

**Request for Qualifications
College and Career Readiness and Planning**

ATTACHMENT 1: COVER SHEET

Applicant Information:

Applicant name: Horn of Africa Services [HOAS]

Applicant address: 4714 Rainier Ave. South, Suite 105; Seattle, WA 98118-1600

If applicable, Web address: www.hoas.org

Contact Information:

Contact person: Tsegaye Gebru
(please print clearly)

Title: Executive Director

Mailing address: 4714 Rainier Ave. South, Suite 105; Seattle, WA 98118-1600

Work phone: 206-760-0550 Email address: tsegayeg@hoas.org

Signature: /S/ Tsegaye Gebru Date: 10/17/2012

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

Washington State non-profit corporation

SECTION 1: KEY PEOPLE

Tsegaye Gebru, Horn of Africa Services (HOAS) Executive Director will serve as *Project Lead* providing oversight and fiscal management of the *College and Career Readiness and Planning Project* at HOAS' program sites at Yesler Terrace, New Holly, Rainier Vista, and Columbia City. In addition to his past four years as HOAS Executive Director, he brings extensive experience as a project manager working as the Networks and Technology Lab Coordinator at *Rainier Vista Neighborhood House and at HOAS*. He was Computer Hardware and Software Distribution Coordinator for Costco of USA and Canada. Fluent in Oromo and Amharic, Gebru manages a staff of 15 and over 20 volunteers to carry out HOAS' mission of supporting East African refugees and immigrants with successful transition into U.S. lifestyles, attaining self-sufficiency while preserving ethnic cultures, values, and languages for future generations.

HOAS has 19 years' experience providing culturally- and linguistically-appropriate transitional, naturalization, educational, employment, counseling, and referral services in Puget Sound. Under Gebru's leadership, HOAS has collaborated with Seattle Public Schools, WA State DSHS and the Seattle Human Services Department to provide programs that improve academic achievement for K-12 students and increase parents' participation in children's learning. These programs include youth tutoring and mentoring; youth and adult computer literacy, employment readiness and placement; and intergenerational youth and seniors multimedia projects. Each year since 2005, HOAS has been awarded Seattle Schools' Refugee School Impact Grants of \$24,850 to \$30,000 to raise community involvement and students' achievement

Dereje Negassa serves as the ***HOAS After School Program Coordinator***. He is fluent in Oromo and Amharic and has experience as a General Director of the Addis Ababa Technical Vocational Training Agency in Ethiopia, education program lecturer at Addis Ababa University and Academic Dean at the Addis Ababa Tegbared Vocational College. Working with the *Volunteer Coordinator* and the *Parent Advocacy Lead*, Negassa ensures proper functioning of the After School programs, efficient support to students and families, and implementation of district, agency, and grant policies. Responsibilities related to this RFQ also include managing the collection and maintenance of program data, records and student portfolios needed for program operation and case management. He manages tracking progress on participation, Outcomes and Indicators, and a student attendance, behavior academic improvement awards system.

Hassan Wadere, who is fluent in Somali, works as a ***Family and Youth Services and Intake Coordinator***. He supervises programs to ensure that East African parents and youth connect with community resources that meet their needs. He has facilitated HOAS' partnership with the King County Superior Court to support advocacy services to youth in the Juvenile Center and provide outreach to their parents and families. Hassan [in 2009] and [Reginald Griffin in 2010-2011] have supervised the *One Economy-Comcast Digital Connectors Project (DCP)* to provide youth tutoring, mentoring, and leadership skills development. *DCP* addresses the Outcome that high school age students complete a *Career and Technical Education* course of study before graduation. Hassan [2009 – 2010] led the Community Service Module of the *Digital Connectors Project*, which developed middle and high school students' knowledge of and interest in technology careers, literacy, multimedia arts, civic engagement, and Civic Journalism skills.

Reginald Griffin served as a ***Management Reporting/Outreach Intern*** and coordinated the six-Module research-based *Digital Connectors Project* in 2010-2011. He is a Training Consultant with fifteen years in the training and development field and holds an ABS degree in Human Services Management from the University of Phoenix. Griffin helped 12 middle and high school students develop postsecondary academic and career aspirations, leadership principles and digital technology employment and financial literacy skills. His students learned workplace success habits, IT techniques and career opportunities and connected with the community in a multimedia Neighborhood Asset Mapping project.

Fahmo Abdulle, who is fluent in Somali and Italian, serves as the ***Parent Advocacy Lead***. To help students meet the Outcomes and Indicators, Abdulle helps parents [1] increase their involvement in

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schools; [2] understand the school system and how to assist in their students' progress, grade level transition and high school graduation; [3] work with teachers to monitor students and share ongoing progress reports. As the school liaison, she [4] assists teachers, counselors and administrators with home contacts and conferences with parents/students; and [5] provides appropriate and timely student/family support. She mentors/tutors at the New Holly & Rainier Vista sites to help students meet desired outcomes.

HOAS' Volunteer Coordinator Theodore Hilton is bilingual in Spanish and is pursuing an Associate of Arts degree in Global Health and Spanish at Seattle Community College. Since October 2011, Theodore has volunteered at HOAS' Rainier Vista site which serves 20-30 elementary and middle school students aged 6-17. As a tutor, he focuses on students at risk academically. He has found that consistent tutor-student relationships has improved their math and writing proficiency, and doubled their efforts and self-confidence about their performance in school. As Coordinator, he seeks "not only the highest number of volunteers, but volunteers committed to the students' success and the indicators of successful program."

Mekdes Gessesse, Social Worker/Case Manager with HOAS since February 2011, is fluent in Amharic, and holds an MS degree in Environmental Science from Addis Ababa University (2010) and a Bachelor of Science in Applied Biology (2006) from the University of Gondar where she researched strategies to provide potable water to poor rural Ethiopians. At HOAS, she assists East African refugees families and youth in accessing social services through multilingual and culturally appropriate direct services and referrals to resources. Mekdes supervises case management and coordinates client files and data systems. She has extensive experience and familiarity with immigrants' cultural barriers.

Hirut Mare, a HOAS **Social Worker** since March 2011 is fluent in English, Amharic and Guragna and holds a B.A. Degree [2009] and an AA degree [1996] from the Commercial College of Commerce in Ethiopia. She has 10 years experience at Ethiopia Telecommunications in Addis Ababa. At HOAS, she advocates for clients, translates legal documents, schedules access and assists clients with social services needs such as transitional housing. Her work includes program outreach and preparing publicity materials.

SECTION 2: PREVIOUS EXPERIENCE IMPROVING STUDENT OUTCOMES

[2.1] Demographics and Characteristics of Populations Served

HOAS serves East African residents in the metropolitan Seattle-King County area from its main site in Columbia City – the most diverse ZIP code in the U.S. In 2011, HOAS served 3,457 such residents from Djibouti, Eritrea, Ethiopia, Somalia, and Sudan, with some of the largest numbers served in its *After School Tutoring (23.8%) and Youth (5.5%) Programs*. The poverty rate for Seattle's East African families is 32%—four times that for all Seattle families. Of 73 students in the After School Programs at Rainier Vista and New Holly in 2010, 56 parents (77%) reported very low incomes of less than 30% of the City's median.

Parents using HOAS programs include Sub-Saharan African females of which only 1.4% report being married. Of the 73 students in the Rainier Vista and New Holly Afterschool Programs in 2010, 12 (16%) lived in single parent homes. Eight of 12 students aged 14-18 in the 2010 - 2011 *Digital Connectors Project* lived in homes with single heads of household (SHOH) [including one single father]. Often SHOH have limited abilities to support children's cultural immersion and school success and meet U.S. parenting norms and expectations. This is often due to the lack of formal education and limited English proficiency, long workdays, cultural norms of giving deference to teachers' decisions, and unfamiliarity with U.S. culture.

Of 73 East African and African American children and youth served in the Rainier Vista and New Holly *Afterschool Tutoring Program*, middle and high school students included 31 [aged 11 to 13] and 24 [14 to 17]. Of 12 students aged 14-18 in the 2010 -2011 *Digital Connectors Project*, five (42%) were male and seven (58%) were female. Of 24 ninth through twelfth graders in the *Intergenerational Connections Program* serving Cleveland, Franklin, Renton high schools and Aki Kurose K-8 School, 18 (75%) were males. Forty-seven (64%) of *Afterschool Tutoring Program* students identified themselves as immigrants or

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refugees; 56% classified themselves as Limited English Speaking; and of 52 students at New Holly, two identified their first language as Amharic, nine (2%) identified it as Oromo, and 41 (79%) as Somali.

HOAS' Afterschool and Youth programs drew students from 20 schools in Seattle Public Schools and Renton School District. In October 2011, due to high demand from north Seattle East African families, HOAS added the Broadview Library program. See Data Sample Tables 1, 3, and 5 - 7 for specific schools.

[2.2] Challenges and Barriers and HOAS' Strategies to Address Students' Challenges

East African students and families face unique challenges accessing education, engaging in social interactions, and meeting behavioral and academic expectations in school. Central cities, like Seattle have higher rates of poverty and minority households composed of single heads of households [SHOH]. Some of the challenges that East African SHOH face are described in paragraph 2 of Section 2.1 on Demographics.

King County's Refugee Planning Committee and HOAS' immigrant parent focus groups also noted weak family and community supports, pervasive struggles children of refugees have with parents' cultures and children/youths subsequently adopting negative aspects of U.S. culture. HOAS found that 70% of focus groups reported persistent problems with youth and adult violence, gang activity, managing family life using socially acceptable methods, and managing children's behavior without resorting to excessive punishment and physical control "to keep order." To help families adjust to the U.S. culture and educational system and to support their children in school, in 2010 and 2011, HOAS provided SOURCE system workshops for 50 & 40 parents, respectively, and holds eight cultural orientation classes each year.

The *Intergenerational Connections* program from 2010-2012 has used technology to bridge the gaps between 49 East African youth and their parents, and from 2009 – 2011, *One Economy-Comcast's Digital Connectors* annually helped 12 to 15 youths develop academic, job preparation, community service and leadership skills, and voice their concerns through media journalism. On March 9, 2012, 18 parents and 21 youths participated in the *Intergenerational Connections "Being Ready for College"* workshop. This workshop supported the efforts of – among others - eight students who applied to and were accepted at Seattle Community College and the University of Washington for the 2012-2013 academic year.

In providing services for focus students, HOAS is challenged to recruit adequate numbers of tutors to provide one-on-one culturally- and linguistically-appropriate support for each person. To address their needs, over 20 tutors work with small groups of two to three. Although our Tutors are college students, local professionals, and educated community members, to meet students' needs, our multilingual staff assists Tutors. Tutors receive cultural orientation training and instruction on culturally responsive teaching.

[2.3.1] Quantitative Results Related to Outcomes and Indicators

In 2011, HOAS provided two hours of Tutoring four days per week for 40 weeks to *140 unduplicated K -12 students in its After School Tutoring Program* at NewHolly, Rainier Vista and Columbia City and provided services for *45 unduplicated students* in its *Youth Programs*.

HOAS regularly tracked and recorded students' *improved performance* on the internally administered SPS Mathematics and Literacy Practice Tests for 60 students in the 2010 and 49 in the 2011 After School Tutoring program at its four sites. The average 2010 mathematics pre-test score for the middle and high school students in 2010 was 68% and the average math post-test score was 79%. The average 2011 mathematics pre-test score for the middle and high school students was 69% and the average mathematics post-test was 80%. The average 2010 literacy pre-test score for the middle and high school students was 68% and the average literacy post-test score was 72%. The average 2011 literacy pre-test score for the middle and high school students was 69% and the average literacy post-test was 77%.

Of 24 youth enrolled in the *Intergenerational Connections Program* (ICP) from **2011-2012**, [A] 15 met grade level standards on state tests; [B] all were promoted to the next grade; [C] five ninth graders were promoted on time to 10th grade; and [D] 8 completed graduation requirements for entry into college and enrolled at Seattle Community College and the University of Washington (UW). Of 12 students in the

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2010 – 2011 Digital Connectors Project, four graduated to attend Eastern Washington University, the UW and Seattle Community College. Consistent with the ICP objective to *promote civic journalism and work-based learning*, **100%** created video documentaries promoting *strong student partnerships* with parents, seniors, and community organizations as they shared past/current lived cultural experiences. To assist with *personalized and group planning for post-secondary education and career*, in 2010 and 2011, HOAS helped 33 youths and in 2012, 38 youths learn about college in its “*Being Ready for College*” workshop.

[2.3.2] Digital Connectors Project (DCP) Data Related to Outcomes and Indicators

HOAS piloted *One Economy-Comcast’s DCP* in 2009 with 15 students and in 2010-2011 provided the research based college and technology career preparation curriculum for 12 students. DCP helped 8th through 12 graders learn real world digital technology, leadership, career, and financial literacy skills, and community service through community technology asset mapping of over 800 residents.

Students’ achievement scores on the Modules 1 through 6 post tests showed consistent gains from October 2010 - June 2011 on areas related to this RFQ, including, *promoting civic engagement, career and work-based learning, strong partnerships, technical career preparation, and financial planning*. As shown in Table 2, the Posttest on Technology Skills showed a 34% gain over the Program Application Pretest scores. Post-Assessments on the Modules ranged from **98%** on Module 4 – Community Asset Mapping, Computer Technology & Networking to **95%** on Module 5 - Computer Technology; IT Sector Jobs; Community Asset Mapping. While students rated both the Vocational and Educational Value for Module 1 at **77%**, by Module 5, its rating Educational Value was **80%** and the Vocational value of Module 6 was **93%**.

[2.3.3] Parent Programs Conducted during Youth Programs

While students receive Homework assistance and Tutoring, parents receive computer literacy, Internet safety, *Source* and other school related information workshops. A parent *Understanding Technology* course served 20 people in 2010 and 28 in 2011. Anecdotal parent reports such as this attest to how these courses assist them and their children: “I have been assisted to learn about computers and have received help for my children. I am very grateful. I have received help . . . to complete applications, prepare resume. I have learned a lot of things I had not known . . . how to write letters. I am very thankful.”

[2.3.4] Effectiveness in Partnering with Schools and Other Organizations

HOAS collaborated with administration and support staff at 20 schools in Seattle Public Schools and Renton School District. As shown in Tables 1, and 3 through 7 in the Data Samples, they include: Orca, South Shore, SBOC, Aki Kurose, Garfield, Franklin, Washington, Mercer, Renton, Lake Ridge, and Dimmett. Collaboration entailed obtaining, with parent permission and school cooperation, relevant student SOURCE records, MAP data, quarterly course grades and GPAs. In addition, *Fahmo Abdulle, the Parent Advocacy Lead* works with teachers and staffs to monitor students, share progress reports, assist teachers with home contacts and parents/student conferences; and coordinate appropriate and timely support.

SECTION 3: TRACKING TO SUCCESS

[3.1] Data Points Tracked and/or Reviewed and Related Outcomes and Indicators

To identify students and track the performance of students who meet the risk factors targeted by this RFQ, HOAS has obtained and tracked, with parent permission, relevant student SOURCE records, MAP data, quarterly course grades and GPAs. Student Records #1 and #2 following Table 3 in the Data Sample are records retrieved to track performance and alert staff/parents to needs for support/intervention.

Internally and in reports to funders, HOAS has tracked student demographics, attendance, and pre- and post-test scores on internally administered Seattle Public School Literacy and Mathematics Practice assessments. These scores for 60 students in the 2010 and 49 in the 2011 After School Tutoring program at its four sites are summarized Section 2.3.1 and shown in Tables 5 and 6. In addition, the Parent Advocacy Lead and other staff track the data described in Section 3.2 and shown in Data Tables 1 and 3-7.

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For the youths enrolled in the *Intergenerational Connections Program* (ICP) from 2009 - 2012 and *Digital Connectors Project* (DCP) students from 2010-2011, HOAS tracked the outcomes described in paragraph 3 of Section 2.3.1 above. In addition, HOAS tracked [1] English language learner making *WA State English proficiency test* gains, [2] students making typical annual growth in reading on the *MAP*; and [3] the number of 7th and 8th graders who were enrolled in the *College Bound* programs. They also tracked ICP and DCP objectives aligned to Career and Readiness Outcomes such as *work-based learning, civic journalism, civic engagement, strong partnerships, and community service learning*. Demographic data for DCP & ICP are noted in Tables 1 & 3 while program-specific achievement data are shown in Tables 1 & 2.

[3.2] Systems/Protocols to Manage, Collect and/or Partner with Schools to Access Student Data and [3.3] Organization's Use of Data to Inform our Work

HOAS obtains and tracks student academic progress through SOURCE records such as Student Records #1 and #2 following Table 3, the pre- and post-test scores on internally administered SPS Literacy and Mathematics practice assessments in Tables 5 – 7, and the *Digital Connectors Project* Module Assessments in Table 2. These data inform our success at helping students make progress towards the Outcomes and Indicators. In addition, student performance, attendance and/or disciplinary issues are successfully monitored through: weekly parent and school staff check-in by the Parent Advocacy Lead, daily monitoring of program attendance/performance, daily homework check-ins; program staff/tutor observations, biweekly checks on all students' SOURCE files [with parent permission and school cooperation], and quarterly checks on high school and middle school students' grades and GPAs. These data can be retrieved at any time to alert staff and parents to needs for support and intervention.

While each program coordinator maintains files related to his or her program, the After School Programs staff may report information to Case Managers who update a child's or family's records. Case Managers' databases of client information, daily sign-in sheets, activity logs, and school district and DSHS records helps HOAS develop comprehensive and accurate records and appropriate responses to needs.

In addition to these sources, the Seattle Human Services Department client profile report in Table 4 demonstrates how HOAS reports to funders on participant demographics and traits. Student rosters for Rainier Vista and NewHolly sites in Tables 5-7 show student traits and pre- and post-test scores. Table 8 summarizes the agency's services provided in the areas of tutoring and youth programs by month for 2011.

[3.4] Methods to Use Daily or Weekly Data to Make Program Adjustments

The Afterschool Program Coordinator and/or Parent Advocacy Lead weekly check-ins with parents and counselors on absences and the Lead's in-person parent interviews/discussions allow tracking of students' difficulties, successes, and targets students/families for support service and plans for intervention. In another instance, when the *Intergenerational Connectors* Management Intern noticed that student scores on the Module post tests were declining and that students were not evaluating the Modules on their value to their vocational and/or educational goals. He varied the type of engagement activities to better track individual engagement and understanding and increase group motivation to complete tasks. When program staff's observations indicate that students are struggling, tutors report concerns to the Lead who then contacts parents, emails teachers, and/or visits schools to find out about and help strategize interventions.

SECTION 4: WOMAN AND MINORITY INCLUSION; NON-DISCRIMINATION

Women and Minority Inclusion: Non-discrimination

HOAS may hire additional employees to meet the needs of the proposed program. We regularly reach out to like-focused service organizations, small businesses, including women and minority businesses through a variety of media and publications. During hiring, interview teams are apprised of our non-discrimination policy and are required to use it in making hiring recommendations.

HORN OF AFRICA SERVICES ATTACHMENT 2: DATA SAMPLE

**TABLE 1: STUDENT DEMOGRAPHICS OCTOBER 2010- JUNE 2011
DIGITAL CONNECTORS PROJECT**

STUDENTS [NAME DELETED] N = 13	SCHOOL	GRADE	AGE	STUD REPORT -GPA	ATTENDANC	CURRENT EDUC LEVEL	CAREER ASPIRATION	GENDER	RACE	HOME ZIP CODE	FAMILY - HEAD OF HOUSE- HOLD
					E DAYS PRESENT OUT OF 30 [2 QRTS]						
1	WASHINGTON	8	14	2.5	26		NFL	Male	100% OF STUDENTS ARE AFRICAN AMERICAN	91096	Mother
2	INGRAHAM	12	14	3.5	21	Eastern WA Univ	SOFTWARE ENGINEER	female		98108	Father & Mother
3	INGRAHAM	10	15		20		INTERNET BUSINESS	female		98108	Mother
3	WEST SEATTLE	9	15		28		MECHANICAL ENGINEER	male		98106	Father & Mother
4	INGRAHAM	9	15	2.5	26		ENGINEER	male		98108	Mother
5	INGRAHAM	10	15	2.4	31		BUSINESS	male		98108	Father & Mother
6	GARFIELD	11	16	3.41	28		LEADERSHIP	male		98144	Mother
7	BALLARD	10	16		20		LEADERSHIP	male		98103	Mother & Father
8	INGRAHAM	11	16		25		COLLEGE GRADUATE	female		98108	Mother
9	INGRAHAM	11	16		28	SCCC	MEDICINE	female		98108	Mother
10	WEST SEATTLE	11	16		29		MEDICINE	female		98106	Mother
11	FRANKLIN	12	17.5		19	College	MEDICINE	female		98108	Father
12	INGRAHAM	12	18	3.92	21	College	CIVIL ENGINEER	female		98108	Mother

HORN OF AFRICA SERVICES ATTACHMENT 2: DATA SAMPLE

TABLE 2: STUDENT DATA – MODULE AND POST COURSE ASSESSMENTS DIGITAL CONNECTORS PROJECT – OCTOBER 2010- JUNE 2011																
STUDENTS [Names Deleted] N = 13		1	2	3	4	5	6	7	8	9	10	11	12	13		
	%AGE OR SCALE														GROUP AVERAGE	SCALE SCORE POSITION
Module 1 - Leadership; Teaming; Career Opportunities	% = N/29	76	72	69	72	X	69	59	79	66	69	66	66	62	68.71%	
Module 1 -Rating - Vocational Value for Profession	I - 5	4	3	4	5	X	5	X	3	4.5	3	4	4	3	3.86	77%
Module 1 - Rating - Educational Value for Academic Career	I - 5	4	4	4	4	X	5	X	3	4.5	2	4	4	4	3.8	77%
Module 2 -Media Arts & Literacy; Critical Thinking	% = N/30	90	67	93	X	63	X	X	X	X	37	X	87	X	72.83%	
Module 2 -Rating - Vocational Value for Profession	I - 5	X	3	X	X	X	X	X	X	X	3	X	4	X	3.3	67%
Module 2 - Rating Educational Value for Academic Career	I - 5	X	3	X	X	X	X	X	X	X	1	X	4	X	2.67	53.4 %
Module 3 -Financial Literacy & Community Service	% = N/30	77	67	87	70	80	87	90	X	30	77	X	87	80	75.64%	
Module 3 -Rating - Vocational Value for	I - 5	X	5	X	4	X	5	4	X	4	5	X	4	4	4.38%	87.6 %

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Profession																	
Module 3- Rating Educational Value for Academic Career	I - 5	X	3	X	4	X	5	3	X	3	5	X	4	5	4.00	80%	
Mod 4 – Community Asset Mapping Project; Internet Safety; Computer Technology & Networking	% = N/21	100	100	100	100	95	100	95	100	90	100	95	100	100	98.08%		
Mod 4 -Rating - Vocational Value for Profession	I - 5	4.5	4	4	4	4	4	4	4	4.5	4	4	4	4	4.08	81.6 %	
Mod 4 - Rating Educational Value for Academic Career	I - 5	4	4	4	4	4	4	5	4	4	4	4	4	4	4.09	81.8 %	
Mod 5 - Computer Technology; IT Sector Jobs; Community Asset Mapping	% = N/11	91	100	100	100	X	X	X	100	100	91	X	100	73	94.86%		
Mod 5 -Rating - Vocational Value for Profession	I - 5	4	4	4	4	X	X	X	4	4	4	X	4	4	4.00	80%	
Mod 5 - Rating Educational Value for Academic Career	I - 5	4	4	4	4	X	X	X	4	4	4	X	4	4	4.00	80%	
Mod 6A - Youth-led Celebrating Community Heroes Project	% = N/15	87	93	67	93	93	X	100	86	93	93	80	87	X	88%		
Mod 6A -Rating - Vocational Value for Profession	I - 5	X	4	4	4	5	X	5	5	5	5	5	4	X	4.67	93.4 %	
Mod 6A - Rating Educational Value for	I - 5	X	4	I	4	4	X	4	4	4	4	4	4	X	3.67	73.4 %	

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Academic Career r																	
Digital Connectors Post Assessment - Teamwork	SCALE SCORE = N/5	3	2.8	2.2	3.6	2.4	2	2.8	2.6	2.8	2	2.6	2.4	X	2.54	50.8 %	
Digital Connectors Post Assessment - Team Communication	SCALE SCORE = N/4	2	2.8	2.8	3	2.5	2	2	2.8	3	2.8	2.8	3.5	X	2.70	67.5 %	
Digital Connectors Post Assessment – Professional/Electronic Communication	SCALE SCORE = N/5	3	2.6	2.8	3	2.4	2.8	2.4	2.6	2.4	3	2.4	2.2	X	2.60	52%	
Digital Connectors Post Assessment- Critical Thinking	SCALE SCORE = N/4	2.8	2.7	2.8	3	2.5	2.5	2.8	3	2	3	2.5	2.3	X	2.63	52.6 %	
Digital Connectors Pre-Assessment- Technology 0 - 4	SCALE SCORE = N/14	1.36	2.4	1.9	2.6	1.5	0.6	0.4	1.6	2.5	1.2	1.2	1.1	1.8	1.50	37.5 %	
Digital Connectors Post Assessment- Technology Skills	SCALE SCORE = N/5	2.6	2.8	3	4	2.6	3	2.8	2.6	2.2	2.8	2.6	3	X	2.86	71.1%	
AVERAGE GAIN FROM PRE- TO POST- TEST SCORE		+1.36 POINTS GAIN ON SCALE OF 1 TO 4								PRETEST COMPARED TO POST-TEST SCORES = GAIN					34%		
Digital Connectors Post Assess- Internet & MS Office	SCALE SCORE = N/13	3	2.9	2.9	3.8	3	3.0	2.8	2.9	2.2	2.9	2.5	2.4	X	2.86	68.5 %	

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Digital Connectors Post Assess- Digital Video Experience	I - 4	3	3	2.8	4	2.6	2.8	2.6	2.8	2	2.6	2.4	2.8	X	2.74	68.55 %
Digital Connectors Post Assess- Work - Reliability	SCALE SCORE = N/4	2.4	2	1	3	2.5	2.5	2	2.8	1.5	2.3	2	2	X	2.15	53.75 %
Digital Connectors Post Assess- Work - Adaptability	SCALE SCORE = N/4	2.8	1.5	0.5	4	2.3	3	2.3	3	1.5	1.8	2.5	2	X	2.28	57%
Digital Connectors Post Assess- Work - Professionalism	SCALE SCORE = N/5	3	2.2	0.4	3	2.4	3	2.8	3	2	1.8	2.4	3	X	2.38	47.6 %

HORN OF AFRICA SERVICES ATTACHMENT 2: DATA SAMPLE

TABLE 3: INTERGENERATIONAL CONNECTIONS PROGRAM 2011 - 2012				
STUDENTS [NAMES DELETED] N = 23	CURRENT GRADE OR YEAR	SEATTLE PUBLIC SCHOOL, COMMUNITY COLLEGE OR UNIVERSITY	GENDER	
			FEMALE	MALE
1	9th	Cleveland High		Male
2	12th	Renton High		Male
3	11th	Renton High	Female	
4	11th	Renton High		Male
5	9th	Cleveland High		Male
6	9th	Cleveland High	Female	
7	10th	Cleveland High	Female	
8	12th	Chief Sealth		Male
9	10th	Cleveland High		Male
10	10th	Cleveland High		Male
11	9th	Cleveland High	Female	
12	College 1st yr	University of Washington		Male
13	College 1st yr	University of Washington		Male
14	10th	Cleveland High		Male
15	10th	Cleveland High	Female	
16	8th	Aki Kurose		Male
17	College 1st yr	Seattle Central Community College		Male
18	College 1st yr	University of Washington		Male
19	College 1st yr	University of Washington		Male
20	College 1st yr	Seattle Central Community College		Male
21	12th	Franklin High		Male
22	College 2nd yr	University of Washington		Male
23	College 2nd yr	University of Washington		Male
TOTALS	100% ADVANCED TO NEXT GRADE IN ONE YEAR	8 STUDENTS GRADUATED HIGH SCHOOL ON TIME AND CURRENTLY ATTEND COLLEGE	FEMALE 5 OR 21.7%	MALE 18 OR 78%

HORN OF AFRICA SERVICES ATTACHMENT 2: DATA SAMPLE

STUDENT RECORD #1

 **Schedule and Scores**

To view a previous semester, click the Semester link to view the grades for the semester classes.
Select Term

- Semester 1 Aki Kurose Middle School - (September 07, 2011 to January 31, 2012)
- Semester 2 Aki Kurose Middle School - (February 01, 2012 to June 21, 2012)

Semester 1

Period	Class	Course Code	Section	Instructor	Scores		
					Term 1	Term 2	Updated
1	MATHEMATICS 8 scores class page	MMA2008	05	Stacia Neal sineal@seattleschools.org 252-7700	B- (80.0%)	C (73.0%)	2/07/12
2	SELECTED MATH TOPICS scores class page	MMA05948	05	Stacia Neal sineal@seattleschools.org 252-7700			
3	LANGUAGE ARTS 8 scores class page	MLA0018	02	Michael Connelly mfconnelly@seattleschools.org 252-7700	C (74.3%)	C- (70.6%)	1/30/12
5	WORLD GEOGRAPHY scores class page	MSS1019	05	Stefanie Hardgrave sahardgrave@seattleschools.org	B+ (89.7%)	B+ (89.9%)	2/07/12
6	PHYSICAL EDUCATION	MPE8016A	36	Michael Kaiser mlkaiser@seattleschools.org	A+ (100.0%)	B (83.1%)	2/03/12

HORN OF AFRICA SERVICES ATTACHMENT 2: DATA SAMPLE

	score s	class page			252-2500			
7	GENERAL. SCIENCE 2		MSC304	07	Jessica Long	D	B-	2/04/
	score s	class page	2		jalong@seattleschools.org	(65.0 %)	(80.0 %)	12
8	ADVISORY/HOMEROM MS		MNA99	29	Stacia Neal			
	score s	class page	22		sneal@seattleschools.org			
					252-7700			

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HORN OF AFRICA SERVICES ATTACHMENT 2: DATA SAMPLE

STUDENT RECORD #2

Semester 1			
Enrolled Courses			
Course	Teacher	Period	Grade
Mentorship (Sophomore)	Morton, Janice	8	E (31%)
Spanish 2A (P2) second quarter 2011-12	Rector, Dale	2	E (28%)
Algebra	Hewkinson, Nicole Haggard, Karen	7	E (56%)
Biology (Bio-Lit)	Carlson, Lindsay	3	C- (72%)
Human Body Systems	Holladay, Lindsay	5	E (47%)
Personal Fitness Lighthall	Lighthall, Lance	1	D+ (69%)
Spanish 2A first quarter	Rector, Dale	0	E (38%)
World History 3/4	McAdzean, Kelly	6	E (52%)
World Lit. and Comp. 10A (Bio-Lit)	Hitchcock, Erin	4	C- (71%)
School Wide Learning Outcomes			
Written Communication		44%	
Oral Communication		68%	
Professionalism		61%	
Content&Critical Thinking		44%	
Technology Innovation		64%	

HORN OF AFRICA SERVICES ATTACHMENT 2: DATA SAMPLE

TABLE 4: DATA SAMPLES AND REPORTS

City of Seattle – Human Services Department

Client Profile Report – Annual

Agency Name:	Horn Of Africa Services
Project Name:	HOAS-Youth Tutoring @Rainier Vista & NewHolly
Contract Number:	DA10-1501
Person Completing Report:	Tsegaye Gebru

Total Number of Clients Served		January - December
I.	Geographic Location* (Sub Region/Neighborhood Based on Zip Code)	
	A. Seattle Neighborhoods	
	Ballard	0
	Capitol Hill	0
	Central Seattle	0
	Delridge	0
	Downtown	0
	Duwamish	0
	Lake Union	0
	North Seattle	3
	NE Seattle	3
	NW Seattle	0
	Queen Anne	0
	SE Seattle	67
	SW Seattle	0
	East Rural	
	East Urban	
	North Urban	
	South Rural	
	South Urban	
	Vashon	
	Other (Outside King County)	
	Unknown	
	Total:	73
	B. Number Who Live in Unincorporated King County	
	Outside City Limits	
	Unknown	
	Total:	0
	C. Homeless	
	Yes	0
	No	73
	Unknown	
	Total:	73
II.	Household Composition	
	A. Single Adult Living Alone (Household Size = 1)	
	Yes	12

HORN OF AFRICA SERVICES ATTACHMENT 2: DATA SAMPLE

	No	55
	Unknown	6
	Total:	73
B.	Single Parent Households	
	(Households with Children Under 18 Living in the Home)	
	Yes	55
	No	12
	Unknown	6
	Total:	73
III.	Income Based on HUD Guidelines	
	Very Low (< 30% Median)	56
	Low (< 50% Median)	5
	Moderate (< 80% Median)	0
	Above Moderate (> 80% Median)	0
	Unknown	12
	Total:	73
IV.	Ages	
	0 to 5	2
	6 to 10	14
	11 to 13	31
	14 to 17	24
	18 to 34	2
	35 to 59	0
	60 to 74	0
	75 to 84	0
	85 and Over	0
	Unknown	0
	Total:	73
V.	Gender	
	Female	47
	Male	26
	Transgendered/Other	0
	Unknown	0
	Total:	73
VI.	Persons with Disabilities	
	Yes	0
	No	0
	Unknown	0
	Total:	0
VII.	Race/Ethnicity	
	American Indian or Alaska Native	0
	Asian, Asian-American	0
	Black, African-American, Other African	72
	Hawaiian Native or Pacific Islander	0
	Hispanic, Latino	0
	Multi-Racial**	1
	Other	0

HORN OF AFRICA SERVICES ATTACHMENT 2: DATA SAMPLE

	Total Non-White/Caucasian:	73
	White or Caucasian	0
	Unknown	0
	Total:	0
VIII.	<i>Refugee/Immigrant</i>	
	Yes	47
	No	26
	Unknown	0
	Total:	73
IX.	<i>Limited English Speaking</i>	
	Yes	41
	No	32
	Unknown	
	Total:	73

- * See Client Profile Instructions for list of areas and zip codes within the geographical locations.
- ** Clients who checked more than one category are counted as multi-racial.

HORN OF AFRICA SERVICES ATTACHMENT 2: DATA SAMPLE

TABLE 5: HOAS Tutoring Program Year 2011 N = 49			SPS PRACTICE TESTS Math		SPS PRACTICE TESTS Literacy	
STUDENTS [NAMES DELETED]	School	Grade	Pre	Post	Pre	Post
			MIDDLE AND HIGH SCHOOL STUDENTS			
1	Mercer	6	85%	95%	90%	98%
2	South Shore	6	70%	75%	75%	76%
3	AKI KUROSE	7	76%	85%	70%	78%
4	Mercer	7	55%	60%	50%	66%
5	South Shore	7	55%	55%	58%	55%
6	Washington	7	75%	80%	78%	82%
7	AKI KUROSE	7	75%	75%	75%	80%
8	AKI KUROSE	7	75%	65%	65%	75%
9	SBOC	8	55%	59%	55%	55%
10	ORCA	8	65%	65%	67%	70%
11	John Adams	8	75%	78%	70%	75%
12	DAMMIT	8	55%	65%	65%	73%
13	WASHINGTON	8	75%	80%	70%	74%
14	AKI KUROSE	8	85%	87%	90%	92%
15		9	75%	80%	80%	88%
16		9	75%	78%	75%	80%
17	RENTON	9	75%	80%	80%	81%
18	Franklin High School	9	55%	65%	65%	75%
19	Garfiled High School	9	65%	78%	55%	80%
20	Franklin High School	9	75%	65%	65%	73%
21	RENTON HIGH	10	65%	70%	55%	65%
22	Garfiled High School	10	75%	78%	80%	82%
23	RENTON	10	70%	75%	73%	82%
24	Tyee	10	70%	75%	75%	78%
25	Garfiled High School	11	50%	78%	55%	80%
AVERAGE MIDDLE SCHOOL AND HIGH SCHOOL STUDENTS			69%	74%	69%	77%
ELEMENTARY STUDENTS						
26	LAKE RIDGE	K	50%	60%	55%	66%
27	Bacon ElementAry	1	75%	75%	73%	82%
28	VAN ASSELT	2	59%	65%	60%	70%
29	DUNLAP	2	45%	55%	65%	70%
30	VAN ASSELT	2	55%	66%	65%	75%
31	Kimball	2	70%	75%	75%	80%
32	Bailey Jaztert Elem.	2	70%	75%	75%	80%
33	DUNLAP	2	65%	77%	66%	70%
34	Dearborn Park	2	75%	77%	75%	77%
35	DUNLAP	3	65%	78%	60%	75%
36	hawthorn	3	66%	72%	56%	65%

HORN OF AFRICA SERVICES ATTACHMENT 2: DATA SAMPLE

37	Bailey Jaztert Elem.	3	55%	60%	60%	65%
38	LAKE RIDGE	3	55%	65%	65%	75%
39	VAN ASSELT	3	76%	78%	66%	75%
40	Beacon Elementry	3	70%	72%	75%	78%
41	MLK	3	70%	73%	70%	73%
42	Becon Elementry	4	75%	80%	80%	82%
43	VAN ASSELT	4	76%	77%	66%	70%
44	DUNLAP	4	75%	75%	75%	80%
45	KIMBALL	5	58%	57%	59%	60%
46	LAKE RIDGE	5	75%	78%	75%	77%
47	DUNLAP	5	70%	74%	73%	75%
48	VAN ASSELT	5	75%	78%	80%	82%
49	Bailey Jaztert Elem.	5	65%	80%	70%	74%
AVERAGES ALL STUDENTS			68%	73%	69%	75%

HORN OF AFRICA SERVICES ATTACHMENT 2: DATA SAMPLE

TABLE 6: HOAS After School Program Tutoring Data 2010

				SPS PRACTICE TESTS Math		SPS PRACTICE TESTS Literacy	
N = 63				Pre	Post	Pre	Post
<u>Students [NAMES DELETED]</u>	<u>Ethnicity</u>	<u>Grade</u>	<u>School</u>	<u>Pre</u>	<u>Post</u>	<u>Pre</u>	<u>Post</u>
MIDDLE SCHOOL AND HIGH SCHOOL STUDENTS							
1	Somali	6	Aki Kurose	80%	93%	85%	90%
2	Somali	6	John Adam	45%	60%	40%	62%
3	Somali	6	Aki Kurose	75%	82%	85%	90%
4	Somali	6	Aki Kurose	88%	90%	85%	90%
5	Eritrea	6	Aki Kurose	80%	90%	75%	82%
6	Oromo	6	Aki Kurose	70%	85%	75%	85%
7	Somali	6	Southshore	72%	78%	70%	75%
8	Oromo	6	Aki Kurose	60%	66%	55%	65%
9	Oromo	6	Washington	75%	85%	82%	90%
10	Somali	7	ORCA	75%	85%	82%	90%
11	Somali	7	Washington	80%	90%	81%	85%
12	Somali	7	BOC	25%	55%	25%	50%
13	Somali	7	Aki Kurose	55%	75%	70%	77%
14	Oromo	7	Aki Kurose	70%	76%	80%	86%
15	somali	8	BOC	30%	50%	25%	70%
16	Somali	8	Washington	80%	90%	85%	93%
17	Somali	8	Aki Kurose	82%	90%	89%	93%
18	Somali	8	Southshore	60%	70%	50%	72%
19	Oromo	8	Washington	80%	85%	80%	89%
20	Oromo	8	Washington	75%	82%	85%	90%
21	Somali	9	Nathan hale	45%	70%	30%	50%
22	Somali	9	Nathan hale	60%	70%	60%	72%
23	Amharic	9	Garfield	70%	73%	80%	85%
24	Somali	10	BOC	50%	65%	50%	70%
25	Oromo	10	Garfield	80%	89%	85%	95%
26	Amharic	11	Garfield	90%	95%	80%	85%
27	Somali	12	Garfield	75%	82%	85%	90%
AVERAGE MIDDLE & HIGH SCHOOL				68%	79%	69%	80%
ELEMENTARY STUDENTS							
<u>Students [NAMES DELETED]</u>	<u>Ethnicity</u>	<u>Grade</u>	<u>School</u>	<u>Pre</u>	<u>Post</u>	<u>Pre</u>	<u>Post</u>
1	Oromo	KG	Van Asselt	20%	30%	43%	60%
2	Somali	1	Lake ridge El.	20%	35%	25%	60%
3	Somali	1	Wing Luke	25%	42%	20%	30%
4	Somali	1	Dunlap	50%	63%	70%	77%
5	Somali	1	Van asselt	77%	78%	70%	78%

HORN OF AFRICA SERVICES ATTACHMENT 2: DATA SAMPLE

6	Somali	1	Olympic Hills	20%	45%	40%	55%
7	Somali	1	Aki Krose	25%	40%	20%	50%
8	Somali	1	Dunlap	30%	40%	55%	70%
9	Oromo	1	Dunlap	55%	70%	45%	64%
10	Somali	2	Lake ridge El.	30%	60%	20%	50%
11	Somali	2	Dunlap	60%	85%	75%	80%
12	Somali	2	MLK	50%	60%	65%	70%
13	Somali	2	Van asselt	55%	70%	50%	72%
14	Somali	3	BOC	30%	35%	43%	50%
15	Somali	3	Van asselt	60%	66%	60%	64%
16	Somali	3	Dunlap	76%	78%	70%	75%
17	Somali	3	John Adam	53%	60%	50%	55%
18	Amhara	3	Emerson	56%	63%	66%	70%
19	Oromo	3	Dunlap	66%	70%	65%	71%
20	Somali	3	Dearborn	80%	90%	81%	85%
21	Somali	3	Kimball	82%	90%	89%	93%
22	Amharic	4	Kimball	60%	70%	65%	80%
23	Somali	4	Dunlap	70%	82%	75%	78%
24	Eritrea	4	MLK	75%	90%	77%	85%
25	Somali	4		30%	55%	30%	50%
26	Oromo	4	Kimball	76%	80%	82%	90%
27	Somali	4	Dunlap	70%	82%	75%	78%
28	Eritrea	5	MLK	76%	80%	82%	90%
29	Eritrea	5	MLK	70%	75%	60%	65%
30	Somali	5	Van asselt	80%	88%	80%	85%
31	Eritrea	5	MLK	80%	92%	77%	85%
32	Oromo	5	Dearborn	80%	85%	75%	85%
33	Oromo	5	Dearborn	80%	90%	85%	90%
34	Somali	5	Dunlap	75%	85%	82%	90%
35	Amhara	5	Kimball	45%	50%	35%	50%
36	Somali	5	Dearborn	25%	60%	50%	60%
AVERAGES [ALL STUDENTS]				61%	72%	64%	75%

HORN OF AFRICA SERVICES ATTACHMENT 2: DATA SAMPLE

Table 7. HORN OF AFRICA SERVICES SUMMER PROGRAM 2010 and 2011 NEW HOLLY STUDENT INFORMATION					
STUDENTS - N= 26	ENROLLED IN 2010 & 2011	PARENT'S NAME	GRADE	SCHOOL	LANGUAGE
STUDENT 1	X		K	LAKE RIDGE	Somali
STUDENT 2	X		2	Van Asselt	Somali
STUDENT 3	X		2	DUNLAP	Somali
STUDENT 4	X		2	Van Asselt	Somali
STUDENT 5	X		2	DUNLAP	Somali
STUDENT 6	X		3	DUNLAP	Somali
STUDENT 7	X		3	LAKE RIDGE	Somali
STUDENT 8	X		3	Van Asselt	Somali
STUDENT 9	X		4	Van Asselt	Somali
STUDENT 10	X		4	DUNLAP	Somali
STUDENT 11	X		5	KIMBALL	Amharic
STUDENT 1 2	X		5	LAKE RIDGE	Somali
STUDENT 13	X		5	DUNLAP	Somali
STUDENT 14	X		5	Van Asselt	Somali
STUDENT 15	2011 ONLY		6	AKI KUROSE	Somali
STUDENT 16	X		7	AKI KUROSE	Somali
STUDENT 17	X		7	AKI KUROSE	Somali
STUDENT 18	X		7	AKI KUROSE	Somali
STUDENT 19	X		8	ORCA	Somali
STUDENT 20	2011 ONLY		8	Mercer	Somali
STUDENT 21	X		8	DAMMIT	Somali
STUDENT 22	X		8	WASHINGTON	Somali
STUDENT 23	X		8	AKI KUROSE	Somali
STUDENT 24	X		9	RENTON	Somali
STUDENT 25	X		10	RENTON HIGH	Somali
STUDENT 26	X		10	RENTON	Somali

HORN OF AFRICA SERVICES ATTACHMENT 2: DATA SAMPLE

Table 8.
Number of Clients Served by Horn of Africa Services Per Month in Year 2011

Services Provided	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sept	Oct	Nov	Dec	Total	%age
Housing	22	19	20	26	22	20	22	23	32	33	28	33	300	8.68%
Shelter Application		15	11	19	18	17	15	13	17	22	13	14	174	5.03%
Shelter Accessed	1	1	2	2	2	0	2	1	1	0	1	1	14	0.40%
Transitional Housing	1	0	0	2	0	2	0	0	1	7	1	1	15	0.43%
Roommate	0	0	0	0	0	0	0	0	0	0	0	0	0	0.00%
Motel Voucher	0	0	0	0	1	0	1	1	1	0	0	0	4	0.12%
Permanent Housing Applied	0	3	7	3	1	1	4	9	10	12	13	15	78	2.26%
Permanent Housing Accessed	0	0	0	0	0	0	1	0	0	0	0	2	3	0.09%
Immigration	12	15	8	12	10	1	18	19	35	32	31	28	221	6.39%
I-130	2	4	1	3	2		4	3	5	6	12	6	48	1.39%
Immigration Correspondence													0	0.00%
Green Card	6	4	4	5	3	1	6	8	13	16	13	15	94	2.72%
Other Immigration Assistance	4	7	3	4	5	0	8	8	13	10	6	7	75	2.17%
CSO	16	17	9	10	19	16	18	17	22	10	19	18	191	5.53%
Food	8	11	5	4	7	8	9	11	14	5	11	12	105	3.04%
Childcare Assistance	2	2	0	0	0	2	0	2	2	3	2	1	16	0.46%
Medical	0	3	4	3	7	0	6	1	2	0	1	2	29	0.84%
Cash	2	1	0	1	0	0	0	1	0	0	0	0	5	0.14%
Utility Bill Assistance	4	0	0	2	5	6	3	0	2	2	5	3	32	0.93%
Job Application Assistance	12	11	9	12	9	11	10	16	15	19	21	15	160	4.63%
Resume Writing Assistance	10	12	10	11	11	9	15	19	23	22	25	27	194	5.61%
Interviewed	0	1	1	1	1	2	2	3	2	0	0	1	14	0.40%
Hired	0	1	1	1	1	1	0	0	0	0	0	1	6	0.17%
Legal Assistance/Advise	0	0	0	0	0	0	0	0	0	0	3	6	9	0.26%
Family						0	0	0	0	1	3	3	7	0.20%
Juvenile						0	0	0	0	1	1	2	4	0.12%
Citizenship													0	0.00%
N400 Application	1	2	3		2	2	3	8	2	4	2		29	0.84%
Naturalized	2	3	1	2	1	2		3	2	3	5	2	26	0.75%
Fail Exam		2						1					3	0.09%
Pending						1			1	4	2		8	0.23%
Financial Aid Application													0	0.00%
Application to College/Universities													8	0.002%
Nursing Assistance	1	1	0	1	1	0	2	1	1	1	2	0	11	0.32%

HORN OF AFRICA SERVICES ATTACHMENT 2: DATA SAMPLE

Truck Driving	1	1	0	0	0	0	1	1	0	1	1	0	6	0.17%
Vocational Schools													0	0.00%
Advocate at School	3	4	5	4	2	1	2	2	3	3	3	2	34	0.98%
Tutoring	67	67	67	67	67	65	65	65	73	73	73	73	822	23.8%
Youth Program	17	17	17	17	17	17	15	15	15	15	13	17	192	5.55%
Technology Lab/Computer Training													0	0.00%
Word and Excel					8	13	11	8	5	8	9	7	69	2.00%
Internet and Social Networking					8	13	11	8	5	8	9	7	69	2.00%
Resume Writing Skill					8	13	11	8	5	8	9	7	69	2.00%
Email					8	13	11	8	5	8	9	7	69	2.00%
Job Search					8	13	11	8	5	8	9	7	69	2.00%
Small Business Workshop Class			25		25			26		15	0		91	2.63%
IT Training													0	0.00%
East African Child Care Providers Training												64	64	1.85%
East African Child Care Providers Home Visits												11	11	0.32%
CPR & First Aid Training								17					17	0.49%
Total	194	224	213	212	254	275	287	291	375	345	370	417	3457	100%