

Maine Family Literacy Initiative

Guidance for Reporting

Reporting Periods

Mid-year reports reflect your program operations from July 1-December 30

Final report reflects your program operations for the entire year (July 1-June 30)

Section I: Attendance

A= the number of participants in each row (parents, children and families) you said you would serve in your grant application.

B= the number of participants you served in the reporting period. For the final report, report those participants served from January 1-June 30 only in this column.

C would be left blank for the first reporting period. In the final report, the number entered would reflect the new families enrolled since the beginning of that report period (January 1)

D = the number served throughout the program year.

Section II: Success Stories

In this section, tell us some of the success stories of your participants. If a parent has earned a GED or High School Diploma, gotten a job, or has enrolled in college, or spoken publically about the need for continued programming, please tell us. If a day-school or Head Start teacher reports that a child is more engaged in school, more interested in books, is better behaved, please tell us. If an infant or toddler is making unusual progress developmentally, please tell us (and tell us why you think it is happening!)

Section III: Progress Report

Complete a separate page for each objective in your application. You can use the format shown, or develop your own, as long as the information is the same. Two examples have been given as a guide, but be sure to use your own information.

Column A = Objectives and strategies for achieving the objective from your grant application.

Column B = Activities that you have used to implement the strategies.

Column C = Outcomes are those things that have happened as a result of the activities. This is where you would tell us what % of families has been pre-post-tested; the number of parents who improved their literacy (*for example, 25% of parents (5) increased one level on TABE*); how many children have demonstrated an increase in their pre-post-testing or are functioning in a developmentally appropriate age range (*for example, 60% of the participating children showed a gain of one level as indicated on the Peabody Picture Vocabulary Test*). You might also report on attendance at play groups or parent

participation in school conferences, or number of visits to libraries. Look to your grant application to see what outcomes you proposed and report on those and any others that seem appropriate (*for example, 40% of parents (7) read with their child for at least 10 minutes per day as reported in the Parent Logs*). Multiple outcomes for each objective are acceptable/encouraged.

Column D = What lessons have you learned about operating a family literacy program that might help other coordinators? Is there a recruitment strategy that did not work? Were parents unable to come to your center-based program because of transportation? What did you change to be more effective?

Column E = Tell us about promising practices that you have identified that are replicable by other communities. Was there an incentive program that was particularly effective for retention? Were you able to use volunteers to meet some of your goals? Think about what helped your program succeed and share your wisdom with us.

Section IV: Program Costs

This page is where you report on your expenditures. Reading from left to right, the first two columns should reflect what you proposed in your grant application. The third column is what you have spent to date in MEFLI funds and will be compared to the first column to see if you are on target with your proposal. The fourth column is to report local dollars or in-kind contributions and will be compared to what you projected in the second column.

Section V: Budget Adjustment

If you find that you need to move some funds around to meet the needs of your program, you must request permission to do so only if the amount to be shifted is more than 10% of that line. For example, if you have budgeted \$2500 for travel and find that you will not be using \$500 (20% of \$2500) for travel, but would like to add the money to the personnel line, you must request permission from the MEFLI Director.

Using the example above, the first column would show your total budget from your application (in travel it would reflect \$2,500), the second column would reflect a \$500 increase in the personnel line and the third column would reflect a \$500 decrease in the travel line. (Columns 2 and 3 will always be equal because what you increase in one budget line, you must decrease somewhere else). The amended budget would show the personnel line increased by \$500 and the travel line decreased by \$500 from the original budget. The amended budget, once signed by the superintendent or executive director and approved by the MEFLI Director, becomes your new budget for future reporting.

You need to justify why you are moving those funds around. If you are moving funds to “other”, please indicate what they will be used for.

And finally, please share any comments or concerns with us.

Questions? Please call or e-mail Becky Dyer (207-441-9965 or becky@mainefamilyliteracy.com)