

Request for Qualifications
Expanded Learning Opportunities

ATTACHMENT 1: COVER SHEET

Applicant Information:

Applicant name: Pi Plus Tutors

Applicant address: PO Box 0755, Mukilteo, WA 98275

If applicable, Web address: www.piplustutors.com

Contact Information:

Contact person: Brian Forster

Title: President

Mailing address: PO Box 0755, Mukilteo, WA 98275

Day/Work phone: 855.747.5878 ext. 702 Email address: brian@piplustutors.com

Signature: 

Date: 10/19/12

Describe your legal status and, if applicable, state of incorporation (for example, Washington State non-profit corporation, Washington State partnership, sole proprietorship): Washington LLC

Application Components and Checklist (submit in this order)

- Cover Sheet
- Key People
- Previous Experience Improving Student Outcomes
- Tracking to Success

- o Attachment 2: Data Sample(s): *If separate from the RFQ document, please use this naming convention:*

[Applicant Name]_ELO_DataSample

Example: IZAFamilyServices_ELO_DataSample

- Women and Minority Inclusion; Non-discrimination

Seattle Families and Education Levy: RFQ Expanded Learning Opportunities

Section One: Key People

1. *Who is the person who will lead the project to its results? What skills and prior experience does the person have in executing Expanded Learning Opportunity strategies?* The person who will oversee this program is Alison Allen, the senior program manager for Pi Plus Tutors. Ms. Allen has directly supervised three consecutive years of a statewide Supplemental Educational Services (SES) tutoring program which provided free, individualized reading and math tutoring services to low-income students across the state that were typically performing far below standard. Through the SES tutoring program, the team worked diligently to ensure that students were meeting grade level expectations and improving their state standardized test scores, as well as improving their classroom performance, so as to pass all courses. Another function of the SES program was to instill a love of learning in students' minds which helps students get excited about attending school each day and builds life-long learners.
2. *Who are other key staff that will deliver the proposed Expanded Learning Opportunities?*
Program Staff: Pi Plus Tutors has an assigned Area Director, Tonya Doman, who oversees a portion of public school programs for the company in Seattle Public Schools. The director is a certified teacher with more than ten years of teaching experience, including several years as a reading specialist for a local Title I school. Ms. Doman has served as an educational administrator for the company for two years where she oversees tutoring programs that work with students from a variety of backgrounds who are in need of academic support. Ms. Doman provides employee coaching, assists in curriculum selection or development, and offers professional development opportunities to staff. In addition to the area director, an on-site supervisor will be present at each tutoring site to oversee the tutors and students who are working at each location. All program staff will have a clean background and verified references.
Tutors: In order to serve the assigned number of students, Pi Plus will need to hire tutors based on the needs and grade levels of the students enrolled in the program. Tutors are hired through a rigorous process that includes written and oral interviews, reference checks, background screens and meeting the minimum experience qualifications. Elementary-level tutors are certified teachers who have classroom or tutoring experience; middle school and high school-level tutors are either certified teachers or skilled professionals with instructional expertise in their subject area. All tutors are role models for the students they work with.

Section Two: Applicant's Previous Experience Improving Student Outcomes

1. *Whom do you serve?* The population of students that Pi Plus Tutors served through the SES program was low-income students (all students qualified for free or reduced-price lunch) from all grade levels, K-12, that were typically performing below grade level in school. Many students were not passing state standardized tests (MSP, MAP, WELPA, HSPE, EOC, etc.). The students came from a variety of backgrounds – some were born in Washington, others were born in another country and spoke little English. Pi Plus Tutors has experience working with students of

a variety of nationalities, races, religions, economic statuses and cultures, as well as students and families who are limited English proficient or who are recent immigrants or refugees.

2. *What are the challenges and barriers these students face and how do you address them?* A few challenges and barriers for low-income and at-risk students are: Lack of family support and engagement, limited resources available (they might not have a computer or books at home, inadequate health insurance or the inability to seek medical care or afford prescriptions, etc.), difficulty focusing in school due to outside stressors, as well as lower test scores or grades in class. Two challenges that Pi Plus has worked to help students overcome are: Assisting students academically and providing parent/guardian involvement opportunities and training.

The academic support that Pi Plus Tutors provides is very comprehensive and individualized and can be delivered in any subject. The first step towards making educational strides is for the tutor to determine what the student's strengths and areas of needed improvement are by administering a diagnostic assessment. The tutor would then develop a plan of action that specifies objectives or target standards where instruction would be focused. The plan would outline an intervention model or provide enrichment, depending on the needs of the student. The instruction itself would follow the student's plan and be paralleled to classroom instruction. The tutor would facilitate meaningful, hands-on, engaging lessons tailored to each student in a one-on-one or appropriate small group setting. When suitable, the tutor would incorporate the student's interests. For example, the tutor would write a word problem with basketball references for a student who enjoys basketball or sports.

The second challenge that Pi Plus provides support in is with parent/guardian involvement. There are a number of ways that the company provides parents/guardians with tools to support their students. These strategies include: Allowing them to sit in for a tutoring session where the tutor explains to the parent/guardian what she is working on with the student; sending home a progress report each week that outlines what the student worked on and how the parent/guardian can support that content area at home; putting together lists of book suggestions for students to check out at the library, along with ideas for parents/guardians on reading with their student, or information on how to get a library card; offering tips for connecting with the student's classroom teacher or tutor; as well as helping the parent/guardian understand their student's homework or classroom curriculum. Parents/guardians may be unable to assist their student with his/her homework, so a component of the program would be to facilitate homework help.

3. *What have you achieved as a result of your actions?* During the 2011-2012 school year, Pi Plus Tutors saw an average increase in student assessment scores of 26 percent through the SES program. This is simply an average taken from the raw score increase from all students' pre-assessment to their post-assessment. The assessment was administered on the first session and then again on the last session to determine growth. The average amount of instructional time for these students was 19.7 hours. The assessment was offered in math, reading or both

subjects, and was composed of former WASL questions, which allowed the company to tailor instruction to the state standards and provide students with practice opportunities for MSP testing. Additionally, in parent feedback surveys that were distributed to all families who received the company's SES tutoring service, parents reported that their child not only enjoyed tutoring but also had an increase in confidence and a better attitude towards school as a result of tutoring.

Pi Plus Tutors has a strong history of community involvement and partnerships. The company has partnered with several local community organizations with the intention of working together to improve the education and lives of the students involved. Some past partners have included: The Boys & Girls Club, YMCA, Rainier Community Center, Yesler Community Center, Associated Recreation Council, Children of the Valley, and several low-income housing communities across the state.

Section Three: Tracking to Success

1. *What data drive your work?* The data points that are regularly tracked in Pi Plus Tutors' programs are assessment scores, GPAs or classroom scores, school attendance, program attendance, homework completion and suspension/detention rates. The company administers a formal pre and post-assessment, as well as intermittent informal assessments to track progress and pace the instruction. The company's assessments were created in correlation with Washington Grade Level Expectations (GLEs) to allow for standards-based instruction. The tutor will create a student learning plan for each student that identifies areas of instructional focus, based on the results of the assessment. Typically a student learning plan includes three to four standards per 20 hours of instruction. The student learning plan is the roadmap to the program, as it outlines what the focus areas are. Classroom and school collaboration is an important component to a successful program and the company strives to work with the school in a transparent manner to be well-informed of student grades, attendance, discipline issues and any other notable data.
2. *How do you manage data?* Pi Plus Tutors licenses an online data management software called "oaSES." This system manages student and tutor contact information, keeps track of assessment scores, tracks student improvement, stores student progress notes, as well as documents parent/guardian or teacher communication. The system also allows the student's tutor to create a learning plan that defines achievement goals and identifies specific GLEs to focus on. The system has a dashboard function to view student attendance and demographic data, as well as a variety of reports to pull from to measure student progress or progress at a specific location, in addition to attendance and other demographic notes.
3. *How do you routinely use data to inform your work?* The data always drives the instruction. The pre-assessment provides a baseline of gaps in the student's learning. Lessons are planned to fill those gaps and holes. When students show improvements towards a specific standard, the

students are assessed to confirm mastery of the standard. These assessments are either informal or formal assessments. Through weekly progress reports, on-going teacher communication, school collaboration and attendance or performance tracking, parent/guardian communication, parent/guardian surveys, tutor surveys, student surveys, student learning plans, continuous informal and formal assessments, students are engaged in a personalized, standards-based learning experience.

4. *How have you used data to make program adjustments?* Frequent and on-going assessments steer the instructional course. Depending on how a student performs on an intermittent assessment, the instruction could either move on to a new subject or content area or it could stay where it is for further refining. The student's learning plan outlines the standards of focus and allows the student the opportunity for mastery. In the event that the company saw a consistent lack of improvement during mid-program assessments, the program manager would implement alternate resources and instruction methods.

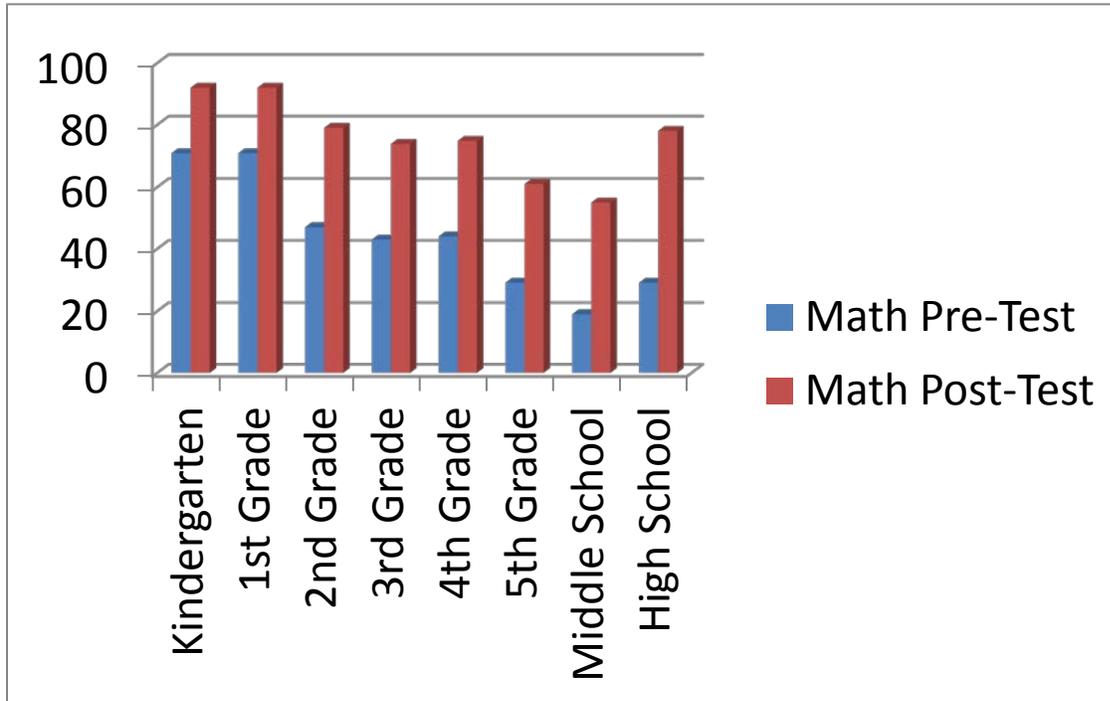
Additionally, the company offers a number of professional development opportunities to its management staff and tutors as a way to constantly improve their service and instruction. Tutors are provided with a monthly training to develop their intervention methods and teaching strategies, properly serve LEP students and students with disabilities, as well as ensure sensitivity towards all cultures, economic statuses or nationalities. The company attends an annual Education Industry Association conference to collaborate with national educators, as well as take part in continuing education about instructional methods, trainings and best practices in education. The whole management team is debriefed about what was taken away from the conference as a way to adjust the program based on national data and experiences among peers.

5. Data Sample Attachments

Section Four: Women and Minority Inclusion

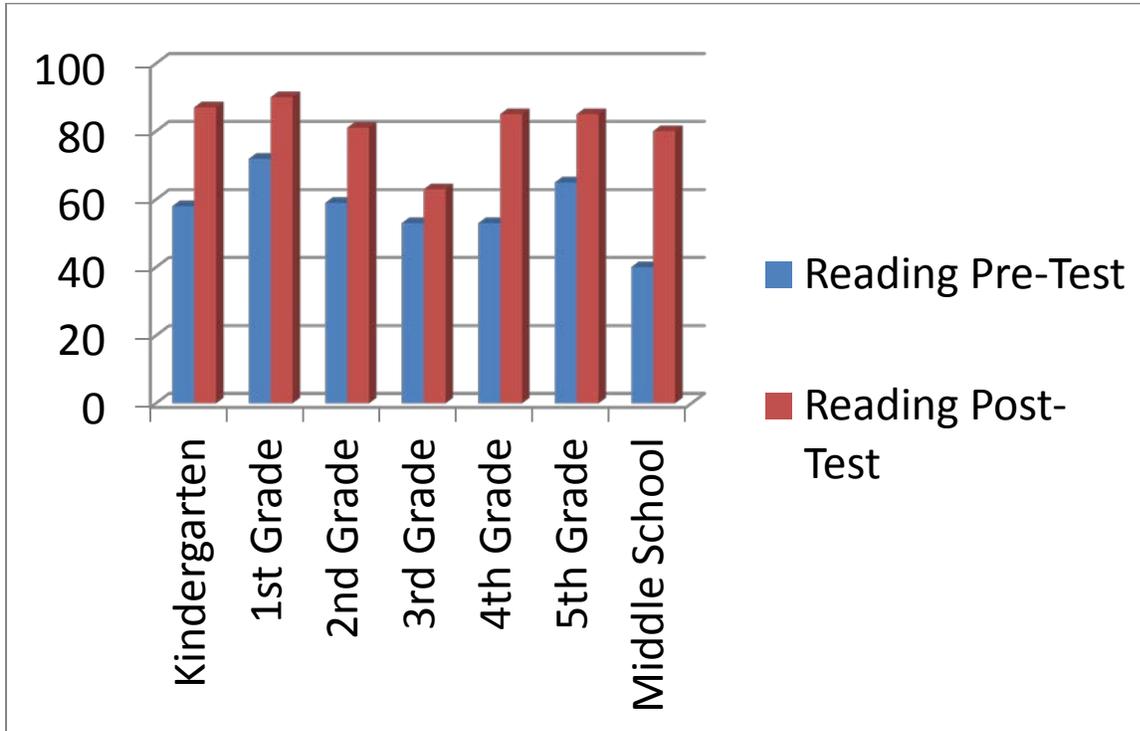
1. *It is likely that Pi Plus will have to hire additional employees to support this program?* Pi Plus Tutors is committed to diversity and hiring candidates who come from a variety of backgrounds, whether cultural, race, creed or gender. Pi Plus always encourages diverse candidates to apply for a position with the organization. The city of Seattle is very diverse already, so finding diverse candidates is not a huge challenge. Some ways that the company can build and sustain a diverse candidate pool is to say on the application "diverse candidates encouraged to apply" or post a job opening on diversity-specific websites. Most of the company's employees (both tutors and management) are women, due to a higher number of female educators.

Pi Plus Tutors' Attachment 2: Data Sample



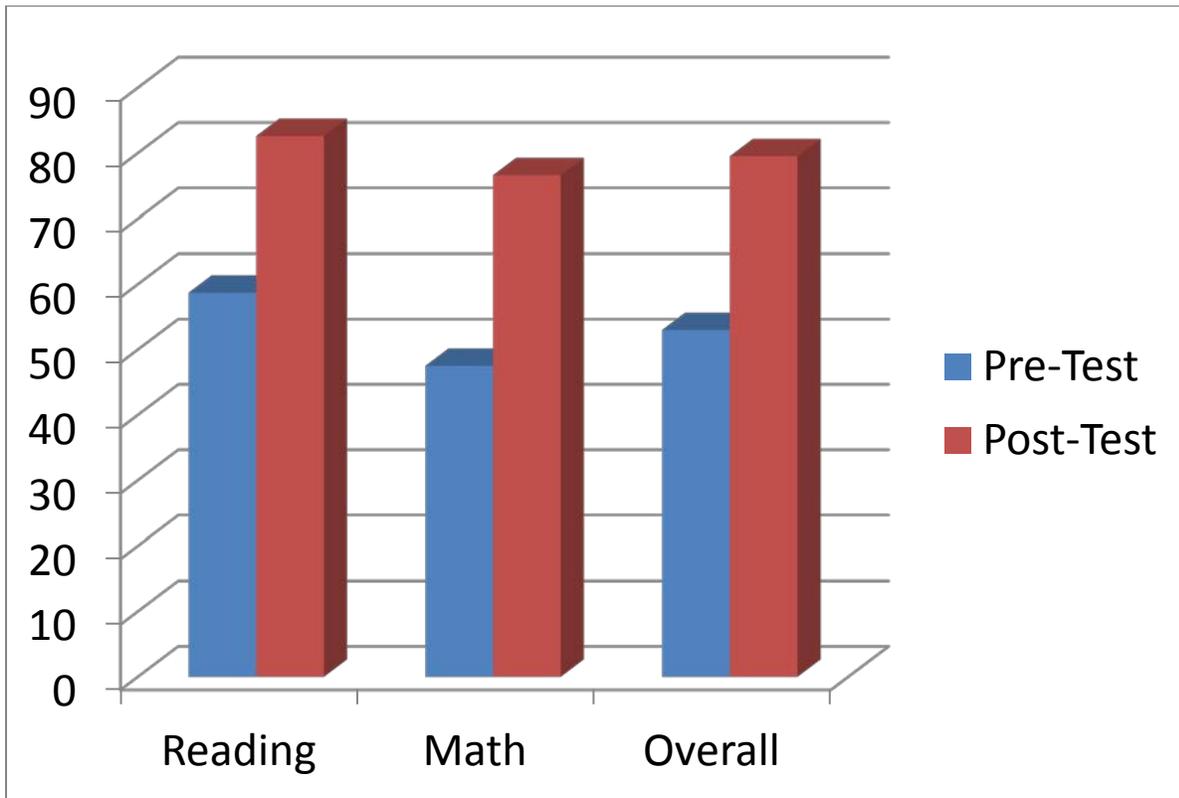
This graph showcases Pi Plus Tutors' math assessment data from the SES tutoring program during the 2011-2012 school year. The average growth from pre-assessment to post-assessment in reading was 29 percent. The blue bars represent the average pre-assessment score in math by grade or school level, and the red bars represent the average post-assessment score in math by grade or school level. These numbers are simply the raw assessment scores. The average amount of instructional time for this population of students was 19.7 hours.

Pi Plus Tutors' Attachment 2: Data Sample



This graph showcases Pi Plus Tutors' reading assessment data from the SES tutoring program during the 2011-2012 school year. The average growth from pre-assessment to post-assessment in reading was 23.8 percent. The blue bars represent the average pre-assessment score in reading by grade or school level, and the red bars represent the average post-assessment score in reading by grade or school level. These numbers are simply the raw assessment scores. The average amount of instructional time for this population of students was 19.7 hours.

Pi Plus Tutors' Attachment 2: Data Sample



This graph showcases Pi Plus Tutors' assessment data from the SES tutoring program during the 2011-2012 school year. The average growth from pre-assessment to post-assessment in reading was 23.8 percent, in math was 29 percent and overall in both subjects was 26.5 percent. The blue bars represent the average pre-assessment score either by subject or across both subjects, and the red bars represent the average post-assessment score either by subject or across both subjects. These numbers are simply the raw assessment scores. The average amount of instructional time for this population of students was 19.7 hours.