

Maine Family Literacy Initiative 2009-2010 Report

I. Attendance Figures

	A. Proposed Number of Participants	B. Number Served in this Report Period	C. Increase/Decrease from Prior Report	D. Number Served Since Program Inception
Parents/Caregivers				
Children				
Families				

II. Success Stories

On a separate page, tell us of any stories that document the personal success of program participants or program success stories. These stories can often illustrate a program's effectiveness more eloquently than standardized measures (e.g., a mother earns a GED or diploma as a result of the program; a parent gets a job as a result of the program; a parent gets accepted into college as a result of participating in the program; a mother reads to her child for the first time; a child suddenly becomes interested in hearing stories; a teacher reports that a child is performing better in school; the program has taken on a new partner or has been visited by dignitaries, or a program has secured continuation funding).

Please also submit copies of newspaper articles or any other press coverage you have received.

III. Progress Report (photocopy extra pages as needed)

Report on each objective in your grant application. Below are two examples for you to follow. Use additional pages as necessary.

A. Project Objectives/ Strategies from Grant	B. Activities undertaken to meet objective	C. Outcomes	D. Lessons Learned	E. Promising Practices
<p><i>Objective: 50% of parents who attend for at least 75 hours will improve reading skills by 5 points on the CASAS or 1 grade level on the TABE.</i></p> <p><i>Strategies:</i> <i>Adult Basic Education classes are held two mornings a week for three hours each.</i></p> <p><i>Individual tutoring will be available for six hours a week through Literacy Volunteers for those parents who cannot attend classes.</i></p> <p><i>Laptops with self-directing reading tutorials are available for loan to parents who have difficulty attending due to health or transportation problems.</i></p>	<ol style="list-style-type: none"> <i>1. Teachers are hired, class schedules are set and tutors are recruited and trained.</i> <i>2. Intake and pre-assessments are completed within 6 hours of enrollment.</i> <i>3. Participation contracts are signed with parents and goals are established.</i> <i>4. Curriculum is evaluated to ensure that it is addressing the issues of the learner.</i> <i>5. Post-assessments are completed after 75 hours of instruction or prior to leaving the program.</i> 	<p><i>100% of parents complete intake and pre-assessments within 6 hours.</i></p> <p><i>100% of parents sign participation agreements and develop goals.</i></p> <p><i>70% of parents complete post assessments.</i></p> <p><i>60% of parents improve scores on assessments by 5 point or 1 grade level.</i></p>	<p><i>Transportation is more of an issue among teen parents than among older parents.</i></p> <p><i>It was difficult for staff to monitor use of laptops that are left in the home. A means of monitoring use needs to be developed before future use.</i></p>	<p><i>Use of Literacy Volunteers to support and expand classroom instruction works well.</i></p> <p><i>The individual relationships between learner and volunteer helped with retention in classes each week.</i></p>

B. Project Objectives/ Strategies from Grant	B. Activities undertaken to meet objective	C. Outcomes	D. Lessons Learned	E. Promising Practices
<p><i>Objective. 100% of families will actively participate in interactive literacy activities on a regular basis</i></p> <p><i>Provide weekly Play Groups for parents and children</i></p> <p><i>Provide monthly community-based activities for parents and children.</i></p> <p><i>Plan visit to local library for tour and to sign up for library cards.</i></p>	<p>6. <i>Held focus group with parents to determine what they would like to see offered.</i></p> <p>7. <i>Enlisted help of parent volunteers to plan activities.</i></p> <p>8. <i>Developed calendar of activities for parents</i></p> <p>9. <i>Developed mechanism for collecting attendance data</i></p>	<p><i>75% of families are participating in play groups</i></p> <p><i>50% of families attending tour of library.</i></p> <p><i>10 parents report reading to their children every night</i></p> <p><i>3 parents report going to library on their own with child</i></p>	<p><i>Expecting teen parents to participate in morning play groups was unrealistic for our program.</i></p> <p><i>Solution: Moved play group to afternoon following adult literacy classes.</i></p>	<p><i>Opening up play groups to families not enrolled in family literacy allowed FL parents to observe other parents interacting with their children. These observations were discussed during parenting sessions.</i></p>

IV. Program Costs

Indicate by category the amount budgeted in your original application and the amount expended to date for your program.

Category	Amount of MEFLI Funds Requested in Grant Application	Amount of Local Funds or In-Kind Projected	Amount of MEFLI Funds Spent to Date	Amount of Local Funds or In-kind Spent to Date
Personnel				
Fringe				
Contractual Services				
Equipment				
Supplies				
Instructional Materials				
Other				
Total				

V. Budget Adjustment Form

Name of Program

Community

Categories	Approved Budget	Proposed Increase	Proposed Decrease	Amended Budget
a. Personnel				
b. Fringe Benefits				
c. Travel				
d. Equipment				
e. Supplies				
f. Contractual				
g. Other				
h. TOTAL BUDGET COSTS				

Mail to:
Rebecca Dyer, MEFLI Director
4829 Tara View Road
Leesburg, FL 34748

SUBMITTED BY: _____
Signature of Superintendent of Schools or
Authorized Fiscal Agent

DATE: _____

APPROVED BY: _____
MEFLI Director

DATE: _____

JUSTIFICATION OF BUDGET CHANGE:

Comments from the Director or Coordinator: