunteers made and wore native costumes from other countries.

On distribution day, a large room at the school was decorated, and the books were set out on tables. Children came to the room in small groups to make their book selection. Once everyone in a class had chosen

a book, the teacher suspended regular activities and the children had a free reading period. Children then had an opportunity to share something they read with their classmates.

Television cameramen and reporters from a local station were on hand to record the distribution. The event was featured on the evening news.

There was an 8-week time period between book distributions.

As a sequel to the distribution observed at the time of this study, the RIF IBDP committee organized a pen pal exchange for the students. Any child receiving a book could sign up for a pen pal. Each child was then matched to a child in another community with whom he/she could communicate.

Participation of Student/Parent/Volunteers

The entire program at this site was planned and operated by a PTO parent group. Volunteers were recruited through the school newsletter and through the enthusiasm of their children. They raised funds, served on the book selection committee, organized and supervised the distribution program, and designed pre- and postdistribution activities.

Components of the Loan Program

This RIF IBDP site did not have a loan program. All books acquired with IBDP funds were given away.

SITE NO. 4

Site Characteristics

Site No. 4 is a semi-rural community with no industry and a very stable population. The program involved the district's three public elementary schools and two parochial schools. Second and fourth graders were served at these schools. The RIF IBDP at Site No. 4 served 650 students.

Children surveyed at this site included 181 RIF IBDP students and 118 non-RIF students; 119 second graders and 180 fourth graders. Of the 299 students surveyed, 162, or 54.2%, were male and 137, or 45.8%, were female. Ethnic data showed that 97.3% of students surveyed were white, 1% black, .7% Hispanic, and 1% Asian. SES data showed nearly 95% of students surveyed were ineligible for free lunch; 5% were eligible for participation in the program.

At Site No. 4, the 181 RIF IBDP students surveyed were 65 second graders (30 male and 35 female) and 116 fourth graders (68 male and 48 female). Males comprised 54.1% of this population, and 45.9% were females. Of the students surveyed, 96.7% were white, 1.4% were black, 1.3% were Asian, and 0.6% were Hispanic. Students eligible for free lunch comprised 7.7% of the survey population; 92.3% were ineligible.

Subcontractor Administrator and Operating Characteristics

This RIF IBDP was an outgrowth of concern for increasing reading motivation on the part of the school district's Title I Advisory Council. Members of this council wanted to organize and operate a project which would motivate reading throughout the school district.

The project was sponsored by the Parent Teacher's Council and, as mentioned earlier, served all second and fourth grade students. These two grades were selected for unique reasons. The second grade was chosen because of the students' enthusiasm. The fourth grade was chosen because

students lacked motivation and the RIF IBDP was seen as a means to motivate them. The former Director of Reading (now retired) for the school district coordinated the book ordering and book selection procedures. The program was in its third year of operation.

Reading Characteristics

The program was funded for \$1560. The local share was raised by a PTA allotment and contributions from local service clubs, (i.e., Chamber of Commerce, Lions, etc.). The program purchased 2000 books and all were to be given away.

Implementation of Program at the Local Level

Book Selection and Acquisition

The book selection committee was made up of parents, teachers, volunteers, a librarian, and a student representative. They met, reviewed available material, and made selections. Each school had a RIF committee and sent delegates to the book selection meetings. All of the 2000 books were ordered from Scholastic, which was selected because of the variety of books, the percent of discount, and help it was willing to give. Scholastic also provided sample books and parent literature.

Pre-/Actual/Posdistribution Activities

Story hours were initiated several days before the distribution. Parents visited the classes and read selections to students from books that would be available at the distribution. Students made posters advertising distribution. Three distributions were held during the year. The last distribution was generally held in October. The second distribution was held for each child on his/her birthday. He/she received a card in advance and, on a specified day, received his/her Birthday Book. The third distribution was held in the spring. Students in the program, whose birthdays were in the summer, chose books for June.

Postdistribution activities with parents were very important. Materials for hints on helping children with reading and book lists are sent home after each distribution. Children shared books with other children in their class periodically throughout the year.

Participation of Students/Parents/Volunteers

In many cases, the RIF IBDP books were the only books students owned, and they were very proud of them and could enjoy them during their leisure time. About 20 parent-volunteers participated in the program. They helped in the book selection, in scheduling distributions, in providing predistribution activities, and on distribution day to set up book displays and label students' books.

Components of Loan Program

At the e of this study, Site No. 4 did not have a loan program.

SITE NO. 5

Site Characteristics

Site No. 5 is a large eastern residential borough with a population of 6 million people. Industry and commerce in the area are diverse and include a variety of manufacturing, food processing, grain shipping, and educational facilities.

Children surveyed at this site included 152 RIF IBDP students and 176 non-RIF students; 200 fifth graders and 128 sixth graders. Of the 328 students surveyed, 157, or 47.9%, were male and 171, or 52.1%, were female. Ethnic data showed that 84.5% of students surveyed were white, 4.5% black, 5.8% Hispanic, and 5.2% Asian. SES data showed 51.5% were eligible for participation in the program. SES data were missing on 7.0% of the sample population.

At Site No. 5, the 152 RIF IBDP students surveyed were 94 fifth graders (42 male and 52 female) and 58 sixth graders (26 male and 32 female). Males comprised 44.7% of this population, and 55.3% were females. Of the students surveyed, 93.4% were white, 4% black, 1.3% were Asian, and 1.2% were Hispanic. SES data were not available on 1.3% of the students surveyed; of the data reported, 42.1% of the students were eligible for free lunch; 56.6% were ineligible.

Subcontractor Administration and Operating Characteristics

The RIF IBDP was started in 1974 by a public librarian. He set up a city-wide advisory council and schools volunteered to participate. The program is now run by the RIF IBDP Center for Communication Arts, a division of the Board of Education. The school board appointed a full-time District RIF IBDP Coordinator and staff persons to administer the huge distribution program. The district coordinator was responsible for overseeing the local school RIF IBDP, selecting schools to participate in RIF IBDP, submitting book orders for RIF IBDP schools, etc. Each school participating in the program designated a school RIF IBDP

coordinator. The school coordinator could either be a reading teacher, librarian, principal, or volunteer.

Schools which desired to participate in the RIF IBDP were required to submit a proposal to the RIF IBDP Center outlining the criteria for selection of participants, fund-raising activities, and pre- and post-distribution activities. Proposals were reviewed by the District RIF IBDP Coordinator and an Advisory Council to determine a schools' eligibility to participate in the program. Schools were not allowed to participate if they could not raise at least \$100.

Each individual school established its own selection criteria, but all programs were started in the upper grades of the school and then moved down to the lower grades. Each school had to agree to have three distributions and to offer freedom of selection and a variety of books.

The district RIF IBDP operated during the school year only. It was the largest in the nation, serving 119 schools, 7 day care centers, and thousands of pre-school, elementary, and high school students. It served the largest percentage of ethnic children in the nation. The program was in its sixth year of operation.

Funding Characteristics

Each school was responsible for raising its matching money, even though the books were ordered through a central source in the communications arts department. Fund-raising activities at the various schools included cake and plant sales, dances, discos, read-a-thons, and donations from PTA groups, businesses, and the schools themselves. The Federal and local funding level for the entire project was \$200,000.

Implementation of RIF IBDP at the Local Level

Book Selection and Acquisition

Each school had its own book selection committee made up of a librarian, parent, teacher, administrator, and child. Each school

coordinator submitted its book selection to the RIF IBDP coordinator, who in turn ordered the books. All books were ordered between September and December, and all payments has to be made by March 15 of the current school year. Some schools ordered all books for their distribution program at the start of the school year, while others placed orders prior to their scheduled distribution days.

Schools could order from any book supplier they chose. However, because of the size of the programs, the sponsors had been able to work out special discounts with many publishers. Book suppliers had contributed to RIF IBDP with free book samples, book donations, and special discounts.

Pre-/Actual/Postdistribution Activities

All distribution activities were described in proposals submitted at the beginning of the school year to the central RIF IBDP office. The actual activities varied from school to school, but all schools had to observe certain criteria (i.e., 3 distribution days during the year, freedom of choice, and a variety of book titles and types from which children could select books).

Participation of Students/Parents/Volunteers

Volunteers had participated in fund-raising activities such as read-a-thon, cake and plant sales, soliciting contributions from businesses, sponsoring dances, and PTA contributions. Volunteers managed the RIF IBDP in some sites. In others, they assisted in the book selection and/or the distribution process.

Each school had parent and student volunteers. They were recruited through parent teacher groups and through the student body at each school.

Components of Loan Program

The schools involved in RIF IBDP which could not give books to all children had RIF IBDP loan programs for the classes that did not

attend distributions. The books were distributed through the school library or a designated classroom. Some schools that had total student involvement with RIF IBDP had swap shops. The loan programs and swap shops were supervised by the school librarian or by a teacher.

SITE NO. 6

Site Characteristics

Site No. 6 is a small suburb (3.5 square miles) of a large northeastern city. Most of the wage earners of the population of over 65,000 are employed in nearby cities.

Children surveyed at this site included 166 RIF IBDP students and 104 non-RIF students, 112 second graders and 158 tenth graders. Of the 270 students surveyed, 132, or 48.9% of the students were male and 138, or 51.1%, were female. Ethnic data showed that 74.8% of the students were black, 18.9% white, 5.2% Hispanic, and .4% Asian. Ethnic data were missing for .7% of the population. SES data showed that 45.6% of the population were eligible for free lunch, 43% were ineligible, and data were missing for 11.4%.

At Site No. 6, the 166 RIF IBDP students surveyed were 72 second graders (40 male and 32 female) and 94 tenth graders (51 male and 43 female). Males comprised 54.8% of this population and 45.2% were females. Of the students surveyed, 26.5% were white, 65.7% were black, 1.2% were Asian, and 6.6% were Hispanic. SES data were not available on 1.8% of the students surveyed; of the data reported, 42.8% of the students were eligible for free lunch, 55.4% were ineligible.

Subcontractor Administration and Operating Characteristics

The RIF IBDP was initiated at Site No. 6 to motivate children to read and to help reverse a decline in reading achievement.

The city public schools was the subcontractor for the 10 schools participating in RIF at this site. The RIF IBDP was managed by the public schools' reading coordinator.

All children who lived in the district participated in the school-year RIF IBDP. The program was in its first year of operation.

Funding Characteristics

The city's Board of Education provided all of the money at the local level for RIF IBDP book purchases. The total RIF IBDP budget for the purchase of books at this site was \$20,000 for the school year 1979-80. Over 28,000 books were purchased for RIF IBDP distributions and 25,500 were given away. Approximately 3000 books were purchased for the RIF loan program.

Implementation of RIF IBDP at the Local Level

Book Selection and Acquisition

A central book selection committee comprised of principals, parents, teachers, and children selected books that they felt children would enjoy reading. High school students formed a second subordinate book committee which selected books for high schoolers; their selections were forwarded to the central committee to be compiled with the centrally developed book order listing. When books arrived from publishers, they were distributed to schools based on each school's percentage of the total district enrollment. Books were ordered for RIF IBDP distribution approximately 6 to 10 weeks before each RIF distribution day.

Top book suppliers for Site No. 6 were Scholastic and Educational Reading Service (ERS). They were used because of their wide variety of books, good discounts, and quick response to book orders.

Pre-/Actual/Postdistribution Activities

Predistribution activities were usually spearheaded by classroom and art teachers, although remedial reading teachers, librarians, and PTA groups were also actively involved. In addition to a variety of activities implemented at the classroom level, planning by the above personnel had resulted in the following kinds of promotional activities which heightened both the pupils' and community interest in reading and RIF IBDP: poster contests, storybook contests based on storybook characters, poster raffles, an essay contest on "What Reading Means to Me"

in which \$25 was awarded to one winner at each grade level, district-wide RIF IBDP distributions held on public library grounds, and a proclamation by the mayor for a city RIF IBDP Day, etc.

The RIF IBDP Committee designated a RIF IBDP Day for the entire school district. Pupils in each school selected books in the school library on a preplanned schedule created by the principal of that school. Promotional activities which preceded and followed RIF IBDP Day at both the district and school levels continued to keep students' interest high. Site No. 6 sponsored 3 distribution days per year with 10 weeks between each distribution.

Postdistribution activities involved a teacher and librarian who conducted an evaluation at the administrative level of the titles selected by children. Many schools also had a program of Uninterrupted Sustained Silent Reading (USSR) which encouraged book swapping and discussion of best-liked books. Other postdistribution activities were conducted at the classroom level.

Participation of Students/Parents/Volunteers

Volunteers had been active in book selection, processing, and staffing distributions in the various schools. School PTA presidents had been largely responsible for involving the community in RIF IBDP activities. As a result, the whole community was very aware of the RIF IBDP through city library, newspaper articles, and endorsement of RIF IBDP by high-ranking public officials.

Volunteer representation was sought from the entire educational community and through the PTAs of the 10 RIF IBDP schools. A total of 39 persons participated in the RIF IBDP planning and book selection process. This group consisted of 4 principals, 15 teachers, 10 librarians, 3 parents, 3 volunteers from the community, and 4 children.

Components of Loan Program

The loan program at this site was supervised by the librarian at each school. Fifty percent of the loan books were usually borrowed by students during a typical month; approximately 5% were not returned during the year. Representatives for the Site No. 6 RIF IBDP saw the loan program as beneficial because pupils were not limited to the one book they received at each distribution. Extra books which remained after RIF Day distributions usually became loan books, although they were sometimes given to teachers for their class library.

SITE NO. 7

Site Characteristics

Site No. 7 is a small northeastern city with a population of nearly 100,000 persons. It is an old, affluent community where the major sources of industry are exporting, petroleum refining, and shipbuilding. The city population is quite stable, with only a few apartment dwellers living in the area. Thirteen district schools participated in the RIF IBDP.

The RIF IBDP high school surveyed at this site is a huge, old facility overlooking the bay. This high school, with an enrollment of 2500 pupils, serves the entire community. Approximately 84% of the students were white, 10% were black, and 6% were Hispanic. No comparison population was surveyed at this site.

At site No. 7, the 165 RIF IBDP students surveyed were 82 ninth graders (32 male and 50 female) and 83 twelfth graders (41 male and 42 female). Males comprised 44.2% of this population, and 55.8% were females. Of the students surveyed, 87.9% were white, 9.1% were black, .6% were Asian, and 2.4% were Hispanic. SES data were not available on .6% of the students surveyed; of the data reported, 13.9% of the students were eligible for free lunch, 85.5% were ineligible.

Subcontractor Administration and Operating Characteristics

The RIF IBDP was started at Site No. 7 to improve students' reading skills. The City School District was the subcontractor for the RIF IBDP at this site; the Director of the English Department at the City High School was administrator of the program and assumed responsibility for the centralized ordering, delivery, and payment for books to be used in all RIF IBDP distributions in the district.

All children enrolled in 13 schools in the city district participated in the RIF IBDP during the school year. The RIF IBDP had been in operation at this site for 1 year.

Funding Characteristics

For the 1979-80 school year, Site No. 7's total budget for RIF IBDP expenditures was \$39,410. Half of this amount was allocated by the school district; the remaining half came from RIF matching funds. The school district's more-than-adequate budget required no additional funding supplements from parents or community/business groups.

The ample budget for RIF IBDP permitted students to be given 2 books each for the first and second RIF IBDP distributions. Nearly 13,000 books were purchased and given to students in RIF high school distributions. In addition to the RIF program, students were also given a minimum of 10 books per year mandatory reading for English classes. These books were also purchased through the school district budget allocations.

Implementation of RIF IBDP at the Local Level

Book Selection and Acquisition

Books were selected by a central Book Selection Committee made up of teachers, librarians, and parents who volunteered their services. Teachers at each school examined publisher catalogs and made recommendations to the book selection committee. Based on teacher recommendations and, in some cases, students recommendations, book selections were made by the Book Selection Committee members and forwarded to the RIF IBDP coordinator who placed the order for the entire district RIF program. Books for all RIF distributions were ordered at the end of the previous school year.

Top book suppliers for this site were Scholastic, Dell, and Main Court. These were selected for two reasons: variety in selection and the 30 to 40% discount given by the publisher.

Pre-/Actual/Postdistribution Activities

For the most part, whether or not a school would conduct pre- or postdistribution activities was decided by the principal and teaching

staff at each school. Elementary schools usually planned limited promotional activities; generally, the junior and senior high schools did not.

RIF books were stored in the school's book storage room when they arrived from the publishers. Prior to distribution day, books were grouped into boxes by classroom units and sent to individual classrooms. On distribution day, students selected books in classrooms.

Postdistribution activities at schools were optional. There was some discussion of books at the elementary level, but relatively little at the high school level.

Participation of Student/Parents/Volunteers

Most of the volunteer participation in the Site No. 7 RIF IBDP had been limited to the book selection process. There was very little parent participation in the distribution process at the elementary school level and none at all at the high school level. High school teachers and students felt they had not been given opportunity to participate in a more meaningful way in the book selection process.

A total of 88 persons comprised the central book selection committee. Members included 80 teachers, 5 librarians, and 3 parents. All of the teachers and librarians were employed at the elementary schools.

Components of Loan Program

This site did not operate a RIF IBD loan program.

SITE NO. 8

Site Characteristics

Site No. 8 is an upper-middle-class suburb of a larger Pennsylvania city. Residents are employed either in private companies in the suburb or in the huge commercial, industrial, and financial center of the city. The RIF IBDP was operated at the middle school.

Children surveyed at this site included 152 RIF IBDP students and 154 non-RIF students; 229 seventh graders and 77 eighth graders. Of all students surveyed, 165, or 53.9%, were male, and 141, or 46.1% were female, with data missing for .3% of the sample. Ethnic data showed that 95.4% of students surveyed were white, 2.6% black, and nearly 2% Asian. SES data showed 96.7% of students surveyed were ineligible for free lunch while 2.9% were eligible for participation in the program. SES data were missing on .3% of the sample population.

At Site No. 8, the 152 RIF IBDP students surveyed were 116 seventh graders (62 male and 54 female) and 36 eighth graders (24 male and 12 female). Males comprised 56.6% of this population, and 43.4% were females. Of the students surveyed, 95.4% were white, .7% were black, and 3.9% were Asian. SES data were not available on .7% of the students surveyed; of the data reported, 1.3% of the students were eligible for free lunch, 98% were ineligible.

Subcontractor Administration and Operating Characteristics

The RIF IBDP at Site No. 8 was initiated by the school librarian with the intent to increase children's reading interests. The school district was the subcontractor for the junior high school RIF IBDP; the media specialist was coordinator of the program. Due to limited funding, only seventh and eighth graders were selected to participate in the RIF IBDP. It was decided that the seventh and eighth graders would benefit the most from program participation.

The school year RIF IBDP operated only in the junior high school in this school district. It was in its third year of operation.

Funding Characteristics

Funds to operate the RIF IBDP were secured through the school's Parent Teacher Organization and the school district. Local matching monies raised amounted to \$380.43; the total RIF IBDP budget for the 1979-80 school year was \$760.86 when Federal matching funds were added. This amount was used to purchase 1120 books for the program. All of these books were given to the students.

Implementation of RIF IBDP at the Local Level

Book Acquisition and Selection

Books were selected by teachers and the media specialist who met informally to select titles for purchasing. Final selections were approved by the media specialist. Books for all distributions were ordered at the start of the program.

Book suppliers used most often by the subcontractor included Scholastic, Bookmen, Dell, Bantam, and Alfonsi. These suppliers offered a wide variety in book selection and good discount rates.

Pre-/Actual/Postdistribution Activities

The teachers and students were involved in a number of predistribution activities. The teachers took a reading interest inventory to find out the kinds of books the students liked. Before a distribution, the students made posters, RIF IBDP bookmarks, and RIF IBDP buttons to advertise the upcoming distribution.

The book distributions were held in the library. Before the distribution, students decorated the library. The books were displayed on the tables, and students attended the distribution by classes.

Postdistribution activities that the students were involved in included thank you letters to the Parent Teacher Organization for its contributions, making mobiles depicting book characters, giving book reports, making bookmarks, and writing newspaper articles describing the distribution. Students, on their own initiative, set up a cooperative system for sharing their RIF IBDP books after RIF IBDP distribution days.

Participation of Students/Parents/Volunteers

This site experienced difficulty in getting parents to participate in the RIF IBDP. Only two parents helped in the distribution process, and none were involved in the book selection or the planning process. The RIF IBDP at Site No. 8 was principally planned and managed by the media specialist with the assistance of four teacher volunteers.

Components of Loan Program

Site No. 8 did not operate a RIF IBDP loan book program at the time this survey was conducted.

SITE NO. 9

Site Characteristics

Site No. 9 is a small town with a population of approximately 2000 people. It is an isolated, impoverished area in which strip mining and the manufacture of steel products and machinery are the principal industries.

Five schools and five libraries participated in the program which served students in grades 7-10. A total of 149 children who participated in the RIF IBDP were administered questionnaires at Site No. 9. Children surveyed at this site included 114 ninth graders (58 male and 56 female) and 35 tenth graders (20 male and 15 female). Males comprised 52.3% of the total survey population and 47.7% were females. All students surveyed at this site were white. Students eligible for free lunch comprised 13.4% of the survey population; 86.6% were ineligible. No comparison population was surveyed at this site.

Subcontractor Administration and Operating Characteristics

The RIF IBDP at this site was undertaken to stimulate children's interest in reading and improve children's reading skills.

The school district was the subcontractor for the RIF IBDP. A reading specialist was the program coordinator for five schools which participated in the free book distributions. The five schools served a total of 639 children. All children in grades 7-10 participated in the school year RIF IBDP, which was in its second year of operation.

Funding Characteristics

Local funds to purchase RIF IBDP books were allocated by the school board, which set aside \$1000 for this purpose for the 1979-80 school year. The total budget of \$2000 (with the addition of RIF IBDP Federal funds) was used to purchase 2000 books for the free distribution program. A total of 1917 books were given to children in free distributions; the remaining 83 books were added to the school's library collections to be used as loan books.

Implementation of RIF IBDP at the Local Level

Book Selection and Acquisition

Each school had a book selection committee comprised of either librarians, teachers, and/or parent volunteers. These groups met at their respective schools at the beginning of the school year to select books for all RIF IBDP distributions scheduled for the year; book orders were placed by the RIF Coordinator.

Principal book suppliers used by the Site No. 9 subcontractor were Dell, Bantam, and Fotonovel. They were selected for their wide variety in selection and good discount rates.

Pre-/Actual/Postdistribution Activities

Predistribution activities at this site have included the following:

- Name plate design contests
- Morning serial announcements during the week preceding distribution
- Design of posters by reading classes

Three distributions were held at each school during the year. Volunteers usually managed the distribution process. Distributions were scheduled 12 weeks apart.

Postdistribution activities were not conducted at this site.

Participation of Students/Parents/Volunteers

Volunteers participated in the book selection and book distribution process as well as in the general planning and operation of the RIF IBDP.

Ten volunteers--two librarians, three teachers, and five parents--were involved in the planning, book selection, and distribution activities at this site. Information was not available on how they were recruited to participate in the program.

Components of Loan Program

A loan program had not been initiated at this site at the time this survey was conducted.

151

SITE NO. 10

Site Characteristics

Site No. 10 is located in the lowest socioeconomic county in the metropolitan area of a large Pennsylvania city. Residents are mostly blue collar workers employed in the industrial factories (canneries, oil, coal) located in and around the area.

Children surveyed at this site included 152 RIF IBDP students and 165 non-RIF students; all were eleventh graders. Of the 317 students surveyed, 143, or 45.1%, were male and 173, or 54.6%, were female with sex data missing for one child (.3% of the sample). Ethnic data showed that 92.2% of students surveyed were white, 6.9% black, and .6% Asian; ethnic data were missing for .3% of the sample. SES data showed 87.7% of students surveyed were ineligible for free lunch while only 12.3% were eligible for participation in the program.

At Site No. 10, 152 RIF IBDP eleventh grade students (79 male and 73 female) were surveyed. Males comprised 52% of the RIF population, and 48% were female. Of the students surveyed, 86.8% were white, and 13.2% were black. Students eligible for free lunch comprised 21% of the survey population; 79% were ineligible.

Subcontractor Administration and Operating Characteristics

The school district initiated the RIF IBDP in this site as part of a district-wide program to improve students' reading skills. All schools in the state were involved in a comprehensive reading program, and RIF was an offshoot of the state program. The school also participated in the Sustained Silent Reading Program (SSR).

The school district was the subcontractor for the area's schools. The media specialist was the RIF IBDP coordinator for the district; school librarians, however, coordinated the program within the schools. All children in the district participated in the RIF distributions.

The RIF IBDP originally served only eleventh graders, but at the district increased funding, the program spread to all grades.

The district operated a school year RIF IBDP in 13 schools which served 6770 students in grades 1-12. The RIF IBDP was in its second year of operation.

Funding Characteristics

The RIF program was funded by the school district and allocated \$5870 in matching funds for the 1979-80 school year. The total RIF IBDP budget of \$11,740 was used to purchase 16,770 books for the district-wide RIF IBDP. Of this number, 10,000 books were given away in distributions.

Implementation of RIF IBDP at the Local Level

Book Selection and Acquisition

Books were selected at this site by a book selection committee at each school. The committee was usually small, being comprised of only a parent, a librarian, a teacher, a sponsor representative, and a volunteer. At some schools, students input in the book selection process. Books were generally ordered by two school representatives directly from local distributors before each RIF IBDP distribution.

Local book suppliers used by the school district were United News and Valley Distributors. These book suppliers were selected because of the percent of discount they gave and the convenience and timeliness of their response.

Pre-/Actual/Postdistribution Activities

The predistribution activities at the RIF IBDP high school surveyed in this study consisted of discussing the RIF IBDP distribution in the English class.

RIF IBDP distributions were held in the school library. Books were displayed on tables and students came during English class to select books. The classes were rotated at each distribution so that students had a fair opportunity to select books. Distributions were held 8 weeks apart at this site.

As a postdistribution activity, the faculty suggested a swap-over program. Students, however, were not in favor of such a program. The school did participate in sustained silent reading (SSR) everyday.

Parents did not show any particular interest in the high school RIF IBDP despite active solicitation of parents by the principal and two program representatives.

Three student aides helped the librarian with the distributions. Their role was to proctor students during the distribution.

Components of Loan Program

The RIF high school surveyed at this site did not participate in a loan program.

SITE NO. 11

Site Characteristics

Site No. 11 is a densely populated city located in the mideastern part of the country. Residents are a mixture of blue and white collar workers representing the highest and lowest income brackets. Employment opportunities are diverse and include a variety of job types in the Federal and city governments as well as the private sector.

Children surveyed at this site included 99 RIF IBDP students and 86 non-RIF students; 115 second graders and 70 ninth graders. Of the 185 students surveyed, 94, or 50.8% were male, and 91, or 49.2%, were female. Ethnic data showed that 74.6% of students surveyed were black, 4.4% white, and .5% Asian, with data missing on approximately 20.5% of the population. Nearly 76% of the student sample were ineligible for free lunch; nearly 24% were eligible for participation in the free lunch program.

At Site No. 11, the 99 RIF IBDP students surveyed were: 61 second graders (27 male and 34 female) and 38 ninth graders (21 male and 17 female). Males comprised 48.5% of this population, and 51.5% were females. Of the students surveyed, 8.1% were white, 85.9% were black, and 6% were Asian. SES data were not available on 5% of the students surveyed; of the data reported, 56.6% of the students were eligible for free lunch, 38.4% were ineligible.

Subcontractor Administration and Operating Characteristics

The RIF IBDP was initiated by the elementary school to motivate students to read more and to bolster the city's RIF IBDP subcontractor group. The RIF IBDP at the high school sampled in this survey was sparked by the donation of RIF IBDP books to the school by the subcontractor.

The RIF IBDP organization (an original RIF IBD program) was the RIF IBDP subcontractor for the school district. It was a private, independent group having no legal ties to the city school district. The group was attempting to initiate RIF IBDPs in all the city's public schools. The role the group played in the administration of RIF IBDP distributions at each participating RIF IBDP school varied from one school to another depending on each school's need or request for assistance. The subcontractor also gave assistance to the city's large public school system by ordering all books for participating RIF IBDP schools.

Each school participating in the RIF IBD program set its own criteria for how children would be selected for participation in the distribution program. All children enrolled at the schools surveyed by this study participated in RIF IBDP distributions for the school year 1979-80.

The RIF IBDP subcontractor gave assistance to schools (elementary, junior high, and senior high), and community groups during both the school year and summer months. This group had been in existence for nearly 3 years.

Funding Characteristics

Most of the funding for the purchase of RIF IBDP books was raised at the school level, but the subcontractor also managed to raise some funds of its own through public relations efforts. At the elementary school, half of the matching funds were raised by the PTA, while books for the RIF IBDP distribution at the high school were donated by the subcontractor.

Implementation of RIF IBDP at the Local Level

Book Selection and Acquisition

At the elementary school, a committee of four--two parents, the librarian, and one teacher--met in the summer to select books which would

be ordered for startup of the RIF IBDP in the fall. Several additional teachers were also informally consulted for their opinions on book selection. RIF IBDP books donated to the high school were selected informally by the subcontractor group.

Xerox and Scholastic were the top book suppliers for Site No. 11. Xerox had provided technical assistance to the city's RIF IBDP subcontractor in the form of workshops for RIF IBDP schools and had donated hundreds of books and posters to the subcontractor for the city's RIF IBDP. Many of the Xerox-donated books were subsequently donated by the subcontractor to help initiate RIF IBDPs in schools which did not have RIF IBD programs.

Pre-/Actual/Postdistribution Activities

Predistribution activities were undertaken individually by classroom teachers for the first distribution day at the elementary school. No special activities were held for the second distribution although notices were sent home to parents to inform them of the distribution day. At the high school, teachers talked with the students about the upcoming free book giveaway day, and some books were displayed in the library several weeks before distribution day.

At the elementary school, an entire day was set aside for distribution. Books were displayed in the auditorium. Two classes together, each accompanied by their teacher, were given a half-hour to choose books. At one distribution, a folk singer was present. Books were displayed in the library at the high school. Each class went in separately to choose books.

Postdistribution activities at the elementary school had included class book swaps a couple of days after the distribution and book reports being posted in the halls. At the high school, teachers encouraged book swapping also. Students who completed book reports were given free posters.

Three distribution days were held at the elementary school. At the time of the survey, the high school had been scheduled for only one book distribution for the school year.

Participation of Students/Parents/Volunteers

Approximately 20 parent volunteers at the elementary school participated in fund-raising activities sponsored by the PTA and in the distribution process itself. At the high school, no parent volunteers participated in the project. The librarian and a few students participated in setting up the book display for distribution.

Components of the Loan Program

The RIF IBDP elementary school operated a loan program in which all children in the school could participate. Books were made available to children in the RIF-Roving Library which was located in the school library. Loan books were purchased with a special discount. The school librarian supervised the loan program. The benefit of the loan book program, according to school officials, was that more children could read a wider range of books, and records show that the most popular books in the library were in the RIF-Roving Section.

SITE NO. 12

Site Characteristics

Site No. 12 is a small, established town. It is part of a large county-run school system, serving a rapidly growing, diverse population. The RIF IBDP was sponsored by a junior high school serving grades 7-8.

Children surveyed at this site included 144 RIF IBDP students and 161 non-RIF students; 158 seventh graders and 147 eighth graders. Of the 305 students surveyed, 129, or 42.3%, were male and 176, or 57.7%, were female. Ethnic data showed that 72.1% of students surveyed were white, 21.9% black, 5% Hispanic, and 1% Asian. SES data showed 76.4% of students surveyed were ineligible for free lunch while 23.6% were eligible for participation in the program.

At Site No. 12, the 144 RIF IBDP students surveyed were: 74 seventh graders (33 male and 41 female) and 70 eighth graders (30 male and 40 female). Males comprised 43.75% of this population and 56.25% were females. Of the students surveyed, 77.8% were white, 19.4% were black, 0.7% were Asian, and 2.1% were Hispanic. Students eligible for free lunch comprised 18% of the survey population; 82% were ineligible.

Subcontractor Administration and Operating Characteristics

The state has placed a high priority on basic skills. The state-wide assessment testing program has caused school administrators to seek innovative ways to encourage the development of student skills. The assistant principal at this junior high school decided to undertake a RIF IBDP in an effort to motivate student reading.

Seventh graders participated in the program. They were chosen due to the fact that they had the longest tenure at the school (3 years) and offered the greatest potential for impact. During the second year of the program's operation, eighth graders were added. The intent was to follow the original group of seventh graders through the ninth grade. With the advent of 75% Federal funding, the assistant principal planned to pick up each incoming seventh grade class in the IBDP.

Funding Characteristics

The RIF IBDP originally obtained local funds to acquire books through contributions from the school's various student service clubs. Students themselves made the decision to use their funds for the purpose of starting an IBDP. After the initial program year, the school PTA allocated funds to continue the program.

At the beginning of the project year, 1500 books were purchased with Federal and local funds totaling \$1750.

Implementation of the RIF IBDP at the Local Level

Book Selection and Acquisition

A book selection committee consisting of a parent, a teacher, and a librarian met to choose books. The prime book supplier for this RIF IBDP was Scholastic; some selections were ordered from Xerox.

Pre-/Actual/Postdistribution Activities

Prior to a distribution, posters and badges to be worn by students were made in art classes. Books were distributed throughout the school year at 8-week intervals. Immediately following a book distribution, teachers allowed students some time to read their new book. Several weeks after the distribution, book swaps were held to permit students to exchange books. Every other week, the entire school--students, teachers, and administrators--observed sustained silent reading periods.

Participation of Students/Parents/Volunteers

Students provided the original monies to operate the RIF IBDP school through donations. At the time of the survey, they assumed responsibility for publicity for each distribution.

Adult volunteers numbered 15 and consisted of 6 parents, 1 librarian, 6 teachers, and 2 school administrators. Parents were recruited by a flier sent home with each student requesting their assistance. Parents

prepared the selection tables and kept them supplied at each distribution point. Teachers and school administrators assumed responsibility for follow-up, or postdistribution activities.

Components of the Loan Program

All books purchased for the RIF IBDP were distributed to participating students. No loan program operated at this site.

161

SITE NO. 13

Site Characteristics

Site No. 13 is a coastal resort and fishing center of approximately 25,000 people. The major industry is shipbuilding, which employs a large segment of the area's population.

Children surveyed at this site included 122 RIF IBDP students and 64 non-RIF students; 164 third graders and 22 fourth graders. Of the 186 students surveyed, 91, or 48.9%, were male and 92, or 49.5%, were female, with sex data missing for 3 children or 1.6% of the sample. Ethnic data showed that 84.1% of students surveyed were white; 13.4% black; and .5% each for Hispanic, Asian, and American Indian. Ethnic data were missing for 1% of the sample. SES data showed 65% of students surveyed were ineligible for free lunch while 33.9% were eligible for participation in the program. SES data were missing on 1.1% of the sample population.

At Site No. 13, 123 third-grade RIF IBDP students were surveyed: 59 male and 61 female. Males comprised 48% of this population, 49.6% were females; sex data were missing for 3 children, and 2.4% of the population did not record this information. Of the students surveyed, 86.1% were white, 12.3% were black, .8% were Asian, and .8% were American Indian. SES data were not available on .8% of the students surveyed; of the data reported, 37.7% were eligible for free lunch, 61.5% were ineligible.

Subcontractor Administration and Operating Characteristics

The subcontractor was motivated to sponsor a RIF IBDP in the area's school after seeing a RIF IBDP presentation at one of the state meetings.

The subcontractor for the local program was the Junior Auxiliary, a young women's group in the community. This group assumed full

responsibility for the operation of the program and managed all RIF activities including fund-raising, predistribution activities, distribution activities, school and book selection, and definition of student criteria for RIF IBDP participation.

Based on the recommendations of reading specialists, only third grade students participated in the RIF IBDP. This grade was selected because of the general feeling that many students lost interest in reading by the third grade and that RIF IBDP books might help to revitalize these children's interest in reading.

The subcontractor operated a school-year RIF IBDP serving 150 students in 10 elementary schools in the area. Each year new schools were selected for participation in the program. Attempts were being made by the subcontractor to generate school district interest and thus expand the program to include all third grades in all schools in a three-district area. If the school district did not continue the program for the following school year, the RIF IBDP could be discontinued as the subcontractor planned only to sponsor the program for 2 years. The program was in its second year of operation.

Funding Characteristics

The subcontractor sponsored a variety of fund-raising activities to acquire funds for the RIF IBDP book purchase. For the 1979-80 school year, \$1150 was raised by rummage sales, rental property, thrift shops, raffles, and contributions from local businesses. The total RIF IBDP budget of \$2300 was used to purchase 3000 books for RIF IBDP distributions. All books were given away to students. Leftover books from the three distributions were given away in the following year.

Implementation of RIF IBDP at the Local Level

Book Selection and Acquisition

A book selection committee made up of the district reading supervisor, parents, teachers, and sponsor representatives selected books in

the first year of the program's operation. During the second year, books were chosen on teacher and student suggestions. Book orders were placed by the subcontractor approximately 8 weeks before each RIF IBDP distribution.

Scholastic was the principal book supplier used by the subcontractor for the 1979-80 school year; it was selected because of its wide variety in selection, percent of discount, clear ordering procedures, and free book samples. The subcontractor ordered from other book suppliers in its first year but found that other suppliers were frequently out of stock of books ordered.

Pre-/Actual/Postdistribution Activities

The Junior Auxiliary Club performed skits three times a year in full costume before the distributions. The children who participated in the program received invitations to attend the distribution. Letters were also sent home to parents informing them of RIF IBDP distribution days.

Postdistribution activities were not conducted at this site.

Participation of Students/Parents/Volunteers

Except for club members, there was no participation of volunteers in the distribution process. Although the subcontractor had requested volunteer help through school Parent Teacher Association groups, attempts to recruit parent volunteers had been unsuccessful.

Components of Loan Program

The Site No. 13 subcontractor had no plans to initiate a RIF loan program at the time of this survey.

SITE NO. 14

Site Characteristics

Site No. 14 is located in a small rural community of about 2000 people. The community is located on the outskirts of a big, sprawling southern city in which two of the major industries are farming and tobacco production.

The RIF IBDP was conducted in an area school which served five district communities in the southern part of the country. Its entire school population of 816 pupils in grades 6-8 participated in the RIF IBDP. The student population was 62% white and 38% black.

Children surveyed at this site included 154 RIF IBDP students and 150 non-RIF students; 127 sixth graders and 177 seventh graders, for a total of 304 students. Of the 304 students surveyed, 166, or 54.6%, were male and 138, or 45.4%, were female. The sample population was 72.7% white and 27.3% black. SES data showed that 62.5% of the sample were ineligible and 37.5% were eligible for participation in the free lunch program.

At Site No. 14, the 154 RIF IBDP students surveyed were: 65 sixth graders (36 male and 29 female) and 89 seventh graders (48 male and 41 female). Males comprised 54.5% of this population, and 45.5% were females. Of the students surveyed, 70.1% were white and 29.9% were black. Of the SES data reported, 35.1% of the students were eligible for free lunch; 64.9% were ineligible.

Subcontractor Administration and Operating Characteristics

The RIF IBDP was undertaken by the school to help create within each student a genuine desire to read (books, newspapers, etc.). The RIF IBDP contract at Site No. 14 was administered by a middle school facility serving sixth, seventh, and eighth grade pupils. Coordination of RIF IBDP activities was handled by two Title I reading teachers appointed by the school principal. The RIF IBDP operated only during the

school year at this site. The program was in its second year of operation.

Funding Characteristics

Funds to purchase RIF IBDP books were acquired through school budget allocations and PTA donations. For the school year 1979-80, both the PTA and school provided \$500 each for the RIF IBDP book purchase. When matched by RIF IBDP, the total RIF budget amounted to \$2000. At the time of the survey, \$675 had been spent for the purchase of 1150 books, of which 816 were given away at the school's first distribution of the year. The remaining amount would be used to buy books for subsequent distributions and to initiate a RIF IBDP loan book program.

Implementation of RIF IBDP at the Local Level

Book Selection and Acquisition

The book selection committee, comprised of the school's Title I reading staff, language arts teachers, and a representative from the PTA, met 6 to 7 weeks before distribution day to select and order books. Book orders were placed approximately 6 weeks before the scheduled RIF IBDP Day.

Major book suppliers for this site were ERS, Dell, and Scholastic. They were principally used because of their wide variety of books, good discounts, and speedy book shipments to the subcontractor.

Pre-/Actual/Postdistribution Activities

Most predistribution activities were conducted by the individual teacher at the classroom level. Activities varied from the making of RIF IBDP badges, to read-ins, to the award of books as prizes for classroom drawings.

On the scheduled RIF IBDP Distribution Day, each language arts class visited the chosen distribution site accompanied by the language arts teacher. The language arts class was allowed a half hour in which

to select books. Each of the three middle school grades had a different RIF IBDP Day. At each distribution, classes were shifted so that the sixth graders, for example, who were first at one distribution would select books last at the next distribution.

Most teachers held weekly read-ins following RIF IBDP distribution day. In the previous year's RIF IBDP, extra books remaining from the final distribution were used in a "SWAP" day activity for children.

Participation of Students/Parents/Volunteers

Except for five members of the city's Women's Club who had volunteered to work with RIF IBDP distributions, there was very little parent participation in the distribution and planning of RIF IBDP activities. The principal contribution of the five women club volunteers was the help they had given in the recording of books selected by children and of books requested by children for the next distribution. Students did not participate in the planning or book selection process.

Components of Loan Program

Plans were under way at Site No. 14 to begin a loan program for the following year. The loan program would be managed by the two RIF coordinators in conjunction with the school librarian.

SITE NO. 15

Site Characteristics

Site No. 15 is an agricultural city of approximately 50,000 people on the Ohio River. The area is mostly rural with light industry associated with agriculture. Nine schools participated in the RIF IBDP which served 553 children in grades 1-5.

Children surveyed at this site included 145 RIF IBDP students and 121 non-RIF students; 140 second graders and 126 fourth graders for a total of 266 students. Of the 266 students surveyed, 132, or 49.6% of students surveyed were male and 131, or 49.3%, were female; data was missing for 3 children, or 1.1% of the sample. Students surveyed were 94.7% white, 4.5% black, with data missing for 4% of the sample. SES data showed that 65% of students surveyed were ineligible and 35% were eligible for participation in the free lunch program.

At Site No. 15, the 145 RIF IBDP students surveyed were: 78 second graders (38 male and 40 female) and 67 fourth graders (36 male and 31 female). Males comprised 51% of this population and 49% were females. Of the students surveyed, 91.7% were white and 8.3% were black. Of the SES data reported, 35.2% of the students were eligible for free lunch, 64.8% were ineligible.

Subcontractor Administration and Operating Characteristics

The RIF IBDP was started several years ago in Title I reading centers. A reading specialist had read about RIF and thought it would motivate the students. It was extended to all Title I reading centers and then to other classrooms after considerable enthusiasm was generated in the first year of the program's operation.

The city school was the subcontractor for the district RIF IBDP. A district-appointed RIF IBDP coordinator was responsible for the administration of the RIF IBDP in the district's schools.

Although all elementary school children were eligible to participate in the program, each school had only one or two classes participating in RIF IBDP, as funds were limited. The classes of students served changed each year. Teachers volunteered to participate in the program; if more teachers volunteered than there was money, the principal made the decision as to which classes would participate. If, for some reason, teachers did not follow the guidelines of the program, they were not allowed to participate the next year.

The school district ran a school-year program in nine schools--seven elementary and two middle schools. The program was in its third year of operation.

Funding Characteristics

Local matching funds were provided by the district from elementary instructional allocations. The total RIF IBDP budget for the 1979-80 school year was \$5650. Local monies provided \$2200 which was matched by RIF IBDP Federal monies. An additional \$1250 of non-RIF Federal money was used in the RIF IBDP book purchase. The entire RIF IBDP budget was used to buy 5375 RIF IBDP books for district distributions for this school year. All books were given to children participating in the program.

Implementation of RIF IBDP at the Local Level

Book Selection and Acquisition

A central book selection committee of four--one parent, one teacher, one librarian, and the RIF IBDP coordinator met to select books to be ordered for the 1979-80 school year. Members of this committee were chosen after getting references from principals and other school supervisors. After book selections were made, one order for the entire district was placed by the district elementary department secretary.

Principal book suppliers for Site No. 15 were: Bookmen, Scholastic, Golden Press, and Leicestershire. These suppliers were selected on the basis of the variety in selection and quality of books, percent of discount, and the timeliness of their response. Several book suppliers had donated free books and others had sent posters. The Xerox Corporation donated many free books to the program.

Pre-/Actual/Postdistribution Activities

Predistribution activities were held by each teacher in the respective classrooms. Activities varied from one teacher to the other and from school to school.

Distributions were held at the classroom level at each school. Each teacher was responsible for his/her own distribution as well as the pre- and postdistribution activities.

Participation of Students/Parents/Volunteers

Volunteers participated in the book distribution process, recorded book titles, and selected and read stories to students.

Approximately 25 volunteers participated in the planning and book selection process for the district RIF IBDP. Volunteers included 20 teachers, a librarian, a parent, and a sponsor representative.

Components of Loan Program

Each classroom that participated in RIF IBDP had a loan program. RIF loan centers were set up in each classroom; children could check the books out from the classroom teacher who supervised the program.

The loan program provided children with the opportunity to read more books. They also had more time to become familiar with the books so that on distribution days they already knew which books they wanted to select.

SITE NO. 16

Site Characteristics

Site No. 16 is a town of approximately 12,000 people located in the northeastern section of Tennessee. It has some light industry in rayon and rayon yarn manufacturing plants. The county school system was the subcontractor for the RIF IBDP, which served 5451 students in 13 schools.

Children surveyed at this site included 156 RIF IBDP students and 133 non-RIF students; 43 first graders, 43 second graders, 50 third graders, 102 fourth graders, and 51 fifth graders. Of the 289 students surveyed, 162, or 56.1%, were male and 127, 43.9%, were female. Ethnic data showed that 8.9% of the students surveyed were black, 90.7% were white, and .3% were Hispanic. Nearly 26.3% of the student sample were eligible for free lunch, and 73.7% were ineligible.

At Site No. 16, the 156 RIF IBDP students surveyed were 22 first graders (13 male and 9 female), 22 second graders (12 male and 10 female), 25 third graders (17 male and 8 female), 58 fourth graders (33 male and 25 female), and 29 fifth graders (15 male and 14 female). Males comprised 57.7% of this population; 42.3% were females. Of the students surveyed, 84% were white and 16% were black. Of the SES data reported, 53.1% of the students were eligible for free lunch; 46.9% were ineligible.

Subcontractor Administration and Operating Characteristics

The Title I Parent Advisory Council (PAC) Director heard about the program at a Title I meeting. He visited another program in the state and, after discussing the program with the RIF coordinator, felt it would benefit his Title I students. The first year the program served only Title I students; but by working with the Parent Teachers Association (PTA), it was extended to children in all the county schools.

The RIF coordinator was the Title I PAC Director. He selected schools to participate in the program, helped them with fund raising,

sponsored workshops and seminars for parents, and ordered and distributed books. The county school system had the administrative and financial responsibility for the program. The program was in operation in one junior high school and 12 elementary schools, serving all children in each school, and was in its third year of operation.

Funding Characteristics

Funds were acquired for the program through PTA fund-raising events such as bake sales, school suppers, carnivals, individual donations, and a large contribution from Levi Strauss, which was arranged by National RIF. Each school PTA, with the assistance of the Title I PAC director, planned fund-raising events.

The local share of the program was \$5700. Through fund-raising activities, they acquired \$2700 and the remainder was the Levi Strauss contribution. The program had purchased 18,000 books, given away 16,000, and had 2000 for loan.

Implementation of RIF IBDP at the Local Level

Book Selection and Acquisition

Thirteen schools were participating, and there were 13 book selection committees. The members of the committees were selected through the Title I PAC. There were 283 members of the 13 committees. Each committee was made up of teachers, parents, a librarian, and members of the district office staff (sponsor). Each school set its own time for its book selection committee to meet; however, the RIF coordinator had time deadlines on when each school had to have its book orders to him. Books were ordered before each distribution day, approximately three times per year.

The RIF coordinator ordered from 15 suppliers, some of which were Scholastic, Western, Readers' Digest, Xerox, Gallery, and Garrard. The suppliers were selected for their selections, discounts, ease in ordering, and prompt response. Scholastic sent samples of books.

Pre-/Actual/Postdistribution Activities

Teachers and parents planned predistribution activities. Children wrote poems, drew advertising posters of RIF Distribution Day, listened to story hours, and became book characters by dressing up. The distributions were held in the school gyms and were very gala affairs. Parents dressed up as book characters and read stories to children; there was an art center where students could make craft items and select a book to keep. As a postdistribution activity, each school sponsored a Swap Day. This procedure allowed a child to swap his/her book for another book.

Participation of Students/Parents/Volunteers

Each school in the RIF IBDP had 100% student involvement; there was a teacher's sharing program which promoted the swapping of ideas on successful reading activities, and 130 parent volunteers participated in the program. The RIF coordinator sponsored and conducted training workshops for parents. The workshops highlighted activities which parents could do at home to stimulate reading, taught them story-reading dramatization techniques, and familiarized them with activities to be used before and after distributions.

All parent volunteers were recruited through the PTA. They served as tutors, helped with fund-raising activities, such as bake sales and suppers, and provided refreshments for distribution days. Students participated in a summer reading program which was a result of books sent by publishers to the district office. They visited the district office and selected an activity book and a reading book. Participation in the summer program was voluntary. The RIF coordinator felt that "RIF had put more emphasis on reading than anything else in the country," and in his estimation, it worked.

Components of Loan Program

Each of the 13 schools participated in a loan program. A RIF rack which displayed books moved from class to class in the school. All children participated in the loan program which was supervised by the classroom teacher or a parent volunteer.

SITE NO. 17

Site Characteristics

Site No. 17 is a southern city of approximately 300,000 people, located in the center of the state. It is a manufacturing hub, producing cotton goods, lumber, and lumber by-products. As the home for five universities and colleges and the site of one of the largest Army basic training bases, the population is very transient.

The school district encompassed an urban area serving approximately 34,000 students. The RIF IBDP covered grades 1-12 across 12 schools out of the 53 district schools. It served approximately 6184 children, of which 81% were black and 19% were white.

A total of 280 RIF and non-RIF students were administered questionnaires at this study site. They included 123 ninth graders and 157 tenth graders. Of the 280 students surveyed 121 or 43.2% were male and 159 or 56.8% were female. Ethnic data showed that 31% of the students surveyed were white, 69% were black. SES data showed 43% of the students surveyed were ineligible and 37% were eligible to participate in the program. SES data were missing for 20% of the sample.

At Site No. 17, 127 RIF IBDP students were surveyed: 45 ninth graders (21 male and 24 female) and 82 tenth graders (25 male and 57 female). Males comprised 36.2% of the total survey population and 63.8% were females. Of the students surveyed, 17.2% were white, 81.2% were black, .8% were Asian, and .8% were American Indian. SES data were not available on .8% of the students surveyed; of the data reported, 44.5% of the students were eligible for free lunch, 54.7% were ineligible.

Subcontractor Administration and Operating Procedures

The school district was the subcontractor for the RIF IBDP. The program was directed by the district's Federal coordinator, who had previously been director of the Title I and Right to Read programs for the district.

The RIF IBDP was a school-year program with three distributions at each of the schools.

The state Right to Read director invited all Right to Read Districts to participate in a RIF IBDP meeting held several years ago. One of the national RIF staff explained the components of the program to the district participants, and many of the districts decided to participate.

The RIF coordinator worked through the school principals and school librarians to set up their RIF IBDPs. The students who participated in the program were selected by the teachers.

Funding Characteristics

The program was funded for \$25,000. The local share of the money was acquired through the school PTA and the local library. All monies had to be raised by the schools and the district since board policy negates allowing business and community contributions for school funding.

Implementation of the RIF IBDP at the Local Level

Book Selection and Acquisition

Each school had a book selection committee comprised of teachers, parents, students, and a librarian. These committees submitted recommended selections to a central committee for final review and subsequent ordering for the entire district. Major book suppliers utilized by the selection committee were Scholastic, Bantam, Children's

Press, ERS, and Fearon-Pittman. These suppliers offered provisions for extensive selection and variety, concise ordering procedures, timely ordering procedures, timely ordering responses, and, most importantly, quality materials.

Pre-/Actual/Postdistribution Activities

Predistribution activities were conducted throughout many of the schools to create interest and involvement by administrators and students prior to the RIF IBDP distribution day. The various activities were reported to the district RIF IBDP center for recording in its activities files. This made available, to all the schools, an exchange of various pre- and postdistribution activities for future distribution days

Components of Students/Parents/Volunteers

Individual schools in the district solicited volunteers to assist in the various activities required to conduct the RIF IBDP distribution program. Roughly 30 parent, teacher, and student volunteers throughout the schools helped in administering the events and arranging the use of available areas to best serve the students during distribution days. Community groups and business organizations had not been involved due to the school board policy excluding their use.

Components of Loan Program

Site No. 17 did not operate a RIF IBD loan program.

SITE NO. 18

Site Characteristics

Site No. 18 is a large, sprawling southern city with a population of nearly 200,000 people. It is a commercial and industrial city; major sources of industry are farming, manufacturing, timber, and the mining of coal, iron, zinc, and copper.

A total of 286 RIF and non-RIF students were administered questionnaires at this site. They included 130 first graders and 56 second graders. Of the students surveyed, 148 or 51.8% were male, 119 or 40.9% were female; data were missing for 21 or 7.3% of the sample. Ethnic data showed that 98% of the students were white, 2% were black. SES data showed 94% of the students included in the survey were ineligible for free lunch, 6% were eligible to participate in the program.

The RIF IBDP school under study at this site was a community elementary school located in a farming area in which 85% of the students lived in the surrounding rural area. Most of the children were from families where only the father worked outside the home. For many of the nonworking mothers, participation in school activities was a social activity where they could meet and share ideas with women of similar lifestyles.

Children surveyed at the RIF IBDP site included 142 first and second graders: 64 first graders (36 males and 28 females), and 78 second graders (43 males and 35 females). Males comprised 55.6% of the total; 44.4% were female. Of the students surveyed, 97.9% were white, and 2.1% were black. Of these students, 20.6% were eligible for free lunch, and 79.4% were ineligible.

Subcontractor Administration and Operating Characteristics

A county school officer initiated the first RIF IBDP as a pilot program in 1973 to, primarily, increase parent involvement and, secondarily, to motivate children to read. The pilot project was viewed as a big success by parents, teachers, and administrators; enthusiasm and support for RIF IBDP was quickly generated by other parents and teachers in the community. As enthusiasm for the program grew, more and more PTA groups sponsored RIF IBDPs at their children's schools.

The county school's RIF IBDP, although funded exclusively at the individual school level, was coordinated by the administrative offices of the county schools by a county-appointed RIF IBDP coordinator. This person was responsible for the administrative and record keeping tasks for all RIF IBDPs in the county. The county RIF IBDP coordinator also provided vital technical assistance and general support to most RIF IBDPs from their inception to implementation. Each of the participating schools interacted with the coordinator at some point in the RIF IBDP planning process, as the coordinator was responsible for placing all RIF IBDP book orders for the entire county and maintaining records of all transactions made.

All children in the county participated in RIF IBDP--from kindergarten through senior high school. RIF IBDP was operating in 54 schools, 2 day care centers, and 2 community centers; 4 unspecified projects operated only during the summer. The program had existed in the county for nearly 8 years.

Funding Characteristics

This RIF IBDP was unusual in that although nearly every school in the county participated in RIF IBDP, school RIF IBDPs were funded exclusively at the school level. Funds were generated through the donations of private individuals and business and community groups through parent volunteer solicitations.

For the 1979-80 year alone, a total of \$46,200 was generated for the county's RIF IBDP--\$42,000 was donated by community groups, \$4,000 by business, and \$200 through private contributions. With RIF IBDP matching dollars, total funding of the county's RIF IBDP was \$92,400. Of this amount, \$56,200 was expended for the RIF IBDP give-away program and \$36,200 for the loan book program. During the past year, a total of 132,000 books were given away and 60,000 books loaned to children participating in the RIF IBDP.

Implementation of RIF IBDP at the Local Level

Book Selection and Acquisition

Each school had a book selection committee which was made up of volunteers from PTA, PAC, faculty, and the community. The book committee selected books, completed the order form, and forwarded them to the RIF IBDP coordinator for finalization.

Books were ordered from a variety of publishers by the county schools. Top book suppliers for this site had been Scholastic, Educational Reading Services, Dell, and Western. These publishers were selected because of their variety of books, discount, and timeliness of response as well as their clear ordering procedures and other assistance which some of them had given (e.g., exhibitions at RIF IBDP workshops, free samples, etc.).

Pre-/Actual/Postdistribution Activities

RIF IBDP distribution were typically well planned and characterized by a colorful, festive atmosphere. Predistribution motivational activities were planned and executed at both the classroom and the school level. Classroom RIF IBDP activities usually varied from one class to another (e.g., one class might make RIF IBDP book marks; another class might make RIF IBDP shadow boxes, etc.) while the entire school might sponsor a read-in. The read-in was a school motivational activity in which every class set aside a half hour for children to read books of their choice. It usually started 2 weeks before a RIF IBDP distribution

and continued at the school level until the day after distribution. Some teachers elected to continue with the read-in as part of the postdistribution activity. Predistribution activities have included poster contests, RIF IBDP stamp contests, "Making Books Come Alive," "Mystery Guests," parades, skits, plays, rallies, RIFXMAS, RIFGIVINGS, and numerous others at both the classroom and school level.

RIF IBDP distributions were conducted in the school library which was always decorated very colorfully to create a festive atmosphere. RIF IBDP distributions were held at least three times a year, the first one being more elaborately prepared than the others. One of the remaining distributions was always a Surprise RIF IBDP Day in which children might have known that a RIF IBDP Day was coming, but did not know the actual date. Distributions were held approximately every 12 weeks.

Only one class unit at a time came to the library on RIF IBDP Day to select books which had been displayed and grouped by grade level or reading difficulty. Volunteers stamped the children's books, and children wrote their names in the books they selected. Then children gathered to sing the school RIF-A-TEER song, and pictures were taken. The pictures were used to create a visual record of the distribution and were added to the school RIF IBDP scrapbook which was always displayed at future RIF IBDP distributions. Refreshments were served to the children, when they left the library, by volunteers dressed as clowns. The food served also emphasized RIF IBDP, with juice or punch called RIF-juice or RIF-cookies, etc.

Postdistribution activities were characterized by book swaps, but included classroom read-ins, read-fests, story telling, and visiting authors. The RIF IBDP school in this study had also organized a RIF-A-TEER Club in which children participated long after the RIF IBDP distribution.

Participation of Students, Parents, and Volunteers

Volunteers play a principal role in RIF activities at this site. Volunteers organized, raised funds, and implemented the RIF IBDPs at each school. A typical book selection committee at each school comprised 5 parents, 2 teachers, 1 librarian, and any number of school administrative staff who volunteered their services to get RIF IBDP projects underway. This committee also planned and coordinated RIF IBDP activities and recruited other parent volunteers from PTA, PAC, and the community to help with preparation of RIF IBDP distribution activities (fund-raising rallies, library decorations, theme ideas, book displays, music, etc.).

Community groups and business representatives had also been quite involved with RIF activities. These groups served on RIF committees, supplied funds and services, and helped organize parades; they also loaned materials such as helium gas for RIF IBDP balloons, a Porsche (car), and jukeboxes for motivational activities. State troopers stopped traffic for RIF IBDP parades, and the fire chief on occasion led the parade.

Components of Loan Program

The loan program has been in operation in all but two schools participating in RIF IBDP. In all cases, the loan program was supervised by the Chairperson of the book selection committee for that site. Books for loan were housed in the school library or in individual classrooms. In some cases, they were kept on carts and moved from one class to another. It was not known what percentage of books were borrowed during a typical month, but books that became worn during the year were given to children (not as part of their RIF IBDP Program, however).

Parents, teachers, and school administration saw tremendous benefits in the RIF IBDP loan program since many children lived long distances from public libraries, and most schools had limited library collections. Fifteen schools did not have a librarian at all. In these cases, parents staffed the "Reading Centers" which were stocked with RIF IBDP loan books. PTAs in these schools were highly motivated to sponsor RIF, so that they could also buy books for leading.

SITE NO. 19

Site Characteristics

Site No. 19 is a middle-sized urban city with a population of nearly 200,000 residents. The major industry is automobile and aircraft manufacturing. The other primary industries support the major industries.

The elementary school, with an enrollment of 438 children, was the only school participating in RIF IBDP at this site. The school RIF IBDP served children from kindergarten through sixth grade. The ethnic breakdown of children served was 85% white, 7% American Indian, 6% black, and 2% Hispanic and Asian.

A total of 229 RIF and non-RIF students--96 first graders and 133 fourth graders--were administered questionnaires at this site. Of this number, 101, or 44% of students surveyed were male; 100 or 43.7% were female; and data were missing for 28 students or 12.3% of the sample. Ethnic data showed that 95.6% of the students surveyed were white, 3% black, 1% Hispanic, and .4% American Indian. Only 9.2% of students surveyed were eligible for free lunch, while 90.4% were ineligible. SES data were missing for .4% of this sample.

At Site No. 19, 122 RIF students were surveyed: 48 first graders (24 male and 24 female) and 74 fourth graders (38 male and 36 female). Males comprised 50.8% of the total survey population, and 49.2% were female. Of the students surveyed, 95.1% were white and 4.9% were black. Of the students surveyed, 9.9% were eligible for free lunch; 90.1% were not eligible.

Subcontractor Administration and Operating Characteristics

The school was motivated to begin a distribution program through the encouragement of one of its active parents in the school's parent teacher organization.

The elementary school PTO was the subcontractor for the RIF IBDP. The school principal assumed responsibility for the administration and coordination of the program. All children enrolled in the school participated in RIF distributions.

The RIF IBDP operated only during the school year and was in its second year of operation.

Funding Characteristics

The subcontractor had sponsored a number of activities to raise funds for RIF IBDP purchases. In its first year of operation, the school sponsored bake sales and pancake suppers and solicited donations from individuals and the PTO. In its second year, a single fund-raising project was initiated to raise book purchasing funds. A total of \$1000 was acquired through this fund raising project, of which \$750 was to be used to purchase RIF IBDP books. RIF IBDP matching funds brought the total RIF IBDP budget to \$1500. This entire amount was used to buy books for the 1979-80 RIF IBDP. Books for the current year's RIF IBDP distribution had not been purchased at the time of this survey.

Implementation of RIF IBDP at the Local Level

Book Selection and Acquisition

Books were selected by parents and the school librarian who served on the Book Selection Committee. The school office ordered the books for distribution when the selection list was finalized. Books were ordered approximately 4 weeks before the RIF IBDP distribution date.

Elementary school RIF IBDP ordered all of its books from Scholastic and has been pleased with the wide variety of books available, the high discount rates, the quick and timely response to orders, and simple ordering procedures. Scholastic had also donated nearly 800 posters to the school's RIF program. These posters were given to children at one of the distributions during the school year.

Pre-/Actual/Postdistribution Activities

The subcontractor encouraged the conduct of predistribution activities at both the school and classroom level. Predistribution activities included poster contests, story hours, visiting authors, parent skits, and the development of class murals which highlighted the main ideas in a story.

Three distribution days were scheduled for the school year. Children selected one book at each distribution and received a free poster at one of the three distributions. Volunteers were present to assist in the distribution process. Distribution days were scheduled 12 weeks apart.

The subcontractor also promoted the use of postdistribution activities. These included having older students read to younger children, students writing their own books and reading them to classmates, dramatization of stories to students and parents, school read-a-thon days, and book swap days.

Participation of Student/Parents/Volunteers

Parent volunteers were involved in each aspect of the RIF IBDP operations and comprised the bulk of the book selection committee. A RIF IBDP parent committee planned fund-raising activities and motivational projects, and parents were involved in program request and program evaluation. Parents had also been active in mobilizing community support in fund-raising activities. One community group, the Lions Club, sponsored a pancake supper to raise funds for the school's first RIF IBDP.

A total of 10 parent volunteers participated in the elementary school's RIF program. Volunteers were recruited through the school newspaper and through letters sent home to all parents.

Components of Loan Program

The elementary school PTO did not operate a RIF IBDP loan program at the time of this survey.

SITE NO. 20

Site Characteristics

This RIF IBDP site is a small residential area of about 10,000 persons located nearly 13 miles from a very large midwestern city. Most of the residents are employed in the nearby city.

Eight elementary and junior high schools participated in the RIF program at this site. The eight schools served a total of 2700 children enrolled in grades 1-8. Of the children served, 58% were black, 30% white, 9% Hispanic, and 3% Asian/Pacific Islander. All children at the eight RIF schools participated in RIF distributions.

A total of 185 RIF and non-RIF students--108 fifth graders and 77 eighth graders--were administered questionnaires at this site. Of this number 89 students, or 48.1%, of the sample were male, and 96, or 51.9% were female. Of those students surveyed, 58.4% were white, 30.8% were black, 8.6% were Hispanic, and 2.2% were Asian. SES data showed the 99.46% of the sample population were ineligible for free lunch; only .54% (1 child) was eligible for participation in the free lunch program.

At Site No. 20, 116 RIF IBDP students were surveyed: 73 fifth graders (37 male and 36 female) and 43 eighth graders (20 male and 23 female). Males comprised 49.1% of this population, and 50.9% were female. Of the students surveyed, 44% were black, 43.1% were white, and 12.9% were Hispanic. Of the SES data reported, .9% were eligible for free lunch; 99.1% were ineligible.

Subcontractor Administration and Operating Characteristics

The district office was prompted to initiate a RIF IBDP in its schools after first hearing about it through television advertisements. The suburban school district was the subcontractor and administrator of the RIF IBDP for eight elementary and junior high schools in the community.

Funding Characteristics

For the 1979-80 school year, Site No. 7's total budget for RIF IBDP expenditures was \$39,410. Half of this amount was allocated by the school district; the remaining half came from RIF matching funds. The school district's more-than-adequate budget required no additional funding supplements from parents or community/business groups.

The ample budget for RIF IBDP permitted students to be given 2 books each for the first and second RIF IBDP distributions. Nearly 13,000 books were purchased and given to students in RIF high school distributions. In addition to the RIF program, students were also given a minimum of 10 books per year mandatory reading for English classes. These books were also purchased through the school district budget allocations.

Implementation of RIF IBDP at the Local Level

Book Selection and Acquisition

Books were selected by a central Book Selection Committee made up of teachers, librarians, and parents who volunteered their services. Teachers at each school examined publisher catalogs and made recommendations to the book selection committee. Based on teacher recommendations and, in some cases, students recommendations, book selections were made by the Book Selection Committee members and forwarded to the RIF IBDP coordinator who placed the order for the entire district RIF program. Books for all RIF distributions were ordered at the end of the previous school year.

Top book suppliers for this site were Scholastic, Dell, and Main Court. These were selected for two reasons: variety in selection and the 30 to 40% discount given by the publisher.

Pre-/Actual/Postdistribution Activities

For the most part, whether or not a school would conduct pre- or postdistribution activities was decided by the principal and teaching

staff at each school. Elementary schools usually planned limited pro-motivational activities; generally, the junior and senior high schools did not.

RIF books were stored in the school's book storage room when they arrived from the publishers. Prior to distribution day, books were grouped into boxes by classroom units and sent to individual classrooms. On distribution day, students selected books in classrooms.

Postdistribution activities at schools were optional. There was some discussion of books at the elementary level, but relatively little at the high school level.

Participation of Student/Parents/Volunteers

Most of the volunteer participation in the Site No. 7 RIF IBDP had been limited to the book selection process. There was very little parent participation in the distribution process at the elementary school level and none at all at the high school level. High school teachers and students felt they had not been given opportunity to participate in a more meaningful way in the book selection process.

A total of 88 persons comprised the central book selection committee. Members included 80 teachers, 5 librarians, and 3 parents. All of the teachers and librarians were employed at the elementary schools.

Components of Loan Program

This site did not operate a RIF IBD loan program.

SITE NO. 8

Site Characteristics

Site No. 8 is an upper-middle-class suburb of a larger Pennsylvania city. Residents are employed either in private companies in the suburb or in the huge commercial, industrial, and financial center of the city. The RIF IBDP was operated at the middle school.

Children surveyed at this site included 152 RIF IBDP students and 154 non-RIF students; 229 seventh graders and 77 eighth graders. Of all students surveyed, 165, or 53.9%, were male, and 141, or 46.1% were female, with data missing for .3% of the sample. Ethnic data showed that 95.4% of students surveyed were white, 2.6% black, and nearly 2% Asian. SES data showed 96.7% of students surveyed were ineligible for free lunch while 2.9% were eligible for participation in the program. SES data were missing on .3% of the sample population.

At Site No. 8, the 152 RIF IBDP students surveyed were 116 seventh graders (62 male and 54 female) and 36 eighth graders (24 male and 12 female). Males comprised 56.6% of this population, and 43.4% were females. Of the students surveyed, 95.4% were white, .7% were black, and 3.9% were Asian. SES data were not available on .7% of the students surveyed; of the data reported, 1.3% of the students were eligible for free lunch, 98% were ineligible.

Subcontractor Administration and Operating Characteristics

The RIF IBDP at Site No. 8 was initiated by the school librarian with the intent to increase children's reading interests. The school district was the subcontractor for the junior high school RIF IBDP; the media specialist was coordinator of the program. Due to limited funding, only seventh and eighth graders were selected to participate in the RIF IBDP. It was decided that the seventh and eighth graders would benefit the most from program participation.

The school year RIF IBDP operated only in the junior high school in this school district. It was in its third year of operation.

Funding Characteristics

Funds to operate the RIF IBDP were secured through the school's Parent Teacher Organization and the school district. Local matching monies raised amounted to \$380.43; the total RIF IBDP budget for the 1979-80 school year was \$760.86 when Federal matching funds were added. This amount was used to purchase 1120 books for the program. All of these books were given to the students.

Implementation of RIF IBDP at the Local Level

Book Acquisition and Selection

Books were selected by teachers and the media specialist who met informally to select titles for purchasing. Final selections were approved by the media specialist. Books for all distributions were ordered at the start of the program.

Book suppliers used most often by the subcontractor included Scholastic, Bookmen, Dell, Bantam, and Alfonsi. These suppliers offered a wide variety in book selection and good discount rates.

Pre-/Actual/Postdistribution Activities

The teachers and students were involved in a number of predistribution activities. The teachers took a reading interest inventory to find out the kinds of books the students liked. Before a distribution, the students made posters, RIF IBDP bookmarks, and RIF IBDP buttons to advertise the upcoming distribution.

The book distributions were held in the library. Before the distribution, students decorated the library. The books were displayed on the tables, and students attended the distribution by classes.

Postdistribution activities that the students were involved in included thank you letters to the Parent Teacher Organization for its contributions, making mobiles depicting book characters, giving book reports, making bookmarks, and writing newspaper articles describing the distribution. Students, on their own initiative, set up a cooperative system for sharing their RIF IBDP books after RIF IBDP distribution days.

Participation of Students/Parents/Volunteers

This site experienced difficulty in getting parents to participate in the RIF IBDP. Only two parents helped in the distribution process, and none were involved in the book selection or the planning process. The RIF IBDP at Site No. 8 was principally planned and managed by the media specialist with the assistance of four teacher volunteers.

Components of Loan Program

Site No. 8 did not operate a RIF IBDP loan book program at the time this survey was conducted.

SITE NO. 9

Site Characteristics

Site No. 9 is a small town with a population of approximately 2000 people. It is an isolated, impoverished area in which strip mining and the manufacture of steel products and machinery are the principal industries.

Five schools and five libraries participated in the program which served students in grades 7-10. A total of 149 children who participated in the RIF IBDP were administered questionnaires at Site No. 9. Children surveyed at this site included 114 ninth graders (58 male and 56 female) and 35 tenth graders (20 male and 15 female). Males comprised 52.3% of the total survey population and 47.7% were females. All students surveyed at this site were white. Students eligible for free lunch comprised 13.4% of the survey population; 86.6% were ineligible. No comparison population was surveyed at this site.

Subcontractor Administration and Operating Characteristics

The RIF IBDP at this site was undertaken to stimulate children's interest in reading and improve children's reading skills.

The school district was the subcontractor for the RIF IBDP. A reading specialist was the program coordinator for five schools which participated in the free book distributions. The five schools served a total of 639 children. All children in grades 7-10 participated in the school year RIF IBDP, which was in its second year of operation.

Funding Characteristics

Local funds to purchase RIF IBDP books were allocated by the school board, which set aside \$1000 for this purpose for the 1979-80 school year. The total budget of \$2000 (with the addition of RIF IBDP Federal funds) was used to purchase 2000 books for the free distribution program. A total of 1917 books were given to children in free distributions; the remaining 83 books were added to the school's library collections to be used as loan books.

Implementation of RIF IBDP at the Local Level

Book Selection and Acquisition

Each school had a book selection committee comprised of either librarians, teachers, and/or parent volunteers. These groups met at their respective schools at the beginning of the school year to select books for all RIF IBDP distributions scheduled for the year; book orders were placed by the RIF Coordinator.

Principal book suppliers used by the Site No. 9 subcontractor were Dell, Bantam, and Fotonovel. They were selected for their wide variety in selection and good discount rates.

Pre-/Actual/Postdistribution Activities

Predistribution activities at this site have included the following:

- Name plate design contests
- Morning serial announcements during the week preceding distribution
- Design of posters by reading classes

Three distributions were held at each school during the year. Volunteers usually managed the distribution process. Distributions were scheduled 12 weeks apart.

Postdistribution activities were not conducted at this site.

Participation of Students/Parents/Volunteers

Volunteers participated in the book selection and book distribution process as well as in the general planning and operation of the RIF IBDP.

Ten volunteers--two librarians, three teachers, and five parents--were involved in the planning, book selection, and distribution activities at this site. Information was not available on how they were recruited to participate in the program.

Components of Loan Program

A loan program had not been initiated at this site at the time this survey was conducted.

193

SITE NO. 10

Site Characteristics

Site No. 10 is located in the lowest socioeconomic county in the metropolitan area of a large Pennsylvania city. Residents are mostly blue collar workers employed in the industrial factories (canneries, oil, coal) located in and around the area.

Children surveyed at this site included 152 RIF IBDP students and 165 non-RIF students; all were eleventh graders. Of the 317 students surveyed, 143, or 45.1%, were male and 173, or 54.6%, were female with sex data missing for one child (.3% of the sample). Ethnic data showed that 92.2% of students surveyed were white, 6.9% black, and .6% Asian; ethnic data were missing for .3% of the sample. SES data showed 87.7% of students surveyed were ineligible for free lunch while only 12.3% were eligible for participation in the program.

At Site No. 10, 152 RIF IBDP eleventh grade students (79 male and 73 female) were surveyed. Males comprised 52% of the RIF population, and 48% were female. Of the students surveyed, 86.8% were white, and 13.2% were black. Students eligible for free lunch comprised 21% of the survey population; 79% were ineligible.

Subcontractor Administration and Operating Characteristics

The school district initiated the RIF IBDP in this site as part of a district-wide program to improve students' reading skills. All schools in the state were involved in a comprehensive reading program, and RIF was an offshoot of the state program. The school also participated in the Sustained Silent Reading Program (SSR).

The school district was the subcontractor for the area's schools. The media specialist was the RIF IBDP coordinator for the district; school librarians, however, coordinated the program within the schools. All children in the district participated in the RIF distributions.

The RIF IBDP originally served only eleventh graders, but at the district increased funding, the program spread to all grades.

The district operated a school year RIF IBDP in 13 schools which served 6770 students in grades 1-12. The RIF IBDP was in its second year of operation.

Funding Characteristics

The RIF program was funded by the school district and allocated \$5870 in matching funds for the 1979-80 school year. The total RIF IBDP budget of \$11,740 was used to purchase 16,770 books for the district-wide RIF IBDP. Of this number, 10,000 books were given away in distributions.

Implementation of RIF IBDP at the Local Level

Book Selection and Acquisition

Books were selected at this site by a book selection committee at each school. The committee was usually small, being comprised of only a parent, a librarian, a teacher, a sponsor representative, and a volunteer. At some schools, students input in the book selection process. Books were generally ordered by two school representatives directly from local distributors before each RIF IBDP distribution.

Local book suppliers used by the school district were United News and Valley Distributors. These book suppliers were selected because of the percent of discount they gave and the convenience and timeliness of their response.

Pre-/Actual/Postdistribution Activities

The predistribution activities at the RIF IBDP high school surveyed in this study consisted of discussing the RIF IBDP distribution in the English class.

RIF IBDP distributions were held in the school library. Books were displayed on tables and students came during English class to select books. The classes were rotated at each distribution so that students had a fair opportunity to select books. Distributions were held 8 weeks apart at this site.

As a postdistribution activity, the faculty suggested a swap-over program. Students, however, were not in favor of such a program. The school did participate in sustained silent reading (SSR) everyday.

Parents did not show any particular interest in the high school RIF IBDP despite active solicitation of parents by the principal and two program representatives.

Three student aides helped the librarian with the distributions. Their role was to proctor students during the distribution.

Components of Loan Program

The RIF high school surveyed at this site did not participate in a loan program.

SITE NO. 11

Site Characteristics

Site No. 11 is a densely populated city located in the mideastern part of the country. Residents are a mixture of blue and white collar workers representing the highest and lowest income brackets. Employment opportunities are diverse and include a variety of job types in the Federal and city governments as well as the private sector.

Children surveyed at this site included 99 RIF IBDP students and 86 non-RIF students; 115 second graders and 70 ninth graders. Of the 185 students surveyed, 94, or 50.8% were male, and 91, or 49.2%, were female. Ethnic data showed that 74.6% of students surveyed were black, 4.4% white, and .5% Asian, with data missing on approximately 20.5% of the population. Nearly 76% of the student sample were ineligible for free lunch; nearly 24% were eligible for participation in the free lunch program.

At Site No. 11, the 99 RIF IBDP students surveyed were: 61 second graders (27 male and 34 female) and 38 ninth graders (21 male and 17 female). Males comprised 48.5% of this population, and 51.5% were females. Of the students surveyed, 8.1% were white, 85.9% were black, and 6% were Asian. SES data were not available on 5% of the students surveyed; of the data reported, 56.6% of the students were eligible for free lunch, 38.4% were ineligible.

Subcontractor Administration and Operating Characteristics

The RIF IBDP was initiated by the elementary school to motivate students to read more and to bolster the city's RIF IBDP subcontractor group. The RIF IBDP at the high school sampled in this survey was sparked by the donation of RIF IBDP books to the school by the subcontractor.

The RIF IBDP organization (an original RIF IBD program) was the RIF IBDP subcontractor for the school district. It was a private, independent group having no legal ties to the city school district. The group was attempting to initiate RIF IBDPs in all the city's public schools. The role the group played in the administration of RIF IBDP distributions at each participating RIF IBDP school varied from one school to another depending on each school's need or request for assistance. The subcontractor also gave assistance to the city's large public school system by ordering all books for participating RIF IBDP schools.

Each school participating in the RIF IBD program set its own criteria for how children would be selected for participation in the distribution program. All children enrolled at the schools surveyed by this study participated in RIF IBDP distributions for the school year 1979-80.

The RIF IBDP subcontractor gave assistance to schools (elementary, junior high, and senior high), and community groups during both the school year and summer months. This group had been in existence for nearly 3 years.

Funding Characteristics

Most of the funding for the purchase of RIF IBDP books was raised at the school level, but the subcontractor also managed to raise some funds of its own through public relations efforts. At the elementary school, half of the matching funds were raised by the PTA, while books for the RIF IBDP distribution at the high school were donated by the subcontractor.

Implementation of RIF IBDP at the Local Level

Book Selection and Acquisition

At the elementary school, a committee of four--two parents, the librarian, and one teacher--met in the summer to select books which would

be ordered for startup of the RIF IBDP in the fall. Several additional teachers were also informally consulted for their opinions on book selection. RIF IBDP books donated to the high school were selected informally by the subcontractor group.

Xerox and Scholastic were the top book suppliers for Site No. 11. Xerox had provided technical assistance to the city's RIF IBDP subcontractor in the form of workshops for RIF IBDP schools and had donated hundreds of books and posters to the subcontractor for the city's RIF IBDP. Many of the Xerox-donated books were subsequently donated by the subcontractor to help initiate RIF IBDPs in schools which did not have RIF IBD programs.

Pre-/Actual/Postdistribution Activities

Predistribution activities were undertaken individually by classroom teachers for the first distribution day at the elementary school. No special activities were held for the second distribution although notices were sent home to parents to inform them of the distribution day. At the high school, teachers talked with the students about the upcoming free book giveaway day, and some books were displayed in the library several weeks before distribution day.

At the elementary school, an entire day was set aside for distribution. Books were displayed in the auditorium. Two classes together, each accompanied by their teacher, were given a half-hour to choose books. At one distribution, a folk singer was present. Books were displayed in the library at the high school. Each class went in separately to choose books.

Postdistribution activities at the elementary school had included class book swaps a couple of days after the distribution and book reports being posted in the halls. At the high school, teachers encouraged book swapping also. Students who completed book reports were given free posters.

Three distribution days were held at the elementary school. At the time of the survey, the high school had been scheduled for only one book distribution for the school year.

Participation of Students/Parents/Volunteers

Approximately 20 parent volunteers at the elementary school participated in fund-raising activities sponsored by the PTA and in the distribution process itself. At the high school, no parent volunteers participated in the program. The librarian and a few students participated in setting up the book display for distribution.

Components of the Loan Program

The RIF IBDP elementary school operated a loan program in which all children in the school could participate. Books were made available to children in the RIF-Roving Library which was located in the school library. Loan books were purchased with a special discount. The school librarian supervised the loan program. The benefit of the loan book program, according to school officials, was that more children could read a wider range of books, and records show that the most popular books in the library were in the RIF-Roving Section.

SITE NO. 12

Site Characteristics

Site No. 12 is a small, established town. It is part of a large county-run school system, serving a rapidly growing, diverse population. The RIF IBDP was sponsored by a junior high school serving grades 7-8.

Children surveyed at this site included 144 RIF IBDP students and 161 non-RIF students; 158 seventh graders and 147 eighth graders. Of the 305 students surveyed, 129, or 42.3%, were male and 176, or 57.7%, were female. Ethnic data showed that 72.1% of students surveyed were white, 21.9% black, 5% Hispanic, and 1% Asian. SES data showed 76.4% of students surveyed were ineligible for free lunch while 23.6% were eligible for participation in the program.

At Site No. 12, the 144 RIF IBDP students surveyed were: 74 seventh graders (33 male and 41 female) and 70 eighth graders (30 male and 40 female). Males comprised 43.75% of this population and 56.25% were females. Of the students surveyed, 77.8% were white, 19.4% were black, 0.7% were Asian, and 2.1% were Hispanic. Students eligible for free lunch comprised 18% of the survey population; 82% were ineligible.

Subcontractor Administration and Operating Characteristics

The state has placed a high priority on basic skills. The state-wide assessment testing program has caused school administrators to seek innovative ways to encourage the development of student skills. The assistant principal at this junior high school decided to undertake a RIF IBDP in an effort to motivate student reading.

Seventh graders participated in the program. They were chosen due to the fact that they had the longest tenure at the school (3 years) and offered the greatest potential for impact. During the second year of the program's operation, eighth graders were served. The intent was to follow the original group of seventh graders through the ninth grade. With the advent of 75% Federal funding, the assistant principal planned to pick up each incoming seventh grade class in the IBDP.

Funding Characteristics

The RIF IEDP originally obtained local funds to acquire books through contributions from the school's various student service clubs. Students themselves made the decision to use their funds for the purpose of starting an IBDP. After the initial program year, the school PTA allocated funds to continue the program.

At the beginning of the project year, 1500 books were purchased with Federal and local funds totaling \$1750.

Implementation of the RIF IBDP at the Local Level

Book Selection and Acquisition

A book selection committee consisting of a parent, a teacher, and a librarian met to choose books. The prime book supplier for this RIF IBDP was Scholastic; some selections were ordered from Xerox.

Pre-/Actual/Postdistribution Activities

Prior to a distribution, posters and badges to be worn by students were made in art classes. Books were distributed throughout the school year at 8-week intervals. Immediately following a book distribution, teachers allowed students some time to read their new book. Several weeks after the distribution, book swaps were held to permit students to exchange books. Every other week, the entire school--students, teachers, and administrators--observed sustained silent reading periods.

Participation of Students/Parents/Volunteers

Students provided the original monies to operate the RIF IBDP school through donations. At the time of the survey, they assumed responsibility for publicity for each distribution.

Adult volunteers numbered 15 and consisted of 6 parents, 1 librarian, 6 teachers, and 2 school administrators. Parents were recruited by a flier sent home with each student requesting their assistance. Parents

prepared the selection tables and kept them supplied at each distribution point. Teachers and school administrators assumed responsibility for follow-up, or postdistribution activities.

Components of the Loan Program

All books purchased for the RIF IBDP were distributed to participating students. No loan program operated at this site.

SITE NO. 13

Site Characteristics

Site No. 13 is a coastal resort and fishing center of approximately 25,000 people. The major industry is shipbuilding, which employs a large segment of the area's population.

Children surveyed at this site included 122 RIF IBDP students and 64 non-RIF students; 164 third graders and 22 fourth graders. Of the 186 students surveyed, 91, or 48.9%, were male and 92, or 49.5%, were female, with sex data missing for 3 children or 1.6% of the sample. Ethnic data showed that 34.1% of students surveyed were white; 13.4% black; and .5% each for Hispanic, Asian, and American Indian. Ethnic data were missing for 1% of the sample. SES data showed 65% of students surveyed were ineligible for free lunch while 33.9% were eligible for participation in the program. SES data were missing on 1.1% of the sample population.

At Site No. 13, 123 third-grade RIF IBDP students were surveyed: 59 male and 61 female. Males comprised 48% of this population, 49.6% were females; sex data were missing for 3 children, and 2.4% of the population did not record this information. Of the students surveyed, 86.1% were white, 12.3% were black, .8% were Asian, and .8% were American Indian. SES data were not available on .8% of the students surveyed; of the data reported, 37.7% were eligible for free lunch, 61.5% were ineligible.

Subcontractor Administration and Operating Characteristics

The subcontractor was motivated to sponsor a RIF IBDP in the area's school after seeing a RIF IBDP presentation at one of the state meetings.

The subcontractor for the local program was the Junior Auxiliary, a young women's group in the community. This group assumed full

responsibility for the operation of the program and managed all RIF activities including fund-raising, predistribution activities, distribution activities, school and book selection, and definition of student criteria for RIF IBDP participation.

Based on the recommendations of reading specialists, only third grade students participated in the RIF IBDP. This grade was selected because of the general feeling that many students lost interest in reading by the third grade and that RIF IBDP books might help to revitalize these children's interest in reading.

The subcontractor operated a school-year RIF IBDP serving 150 students in 10 elementary schools in the area. Each year new schools were selected for participation in the program. Attempts were being made by the subcontractor to generate school district interest and thus expand the program to include all third grades in all schools in a three-district area. If the school district did not continue the program for the following school year, the RIF IBDP could be discontinued as the subcontractor planned only to sponsor the program for 2 years. The program was in its second year of operation.

Funding Characteristics

The subcontractor sponsored a variety of fund-raising activities to acquire funds for the RIF IBDP book purchase. For the 1979-80 school year, \$1150 was raised by rummage sales, rental property, thrift shops, raffles, and contributions from local businesses. The total RIF IBDP budget of \$2300 was used to purchase 3000 books for RIF IBDP distributions. All books were given away to students. Leftover books from the three distributions were given away in the following year.

Implementation of RIF IBDP at the Local Level

Book Selection and Acquisition

A book selection committee made up of the district reading supervisor, parents, teachers, and sponsor representatives selected books in

the first year of the program's operation. During the second year, books were chosen on teacher and student suggestions. Book orders were placed by the subcontractor approximately 8 weeks before each RIF IBDP distribution.

Scholastic was the principal book supplier used by the subcontractor for the 1979-80 school year; it was selected because of its wide variety in selection, percent of discount, clear ordering procedures, and free book samples. The subcontractor ordered from other book suppliers in its first year but found that other suppliers were frequently out of stock of books ordered.

Pre-/Actual/Postdistribution Activities

The Junior Auxiliary Club performed skits three times a year in full costume before the distributions. The children who participated in the program received invitations to attend the distribution. Letters were also sent home to parents informing them of RIF IBDP distribution days.

Postdistribution activities were not conducted at this site.

Participation of Students/Parents/Volunteers

Except for club members, there was no participation of volunteers in the distribution process. Although the subcontractor had requested volunteer help through school Parent Teacher Association groups, attempts to recruit parent volunteers had been unsuccessful.

Components of Loan Program

The Site No. 13 subcontractor had no plans to initiate a RIF loan program at the time of this survey.

SITE NO. 14

Site Characteristics

Site No. 14 is located in a small rural community of about 2000 people. The community is located on the outskirts of a big, sprawling southern city in which two of the major industries are farming and tobacco production.

The RIF IBDP was conducted in an area school which served five district communities in the southern part of the country. Its entire school population of 816 pupils in grades 6-8 participated in the RIF IBDP. The student population was 62% white and 38% black.

Children surveyed at this site included 154 RIF IBDP students and 150 non-RIF students; 127 sixth graders and 177 seventh graders, for a total of 304 students. Of the 304 students surveyed, 166, or 54.6%, were male and 138, or 45.4%, were female. The sample population was 72.7% white and 27.3% black. SES data showed that 62.5% of the sample were ineligible and 37.5% were eligible for participation in the free lunch program.

At Site No. 14, the 154 RIF IBDP students surveyed were: 65 sixth graders (36 male and 29 female) and 89 seventh graders (48 male and 41 female). Males comprised 54.5% of this population, and 45.5% were females. Of the students surveyed, 70.1% were white and 29.9% were black. Of the SES data reported, 35.1% of the students were eligible for free lunch; 64.9% were ineligible.

Subcontractor Administration and Operating Characteristics

The RIF IBDP was undertaken by the school to help create within each student a genuine desire to read (books, newspapers, etc.). The RIF IBDP contract at Site No. 14 was administered by a middle school facility serving sixth, seventh, and eighth grade pupils. Coordination of RIF IBDP activities was handled by two Title I reading teachers appointed by the school principal. The RIF IBDP operated only during the

school year at this site. The program was in its second year of operation.

Funding Characteristics

Funds to purchase RIF IBDP books were acquired through school budget allocations and PTA donations. For the school year 1979-80, both the PTA and school provided \$500 each for the RIF IBDP book purchase. When matched by RIF IBDP, the total RIF budget amounted to \$2000. At the time of the survey, \$675 had been spent for the purchase of 1150 books, of which 810 were given away at the school's first distribution of the year. The remaining amount would be used to buy books for subsequent distributions and to initiate a RIF IBDP loan book program.

Implementation of RIF IBDP at the Local Level

Book Selection and Acquisition

The book selection committee, comprised of the school's Title I reading staff, language arts teachers, and a representative from the PTA, met 6 to 7 weeks before distribution day to select and order books. Book orders were placed approximately 6 weeks before the scheduled RIF IBDP Day.

Major book suppliers for this site were ERS, Dell, and Scholastic. They were principally used because of their wide variety of books, good discounts, and speedy book shipments to the subcontractor.

Pre-/Actual/Postdistribution Activities

Most predistribution activities were conducted by the individual teacher at the classroom level. Activities varied from the making of RIF IBDP badges, to read-ins, to the award of books as prizes for classroom drawings.

On the scheduled RIF IBDP Distribution Day, each language arts class visited the chosen distribution site accompanied by the language arts teacher. The language arts class was allowed a half hour in which

to select books. Each of the three middle school grades had a different RIF IBDP Day. At each distribution, classes were shifted so that the sixth graders, for example, who were first at one distribution would select books last at the next distribution.

Most teachers held weekly read-ins following RIF IBDP distribution day. In the previous year's RIF IBDP, extra books remaining from the final distribution were used in a "SWAP" day activity for children.

Participation of Students/Parents/Volunteers

Except for five members of the city's Women's Club who had volunteered to work with RIF IBDP distributions, there was very little parent participation in the distribution and planning of RIF IBDP activities. The principal contribution of the five women club volunteers was the help they had given in the recording of books selected by children and of books requested by children for the next distribution. Students did not participate in the planning or book selection process.

Components of Loan Program

Plans were under way at Site No. 14 to begin a loan program for the following year. The loan program would be managed by the two RIF coordinators in conjunction with the school librarian.

SITE NO. 15

Site Characteristics

Site No. 15 is an agricultural city of approximately 50,000 people on the Ohio River. The area is mostly rural with light industry associated with agriculture. Nine schools participated in the RIF IBDP which served 553 children in grades 1-5.

Children surveyed at this site included 145 RIF IBDP students and 121 non-RIF students; 140 second graders and 126 fourth graders for a total of 266 students. Of the 266 students surveyed, 132, or 49.6% of students surveyed were male and 131, or 49.3%, were female; data was missing for 3 children, or 1.1% of the sample. Students surveyed were 94.7% white, 4.5% black, with data missing for 4% of the sample. SES data showed that 65% of students surveyed were ineligible and 35% were eligible for participation in the free lunch program.

At Site No. 15, the 145 RIF IBDP students surveyed were: 78 second graders (38 male and 40 female) and 67 fourth graders (36 male and 31 female). Males comprised 51% of this population and 49% were females. Of the students surveyed, 91.7% were white and 8.3% were black. Of the SES data reported, 35.2% of the students were eligible for free lunch, 64.8% were ineligible.

Subcontractor Administration and Operating Characteristics

The RIF IBDP was started several years ago in Title I reading centers. A reading specialist had read about RIF and thought it would motivate the students. It was extended to all Title I reading centers and then to other classrooms after considerable enthusiasm was generated in the first year of the program's operation.

The city school was the subcontractor for the district RIF IBDP. A district-appointed RIF IBDP coordinator was responsible for the administration of the RIF IBDP in the district's schools.

Although all elementary school children were eligible to participate in the program, each school had only one or two classes participating in RIF IBDP, as funds were limited. The classes of students served changed each year. Teachers volunteered to participate in the program; if more teachers volunteered than there was money, the principal made the decision as to which classes would participate. If, for some reason, teachers did not follow the guidelines of the program, they were not allowed to participate the next year.

The school district ran a school-year program in nine schools-- seven elementary and two middle schools. The program was in its third year of operation.

Funding Characteristics

Local matching funds were provided by the district from elementary instructional allocations. The total RIF IBDP budget for the 1979-80 school year was \$5650. Local monies provided \$2200 which was matched by RIF IBDP Federal monies. An additional \$1250 of non-RIF Federal money was used in the RIF IBDP book purchase. The entire RIF IBDP budget was used to buy 5375 RIF IBDP books for district distributions for this school year. All books were given to children participating in the program.

Implementation of RIF IBDP at the Local Level

Book Selection and Acquisition

A central book selection committee of four--one parent, one teacher, one librarian, and the RIF IBDP coordinator met to select books to be ordered for the 1979-80 school year. Members of this committee were chosen after getting references from principals and other school supervisors. After book selections were made, one order for the entire district was placed by the district elementary department secretary.

Principal book suppliers for Site No. 15 were: Bookmen, Scholastic, Golden Press, and Leicestershire. These suppliers were selected on the basis of the variety in selection and quality of books, percent of discount, and the timeliness of their response. Several book suppliers had donated free books and others had sent posters. The Xerox Corporation donated many free books to the program.

Pre-/Actual/Postdistribution Activities

Predistribution activities ere held by each teacher in the respective classrooms. Activities varied from one teacher to the other and from school to school.

Distributions were held at the classroom level at each school. Each teacher was responsible for his/her own distribution as well as the pre- and postdistribution activities.

Participation of Students/Parents/Volunteers

Volunteers participated in the book distribution process, recorded book titles, and selected and read stories to students.

Approximately 25 volunteers participated in the planning and book selection process for the district RIF IBDP. Volunteers included 20 teachers, a librarian, a parent, and a sponsor representative.

Components of Loan Program

Each classroom that participated in RIF IBDP had a loan program. RIF loan centers were set up in each classroom; children could check the books out from the classroom teacher who supervised the program.

The loan program provided children with the opportunity to read more books. They also had more time to become familiar with the books so that on distribution days they already knew which books they wanted to select.

SITE NO. 16

Site Characteristics

Site No. 16 is a town of approximately 12,000 people located in the northeastern section of Tennessee. It has some light industry in rayon and rayon yarn manufacturing plants. The county school system was the subcontractor for the RIF IBDP, which served 5451 students in 13 schools.

Children surveyed at this site included 156 RIF IBDP students and 133 non-RIF students; 43 first graders, 43 second graders, 50 third graders, 102 fourth graders, and 51 fifth graders. Of the 289 students surveyed, 162, or 56.1%, were male and 127, 43.9%, were female. Ethnic data showed that 8.9% of the students surveyed were black, 90.7% were white, and .3% were Hispanic. Nearly 26.3% of the student sample were eligible for free lunch, and 73.7% were ineligible.

At Site No. 16, the 156 RIF IBDP students surveyed were 22 first graders (13 male and 9 female), 22 second graders (12 male and 10 female), 25 third graders (17 male and 8 female), 58 fourth graders (33 male and 25 female), and 29 fifth graders (15 male and 14 female). Males comprised 57.7% of this population; 42.3% were females. Of the students surveyed, 84% were white and 16% were black. Of the SES data reported, 53.1% of the students were eligible for free lunch; 46.9% were ineligible.

Subcontractor Administration and Operating Characteristics

The Title I Parent Advisory Council (PAC) Director heard about the program at a Title I meeting. He visited another program in the state and, after discussing the program with the RIF coordinator, felt it would benefit his Title I students. The first year the program served only Title I students; but by working with the Parent Teachers Association (PTA), it was extended to children in all the county schools.

The RIF coordinator was the Title I PAC Director. He selected schools to participate in the program, helped them with fund raising,

sponsored workshops and seminars for parents, and ordered and distributed books. The county school system had the administrative and financial responsibility for the program. The program was in operation in one junior high school and 12 elementary schools, serving all children in each school, and was in its third year of operation.

Funding Characteristics

Funds were acquired for the program through PTA fund-raising events such as bake sales, school suppers, carnivals, individual donations, and a large contribution from Levi Strauss, which was arranged by National RIF. Each school PTA, with the assistance of the Title I PAC director, planned fund-raising events.

The local share of the program was \$5700. Through fund-raising activities, they acquired \$2700 and the remainder was the Levi Strauss contribution. The program had purchased 18,000 books, given away 16,000, and had 2000 for loan.

Implementation of RIF IBDP at the Local Level

Book Selection and Acquisition

Thirteen schools were participating, and there were 13 book selection committees. The members of the committees were selected through the Title I PAC. There were 283 members of the 13 committees. Each committee was made up of teachers, parents, a librarian, and members of the district office staff (sponsor). Each school set its own time for its book selection committee to meet; however, the RIF coordinator had time deadlines on when each school had to have its book orders to him. Books were ordered before each distribution day, approximately three times per year.

The RIF coordinator ordered from 15 suppliers, some of which were Scholastic, Western, Readers' Digest, Xerox, Gallery, and Garrard. The suppliers were selected for their selections, discounts, ease in ordering, and prompt response. Scholastic sent samples of books.

Pre-/Actual/Postdistribution Activities

Teachers and parents planned predistribution activities. Children wrote poems, drew advertising posters of RIF Distribution Day, listened to story hours, and became book characters by dressing up. The distributions were held in the school gyms and were very gala affairs. Parents dressed up as book characters and read stories to children; there was an art center where students could make craft items and select a book to keep. As a postdistribution activity, each school sponsored a Swap Day. This procedure allowed a child to swap his/her book for another book.

Participation of Students/Parents/Volunteers

Each school in the RIF IDBP had 100% student involvement; there was a teacher's sharing program which promoted the swapping of ideas on successful reading activities, and 130 parent volunteers participated in the program. The RIF coordinator sponsored and conducted training workshops for parents. The workshops highlighted activities which parents could do at home to stimulate reading, taught them story-reading dramatization techniques, and familiarized them with activities to be used before and after distributions.

All parent volunteers were recruited through the PTA. They served as tutors, helped with fund-raising activities, such as bake sales and suppers, and provided refreshments for distribution days. Students participated in a summer reading program which was a result of books sent by publishers to the district office. They visited the district office and selected an activity book and a reading book. Participation in the summer program was voluntary. The RIF coordinator felt that "RIF had put more emphasis on reading than anything else in the country," and in his estimation, it worked.

Components of Loan Program

Each of the 13 schools participated in a loan program. A RIF rack which displayed books moved from class to class in the school. All children participated in the loan program which was supervised by the classroom teacher or a parent volunteer.

SITE NO. 17

Site Characteristics

Site No. 17 is a southern city of approximately 300,000 people, located in the center of the state. It is a manufacturing hub, producing cotton goods, lumber, and lumber by-products. As the home for five universities and colleges and the site of one of the largest Army basic training bases, the population is very transient.

The school district encompassed an urban area serving approximately 34,000 students. The RIF IBDP covered grades 1-12 across 12 schools out of the 53 district schools. It served approximately 6184 children, of which 81% were black and 19% were white.

A total of 280 RIF and non-RIF students were administered questionnaires at this study site. They included 123 ninth graders and 157 tenth graders. Of the 280 students surveyed 121 or 43.2% were male and 159 or 56.8% were female. Ethnic data showed that 31% of the students surveyed were white, 69% were black. SES data showed 43% of the students surveyed were ineligible and 37% were eligible to participate in the program. SES data were missing for 20% of the sample.

At Site No. 17, 127 RIF IBDP students were surveyed: 45 ninth graders (21 male and 24 female) and 82 tenth graders (25 male and 57 female). Males comprised 36.2% of the total survey population and 63.8% were females. Of the students surveyed, 17.2% were white, 81.2% were black, .8% were Asian, and .8% were American Indian. SES data were not available on .8% of the students surveyed; of the data reported, 44.5% of the students were eligible for free lunch, 54.7% were ineligible.

Subcontractor Administration and Operating Procedures

The school district was the subcontractor for the RIF IBDP. The program was directed by the district's Federal coordinator, who had previously been director of the Title I and Right to Read programs for the district.

The RIF IBDP was a school-year program with three distributions at each of the schools.

The state Right to Read director invited all Right to Read Districts to participate in a RIF IBDP meeting held several years ago. One of the national RIF staff explained the components of the program to the district participants, and many of the districts decided to participate.

The RIF coordinator worked through the school principals and school librarians to set up their RIF IBDPs. The students who participated in the program were selected by the teachers.

Funding Characteristics

The program was funded for \$25,000. The local share of the money was acquired through the school PTA and the local library. All monies had to be raised by the schools and the district since board policy negates allowing business and community contributions for school funding.

Implementation of the RIF IBDP at the Local Level

Book Selection and Acquisition

Each school had a book selection committee comprised of teachers, parents, students, and a librarian. These committees submitted recommended selections to a central committee for final review and subsequent ordering for the entire district. Major book suppliers utilized by the selection committee were Scholastic, Bantam, Children's

Press, ERS, and Fearon-Pittman. These suppliers offered provisions for extensive selection and variety, concise ordering procedures, timely ordering procedures, timely ordering responses, and, most importantly, quality materials.

Pre-/Actual/Postdistribution Activities

Predistribution activities were conducted throughout many of the schools to create interest and involvement by administrators and students prior to the RIF IBDP distribution day. The various activities were reported to the district RIF IBDP center for recording in its activities files. This made available, to all the schools, an exchange of various pre- and postdistribution activities for future distribution days.

Components of Students/Parents/Volunteers

Individual schools in the district solicited volunteers to assist in the various activities required to conduct the RIF IBDP distribution program. Roughly 30 parent, teacher, and student volunteers throughout the schools helped in administering the events and arranging the use of available areas to best serve the students during distribution days. Community groups and business organizations had not been involved due to the school board policy excluding their use.

Components of Loan Program

Site No. 17 did not operate a RIF IBD loan program.

SITE NO. 18

Site Characteristics

Site No. 18 is a large, sprawling southern city with a population of nearly 200,000 people. It is a commercial and industrial city; major sources of industry are farming, manufacturing, timber, and the mining of coal, iron, zinc, and copper.

A total of 286 RIF and non-RIF students were administered questionnaires at this site. They included 130 first graders and 56 second graders. Of the students surveyed, 148 or 51.8% were male, 119 or 40.9% were female; data were missing for 21 or 7.3% of the sample. Ethnic data showed that 98% of the students were white, 2% were black. SES data showed 94% of the students included in the survey were ineligible for free lunch, 6% were eligible to participate in the program.

The RIF IBDP school under study at this site was a community elementary school located in a farming area in which 85% of the students lived in the surrounding rural area. Most of the children were from families where only the father worked outside the home. For many of the nonworking mothers, participation in school activities was a social activity where they could meet and share ideas with women of similar lifestyles.

Children surveyed at the RIF IBDP site included 142 first and second graders: 64 first graders (36 males and 28 females), and 78 second graders (43 males and 35 females). Males comprised 55.6% of the total; 44.4% were female. Of the students surveyed, 97.9% were white, and 2.1% were black. Of these students, 20.6% were eligible for free lunch, and 79.4% were ineligible.

Subcontractor Administration and Operating Characteristics

A county school officer initiated the first RIF IBDP as a pilot program in 1973 to, primarily, increase parent involvement and, secondarily, to motivate children to read. The pilot project was viewed as a big success by parents, teachers, and administrators; enthusiasm and support for RIF IBDP was quickly generated by other parents and teachers in the community. As enthusiasm for the program grew, more and more PTA groups sponsored RIF IBDPs at their children's schools.

The county school's RIF IBDP, although funded exclusively at the individual school level, was coordinated by the administrative offices of the county schools by a county-appointed RIF IBDP coordinator. This person was responsible for the administrative and record keeping tasks for all RIF IBDPs in the county. The county RIF IBDP coordinator also provided vital technical assistance and general support to most RIF IBDPs from their inception to implementation. Each of the participating schools interacted with the coordinator at some point in the RIF IBDP planning process, as the coordinator was responsible for placing all RIF IBDP book orders for the entire county and maintaining records of all transactions made.

All children in the county participated in RIF IBDP--from kindergarten through senior high school. RIF IBDP was operating in 54 schools, 2 day care centers, and 2 community centers; 4 unspecified projects operated only during the summer. The program had existed in the county for nearly 8 years.

Funding Characteristics

This RIF IBDP was unusual in that although nearly every school in the county participated in RIF IBDP, school RIF IBDPs were funded exclusively at the school level. Funds were generated through the donations of private individuals and business and community groups through parent volunteer solicitations.

For the 1979-80 year alone, a total of \$46,200 was generated for the county's RIF IBDP--\$42,000 was donated by community groups, \$4,000 by business, and \$200 through private contributions. With RIF IBDP matching dollars, total funding of the county's RIF IBDP was \$92,400. Of this amount, \$55,200 was expended for the RIF IBDP give-away program and \$36,200 for the loan book program. During the past year, a total of 132,000 books were given away and 60,000 books loaned to children participating in the RIF IBDP.

Implementation of RIF IBDP at the Local Level

Book Selection and Acquisition

Each school had a book selection committee which was made up of volunteers from PTA, PAC, faculty, and the community. The book committee selected books, completed the order form, and forwarded them to the RIF IBDP coordinator for finalization.

Books were ordered from a variety of publishers by the county schools. Top book suppliers for this site had been Scholastic, Educational Reading Services, Dell, and Western. These publishers were selected because of their variety of books, discount, and timeliness of response as well as their clear ordering procedures and other assistance which some of them had given (e.g., exhibitions at RIF IBDP workshops, free samples, etc.).

Pre-/Actual/Postdistribution Activities

RIF IBDP distribution were typically well planned and characterized by a colorful, festive atmosphere. Predistribution motivational activities were planned and executed at both the classroom and the school level. Classroom RIF IBDP activities usually varied from one class to another (e.g., one class might make RIF IBDP book marks; another class might make RIF IBDP shadow boxes, etc.) while the entire school might sponsor a read-in. The read-in was a school motivational activity in which every class set aside a half hour for children to read books of their choice. It usually started 2 weeks before a RIF IBDP distribution

and continued at the school level until the day after distribution. Some teachers elected to continue with the read-in as part of the postdistribution activity. Predistribution activities have included poster contests, RIF IBDP stamp contests, "Making Books Come Alive," "Mystery Guests," parades, skits, plays, rallies, RIFXMAS, RIFGIVINGS, and numerous others at both the classroom and school level.

RIF IBDP distributions were conducted in the school library which was always decorated very colorfully to create a festive atmosphere. RIF IBDP distributions were held at least three times a year, the first one being more elaborately prepared than the others. One of the remaining distributions was always a Surprise RIF IBDP Day in which children might have known that a RIF IBDP Day was coming, but did not know the actual date. Distributions were held approximately every 12 weeks.

Only one class unit at a time came to the library on RIF IBDP Day to select books which had been displayed and grouped by grade level or reading difficulty. Volunteers stamped the children's books, and children wrote their names in the books they selected. Then children gathered to sing the school RIF-A-TEER song, and pictures were taken. The pictures were used to create a visual record of the distribution and were added to the school RIF IBDP scrapbook which was always displayed at future RIF IBDP distributions. Refreshments were served to the children, when they left the library, by volunteers dressed as clowns. The food served also emphasized RIF IBDP, with juice or punch called RIF-juice or RIF-cookies, etc.

Postdistribution activities were characterized by book swaps, but included classroom read-ins, read-fests, story telling, and visiting authors. The RIF IBDP school in this study had also organized a RIF-A-TEER Club in which children participated long after the RIF IBDP distribution.

Participation of Students, Parents, and Volunteers

Volunteers play a principal role in RIF activities at this site. Volunteers organized, raised funds, and implemented the RIF IBDPs at each school. A typical book selection committee at each school comprised 5 parents, 2 teachers, 1 librarian, and any number of school administrative staff who volunteered their services to get RIF IBDP projects underway. This committee also planned and coordinated RIF IBDP activities and recruited other parent volunteers from PTA, PAC, and the community to help with preparation of RIF IBDP distribution activities (fund-raising rallies, library decorations, theme ideas, book displays, music, etc.).

Community groups and business representatives had also been quite involved with RIF activities. These groups served on RIF committees, supplied funds and services, and helped organize parades; they also loaned materials such as helium gas for RIF IBDP balloons, a Porsche (car), and jukeboxes for motivational activities. State troopers stopped traffic for RIF IBDP parades, and the fire chief on occasion led the parade.

Components of Loan Program

The loan program has been in operation in all but two schools participating in RIF IBDP. In all cases, the loan program was supervised by the Chairperson of the book selection committee for that site. Books for loan were housed in the school library or in individual classrooms. In some cases, they were kept on carts and moved from one class to another. It was not known what percentage of books were borrowed during a typical month, but books that became worn during the year were given to children (not as part of their RIF IBDP Program, however).

Parents, teachers, and school administration saw tremendous benefits in the RIF IBDP loan program since many children lived long distances from public libraries, and most schools had limited library collections. Fifteen schools did not have a librarian at all. In these cases, parents staffed the "Reading Centers" which were stocked with RIF IBDP loan books. PTAs in these schools were highly motivated to sponsor RIF, so that they could also buy books for reading.

SITE NO. 19

Site Characteristics

Site No. 19 is a middle-sized urban city with a population of nearly 200,000 residents. The major industry is automobile and aircraft manufacturing. The other primary industries support the major industries.

The elementary school, with an enrollment of 438 children, was the only school participating in RIF IBDP at this site. The school RIF IBDP served children from kindergarten through sixth grade. The ethnic breakdown of children served was 85% white, 7% American Indian, 6% black, and 2% Hispanic and Asian.

A total of 229 RIF and non-RIF students--96 first graders and 133 fourth graders--were administered questionnaires at this site. Of this number, 101, or 44% of students surveyed were male; 100 or 43.7% were female; and data were missing for 28 students or 12.3% of the sample. Ethnic data showed that 95.6% of the students surveyed were white, 3% black, 1% Hispanic, and .4% American Indian. Only 9.2% of students surveyed were eligible for free lunch, while 90.4% were ineligible. SES data were missing for .6% of this sample.

At Site No. 19, 122 RIF students were surveyed: 48 first graders (24 male and 24 female) and 74 fourth graders (38 male and 36 female). Males comprised 50.8% of the total survey population, and 49.2% were female. Of the students surveyed, 95.1% were white and 4.9% were black. Of the students surveyed, 9.9% were eligible for free lunch; 90.1% were not eligible.

Subcontractor Administration and Operating Characteristics

The school was motivated to begin a distribution program through the encouragement of one of its active parents in the school's parent teacher organization.

The elementary school PTO was the subcontractor for the RIF IBDP. The school principal assumed responsibility for the administration and coordination of the program. All children enrolled in the school participated in RIF distributions.

The RIF IBDP operated only during the school year and was in its second year of operation.

Funding Characteristics

The subcontractor had sponsored a number of activities to raise funds for RIF IBDP purchases. In its first year of operation, the school sponsored bake sales and pancake suppers and solicited donations from individuals and the PTO. In its second year, a single fund-raising project was initiated to raise book purchasing funds. A total of \$1000 was acquired through this fund raising project, of which \$750 was to be used to purchase RIF IBDP books. RIF IBDP matching funds brought the total RIF IBDP budget to \$1500. This entire amount was used to buy books for the 1979-80 RIF IBDP. Books for the current year's RIF IBDP distribution had not been purchased at the time of this survey.

Implementation of RIF IBDP at the Local Level

Book Selection and Acquisition

Books were selected by parents and the school librarian who served on the Book Selection Committee. The school office ordered the books for distribution when the selection list was finalized. Books were ordered approximately 4 weeks before the RIF IBDP distribution date.

Elementary school RIF IBDP ordered all of its books from Scholastic and has been pleased with the wide variety of books available, the high discount rates, the quick and timely response to orders, and simple ordering procedures. Scholastic had also donated nearly 800 posters to the school's RIF program. These posters were given to children at one of the distributions during the school year.

Pre-/Actual/Postdistribution Activities

The subcontractor encouraged the conduct of predistribution activities at both the school and classroom level. Predistribution activities included poster contests, story hours, visiting authors, parent skits, and the development of class murals which highlighted the main ideas in a story.

Three distribution days were scheduled for the school year. Children selected one book at each distribution and received a free poster at one of the three distributions. Volunteers were present to assist in the distribution process. Distribution days were scheduled 12 weeks apart.

The subcontractor also promoted the use of postdistribution activities. These included having older students read to younger children, students writing their own books and reading them to classmates, dramatization of stories to students and parents, school read-a-thon days, and book swap days.

Participation of Student/Parents/Volunteers

Parent volunteers were involved in each aspect of the RIF IBDP operations and comprised the bulk of the book selection committee. A RIF IBDP parent committee planned fund-raising activities and motivational projects, and parents were involved in program request and program evaluation. Parents had also been active in mobilizing community support in fund-raising activities. One community group, the Lions Club, sponsored a pancake supper to raise funds for the school's first RIF IBDP.

A total of 10 parent volunteers participated in the elementary school's RIF program. Volunteers were recruited through the school newspaper and through letters sent home to all parents.

Components of Loan Program

The elementary school PTO did not operate a RIF IBDP loan program at the time of this survey.

SITE NO. 20

Site Characteristics

This RIF IBDP site is a small residential area of about 10,000 persons located nearly 13 miles from a very large midwestern city. Most of the residents are employed in the nearby city.

Eight elementary and junior high schools participated in the RIF program at this site. The eight schools served a total of 2700 children enrolled in grades 1-8. Of the children served, 58% were black, 30% white, 9% Hispanic, and 3% Asian/Pacific Islander. All children at the eight RIF schools participated in RIF distributions.

A total of 185 RIF and non-RIF students--108 fifth graders and 77 eighth graders--were administered questionnaires at this site. Of this number 89 students, or 48.1%, of the sample were male, and 96, or 51.9% were female. Of those students surveyed, 58.4% were white, 30.8% were black, 8.6% were Hispanic, and 2.2% were Asian. SES data showed the 99.46% of the sample population were ineligible for free lunch; only .54% (1 child) was eligible for participation in the free lunch program.

At Site No. 20, 116 RIF IBDP students were surveyed: 73 fifth graders (37 male and 36 female) and 43 eighth graders (20 male and 23 female). Males comprised 49.1% of this population, and 50.9% were female. Of the students surveyed, 44% were black, 43.1% were white, and 12.9% were Hispanic. Of the SES data reported, .9% were eligible for free lunch; 99.1% were ineligible.

Subcontractor Administration and Operating Characteristics

The district office was prompted to initiate a RIF IBDP in its schools after first hearing about it through television advertisements. The suburban school district was the subcontractor and administrator of the RIF IBDP for eight elementary and junior high schools in the community.

The program operated only during the school year. All children attending these schools participated in RIF distributions. The RIF program at this site was in its first year of operation.

Funding Characteristics

Funds to purchase RIF books for the school district's RIF program were acquired through a number of sources. The district office raised a small amount for the RIF book purchase by sponsoring a fund-raising activity. However, the bulk of the money for RIF purchases was donated by businesses, community groups, and individual contributions. Funds were usually raised through PTA solicitations over the phone and letters to business and community groups.

The local share of monies raised for the purchase of RIF books amounted to \$4425. Of this amount, \$3800 was donated by community groups, \$150 by business, \$125 by private donation, and \$350 through fund-raising events of the subcontractor. The total amount generated to purchase RIF books (after RIF matching funds were added) totalled \$8850. Over 10,000 books were purchased for the free book distribution program with these funds. All books were given away on distribution days.

Implementation of RIF IBDP at the Local Level

Book Selection and Acquisition

Approximately 10 weeks before RIF distribution day, books were selected by the school district's central book selection committee, which was comprised of three librarians. The book orders were then placed by Learning Center directors at each of the schools. Records were not available to determine the book suppliers most frequently used by Learning Center directors.

Pre-/Actual/Postdistribution Activities

At each school, classroom teachers planned and organized motivational activities for students on an individual basis.

On distribution day, children were sent to a designated location within the school to select books. Parents and volunteers were present at the distribution location to supervise and monitor the distribution process. Distributions were scheduled to take place every 6 weeks at all of the eight schools.

There was no provision for the conduct of postdistribution activities.

Participation of Students/Parents/Volunteers

Volunteers participated in the processing and check-in of distribution books and in providing supervision on distribution days. Community volunteers provided assistance in obtaining donations from their groups and in providing input into the planning of RIF distributions.

A total of 20 members--6 parents, 6 librarians, 7 volunteers, and 1 sponsor representative participated in the general planning and operation of the district RIF program. No teachers or children participated in the planning or book selection process.

Volunteers were recruited from the PTA, school staff, and various community organizations to assist in the implementation of the RIF program. The majority of the parent and school staff volunteers were recruited through requests made at PTA meetings; volunteers from the community were usually recruited through telephone requests.

Components of Loan Program

Site No. 20 had not initiated a RIF loan book program at the time of the survey.

SITE NO. 21

Site Characteristics

Site No. 21 is a small town of nearly 4000 persons. It is located in a rural community in which the major industries are coal mining and independent farming.

A single elementary school was surveyed at this site. A total RIF and non-RIF student sample population of 336 was comprised of 176 third graders and 160 fourth graders. Of the total sample population, 164, or 48.8% of the students sampled were male, and 172, or 51.2% were female. Ethnic data showed that 99.2% of the students surveyed were white, .3% black, and .5% Hispanic. The majority of the sample, 72.2% were ineligible for free lunch while 20.8% were eligible.

At Site No. 21, 169 RIF IBDP students were surveyed: 84 third graders (45 male and 39 female) and 85 fourth graders (43 male and 42 female). Males comprised 52.1% of the population and 47.9% were females. Of the students surveyed, 100% were white. Of the SES data reported, 15.4% were eligible for free lunch, 84.6% were ineligible.

Subcontractor Administration and Operating Characteristics

The RIF IBDP was instituted and has operated largely due to the efforts of a Title I reading specialist at one of the RIF schools. Through personal contacts and RIF IBDP film presentations, she was able to generate interest and subsequent donations from several community groups to finance a RIF IBDP in the district's elementary schools. The RIF IBDP had been sponsored through the Rotary RIF IBDP Club (the primary subcontractor) and the cooperative efforts of elementary school PTOs and community organizations. Included among the community organizations were the teacher's associations, Eastern Star, Lions Club, and a church women's group. The RIF IBDP subcontract was administered by the Title I reading specialist who acted as Project Director for the RIF IBDP.

Only second and third graders were eligible for participation in the RIF IBDP. These children would continue to receive free RIF IBDP books as they entered third and fourth grades. This group of children was selected for participation and follow-up in the distribution program, because school administrators felt that it was the most effective age to influence reading habits. If the RIF IBDP distribution continues, other grades will also be served.

The RIF IBDP was a year-round operation. It was in its first year of operation.

Funding Characteristics

Funds to purchase RIF IBDP books were raised through the personal efforts of the RIF IBDP Project Director, who made personal appearances at service, community, and church groups to promote the program and to solicit funds. For the school year 1979-80, a total of \$1100 was donated by community groups and \$50 by private donations. The total RIF IBDP budget of \$2320 (with the addition of national RIF matching dollars) was used to purchase 2964 books for RIF IBDP distributions; 2871 books were given away in the distribution process.

Implementation of RIF IBDP at the Local Level

Book Selection and Acquisition

The Book Selection Committee was a central committee made up of parent representatives and school staff from each participating school, the public librarian, and the RIF Project Director. Books were selected by the committee and confirmed as good selections by the librarian. Order forms to various publishers were then completed and mailed. Books were ordered approximately 7 weeks before distribution day.

Top book suppliers for this site were Scholastic, Sundance, Reader's Digest, and Western. These suppliers were used by the subcontractor for their variety of books, discounts, clarity of procedures,

responsiveness to orders, and free shipping by most of these publishers. Scholastic has also contributed to the RIF IBDP through a free starter kit it sent with each order. The kit contained approximately 15 books which were also given away at distributions.

Pre-/Actual/Postdistribution Activities

Predistribution activities varied from one school to the next as well as from one distribution to another. Activities included poster design contests, teacher discussions with students, and class write-ups of the coming RIF IBDP events. Parents were also notified by letter that a RIF IBDP distribution was scheduled for a particular day.

On distribution day, parent volunteers arrived to help with the distribution process--set up book displays, prepare punch and cookies, dress up in costumes, etc. Children in each class made book labels and brought them to the distribution center. After a child chose a book, parents affixed the label.

The RIF IBDP site sponsored five distributions per year, each approximately 8 weeks apart. Distributions during the school year were usually held in the gym; in the summers, distributions were held at the community fair grounds and playground. Students who missed the summer distribution selected their book(s) at the beginning of the next school year.

Postdistribution activities included having students dress up as book characters and having older children go to lower grades to share books they chose on RIF IBDP distribution day.

Participation of Student/Parents/Volunteers

Volunteers participated in the RIF IBDP by entering book plates into distribution copies, participating in preparation of refreshments and decorations for distributions, and assisting students in locating requested books.

Approximately 31 volunteers participated in the planning and operation of this RIF IBDP. The book selection committee had 12 members--6 parents, 1 librarian, 4 teachers (Title I reading teachers from each school), and a high school librarian.

The book selection committee also assumed responsibility for recruiting parent volunteers from their respective schools. They were successful in recruiting volunteers from 13 schools in the area, some of which did not have RIF IBDP.

Components of Loan Program

Site No. 21 did not operate a RIF loan book program at the time of the survey.

Site Characteristics

RIF IBDF schools studied at this site were located in small, adjoining towns in the proximity of a large midwestern city. Major industries in the region include the manufacture of cars, farm equipment and machinery, aircraft, and sewing machines.

A total of 294 RIF and non-RIF students were administered questionnaires at this site. They included 137 third graders and 157 sixth graders. Of the 294 students, 148 or 50.3% were male, and 146 or 49.7% were female. Ethnic data showed that 98.6% of the students surveyed were white, .8% were black, .3% were Asian, and .3% were Indian. SES data showed that 77% of these students were ineligible, 6% were eligible to participate in the free lunch program (this information was not available for 17% of the students surveyed).

At Site No. 22, 169 RIF IBDF students were surveyed; 85 third graders (48 male and 37 female) and 84 sixth graders (46 male and 38 female). Males comprised 55.6% of this population and 44.4% were female. Of the students surveyed, 98.8% were white, .6% were American Indian, and .6% were Asian. Of the SES data reported, 7.1% of the students were eligible for free lunch, 92.9% were ineligible.

Subcontractor Administration and Operating Characteristics

A joint parent group decided to undertake a RIF IBDF distribution program for the children in the community after reading about the program and seeing television advertisements. The subcontractor for the RIF IBDF was a consortium of Parent Teacher Associations from the surrounding towns. The group was responsible for overall administration of the RIF IBDF and ordered all books for participating RIF IBDF schools.

The PTA consortium sponsored RIF IBDF distributions at seven elementary schools in the community; higher grades were not served. All elementary children were eligible for participation in the program. The program was in its second year of operation.

Funding Characteristics

Funds to purchase RIF books were acquired through PTA fund-raising activities. The joint PTA group raised \$2270 during the 1978-79 year through fund-raising activities. The matching amount by national RIF IBDP brought the total RIF budget to \$4540 for RIF IBDP book purchasers. At the time of this survey, RIF IBDP book orders for the year had not yet been placed. However, all books to be purchased were to be given away in free book distributions.

Implementation of RIF IBDP at the Local Level

Book Selection and Acquisition

Books were selected by members of each school's Book Selection Committee which consisted of parents, teachers, librarians, and volunteers. Book selections were then forwarded to the consortium group which placed all orders for books from a central location.

Top book suppliers for Site No. 22 were Keyway Books, Western Publishers, and Educational Reading Service. These publishers were selected because of their variety in selection and good discounts.

Pre-/Actual/Postdistribution Activities

Both RIF IBDP schools surveyed at this site participated in pre-distribution activities. Children competed in poster-making contests which were displayed in school hallways. The winners for the best posters received an additional book on Distribution Day. The community was also made aware of RIF IBDP activities through radio announcements and parent newsletters.

Groups of children selected books at various times on the scheduled RIF IBDP Distribution Day. Parents, teachers, and media aides were available at each school to help children locate books. Three distribution events were held during the school year and were scheduled 6 weeks apart.

Postdistribution activities included newspaper coverage of the RIF IBDP distribution and classroom discussions on books chosen by children.

Participation of Students/Parents/Volunteers

Since a parent group was the subcontractor of the RIF project at this site, parents were active in every phase of the RIF operation. Over 32 parents were involved in the book selection process and the planning and operation of RIF IBDP distributions. Parents were assisted by 18 teacher volunteers and 3 librarians as well as school principals and media aides at each school.

Volunteers were recruited through simple requests made at PTA meetings and at the individual level. Volunteers participated in book selection and in organizing books for the distribution process. Community groups and businesses played no role in the jointly sponsored school RIF program at this site.

Components of Loan Program

A RIF IBDP loan book program was not operated by the RIF IBDP subcontractor for the school year 1979-80.

SITE NO. 23

Site Characteristics

Site No. 23 is a manufacturing city on the river one-half hour's drive from the state capital. The industries of the area produce clay products, pottery, glass, porcelain, and brick. Many of the inhabitants of the city are employed by the state and commute to the state capital.

Thirty-one schools and three community centers participated in RIF IBDP at this site, serving a total of 9097 children in grades K-12. Of this number, 72% were white, 25% were black, 2.3% Hispanic, and .7% Asian.

One high school was surveyed at Site No. 23. A total of 262 RIF and non-RIF students--154 tenth graders and 108 eleventh graders--participated in the survey. Of this number, 122, or 46.6% of the students surveyed were male and 135, or 51.5%, were female; data were missing on 5 or 1.9%. Of students surveyed, 98.5% were white, 1.1% were black, and .4% were Asian. SES data showed that only 3.4% were eligible and 95.6% ineligible for participation in the free lunch program; 1% were missing SES data.

At Site No. 23, 146 RIF IBDP students were surveyed: 77 tenth graders (35 male and 42 female) and 69 eleventh graders (25 male and 41 female). Males comprised 41.1% of this population, and 56.9% were female; data were missing on three students or 2.1% of the population. Of the students surveyed, 99.3% were white, and .7% were Asian. Of the SES data reported, 4.8% were eligible for free lunch, 95.2% ineligible.

Subcontractor Administration and Operating Characteristics

The RIF IBDP was initiated by the Council Reading Association in this city because council members felt that children would be motivated to read and would have positive attitudes towards reading if they were given a variety of books to own. The association was made up of classroom teachers, reading teachers, and reading specialists from the community.

The Council Reading Association sponsored the RIF IBDP in six school districts in the area. Members of the association provided assistance in fund-raising and other RIF activities for the schools and community centers which requested help.

Schools which participated in the RIF program decided which children would receive RIF IBDP books. However, the community centers gave books to all children who attended the centers during a distribution.

The 31 schools participating in RIF IBDP distributions included elementary, junior high, and senior high schools. All of these schools operated RIF IBDPs during the school year. The three community centers operated year-round RIF IBDPs. The RIF IBDP had operated in this site for 3 years.

Funding Characteristics

Local monies for the program were raised by different community groups (e.g., school PTA groups and service clubs) which sponsored fund-raising activities through community club donations. Fund-raising activities of the Council and community groups amounted to \$16,645 for the school year 1979-80, and \$500 was given in donations to the program. The \$17,145 raised at the local level was matched by RIF Federal funds for a total RIF budget of \$34,290. Of this amount, \$29,256 was spent on the purchase of RIF gift books (\$20,093) and RIF loan books (\$9,163). A total of 49,287 books were purchased for RIF IBDP distributions and 27,291 books had been given away at the time of the survey; a total of 21,996 books had been purchased for RIF loan programs at schools and community centers.

Implementation of RIF IBDP at the Local Level

Book Selection and Acquisition

Books for all distributions were ordered at the beginning of the school year by a central book selection committee. The central

committee was made up of representatives from schools (librarians, teachers, parents), community volunteers, and sponsor representatives. Book selections were made by teachers, students, and community staff at each of the 34 RIF IBDP sites in the community. Selections were then sent to the central committee where the selections were finalized prior to ordering.

Major book suppliers for the Site No. 23 RIF IBDP were Scholastic and Econ-O-Clad Book Distributors. These suppliers were selected because of their wide variety in titles and their good discount rates.

Pre-/Actual/Postdistribution Activities

All of the predistribution activities were geared toward exciting children about reading. They included drama activities, puppet shows, art projects, readings, and other activities. These activities preceded the actual distribution.

Distribution procedures at each school and community center varied depending on the motivational activity that preceded the distribution. All sites, however, spaced distribution dates approximately 12 weeks apart.

The postdistribution activity was an evaluation of children, parents, and teachers to get their input about the distribution. The evaluations showed that the RIF IBDP was the most "positive program in the schools." Children developed a good feeling about books in an era in which TVs were more important than books in the home.

Participation of Students/Parents/Volunteers

Volunteers had been active in the book distribution process, motivational activities, and constructing book displays for students. Community groups also participated in the RIF IBDP through contributions for RIF book purchases.

A total of 124 parents and 10 community volunteers were involved in the general planning and operation of the RIF IBDP. An additional 135 teachers and 31 librarians also participated in this process.

Ten parent volunteers from the community centers and schools participated in the RIF IBDP at the sites studied in this survey. Volunteers were recruited through letters sent to community organizations, newspapers, etc.

Components of Loan Program

The loan program which served 7332 students was supervised by the school librarians at the schools and the community center officials at the three community centers.

The loan programs gave children an opportunity to select many books to read and to become more familiar with books. They were then able to make better decisions about the books they wished to select at the RIF IBDP distribution.

SITE NO. 24

Site Characteristics

Site No. 24 is a manufacturing and trade center for the agricultural section of the state as well as the state capital. It is in a mixed urban/rural area with a population of 200,000 in the city proper and 400,000 in the metropolitan area.

Site No. 24 RIF IBDP operated in 39 schools and served 10,000 children in grades 7 and 8.

RIF and Non-RIF children surveyed at the junior high school at this site included 125 seventh graders and 174 eighth graders for a total of 299 students. Of this number 136 or 45.5% were male and 163 or 54.5% were female. The sample population was 70.9% white, 17.7% black, and 9.4% Hispanic and 1% each American Indian and Asian. SES data showed that 68.2% of the students surveyed were ineligible for free lunch while 31.8% were eligible.

At Site No. 24, 150 RIF IBDP students were surveyed: 66 seventh graders (28 male and 39 female) and 84 eighth graders (37 male and 47 female). Males comprised 43.3% of this population and 56.7% were female. Of the students surveyed, 73.3% were white, 15.4% were black, 2% were American Indian, and 9.3% were Hispanic. Of the SES data reported, 25.3% of the students were eligible for free lunch; 74.4% were ineligible.

Subcontractor Administration and Operating Characteristics

The RIF IBDP was started by the school district to increase both the amount of reading and the quality of reading by children in the schools. A RIF IBDP district coordinator was responsible for the general management and administration of the RIF IBDP. Each school participating in the program also selected or appointed a RIF IBDP

chairperson who was responsible for making a list of books to be ordered and for developing motivational ideas for pre- and postdistribution activities for that particular school.

Criteria for selection of children to participate in the program varied from school to school. In some schools, the entire school population participated in RIF IBDP and; in others, only certain classes participated.

The district ran a school-year operation and conducted three distributions per year at each school. The program was in its third year of operation.

Funding Characteristics

Matching the local monies for the RIF program were secured through state school funds, local community groups, and school PTA groups. Through local fund raising events, \$14,000 was raised for the RIF IBDP book purchase and matched by RIF IBDP Federal funds. The total budget of \$28,000 was used to purchase 45,000 books of which 40,000 were to be given away and 5000 were to be loaned to children during this school year.

Implementation of RIF IBDP at the Local Level

Book Selection and Acquisition

The books were ordered at the beginning of the program and periodically through the year by a central book selection committee. This committee was made up of parent, teacher, and librarian representatives from schools participating in the RIF IBDP program.

Book selection choices were made by children, parents, and teachers at each RIF IBDP school and given to the school RIF IBDP coordinator for forwarding to the centralized book selection committee which placed one order for the district.

Major book-suppliers of the district were Scholastic, Dell, and Children's Press. They were selected because of their wide variety in selection, good discounts, clear ordering procedures, and quick responsiveness to book orders.

Pre-/Actual/Postdistribution Activities

At nearly all schools, parents worked with the RIF coordinator to design pre- and postdistribution activities. Predistribution activities included story reading, book talks, games, films, and skits.

Parents managed the distribution process in each school. Children receiving free books were allowed to select and choose from a large variety of titles. Distributions were scheduled 12 weeks apart at most schools.

Postdistribution activities included the following: book trades and discussions and involvement in actions such as following instructions in a cookbook.

Participation of Students/Parents/Volunteers

Volunteers served on advisory boards and on book selection committees, were chairpersons of school RIF IBDP, and developed motivational activities; 35 volunteers participated in the book selection process; 17 volunteers participated in general planning and operation of the district IBDP. Volunteers included parents, school district officials, and community volunteers. Students did not participate in the planning process, but input to the book selection process was allowed in some of the schools. Volunteers were recruited through the school and community organizations.

Components of Loan Program

The school district operated a RIF IBDP loan book program which served 3000 children. Loan books were made available to children by rotating collections which were sent from one school to another. The

RIF IBDP coordinator, who supervised the loan program estimated that about 10% of the loan collection was borrowed during a typical month. A benefit of the loan program, according to the RIF IBDP coordinators, was that it provided an "added motivational source" to encourage more reading by children.

SITE NO. 25

Site Characteristics

Site No. 25 is a small industrial city in which the major industry is agricultural trade. Four elementary and one junior high school participated in the RIF IBDP at this site in which a total of 3498 children received RIF IBDP books. Of this number 65% were white, 30% black, and the remaining 5% Hispanic, Asian/Pacific Islander, and American Indian.

RIF and Non-RIF children surveyed at the site included 107 second graders and 99 ninth graders, for a total of 206 students. Of this number, 109, or 52.9%, of the students surveyed were male and 97, or 47.1% were female. The sample surveyed were 62.6% white, 33% black, 2.4% Hispanic, and 2% Asian. SES data showed that 85.4% of the students surveyed were ineligible for free lunch participation while only 14.6% were eligible.

At site No. 25, 123 RIF IBDP students were surveyed: 67 second graders (30 male and 37 female) and 56 ninth graders (34 male and 22 female). Males comprised 52% of this population, and 48% were female. Of the students surveyed, 54.5% were white, 39.8% were black, 3.3% were Asian, and 2.4% were Hispanic. Of the SES data reported, 20.3% of the students were eligible for free lunch, 79.7% were ineligible.

Subcontractor Administration and Operating Characteristics

The RIF IBDP was launched by the school district after school officials learned of RIF through television advertisements.

The subcontractor for the RIF IBDP at this site was the city school district. A district-appointed Special Projects Director managed and coordinated implementation of the RIF IBDP in the five schools at this site.

Children who attended Learning Centers in each of the five RIF IBDP schools were especially singled out for participation in RIF IBDP distributions. However, all remaining children at two or three of the five schools also participated in RIF IBDP distributions. Schools not participating in school-wide RIF IBDP distributions in a given year would participate in the following year. Both schools surveyed at this site held school-wide RIF IBDP distributions for the school year 1979-80.

The district operated both a school-year and a summer distribution program. Grades served by the RIF IBDP ranged from kindergarten to ninth grade. The RIF IBDP was in its second year of operation at this site.

Funding Characteristics

Local funds to purchase RIF books were secured through school district funds. The district allotted \$5531 for RIF book purchase which was matched by national RIF IBDP, bringing the total project budget to \$11,062. Of this amount, \$8268 were used to purchase nearly 14,000 books for free RIF book distributions and \$2974 for the purchase of nearly 5000 books for the loan program.

Implementation of RIF IBDP at the Local Level

All RIF books were ordered at the start of the school year. Book selections were made by a group composed of teachers, students from the Learning Centers, paraprofessionals who worked with remedial readers and volunteer parents at each RIF IBDP school. The selection committee at each school examined last year's records to determine the most popular books selected by children. The books were then selected and ordered accordingly.

Major book suppliers for Site No. 25 were Scholastic, Avon, Dell, and Bantam. These book suppliers were chosen for their variety of selection, discount percentage, quick response, and contributions they made to the school program in the form of posters and free book racks.

Pre-/Actual/Postdistribution Activities

Both schools surveyed in this study conducted predistribution activities prior to RIF Day. These activities included RIF poster displays and contests at the individual classroom levels.

RIF schools studied conducted at least three distributions a year. For school-year RIF IDPs, distributions were usually scheduled 6 weeks apart. For the summer RIF distribution program, one book distribution was held each week for a 3-week period.

Postdistribution activities during the school year involved children telling others about the book they selected or writing what they liked about a book they chose. Postdistribution activities were not conducted during the summer.

Participation of Students/Parents/Volunteers

Parent volunteers participated in the book selection process (setting up displays, putting away books not selected, etc.) and in the planning and general operation of the RIF program at this site.

A total of 97 members--25 parents, 25 teachers, 22 paid staff, and 25 children--sat on book selection committees at the five RIF IDP schools. Planning and operation for the RIF program was handled by a committee of 77, composed of 25 parents, 26 teachers, 25 paid staff, and 1 librarian. Approximately 25 parent volunteers participated in the actual distribution process. The number of parent volunteers at a particular school varied from one school to the next. Parent volunteers were recruited through the Parent Advisory Groups and at open parent meetings.

Components of Loan Program

Site No. 25 operated a loan program in which all children in the district could participate. Books were made available to children through the RIF lending library in each school; library aides supervised

the loan program. Nearly 5000 RIF IBDP loan books were stocked by the school libraries, and about 50% of them were borrowed during a typical month. Approximately 1% were not returned by children during the school year.

School district officials felt that the loan program was a beneficial part of RIF because: (1) it gave students more time and leisure to select and choose books, (2) it capitalized upon positive peer influence and (3) a larger variety of titles were available to students.

SITE NO. 26

Site Characteristics

Site No. 26, with a growing population of over 200,000 people, is a railroad center. It is also a large commercial, jobbing, and manufacturing center. The city has a large Hispanic population.

At this site, 259 RIF and non-RIF seventh graders--123 males and 136 females--were administered questionnaires. Males comprised 47.5% of the population surveyed and females 52.5%. Approximately 93.4% of the students surveyed were Hispanic, 5.8% white, and .8% black. Of this population, 80.7% of the students were eligible for free lunch, 18.5% were ineligible, and data were missing for .8%.

At Site No. 26, 120 RIF IBDP students (52 male and 68 female) were surveyed. Males comprised 43.3% of the total survey population, and 56.7% were females. Of the students surveyed, 1.7% were white, .8% were black, and 97.5% were Hispanic. Of the SES data reported, 80% of the students were eligible for free lunch, 20% were ineligible.

Subcontractor Administration and Operating Characteristics

Parents and school officials were motivated to begin a RIF IBDP when test results showed that students were 1-2 years' below reading level. In addition, it appeared that many students came from families who had no funds to purchase books.

The junior high school was the subcontractor and administrator for the RIF IBDP. Of the 498 students enrolled in the school, only seventh graders participated in RIF IBDP distributions because of limited funds.

The RIF IBDP was a school-year operation at this site; it was in its second year of operation.

Funding Characteristics

Funds for the school's RIF program were acquired from Parent Teacher Association contributions, donations from the school newspaper, and sales from football ribbons. Funds raised through these activities amounted to \$600; national RIF IBDP matched this amount for a total budget of \$1,200. Books for distribution had not been purchased at the time of the survey.

Implementation of RIF IBDP at the Local Level

Book Selection and Acquisition

The school's Book Selection Committee was composed of seventh grade students who examined publisher catalogs and nominated book titles which might be liked by other seventh graders. This list was further refined by teachers and parents before being finalized and mailed to publishers. Books were ordered 6 weeks before each scheduled RIF IBDP distribution.

The top three book suppliers for Site No. 26 were Scholastic, Children's Press, and Bookmen, Inc. Representatives for RIF IBDP at this site indicated they had been particularly pleased with these suppliers because of the discounts given, the variety in selection, clarity of procedures, and timely response to orders. Scholastic had also contributed free books to the RIF IBDP.

Pre-/Actual-/Postdistribution Activities

Students were "primed" for the distribution day through various activities such as the distribution of bookmarks in classes, special articles in the school newspaper, and a planned celebration for National Reading is Fun Day.

Book distributions were held three times a year in the school gym and the library. Parent volunteers and student council members assisted in the distributions, which were scheduled approximately 12 weeks apart.

Postdistribution activities in the past had been limited to the writing of thank-you letters to the PTA president, student council sponsor, and activities director. The school also sponsored a 10-minute-per-day Uninterrupted Sustained Silent Reading (USSR) program which also encouraged the reading of RIF IBDP books following distribution day.

Participation of Students/Parents/Volunteers

Students, parents, and teachers worked together to plan and organize the RIF IBDP distribution day. The three groups cooperated in all tasks which were necessary to the RIF IBDP operation--book selection, distribution, book display, recordkeeping, and fund raising--and felt that their joint involvement had helped to get books into homes where parents could also read them.

Twelve persons--3 parents, a librarian, 3 teachers, a sponsor representative, and 4 students--were on the Book Selection Committee. General planning for the conduct of the RIF IBDP was done by 16 volunteers--3 parents, a librarian, 5 teachers, a sponsor representative, and 6 students. Students were recruited through the student council, parents through the PTA, and many teachers volunteered their services.

Components of Loan Program

Site No. 26 had not initiated a RIF IBDP loan program at the time of the survey.

SITE NO. 27

Site Characteristics

Site No. 27 is a city of approximately 120,000 inhabitants located in the center of the state. It is the state's largest city and commercial center in agriculture, timber, and minerals.

The elementary school, which served 524 students in grades K-5, was the RIF IBDP subcontractor.

A total of 215 RIF and non-RIF students were administered questionnaires at this study site. They included 40 first graders, 70 third graders, and 105 fifth graders. Of the 215 students surveyed, 110, or 51%, were male, and 105, or 49%, were female. Ethnic data showed that 32% of the students surveyed were white, 68% were Hispanic. SES data showed 36% of the students surveyed were ineligible, and 49% were eligible to participate in the school lunch program (this information was not available for 15% of the students surveyed).

At Site No. 27, 108 RIF IBDP students were surveyed: 23 first graders (14 male and 9 female), 35 third graders (16 male and 19 female), and 50 fifth graders (27 male and 23 female). Males comprised 52.8% of the total survey population, and 47.2% were females. Of the students surveyed, 63.9% were white, .9% were black, .9% were American Indian, .9% Asian, and 33% were Hispanic. SES data were not available on 17.6% of the students surveyed; 32.4% of the students were eligible for free lunch and 50% were ineligible.

Subcontractor Administration and Operational Characteristics

The reading specialist, who was really excited about RIF IBDP, started the program. A contractor, she motivated the participation of teachers, the principal, librarian, parents club, and the news media. She, however, was transferred, and the program is now being coordinated by the librarian. In the future, the principal hopes to have the parents take it over. All students in the elementary school participated in the school year program and have since the beginning in 1977.

Funding Characteristics

The local share of the funding was \$1570. This money was raised by various fund-raising activities sponsored by students and parents. For the 1977-80 year, the parents' club donated the money; however, for the previous year, students and parents raised the matching share by having a used book sale and bake sales.

Implementation of RIF IBDP at the Local Level

Book Selection and Acquisition

Seven teachers were members of the book selection committee; they get input from parents. The librarian ordered the books. The school hoped to have the parent committee take over the entire operation of the program. Prior to the study year, books were ordered twice. During 1979-80, books for all distributions were ordered at the beginning of the program. Scholastic, Penguin, Random House, and Albert Whitman were selected because of their variety of selection, clarity of procedure, and simplicity of the ordering.

Pre-/Actual/Postdistribution Activities

For 2 years prior to the study, predistribution activities were planned by a parents' committee. During the study year, there was also a faculty committee that assisted in the planning. In 1977, a book characters parade, in which parents dressed up in costumes depicting famous book people, was conducted. In 1978, a bookworm parade was conducted. All children participated in the Sustained Silent Reading (SSR) program.

Each class went to the library for 30 minutes during a distribution. Upper grades were first. They were given orientation by the librarian about the available books. The librarian was assisted at the distribution by the parents. As a part of postdistribution activities, the school conducted a parent evaluation through the school newspaper. Teachers discussed with students the books that were chosen.

Participation of Students/Parents/Volunteers

The participation of students in the program had been very good. Site No. 27 was principally biracial (Anglo and Hispanic), and many of the homes were without books. The students had been excited about the self-choice that the distributions make possible.

At the beginning of the year, parents filled in forms to volunteer. Fourteen parents were participating at the time of the study. They assisted with distributions and coordinated predistribution activities, and their presence indicated to the children their interest in reading.

Components of the Loan Program

The loan program was initiated during 1979-80. The books were housed in the library, and the program was supervised by the librarian. The RIF loan program augmented the library book selection, which was especially helpful to the SSR program.

SITE NO. 28

Site Characteristics

Site No. 28 is the third largest city in the state with a population of approximately 160,000. Located on the Mississippi River, the city has many petroleum refineries and chemical manufacturing plants. It is the agricultural center of the state as well as the capital.

Two middle schools and nine elementary schools participated in the RIF IBDP which served 4115 students.

A of 227 students were surveyed at this site. They included 98 second graders, 21 fourth graders, and 108 sixth graders. Of the 227 RIF and non-RIF students surveyed, 110, or 48%, were male, and 117, or 52%, were female. Ethnic data showed that 34% of the surveyed population were white, 64% were black, and 2% were Asian. SES data showed that 42% of the students surveyed were ineligible, and 58% were eligible to participate in the free lunch program.

At Site No. 28, 117 RIF IBDP students were surveyed: 51 second graders (25 male and 26 female), 21 fourth graders (7 male and 14 female), and 43 sixth graders (23 male and 20 female). Males comprised 47% of this population and 51.3% were female; data were not reported on 2 students, or 1.7% of the population. Of the students surveyed, 3.4% were white, 93.2% were black, and 3.4% were Asian. SES data were not available on .9% of the students surveyed; 76.9% of the students were eligible for free lunch, and 22.2% were ineligible.

Subcontractor Administration and Operating Characteristics

The school district began the RIF IBDP after one of the school board members donated his travel expenses to be used to motivate children to read. He had heard about the program through general reading and television ads by Carol Burnett. The RIF coordinator was the Director of Libraries. She ordered and disbursed all books and had overall responsibility for the program. Two middle schools and the nine elementary

feeder schools were selected to participate in the program which served students in grades K-6. The program started during the 1979-80 school year and was to be expanded during the 1980-81 school year.

Funding Characteristics

The funds for the initial program were received from a private donation; however, in subsequent years the program was to be funded by the state. During 1979-80, the program was funded for \$4536 total. The school district purchased 6776 books and all were to be given away.

Implementation of RIF IBDP at the Local Level

Each school had its own book selection committee made up of teachers, parents, librarians, volunteers, and a member of the district office staff. Books were ordered approximately 12 weeks before each distribution day. Each school's book selection committee met and made choices. The librarian filled out the order and the order was sent to the library director. Then one order was sent from the district office.

Scholastic was the publisher selected, mainly because of the 40% discount.

Pre-/Actual/Postdistribution Activities

Predistribution activities included poster and book mark contests. The child who made the best poster advertising a distribution or the child who made the best book mark won a book. On distribution days, students dressed up as book characters. The dress-up followed a theme--fairy tales, science fiction, etc. The distributions were held in the library at each school. At the time of the survey, the postdistribution activities had not been decided upon.

Participation of Students/Parents/Volunteers

Students participating in the program were excited and interested. Parents' participation was limited since the program had just been initiated that year, and many of the schools only had two distributions. Volunteers from another school program helped with the distributions.

Loan Program

At the time of the study, Site No. 28 had no loan program.

257

5-112

SITE NO. 29

Site Characteristics

Site No. 29 is a small town of approximately 2100 people located in the northeastern part of the state. The RIF IBDP at this site was funded in one school and served 560 students in grades 1-6.

A total of 200 RIF and non-RIF students were surveyed at this study site. They included 98 first graders and 102 fourth graders. Of the 200 surveyed, 111 or 56% were male, and 89 or 44% were female. Ethnic data showed that 58% of the surveyed population were American Indian, 1% Asian. Ethnic data were not reported for the remainder of the survey population. SES data were not available on the students surveyed.

At Site No. 29, 140 RIF IBDP students were surveyed: 69 first graders (39 male and 30 female) and 71 fourth graders (40 male and 31 female). Males comprised 56.4% of this population and 43.6% were female. Of the students surveyed, 61.4% were white, .7% were Asian, and data were missing for 37.9%. SES data were not available on the students surveyed.

Subcontractor Administration and Operating Characteristics

The subcontractor for the RIF IBDP was the elementary school. The assistant superintendent heard about the program at an area meeting and started it in the district elementary school. All students in grades 1-6 were served by the program. The school librarian was the RIF coordinator. During 1979-80, the program was in its third year of operation.

Funding Characteristics

The local share of funds was donated by community groups (American Legion and Lions Club). The project budget of \$2000 was used for gift and swap books. A total of 2800 books was purchased to be given away.

Implementation of RIF IBDP at the Local Level

Book Selection and Acquisition

The book selection committee was made up of volunteers (teachers and parents). They met and selected books, which were ordered by the librarian. Books were ordered at the beginning of the school year.

Pre-/Actual/Postdistribution Activities

Predistribution activities for the program varied depending on the distribution activities. Notes were always sent to parents advertising the upcoming distribution, and bulletin boards were decorated with the theme for the upcoming distribution. Two of the four scheduled distributions were held at night so that parents could attend. The last distribution of the year was held outside. Senior citizens helped with the distribution activities. Each child filled a helium balloon; put a note with his/her name, address, and book selection inside the balloon; and let it fly. Postdistribution activities were book swaps. A bookcase in the hall contained swap books. Students selected books from the shelf, read them and were supposed to return them; many were taken but few returned, so the principal periodically asked students to bring books for the swap bookcase.

Participation of Students/Parents/Volunteers

Parents, senior citizens, and teachers helped with book selection and predistribution and distribution activities. The students seemed to be highly motivated to read, and it was very difficult to keep books in the swap case.

Components of Loan Program

This site did not have a loan program, but had a swap program.

SITE NO. 30

Site Characteristics

Site No. 30 is an affluent rural farm area, predominantly German, where reading is a very strong ethnic value. This site is located nearly 30 miles from a large industrial, agricultural, and oil producing center of the region. The RIF IBDP served all schools in the district.

A total of 265 RIF and non-RIF children were administered questionnaires at this site. Children surveyed at this site included 58 second graders, 48 fifth graders, 83 tenth graders, and 76 twelfth graders. Of the 265 students surveyed, 148 or 55.9% were male and 116 or 43.8% were female, with data missing for one or .4% of the sample. Ethnic data showed that 98.5% of students surveyed were white, .4% Hispanic, and 1.1% American Indian. SES data showed 90.9% of students surveyed were ineligible and only 8.7% were eligible for participation in the free lunch program. SES data were unavailable on .4% of the sample population.

At Site No. 30, 132 RIF IBDP students were surveyed: 41 second graders (24 male and 17 female), 28 fifth graders (11 male and 17 female), 33 tenth graders (21 male and 12 female), and 30 twelfth graders (17 male and 13 female). Males comprised 55.3% of this population, and 44.7% were female. All students surveyed at this site were white. Students eligible for free lunch comprised 7.6% of the survey population; 92.4% were ineligible.

Subcontractor Administration and Operating Characteristics

The RIF IBDP started as an off-shoot of a discontinued Right to Read Local Education Agency (LEA) program. At the suggestion of the State Right to Read Director, the school district decided to initiate a RIF IBDP to provide a continuing reading motivation stimulus for the children in the district.

The school district was the subcontractor for the RIF IBDP which operated at seven schools. The program was coordinated by a librarian at one of these schools; the central offices handled the financial management aspects of the program.

All seven schools in the district had total student participation in RIF IBDP during the school year. Students in grades 1-12 were served by the program, which was in its second year of operation. Site No. 30 school officials planned to discontinue the program for a year or two after the funding cycle, since it was the feeling that students were sufficiently motivated.

Funding Characteristics

Local funds to purchase RIF IBDP books were secured through school allocations; each school principal allocated a percentage of the school's library budget for the RIF IBDP book purchase. The total local amount generated through the allocations of the seven participating schools was matched by RIF IBDP federal funds. The amount of funding and expenditures for the district-wide RIF IBDP was unavailable at the time this survey was conducted.

Implementation of RIF IBDP at the Local Level

Book Selection and Acquisition

Members of the book selection committee were appointed by the principals or the RIF IBDP coordinator. Book selections were made by the committee based on teacher and parent input at each of the schools. Each school submitted a book order list to the district office which was responsible for ordering of and payment for book shipments. All books were ordered at the start of the school year for some schools, while others chose to place orders about 8 weeks before a scheduled distribution.

Principal book suppliers used by this site were Scholastic, ERS, Garrad, and Reader's Digest. The suppliers were selected because of

their variety of subject content, percent of discount, and timeliness of response.

Pre-/Actual/Postdistribution Activities

Predistribution activities were sponsored by each school; these activities generally consisted of advertising the upcoming distribution in the classroom and sending notices home to parents.

The distributions were handled by the RIF IBDP coordinator, school librarians, and parents selected by the principal or RIF coordinator. The books were displayed on tables in the library or cafeteria, and the students came in class groups to select their books. No postdistribution activities were conducted at this site.

Participation of Students/Parents/Volunteers

Parents helped with the distribution process by answering questions about book selections, stamping books, and helping the younger children write their names in the books.

Ten parent volunteers participated in the district RIF IBDP. They were recruited through requests made by school principals and the RIF IBDP coordinator.

Components of Loan Program

Two schools (one elementary and one senior high school) sponsored a RIF IBD loan program at this site. In each school, the loan program was supervised by the school librarian. The RIF IBDP loan books were kept on separate shelves or racks and seemed to have a slightly higher circulation than the regular library books. Records were not kept on the number of RIF IBDP loan books borrowed during a typical month.

Benefits of the loan program, according to the librarian included the increase in the number of paperback books available to children at the library.

SITE NO. 31

Site Characteristics

Site No. 31 is a metropolitan city with a population of nearly a million people. It is the world's largest raw fur market; other main industries of the area include the manufacture of stoves, sugar mill machinery, woodenware, brick, and shoes.

A total of 264 RIF and non-RIF children were administered questionnaires at this site: 92 third graders, 72 sixth graders, and 100 twelfth graders. Of the 264 students surveyed, 135, or 51.1%, were male and 129, or 48.9%, were female. Ethnic data showed that 15.5% of students surveyed were white and 84.5% black. SES data showed 45.1% of students surveyed were ineligible for free lunch, while 54.9% were eligible for participation in the program.

At Site No. 31, 111 RIF IBDP students were surveyed: 43 third graders (26 male and 17 female), 23 sixth graders (7 male and 16 female), and 45 seventh graders (25 male and 20 female). Males comprised 52.3% of this population, and 47.7% were female. Of the students surveyed, 25.2% were white and 74.8% were black. Of the SES data reported, 52.3% of the students were eligible for free lunch; 47.7% were ineligible.

Subcontractor Administration and Operating Characteristics

The RIF IBDP originally started as a very small program for remedial reading students, but expanded as a result of parental interest. The county school was the subcontractor for the district-wide RIF IBDP; the District Federal Program Officer was responsible for the administration of the program.

All elementary and kindergarten children in the school district participated in the program. At the junior and senior high level, however, only students with reading problems and those in Title I reading program were selected for RIF IBDP participation. The number of target groups served was dependent upon available funds to purchase books.

The RIF IBDP operated during the school year and was in its third year of operation.

Funding Characteristics

Allocations by the school board were the chief funding source for the RIF program at Site No. 31. The school board allocated \$1300 for the RIF IBDP budget, and \$200 was donated by school and community organizations. RIF IBDP provided matching funds of \$1500, which brought the total funding level to \$3000. With this amount, the school district purchased approximately 12,000 books; 11,000 were given away at RIF IBDP distributions.

Implementation of RIF IBDP at the Local Level

Book Selection and Acquisition

Each school had a book selection committee which met at the beginning of the school year to order books for all upcoming distributions. After book selections were made, they were sent to the RIF IBDP coordinator at the central office where they were compiled and sent to book publishers. Books were delivered at the central office for processing and then sent to the schools for distribution.

Site No. 31 ordered the majority of its books from Scholastic, Xerox, and Western. These publishers were selected primarily for their variety of selection, discounts, and timely response to orders. Some publishers contributed gifts of posters and display racks.

Pre-/Actual/Postdistribution Activities

Reading teachers at each school were responsible for planning predistribution motivational activities at their respective schools. Predistribution activities included poster displays (RIF IS COMING); children's art work about story book characters; and TV, radio, and newspaper announcements to inform the community of RIF Day and RIF events.

For the actual distribution process, parents, teachers, and volunteers worked together to set up RIF book displays at their respective schools. Generally, two or three RIF stations were set up in each school. On RIF Day, teachers sent a few children at a time to a designated distribution point. Adults who participated in the distribution process helped children put their names on books they had chosen and gave them free bookmarks. At some schools, parent volunteers kept records of book titles selected by children and the number of books given away at each distribution.

Postdistribution activities included children's participation in talk sessions about the books they liked best, participation in designing posters of books they had read, Swap Day, and others. For older children, postdistribution activities also included writing letters to book authors and sending thank-you letters to parent/community organizations which donated time and/or money to the RIF IBDP. In addition, every school in the district participated in a year-round Uninterrupted Sustained Silent Reading (USSR) program which had recently become a part of the school district's motivational program to promote reading. Teachers, librarians, administrative staff, and children all participated in the daily half hour set aside for reading.

Participation of Students/Parents/Volunteers

Parent organizations donated much personal time to RIF IBDP activities. Volunteers for initial planning and the book selection process were usually the active parents in the Mothers' Club and the PTA. These parent groups also sent letters home by children to ask for additional help from other parents.

Parent volunteers played key roles at each level of RIF activity. In addition to selecting books, they also did most of the processing of these books at the central office when they arrived from the publishers. They helped to set up displays, staff the distribution points on RIF Day, stamp books for children, keep records of books given away, etc. Some parent volunteers also participated in postdistribution activities (e.g., reading stories to primary children).

Approximately 30 parents, 30 teachers, 10 librarians, and 2 sponsor representatives in the school district participated in the planning, book selection and distribution, and follow-up activities for the RIF IBDP. A total of three students also participated in the book selection process.

Components of Loan Program

Site No. 31 did not operate a loan program in the 1979-80 school year.

SITE NO. 32

Site Characteristics

Site No. 32 is a small, rural community in the West in which most of the population is employed in the large city approximately 20 miles away. The area is a railroad, commercial, and industrial center and resort.

A total of 238 RIF and non-RIF children at one elementary school were surveyed: 63 first graders, 53 third graders, 53 fourth graders, and 69 fifth graders. Of the total number of children surveyed, 124 or 52.1% were male and 112 or 47.1% were female; data were missing for two or .8% of the students. The sample population was 97.2% white, .8% for both black and Hispanic, and .4% for both American Indian and Asian; data were missing for .4% of the sample. SES data showed that 43.7% of students surveyed were ineligible for free lunch, 9.2% were eligible, and data were missing for 4.7% of the sample.

At Site No. 32, 111 RIF IBDP students were surveyed: 34 first graders (18 male and 16 female), 27 third graders (13 male and 14 female), 25 fourth graders (15 male and 10 female), and 25 fifth graders (12 male and 13 female). Males comprised 52.3% of this population, and 47.7% were female. Of the students surveyed, 97.3% were white, .9% were black, .9% were American Indian, and .9% were Hispanic. SES data were not available at this site.

Subcontractor Administration and Operating Characteristics

The subcontractor for this RIF IBDP distribution program was the Site No. 32 elementary school. The reading teacher assumed all administrative responsibility for the project. All 210 children enrolled in the elementary school participated in RIF IBDP distributions.

The school operated a RIF IBDP only during the school year. It was in its first year of operation.

Funding Characteristics

All funds to purchase RIF IBDP books were acquired through school activities. For the 1979-80 school year, the school sponsored a book fair to raise its share of the funds for the RIF IBDP book purchase. The project is funded for \$800 and serves 300 children.

Implementation of RIF IBDP at the Local Level

Book Selection and Acquisition

The book selection committee was comprised of members of the Title I Parent Advisory Council. Children also participated in the book selection process. After book selections were made, book orders were placed by the reading teacher. Books were ordered approximately 6 to 8 weeks before each distribution day.

In general, RIF IBDP books were ordered through three book suppliers--Bookmen, Scholastic, and Western--but the subcontractor also ordered books from other companies to ensure a good selection. On one occasion, the book selection committee went to a book warehouse in the area and chose books firsthand for the RIF IBDP distribution. Book suppliers were selected for their wide variety in selection, good discount rates, and timeliness of response.

The subcontractor reported that publishers had made contributions in the form of free book samples. These were used as motivational activity prizes for contest winners.

Pre-/Actual/Postdistribution Activities

Predistribution activities varied from one distribution to another and included bookplate and poster contests as well as motivational announcements.

Books were displayed in the school library on distribution day. Sometimes books were displayed beforehand so parents could see what books

were offered to children. Children came to the library in class groups, chose their books, checked them out with a parent volunteer. At least one motivational activity was planned for each distribution.

The school also encouraged postdistribution activities. After the last distribution, the principal wore a floor-length tie with 200 lines drawn on it. Parents were asked to send a note saying his/her child had read the book. After each student brought a note, he/she cut a segment off until the tie became very short.

Participation of Students/Parents/Volunteers

Parents participated in the RIF IBDP by helping to record book titles chosen by children, writing children's names on bookplates, selecting books to be ordered, and helping in the display set up and pick up of books after distribution.

The six parents who participated in the planning and implementation of the RIF IBDP distribution were volunteers from the Title I Parent Advisory Council.

Components of Loan Program

Site No. 32 had not initiated a loan book program at the time of the survey.

SITE NO. 33

Site Characteristics

Site No. 33 is a small town of approximately 11,500 inhabitants located in the southwestern part of the state. A large percentage of the (predominantly white) residents are employed by a local mining company.

All of the district's seven schools were participating in the program, which served 2824 students in grades 7-12.

A total of 253 RIF and non-RIF students were surveyed: 42 second graders, 44 sixth graders, 91 ninth graders, and 76 twelfth graders. Of the 253 surveyed students, 53% were male, 47% were female. Ethnic data showed that 98% of the students surveyed were white, 2% were American Indian. SES data showed that 86% of the students surveyed were ineligible and 14% were eligible to participate in the free lunch program.

At Site No. 33, 139 RIF IBDP students were surveyed: 23 second graders (13 males and 10 females), 21 sixth graders (14 males and 7 females), 49 ninth graders (23 males and 26 females), and 46 twelfth graders (24 males and 22 females). Males comprised 53.2% of the sample and females 46.8%. Of the students surveyed, 94.2% were white, 5% were American Indian, and .8% were black. The data showed 21.2% were eligible for free lunches, and 87.8% were ineligible.

Subcontractor Administration and Operational Characteristics

The RIF IBDP was sponsored by the district school system. One high school, one junior high, and five elementary schools participated in the program. The RIF IBDP coordinator was the district Federal Aid/Labor Relations Coordinator. All children, except those in K-3 at one elementary school, participated in the school year program. The first year of operation for the program was 1979-80.

Funding Characteristics

The program was funded for \$19,240. Private individuals donated \$140, fund-raising activities contributed almost \$2000, and donations by community groups contributed \$858. The remaining local share of the money came from memorials and business donations. The program purchased 6452 books and had at the time of the survey, given away 446 and loaned 1986.

Implementation of RIF IBDP at the Local Level

Book Selection and Acquisition

Each school selected its own books. Each had two book selections--one in the spring and one in the fall. The selection committee varied from school to school, but most had a parent, teacher, volunteer, and child. The number of members on the book selection committee varied with each school. After they had selected books, they sent their recommendations to the school coordinator, who screened the order and submitted it.

The schools selected books from ERS, Dell, and Scholastic. They chose these suppliers for their variety in selection, for percent of discount, and for the kinds of books in which students were interested.

Scholastic contributed to the new program by sending sample copies of new books.

Pre-/Actual/Postdistribution Activities

Predistribution activities varied from school to school. High-school activities included publicity through the high-school paper, students making posters to advertise the distribution, and discussion of the distribution and the books they would be interested in receiving in English. The elementary schools had sustained silent reading, sent notices home to parents, and made advertising posters.

The distribution consisted of displaying the books by grade groups--K-3, 4-6, 7-8, 9-12--in the library or cafeteria. The postdistribution activities were planned by the English Department at the time of the survey. Distributions were held approximately every 6 weeks.

Participation of Students/Parents/Volunteers

Students from grades 7 through 12 were involved in RIF IBDP. They were not only participants in the program but also served on book selection committees and in monitoring distributions. Twenty-six parents and volunteers helped with the program. They were members of the book selection committee, helped with setting up distributions, and supervised distributions. The volunteers were recruited through the Parent Teacher Organization (PTO), and students were selected by high-school English teachers.

Components of Loan Program

The high school, junior high school, and four of the elementary schools had loan programs. Books were distributed in classrooms through mini-libraries which were transported from room to room. Two thousand students participated in the loan program, which was supervised by the principal and reading teacher at each school.

Since Site No. 33 was just beginning a loan program, it was too early to assess the benefits of the program.

SITE NO. 34

Site Characteristics

Site No. 34 is a city of approximately 161,000 population. It is a recreational travel center and is a distributing center for mining and livestock raising. The RIF IBDP was sponsored at this site by a high school reading club.

A total of 211 RIF and non-RIF students were surveyed: 59 ninth graders, 60 tenth graders, 47 eleventh graders, and 45 twelfth graders. Of the 211 students surveyed, 106, or 50% were male, 105, or 50% were female. Ethnic data showed that 70% of the students surveyed were white, 27% were black, and 3% were Hispanic. SES data showed that 86% of the surveyed population were ineligible and 14% were eligible to participate in the free lunch program.

At Site No. 34, 80 RIF IBDP students were surveyed: 26 ninth graders (14 male and 12 female), 31 tenth graders (17 male and 14 female), 15 eleventh graders (6 male and 9 female), and 8 twelfth graders (6 male and 2 female). Males comprised 53.8% of this population and 46.2% were female. Of the student surveyed, 42.5% were white, 51.3% were black, and 6.2% were Hispanic. Of the data reported, 31.2% of the students were eligible for free lunch, 68.8% were ineligible.

Subcontractor Administration and Operating Characteristics

Student indifference to books and reading motivated the reading teacher at the high school to initiate a RIF IBDP. All students in her reading classes and the basic English classes were RIF IBDP participants. The RIF coordinator ordered books, paid vouchers, and scheduled distribution and fund-raising events. The program was in its third year of operation.

Funding Characteristics

Funds for the program were raised by RIF club fund-raising activities (dances, rummage sales, etc.), and donations by student

government and private sponsors. All the books were given to students who participated in the program. During the 1979-80 school year, 580 books were purchased and 600 were given away (20 were from the previous year's program). The local share of funding was \$300.

Implementation of RIF IBDP at the Local Level

Book Selection and Acquisition

The book selection committee was made up of RIF club members selected by the club president, advisory council, and a librarian. The committee selected and ordered all books for distribution at the beginning of the program. All books were ordered from Scholastic and Western Publishing Company. These publishers were selected because of their variety, discount, ease in ordering, and prompt response to book orders. Both sent sample packages of books.

Pre-/Actual/Postdistribution Activities

Predistribution activities included making posters which described the upcoming distribution. The distribution had a party atmosphere. There were a variety of selections at different reading levels, and each student chose one book. The distribution took place in the reading room. At the time of the survey, Site No. 34 had no postdistribution activities.

Participation of Students/Parents/Volunteers

Volunteers were recruited through personal contact and helped with distribution activities. Students seemed to be excited about RIF activities, and their positive attitude carried over to other areas of school. Parents were interested in their children's reading but needed to become more involved not only with their children's reading but with other activities as well.

Components of Loan Program

At the time of this survey, this site had no loan program.

Site Characteristics

Site No. 35 is a small, western city with a population of nearly 30,000 people. It is a beach resort; orchards, vineyards, and farming provide principal sources of employment for the area's population. Children surveyed at this site were residents of a small, outlying, middle class, suburban community.

The RIF IBDP school surveyed had a total enrollment of 503 children in the first through sixth grades, all served by RIF IBDP. Approximately 92% of the children were white, 5% were Hispanic, and the remaining 3% were black and other minorities.

A total of 201 RIF and non-RIF children (100 first graders and 101 third graders) were administered questionnaires. Of the 201 students surveyed, 106, or 52.7%, were male, and 91, or 45.3%, were female with data missing for four, or 2%, of the sample. Ethnic data showed that 68.7% of students surveyed were white, 3% black, 14.4% Hispanic, and .5% American Indian; ethnic data were missing for 13.4% of the sample. SES data showed 44.3% of students surveyed were ineligible, and 41.3% were eligible for participation in the free lunch program; SES data were missing on 14.4% of the sample population.

At Site No. 35, 94 RIF IBDP students were surveyed: 45 first graders (23 male and 22 female) and 49 third graders (28 male and 21 female). Males comprised 54% of this population, and 46% were female. Of the students surveyed, 82.8% were white, 4.1% were black, 1.4% were American Indian, and 12.3% were Hispanic. SES data were not available on 18% of the students surveyed; of the data reported, 42.5% of the students were eligible for free lunch, 39.5% were ineligible.

Subcontractor Administration and Operating Characteristics

The RIF IBDP subcontract was administered by the Junior Women's Club, a local women's group, which became involved in RIF IBDP when a

small RIF IBDP group in the community needed assistance. As the women's club entirely supported RIF IBDP objectives, it decided to sponsor a RIF IBDP of its own. Since that time, the women's club supported RIF IBDP in different schools each year. Each year, the group selected schools for participation after consultation with the superintendent of public schools to determine which schools needed support in their reading program and were also interested in having a RIF IBDP.

Three elementary schools were selected for RIF participation during the 1979-80 school year. All children enrolled in these schools participated in the distribution program. The RIF IBDP in the three schools operated only during the school year. The program was in the third year of operation.

Funding Characteristics

The women's club acquired funds to purchase RIF IBDP books through a variety of means. The group sponsored an annual crafts show and sale in the fall of the year. Proceeds from the sale were used to buy a portion of RIF IBDP books. The subcontractor raised \$1800 for RIF IBDP book purchases for the district through this and other fund-raising events; donations from community groups and private individuals were approximately \$500.

The total project budget for the RIF IBDP book purchase at the experimental school under study at this site was \$1400. Half of this amount was supplied by RIF IBDP matching Federal funds. A total of 2165 books were purchased for RIF IBDP distributions at this school site; 503 had been given away to students at the time of the survey.

Implementation of RIF IBDP at the Local Level

Book Selection and Acquisition

Books were selected by a book selection committee comprised of one teacher and four volunteers. Committee members met at the beginning of the school year to study the publishers' catalogs and select books for

order by percentage of discount, shipping cost, title, description, and author. When final book selections were made, one central book order was placed by the subcontractor.

Scholastic and Sundance were the principal book suppliers for the RIF IBDP subcontractor at this site. They were selected because of their wide selection of titles, percent of discount, clear ordering procedures, and quick response to book orders.

Pre-/Actual/Postdistribution Activities

For predistribution, posters were displayed around the school to announce the coming of the RIF IBDP program; fliers were also sent home to parents to make them aware of RIF IBDP distribution day. In addition, the first RIF IBDP distribution of the school year received press coverage which informed the community of the book give away.

On the scheduled date of distribution, the subcontractor delivered RIF IBDP books and set up the book display. Each class was brought in separately to choose books. Prior to choosing books, children played games or heard a story. Distributions were scheduled about 16 weeks apart.

The only postdistribution activity known to the subcontractor was the questionnaire developed and administered to teachers by the subcontractor to elicit teacher response to the RIF IBDP distribution.

Participation of Students/Parents/Volunteers

Volunteers assisted in the book selection process, at distributions, and in fund-raising events. Community and business groups played a part in the RIF IBDP by supporting fund raisers and donating door prizes at such events.

At the time of this study, about 15 volunteers participated in RIF IBDP activities. Most were recruited through the club membership. As stated previously, the book selection committee was made up of four

volunteers and one teacher; the planning of RIF IBDP distributions was handled by two additional volunteers. Overall, there was very little parent involvement in RIF IBDP and no student participation except in the book selection process.

Components of Loan Program

The subcontractor did not operate a RIF IBDP loan program at this site.

SITE NO. 36

Site Characteristics

Site No. 36 is an industrial distributing center for agriculture and mining as well as government. With a population of 260,000 it has a wide variety of ethnic groups and economic levels. The RIF IBDP functioned in 32 elementary schools, serving 12,156 students.

A total of 227 RIF and non-RIF students were surveyed: 116 fourth graders and 111 sixth graders. Of the 227 students surveyed, 122, or 54%, were male and 105, or 56%, were female. Ethnic data showed that 52% of the students surveyed were white, 19% were black, 11% were Asian, 6% were Hispanic, and 1% were American Indian. Ethnic data for 11% of the survey population were not reported. SES data showed that 71% of the students surveyed were ineligible, and 17% were eligible to participate in the free lunch program (data from the remaining 12% of the surveyed students were unavailable).

At Site No. 36, 112 RIF IBDP students were surveyed: 61 fourth graders (31 male and 30 female) and 51 sixth graders (26 male and 25 female). Males comprised 50.9% of the total survey population, and 49.1% were female. Of the students surveyed, 43.6% were white, 25% were black, 1.8% were Asian, and 6.3% were Hispanic; data were missing for 23.3%. Of the data reported, 27.7% of the students were eligible for free lunch, 49.1% were ineligible; SES data were not available on 23.2% of the students surveyed.

Subcontractor Administration and Operating Characteristics

The school district was the subcontractor for RIF. The RIF coordinator was the Director of Special Projects for the district.

The program was in operation in 32 elementary schools and, according to the coordinator, would be operated in all the elementary schools if the money were available. The coordination of all RIF activities was handled by the RIF coordinator. The book ordering and distribution was supervised

by the district librarian. There were 132 members of the book selection committee in 32 schools. The program had been in operation for 3 years; during that period, it had grown from participation of 17 schools to 32 schools serving all grades. It was anticipated by the director that the program would serve 55 schools during the following school year.

Funding Characteristics

Funds were raised by each school's Parent Teacher Association (PTA) and by state allocations. During the 1979-80 school year, the PTAs raised \$1103 and the state contributed \$19,761, for a total local share of \$20,864. With this and the matching Federal share, this site bought 62,973 books, 56,970 to be given away and 6003 for loan.

Implementation of RIF IBDP at the Local Level

Once a school became part of the RIF IBDP, the principal met with central office personnel to find out how the program operated and the district guidelines. He then established a RIF book selection committee made up of parents, central office personnel, teachers, volunteers, and children. The members of the committee were recommended by teachers or other parent volunteers. The committee met and selected books from publisher catalogs. The order was sent to the district office, and the district librarian ordered the books. The books were delivered to the central office, packaged according to the school order, and sent to schools for distribution. Books were ordered at the beginning of the program for all distributions. The RIF coordinator specified the data that orders had to be in to the central office, and each school responded. During the 1979-80 school year, books were ordered from Scholastic, Random House, Harper & Row, and Xerox. These publishers were selected for their variety in selection, percent of discount, clarity of procedures, and timeliness of response. Publishers contributed sample kits, posters, and parent pamphlets.

Pre-/Actual/Postdistribution Activities

Predistribution activities varied from school to school since the RIF committee in each school was responsible for developing pre- and post-

distribution activities. The parents and volunteers on the RIF committee sponsored a famous character contest, name the author contest, authors from many lands poster contest, and dressed in authentic costumes for the distributions.

Participation of Students/Parents/Volunteers

The students were enthusiastic about the program. Parents supported all the activities of the program and seemed to have become more involved with the children's reading. It had also promoted better school-parent-child relationships through positive activity. There were 74 volunteers and 64 parents involved in the book selection and planning and operation of the RIF IBDP. The parent volunteers were recruited by principals, teachers, and other parents.

Components of Loan Program

Site No. 36 did not have a loan program. They had a swap program; 10% of the books were retained in each school. Students could exchange (swap) his or her book for another as desired. A total of 75% of the students voluntarily participated in the swap program because it gave them many different books to read. This program was supervised by parents, teachers, and the principal.

SITE NO. 37

Site Characteristics

Site No. 37 is a small community of 10,000 people located in a rural area. The local economy is dominated by the large naval base which provides much of the area's job opportunities

The surveyed school was a medium-sized elementary school located on the outskirts of town. It had a large percentage of children from military families and high enrollment turnover rates during the school year. The total school population of about 500 children enrolled in grades 1-6 participated in the school year RIF program.

A total of 287 RIF and non-RIF students--134 second graders and 153 fifth graders--were surveyed. Of this number, 149, or 51.9%, were male and 135, or 47.4%, were female; data were missing for 3 students, or 1.1%, of the population. Ethnic data showed that 91.6% of the sample population was white, 4.9% Asian, 1.4% Hispanic, .7% black, and .4% American Indian; data were missing on 1.0% of the population. Of these students, 90.6% were ineligible and 9.4% eligible for participation in the free lunch program.

At Site No. 37, 169 RIF IBDP students were surveyed: 83 second graders (47 male and 36 female) and 86 tenth graders (50 male and 36 female). Males comprised 57.4% of this population, and 42.6% were female. Of the students surveyed, 91.1% were white, 1.2% were black, 5.9% were Asian, and 1.8% were Hispanic. Of these students, 5.9% were eligible for free lunch, and 94.1% were ineligible.

Subcontractor Administration and Operating Characteristics

Interest in starting the RIF IBDP was generated by the Title I reading teacher after she received literature describing the program from one of the National RIF field coordinators. The elementary school was the subcontractor of the RIF program. The program was coordinated by the school's Title I remedial reading teacher with the help of teachers, librarians, and parent volunteers. "Slow learners" and remedial groups were not

singled out for RIF participation as school officials felt that remedial readers would be stigmatized if they were the only ones to receive free books.

The school operated a school-year RIF IBDP for the entire student body. The program was in its third year of operation.

Funding Characteristics

The Parent Advisory Council (PAC) raised all the money needed to purchase both RIF and loan books. Funds were raised primarily through bazaars and carnivals sponsored by parents. The Officer Wives Club was the only community group which had made a one-time donation.

For the 1978-80 school year, the PAC raised \$1500 in local funds which was matched by National RIF funding. At the time of the survey, only half of the \$3000 RIF budget had been used to purchase 2300 books for RIF distributions and 300 books for the RIF loan library. Expenditures included \$1000 for RIF distribution books, \$300 for loan books, and \$200 for other expenses.

Implementation of RIF IBDP at the Local Level

Book Selection and Acquisition

Book selections represented a composite of choices made by a student committee; a survey of students, parents, and teachers; and advice from the resident librarian.

The majority of the books for RIF distributions were ordered at the start of the school year. Some books, however, were ordered approximately 10 weeks before each distribution day.

Site No. 37 ordered RIF books from several publishers, including Dell, Scholastic, Bantam Archway Children's Press, Bookmen, Xerox, and Grossett & Dunlap. These publishers were frequently used because of their wide variety, good discounts, and quick response to book orders.

Some of these publishers contributed free book samples and posters, and most of them provided catalogs for RIF book selections.

Pre-/Actual/Postdistribution Activities

The entire school was involved in the development of premotivational distribution activities, which included book theme display decoration contests and book character Dress-Up Days.

On RIF distribution day, regarded as an all-day gala affair, each grade level (consisting of about 90 children) went to the decorated gym to select books. Before returning to their classrooms with their books, students heard stories and saw films which dealt with the RIF Day theme.

Postdistribution activities were also conducted at the school and classroom levels. Children wrote reports and made posters of books they had read and displayed them in school hallways for all to see.

Participation of Students/Parents/Volunteers

Parent volunteers assumed a variety of roles in this program. They helped to process books, label books with RIF stamps and sheets, set up displays, and answer questions from children regarding book selection. As a result of the RIF program, parents became more involved in their children's reading. For example, when parents found that children's interest was high in such series as the Hardy Boys, Laura Wilder books, and Paddington Bear, they felt compelled to buy additional books to complete each of the series.

A total of 58 adult volunteers participated in the RIF IBDP at one time or another throughout the school year. As mentioned previously, the book selection committee was made up of volunteer teachers, PAC members, and a student committee. Parent participation was usually invited through form letters which advertised the RIF IBDP and asked for parents' help with distribution activities.

Components of Loan Program

Site No. 37 also operated a loan program in which the entire school of 500 children participated. The loan program was supervised by the school librarian. Loan books were marked "RIF" and were kept on special display in the main hall outside the library. During a typical month, 33% of books were borrowed by children, and only about 1% of them were not returned during the year.

The RIF coordinator felt that loan program was beneficial because the most popular books were available to children in greater numbers. This helped to ease the difficulty that some children experienced in choosing between two books that they liked on distribution days.

SITE NO. 38

Site Characteristics

Site No. 38 is a middle class suburban community approximately 40 miles northwest of a large city. The majority of the working population commutes to the city. The elementary school sponsors the RIF IBDP which serves 608 students in grades K-5.

A total of 257 RIF and non-RIF children were administered questionnaires: 118 second graders and 139 fourth graders. Of the students surveyed, 126, or 49%, were male, and 131, or 51%, were female. Ethnic data showed that 93.4% were white, 3.5% were black, 1.5% were Hispanic, .8% were Asian, and .8% were not reported. SES data showed 59.1% of students surveyed were ineligible and 6.2% were eligible for participation in the free lunch program; SES data were missing for 34.7% of the population.

At Site No. 38, 128 RIF IBDP students were surveyed: 51 second graders (25 male and 26 female) and 77 fourth graders (41 male and 36 female). Males comprised 51.6% of the total survey population, and 48.4% were female. Of the students surveyed, 95.3% were white, 3.1% were black, .8% were Asian, and .8% were Hispanic. Of the data reported, 1.6% of the students were eligible for free lunch, and 43.7% were ineligible; SES data were not available on 54.7% of the students surveyed.

Subcontractor Administration and Operating Characteristics

The RIF IBDP program at this site was initiated to provide reading enrichment for children in the district school.

The elementary school is the subcontractor for the RIF IBDP, and the reading consultant is the coordinator for the school-year program which serves students in grades K-5. The program was in its fourth year of operation.

Funding Characteristics

Local funds to purchase RIF books were raised through cake sales, book and craft fairs, and raffles. Local businesses donated merchandise to raffles. The program was funded for \$1280 during 1979-80.

During the 1979-80 school year, 1232 books were purchased, 1008 were to be given away, and 224 were to be used for the loan program.

Implementation of RIF IBDP at the Local Level

Book Selection and Acquisition

Members of the book selection committee volunteered in response to letters which the reading coordinator sent home. Teachers were also members of the book selection committee. The committee chose the books which were ordered 4 weeks before the distribution. Books were ordered from Scholastic, Dell, Bookmen, Main Court, and Fearon-Pitman. Scholastic gave free sample books to the program.

Pre-/Actual/Postdistribution Activities

Predistribution activities were conducted by RIF Moms (classroom mothers) and fifth grade students. The Moms read stories and developed activities about authors, books, and characters. The fifth graders read stories and gave book reports over the intercom which was called "Book Talk." Distributions were held in each classroom. A wide variety of books were put out for children, and each child selected one. Postdistribution activities followed the same pattern as predistribution activities.

Participation of Students/Parents/Volunteers

Parents and volunteers participated in book selection and pre-, actual, and postdistribution activities. Approximately 30 volunteers helped with some aspect of the program during the 1979-80 school year. They helped with fund raising, book selection, distributions, and motivational activities.

As a result of RIF, teachers, parents, and students were more involved in recreational reading, and the students and parents had developed a relationship with the public library. The library initiated storybook hours for students with parent volunteers as readers. Many teachers implemented Sustained Silent Reading (SSR) programs in their classrooms.

Components of Loan Program

Classroom libraries developed as a result of extra RIF books at distributions. The classroom library was supervised by the teacher. The students were allowed to check books out for reading at home. This gave the students an opportunity to read many more books of a greater variety.

SECTION 6
ALTERNATIVE BOOK DISTRIBUTION PROGRAMS

INTRODUCTION

To provide insights to the management functions, program operations, and target populations of a range of IBDPs, alternative book distribution programs (ABDPs) were identified and examined by GRC. Eight such programs were explored. No assumption was made that ABDPs are models or replicas of the RIF IBDP, or that the RIF IBDP was modeled on any ABDP. Although some ABDPs have components of the RIF IBDP, no one program is comparable.

The eight alternative book distribution programs included in this study are:

- Scholastic Book Clubs
- Michigan Paperback Book Program
- Classroom Choices
- Home Assisted Reading Program
- Summer Super Scoop
- Xerox Educational Publications
- Evin Foley's Gift Book Program
- County Caravan Books

The subsections which follow contain descriptions of the eight ABDPs examined. Included in these descriptive case studies are:

- Program description
 - Philosophy
 - Program goals
 - Scope
 - Target audience
 - Management
 - Activities
- Association with RIF

To collect this information, onsite interviews were held with one or more representatives of each program.

SCHOLASTIC BOOK CLUBS

Student book clubs and magazines have offered children reading material at affordable prices for many years. In many instances, they are the source of the first books that students purchase for themselves.

Program Description

Scholastic Publishing Company offers a large variety of high motivation reading material at low prices. Scholastic sponsors six book clubs serving school audiences by grades. The clubs are:

- See Saw (grades K-1)
- Lucy (grades 2-3)
- Arrow (grades 4-6)
- Tab (grades 7-9)
- Campus (grades 10-12)
- College Bound Library (grades 10-12)

The material for each book club is geared to the age group served and offers a varied selection of award winning books, challenging puzzle books, skill builders, and tempting high-interest fiction and non-fiction. The wide range of subjects and reading levels ensures that students will find something they will want and be able to read.

Philosophy

The idea behind giving students choices of inexpensive paperbacks which they can own is to stimulate pride in book ownership and create an enjoyable experience with reading. The book clubs also offer teachers an opportunity to receive enrichment activities and games and build up their classroom paperback libraries.

Program Goals

The goal of book clubs is to get books into the hands of students and increase their desire to and pleasure in reading.

Scope

The book clubs cover all grades K-12 and are available to all schools throughout the United States.

Target Audience

Each of the six book clubs is geared to a special target population. The materials for each book club offers a wide range of reading level materials from high-interest low-vocabulary books to grade level and above-grade-level reading materials.

Management

Organization/Staffing/Sponsorship. The marketing manager has an in-house staff of two people. He also has field representatives in each state and thousands of classroom teachers. Scholastic mails advertising materials about the book clubs to teachers 8 to 10 times per year. The materials introduce new materials, send new catalogs, and send book club forms. The classroom teacher becomes the agent for the process. For his/her involvement he/she gets free books, language arts games, or skill development materials.

Activities

Catalogs for book selection come about every 2 months. Order sheets are enclosed with the catalogs. Each student gets an order blank which shows books, posters, etc. being offered and prices of each item, as the example shows in Figure 6.1. He/she fills out the order form and returns it to his/her classroom teacher. The teacher has a master form for recording the order and a self-addressed, postage-paid envelope for returning the order. Books and other materials cost from \$0.40 to \$2.50.

Scholastic book clubs offer hard cover, permabound, or paperback books. Their selections range from current children's best sellers to classics. The books offered are from three sources:

9 SeaSaver Special Offer 79

Tally Col.	Title	Book No.	Quantity		Free Item	Points needed for dividend NCR code
			.50	1.95		
	Alonso and the Magic Cow—50¢	138				5 1
	Another Magic Mirror Book—50¢	140				5 2
	First Pink Light—50¢	141				5 3
	The Frog Prince—50¢	142				5 4
	Record: The Frog Prince—50¢	143				5 5
	How Kittens Grow—50¢	144				5 6
	In the Time of the Dinosaurs—50¢	145				5 7
	Inch by Inch—50¢	146				5 8
	Ita Sleeps Over—50¢	147				5 9
	Louie—50¢	148				5 10
	Monkey Puzzles—50¢	149				5 11
	The Plant Sitter—50¢	150				5 12
	Read-a-Riddle Pick-a-Joke—50¢	151				5 13
	In Spanish					
	Coma Cracen Los Gatos—50¢	152				5 14
	Parent Items					
	Adventures in Toy-Making—\$1.95	153				15
	The Child Health Encyclopedia—\$1.95	154				16
	Special Materials					
	Billy Joe: A Language Arts Game Book	358				5 17
	Scratch and Sniff	359				5 18
	Pebbles and Pods	360				5 19
	Totals					
	Valid Until August 10, 1979					
			.50	1.95	Free	

Shipping label. Please print clearly in ink.

SCHOOL _____
 NAME _____
 SCHOOL ADDRESS _____
 CITY _____
 STATE _____ ZIP _____

Library rate
 For office use only
 school number _____
 prom. key _____
 SL050

Quantity	Amount
No. of paid items at 50¢	= \$ _____
No. of paid items at \$1.95	= \$ _____
Totals	\$ _____
WOW subscriptions	= \$ _____
Total amount enclosed	\$ _____

Payment must accompany order

Quantity	Earned pt. value	Total points
No. paid items (do not include WOW subs.)	x1 point =	
No. of free items		
Total No. of paid plus free items		
No. of WOW subs.	x125 points =	
WOW summer subs.	x110 points =	
Total dividend points earned		
No. of points used this offer		
Points saved this offer (for future use)		

MAGAZINE ORDER FORM FOR 1979-80
 Get a free set of these that for your school each this spring
 or a money-saving 10¢ per copy the Egg paper with Let's Find Out
 and for receiving your Scholastic magazine free

Please start the subscriptions with this coming fall's first issue. Understand: make it the magazine for 12 issues and receive 12 extra copies. Same rate time. Payment per 9¢ due only for the first 12 issues.

Title/Grade	Code	Price per Student	No. of Subs.
Let's Find Out (K-2)	01	\$1.50	
Let's Find Out (3-5)	02	1.50	
Let's Find Out (6-8)	03	1.50	
Let's Find Out (9-12)	04	1.50	

Use "Sum order" 25 subscriptions for Let's Find Out; 12 subscriptions for News Paper

Signature _____
 Getting this for: Special materials, news, general _____

I have included \$_____ for _____ WOW summer subscriptions
 I have included \$_____ for _____ WOW full-year subscriptions

NOTE: ALL WOW COUPONS WITH PURPLE COMPLETE NAMES AND ADDRESSES MUST BE ATTACHED TO THIS ORDER FORM.
 Don't forget—you get 25 free dividend points for each 1st issue WOW subscription and 10 dividend points for each summer subscription your June order

Figure 6.1. Scholastic Book Order Blank

BEST COPY

292

1000000

- Books already published by other companies.
- Original paperbacks which Scholastic produces.
- Reprint rights to hard cover books.

After the order is received by one of the Scholastic distribution service centers (Englewood Cliffs, New Jersey; Jefferson City, Missouri; or Pleasanton, California), it is sent to the processing department, where it is key punched and processed. The order document form is then sent to shipping, where the order is picked, packed, and shipped library rate. The entire process takes from 2 to 3 weeks until receipt.

Association With RIF

The goals of both programs are to increase students' reading by providing them with quality inexpensive books for their own. RIF gives the books to students. Scholastic provides the books at minimum cost. Both programs allow students freedom of selection and both enlist the aid of teachers in book ordering and dissemination of materials.

293

MICHIGAN PAPERBACK BOOK PROGRAM

Program Description

This state-sponsored Paperback Book Program was established by the Michigan State Legislature in 1976. The State Legislature appropriated \$550,000 to be used as grants to school districts that wished to establish high-interest paperback libraries in local schools to encourage students to read. The program may operate in any school district in the state that applies for allotted entitlement grants.

The Michigan Department of Education Right to Read Program is responsible for the administration and operation of the Paperback Book Program for the state. Each participating school district becomes the local sponsor of the program. The ordering of books and the payment of bills is done by the public school officials.

Philosophy

The underlying philosophy of the program is that the establishment of high-interest paperback libraries which are conducive to reading for pleasure may attract reluctant readers to the library and stimulate them to read.

Program Goals

The program was funded to stimulate and sustain student interest in reading and to encourage students to use and expand their reading skills.

Target Audience

All local school districts in the state are eligible for participation in the paperback program. Non-public schools may also qualify as eligible participants in the program. Therefore, all school children in the state are eligible for the program.

Management

All school districts that accept an entitlement grant must agree to conduct the following activities: provide space for the library

collection; responsible supervision for the collection; simplified circulation and book accounting procedures; student participation in the book selection process; and operation of the paperback library during school, preschool, and postschool hours as feasible.

The participating district has the option of selecting the school for the library collection. The building may be at the elementary, junior high, or senior high school level. Funds are used to establish a reading room in a single school building within each district as long as the library in that building contains no more than three books per student. A district may establish reading rooms in additional school buildings when funding results in a reading room with more than three books per student in a particular building.

Program guidelines do not ensure accessibility to paperback libraries to students who are not enrolled in the particular school in which the library is housed. The guidelines also offer little or no information on how to operationalize specific conditions set forth in the grant.

Conditions of the grant specify that the paperback library is to be supervised by either parent volunteers, paraprofessionals, or professionals. Each district is free to choose who will be responsible for supervision of the collection.

Funding and Program Cost. Districts must provide matching funds equal to one-third of the state allotment. A maximum of 15% of the amount received from the state may be used for display devices; the entire local district contribution must be used for the purchase of paperback books.

Activities

Only high-level student interest books are purchased through the program. Excluded are textbooks, dictionaries, thesauruses, and most classical books written for adults.

The number of books ordered and, therefore, the number of paperback libraries established in each district varies since state funds are distributed pro rata to all districts on the basis of each district's total public school enrollment.

Association With RIF

This alternative book program sponsored by the state is similar to the RIF distribution program in the following areas:

- It provides for the purchase of high interest paperback books.
- It makes books available to students from preschool to high school level.
- School district sponsors must utilize a matching formula to qualify for participation in the program.
- Guidelines require use of book selection committees.

This program is different from RIF because:

- It mandates the members of the book selection committee (student, parent, and faculty).
- Provides for the establishment of paperback libraries for student use.
- Does not specify the use of motivational activities.

CLASSROOM CHOICES

Program Description

Classroom Choices is a national project sponsored by the International Reading Association (IRA). The program provides free books to elementary school children in five selected cities each year. Children read the books and cast votes for the best liked books. Children's top book choices are then distributed nationwide to libraries by IRA and the Children's Book Council.

IRA sends 400 books per year to each study site to be shared among the four or five participating schools at that site. At the close of the school year, books are divided equally and donated to the respective school libraries.

The Classroom Choices project visited by the GRC study team is located in Columbus, Ohio, and is sponsored by Ohio State University.

Philosophy

IRA believes that children should have a voice in the types of books which are purchased by school and public libraries, since children themselves are probably the best critics of books written for them.

By reviewing books, children:

- Grow in their ability to judge a book.
- Give insights to publishers, teachers, librarians, and parents on their feelings about books and provide educators with guidelines on what they feel are good books.

Educators are seeing that many times the books they judge as "bad" are well liked by children.

Program Goals

Program goals are threefold: (1) to expose children to new books, (2) to instill in children that their opinions are important and worthwhile, and (3) to provide librarians with information that will guide

them in the purchase of books for children and help them to select books which children like.

Target Audience

The local operation involves nearly 1000 children in grades kindergarten through 6, but the national program involves nearly 10,000 children in cities across the country. Four or five schools representing different types of children in each city are selected for study participation. Five schools--1 suburban, 1 private, 2 alternative type (county), and 1 inner city school--participated in this study at the Columbus site.

Children's Choices appears to be representative of the country. The five study teams are representative of sections of the country, East, West, South and the Midwest. The fifth study team is a floating one located in the same city where the IRA conference is held. At each site, schools are selected to further reflect the representativeness of a community.

Management

The Columbus Classroom Choices project is managed well and staffed by extremely qualified personnel. Good record keeping is essential to achieving programmatic goals and, from all indications, this appears to be done at this site. Books are carefully processed and identified by volunteers and teachers prior to distribution. The evaluation component of the project is also well developed at the local and national level.

The project has two drawbacks: (1) the 400 books sent to the study sites are selected by a committee comprised of team leaders, publishers, college librarians, and professors of children's literature. No teachers or school librarians are included in the selection process. (2) Books are slow in coming and arrive throughout the school year. Sometimes books arrive too late to be read and evaluated by all participating children at a site.

IRA sends books to one school, where teachers meet and divide books among the five participating schools. The books are rotated among the schools four times during the year. In all but one school, teachers processed, cataloged, and screened books. At one school, two volunteer parents prepared books for distribution.

The book selection process varies at the schools--in one case, the teacher selects the books for her class; in another, children select books from a special display in the library. Children read the books and vote for those which they liked best. Older children complete cards which rate the books on a scale of 1 to 5. Teachers ask the younger children how they liked particular books and children cast their votes by raising hands.

Organization/Staffing/Sponsorship. In Columbus, one teacher is responsible for the program at each school. Each teacher at this site is a Ph.D. candidate in the Reading Program at Ohio State University. The chairman of the Reading Program at Ohio State is the Director of the Classroom Choices project.

Publishers donate newly released children's books to IRA in order to get their books placed on lists which are distributed to librarians. Books are the hardback library type. The subject matter is well rounded and includes picture books, information books, poetry, and novels, among others.

Funding and Program Cost. Operational cost of the program is minimal--cost of books is borne by only the publishers, who wish to promote their books. IRA provides travel funds for teams' attendance at the IRA conference where teachers meet to decide on the top 250, 100, and 50 most popular books selected by children. Books are also analyzed by teachers on the basis of children's votes and resulting classroom discussions and activities.

The 400 books which are reviewed by participating schools at each site allow for an adequate sampling by children. If there were

too many books, few books would receive enough votes to make choices valid. If there were too few, books would be restricted to a smaller number of children in a given time frame. Books are rotated every 2 to 3 weeks so children may have access to them.

Activities

Activities generated by this project are helpful to everyone involved--children, teachers, educators, publishers, and school librarians. Not only is a listing of the top books published, but study teams write short book reviews of the top 107 books which briefly describe those features which make books popular, attractive, and special to children.

The audience to which Children's Choices is addressed appears to be appropriate--publishers, libraries, and the Children's Book Council. Any interested party may obtain children's selections by writing to the Children's Book Council in New York.

The program will most likely continue for some time. The Children's Book Council is extremely interested and is working with IRA to support and promote findings of the Classroom Choices projects.

Association With RIF

IRA is familiar with the RIF program operations but does not attempt to work with RIF for two reasons:

- IRA feels that the large-scale RIF distributions are best handled by schools and not universities.
- RIF books should go to children who would not otherwise get books.

The programs are similar in the following areas: children are motivated to read books, and they have a large selection of books from which to choose; also, many classroom activities result from children's reading. The program is dissimilar because the Classroom Choices books are hardback, and children read the books but do not keep them. Also, schools incur no cost for the books.

HOME ASSISTED READING PROGRAM (H.A.R.P.)

Research indicates that the home environment and parents' reading habits are the best encouragement for student reading. Enjoyable material placed in the hands of children and adults makes reading an entertaining activity.

The Home Assisted Reading Program (H.A.R.P.) of Upper Darby, Pennsylvania, represents a cooperative endeavor between public and non-public schools in working to effect reading improvement in the community. Over 100 families from each school have enthusiastically become involved in H.A.R.P. A family becomes a H.A.R.P. reading family by signing a pledge that for 15 minutes a day (or the equivalent each week) everyone in the household will read something interesting.

Any family with one child at Upper Darby High School or Archbishop Prendergast High School is eligible for the H.A.R.P. project.

Program Description

Philosophy

The philosophy of the program is based on that of Fader, The New Hooked on Books, p. 3, which states that students who learn to associate both pleasure and necessity with acts of literacy will learn to read and write.

Program Goals

One goal is to provide a home reading environment for 100 families distributed equally between Upper Darby High School and Archbishop Prendergast High School. The rationale was that everyone in the home, turning off the television and reading together at specific times during the week, would encourage borderline non-readers in the school to embark on their own reading programs.

Another goal is to increase and improve reading without undue regard for the material read. The student must first be a reader before he/she can develop reading taste and discrimination. In H.A.R.P., students and parents operate as their own censors when selecting reading material.

Scope

The project serves over 5000 students in two high schools and 158 families of these students.

Target Audience

The target audience is the families of weak readers in Upper Darby and Archbishop Prendergast High Schools. These families are given material about the programs and invited to participate. Participation in the program is voluntary and is accomplished by filling out an application.

Management

Organization/Staffing/Sponsorship. The program is organized for schools and for the home. The school H.A.R.P. centers are located in highly visible areas of the school with comfortable seating and good lighting. The centers are open during the entire school day. The families being served by bookcallers receive the books of their choice every 3 to 4 weeks. The community coordinator recruits bookcallers from different areas in the community. Responding reading families are assigned to a bookcaller by geographical area.

The coordinator holds orientation meetings for bookcallers and may accompany them on their first bookcalls. She maintains a notebook which holds the copies of the bookcallers' reports and keeps track of the number of reading families each bookcaller has. Every 2 to 3 months she calls a meeting of all the bookcallers during which all aspects of the program are discussed and titles of books to be purchased are suggested by the bookcallers. Close contact with the

families and their reading preferences places the bookcaller in a good position to help with the selection of books. The community coordinator meets weekly with the school staff to facilitate the reading program in the school.

The heart of the program is the bookcaller, who is usually a mother in the community. The following are activities of the bookcallers:

1. Preparing for the Bookcall. A telephone call is made to set up an appointment to visit the family at a time when as many family members as possible are at home. During this phone conversation, the bookcaller gathers information about the reading habits of the family members such as: father likes stories of the early west; mother likes Agatha Christie and dislikes science fiction; Danny, age 9, doesn't read at all. It is important to ask the ages of the children to find out as much as possible about the kind of reading material which may appeal to them. This family profile is kept in a pocket in the bookcaller's notebook. Dates of the visits can be noted on the outside of the pocket.


In order to save time, it is suggested that a bookcaller make appointments with two to three families before coming to the Reading Center to choose books. Approximately four books per family member, with the exception of the preschooler who usually wants more, are brought to the home for selection.

2. The Bookcall. During the first visit with the family, it is important to point out that the program works best if every member of the family reads at least 15 minutes a day. Children notice the attitude of the parents toward reading! It should also be stressed that if a book is not being enjoyed, it need not be finished or even read at all!

The bookcaller, that evening, jots down any comments about the titles brought or other titles and authors mentioned. These notes will help in selecting materials for this family in the future. Family members sign and date the cards found clipped to the back of the books. These cards are kept in the appropriate pocket in the bookcaller's notebook. Before she leaves the house, the bookcaller gives the family her name and phone number on her H.A.R.P. visiting card in case more books are wanted before a 3-4 week period of time has elapsed (see sample below).

YOUR H.A.R.P. BOOKCALLER IS _____

PHONE _____



Reading is fun!

3. Post Bookcall. Following the visit, the bookcaller writes up her report on a set of carbonless paper. She records the family's name, date of visit, names of family members, and their selections by author's last name and title. At the bottom of the page she writes down her impressions of the visit and other comments relevant to the family's reading habits.

On succeeding visits, the bookcaller collects books and replaces the matching cards. The books may then be distributed to another family or returned to the Reading

Center. By referring to her copy of the reports before visits, the bookcaller can be sure of not bringing the same book twice. The following is a sample copy of a bookcaller's report.

MOORE FAMILY 348 Lombardy Road Ma6-9324

Fifth visit 1-26-77

Mr. Moore: Donald, David "Why the North Won the Civil War"
Myrer, A. "Once An Eagle"

Mrs. Moore: Herbert, F. "Soul Catcher"
Gold, D. "Bellevue"
Lawrence, Bill "The Some Other Stuff Happening"
Frankl, Viktor "Man's Search For Meaning"
Sanders, Lawrence "The Tomorrow File"
Wambaugh, Joseph "The Choirboys"

Tom: Comenos, Cally "Tons of Trivia"

Bethann: Peck, Robert Newton "Millie's Boy"
Carter, Samuel "The Happy Dolphins"
Fox, Paula "Blowfish Live in the Sea"
Balch, Glenn "Wild Horse Tamer"
Stone, George "A Legend of Wolf Song"

Brian: Silverberg, Robert "Worlds of Maybe"
Von Daniaen, Erich "Gods from Outer Space"
Blum, Ralph "Beyond Earth"
Dick, Philip "The Preserving Machine"
Ripley "Believe It or Not"
Hurley, R.J. "Beyond Belief"

The Moore family seems to be enjoying the selections very much. Mrs. Moore said that she chose only one book in Tom's name. He was a non-reader before H.A.R.P. and, in fact, when the family started, Tom was only a suggested participant. He has surprised the entire family because he has taken quite an interest in all the books. Mrs. Moore said no book is beyond his reach and he has pilfered many of the books chosen by other members of the family, read them, and thoroughly enjoyed them. The family is delighted with his increase--from virtually nothing to almost everything. In fact, he has developed wide reading interests.

Funding and Program Cost. The H.A.R.P. project is supported by funds from the Commonwealth of Pennsylvania, Department of Education, E.S.E.A. Title IV Part C Grant. The original Federal grant was for \$18,500. Upper Darby High School has circulated over 3000 project books to interested individual students within the school, and Archbishop Prendergast High School has provided over 2000 books. Approximately, 13,140 books have been distributed to families.

Activities

H.A.R.P. centers in the school and the bookcallers provide easily accessible paperback books to a large audience. Teachers, parents, and students participate in the book selection process. They go to a book distributor and each select ten book titles for the program. In addition, another group comes in and selects books from catalogs.

Association With RIF

The goals of RIF and H.A.R.P. are the same--to motivate students to read by making paperback books available to them. Both programs feel that it is important to get books into the home. However, H.A.R.P. has an organized system for getting books into the home for all family members. Linking up with local programs such as H.A.R.P. would provide continued support to the goals RIF is trying to achieve.

306

SUMMER SUPER SCOOP

Preparing children for living and coping in today's world is a joint responsibility of parents, schools, and the community. Because education involves a total learning environment, and because the Atlanta (Georgia) Constitution and Journal wanted to do its part as a member of the community, it introduced Summer Scoop. Summer Scoop is a learning guide written for parents to help them reinforce their children's reading and math skills through the use of the newspaper.

The daily newspaper has served as an abundant source of information for teachers and students, as a part of the Newspaper in Education program. Because of the support given by teachers, the program is constantly growing. Summer Scoop gives parents an opportunity to share in the education of their children.

Program Description

Philosophy

The traditional summer vacation often causes regression in basic reading and math skills. Parents can do much to mitigate this by involving their children in planned activities. Summer Scoop shows parents how to work with their children so that they sustain the gains they have made during the school year.

Program Goals

The goals of the program are to:

- Actively involve parents in their children's education process.
- To offer students opportunities to develop their learning skills during the summer.
- To provide an educational service to the community.

Scope

Summer Scoop was initiated during the 1977-78 school year. It was designed to be used with elementary-school-age children and was divided into three sections: primary (K-3), intermediate (4, 5), and upper (6, 7). The three sections contained math and reading activities which parents could do with their children. Each activity listed the materials needed to complete the task and step-by-step instructions. Directions were simple enough that parents could create additional activities based on these samples by using the daily newspaper. An added benefit was that by working with the children it would encourage children to read on their own. In addition, a Super Scoop activity was new each week in one of two daily papers.

The activities in Summer Scoop were submitted by a group of teachers from the metropolitan Atlanta area. These teachers were selected by a steering committee composed of representatives from school systems and the State Department of Education.

During the 1978-79 school year, Super Scoop was joined by his sister Slug and his friend Flash. All three worked on the school paper, and the activities were based on finding the scoop on newsworthy events and completing a task in reading and math. The activities were set up so that, by using the Scoop addition as a guide, parents could use the daily newspaper as a supplemental activity all summer.

During 1979-80 the Scoop Group Summer of 80 addition was again published and, in addition, for 6 consecutive weeks there was a supplement using half the Sunday comic section entitled "The Adventures of Triple Scoop." The activities in Triple Scoop were guides to happenings in the metropolitan Atlanta area and in the State of Georgia.

During each year of the program an additional 6000-8000 papers are sold on the day the Scoop supplement is in the paper.

Target Audience

The target audiences for the Scoop program are the children and parents served by the Atlanta Journal and Constitution. The school system in the greater Atlanta area strongly supports the program. Schools may buy the supplements for 12¢ a copy. Many schools raised money to buy Scoop for every child in the school. One district bought copies for every child in the system.

Management

The Scoop supplement is a community service program sponsored by Cox Enterprise. The basis for the project was the student results on the Georgia Criterion Reference Test.

The project director is the Newspaper in Education consultant for the Atlanta Constitution. She, in cooperation with the training director, a steering committee, and a writing committee, produce the supplement. The steering committee is composed of educators from area school districts and the State Department of Education. Members of the writing committee are teachers who write reading and math activities for primary, intermediate, and upper grades. These activities are submitted during the school year. The supplement is then put together by the project director (NIE consultant) and a copy editor, layout editor, and artist. This supplement is produced by Cox Enterprise as a public service effort. The cost of the supplement is approximately \$22,000.

The project is to be continued and, in addition, Cox Enterprise has produced a series of four skill books to be used as guides for teachers in using the newspaper in the classroom. Level 1-3 of the series concentrates on skill building, level of concentration, and comprehension building activities.

Activities

The activities in the Scoop supplement are created by teachers and are designed to foster skill development in the following areas:

- Primary grades - naming objects, categorizing, selecting main ideas, classifying, spelling, etc.
- Intermediate grades - identifying part to whole relationships, using map scales, evaluating, divergent thinking, drawing conclusions, etc.
- Upper grades - following directions, divergent thinking, skimming, planning, deductive reasoning, etc.

During the first and second year of the supplement, children filled out a Join the Scoop Group application (Figure 6.2). They were sent a button which made them members of the Scoop Group if they completed at least three activities in the supplement. If they completed 8-10 activities, they received a Scoop T-shirt. The second year, they received visors. The 1980 Scoop Group earned a Triple Scoop T-shirt by completing 4 out of 6 of the Sunday Triple Scoop activities (Figure 6.3).

Association with RIF

Although there has only been informal association with RIF through the Right to Read/Basic Skills program, both programs are trying to promote reading involvement of students and parents. A former Georgia Right to Read Director developed the newspaper resource materials as part of her doctoral program at the University of Georgia. She had worked very closely with the training director of the newspaper when he was a member of the Right to Read Advisory Council for the Department of Education, and both supported RIF.

If RIF worked with the newspapers, NIE consultants could reach many more children (the newspapers have 600 million readers) and have more continuous reading motivation activities. This could be accomplished by (1) having the subcontractor encourage coordination of all resource people in reading; (2) developing a handbook on the use of newspapers in



JOIN THE SCOOP GROUP

Parents:

As you know, filling out forms correctly takes great skill. You can help your child begin developing this skill by assisting him in filling out the SCOOP GROUP coupon and in addressing the envelope. Don't forget to show him where to put the return address on the envelope.

Yes, I would like to be a member of the SCOOP GROUP.
Please send me your official SCOOP GROUP button. I
will work with my parents on the SUMMER SCOOP activities.

NAME _____
(First) (Last)

ADDRESS _____
(Street)

(City) (State) (Zip)

AGE _____ GRADE _____

SCHOOL _____

MY PARENT'S NAME _____

Mail to: SCOOP
The Atlanta Journal and Constitution
P.O. Box 4689
Atlanta, Ga. 30302

Figure 6.2. Join the Scoop Group Application Form

Swing into Summer
with ...



THE
SCOOP
GROUP



**Beginning
this Sunday, June 1**

"The Adventures of Triple Scoop"
will join the regular Sunday comics as
a special feature for six summer weeks.

You'll meet the gang—Scoop, Flash and
Slug—and share in their exciting summer
episodes, escapades and projects.
Plus, you will receive a special "Triple
Scoop" T-shirt when you participate in the
Summer Scoop program. Each week a
"Clip and Save" activity will be featured
in the Sunday comics.

*Complete any four of the six fun-filled projects,
return to: "Scoop", The Atlanta Journal and
Constitution, P. O. Box 4689, Atlanta GA 30302 by July 31,
and receive your "Triple Scoop" T-shirt.*

Figure 6.3. Earn a Triple Scoop T-Shirt Announcement

the classroom or by using one of the very good ones developed by some of the nation's leading papers; (3) holding sharing conferences of local RIF subcontractors, other interested advocates, including NIE consultants, volunteer groups, and parents; and (4) attending the National Newspaper in Education Conference.

XEROX EDUCATION PUBLICATIONS

In 1977, a member of Xerox, Inc., who was on the Board of Directors for RIF, Inc., contacted the RIF president for help in distributing warehouse books. Although RIF declined, it did furnish a list of RIF subcontractors. Xerox contacted these subcontractors, offering them hardcover and paperback books, media kits (containing records, filmstrips, and tapes), and a variety of posters.

Program Description

Philosophy

The idea was to provide schools and other organizations with free books which they could use in this program in any way they wished. They could have a transfer truck full of books, but could not select them. They simply had to take what they got and provide a place to store the books and someone to unload the books when the truck arrived.

Program Goals

The goals were to provide books to as many sources as wanted them until the warehouse no longer had stored books. In the past, the books were destroyed. Now they are providing reading material for many programs.

Scope

For the year preceding this interview, this publisher donated over 11 million books and media kits to RIF subcontractors located in 41 states. An additional 2.5 million books were donated to religious and charitable non-profit groups.

Target Audience

Donations are targeted for use by school-age children ranging from kindergarten to high school. Donations are made to non-profit school organizations and religious and charitable foundations.

Management

Organization/Staffing/Sponsorship. Xerox is a book supplier for RIF as well as having an alternative book distribution program.

The program is administered by the manager of Purchasing and Incentive Planning and a donations administrator who is his executive assistant.

Funding and Program Cost. Funding for this huge donation program is supplied indirectly through the parent organization, Xerox, Inc.

Recipients of the donated books incur virtually no expense. They are required to provide adequate storage space for books and the manpower to unload delivery trucks. All other costs are borne by the publishing company. Shipping charges for 1978 totaled \$80,000. The company did not release a figure for the value of the 11 million books given away and the cost of management staff time.

Planning. The donations administrator contacts the prospective donor, explains who she is, and describes the Xerox gift program.

This includes:

- Number of titles available
- Grade levels available
- Type of books
- Quantity donor would need (based on number of children donor serves)
- Suggested ways for using books
- Advice that books are not for resale

She also describes shipping including the following:

- Xerox pays for all shipping
- Donor must provide manpower to unload truck

- Notification of book shipment
- Arrival time for books
- Amount of storage space needed

Activities

Non-RIF prospective donees may request donations from the publishing company directly; RIF programs, however, must forward their applications for donations through the RIF national office.

All programs selected for free books will be contacted by the Donations Office and given a description of the program.

Association With RIF

Gift books contributed by this publisher have been a tremendous aid to RIF subcontractors in addition to promoting the causes of national RIF. Donated books have bolstered sagging RIF programs which were unable to acquire enough funds to purchase a sufficient amount of books for distributions, and have provided such large inventories that summer distributions could be conducted. Gift books and posters have been used as prizes and rewards which have acted as additional reading motivators for RIF student participants. Also, publisher donations to some non-RIF programs have stimulated an interest to organize RIF programs for children in their community.

However, the impact that Xerox book donations was having on RIF led to the agreement that all current RIF subcontractors would go through national RIF to receive Xerox donations. Both RIF and Xerox are working toward a mutual concern--the improvement of reading.

Books donated by Xerox to RIF subcontractors are to be distributed by RIF guidelines. Books donated to other non-profit organizations must be given to children and cannot be sold to any party under any circumstances. The publishing company also provides technical assistance to groups regarding ideas to stimulate reading interest in children.

EVIN FOLEY'S GIFT BOOK PROGRAM

This is essentially a one-person, totally volunteer program which seeks to give free books to populations who are generally not reached. This free book distribution program has been in operation for 20 years and has served a variety of Massachusetts and neighboring state institutions, including adult and juvenile correction institutions, churches, hospitals, youth homes, and homes for the elderly.

Program Description

The program is a book give-away which donates thousands of books each year to the target groups. Books are obtained from anyone who will donate them--book suppliers, individuals, community groups, and foundations. Additionally, a small amount of money is available to purchase books. This money is received from the State Right to Read Program, donations from individuals, yard sales, and US Postal auctions.

Philosophy

The principal idea behind the program is to "serve the unserved." The only condition placed upon the receiver institutions is that books are to be given away rather than to be used to start libraries. However, the program has assisted some correction facilities in obtaining state and Federal funds for their libraries.

Program Goals

Goals of this free book give-away program are to provide a therapeutic and recreational outlet as well as a learning stimulus for shut-in populations who have limited access to book purchase or selection.

Scope

The program donates about \$100,000 worth of books each year to the target groups, primarily the adult prisons.

Currently, letters and word-of-mouth are the primary means for assessing the response to the program. The program director has received dozens of letters over the years which attest to target group response to the free book give aways. The program has also made a tremendous impact in assisting some correctional facilities to obtain state and Federal funds for law libraries.

Target Audience

This program is targeted to prisons, youth homes, hospitals, and homes for the elderly in the State of Massachusetts and neighboring states. Adult persons are the primary recipients of the book give-away. There are basically two types of receivers--those who are permanently on the target list (two adult correctional facilities) and those who receive one or two distributions of books (hospitals, nursing homes).

Management

Organization/Staffing/Sponsorship. This book distribution program is managed and coordinated solely through the volunteer efforts of a community college librarian. The program utilizes senior citizens as volunteers to pickup, store, and deliver books.

The program has no designated office space: however, some churches and the community college allocate temporary space for book storage. The community college has also donated use of a truck for transporting the books to groups/institutions around the state.

The effectiveness and longevity of this program is attributed solely to the strong management skills and personal energies and dedication of the program's volunteer director. The program is now "easy to run" because of the director's experience in managing the program and because of the personal relationships he has established over the past 20 years with a large number of book suppliers who call him and ask to provide specific materials needed by the program. The small staffing of the program does not permit the monitoring of institutions

which receive books; assessment of the program is informal--based only on letters and word-of-mouth reports.

Funding and Program Cost. Funding for the program is by donations of money and books. Book suppliers donate thousands of books, and money is contributed to the program from individuals, the State Right to Read Program, and the US Postal Service. As it is an all-volunteer effort, the cost of operating the program is minimal. The only expenses incurred are the purchase of some books, gasoline for book transport, and occasional shipping charges.

Activities

Program operations involve three main activities: (1) book acquisition, which is handled by the volunteer director; (2) book processing and shipping arrangements; and (3) book giveaway, which is handled by senior citizen volunteers and the volunteer director. The small amount of paperwork associated with these tasks, because of the volunteer status of the program, contributes to the efficiency of task completion. Over the years, contacts have been built up with book suppliers as well as the target audience so the distribution of books is a very organized and efficient process.

An assorted selection of both hardcover and paperback books are provided to target groups. Book types include a wide range of appealing fiction, non-fiction, and reference books for adults and children.

Association With RIF

This program has not attempted to work with RIF because it primarily serves adult populations and has chosen not to organize fund-raising activities for the purchase of books. Many of the program components are similar. Both programs work with volunteers, both give books away, and both stress freedom of choice. Unlike the RIF program, motivational activities and programs for giving books to targeted groups are dependent upon institution officials who receive the books; no attempt is made by the program director to control or monitor the giveaway process in any way.

COUNTRY CARAVAN BOOKS

Country Caravan Books began 3 years ago with the conviction that outstanding children's literature selections could be made available to Vermont students, teachers, and parents through the convenient medium of a school book fair.

Program Description

Philosophy

The idea behind the book fairs is to expose children to good literature which will increase their reading pleasure as well as sharpen their reading taste.

Program Goals

The goal of the program is to introduce quality literature which is unfamiliar to children, parents, and teachers, and make it available to them at convenient prices.

Scope

Country Caravan sponsors about 60 book fairs each year throughout the state of Vermont. In some schools, only students and teachers participate. However, more and more schools are holding book fairs at night so parents and other community members may attend and purchase books. Schools benefit from the book fairs in two ways:

- Discounts of 10 to 15% on books purchased.
- A direct 10% profit from gross sales.

Target Audience

The target audience is the children in Vermont schools. However, increasing numbers of book fairs are being held for other members of the community.

Management

Country Caravan is a Vermont-based children's book service operated by three women. They are qualified book fair distributors and have accounts with most major publishers as well as Vermont publishers and distributors. The director of the program, a children's literature consultant, tailors each book fair to the unique interest of each participating school. In addition to the book fairs, Country Caravan publishes a book fair bulletin which suggests authors and books that would be interesting to read. The director of the program also works as a consultant on children's literature.

All book fairs are scheduled for a school year during the previous school year and the summer. Since the company is small, it can only serve a limited amount of schools.

Each book fair is tailored to the needs of the participating school. Suggestions for publicizing book fairs are given by the company.

Association With RIF

There has been some association with RIF activities through the Vermont Right to Read Director. The director of the program has worked with the state Right to Read Director in conducting reading workshops for teachers and parents.

SECTION 7
ANALYSIS OF SURVEY RESPONSES

As discussed in Section 2, the major objective of this study was to assess the impact of the Inexpensive Book Distribution Program (IBDP) on reading motivation and reading behavior (as reported by students, parents, teachers, librarians, and school administrators). As such, the survey instruments administered in the fall of 1979 were designed to provide baseline pretreatment data to be compared with spring 1980 posttreatment survey results to assess the impact of the IBDP.

The absence of posttreatment data--inclusive of teacher, librarian, and administrator opinion data which was scheduled for collection only during the posttreatment survey--precludes a meaningful analysis of many research issues this study sought to address. Nonetheless, an examination of pretreatment data alone provides several significant insights into the nature of student attitudes toward reading and the reading habits of students in the schools surveyed in this study. In particular, data reported by parents surveyed during the fall data collection compared to student response give some valuable insights which should be helpful to the RIF IBDPs.

The research design used in this study made no attempt to select an institutional sample which was in any way representative of schools and school systems nationwide. Therefore, the results of this analysis cannot be generalized to all students and parents. These results do, however, confirm several generally held assumptions about differences in reading attitudes and behavior of students in different grades, identify several characteristics about reading attitudes and behavior of students in different grades, and identify several characteristics of reading attitudes and behavior (of both students and parents) which should be the subject of further investigation.

The following subsections present an analysis of observed trends in:

- Attitudes toward reading
- Reading motivation
- Reading behavior

Attitudes Toward Reading

Survey data from first through third graders are presented with the caution that the reading attitudes, motivation, and behavior of children at this age are in the formative or developmental stage. Consequently, student perception and articulation of interest, preferences, and habits, particularly grade 1 students, may not be particularly meaningful or interpretable except in terms of these reference groups.

A majority of students in grades 1-3 read because it's fun according to study results, rather than because they have to (83% vs. 17%). As shown in Table 7.1, little variation in these reports occurs between grades. The greatest difference is reflected in the finding that 80 of the students in grade 2 read because it's fun, while 87% of the students in grade 3 read because it's fun.

When asked if they thought that they were good readers, 71% of the students surveyed in grades 1-3 responded affirmatively on a grade by grade basis. The percentage of students responding affirmatively declined from 75% of first graders to 62% of the third graders. Approximately 16% of the surveyed students said they were "not sure" if they were good readers. It should be noted that from grades 1 through 3, there is a noticeable increase in the percentage of students reporting that they were not sure if they were good readers. Table 7.2 shows this data.

TABLE 7.1

QUESTION 9 - DO YOU READ BECAUSE IT'S FUN OR ONLY BECAUSE YOU HAVE TO?

Grade	Response by Grade Level in %		
	(1) Fun	(2) Have To	(3) Not Sure
1	82	18	N/A
2	80	20	N/A
3	87	13	N/A
TOTAL	83	17	N/A

TABLE 7.2

QUESTION 12 - DO YOU THINK YOU ARE A GOOD READER?

Grade	Response by Grade Level in %		
	(1) Yes	(2) No	(3) Not Sure
1	75	15	10
2	77	10	13
3	62	14	24
TOTAL	71	13	16

Table 7.3 contains a summary of first, second, and third graders' responses to the question, "Do other people think you are a good reader?" Affirmative responses to this question are identical for first and second graders, but decrease by 15% for third graders. Negative responses to this question are reasonably consistent for the three grade levels involved. In the "Not Sure" response category, it can be seen that there is an increase of 18% from grade 1 to grade 3. This increase in "Not Sure" responses is nearly the same as the 15% decline in affirmative responses shown in column 1 of Table 7.3. When responses in Table 7.3 are contrasted with self-perception responses in Table 7.2, it can be seen that students are less certain of how others perceive their reading ability than they are of their own perception of their reading ability. It is also worth noting that the percentage of negative responses (column 2 of Tables 7.2 and 7.3) are reasonably constant over grade levels for both questions.

TABLE 7.3

QUESTION 13 - DO OTHER PEOPLE THINK YOU ARE A GOOD READER?

Grade	Response by Grade Level in %		
	(1) Yes	(2) No	(3) Not Sure
1	62	15	23
2	62	11	27
3	47	12	41
TOTAL	57	12	31

The vast majority of students surveyed in grades 1-3 like school. As shown in Table 7.4, 86% claim to like school. Positive regard for school, however, erodes by the time students enter third grade (note the decline from 91% to 71% from second to third grade).

TABLE 7.4
QUESTION 11 - DO YOU LIKE SCHOOL?

Grade	Response by Grade Level in %		
	(1) Yes	(2) No	(3) Not Sure
1	92	6	2
2	91	6	3
3	77	10	13
TOTAL	86	8	6

Students in grades 1-3 show a decline in their regard for school, their reading interest, and their perceived reading ability as they proceed from first to third grade.

Students in grades 4-12 also show a decline in their regard for school as depicted in Table 7.5, which summarizes fourth through twelfth grade student responses to the statement, "I like school."

Not surprisingly, this finding parallels student responses to the statement "Reading is fun" presented in Table 7.6. As shown by data

TABLE 7.5

QUESTION 23 - I LIKE SCHOOL

Grade	Agree	Neutral	Disagree
4	58.7	20.3	19.4
5	54.7	24.0	19.7
6	51.4	27.1	19.9
7	51.3	31.0	15.8
8	51.4	29.4	18.0
9	48.3	29.7	20.2
10	50.5	31.6	16.3
11	35.9	39.3	24.0
12	47.6	35.5	16.2

Response by grade level in %

TABLE 7.6

QUESTION 1 - READING IS FUN

Grade	Agree	Neutral	Disagree
4	83.1	11.6	4.0
5	78.7	16.9	3.5
6	80.5	15.0	4.2
7	71.0	24.3	4.1
8	64.5	29.0	6.1
9	58.6	33.4	7.5
10	62.9	30.0	6.5
11	53.0	38.9	6.4
12	53.1	27.4	9.2

Response by grade level in %

presented in this table, favorable attitudes toward reading decline steadily from early elementary school--where a little over 83% of the fourth grade respondents indicated that they felt that reading is fun--through high school, where just over 53% of the respondents reported feeling that reading is fun. It is, however, surprising to note that declining positive attitudes toward reading are not accurately paralleled in attitudes toward self as reader. As reported in Table 7.7, positive perceptions of self as reader declined only about 11% from fourth grade--where 68% of the respondents reportedly considered themselves good readers--to twelfth grade, where over 57% of the respondents reported that they considered themselves good readers.

This apparently positive attitude toward self as reader is reinforced by responses given to the question "When you read a book and understand

it, [it is] because" Of all respondents, 23% reportedly felt it was because they were smart, and over 55% felt it was because they tried hard--both of which suggest a belief in their ability and desire. Only 22% of the respondents felt that their ability to read and understand was based on "luck" (4%) or easy material (18%).

Respondent perceptions about the importance of reading posed an interesting counterpoint to this observation. When asked to respond to the statement "I think I can have a better job when I grow up if I am a good reader," over 70% of the students in all grades responded in the affirmative. However, as shown in Table 7.8, percentage responses by grade declined from approximately 79% for fourth graders to 71% for twelfth graders.

TABLE 7.7
QUESTION 18 - I THINK I AM
A GOOD READER

Grade	Agree	Neutral	Disagree
4	68.3	18.5	11.2
5	67.6	20.5	11.0
6	63.6	24.0	10.0
7	54.4	31.3	12.6
8	63.9	25.0	10.2
9	56.7	28.8	12.8
10	62.2	27.4	8.6
11	60.9	31.3	6.9
12	57.2	33.7	9.2

Response by grade level in %

TABLE 7.8
QUESTION 4 - I THINK I CAN HAVE A
BETTER JOB WHEN I GROW UP IF I AM
A GOOD READER

Grade	Agree	Neutral	Disagree
4	79.3	10.2	8.6
5	81.6	11.4	5.7
6	79.5	13.4	6.2
7	77.8	15.3	5.4
8	74.8	16.9	7.7
9	70.2	20.0	8.5
10	78.3	14.1	6.5
11	70.6	19.0	9.9
12	71.8	15.8	12.1

Response by grade level in %

When asked if they would "... rather ask someone how to make something (or) read how to make it" and whether they "... like to read to find out how to do things or make things," student responses indicated a preference for reading, on the average 70% of the time. However, as is the case with other findings, the percentage of responses in favor of reading declines from a high in fourth grade (59% and 80%, respectively) to twelfth grade (42% and 58%, respectively) (see Table 7.9).

TABLE 7.9

QUESTION 5 - WHEN I MAKE SOMETHING,
I'D RATHER ASK SOMEBODY HOW TO
MAKE IT THAN READ HOW TO DO IT

Grade	Agree	Neutral	Disagree
4	23.2	13.7	59.7
5	20.9	19.4	57.3
6	16.0	21.7	60.0
7	22.2	29.4	46.6
8	26.5	27.6	45.3
9	26.2	23.8	48.4
10	18.5	25.4	53.4
11	25.3	23.8	49.4
12	26.7	29.3	42.9

Response by grade level in %

QUESTION 6 - I LIKE TO READ TO
FIND OUT HOW TO DO THINGS OR
MAKE THINGS

Grade	Agree	Neutral	Disagree
4	80.2	11.7	6.6
5	78.8	14.5	5.7
6	75.9	16.8	6.6
7	67.3	22.8	9.3
8	58.0	26.7	15.0
9	58.4	28.2	13.0
10	67.2	23.3	8.5
11	55.1	29.6	15.1
12	58.7	27.8	13.2

Response by grade level in %

Reading Motivation

Little is known about what motivates students to read. The previous discussion on attitudes toward reading identified several variables on

which trends in attitudes toward reading were noted. Specifically, this discussion identifies an apparent correlation between reading attitudes and attitudes toward school and the value of reading in general. However, it is not clear that there is a causal association between these parallel trends. It may, therefore, be theorized that the common denominator in these trend patterns is student motivation.

In the fall, first grade surveyed students expressed a preference for games and activities such as drawing rather than reading. This seems to be a logical consequence of the fact that not many first graders know how to read at the onset of the school year. This preference was reinforced in first grade student responses to several questions, i.e., "Would you rather ... read or play games; draw a picture or read; receive a book or game as a present?" Tables 7.10 through 7.12 summarize student responses to these questions. Second and third grade students show an increased, albeit only slight, preference for reading when compared to first grade students. When compared to each other, they show no apparent difference. However, the majority of second and third graders would still prefer to receive games rather than books as gifts.

TABLE 7.10
QUESTION 1 - WOULD YOU RATHER READ OR PLAY GAMES?

Grade	<u>Response by Grade Level in %</u>		
	(1) Read	(2) Play Games	(3) Not Sure
1	39	61	N/A
2	51	49	N/A
3	55	45	N/A
TOTAL	50	50	N/A

TABLE 7.11

QUESTION 4 - WOULD YOU RATHER DRAW A PICTURE OR READ A STORY?

Grade	<u>Response by Grade Level in %</u>		
	(1) Read	(2) Draw	(3) Not Sure
1	40	60	N/A
2	46	54	N/A
3	50	50	N/A
TOTAL	46	54	N/A

TABLE 7.12

QUESTION 6 - WOULD YOU RATHER GET A BOOK OR A GAME AS A PRESENT?

Grade	<u>Response by Grade Level in %</u>		
	(1) Book	(2) Game	(3) Not Sure
1	33	67	N/A
2	37	63	N/A
3	43	57	N/A
TOTAL	38	62	N/A

When queried about preferences to watch a story on television or read a story, students in grades 1-3 show a slight preference to watch a story on television (see Table 7.13). When compared to one another, there is virtually no difference between students in the three grades regarding their almost negligible preference for television (52% vs. 48%).

TABLE 7.13
QUESTION 2 - WOULD YOU RATHER WATCH A STORY
ON TV OR READ A STORY IN A BOOK?

Grade	Response by Grade Level in %		
	(1) TV	(2) Read	(3) Not Sure
1	50	50	N/A
2	52	48	N/A
3	51	49	N/A
Total	52	48	N/A

To the extent that motivation is directly related to an individual's reward system, reading motivation would be expected to be reflected in indices of reasons for reading.

The previous discussion indicates that perceptions regarding the value and rewards accrued from reading decline steadily from the first through twelfth grade. This is not a surprising finding since reading motivation, which has been described as a correlate of educational socialization, is a function of peer/other influences.

It is generally agreed that, in the elementary grades, reading ability is viewed positively, and status improvement among one's peers is associated with one's reading ability. In later years, however, reading is--as was reported in the previous discussion--regarded less and less positively and, therefore, there is less motivation to be, or proclaim to be, a good reader. This hypothesis is consistent with study findings (see Table 7.14), which show a significant (23%) and steady decline in the portion of students who felt that their friends like to read. This finding is particularly noteworthy when the results reported in Table 7.14 are compared with those contained in Table 7.5. The comparison shows that respondents consistently reported that their friends had less positive attitudes toward reading than they themselves had. From these data, it might be concluded that individuals in all grades feel that reading is not a skill having value as a means of increasing peer standing.

TABLE 7.14
QUESTION 8 - MY FRIENDS LIKE TO READ

Grade	Agree	Neutral	Disagree
4	56.5	29.7	11.5
5	57.0	32.6	7.1
6	52.5	37.7	9.0
7	46.6	40.8	11.0
8	38.0	48.9	12.3
9	36.2	47.5	15.2
10	41.4	42.7	14.3
11	37.6	43.6	18.3
12	33.7	41.4	24.5

Response by grade level in %

A second significant finding regarding peer attitude influences on reading motivation is found in a comparison of respondent's perceptions of themselves as readers, as presented in Table 7.7, and their perceptions as to how others perceive them as readers, as shown in Table 7.15. A comparison of these tables shows that respondents consistently regarded themselves as better readers than they felt that others regarded them. This finding suggests a pattern of consistent negative "feedback" which may be a contributor to the reported decline in favorable attitudes toward reading.

TABLE 7.15
QUESTION 19 - OTHERS THINK I
AM A GOOD READER

Grade	Agree	Neutral	Disagree
4	50.5	31.5	15.6
5	44.7	36.1	15.1
6	43.4	40.9	12.6
7	37.6	44.5	14.5
8	44.5	42.4	10.9
9	35.9	49.7	11.6
10	46.4	42.1	8.9
11	42.3	48.8	6.7
12	39.9	47.6	11.0

Response by grade level in %

To the extent that students do enjoy reading, it is clear that their motivation is based on self-interest. Responses to two study questions, "Books I choose for myself are the most fun to read" and "I enjoy choosing books for myself," showed consistent positive response ratings in a range of 77 to 88% agreement.

There was an overall decline in positive attitudes toward reading (30%), and to a much smaller degree a decline in positive attitudes toward school (11%). (See Tables 7.1, 7.4, 7.5, and 7.6.)

These findings suggest that students have an overall positive motivation toward reading if the subject is of their own choosing. This conclusion appears to be borne out by responses to the question "Would you want to have more books?" and "Would you ... like to get books as gifts?" These responses, presented in Tables 7.16 and 7.17, suggest that, while the great majority of respondents in all grades reported that they would like to have more books, only a minority of all respondents "like to get books as gifts." This finding suggests that independent choice may be an important motivator to read books.

Reading Behavior

Tables 7.18 and 7.19 summarize the data from students in grades 1-3 in response to the following questions "Do you read almost every day or just once in a while," and "How often do you read at home." As shown on these tables, students in general do not read daily by choice. The majority indicate that they like to read "once in a while," or "almost every day" at home (both 70%). Daily reading activity appears to increase as grade level increases.

TABLE 7.16

QUESTION 31 - IF YOU HAD THE CHANCE, WOULD YOU WANT TO GET MORE BOOKS?

Grade	YES	NO
4	86.8	10.8
5	88.6	9.4
6	87.4	11.2
7	83.0	15.0
8	76.0	21.7
9	70.1	26.9
10	78.2	17.2
11	73.4	22.9
12	66.7	30.4

Response by grade level in %

TABLE 7.17

QUESTION 17 - I LIKE TO GET BOOKS AS GIFTS

Grade	Agree	Neutral	Disagree
4	68.0	16.2	12.1
5	57.2	24.0	15.1
6	53.0	25.3	19.0
7	41.9	31.3	24.6
8	32.4	33.8	32.4
9	28.0	31.0	38.6
10	29.4	35.8	32.9
11	24.0	29.6	45.5
12	23.4	23.4	52.7

Response by grade level in %

TABLE 7.18

QUESTION 5 - DO YOU LIKE TO READ ALMOST EVERY DAY OR JUST ONCE IN A WHILE?

Grade	Response by Grade Level in %		
	(1) Everyday	(2) Once in a While	(3) Not Sure
1	23	77	N/A
2	30	70	N/A
3	36	64	N/A
TOTAL	30	70	N/A

TABLE 7.19

QUESTION 10 - HOW OFTEN DO YOU READ AT HOME?
EVERY DAY, ALMOST EVERY DAY, OR NEVER?

Grade	Response by Grade Level in %		
	(1) Every Day	(2) Almost Every Day	(3) Never
1	14	70	16
2	20	70	10
3	22	69	9
TOTAL	19	70	11

The majority of students surveyed in grades 1-3 utilized a library and brought books home (see Table 7.20). The use of the library shows a slight increase from first through third grades (52% to 59%).

As might be predicted, first grade students are almost evenly split between those that "look at the pictures and read the story" in their books, and those that look at the pictures exclusively, 52% and 48%, respectively. Looking at pictures dramatically dropped off as students advance in grade level (48% to 19% to 14%) as indicated on Table 7.21.

Table 7.22 presents student responses to the question "When you read do you pretend you are one of the people in the story?" As might be anticipated, as children get older they engage in such imaginings to a lesser degree. Of the first grade students, 54% pretended they were in the story they read, of the second and third graders, 51% and 44%, respectively engaged in such pretending.

TABLE 7.20

QUESTION 3 - DO YOU TAKE LIBRARY BOOKS HOME?
 HOW OFTEN? EVERY WEEK, ONCE A MONTH, OR NEVER?

Grade	Response by Grade Level in %		
	(1) Weekly	(2) Monthly	(3) Never
1	52	28	20
2	60	19	21
3	59	21	20
TOTAL	57	22	20

TABLE 7.21

QUESTION 7 - WHEN YOU HAVE A BOOK, DO YOU LOOK AT THE
 PICTURES AND READ THE STORY, OR ONLY LOOK AT THE PICTURES?

Grade	Response by Grade Level in %		
	(1) Read	(2) Look	(3)
1	50	50	N/A
2	61	19	N/A
3	86	14	N/A
TOTAL	76	24	N/A

TABLE 7.22

QUESTION 8 - WHEN YOU READ DO YOU PRETEND YOU
ARE ONE OF THE PEOPLE IN THE STORY?

Grade	Response by Grade Level in %		
	(1) Yes	(2) No	(3) Not Sure
1	54	46	N/A
2	51	49	N/A
3	44	56	N/A
TOTAL	49	51	N/A

Table 7.23 summarizes student responses to the statement, "I only read when I have to read." Surprisingly, responses to this statement were predominantly negative--indicating disagreement with the statement--and declined, over grades 4 through 12, at only about half the rate of decline in favorable attitudes toward reading.

The interpretation of apparent contradiction found in these responses is confounded by an examination of responses to the statement, "I almost never read library books," and, "I read a library book every week," presented in Tables 7.24 and 7.25, respectively. As shown in these tables, the use of a library and the frequent reading of library books declines significantly from the elementary grades--where a "library period" is common--through high school.

What, then, accounts for the increase in negative responses to the statement, "I only read when I have to read"? A partial response to this question is found in an examination of the time spent reading

TABLE 7.23

QUESTION 2 - I ONLY READ WHEN
I HAVE TO READ

Grade	Agree	Neutral	Disagree
4	23.4	9.9	64.5
5	18.4	12.1	67.8
6	15.1	11.7	71.9
7	20.1	16.4	61.6
8	18.5	15.5	64.1
9	22.4	19.0	56.9
10	20.6	16.7	60.9
11	13.0	20.1	58.3
12	23.1	19.0	56.5

Response by grade level in %

TABLE 7.24

QUESTION 7 - I ALMOST NEVER
READ LIBRARY BOOKS

Grade	Agree	Neutral	Disagree
4	14.6	11.6	72.9
5	15.1	13.0	71.1
6	13.2	12.2	74.2
7	21.2	21.3	56.7
8	24.4	19.6	55.8
9	34.6	21.8	43.2
10	30.0	22.2	47.0
11	34.8	21.2	44.1
12	46.1	19.8	34.1

Response by grade level in %

TABLE 7.25

QUESTION 11 - I READ A
LIBRARY BOOK EVERY WEEK

Grade	Agree	Neutral	Disagree
4	57.3	16.9	23.0
5	49.3	19.0	29.8
6	43.1	21.7	33.8
7	22.9	23.7	51.6
8	15.8	15.2	68.1
9	10.1	15.3	71.7
10	10.5	14.8	73.0
11	8.8	10.8	79.1
12	7.7	8.1	84.3

Response by grade level in %

different reading materials. Tables 7.26A through 7.26E summarize responses to questions addressing this issue. The following observations can be made from these tables:

- No particular trend appears in Table 7.26A relative to the question, "Do you read school books?" Responses in the "not at all" column vary with no discernible pattern, and the greatest range in responses is between grade 6 (16.0) and grade 5 (25.0). While this is a rather large drop, the decline is considerably reduced in grade 7 and further reduced in grade 8. Similar observations can be made concerning data reported in the "15-30 min" and "over 30 min" columns. One noticeable pattern in Table 7.26A is that, for all grade levels, the highest reported reading time for school books is 15-30 minutes. The percentage of students reporting that they read school books for more than 30 minutes is noticeably smaller for all grades than the percentage reporting that they read for 15-30 minutes.
- Table 7.26B, "Do You Read Pleasure Books?" reflects no particular trend, although a large percentage point drop is found at grades 6 and 8 for the column "not at all," and a sizeable percentage increase is found for grades 11 and 12. This column also contains a percentage range of from 8.0% for grade 6 to 21.6% for grade 12. In contrast to Table 7.26A, Table 7.26B shows students reporting that they read pleasure books over 30 minutes as often as they read them for 15- to 30-minute periods.
- Table 7.26C, "Do You Read Information Books?" reflects that from grades 4 through 12 there is a noticeable and consistent increase in the percentage of students indicating that they do not read information books. It should also be noted that while the percentage of students who report that they read information books for 15-30 minutes does not change markedly from grade 4 to grade 12, there is an 11.2 percentage point drop in students reporting that they read information books

QUESTION 26 - HOW OFTEN OUTSIDE OF SCHOOL ON A USUAL SCHOOL DAY....

TABLE 7.26A

DO YOU READ SCHOOL BOOKS?

Grade	Not at All	15-30 Min.	Over 30 Min.
4	20.4	53.1	16.8
5	25.0	50.2	16.5
6	16.0	53.1	21.1
7	19.1	52.9	15.3
8	22.5	52.4	14.2
9	18.6	54.8	15.7
10	17.3	49.0	20.3
11	19.9	46.4	17.9
12	22.0	50.9	16.9

Response by grade level in %

TABLE 7.26B

DO YOU READ PLEASURE BOOKS?

Grade	Not at All	15-30 Min.	Over 30 Min.
4	16.1	37.8	34.4
5	11.1	35.4	44.1
6	8	38.4	46.0
7	11.0	41.3	38.9
8	8.8	36.1	49.3
9	13.5	36.8	40.2
10	12.5	36.4	40.8
11	17.7	32.4	38.0
12	21.6	36.3	33.7

Response by grade level in %

TABLE 7.26C

DO YOU READ INFORMATION BOOKS?

Grade	Not at All	15-30 Min.	Over 30 Min.
4	31.9	31.6	18.5
5	30.3	37.2	18.0
6	31.8	35.8	14.8
7	33.6	37.1	9.2
8	37.2	36.3	9.4
9	38.1	33.0	8.1
10	33.2	34.5	9.8
11	41.3	27.6	4.9
12	47.3	29.7	7.3

Response by grade level in %

TABLE 7.26D

DO YOU READ NEWSPAPERS?

Grade	Not at All	15-30 Min.	Over 30 Min.
4	43.7	31.1	7.3
5	36.4	39.7	9.5
6	31.8	42.2	9.4
7	23.3	52.6	7.7
8	22.8	55.1	10.6
9	13.6	64.4	8.9
10	10.9	66.9	11.1
11	9.3	75.6	6.6
12	6.6	79.9	9.2

Response by grade level in %

TABLE 7.26E
DO YOU READ MAGAZINES?

Grade	Not at All	15-30 Min.	Over 30 Min.
4	23.4	40.7	18.6
5	21.4	44.9	19.6
6	16.4	50.3	19.9
7	15.7	51.0	20.9
8	12.5	56.8	22.8
9	11.1	55.9	20.5
10	7.2	58.3	23.5
11	10.4	63.1	16.2
12	7.0	65.9	17.6

Response by grade level in %

for more than 30 minutes. The largest percentage point decreases occur at grades 7 and 11.

- Table 7.26D responses to the question, "Do you read newspapers?" show no particular pattern or trend in the "over 30 min" column. A steady decline in the percentage of students reporting that they read newspapers "not at all" occurs from grade 4 through 12. At the same time, there is a steady increase in the percentage of students in grades 4 through 12 who report that they read the newspaper for 15-30 minutes. It should be noted that very little change occurs from grades 4 through 12 in the "over 30 min" column.
- Table 7.26E summarizes students' responses to the question, "Do you read magazines?" The data in the table suggest a consistent increase in the percentage of students who read magazines for 15-30 minutes. Relative to this trend, there

is a consistent decline in the percentage of students who report that they read magazines "not at all." The "over 30 min" column suggests minimal variation in the responses of students from grades 4 through 12.

It is difficult to identify common patterns or trends among Tables 7.26A through 7.26E. For instance, it might be expected that a relationship or trend would be evident in Table 7.26A, "Do You Read School Books?" and Table 7.26C, "Do You Read Information Books?" It is evident, however, that no particular relationships or trends exist between the two sets of data contained in these tables. From Tables 7.26D and 7.26E, it can be seen that inverse relationships exist between the "not at all" and "15-30 min" columns of both tables. Student responses indicate a steady percentage decline in the "not at all" columns and a steady percentage increase in the "15-30 min" columns for grades 4-12 of Tables 7.26D and 7.26E. It can also be seen from contrasting Tables 7.26A through 7.26E that, at least up to the seventh grade, school books are read for 15-30 minutes by a greater percentage of students than any other reading material included in the study. By the eighth grade, newspapers and magazines replace school books as the material read for 15-30 minutes by the greatest percentage of students. By grade 12, 50.9% of students report that they read school books for 15-30 minutes, while 79.9% read newspapers, and 65.9 read magazines for 15-30 minutes.

Table 7.27, Student Reports and Parent Perceptions of Students' Reading, presents a summary of data concerning students' reports of what they read outside of school and parents' perceptions of what their children read outside of school. In general, it can be seen from Table 7.27 that considerable discrepancy exists between what students report they read and what their parents perceive they are reading. For instance, while 41% of the students surveyed indicated that they read school books on a usual day, nearly 83% of the parents reported that their children read school books on a usual day. Similarly, 26% of the students indicated that they read information books on a usual day, and 50% of the parents thought that their children read information books on a

TABLE 7.27
STUDENT REPORTS AND PARENT PERCEPTIONS
OF STUDENTS' READING (%)

	Students	Parents
	How often do you read the following outside of school on a usual school day?	How often does your child read the following outside of school on a usual school day?
School Books	41.01	82.83
Pleasure Books	66.90	84.60
Information Books (Biography/History)	25.98	50.41
Newspapers	45.27	62.15
Magazines	60.80	68.48
Comic Books	47.20	61.84
Other	7.35	17.15

usual day. Data from Table 7.27 also indicate that pleasure books are read by a larger percentage of students than any other reading material included in the survey. The specific material read by the smallest percentage of students was information books.

Table 7.28, Student Reports and Parent Reports of Students' Preferred Reading, includes data concerning students' reported reading preferences, and parents' perceptions of their children's reading preferences. Reasonable consistency existed between student reports and parent perceptions in the areas of school books, pleasure books, and reference books. Considerable disparity is found between student reports and parent perceptions in the areas of information books, newspapers, magazines, and comic books. In each of these instances, a greater percentage of students indicated a preference for these materials than was perceived by their parents. Consistent with findings reported in Table 7.27, Table 7.28 indicates that school books and information books are preferred least by students, and pleasure books are preferred by a greater percentage of students than any other reading material included in the study.

Table 7.29 presents a summary of parents' perceptions of their child's reading ability. At all grade levels, the largest percentage of parents rate their child's reading ability as good rather than very good or fair. At the first grade level, only 9.0% of the parents rated their child's reading ability as very good. At the second grade level, the percentage increases to 22.6, and only moderate changes in this percentage are reflected in grades 3 through 12. In the area of good ratings, there is a steady increase up to grade 11 in the percentage of parents who rate their child's reading as good, with a decline from eleventh to twelfth grade of 9.1 percentage points.

Table 7.30 contains data pertaining to parents' reports of whether or not they enjoy reading, and how important reading is in daily life and work. As can be seen in Table 7.30, 90.1% of the parents surveyed

TABLE 7.28
 STUDENT REPORTS AND PARENT REPORTS
 OF STUDENTS' PREFERRED READING (%)

	Students	Parents
	Which of the following do you prefer to read?	Which of the following does your child prefer to read?
School Books	35.24	31.97
Pleasure Books	83.14	83.76
Information Books (Biography/History)	36.48	11.14
Newspaper	45.88	27.54
Magazines	70.20	49.41
Comic Books	59.66	42.54
Reference Books	7.95	9.88
Other	13.17	6.25
TOTALS	43.96	32.28

347

TABLE 7.29
 WHAT KIND OF READER DO YOU THINK YOUR CHILD IS?

Grade	Very Good	Good	Fair
1	9.0	29.3	26.6
2	22.6	37.4	33.5
3	30.1	38.7	25.7
4	31.3	39.3	24.1
5	27.7	41.5	25.5
6	28.6	41.6	25.5
7	24.7	38.8	31.0
8	30.2	43.4	25.0
9	23.4	41.5	30.0
10	29.8	42.3	23.5
11	31.1	50.0	6.1
12	28.7	40.9	26.8

Response by grade level in %

TABLE 7.30

WHETHER YOU ENJOY READING OR NOT, HOW IMPORTANT
IS READING IN YOUR DAILY LIFE AND WORK?

	Very Important	Important	Uncertain	Not Very Important	Unimportant
TOTAL PARENT RESPONSE	3627	2269	256	278	32
	55.4%	34.7%	3.9%	4.2%	0.5%

indicated that reading was very important or important in their daily life and work. Only 4.7% indicated that reading was not very important or unimportant.

Data in Table 7.31 are presented in two categories. The first category represents yes/no responses to the question, "Have you heard about the Reading is Fundamental program?" At the first grade level, 84% of the parents surveyed gave an affirmative response to this question. After the first grade, there is a gradual decline to 65.9% affirmative responses. The second category of data deals with the source of parents' information about Reading is Fundamental. It can be seen that at every grade level, the greatest percentage of parents learned about RIF from television. Children and school were about equal as sources of information about RIF for parents of children in grades 1 through 12, although more parents of first graders were informed about RIF than were parents of twelfth graders.

When parents were asked "Would you like your child's school or your community to have a RIF program?", 71% affirmatively answered, 1.5% said "no," and 23.7% indicated they needed more information.

TABLE 7.31
 HAVE YOU HEARD OF THE
 READING IS FUNDAMENTAL (RIF) PROGRAM?

	Yes	No	Where have you heard of RIF?		
			Child	TV	School
1	84	14	34.5	70.2	44.2
2	80.8	17.4	28.6	65.4	42.2
3	84	14.3	34.9	66.4	43.2
4	82.2	16.9	47.5	62.7	46.6
5	77.6	21.1	41.6	51.8	37.7
6	77.3	20.6	39.8	57.5	40.1
7	70.1	28.1	35.1	52.9	31.6
8	74.3	23.3	40.7	56.3	39.6
9	78.9	19	47.2	59.1	40.9
10	73.2	23.2	33.9	54.8	29.8
11	79.0	19.6	28.8	58	30.8
12	65.9	31.7	25	47.6	22.6

Percentages \neq 100% due to multiple responses

An interesting finding was the response about book ownership. Over 96% of parents said their children owned books; and when asked how many, 49.5% said their children owned more than 25 books (Table 7.32).

TABLE 7.32
HOW MANY BOOKS DOES YOUR CHILD OWN?

No. of Books	(%)
0	2.4
1-5	7.6
6-10	14.8
11-25	24.5
25+	49.5

351

SECTION 8

SUMMARY OBSERVATIONS AND RECOMMENDATIONS

In the absence of a follow-on survey of parents, students, principals, teachers, librarians, volunteers, and State Right to Read Directors which was scheduled for the spring of 1980, there exists no basis for assessing the impact of the RIF IBDP on student reading motivation, nor for assessing the impact of the program from the standpoint of program operators and participants. However, based on data collected in this study, GRC has identified several aspects of the RIF IBDP which warrant further study and/or where actions can be taken to improve the local and national management of RIF IBDPs.

The major observations and recommendations which have been derived from this study are summarized in terms of programmatic features associated with:

- The national management of the RIF IBDP
- Technical assistance needs for local RIF IBDP subcontractors

RIF NATIONAL MANAGEMENT

GRC's examination of the RIF national management program led to the conclusion that the national management system was generally effective with respect to conveying and promoting the objectives of the RIF IBDP. However, in the development of this study it was determined that some discrepancies exist between subcontractor data maintained by RIF national and the actual characteristics of local RIF IBDPs. These discrepancies were found in:

- Local IBDP funding levels
- The number of staff and students participating in the local IBDPs
- The number of schools participating in local IBDPs

While the implementation of RIF national's new computerized management information system will enable RIF national to maintain better records

regarding subcontractor IBDPs, the maintenance of accurate records regarding the operating characteristics of IBDPs would require implementation of procedures for both collecting more comprehensive and more accurate information about local subcontractors and for verifying program data provided by local subcontractors.

A major concern of subcontractors was payment to book suppliers. Perhaps the computerized management information system will speed up other RIF functions so this problem will be reduced. If not, planning on how to implement a more efficient payment system for book suppliers should be conducted at the national level.

The public information activities which have been undertaken by RIF national have resulted in a significant increase in the number of communities wishing to initiate IBDPs. A major stimulus for the development of new IBDPs is the availability of Federal matching funds. Until 1979 RIF matched local contributions 50-50. New provisions of the legislation allowed RIF to match local funds on a 75-25 basis. This increased level of Federal funding decreased the number of new projects which could be funded during the transition year, and in the future will restrict and possibly decrease the level of funding available to ongoing IBDPs. Thus, legislation which was intended to stimulate the development of new programs has limited the degree to which RIF national can promote new programs. There are, however, many other forms of support which can be provided by RIF national and which can effectively contribute to expansion of locally sponsored IBDPs. Among the major actions which can be taken by RIF national are:

- Programs of technical assistance to potential new IBDP operators.
- The development of materials such as "how to" guides and training materials which may be used by new (and existing) programs to aid local operators in identifying activities which may be used to promote parent involvement in local programs and to otherwise enhance the quality of book distribution activities.

One of the major assumptions underlying the RIF IBDP is that it will increase the student's reading motivation through book ownership and books in the home; however, the findings of this study suggest that the majority of the student participants in local RIF IBDPs already own many books (81.6% of parent respondents indicated that children own from 5 to more than 25 books). Given this finding there is some question as to the extent to which the distribution of three additional books will significantly change student reading motivation. Rather, it may be hypothesized that the RIF IBDP impact on student reading motivation may be found in the effectiveness of the activities developed for the book selection process and the degree to which enthusiasm for reading can be engendered by the process of RIF IBDP book distributions. This hypothesis is indicated by field observations which suggest that increases in student reading motivation appear to be correlated with projects which have strong leadership; active parental participation; active community volunteer participation; and well planned, well organized pre- and postdistribution activities. Further research into the impact of distributional activities on student reading attitudes appears to be warranted; this hypothesis, if supported, would provide further support for the recommendation presented above for the development of training materials which could be used by local RIF IBDP subcontractors in the planning and implementation of more effective programs.

TECHNICAL ASSISTANCE NEEDS OF RIF IBDP SUBCONTRACTORS

The RIF IBDPs examined in this study were each initiated and planned by local organizations with minimum knowledge of procedures and activities which had been used and found successful in other programs. At present, there exists no organized vehicle for the exchange of information regarding practices which may or may not be most viable and effective for most RIF IBDP subcontractors in alternative settings. The principal source of ideas and general assistance in program planning and implementation has come in the form of general program description pamphlets provided by RIF national and technical assistance provided by RIF national in response to specific inquiries. However, due to the limited research which has been conducted to date, RIF national does not generally have available the kind of detailed information needed to guide local program

planners in the design and implementation of programs likely to be responsive to the needs in their own settings. Moreover, RIF national has not had the capacity to provide in-depth assistance, particularly onsite, of the type needed to most effectively help local subcontractors design and implement effective programs. At present and because of the limited staff of RIF national, most technical assistance takes the form of responses to specific questions rather than providing the type of in-depth support needed to explore alternative strategies and plan effective programs for fund raising, recruiting volunteers, selecting and distributing books, etc.

An expansion of the technical assistance activities provided by RIF national is needed to:

- Support more effectively the development and expansion of existing programs
- Provide assistance to newly funded subcontractors
- Provide general assistance to community groups seeking to implement IBDPs but not receiving funds from RIF national
- Provide linkages between RIF IBDP and other reading motivation programs

An expansion of RIF national technical assistance programs should be approached through:

- The development of additional materials which can be provided to local subcontractors to help them with all phases of program planning, implementation, and operation.
- The development of a network for information exchange among local subcontractors and other organizations which have established book distribution programs.
- An increase in the number of RIF national staff persons available to provide technical assistance to local subcontractors.

In addition to these activities, consideration should be given to establishing a toll-free incoming telephone line to enable subcontractors to more easily access appropriate RIF national personnel for purposes of providing technical assistance.

This study was not sufficiently comprehensive to clearly identify all issues on which local subcontractors require technical assistance. While responses provided by subcontractors clearly establish the need for some form of technical assistance, the most effective form in which this assistance may be provided and the particular information which is most sought by local program operators is not definitively established. Therefore, it is recommended that RIF national undertake a study to identify the specific technical assistance needs of local program operators. This study should be undertaken as the basis for material development and as a basis for planning a formalized program of technical assistance to be provided by RIF national personnel, either through a telephone network or through an expanded program of onsite assistance to new and expanding local subcontractor programs.

APPENDIX A
ADVISORY PANEL MEMBERS

ADVISORY PANEL MEMBERS

Ms. Ruth Graves, Executive Director
Reading Is FUNdamental
L'Enfant 2500
Smithsonian Institution
Washington, DC 20560
(202) 381-6117

Dr. H. McIlvaine Parsons
Director
Institute for Behavioral Research
2429 Linden Lane
Silver Spring, Maryland 20910
(301) 585-3915

Dr. Ann Marie Haase
Associate Dean for Research
University of Arizona
4500 East Sunrise Drive, E-8
Tucson, Arizona 85717
(602) 626-1944

Dr. P. David Pearson
Professor of Reading Research
Center for Study of Reading
51 Gerty Drive
Urbana, Illinois 61820
(217) 333-7638

Ms. Mary McNulty
Staff Director
Association of American Publishers
School Division
One Park Avenue
New York, New York 10016
(212) 689-8920

Mr. Edward Rattner, Project Officer
U.S.O.E., Office of Evaluation,
Dissemination, and Evaluation
400 Maryland Avenue, SW
Washington, DC 20202
(202) 245-8380

Mr. Lawrence E. Molumby
Assistant Director
D.C. Public Library
901 G Street, NW
Washington, DC 20001
(202) 727-1134

Ms. Frances Sedney, Librarian
Hartford County Library
100 Pennsylvania Avenue
Bel Air, Maryland 21014

Ms. Helen O'Leary
Program Officer
U.S. Office of Education
400 Maryland Avenue, SW
Washington, DC 20202
(202) 245-8008

Ms. Eleanor Pourron
Arlington County Public Library
1015 Quincy Street
Arlington, Virginia 22201
(703) 527-4777

APPENDIX B
SURVEY QUESTIONNAIRES

B-1

359

GENERAL RESEARCH



Form Approved
 FEDAC No. S 44
 App. Ex.: Aug 80
 CORPORATION

7655 OLD SPRINGHOUSE ROAD
 WESTGATE RESEARCH PARK
 MCLEAN, VIRGINIA 22102
 (703) 893-5900

GRC-RIF-02

This study is authorized by law (20 USC 1226). While you are not required to respond, your cooperation is needed to make the results of this survey comprehensive, accurate, and timely.

0	2								
									1

GRADE IDNUM

1-10
 11-18

Instructions

I am going to ask you some questions. Tell me which one you like to do best. Check box below child's answer.

1. Would you rather read or play games?
 (1) (2) 19
2. Would you rather watch a story on T.V. or read a story in a book?
 (2) (1) 20
3. Do you take library books home? How often? Every week, once a month, or never?
 (3) (1) (2) 21
4. Would you rather draw a picture or read a story?
 (2) (1) 22
5. Do you like to read almost every day or just once in a while?
 (1) (2) 23
6. Would you rather get a book or a game as a present?
 (1) (2) 24
7. When you have a book, do you:
 (1) look at the pictures and read the story?
 (2) or only look at the pictures? 25
8. When you read do you pretend you are one of the people in the story?
 (1) Yes (2) No 26
9. Do you read because it's fun or only because you have to?
 (1) (2) 27

10. How often do you read at home? Everyday, Almost Everyday, or Never?

(1)

(2)

(3)

28

Instructions

Now I am going to ask you some questions about you. Please tell me if the answer is yes or no. Check box below child's answer.

	<u>YES</u> (1)	<u>NO</u> (2)	<u>NOT SURE</u> (3)	
11. Do you like school?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	29
12. Do you think you are a good reader?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	30
13. Do other people think you are a good reader?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	31
14. Do you have a favorite book?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	32
If yes, what is it about? _____				33=b1
15. Do you read your books?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	34
16. Do you have a special place to keep the books you have at home?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	35=b1 36

	Strongly Agree (1)	Agree (2)	Neutral (3)	Disagree (4)	Strongly Disagree (5)	
7. I almost never read library books.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	25
8. My friends like to read.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	26
9. The books I choose for myself are the most fun to read.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	27
10. I would rather see a story on TV than read it in a book.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	28
11. I read a library book every week.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	29
12. I enjoy choosing books for myself.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	30
13. I often find extra books or stories to read about something which interests me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	31
14. I put off doing things that I should do because I want to finish reading a story.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	32
15. I don't read when there is something else to do.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	33
16. I like to give books as gifts.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	34
17. I like to get books as gifts.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	35
18. I think I am a good reader.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	36
19. Others think I am a good reader.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	37
20. I feel comfortable when I read.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	38
21. I try to read books that are harder to read.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	39
22. My parents like to read.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	40
23. I like school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	41

Please answer the following questions according to directions given for each one.

24. What kinds of things do you prefer to read? (Check all that apply.)

School books

42

Pleasure books (fiction, sports, etc.)

43

24. (Cont.)

- Information books 44
- Newspapers 45
- Magazines 46
- Comic books 47
- Other _____ 48=blar
49

25. Which of the following materials do you read outside of school on a usual school day? (Check all that apply.)

- School books 50
- Pleasure books (fiction, sports, etc.) 51
- Information books 52
- Newspapers 53
- Magazines 54
- Comic books 55
- Other _____ 56=blar
57

26. How often outside of school on a usual school day do you read?

	<u>Not</u> <u>At All</u> (1)	<u>15-30</u> <u>Minutes</u> (2)	<u>1-2</u> <u>Hours</u> (3)	<u>More than</u> <u>2 Hours</u> (4)	
School books	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	58
Pleasure books (fiction, sports, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	59
Information books	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	60
Newspapers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	61
Magazines	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	62
Comic books	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	63
Other _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	64=blar 65

27. When you read a book and understand it, is this because:

- (1) you are smart
 - (2) you are lucky
 - (3) you tried hard
 - (4) it was easy
- 66

28. Does your family get a newspaper every day?

(1) Yes (2) No

67

29. Do your parents bring magazines and books home for all of you to read?

(1) Yes (2) No

68

30. Do you have a special place to keep your books at home?

(1) Yes (2) No

69

31. If you had the chance, would you want to get more books?

(1) Yes (2) No

70

If yes, how many do you want?

1-5

6-10

10-15

more than 15

(1)

(2)

(3)

(4)

71

	Strongly Agree (1)	Agree (2)	Neutral (3)	Disagree (4)	Strongly Disagree (5)	
7. I almost never read library books.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	25
8. My friends like to read.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
9. The books I choose for myself are the most fun to read.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	27
10. I would rather see a story on TV than read it in a book.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	28
11. I read a library book every week.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	29
12. I enjoy choosing books for myself.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	30
13. I often find extra books or stories to read about something which interests me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	31
14. I put off doing things that I should do because I want to finish reading a story.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	32
15. I don't read when there is something else to do.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	33
16. I like to give books as gifts.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	34
17. I like to get books as gifts.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	35
18. I think I am a good reader.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	36
19. Others think I am a good reader.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	37
20. I feel comfortable when I read.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	38
21. I try to read books that are harder to read.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	39
22. My parents like to read.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	40
23. I like school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	41

Please answer the following questions according to directions given for each one.

24. What kinds of things do you prefer to read? (Check all that apply.)

School books

Pleasure books (fiction, sports, etc.)

42

43

24. (Cont.)

- Information books 44
- Newspapers 45
- Magazines 46
- Comic books 47
- Reference books 48
- Other _____ 49

25. Which of the following materials do you read outside of school on a usual school day? (Check all that apply.)

- School books 50
- Pleasure books (fiction, sports, etc.) 51
- Information books 52
- Newspapers 53
- Magazines 54
- Comic books 55
- Reference books 56
- Other _____ 57

26. How often outside of school on a usual school day do you read?

	Not At All (1)	15-30 Minutes (2)	1-2 Hours (3)	More than 2 Hours (4)	
School books	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	58
Pleasure books (fiction, sports, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	59
Information books	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	60
Newspapers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	61
Magazines	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	62
Comic books	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	63
Reference books	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	64
Other _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	65

27. When you read a book and understand it, is this because:

- (1) you are smart
- (2) you are lucky
- (3) you tried hard
- (4) it was easy

28. Does your family get a newspaper every day?

(1) Yes (2) No

67

29. Do your parents bring magazines and books home for all of you to read?

(1) Yes (2) No

68

30. Do you have a special place to keep your books at home?

(1) Yes (2) No

69

31. If you had the chance, would you want to get more books?

(1) Yes (2) No

70

If yes, how many do you want?

(1) 1-5 (2) 6-10 (3) 10-15 (4) more than 15

71

GENERAL RESEARCH



Form Approved
FEDAC No. S 44
App. Ex.: Aug 80
CORPORATION

7655 OLD SPRINGHOUSE ROAD
WESTGATE RESEARCH PARK
MCLEAN, VIRGINIA 22102
(703) 893-5900

Dear Parent:

General Research Corporation is working with the U.S. Office of Education to conduct a study of the Reading Is FUNDamental (RIF) Inexpensive Book Distribution Program. You can help RIF develop the best possible program to serve you and your children by responding to this questionnaire.

There are no right or wrong answers. Some of the questions deal with your feelings. Others ask how you think your child feels. Please answer this only for the child identified below. When you have completed the questionnaire, please seal and return to your child's teacher.

If there is a question you really don't want to answer, skip it.

If you have any questions concerning this questionnaire, please contact Ms. Judith Shellnutt at:

General Research Corporation
7655 Old Springhouse Road
McLean, Virginia 22102
(703) 893-5900 ext. 270

Your help in this effort will be most appreciated.

SCHOOL _____

CHILD'S GRADE _____ CHILD'S SEX _____

HOME ADDRESS _____

This study is authorized by law (20 USC 1226). While you are not required to respond, your cooperation is needed to make the results of this survey comprehensive, accurate, and timely.

This study is authorized by law (20 USC 1226). While you are not required to respond, your cooperation is needed to make the results of the survey comprehensive, accurate, and timely.

GRC-RIF-08

018									
									1

GRADE IDNUM

Please read each statement or question carefully. Mark the box beside the answer that best reflects the way you feel. Some of the items on this questionnaire require that you select only one answer from several possible choices. For these items, place an X in the box beside the answer which best reflects the way you feel. Some items require that you check as many items as apply and are so noted. There are a small number of questions which require write-in answers. We encourage you to answer these items as completely and briefly as possible.

- 1. Does your child like to read?
 (1) Yes (2) No (9) Don't know 48
- 2. What kind of a reader do you think your child is?
 (1) Very good (2) Good (3) Fair (4) Poor
 (5) Very poor 49
- 3. My child usually reads because: (Check all that apply.)
 - He/she wants to 50
 - He/she has to in school 51
 - He/she has reading homework 52
 - Child has not yet learned to read 53
- 4. Outside of school on a usual school day does your child read any of the following? (Check all that apply.)
 - School books 54
 - Pleasure books (fiction, sports, ect.) 55
 - Biography and history books 56
 - Newspapers 57
 - Magazines 58
 - Comic books 59
 - Reference books 60
 - Other 61

371

5. Do you read to or discuss books with your child?

(1) Yes (2) No

62

6. Would you like your child to read more?

(1) Yes (3) Doesn't matter (2) No

63

7. How often does your child read the following outside of school on a usual school day. (Check all that apply.)

	<u>Not at all</u> (1)	<u>15-30 min.</u> (2)	<u>1-2 hrs.</u> (3)	<u>More than 2 hrs.</u> (4)	
School books	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	64
Pleasure books (fiction, sports, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	65
Biography and history books	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	66
Newspapers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	67
Magazines	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	68
Comic books	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	69
Reference books	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	70
Other _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	71

8. Which of the following does your child prefer to read? (Check all that apply.)

- School books
- Pleasure books (fiction, sports, etc.)
- Biography and history books
- Newspapers
- Magazines
- Comic books
- Reference books
- Other _____

72-
bla
87
88
89
90
91
92
93
94

9. Do you encourage your child to borrow books from the library?

(1) Most of the time (2) Rarely (3) Never

95

10. Compared to other school subjects, how important do you feel reading is for your child?

- (1) Reading is most important (2) Reading is equally important
 (3) Reading is less important

11. Is reading something you enjoy doing?

- (1) Yes (2) No (3) Sometimes

12. How often do you read the following on a typical week day? (Check all that apply.)

	Not at all (1)	15-30 min. (2)	1-2 hrs. (3)	More than 2 hrs. (4)
Text books	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pleasure books (fiction, sports, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Biography and history books	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Newspapers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Magazines	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reference books	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

13. Whether you enjoy reading or not, how important is reading in your daily life and work?

- (1) Very important (2) Important (3) Uncertain
 (4) Not very important (5) Unimportant

14. Do you buy newspapers and magazines for you and your child?

- (1) Yes (2) No

15. Does your child have a special place to keep his/her books?

- (1) Yes (2) No

16. Do you think it's important for your child to own books?

- (1) Yes (2) No

17. Does your child own any books?

- (1) Yes (2) No

17. (Cont.)
If yes, how many?
- (1) 5 or less (2) 6-10 (3) 11-25 (4) more than
25
18. Where does your child get the things he or she reads? (Check all that apply.)
- From parents 111
- From other family members 112
- From friends 113
- From school 114
- From the library 115
- From the book store 116
- From the grocery/drug store 117
- Other _____ 118
(please name)
19. Who chooses your child's books? (Check all that apply.)
- Parent 119
- Child 120
- School 121
- Other _____ 122
20. Have you heard of the "Reading Is FUNdamental" (RIF) program?
- (1) Yes (2) No 123
21. If yes, where have you heard of RIF? (Check all that apply.)
- From my child 124
- From TV 125
- From school 126
- Other _____ 127
22. Would you like your child's school or your community to have a RIF program?
- (1) Yes (2) No (9) Need more information 128

GENERAL RESEARCH



Form Approved
FEDAC No. S 44
App. Exp.: Aug 80
CORPORATION

7655 OLD SPRINGHOUSE ROAD
WESTGATE RESEARCH PARK
MCLEAN, VIRGINIA 22102
(703) 893-5900

This study is authorized by law (20 USC 1226).
While you are not required to respond, your
cooperation is needed to make the results of
this survey comprehensive, accurate, and timely.

GRC-RIF-14

1	4										
---	---	--	--	--	--	--	--	--	--	--	--

1-1

SUBCONTRACTOR REPRESENTATIVE INTERVIEW FORM

Agency Representative _____

Title _____

Agency _____

City/State _____

Interviewer _____

1. What motivated your group to undertake a RIF distribution program?

12

2. What criteria are used to select which children will participate in the program?

13

3. Describe the book distribution procedures of your program.

14

4. Do you have pre-distribution activities? If so, please describe.

15

5. Do you have post-distribution activities? If so, please describe.
-
-
-
- 16
6. When do you order books for distribution?
- (1) Books for all distributions are ordered at the start of the program.
- (2) Books are ordered before each distribution day, approximately weeks before RIF distribution.
- 17
- 18-19
7. What procedural steps do you follow in ordering books?
-
-
-
8. From which book suppliers do you order books? Total number of books
- | | | | |
|--|----------|--|-----------------|
| <input type="text"/> <input type="text"/> <input type="text"/> | 1. _____ | <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> | 20-22,
23-27 |
| <input type="text"/> <input type="text"/> <input type="text"/> | 2. _____ | <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> | 28-30,
31-35 |
| <input type="text"/> <input type="text"/> <input type="text"/> | 3. _____ | <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> | 36-38,
39-43 |
9. Did you select these publishers because of their provisions for:
- Variety in selection 44
- Percent of discount 45
- Clarity of procedures 46
- Timeliness of response 47
- Other assistance 48
10. How are local funds acquired to purchase RIF books at your facility?
-
-
- 49
- 11.a. Have publishers contributed to your program other than with the RIF books which you purchased?
- (1) Yes
- (2) No (Skip to 12)
- 50
11. How? _____
- 51

12. How are the members of your book selection committee selected?

52

13.a. How many volunteers, if any, participate in your program?

53

b. How are they recruited?

56

c. What roles have they assumed?

d. In what capacities have they been most useful?

14.a. Have community groups or business representatives been involved with RIF activities at your facility?

(1) Yes

(2) No (Skip to question 15)

57

b. In what ways?

58

15. Since your RIF program began, have parents:

a. Offered support to the distribution program?

(1) Yes

(2) No

59

377

15. (CONT.)

b. Become more involved in their children's reading programs?

(1) Yes

(2) No

60

16.a. Do you have a RIF loan program?

(1) Yes

(2) No (If no, skip to item 17.)

61

b. If yes, how are books made available to children?

c. How many children participate?

--	--	--	--	--

62-65

d. Who supervises the loan program? _____

66

e. What % of books are borrowed during a typical month?

--	--	--	--

67-69

f. What % of books are not returned during the year?

--	--	--	--

70-72

g. What benefits, if any, do you see in the loan program?

17. What, in your opinion, are the strengths of the overall RIF program?

18. What, in your opinion, are the problematic areas of the program?

19.a. Is it your impression that children read RIF books?

(1) Yes

(2) No

b. Why?

20. What were the five (5) most popular books at your distribution(s)?
(Titles)

1.

2.

3.

4.

5.

21. What were the five (5) least popular books? (Titles)

1.

2.

3.

4.

5.

22. What were the five (5) most popular types of books for each age level
at your distribution(s)?

	1-3	4-6	7-12
1.	<hr/>	<hr/>	<hr/>
2.	<hr/>	<hr/>	<hr/>
3.	<hr/>	<hr/>	<hr/>
4.	<hr/>	<hr/>	<hr/>
5.	<hr/>	<hr/>	<hr/>

23. How, if at all, would you change your distribution program to make it
more effective?

379

24. What suggestions, if any, do you have to improve coordination procedures between the local and national level?

25.a. Have you received any special assistance or guidance from the RIF national office?

(1) Yes

(2) No (Skip to question 26)

74

b. Was it: (1) On-site?

(2) By telephone?

75

(3) By mail?

c. Was it: (1) Very helpful:

(2) Helpful?

76

(3) Not helpful?

26.a. What, in your opinion, are the objectives of RIF?

b. What does it do for children?

c. How do your local RIF strategies and activities promote these objectives?

d. How do you know if you have achieved your objectives?

27. In addition to RIF, does your facility participate in any other reading motivation program?

(1) Yes (Specify) _____

(2) No

In any other gift book program?

(1) Yes (Specify) _____

(2) No

71

78

SUBCONTRACTOR DATA SHEET

Form Approved
FEDAC No. S 44
App. Exp.: Aug. 80

Please complete each of the following items with actual figures for the current project year. Use your best estimate if actual figures are not available.

Address: _____

(City) State Zip Code

Subcontractor: _____

Representative: _____

1. Beginning date of contract:

Month	Day	Year
12	13	14

 /

14	15	16
----	----	----

 /

16	17	18
----	----	----

Concluding date of contract:

18	19	20
----	----	----

 /

20	21	22
----	----	----

 /

22	23	24
----	----	----

2. Please provide the total number of programs at each location and a breakdown by the period of operation.

Location	Total Number Programs	Year Round Operation	School Year Only Operation	Summer Only Operation								
Schools	<table border="0"><tr><td>24</td><td>28</td></tr></table>	24	28	<table border="0"><tr><td>27</td><td>28</td></tr></table>	27	28	<table border="0"><tr><td>30</td><td>32</td></tr></table>	30	32	<table border="0"><tr><td>33</td><td>35</td></tr></table>	33	35
24	28											
27	28											
30	32											
33	35											
Libraries	<table border="0"><tr><td>34</td><td>38</td></tr></table>	34	38	<table border="0"><tr><td>39</td><td>41</td></tr></table>	39	41	<table border="0"><tr><td>42</td><td>44</td></tr></table>	42	44	<table border="0"><tr><td>45</td><td>47</td></tr></table>	45	47
34	38											
39	41											
42	44											
45	47											
Recreation Centers	<table border="0"><tr><td>48</td><td>50</td></tr></table>	48	50	<table border="0"><tr><td>51</td><td>53</td></tr></table>	51	53	<table border="0"><tr><td>54</td><td>58</td></tr></table>	54	58	<table border="0"><tr><td>57</td><td>59</td></tr></table>	57	59
48	50											
51	53											
54	58											
57	59											
Day Care Centers	<table border="0"><tr><td>60</td><td>62</td></tr></table>	60	62	<table border="0"><tr><td>63</td><td>68</td></tr></table>	63	68	<table border="0"><tr><td>66</td><td>68</td></tr></table>	66	68	<table border="0"><tr><td>69</td><td>71</td></tr></table>	69	71
60	62											
63	68											
66	68											
69	71											
Community Centers	<table border="0"><tr><td>72</td><td>74</td></tr></table>	72	74	<table border="0"><tr><td>75</td><td>77</td></tr></table>	75	77	<table border="0"><tr><td>78</td><td>80</td></tr></table>	78	80	<table border="0"><tr><td>81</td><td>83</td></tr></table>	81	83
72	74											
75	77											
78	80											
81	83											
Other	<table border="0"><tr><td>84</td><td>86</td></tr></table>	84	86	<table border="0"><tr><td>87</td><td>89</td></tr></table>	87	89	<table border="0"><tr><td>90</td><td>92</td></tr></table>	90	92	<table border="0"><tr><td>93</td><td>96</td></tr></table>	93	96
84	86											
87	89											
90	92											
93	96											

3. Please provide the number of weeks between distributions for the appropriate periods of operation.

Year Round:

34	37
----	----

 School Year:

98	99
----	----

 Summer:

100	101
-----	-----

4. Total number of children served:

102	107
-----	-----

5. Race/ethnic distribution of children served (%):

American Indian or Alaskan Native

108	110
-----	-----

Asian or Pacific Islander

111	113
-----	-----

Black, Non-Hispanic

114	116
-----	-----

Hispanic

117	119
-----	-----

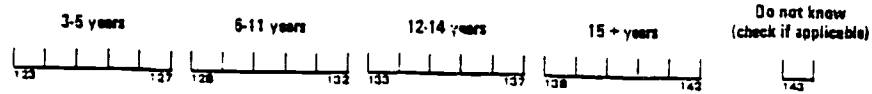
White, Non-Hispanic

120	122
-----	-----

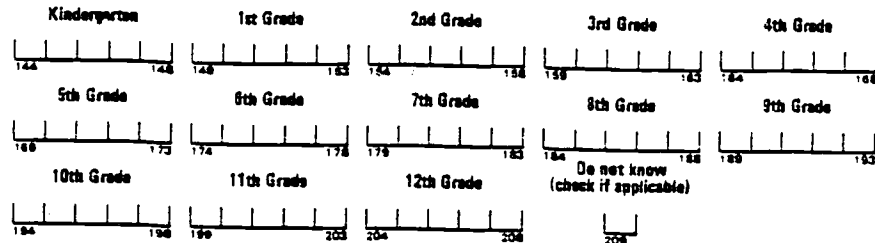
(Over)

BEST COPY AVAILABLE

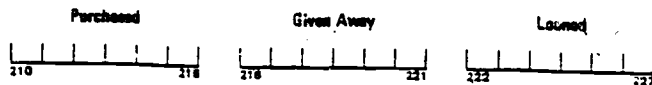
6. a. Age Distribution of Children Served:



b. Number of Children Served by Grade:



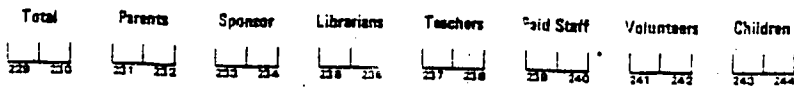
7. Please provide the actual number of books:



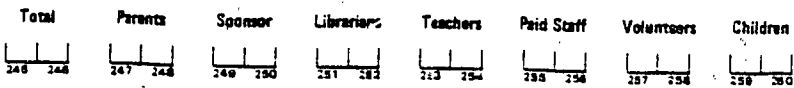
8. a. Type of Book Selection Committee used (check one)

(1) Central (2) Various

b. Number of Members of Book Selection Committee (Total and by type):

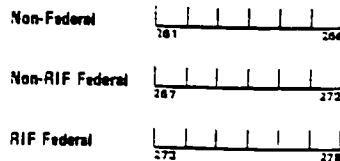


9. Number of Planning and Operation Committee Members (Total and by type):

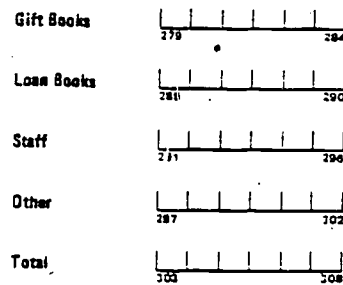


10. Project Budget

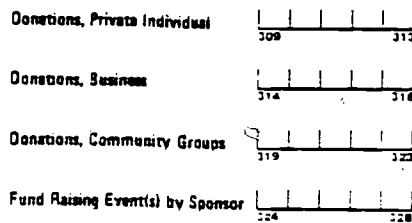
a. Income (dollars)



b. Expenditures (dollars)



c. Non-Federal Income Source (dollars)



BEST COPY

3021-79

Teacher: _____

Teacher: _____

GRC-RIF-19

No. of Students Surveyed: _____

1 9

Form Approved
FEDAC No. S 44
App. Exp.: Aug. 80



STUDENT INFORMATION CHECKLIST

Please complete the following information for each student in your class using the codes provided. The ID number (IDNUM) below should correspond with the IDNUM on the questionnaire given to each student. After the form is complete, the students' names will be detached and filed at the school for use in the second data collection in the spring. In determining reading level, please use your best judgment in comparing the students to the grade level norm.

Student Name	Grade		Data Collection Date		Date of Birth			Sex	Race/Ethnic	Eligible for Free or Reduced Price Lunch	Reading Level
	13-14	15-17	18	19	20	21-22	23-24	25	26	27	28
1. _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18. _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19. _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20. _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21. _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22. _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23. _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24. _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
25. _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
26. _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
27. _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
28. _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

027-79