

November 13, 2005

Dawn Y. Mosisa
18158 Headwaters Dr.
Olney, MD 20832

Dear Sir/Madam:

It is my privilege to recommend Mrs. Pat Felton and Certified Learning Center for consideration in assisting the U.S. Department of Education to achieve our country's goals for the No Child Left Behind Act.

Mrs. Felton has been tutoring our daughter Sarah for 9 months now, and with remarkable results. We first brought Sarah to Certified Learning Center in February 2005 because Sarah was struggling in school and seemed to be losing ground. Sarah has been public school educated since kindergarten. However, Sarah was enrolled in Montgomery County's 100% French Immersion program (no English instruction at all) at Maryvale Elementary School in Rockville for kindergarten through third grade. For fourth grade, we switched Sarah out of the language immersion program to her home elementary school, Belmont Elementary School in Olney. Our decision to do this was not based on Sarah's performance because she was an honor roll student at Maryvale Elementary School.

We expected some skill set gaps when we moved Sarah to her home elementary school, in particular in grammar, reading, and writing. However, these gaps turned out to be more serious than we expected. Further, Sarah's teacher was clearly frustrated and she said that she suspected Sarah might have a learning disability in the area of processing because the teacher felt that Sarah was not learning what she was teaching. By January we realized that Sarah's struggling with her academics in all areas was continuing and even worsening. For example, her science grade had fallen to a C-grade because of her writing skills. Her grades were all "B's" and "C's" on her report card. She often had "D's" and "F's" on schoolwork, so Sarah was struggling to avoid "D's" on her report card. When I reviewed Sarah's homework at night, she would often have more than half of it incorrect. Sarah and I were often spending 2-3 hours a night on homework to re-teach her the concepts that were taught during the day at school. This was very difficult because both my husband and I work. He's an economist for the U.S. Department of Labor and I'm an Associate Vice President at University of Maryland University College. As well, we were frustrated because we seemed unable to help her despite the fact that we both have Masters degrees. Sarah had gone from a girl who loved school and was confident in her abilities to a child who disliked school and felt that she was not a smart girl.

When Mrs. Felton and I first spoke she explained to me that there is a difference between a "skill set deficit" and a "learning disability". She assured me that while Sarah's teacher may be correct that there is a learning disability that there would definitely be skill set deficits, independent of a learning disability, which need to be addressed with Sarah. And that is where we want to focus first and see what kind of progress we make. And Mrs. Felton also supported my inclination to have Sarah tested for learning disabilities just so we know the situation and do not skip over any issues that may be there. I believe this to be a sound and mature approach.

Mrs. Felton first met with Sarah in February and administered the Woodcock Johnson Battery III. Sarah was in 4th grade 7 month. She scored significantly below grade level in several key areas:

Passage Comprehension	3.1 grade level equivalent
Work Attack skills	2.5 grade level equivalent
Writing Sample	3.2 grade level equivalent

We didn't continue the test with Language mechanics because it was clear at that point that we would need to focus on language mechanics as well as reading comprehension, encoding/decoding, and writing.

Although Mrs. Felton did not detect any evidence of learning disabilities in her work with Sarah she supported our desire to have Sarah tested as a matter of due diligence. We had Sarah tested for learning disabilities by Lewis Gray Jr., Ph.D. (Maryland #001284). He administered the WISC-IV and the WIAT-II, and conducted both a parent interview and an interview with Sarah. His evaluation concluded that Sarah did not show any evidence of a Learning Disability. Her scores for cognitive abilities were in the Average range. Her test results demonstrated her skill set deficits in English reading and writing.

Sarah has been in one-on-one tutoring session with Ms. Felton, twice per week, since March, with a break during the summer. She has made tremendous progress, much much more than we anticipated.

At the principal's suggestion in May 2005, Belmont Elementary School coordinated an Enrollment Management Team for Sarah, which met at the end of September. Her teachers felt that Sarah has excellent writing skills and viewed her as on grade level in all the areas that we know she was struggling with, including reading comprehension, spelling, and grammar. Already, I see a huge difference just from Sarah's homework. Now when I review her homework, it is often all correct or only a few items for her to go back and re-do. I don't have to re-teach any concepts to her. When I quiz her for tests, she already knows the material. The area where we spend the most time now is only on memorizing her vocabulary/spelling words. Her grades on her report now reflect what we

know she is capable and really. Her grades for last year, third quarter (when Mrs. Felton began her work with Sarah), as compared to this year's first quarter are:

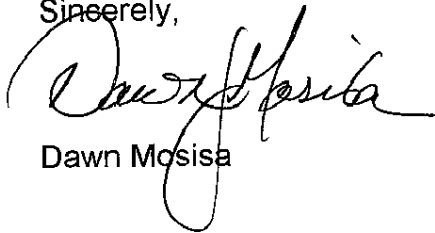
	<u>4th grade, Q3</u>	<u>5th grade, Q1</u>
Reading comprehension	B	B
Listening comprehension	C	A
Writing process	B	A
Grammar	B	B
Spelling	B	B
Speaking	B	A
Math	C	A
Social Studies	B	A
Science	C	A

Sarah's grades last year in her Learning Skills were mostly "limited prompting" with a couple "frequent prompting" and "independent" grades. In her quarter 1 report card this year, Sarah earned ALL "Independent" scores in the learning skills area. I attribute this to the work that Sarah has accomplished with Certified Learning Center as she has learned how to focus better and how to listen well in a learning environment.

We are so amazed at how much Sarah has accomplished in filling her skill sets gaps over only less than a year of tutoring with CLC. Mrs. Felton was absolutely correct in her assessment of Sarah last March when she explained that Sarah understandably had significant skill set deficits and that those gaps could be easily filled with targeted instruction. And that is exactly what Mrs. Felton did with her approach to Sarah's gaps, and she did that effectively and efficiently, in a far shorter time period than we as parents had thought possible. We are continuing to work with Certified Learning Center, focusing in the areas of grammar and reading comprehension until Sarah reaches the point where she's excelling in these areas and feels highly confident in her abilities.

If I can be of any further assistance in recommending Certified Learning Center, please don't hesitate to contact me directly. We are very impressed with the progress that Sarah has made under Mrs. Felton's instruction.

Sincerely,



Dawn Mosisa