

Maine Family Literacy Initiative

2011-2012 Local Data Report

*DUE: July 31, 2012 to Becky Dyer, MEFLI Director. Please send one paper copy to
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www.mainefamilyliteracy.com

Program Name:

Partnerships

Submit a copy of the most updated version of the memorandum of understanding between the partners.

Enrollment

Maine Family Literacy Initiative (MEFLI) Families Participating During the Year

In the table below, provide the number of participants for each of the groups listed below. The following terms apply:

- “Participating” means enrolled and participating in all required core services.
- “Through age 20” means teen parents who are 20 years, 11 months and 30 days.
- “Through age 2” means children who are 2 years, 11 months and 30 days.
- “Through age 5” means children who are 5 years, 11 months and 30 days
- “Through age 8” means children who are 8 years, 11 months and 30 days

Table 1

	# of Participants
1. Families participating	
2. Adult participating (including Limited English Proficient (LEP) and teen parents)	
3. Adults participating who are LEP	
4. Teen Parents (age 15- through age 20)	
• Number of teen parents also included in LEP	
5. Children participating	
a. Infants and toddlers (birth through 2 years)	
b. Preschool age (age 3 through 5)	
c. School age (age 6 through 8)	

Characteristics of Enrolled Families at the Time of Enrollment

In the table below, provide the number of families at the time of enrollment for each of the groups listed below.

Table 2

	#
1. Number of enrolled families at or below the federal poverty level	
2. Number of enrolled adult participants without a high school diploma or GED at the time of enrollment	
3. Number of enrolled adult participants who have not gone beyond the 9 th grade	
4. Number of enrolled adults who have a high school diploma or GED, but read or compute at less than an 11 th grade level	

Retention of Families

In the table below, provide the number of families who are enrolled. For families who have exited, count the time between the family's start date and exit date. For families still participating, count the time between the family's start date and the end of the reporting year (June 30, 2012). **Report each family only once in lines 1-4.**

Table 3

Time in Program	# of Families
1. Number of families participating 3 months or less	
2. Number of families participating more than 3 months and fewer than 6 months	
3. Number of families participating more than 6 months and fewer than 12 months	
4. Number of families participating 12 months	
5. Total families participating	

Adult Education

Component Definition: Adult Education provides the information and instruction necessary to improve the ability to read, and speak in English, and compute and solve problems at levels of proficiency needed to fulfill responsibilities as parent/family member, citizen/community member, and worker.

Adults Showing Learning Gains on Measures of Reading

In the table below, provide the number of adults who showed learning gains on measures of reading. To be counted under “pre- and post-test”, an individual must have completed **both** the pre- and post-tests. Do not include Limited English Proficient adults. Include teen parents.

Table 4

	# Pre- and Post-Tested	# Who Showed Gain	Explanation (if applicable)
TABE			
CASAS			
OTHER (Please Identify)			

Limited English Proficient (LEP) Adults Showing Learning Gains on Measures of Reading

In the table below, provide the number of LEP adults who showed learning gains on measures of reading. Include Teen Parents.

Table 5

	# Pre- and Post-Tested	# Who Showed Gain	Explanation (if applicable)
TABE			
CASAS			

OTHER (Please Identify)			
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Adults Earning a High School Diploma or GED

In the table below, provide the number of adults who earned a high school diploma or GED. Include Teen and LEP Parents.

Table 6

Adults	# In Cohort	# Who Earned Credential	Explanation (if applicable)
Diploma			
GED			
Other (Please Identify)			

Adults Meeting Goals

In the table below, provide the number of adults who met other goals. This can be determined by student self-report. Include Teen Parents

Table 7

Adults	# In Cohort	# Who Met Goal	Explanation (if applicable)
Post- Secondary Enrollment			
Got a Job			
Retained a Job			
Other (Please identify)			

Children’s (Early Childhood) Education

Component Definition: Children’s education promotes young children’s growth and development. Ideally, the children’s education component uses a curriculum that focuses on the whole child and emphasizes the development of literacy.

Children Ages Birth to 2 Who Are Meeting Developmental Milestones by Observational Screening Measures

Table 8

	# Age-Eligible	# Screened	Gain	Explanation (if applicable)
ASQ				
Other (Please identify)				

Children Ages 3-5 Who Are Achieving Gains on Measures of Language Development

In the table below, provide the number of children who are achieving learning gains on measures of language development.

“Assessed” includes the number of age-eligible children who took both a pre- and post-assessment with at least 6 months of services in between.

“Exempted” includes the number of children exempted from assessment due to a severe disability or inability to understand the directions in English.

Table 9

	# Age-Eligible	# Tested	Gain	# Exempted	Explanation (if applicable)
PPVT-III					
Other (please identify)					

The Average Number of Upper Case Letters Children Can Identify at Age 5

In the table below, provide the average number of letters children can identify as measured by the PALS Pre-K Upper Case Letter Naming Subtask or similar assessment.

Table 10

Name of Assessment	# Age-Eligible	# Tested	Average Number of Letters	Explanation (if applicable)

School-Aged Children Reading on Grade Level

In the table below, provide the number of school-age children who read on grade level. Please indicate the source(s) of the data and the assessment used in the “Explanation” field.

Table 11

Grade	# In Cohort	# Who Met Goal	Explanation (include source of data and assessment used)
K			
1			
2			
3			

Parent Education and Support

Component Definition: Parenting Education provides information for parents regarding developmental milestones and how to be a partner their child’s education.

Provide the number of parents who met parenting goals such as those listed below:

Table 12

	# Who Met Goal	Explanation (if applicable)
Participates in parenting education		
Talks with and reads to his/her children		
Encourages the expression of ideas by his/her children		

Can identify books, toys, and activities that are developmentally appropriate for his/her child		
Has increased awareness of school expectations		
Communicates appropriately with school personnel		
Advocates for their child appropriately		
Attends parent teacher conferences		
Takes child to the library		
Other (Please identify)		

Interactive Literacy (ILA, PACT)

Component Definition: Interactive Literacy Activities are opportunities for parents and their children to work together to promote literacy and language development.

Table 13

	# Who Met Goal	Explanation
Families participate in monthly ILA		
Parents use strategies discussed		
Parents focus on child's interest		
Parent can identify developmental milestones		
Parents replicate monthly activities in their homes		
Other (Please identify)		
Other (Please identify)		