

ATTACHMENT 1: COVER SHEET**Applicant Information:**

Applicant Name:	Literacy in the Community (LitCom)
Applicant Address Including city, state, zip code	1122 E. Pike #1413 Seattle WA, 98122
Web address, if applicable	www.freeliteracy.net

Primary Contact Information:

Contact Person	William D. Jackson		
Title	President/Coordinator		
Mailing Address Including city, state, zip code	1122 East Pike #1413 Seattle, WA 98122		
Day/Work Phone	(206) 295-3695	Email address	operations@freeliteracy.net

Secondary Contact Information:

Contact Person	Karis L. Jackson		
Title	VP Operations		
Mailing Address Including city, state, zip code <i>(if different from Primary Contact)</i>	SAME		
Day/Work Phone	(206) 295-3695	Email address	operations@freeliteracy.net

Signature Block:

Signed: William D. Jackson	Date: 8/19/2013
Legal status: LitCom is a Washington State Limited Liability Company	

ATTACHMENT 2: RFQ

Section A: Program Overview: Literacy in the Community (LitCom) is a National Provider of Expanded/Extended Learning based in Seattle, WA since 2006. LitCom's goal is the permanent eradication of the academic achievement/opportunity gap. LitCom closes the gap by tracking daily progress to inform daily instruction. Changes are made daily based on student progress. LitCom has provided expanded/extended learning services, in reading, math, language arts, science, English as a second language and technology, to one thousand plus students. LitCom strives to support all languages/backgrounds. LitCom also provides affordable personalized tutoring for students and families not able to participate in sponsored or subsidized programs. LitCom Site Coordinators/Tutors are largely Certified Teachers from the target schools. LitCom also uses college graduates and college students. LitCom tutors are content-based, including dual language. Tutoring occurs in schools, labs, classrooms (push-in or pull-out), libraries, homes, community centers, churches, and over the internet. Educators and parents decide when and where the tutoring occurs. LitCom believes a child should be able to walk to tutoring in their community. An Individual Education Plan (IEP) is developed for all LitCom students that include MAP and MSP scores where appropriate, pre-test, formative progress quizzes and post-test. Seattle Schools/sites served are not limited to: Elementary Schools; MLK Jr., Thurgood Marshall, Dearbone Park, Hawthorne, Dunlap. Middle Schools; Madrona K-8, African American Academy/Van Asselt K-8. Aki Kurose, South Shore K-8, Seattle World School (Bilingual Orientation Center) High Schools; South Lake, Franklin, Garfield, Cleveland and Rainier Beach.

Section B: Key People:

1st Project Lead: Curriculum, Instruction and Human Resources Leadership: **Karen N. Jackson Ed.D.** Educational Leadership, Seattle University. Dr. Jackson is a 30+ year Certified Teacher, Head Teacher, Principal Certified, Principal Intern, one half year Principal Designee and published author of the Common Core Standards-based "Like That" series of readers. Dr. Jackson supports the program, after school, daily.

Duties are not limited to: Providing leadership in Curriculum, Instruction and Human Resources: Curriculum Leadership: Select curriculum and assessment tools. Develop procedures with the district/schools to gain access to school-based data such as The Source, MAP and MSP data. Instructional Leadership: Developed Operations Manual for Teacher and Tutor Staff Development/Training. Advise tutors on challenging academic content or teaching (pedagogy) issues. Human Resources Leadership. Develop Teacher/Tutor screening methodologies. Interview and make final hiring recommendations for all Teachers/Tutors. Confer on Teacher/Tutor and Student assignments. Have also managed and or tutored at many LitCom tutoring sites which have served over 1,000 students in 100 or more school/site locations.

2nd Project Lead: Technology, daily administration and contract compliance: **William D. Jackson**, President of LitCom since 2006 inception. Masters Degree in Speech

Communications Bowling University. Technology training with IBM, Harvard University Faculty Club, MIT (Strategic Technology Seminars) and former Technology Teacher (Intro to Technology, Microsoft Word, Excel and Access Data base management system) Seattle Community College. William Jackson supports the program 7:30AM to 8:00PM five days a week and some Saturdays, as the main point of contact. Mr. Jackson often spends time speaking and listening to parents in the evening about student progress.

Duties are not limited to: Providing leadership in managing technology infrastructure to support daily data collection and daily reporting. Making sure student daily progress reports are received and complete. Relaying research-based best practice interventions to tutors, where needed and conferring on even more challenging academic problems with Dr. Jackson for solutions. Preparing required student progress reports for distribution to teacher, parents/guardians, schools, school districts and or government agencies such as city, county, state or federal government stakeholders. Initial Teacher/Tutor applicant paper screening and payroll support. Have also managed and or tutored at many LitCom tutoring sites which have served over 1,000 students in 50 or more site locations.

Certified Teacher/Site Coordinators: Teacher experience range from 1 to 30+ years of Certified Teaching experience: Diane Shadwick Reading Specialist, Jasmine B. Young Masters of Teaching Mathematics, Wendy Myers Special Education, Latasha Robinson, Jennifer Hanselman, Michelle Duhan, Dorothy Eikanger, Brian Hinkle, Ashley Lyski, Patrick White and more depending on the season and availability. Teachers and tutors are referred to sites, as assignments are available.

Duties: Most Site Coordinators (SC) are Certified Teachers hired from the schools we serve. Site Coordinators provide leadership and ensure locations and students are ready for instruction. Manage paperwork, snacks, clean up and facilitate communications with principals, teachers, parents and students. Depending on the number of students at the location, Site Coordinators may also tutor and help other tutors.

Tutors: Many Certified Teachers also act solely as tutors. Other tutors are college students majoring/minor in Education, Mathematics, English, Languages, Engineering, Sciences, Technology, Biochemistry, Counseling, Spanish, Chinese and Norwegian. During the school year the numbers of tutors increase to between 20 and 40 on demand. We maintain a database of more than 100 tutors. A few current college student/summer tutors working with High School students including those in foster care are: Anna Martinez, Henry Zhao, Stephanie Velasco, Charity Broyles, and Karen Demasters. Tutors work, as assignments are available and fit their schedules.

Karis L. Jackson, Vice President of Operations, NYU Graduate 2006 in Cultural Studies Social Sciences. Ms. Jackson won the prestigious American Chemical Scholarship Award. Ms. Jackson is also a Girl Scout Gold award winner, Desmond Tutu Emerging Leader and a product of Seattle Public Schools from Kindergarten through honors graduation from

Garfield High School.

Duties are not limited to: Leadership in advertising for all staff, managing Human Resources, coordinating tutoring, data administration (collecting all data and synthesizing for operations and reporting using Microsoft Excel, Word Tables, Workbooks, and proprietary database and graphic tools), website development/maintenance and bookkeeping to report to CPA. Karis has worked 40 hours a week for 4 years and slows down when demand is less.

Education Policy Consultant: Sonja Hampton Ed.D. Education Administration. Dr Hampton is a retired Seattle Schools Principal and retired Deputy Director of Puget Sound ESD.

Duties: Dr. Hampton consults on education law and policy to support LitCom’s superior compliance. Dr Hampton is experienced in all aspects of K-12 education. Dr. Hampton is available on call depending on her schedule.

Certified Public Account: George Steward CPA: Duties include strategic and tax planning.

Section C: Previous Experience Improving Student Outcomes:

1. **Whom Served:** LitCom focus students match the Levy goals perfectly. LitCom primarily serves low-income students, students in poverty, homeless students, students of color, English language learners (including but not limited to Spanish, Somali and Vietnamese), Native Americans, immigrants, special education, migrant and foster students. Students range from Kindergarten through 12th grade. LitCom has served students in schools all over the Seattle District from Northgate Elementary to West Seattle; Chief Sealth and West Seattle Elementary to south-end schools; Rainier Beach, South Lake and Dunlap Elementary. Many families are single parent households. 95% of families served are below district poverty guidelines.

LitCom students share all of the Levy risk factors as follows:

• Failure to meet grade-level standards on state assessments	The majority of LitCom students have started below standards assessment on the State MSP.
• Failure to make typical growth on Measures of Academic Progress (MAP)	All LitCom, school assigned, students start with below typical MAP scores for their grade
• Failure to make gains on the state English proficiency test	Many English language learners are serviced before and after failing to make gains on the English proficiency test.
• Failure to pass state End-of-Course exams	Many end-of-year and summer students had failed these exams prior to LitCom intervention.
• Scoring at a Level 1 or 2 on the annual Washington English Language Proficiency Assessment or Placement Exam (WELPA)	Scoring 1 or 2 on the WELPA has been a mandatory requirement for ESL student placement with LitCom.
• Failure to pass one or more core course(s) in	The majority of LitCom students had

middle and high school	struggled passing core course(s) in middle/high school.
<ul style="list-style-type: none"> • Poor attendance, defined by 5 or more absences per semester or 10 or more absences per year, excused or unexcused 	LitCom serves among others Migrant and Foster Care students who disproportionately suffer from excessive absences.
<ul style="list-style-type: none"> • School entry after the beginning of the year 	LitCom Migrants and Immigrant students suffer disproportionate entry after the beginning of the school year.

2. Challenges and Barriers: There are many challenges and barriers that LitCom students face. We will address four that LitCom uniquely solves: (a) **Transportation** is a particular challenge for poor students such as; immigrant girls who must rush home to help with siblings and failing students tied to the school bus schedule and cannot stay for after school help. LitCom removes this transportation barrier to learning by sending first language tutors to the homes, local libraries, community centers etc. to ensure these students are served. (b) **A lack of technology access.** LitCom breaks this barrier by equipping our tutors with wireless broadband laptop capability where needed. (c) **Many parents speak little or no English.** This makes it difficult for the parent to follow-up and help students with schoolwork or school communications. LitCom provides first language tutors and family engagement in English Language Learning. (d) **Many after school programs maintain a high ratio of students to tutors.** When LitCom offered to team with the African American Academy's after school program, there were 40+ students and one paid staff on site. The staff roll was to find volunteers. Volunteers were inconsistent at best and not primarily focused on math or reading. LitCom hired two Certified Teachers from the building including a Math Teacher and the Computer Lab Teacher. LitCom also added 16 tutors, focused on math and reading. LitCom tutors provided individualized Expanded Learning instruction via daily tracking of progress informing next day lessons. LitCom's low ratio solves the problem.

3.LitCom Results via Levy Outcomes and Indicators:

2011 – 2012 Successful Outcome results of independent parent survey to the Office of the Superintendent of Public Instruction (OSPI) as required by state and federal law. See **LITCOM DATA SAMPLE 3. Example 1.**

9th Graders promoting on time to 10th grade: In a 2013 subgroup, of high school foster care students, 100% were promoted on time vs. the 2012 group where only 50% were promoted without LitCom intervention. **Students graduating on time (4 years):** In a 2013 subgroup of high school foster care students, 100% graduated on time within four years vs. 2012 where only 45% graduated on time. **English Proficiency test gains:** In a 2013 subgroup of English Language Learners 70% of students made progress on the test vs 30% who did not complete the program and did not show gains. **Annual typical Reading MAP Growth:** 2012, 84% of those reporting saw growth vs. 16% who saw none. **Annual typical Math MAP Growth:** 2012, 82% of reporting saw growth vs. 18% who saw none. **Passing core courses and gaining credits:** LitCom

tutored at a Middle school where many LitCom students were failing most classes. LitCom provided heavy focus on homework completion, parent engagement via communications and student motivation. As a result the Middle School principal reported that, after a month in our program, 100% of the students were then “passing 100% of their classes.” **Fewer than five absences:** LitCom has enjoyed the luxury of fewer than 5 absences 90% of the time. LitCom’s high attendance is maintained when, upon an absence, LitCom tutors contact parents/guardians directly and arrange make-up sessions for any missed sessions. In this way all students completing our program receive 100% of paid contracted services. **Earning 5 or more credits per year:** In the high school foster care student example above 100% of students who completed our program earned 5 or more credits in the 2013 school year.

Section D: Tracking to Success

1. **LitCom Data Points:** LitCom tracks at least the following discrete data points to improve student learning: 1. School and state originated formal and informal assessments including Direct Reading and Direct Writing Assessments, MAP, MSP, High School Math Proficiency Exam and On-time graduation, 2. Individual Education Plans, 3. Proprietary; prescriptive, formative and summative assessments, 4. Program attendance, 5. School attendance, 6. GPA, 7. Course grades, 8. Homework completion, 9. Suspension/detention incidents, 9. Daily Lesson-based State Standard performance, 10. Student preparedness for tutoring, 11. Pretest, progress and post test data against specific State test requirement identified goals. 12. Student performance against the Common Core State Standards. See LITCOM DATA SAMPLE ATTACHMENT 3, Example #2. Student and Tutor Elements.

2. **LitCom Data Management: systems/protocols;** LitCom uses proprietary systems like Houghton Mifflin SkillsTutor to collect individual student academic data daily. Microsoft Excel and other proprietary database systems, i.e., CenterTrack to track additional quantitative and qualitative daily data. Content of school-based homework, quizzes, test, SkillsTutor lessons and quiz data are reviewed on a daily basis to inform daily lessons. **To collect** student data and access to school based tools like the Seattle Schools student tracking system, the “Source”, LitCom **partners with schools** via formal written request from parents for sharing of information. Both qualitative and quantitative data are collected for every student at every tutoring session and reported to parents and teachers at intervals of their choosing. LitCom employs a data administrator to insure data accuracy and superior reporting capabilities. See LITCOM DATA SAMPLE ATTACHMENT 3, Example #s 3, 4 and 5.

3a. **LitCom uses daily data collection to inform daily instruction:** LitCom tutors review IEP goals, school-based homework, quizzes, test grades and SkillsTutor subject matter lesson data at each session. Daily review allows tutors to align lessons on a daily (per session) basis. Tutors, upon reviewing homework assignments (when available), identify student needs daily and inform lessons to support interventions and improve results. As evidence that LitCom is practiced in collecting daily data to inform program instructional practices we offer the following customer testimonial from North Carolina 2012 where LitCom was one among

hundreds of tutoring organization that tutored 60,000+ students per year.

*To: LitCom: I wanted you to know how very much I appreciate the job you are doing on your progress reports. I have not read a progress report that is more specific and in depth. Your reports tell the reader exactly what skills were targeted; the student's reaction and accomplishments, the level of mastery (Against State and District Standards), and what will be the next step in getting the student to mastery. **The most surprising thing is the reports are done on a daily, not monthly basis. Well done.** If I may, I would like your permission to use your progress report as an example of what other providers can do to improve on their progress reports.*

Marcelle S. Thomas, Lead School Improvement Specialist, Durham Public Schools 302 Morris St. Durham, NC 27701

3b. LitCom routinely uses data to inform work in providing training services to school staff and parents: *LitCom* works with the school and parents to build an IEP for every student we tutor. The IEP including MAP and MSP data and other assessment (Daily formative) scores in reading, math and or language are then used daily to inform grade level lessons and rigor. Homework and school generated quizzes are reviewed daily (at each session) to measure teacher response to intervention. Teachers/Parents are trained and supported in access to LitCom online learning tools and many progress reports. Parents are also instructed in how to support student improvement, i.e., they are shown access to the “Source” and other student progress data. LitCom then makes recommendations on how the parent/teacher might help. The LitCom data review process is sufficient to identify whether professional development services are leading to the desired results as tutors gain and report daily input from school based homework, teacher communications and directly speaking with parents. If tutors are not getting feedback, LitCom administration follows-up with formal request. Formal progress reports are sent to educators and parents biweekly or monthly at their discretion.

4. LitCom used daily session notes consisting of qualitative and quantitative data to make program adjustments in tutoring an after-school math class: As an example we offer the following. LitCom was assigned to tutor a group of Middle School math students. After reviewing classroom data, IEPs, quizzes and tests we began working with the students. After a couple of days we discovered that daily formative data scores showed students were still struggling with computational issues in pre-algebra. LitCom added our own prescriptive assessment to the schools summative assessments and found the students weak in multiplication, division, decimals and fractions. We changed the lessons to work half time on current homework needs, so students could keep up with the class and half the time on elementary math remediation. Student homework and quiz scores soared. Teachers reported improvement in all areas including behavior. LitCom daily session reports quickly captured the fact that the students were not progressing. We then used that data to individually inform and target our interventions for each student and gained successful outcomes.

LITCOM DATA SAMPLE ATTACHMENT 3

Example 1a: LitCom Parent Survey:

Total >110, N = 60 respondents. Demographics: All students were on Free and Reduced Lunch (Meeting federal poverty guidelines), Performing at Level 1 or 2 on state assessments and 95% Hispanic, African American, Native American, Somali, Vietnamese and other immigrant groups with high mobility.

Saw Improvement Parent Satisfaction Met MAP and MSP Grade-Level Standards

Reading	Math	Reading	Math	Parent	Student
84%	82%	93%	78%	96%	95%

LITCOM DATA SAMPLE ATTACHMENT 3

Example 1b: One of LitCom many data tables showing a subset of the data LitCom collects showing pre and post test data:

District	SCHOOL	GD	Reading PreTest Scores	Math PreTest Scores	Reading PostTest Scores	Math PostTest Scores	% difference between reading pre and post test scores	% difference between math pre and post test scores
seattle	Thurgood Marshall	1	50		75		33.33%	
seattle	Thurgood Marshall	1	38	36	40	75	5.00%	52.00%
seattle	Dearborn Park	1	50	50	100	100	50.00%	50.00%
seattle	Kimball	2	75		75		0.00%	
seattle	Dearborn Park	2	45	41	75	75	40.00%	45.33%
seattle	Dearborn Park	2	53		100		47.00%	
seattle	Northgate	2	50	50	100	100	50.00%	50.00%
seattle	Thurgood Marshall	2	52	38	80	100	35.00%	62.00%
seattle	Thurgood Marshall	3		75		75		0.00%
seattle	Haw thorne	3	70		100		30.00%	
seattle	Van Asselt	3	50		75		33.33%	
seattle	Haw thorne	3		50		75		33.33%
seattle	Thurgood Marshall	3	50	50	100	75	50.00%	33.33%
seattle	Haw thorne	3	25	60	100	100	75.00%	40.00%
seattle	Kimball	4	69		75		8.00%	
seattle	Haw thorne	4		73		100		27.00%
seattle	Van Asselt	4		69		100		31.00%
seattle	Madrona	4	75	44	75	75	0.00%	41.33%
seattle	Dearborn Park	4	58		100		42.00%	
seattle	Van Asselt	4		25		89		71.91%
seattle	Dearborn Park	4	50	50	100	100	50.00%	50.00%
seattle	Haw thorne	4	80	25	50	50	-60.00%	50.00%
seattle	Northgate	4	75	50	75	75	0.00%	33.33%
seattle	Thurgood Marshall	4	50		75		33.33%	
seattle	Van Asselt	5	58	61	75	67	22.67%	8.96%
seattle	Thurgood Marshall	5	33		50		34.00%	
seattle	Madrona	5	25	25	75	75	66.67%	66.67%
seattle	Aki Kurose	6	65		73		10.96%	
seattle	Secondary BOC (Bilingual Orientation Center)	6	26	41	50	50	48.00%	18.00%
seattle	Aki Kurose	6	62	48	85	75	27.06%	36.00%
seattle	Madrona	7	25		50		50.00%	
seattle	Secondary BOC (Bilingual Orientation Center)	9		33		50		34.00%
seattle	Kimball	K	52		70		25.71%	
seattle	Northgate	K		82		100		18.00%
seattle	Kimball	K	50	50	50	50	0.00%	0.00%
seattle	Kimball	K	50		75		33.33%	
seattle	Kimball	K	70	70	100	75	30.00%	6.67%
seattle	Thurgood Marshall	K	36	25	50	100	28.00%	75.00%
seattle	Northgate	K	25		75		66.67%	
seattle	Dearborn Park	K	60	25	75	75	20.00%	66.67%
seattle	West Seattle Elementary	K	36.5	55	60	100	#VALUE!	45.00%

LITCOM DATA SAMPLE ATTACHMENT 3

Example 2a: Data Elements Tracked.

TYPE OF QUESTION:	QUESTION #:	Data Elements Tracked
Student Questions:	1	Student First Name
Student Questions:	2	Student Last Name
Student Questions:	3	Grade
Student Questions:	4	School
Student Questions:	5	District
Student Questions:	6	Age
Student Questions:	7	Date of Birth
Student Questions:	8	Parent First Name
Student Questions:	9	Parent Last Name
Student Questions:	10	Parent #2 First Name
Student Questions:	11	Parent #2 Last Name
Student Questions:	12	Did parent sign the registration form/tutoring contract
Student Questions:	13	Home Phone Number
Student Questions:	14	Parent #1 Cell Phone Number
Student Questions:	15	Parent #2 Cell Phone Number
Student Questions:	16	Best time of the day to call:
Student Questions:	17	Best Language to Speak When Calling:
Student Questions:	18	Home Address
Student Questions:	19	City
Student Questions:	20	State
Student Questions:	21	Zip Code
Student Questions:	22	Emergency Contact Name

LITCOM DATA SAMPLE ATTACHMENT 3

Example 2a: Data Elements Tracked (continued)

Student Questions:	23	Emergency contact Number
Student Questions:	24	Parents' email address
Student Questions:	25	Parent Work Phone Number #1
Student Questions:	26	Parent Work Phone Number #2
Student Questions:	27	What program was student registered through
Student Questions:	28	Date registration form was signed/ collected:
Student Questions:	29	Location at which registration form was signed/collected:
Student Questions:	30	Phone Caller
Student Questions:	31	Preferred place of tutoring - 1st choice:
Student Questions:	32	Preferred place of tutoring - 2nd choice:
Student Questions:	33	If family wants in-home tutoring: does the home have a computer with working internet that the student can use?
Student Questions:	34	All available days/times to be tutored (i.e., M-F 4-8pm or T,R 4-8pm):
Student Questions:	35	Subject in which student is struggling or has requested help in (reading, math &/or writing):
Student Questions:	36	Teacher of subject in which student is struggling or has requested help in:
Student Questions:	37	Learning Goals for the subject in which student is struggling or has requested help in:
Student Questions:	38	Previous MAP Score Reading
Student Questions:	39	Previous MAP Score Math
Student Questions:	40	Previous MSP Score Reading
Student Questions:	41	Previous MSP Score Math
Student Questions:	42	Post Intervention MAP Score Reading

LITCOM DATA SAMPLE ATTACHMENT 3

Example 2a: Data Elements Tracked (continued)

Student Questions:	43	Post Intervention MAP Score Math
Student Questions:	44	Post Intervention MSP Score Reading
Student Questions:	45	Post Intervention MSP Score Math
Student Questions:	46	Preference for male or female tutor:
Student Questions:	47	Does Student Have any SPECIAL NEEDS:IEP?
Student Questions:	48	Additional SLP Survey Calling Notes:
		ASSIGNED TUTOR NOTES:
Assigned Tutor Notes:	41	Assigned tutor
Assigned Tutor Notes:	42	Agreed Upon Tutoring Location
Assigned Tutor Notes:	43	Agreed Upon Tutoring Days & Times
Assigned Tutor Notes:	44	Confirmed Start Date
Assigned Tutor Notes:	45	Tutor Confirmation Calling Notes
Assigned Tutor Notes:	46	MAP/MSP Standards Reading Pretest Score
Assigned Tutor Notes:	47	MAP/MSP Standards Math Pretest Score
Assigned Tutor Notes:	48	Tutoring Start Date/ Date Pretested
Assigned Tutor Notes:	49	MAP/MSP Standards Reading Post-test Score
Assigned Tutor Notes:	50	MAP/MSP Standards Math Post-test Score
Assigned Tutor Notes:	51	Tutoring End Date/ Date Post-tested

LITCOM DATA SAMPLE ATTACHMENT 3

Example 2b: One of LitCom many data tables showing a subset of the data LitCom collects: Daily Session Report Data.

Timestamp	Tutors' Name	Students' Name	Tutoring Location	Date of tutoring session	Length of tutoring session
6/3/2013 18:31	Deleted	Deleted	Seattle High School	6/3/2013	210

Any notes on students' daily progress in math:
<p>Today, “Deleted Name” worked extremely hard on her Power Point for her presentation tomorrow evening for her final Senior Project and grade. This assignment will determine Deleted’s graduation. She is currently not passing the course, so her presentation is her grade. Deleted was on time and ready to work. She accomplished many things in our 3.5 hours of tutoring today. We meet from 3:00 pm - 6:30 pm. (Will log additional 30 minutes on separate session report). Today Deleted completed the following tasks: poster board outline of her power point, researched online for resources to include in power point - music, scripts, photos, statistics, images and you tube television clips and pick-up and checked out all school equipment needed to complete her entire project. Deleted also managed to interview a caseworker to include as a part of her power point; tutor helped Deleted to edit her completed research paper.</p>

Any notes on students' daily progress in reading:	Admin Notes	Energy	Preparation	Progress	Attendance	Intervention Required?
N/A	Session notes would not allow me to submit the entire 3.5 hours in minutes. No option for 210 minutes. Submitted 2nd Session Report to show the 30 minutes.	High	High	3 - Meets Standards	Present	

LITCOM DATA SAMPLE ATTACHMENT 3

Example 3: Graphic representation of select results within select skills.

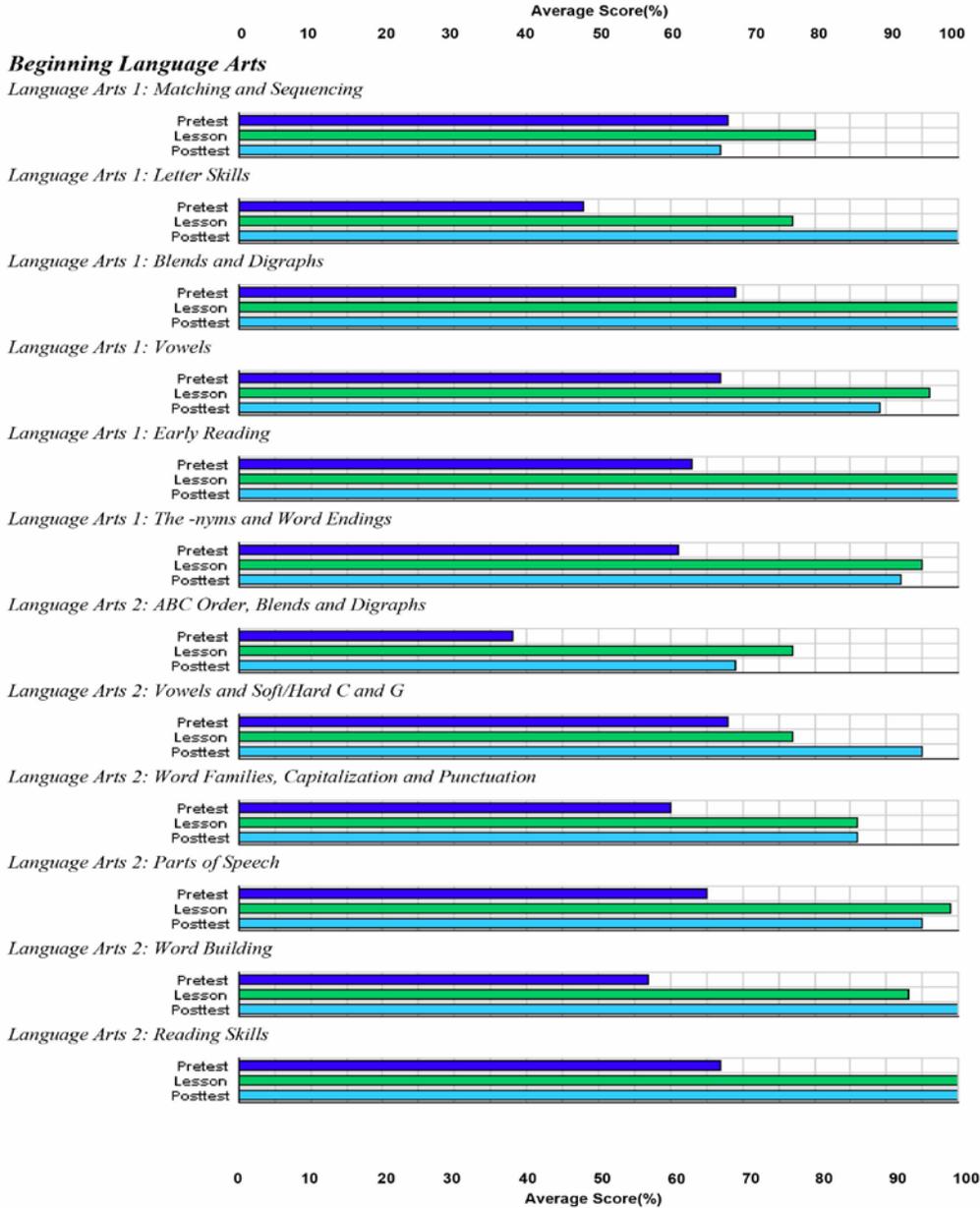
N= 23. Attendance = 22 Sessions or greater of 25. Attendance tracked on student daily Sign in Sheets and tutor Session Notes.

Class Profile

Site: Literacy & SVI
 Period: August 1, 2011 - July 1, 2012 Between 12:00AM & 11:59PM

Page 1
 August 1, 2013

Class: 2011-12 Seattle Literacy in Math and Reading



LITCOM DATA SAMPLE ATTACHMENT 3

Example 4: Sample Daily Session Note

Today I worked with Sally Tutee. She completed the first pretest in the basic math section and started working on the lessons. Some of the topics we covered were greater than and less than and factors, multiples, lcm, gcd.

Sally does mental math very well. She was able to quickly sum and multiply numbers in her head. She did have some trouble with division, and specifically with long division. By the end of the lesson I think she understood greater than and less than, but needs more practice to make sure she doesn't forget. I think number line visualizations may be helpful. She also needs more practice with fractions, particularly understanding when fraction is larger than another.

Sally complained of missing lunch earlier in the day and was unable to give as much focus to tutoring as she usually does.

The CCSS she worked on were 1.1. (3rd grade) Understand and apply concepts and procedures from number sense. Specifically finding when one number is larger than another. 2.1. (3rd grade) Understand problems. I think she may have spent too much time over analyzing some of the problems in the pretest. And 2.2. (3rd grade) Apply strategies to construct solutions. She did a very good job of this, especially on the more complicated multi-step problems.

LITCOM DATA SAMPLE ATTACHMENT 3

Example 5a: Sign In Sheets

Sign In Sheets are required for individual as well as group tutoring sessions. Sign in Sheets must include tutor and tutee printed names AND signatures as well as the time tutoring began and ended. This is an important requirement of all Washington State School Districts. It is your responsibility to double check the student in and out times at the end of each tutoring session to be sure that each student completed signing in and out. Sign in Sheets for group tutoring sessions must be sent to LitCom after every group tutoring session. Sign in Sheets for individual tutoring sessions must be sent twice a month to LitCom via fax or email. LitCom administration must receive all sign in sheets no later than the end of the day on the 15th and the 31st of each month. Please Note: Pay checks will be held until all Sign In Sheets are received by LitCom.

*Sign In Sheets can be faxed to Fax# (206) 299-3311 **or** scanned and emailed to signinsheets@freeliteracy.net as a PDF (Email Subject Line: tutoring location and date i.e., Seattle 5.26.10).*

If you cannot scan the Sign in Sheets and must fax instead, it will be your responsibility to keep track of your faxing costs and receipts and LitCom will reimburse you via CenterTrac with every pay period.

**Please use the blank sign in sheet on the following page for every tutoring session, unless you are tutoring Seattle or Renton students. *The Seattle and Renton School Districts each require a specific sign in sheet, which are both included directly following the blank sign in sheet on the following page.*

Group Session Sign in Sheets

At group tutoring sessions, it is the responsibility of all tutors present to assist students with signing in and out. It is the Site Administrators' responsibility to either fax or email the sign in sheet each day or to delegate who will fax or email the sign in sheet each day. If there is no Site Administrator at your site, or the Site Administrator is absent, it then becomes all tutors' responsibility to decide among themselves who will fax or email the sign in sheet at the end of the tutoring day. Even if only one student shows up, a signed daily sign in sheet is still required. It is the responsibility of all tutors to double check the student in and out time at the end of the day to be sure that each student completed signing in and out.

Your printed name and signature needs to be on the group sign in sheets at the bottom along with the other tutors. Please initial on the sign in sheet beside each student for whom you will be writing a session report on for that day so that there is no confusion.

When recording students' time for Saturday group sessions at CAYA, Highline CC, Burien, Yakima or other large sites, it is important to input the total time the student is there for the entire day. All time during these sessions are to be academic, even lunch as tutors sit with and engage students, stopping and starting the movie with reading comprehension questions etc, yet only one tutor should be writing about each student. Make sure to decide before group tutoring sessions who will be writing about which students.

LITCOM DATA SAMPLE ATTACHMENT 3

Example 5b: Sign in Sheet Example



Permanent GAP Closure through Oases of Literacy

Student Sign In Sheet

DATE: _____

Fax To: (206) 299-3311

School District: _____

or

Location: _____

Email to signinsheets@freeliteracy.net as a .pdf file

(Use the tutoring location & date as the subject line)

Student Sign In/Out

Date	Time In	Time Out	Student Name Printed	Student Signature

Tutor Sign In/Out:

Date	Time In	Time Out	Tutor Name Printed	Tutor Signature

ATTACHMENT 4: WOMAN AND MINORITY INCLUSION; NON-DISCRIMINATION

If awarded this contract and selected by Levy Grant holders, LitCom will engage in subcontracting or hiring additional employees? **Yes**

When we hire LitCom performs outreach to include small businesses, including women and minority businesses, in subcontracting opportunities. We attend work and job fairs in targeted communities. LitCom places ads and radio with minority media. LitCom engages Certified Teachers and students who are culturally competent, including tutors of student's cultures and first languages. LitCom also advertises in the media of universities, colleges, ethnic communities and churches to achieve diversity. LitCom Current summer staff diversity is represented as follows: White, Hispanic, African American, Native American, Chinese, and Korean. Tutors are 70% or higher female.

LitCom will comply with all Federal, State, County and City laws regarding contracting including WMBEs, hiring, work place or work force discrimination.