

# D.C. Reads

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## V(A). Planned Program (Summary)

### 1. Name of the Planned Program

D.C. Reads

## V(B). Program Knowledge Area(s)

### 1. Program Knowledge Areas and Percentage

KA Code	Knowledge Area	%1862 Extension	%1890 Extension	%1862 Research	%1890 Research
806	Youth Development	100%		100%	
<b>Total</b>		100%		100%	

## V(C). Planned Program (Inputs)

### 1. Actual amount of professional FTE/SYs expended this Program

Year: 2008	Extension		Research	
	1862	1890	1862	1890
<b>Plan</b>	3.5	0.0	0.0	0.0
<b>Actual</b>	1.8	0.0	0.0	0.0

### 2. Actual dollars expended in this Program (includes Carryover Funds from previous years)

Extension		Research	
Smith-Lever 3b & 3c 39169	1890 Extension	Hatch	Evans-Allen
	0	0	0
1862 Matching 39169	1890 Matching	1862 Matching	1890 Matching
	0	0	0
1862 All Other 31533	1890 All Other	1862 All Other	1890 All Other
	0	0	0

## V(D). Planned Program (Activity)

### 1. Brief description of the Activity

- DC Reads tutors (primarily college students) are hired and trained to work with youth identified through testing as being in need of assistance to read and comprehend reading material better.
- Youth are tested to determine potential reading problems.
- Tutors travel to assigned schools or after-school programs Monday through Friday to work with assigned students in a variety of interactive and fun activities designed to improve reading skills.
- Structured and repetitive training processes help to ensure individual success no matter at what level the students enter the program.
- Students are retested to determine how much their reading skills have improved.

**2. Brief description of the target audience**

- youth•adults•senior citizens•military personnel•all residents of the District of Columbia

**V(E). Planned Program (Outputs)**

**1. Standard output measures**

**Target for the number of persons (contacts) reached through direct and indirect contact methods**

	<b>Direct Contacts Adults</b>	<b>Indirect Contacts Adults</b>	<b>Direct Contacts Youth</b>	<b>Indirect Contacts Youth</b>
<b>Year</b>	<b>Target</b>	<b>Target</b>	<b>Target</b>	<b>Target</b>
<b>Plan</b>	30	0	500	0
2008	40	0	226	5000

**2. Number of Patent Applications Submitted (Standard Research Output)**

**Patent Applications Submitted**

<b>Year</b>	<b>Target</b>
<b>Plan:</b>	0
2008:	0

**Patents listed**

**3. Publications (Standard General Output Measure)**

**Number of Peer Reviewed Publications**

	<b>Extension</b>	<b>Research</b>	<b>Total</b>
<b>Plan</b>	0	0	
2008	0	0	0

**V(F). State Defined Outputs**

**Output Target**

**Output #1**

**Output Measure**

DC Reads tutors (primarily college students) are hired and trained to work with youth identified through testing as being in need of assistance to read and comprehend reading material better. Youth are tested to determine potential reading problems. Tutors travel to assigned schools or after-school programs Monday through Friday to work with assigned students in a variety of interactive and fun activities designed to improve reading skills.

<b>Year</b>	<b>Target</b>	<b>Actual</b>
2008	4000	0

**V(G). State Defined Outcomes**

<b>O No.</b>	<b>Outcome Name</b>
1	Number of participants having greater success in school.
2	Percentage of increase in participation of students in the DC Reads Program.
3	Percentage of students who increased their reading skills.

**1. Outcome Measures**

*Not reporting on this Outcome for this Annual Report*

**2. Associated Institution Types**

**3a. Outcome Type:**

**3b. Quantitative Outcome**

Year	Quantitative Target	Actual
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**3c. Qualitative Outcome or Impact Statement**

**Issue (Who cares and Why)**

**What has been done**

**Results**

**4. Associated Knowledge Areas**

KA Code	Knowledge Area
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**V(H). Planned Program (External Factors)**

**External factors which affected outcomes**

Appropriations changes

Government Regulations

**Brief Explanation**

The new Chancellor of the District of Columbia public schools, Chancellor Rhee, completed a review of each school and learned that some schools had more than twenty outside programs. Not all of the programs served the children in the way that they wanted them to be served. So this school year, each program had to complete a vetting process and be approved to be a part of the after school program. We were approved.

**V(I). Planned Program (Evaluation Studies and Data Collection)**

**1. Evaluation Studies Planned**

Before-After (before and after program)

**Evaluation Results**

The Slossan Examination is implemented as a pre and post test for the children in the 4-H DC Reads Program.

This tool allows us to see where the child is before we implement our program activities. The Slossan is also used as a post testing tool. Site coordinators and parents are surveyed to gain their perspective the programs progress. When warranted Program procedures are policies are put in place to improve program delivery.

**Key Items of Evaluation**

We also used surveys for adult participants. We do not tutor adults but the tutors that work with us completed evaluations as do the teachers and parents. Our tutors are primarily college students.