

**Request for Qualifications
Social, Emotional, Behavioral, and Family Support**

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: 10/18/12

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

**HORN OF AFRICA SERVICES Social, Emotional, Behavioral, and Family Support
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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 *Social, Emotional, Behavioral, and Family Support 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 a Networks/Technology Lab Coordinator for *Neighborhood House and HOAS*. At Costco of USA and Canada, he was a Computer Hardware and Software Distribution Coordinator. Fluent in Oromo and Amharic, he manages a staff of 15 and 20 volunteers to carry out HOAS' mission to support East African refugees/immigrants with successful transition into U.S. lifestyles, self-sufficiency and cultural preservation.

HOAS has 19 years' experience providing culturally- and linguistically-appropriate transitional, naturalization, educational, employment, case management, 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 our Family and Youth Support Program, youth tutoring and mentoring; youth and adult computer literacy, eight parent cultural orientation classes each year, employment readiness/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 Afterschool and Family Support Programs 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 *Parent Advocacy Lead* and other staff, Negassa ensures proper functioning of the Afterschool/Family Support 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 and case management files for program operation. He supervises tracking progress on participation, Outcomes/Indicators, and student attendance, behavior, academic improvement awards.

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 families in accessing housing, employment, healthcare, immigration and social services through multilingual and culturally appropriate direct services and referrals. Mekdes supervises case management and coordinates client files and data systems. For their children, oral questions during parent intake assessment help to discern age, appropriate school placement, English proficiency, disability, and assistance needed with school enrollment such as health requirements). She has extensive familiarity with immigrants' cultural traits and barriers.

Hassan Wadere, who is fluent in Somali, works as **Family and Youth Services and Intake Coordinator**. He supervises parents and youth programs, and facilitates HOAS' partnership with the King County Superior Court to provide advocacy services to youth in the Juvenile Center and outreach to their parents and families. Hassan [in 2009] and [Reginald Griffin in 2010-2011] supervised the *One Economy-Comcast Digital Connectors Project* (DCP) to provide youth tutoring, mentoring, career, civic engagement and leadership skills development. DCP addresses the high school Outcome to complete a *Career and Technical Education* course before graduation. Hassan helped middle and high school students develop knowledge of/interest in technology careers, financial literacy, multimedia arts, and Civic Journalism.

Fahmo Abdulle, who is fluent in Somali and Italian, serves as **the Afterschool Program & Parent Advocacy Lead**. She works closely with the Program Coordinator and Case Managers to ensure students'

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and families' needs are met. To help students meet the Outcomes/Indicators, Abdulle helps parents [1] increase their involvement in schools; [2] understand the school system and how to assist in their students' progress, grade level transition and high school graduation; and [3] work with teachers to monitor students and share progress reports. As the school liaison, she [4] assists teachers, counselors, Family Support Workers and administrators with home contacts and conferences with parents/students; and [5] provides appropriate and timely student/family support. She also mentors/tutors students in the Afterschool Program.

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 coordinator, he focuses on students at risk academically to forge consistent tutor-student relationships that have improved students' math and writing proficiency, effort 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."

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%), *Housing Assistance* (17%), *Employment Assistance* (10.24%), and *Youth* (5.5%) Programs [see Table 1 in the Data Sample]. 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 of Seattle'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, 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, 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 students served in the *Afterschool Tutoring Program*, the largest numbers served by age group were 31 [aged 11-13], 24 [14-17], and 14 [6-10]. Of these 73, 64% were females and 36% were males. 100% of the 12 students aged 14-18 in the 2010-11 *Digital Connectors Project* and the 24 ninth to 12th graders in the 2012 *Intergenerational Connections Program* are African American. Forty-seven (64%) of *Afterschool Program* students self-identified as immigrants or 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. The Afterschool, Youth, and Parent Programs drew students from 20 schools in Seattle Public Schools (SPS) and Renton School District. In October 2011, due to demands from north Seattle East African families, HOAS added the Broadview Library program. See Data Sample Tables 2, 4, and 6 - 9 for specific schools.

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

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East African students and families face unique challenges accessing education, engaging in social interactions, and meeting behavioral and academic expectations in school. The families that HOAS serves have higher rates of poverty and minority 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*. In addition, King County's Refugee Planning Committee and HOAS' immigrant parent focus groups noted pervasive weak family/community supports and the struggles children have with their parents' cultures and their adoption of negative aspects of U.S. culture. HOAS found that 70% of focus groups reported persistent problems with youth/adult violence, gangs, managing family life in socially acceptable ways, and managing children's behavior without excessive punishment and physical control "to keep order."

To assist East African parents and students address academic and non-academic barriers to student and family success, HOAS provides an integrated **Family and Student Support Program** of: [1] *Intake and Case Management* by culturally- and linguistically-relevant managers, [2] *Program Outreach and Enrollment*, [3] *Home Contact Assistance for Schools*, [5] *Parent and Family Monitoring and Support for School Success*, and [7] *Counseling and Health Referral Services*. Case Managers discern families' needs during [1] *Intake/Case Management* and refer them to agencies such as Solid Ground, Catholic Community Services, Wellspring, and King County and Seattle Housing Authorities for housing. Our direct assistance helps parents access food stamps, child support, childcare, and churches that provide job training tuition. Using a recent federal Administration for Children and Families grant award, in 2013 HOAS will help 15 parents open home childcare businesses that will allow parents to seek and hold jobs.

During [2] *Program Outreach and Enrollment*, we notify parents about programs/services based on their needs and help parents understand the importance of school/afterschool programs. We advise them to enroll students in school-based/afterschool programs and make follow-up phone calls and home visits about programs. For some families, we provide [8] *Transportation Assistance*, traveling with parents and students to orientations and information nights. During [4] *Parent-Teacher-School Conference Assistance*, we secure school conference schedules, arrange times/dates to accompany parents to conferences and contact schools to ensure that staffs understand the services that HOAS is providing. As a part of [5] *Parent/Family Monitoring and Support for School Success*, we act as liaisons, translators, and interpreters to help increase involvement. With parent consent, we share information from Intake with school staff.

To help families adjust to the U.S. culture and its education system and support their children in school, in 2010 and 2011, HOAS provided SOURCE system workshops on the school system and the requirements for school progress for 50 and 40 parents, respectively. HOAS also holds eight cultural orientations annually, and provides legal clinics, social services and interpretation services, and housing and employment referrals services to help parents address non-academic barriers to children's learning. For 20 parents of *Refugee Youth Job Readiness Training Program* students, HOAS will provide access to the internet and computer literacy classes for families without home computers through two-hour workshops.

We have conversations with families and present quarterly workshops on educational resources and home activities to help their students improve educational, behavioral, and school success outcomes. We also conduct field trips to libraries and computer labs to show parents available print and multimedia resources, purchase at-home math and literacy materials and conduct workshops on how to use them. During our SOURCE workshops and while students are being tutored, we show how to access and use educational websites including the parents' resource area on our website.

To help young people with community connections and learn healthy nutrition, 25 youth aged 5 to 15 work in the HOAS/Seattle Tilth Senior Farm Project in Rainier Beach. The 2010-2012 *Intergenerational Connections* [IC] program has used technology to bridge the gaps between 49 East African youth and their parents, and the 2009 – 2011 *One Economy-Comcast Digital Connectors* annually helped 12 - 15 youths develop academic, career, community service, leadership, and civic journalism skills. Our March 2012 IC

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“*Being Ready for College*” workshop supported the efforts of 18 parents and 21 youths.

HOAS facilitates much-needed biweekly parent-staff discussions at specific schools (Garfield, Aki Kurose, and Dunlap) plan student supports and alternatives to suspensions. Afterschool Codes of Conduct also help students learn behavioral expectations. HOAS will join a Seattle University group addressing East Africans’ high school dropout rates and is one of 15 CBOs addressing south Seattle educational issues.

[2.3.1] Quantitative Results Related to Outcomes and Indicators

In 2011, HOAS operated its *After School Program* two hours daily four days a week for 40 weeks for 140 unduplicated K -12 students and provided its *Youth Programs* for 45 unduplicated students. Of 90 students in the 2011-2012 programs, 94% have **passed the previous grade** in one year. 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 Programs. Tables 6 and 7 in the Data Sample show **increases of 8% to 18% on all pretest-posttest comparisons at all levels**. The average **mathematics** pre-test to posttest scores for **elementary** students showed 21% and 7% gains in 2010 and 2011, respectively. The average **elementary literacy** pre-test to posttest scores showed 18% and 11.5% gains in 2010 and 2011, respectively. The average **secondary mathematics** pre-test to posttest scores showed 16% and 7% gains in 2010 and 2011, respectively. The average **secondary literacy** pre-test to posttest scores in 2010 showed 16% and 11.5% gains in 2010 and 2011, respectively.

While 85 students in 2012 were receiving Homework Assistance and Tutoring, 75 parents received information on *Source* and requirements for school progress workshops. In 2010 and 2011, HOAS provided workshops for 50 and 40 parents, respectively. To help families adjust to the U.S. culture and educational system and support their children, HOAS holds eight cultural orientations annually. A parent *Understanding Technology* course on computer literacy and topics such as Internet safety served 20 people in 2010 and 28 in 2011. In 2011, 34 parents (1% of clients) specifically sought HOAS’ Advocacy services at schools.

Of 24 youth enrolled in the *Intergenerational Connections Program* from 2011-2012, [A] 15 met grade level state test standards; [B] all were promoted to the next grade and [C] five ninth graders were promoted on time to 10th grade. To assist with *post-secondary education and career planning*, 33 youths in 2011 and 21 youths in 2012 took HOAS’ “*Being Ready for College*” workshop –eight of whom applied to and were accepted at Seattle Community College and the University of Washington for 2012 - 2013 years.

[2.3.2] 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 shown in Tables 2, and 4, 6 through 9 in the Data Samples. Collaboration entailed obtaining, with parent and school permission, student SOURCE records, MAP data, GPAs, and quarterly course grades. HOAS collaborates with *Neighborhood Group* and a newly formed 15-member Community-based Organization aimed to address the educational issues of children in south Seattle. In addition, the *Parent Advocacy Lead* works with teachers, Family Support Workers and other staff to monitor students’ progress, assist with home contacts/conferences; and coordinate appropriate and timely support.

SECTION 3: TRACKING TO SUCCESS

[3.1] Data Points Tracked and/or Reviewed and Related SEBFS Program and Its Effectiveness

HOAS tracks the types of services provided families in its **Family and Student Support Program**. HOAS has obtained and tracked, with parent permission, relevant student SOURCE records, MAP and WA English Language Proficiency data, quarterly grades and GPAs. Student Records #1 - #3 in the Data Sample are 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 SPS Literacy and Mathematics Practice tests. These scores for the 2010 – 2012 After School students are summarized in Section 2.3.1 and shown in Tables 6 and 7. The Parent Advocacy Lead tracks the data described in Section 3.2 and shown in Data Tables 1-2 and 4-9.

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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] 3rd – 12th grade English language learner making *WA State English proficiency test* gains, [2] 3rd – 12th graders 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, and the number of students in all grades passing all core courses. Demographic data for DCP & ICP is noted in Tables 2 & 4 while program-specific achievement data are shown in Tables 2 & 3.

[3.2] Systems to Manage and/or Access Student Data and [3.3] HOAS' Use of Data to Inform Work

HOAS obtains and tracks student academic progress through SOURCE records such as Student Records #1 - #3 following Table 4, the pre- and post-test scores on internally administered SPS Literacy and Mathematics practice tests in Tables 6 – 7, and the *DCP* Module Assessments in Table 3. HOAS maintains MS Excel databases that inform our success helping students progress towards the Outcomes and Indicators. In addition, student performance, attendance and/or disciplinary issues are successfully monitored through: the Parent Advocacy Lead's weekly parent and school staff check-ins, daily monitoring of program attendance/performance, daily homework check-ins; program staff/tutor observations, biweekly checks on all students' SOURCE files [with parent/school permission], and quarterly checks on high school and middle school grades and GPAs. These data alert staff and parents to needs for support/intervention.

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

In addition to these sources, the Seattle Human Services Department client profile report in Table 5 demonstrates how HOAS reports to funders on participant demographics and traits. Student rosters in Tables 6-9 show student traits and pre- and post-test scores. Table 1 summarizes all agency services.

[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. Tutors report concerns to the Lead who then contacts parents, emails teachers, and/or visits schools to find out about and help strategize interventions. For example, when most of 20 youth in the *Refugee Youth Job Readiness Program* failed literacy tests, YMCA & HOAS sought and won a \$9,000 literacy skills grant.

HOAS is implementing systems improvements learned in a variety of organization development trainings. Three HOAS staff have taken School's Out WA's Youth Program Quality Assessment (YPQA) training and next quarter's online training will be mandatory for all staff. Based on that training, HOAS will use peer, outside, and environmental data collection, tracking and evaluation techniques. Another five staff will complete the Seattle Human Services Department's 20-hour training on case management in youth programs and its 4-hour training on Parent Education Plans, case management, and parent-youth advocacy. HOAS staff has qualified as a Trainer of Trainers to provide the WA State Office of the Education Ombudsman's three-day public school system training to other community-based organizations.

SECTION 4: WOMAN 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 owned businesses through a variety of media and publications. During hiring, interview teams are always apprised of our non-discrimination policy and are required to use it in making hiring and selection recommendations.

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Table 1.
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%

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Application to College/Universities														8	0.002%
Nursing Assistance	1	1	0	1	1	0	2	1	1	1	2	0	11	0.32%	
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%	

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**TABLE 2: STUDENT DEMOGRAPHICS OCTOBER 2010- JUNE 2011
DIGITAL CONNECTORS PROJECT**

STUDENT S [NAME DELETED] N = 13	SCHOOL	GRADE	AGE	STUD REPORT -GPA	ATTENDANCE		CURRENT EDUC LEVEL	CAREER ASPIRATION	GENDER	RACE	HOME ZIP CODE	FAMILY - HEAD OF HOUSEHOLD
					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 3: 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	1 - 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	1 - 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	1 - 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	1 - 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	1 - 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	1	4	4	X	4	4	4	4	4	4	X	3.67	73.4 %	

HORN OF AFRICA SERVICES ATTACHMENT 2: DATA SAMPLE

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 %	

HORN OF AFRICA SERVICES ATTACHMENT 2: DATA SAMPLE

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 4: INTERGENERATIONAL CONNECTIONS PROGRAM 2011 - 2012				
STUDENTS [NAMES DELETED]	CURRENT GRADE OR YEAR	SEATTLE PUBLIC SCHOOL, COMMUNITY COLLEGE OR UNIVERSITY	GENDER	
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%
N = 23				
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

HORN OF AFRICA SERVICES ATTACHMENT 2: DATA SAMPLE

STUDENT RECORD #1

Aki Kurose Middle School Announcement

Dear Parents please check your students grades because most are failing classes.



Classes Overview

Assignments Due This Week

Classes in Session - Semester 2

Period	Class	Course Code	Section	Instructor	Scores		Updated
					Term 1	Term 2	
1	MATHEMATICS 6 scores class page	MMA200601	01	Tara O'Brien toobrien@seattleschools.org 252-7762	A- (90.6%)	A+ (100.0%)	4/11/11
3	EASTERN HEMISPHERE 6 scores class page	MSS175701	01	Mike Kreiger mikreiger@seattleschools.org 252-7700		A- (92.0%)	4/25/11
4	SCIENCE scores class page	MSC300701	01	Christina Jameson chjameson@seattleschools.org 252-7700	B (86.4%)	A (93.8%)	4/25/11
5	LANGUAGE ARTS 6 scores class page	MLA000701	01	Carol A Bradley-Williams cabradley@seattleschools.org 252-7716	A- (90.0%)	A+ (100.0%)	2/11/11
7	PHYSICAL EDUCATION scores class page	MPE8016B	27	Jennifer K Casto jkcasto@seattleschools.org 252-7769	C+ (78.5%)	(%)	4/13/11
8	COMPUTER AWARE 2 scores class page	MMA9661	28	Dharma Buford dhubuford@seattleschools.org	A- (91.9%)	A+ (99.6%)	4/25/11

Assignments Due This Week

Note: Because teacher participation in The Source is voluntary, not all teachers post assignment information here. Some teachers use their Class Page to post Assignments. To view Class Pages, click the class page link below the class name. To email teachers for assignment information, click the Schedule & Scores icon.

Due Date	Class	Instructor	Title	Points Possible
04/25/11	COMPUTER AWARE 2	Dharma Buford	4.25 new keys (Classwork)	100.0
04/26/11	SCIENCE	Christina Jameson	Thomas Edison WS (Homework)	20.0
04/27/11	SCIENCE	Christina Jameson	Ben Franklin WS (Homework)	20.0
04/27/11	SCIENCE	Christina Jameson	Do now 1 (Classwork)	35.0
04/29/11	SCIENCE	Christina Jameson	Extra credit (Classwork)	100.0

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HORN OF AFRICA SERVICES ATTACHMENT 2: DATA SAMPLE

STUDENT RECORD #2

 **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 mconnelly@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

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

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HORN OF AFRICA SERVICES ATTACHMENT 2: DATA SAMPLE

STUDENT RECORD #3

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	Hawkinson, 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	McFadzean, 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 5: Client Profile Report – Annual

City of Seattle – Human Services Department

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
	No	55

HORN OF AFRICA SERVICES ATTACHMENT 2: DATA SAMPLE

	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
	Total Non-White/Caucasian:	73

HORN OF AFRICA SERVICES ATTACHMENT 2: DATA SAMPLE

	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 6: 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	Garfield 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	Garfield High School	10	75%	78%	80%	82%
23	RENTON	10	70%	75%	73%	82%
24	Tyee	10	70%	75%	75%	78%
25	Garfield High School	11	50%	78%	55%	80%
AVERAGE MIDDLE SCHOOL AND HIGH SCHOOL STUDENTS			69%	74%	69%	77%
INCREASE IN POST-TEST SCORES				↑7%		↑11.5%
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 Gatzert 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%

HORN OF AFRICA SERVICES ATTACHMENT 2: DATA SAMPLE

36	Hawthorn	3	66%	72%	56%	65%
37	Bailey Gatzert Elem.	3	55%	60%	60%	65%
38	LAKE RIDGE	3	55%	65%	65%	75%
39	VAN ASSELT	3	76%	78%	66%	75%
40	Beacon Elementary	3	70%	72%	75%	78%
41	MLK	3	70%	73%	70%	73%
42	Beacon Elementary	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 Gatzert Elem.	5	65%	80%	70%	74%
AVERAGE ELEMENTARY STUDENTS			66%	72%	68%	74%
INCREASE IN POST-TEST SCORES				↑7%		↑11.5%
AVERAGES ALL STUDENTS			68%	73%	69%	75%
INCREASE IN POST-TEST SCORES				↑7%		↑8.7%
NOTE - SPS = Seattle Public Schools						

HORN OF AFRICA SERVICES ATTACHMENT 2: DATA SAMPLE

TABLE 7: HOAS After School Program Tutoring Data 2010

N = 63				SPS PRACTICE TESTS Math		SPS PRACTICE TESTS Literacy	
				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%
INCREASE IN POST-TEST SCORES					↑16%		↑16%
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	Lakeridge	20%	35%	25%	60%
3	Somali	1	Wing Luke	25%	42%	20%	30%
4	Somali	1	Dunlap	50%	63%	70%	77%

HORN OF AFRICA SERVICES ATTACHMENT 2: DATA SAMPLE

5	Somali	1	Van Asselt	77%	78%	70%	78%
6	Somali	1	Olympic Hills	20%	45%	40%	55%
7	Somali	1	Aki Kurose	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 [ELEMENTARY STUDENTS]				56%	68%	60%	71%
INCREASE IN POST TEST SCORES					↑21%		↑18%
AVERAGES [ALL STUDENTS]				61%	72%	64%	75%
INCREASE IN POST TEST SCORES					↑18%		↑17%

HORN OF AFRICA SERVICES ATTACHMENT 2: DATA SAMPLE

Table 8							
Horn of Africa Services Year 2011-2012 Academic year							
Youth Tutoring Program Pre- and Post-Tests and Academic Gains							
Students [names deleted]	Mathematics		Literacy		Passed to next grade		Academic gains achieved
	Pre	Post	Pre	Post	Yes	No	
1	20%	51%	45%	60%	Yes		2,3,4
2	55%	70%	60%	80%	Yes		2,3,4
5	45%	60%	60%	82%	Yes		2,3,4
6	24%	45%	35%	55%	Yes		2,3,4
7	45%	60%	45%	67%	Yes		2,3,4
8	50%	65%	45%	50%	Yes		2,3,4
9	40%	50%	50%	52%	Yes		2,3,4
10	36%	56%	60%	80%	Yes		1,2,3,4
13	33%	45%	60%	70%	Yes		1,2,3,4
14	67%	70%	80%	90%	Yes		1,2,3,4
16	50%	66%	70%		Yes		2,3,4
17	52%	58%	66%	70%	Yes		2,3,4
18	60%	65%	75%	80%	Yes		2,3,4
19	47%	50%	65%	70%	Yes		2,3,4
20	75%	85%	75%	80%	Yes		1,2,3,4
22	60%	65%	70%	85%	Yes		1,2,3,4
23	70%	75%	80%	85%	Yes		2,3,4
24	45%	55%	50%	60%	Yes		1,2,3,4
25	45%	55%	60%	65%	Yes		2,3,4
26	50%	60%	65%	70%	Yes		2,3,4
27	56%	75%	67%	86%	yes		2,3,4
28	78%	90%	67%	89%	yes		2,3,4
29	65%	85%	77%	80%	yes		2,3,4
30	55%	65%	75%	90%	yes		2,3,4
31	75%	87%	56%	76%	Yes		1,2,3,4
32	40%	75%	50%	80%	Yes		1,2,3,4
33	35%	60%	70%	75%	Yes		1,2,3,4
34	34%	70%	66%	70%	Yes		1,2,3,4
35	67%	76%	78%	85%	yes		2,3,4
36	75%	85%	75%	85%	yes		2,3,4
37	45%	60%	77%	87%	yes		2,3,4
38	36%	40%	45%	55%	Yes		1,2,3,4
39	35%	65%	45%	65%	yes		2,3,4
40	75%	87%	75%	90%	yes		2,3,4
41	35%	65%	45%	65%	yes		2,3,4
42	35%	65%	45%	65%	yes		2,3,4
43	36%	48%	55%	65%	Yes		2,3,4

HORN OF AFRICA SERVICES ATTACHMENT 2: DATA SAMPLE

44	0				Yes		2,3,4
45	29	30%	65%	75%	Yes		2,3,4
46	10	45%	55%	87%	Yes		2,3,4
47	70	80%			Yes		1,2,3,4
48	22	40%			Yes		2,3,4
49	N/A				Yes		2,3,4
50	N/A				Yes		2,3,4
51	N/A				Yes		2,3,4
52	N/A				Yes		2,3,4
53	N/A				Yes		2,3,4
54	N/A				Yes		2,3,4
55	N/A				Yes		2,3,4
56	55%	85%	87%	90%	Yes		1,2,3,4
57	43%	65%	75%	82%	Yes		1,2,3,4
58	31%	65%	60%	75%	Yes		1,2,3,4
59	60%	65%	70%	77%	Yes		1,2,3,4
60	34%	70%	70%	75%	Yes		1,2,3,4
61	60%	72%	65%	70%	Yes		1,2,3,4
66	35%	45%	50%	55%	Yes		2,3,4
67	30%	50%	50%	51%	Yes		2,3,4
68							
69	65%	80%	80%	90%	yes		1,2,3,4
72	24%	30%	50%	55%	Yes		2,3,4
73							
74							
75							
76							
77	25%	55%	55%	65%	yes		2,3,4
79	35%	45%	66%	70%	yes		2,3,4
80	40%	50%	70%	77%	yes		2,3,4
81	22%	30%	70%	80%	yes		2,3,4
82	25%	30%	80%	82%	yes		2,3,4
83	37%	45%	70%	75%	yes		2,3,4
84	28%	60%	65%	75%	yes		1,2,3,4
85	45%	60%	70%	77%	yes		1,2,3,4
86	35%	65%	65%	70%	yes		1,2,3,4
87	75%	86%	80%	90%	yes		1,2,3,4
88	60%	80%	82%	90%	yes		1,2,3,4
89	45%	60%	70%	75%	yes		2,3,4
90							

HORN OF AFRICA SERVICES ATTACHMENT 2: DATA SAMPLE

Table 9. 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