

Getting Ready for TAKE OFF



Evaluation Report

2nd Quarter

(July - September 2019)



1. CONTEXT

WHAT ARE WE EVALUATING?

Getting Ready for Take Off is a project developed by Second Chances SA (SCSA), a non-profit volunteer organisation committed to restoring hope in the lives of prisoners, their families and their communities across South Australia.

This quarterly report addresses the project's progress and performance throughout its **second Quarter - from 1st July to 30th September 2019.**



PROJECT GOAL

To assist a target of at least



Prisoners' Kids Youth (PKs)

160

who have been identified as being at high risk of becoming welfare dependent to **transition successfully into the workforce**^{1 2}.
The project aims for each PK youth to develop a **pathway through education to employment**



and to break the cycle of intergenerational welfare dependence, helping them to become 'Job Ready'.



PROJECT COHORT

The targeted cohort presents the following characteristics:

- Aged between **13 – 25 years (inclusive)**;
- Have or had an incarcerated parent or guardian;
- Are at-risk of long-term welfare dependency; and
- Ordinarily reside in inner and outer Adelaide.

¹ Dropping off the Edge 2015

² Johnson & Waldfogel, 2002; Woodward, 2003; Sheehan & Levine, 2006

PROJECT DELIVERY GEOLOCATION

Two offices have been strategically located, one in the City of Playford (north) and another one in the City of Onkaparinga (south), to fully cover the targeted geographical areas as can be seen in the map below.



QUARTERLY EVALUATION PURPOSE

The main purpose of this evaluation report is to:

1



Inform about whether the project is on track - what works well and what requires improvements towards tackling the project's targeted objective, in terms of process and performance.

2



Measure the progress of the social outcomes established in the Program Logic:

- I. PKs have hope for their future and they know they're employable.
- II. PKs have a desire to advance personally and professionally, and to explore their options.
- III. PKs have developed new skills and addressed identified barriers.

3



Provide insights and intelligence for policy design and program escalation in the long term which will target the same population cohort. With a special focus on identifying the foundational aspects of the project which underpin and enable the key activities that lead to the desired impact.

For further information about the supporting guiding principles for this Evaluation Report, please refer to the document **EVALUATION STRATEGY FOR SOCIAL PROJECTS - 'Getting Ready for Take Off' Project.**

2. EXECUTIVE SUMMARY

Getting Ready for Take Off has evolved and grown at a rapid rate in its first 6 months. SCSA's team has continued to apply an effective networking strategy for internal and external referrals, with **62 Prisoners Kids Youth (PKs) recruited as at 30th September 2019**. With 25% of the project delivered by the end of the 2nd Quarter, participant registration has already reached 39% of the project's target (62 out of 160). Internal referrals continue to be the main source of participant registration to the project (69% of total PKs registered), with High Schools the main source of external referrals (31%), representing over 63% of this last sub-group.

53 of the 62 registered participants have completed their individualised vision or career plan and some preliminary observations can be already drawn. 35% of all PKs aged over 16 have shown a particular interest in getting their Learners Permit, 19% have identified short-term career goals to becoming job ready, such as creating their first Resume or learning tactics for a successful job interview, and 15% of them have 'Finishing year 12 of school' as a priority.

These three figures show the most commonly shared goals amongst participants, however their low proportion (%) **reflect the highly individualised approach of *Getting Ready for Take Off***.

At the close of the project's 2nd Quarter, 44 participants have completed their Pre- Assessment questionnaire. This provides a preliminary

baseline of the project's defined performance indicators being measured across the life of the project: the Theory of Change (TOC) immediate outcomes and the DEX SCORE Dimensions and Sub-categories.

From April to September 2019, **639 Life-Coaching sessions were held with the 62 enrolled participants**. 38% were held face-to-face and 56% by phone, representing an average of 1.6 sessions per month held with each PK.

The number of Coaching and Mentoring sessions held per month show a decreasing trend through August and September 2019 and can be correlated to LCs simultaneous resignation in August 2019.

Finally, the PKs have been enrolled in a wide range of courses, according to their age, own interests and vision/career plan goals. Some of the most common courses involve short-term courses such as a 3-day Driving Lessons course (30 PKs enrolled) or a 2-day Barista course (12 PKs). A smaller number of PKs have enrolled in mid-term varied courses offering a TAFE Certificate (3 PKs).

This report is the second of eight quarterly reports for *Getting Ready for Take Off* and captures preliminary analysis (25%) of the total project, due for completion by March 2021. Each report will evolve and gain more depth as the project's data collection process is fully deployed, from both a quantitative and qualitative perspective.

3. *GETTING READY FOR TAKE OFF* - 2nd Quarter PROCESS MONITORING & PROGRAM EVALUATION

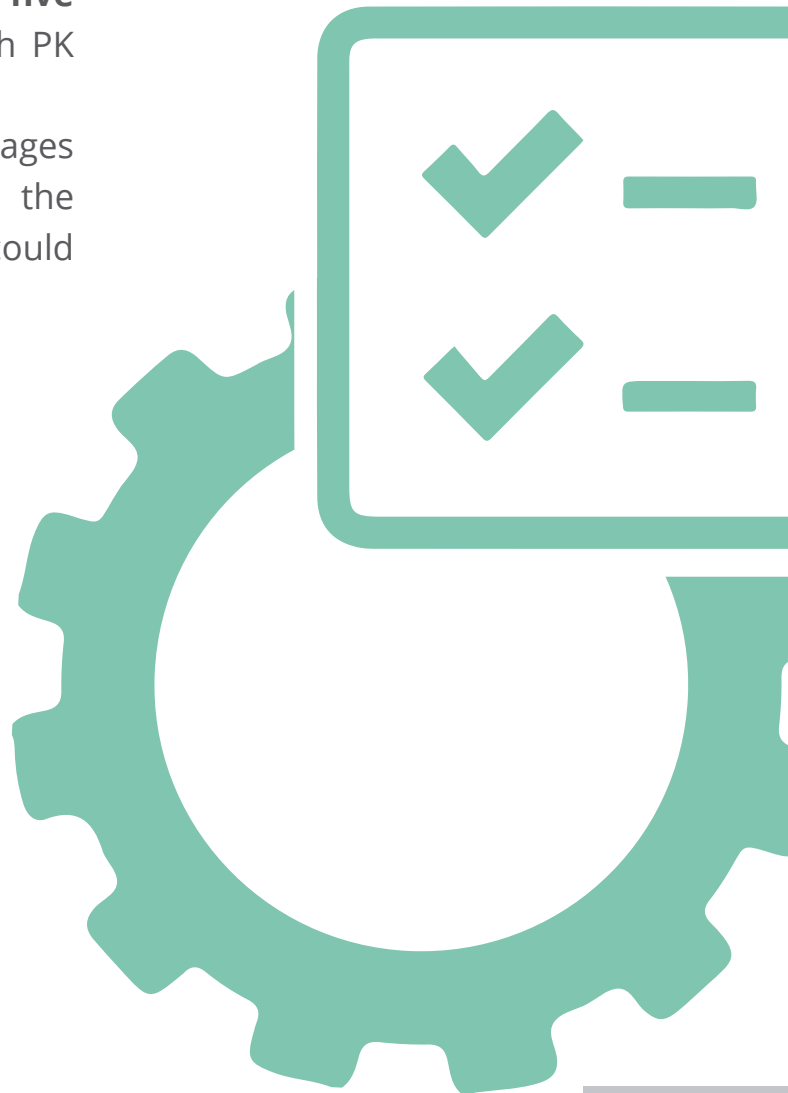
This evaluation report for *Getting Ready for Take Off* is comprised of two core sections:

1. **Process Monitoring** &

2. **Project Outputs & Outcomes**

which are assessed across each of the **five stages** of activities performed by each PK during their entire journey.

Once the project is deployed in full, stages will overlap. While one PK will be in the course engagement stage, another PK could be in the registration stage.



STAGE 1
Awareness
& Contacts

STAGE 2
Registration

STAGE 3
Individualised
Vision Plan

STAGE 4
Course
Engagement
& Mentoring

STAGE 5
Project Exit

STAGE 1: AWARENESS & CONTACTS

During this stage, potential clients (PKs) receive their first introduction to the project through initial contact established by the Life Coach in their area. receive their first introduction to the project through initial contact established by the Life Coach in their area.

Overall snapshot









Key Lesson #1: High Schools are the main source of external referrals, representing 63% of total external referrals as at September 30th.

Activity Highlights

NETWORKING STRATEGY FOR PKs RECRUITMENT

To raise awareness about the project, SCSA has been implementing a networking strategy to recruit participants within the targeted cohort. This action plan is comprised of 6 strategies.

No	Strategy	Description	Tactics	Responsible person	Target Date
1	 List from Co-development Workshop	List of stakeholders who attend the TTL information retreat from both the North and South	Call and set up one-on-one assessments with North and South participants who showed interest in the 'Getting Ready For Take Off' project	Life Coaches	30 June 2019
2	 Government/ NGO Stakeholders	Announce the project via media	<ul style="list-style-type: none"> • DSS • Other organisations 	CEO Project Manager	21 Sep 2019
3	 Social media Messenger	Accessing old stakeholder CRM data	Create a SCSA messenger profile for Life Coaches to have permission to use Facebook Messenger to gain contact due to only form of contact	Life Coaches	15 Dec 2019
4	 Current Data Base	Pre-existing Data over 10 years	Approach either via email or phone facebook messenger potential participants	Life Coaches	31 Dec 2019
5	 Workshops	Hold information retreat/workshops	Invite stakeholders from the current data base	Project Manager	Several over 24 months
6	 External	<ul style="list-style-type: none"> • Network with Flo Program • Flexi Learning Centre • Streetlight Community • Wellbeing officers 	Organise information workshops/sessions Set up meetings Approach via email and phone call	Project Manager and Life Coaches	31 March 2021

WHAT WORKED WELL?



Raising awareness in SA's Criminal Justice System

Key information about the *Getting Ready for Take Off* project was delivered to 8 state prisons and 16 Community Correctional Centres (CCC) located across South Australia.

In total, 550 staff across the Department for Correctional Services, including social workers and correctional case managers, received project information and a referral form to be used by CC officers in the community and for prisoners within the targeted cohort to 'self-refer' if applicable.

Official Launch by Minister Anne Ruston

On 27th September 2019, the *Getting Ready for Take Off* project was officially launched by South Australian Senator, the Honourable Anne Ruston, Federal Minister for Social Services. Several participants were in attendance at which the Minister asked them questions about their education and their futures. She was particularly interested in them establishing a pathway for their vocational success. She indicated how she'd like to have a return visit in six months.

Positive media/social media release

An official publication was approved to promote the project, and this special event generated a positive response from six media outlets. Photographic and video coverage of the launch was promoted through the Second Chances SA facebook (2.7K) and Instagram pages. These also attracted the Minister liking these posts.

Informational workshops are effective

In July 2019, the Commissioner for Children and Young People met several participants at both North and South Hubs, resulting in two additional participants being referred and recruited. Several information workshops are planned for Q3, including a 1-day retreat like the activity held on March 2019, which brought a high conversion rate (56%).

WHAT COULD BE IMPROVED FOR THE FUTURE?



Sorting barriers #1 – when a parent/carer is the obstacle

A key part of the recruitment process has been engaging the PK's carer to ensure they are onboard with the project and are supportive of their child starting this new journey towards personal and professional development. SCSA's tactics to knock down barriers are constantly evolving, even though there is a natural limitation towards 'making people passionate for life-success'.

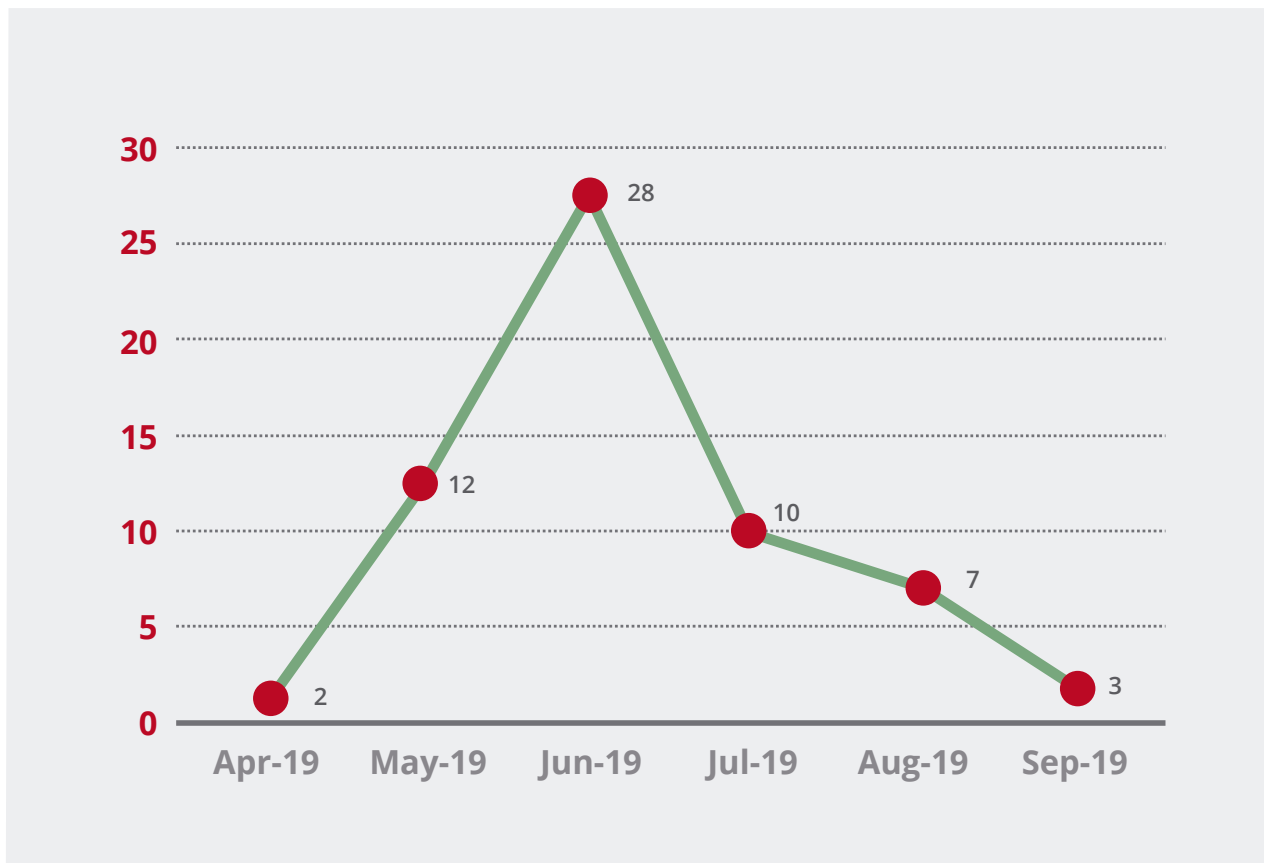
Key Lesson #2: Building positive relationships with a wide range of stakeholders (carers, high schools and other key players in the sector) has proved to be the key enabler for developing external referrals.

STAGE 2: REGISTRATION

When PKs first approach SCSA (or vice versa), they are informed about several key aspects of the project such as the main goals, expectations, key milestones and ways of engaging. Once PKs have demonstrated a certain level of interest, SCSA's team enroll them as participants for *Getting Ready for Take Off*.

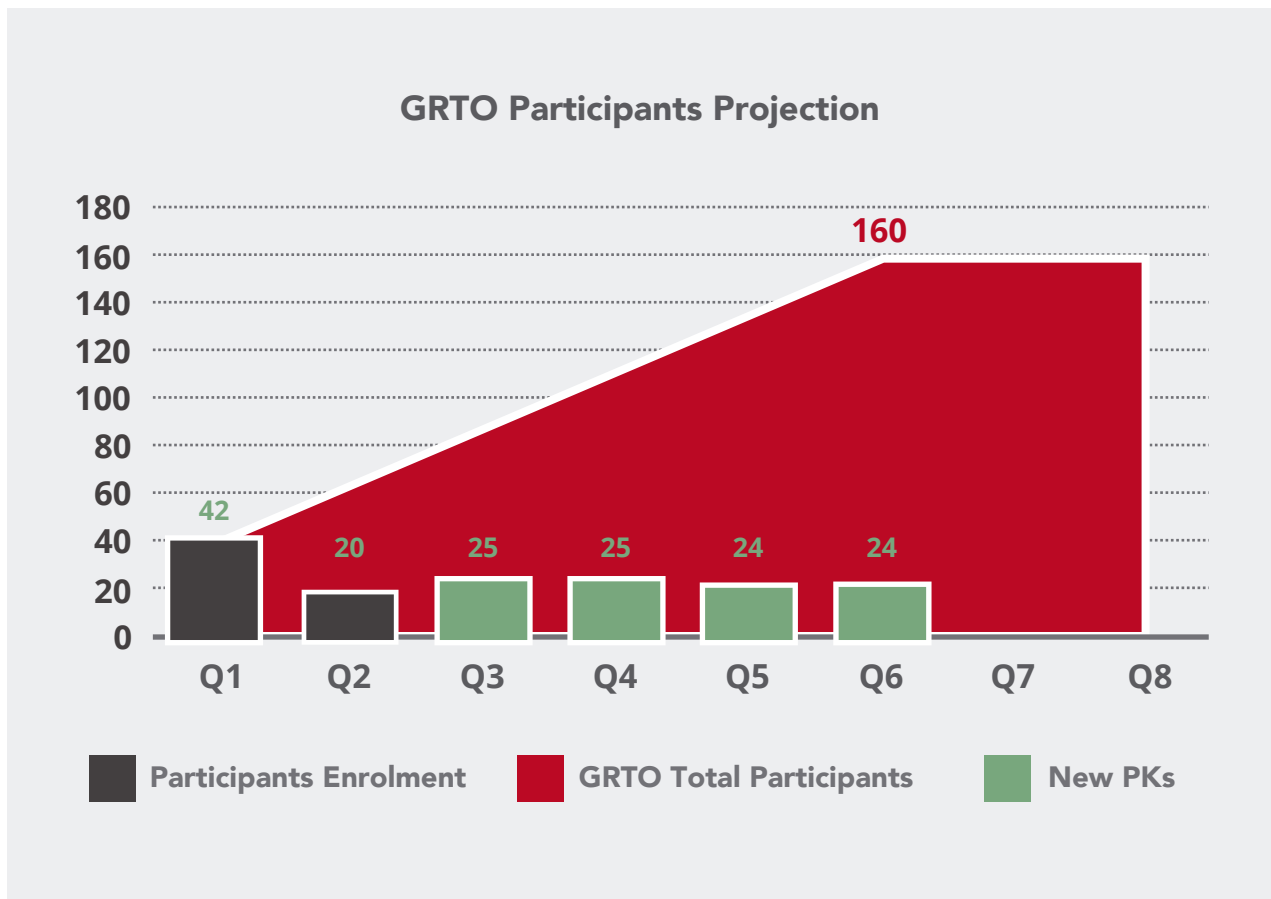
PARTICIPANTS ENROLMENT - PER MONTH

The graph below shows the number of cases which were formally opened each month, as reflected on the CRM system, totalling 62 as at 30th September 2019.



PARTICIPANTS ENROLMENT - PROJECTION

Recruitment of 160 Prisoners Kids (PKs) is the targeted number of project participants. Assuming that participants would be engaged in the project for a minimum of 3-6 months, the below forecast helps understand how many PKs should be recruited per quarter to reach a the target of 160 without relying on the recruitment of new participants within the final 2 quarters of the project.



Key Lesson #3: *Getting Ready for Take Off* will need to recruit, on average, 8 PKs every month, in order to reach the project target.

Activity Highlights

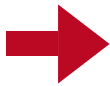
WHAT WORKED WELL?



Recruitment Goal – partial performance

With 25% of the project completed (6 out of 24 months), participant registration has already reached 39% of the project's target (62 out of 160).

WHAT COULD BE IMPROVED FOR THE FUTURE?



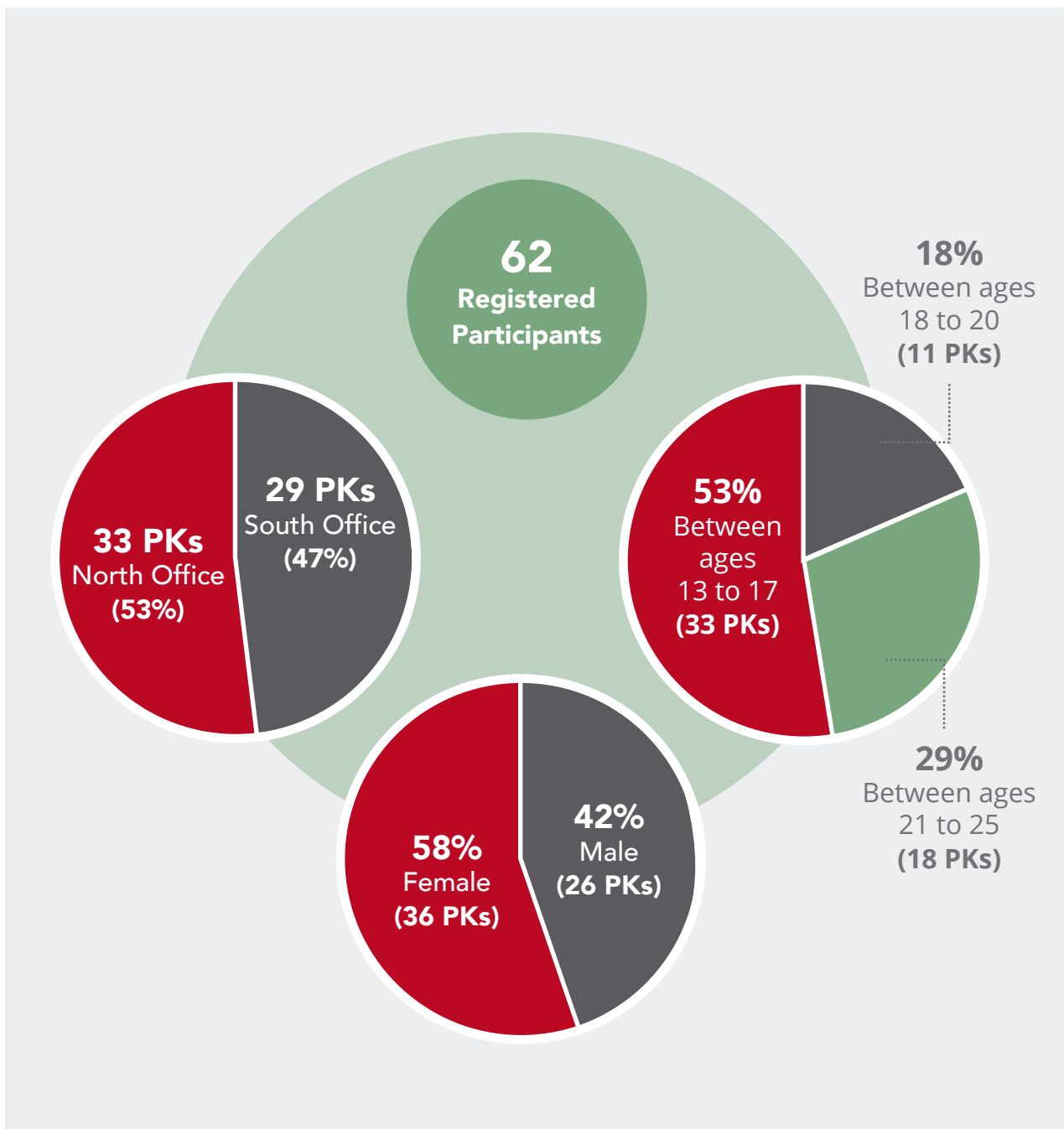
Registration numbers per month

The number of PKs enrolled to the *Getting Ready for Take Off* each month has shown very changing results, where a sustainable recruitment number per month has not been reached. The declining number of participants registered in August and September 2019 relates to the simultaneous resignation of both LCs in late August (see next stages for more detail).

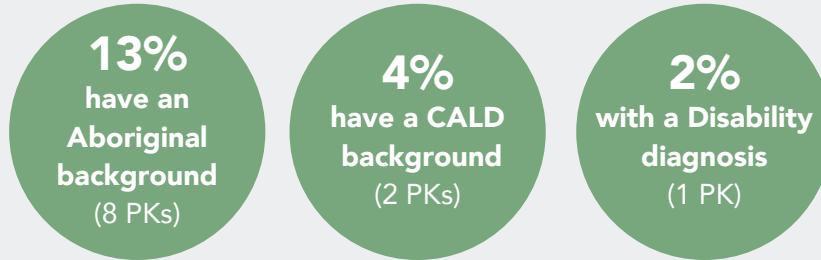
Every effort is being made by SCSA to hire the most suitable Life Coaches for the particular cohort. The best candidates will be robustly considered for the sake of the success of dependent participants and for the sustainability of the Project.

PARTICIPANTS' PROFILE AT 30 SEPTEMBER 2019

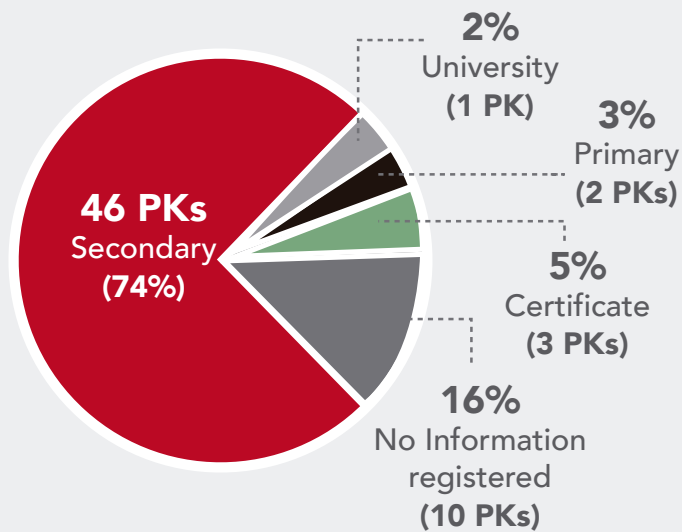
The registered participants to date show a wide range of demographic profiles within the targeted cohort.



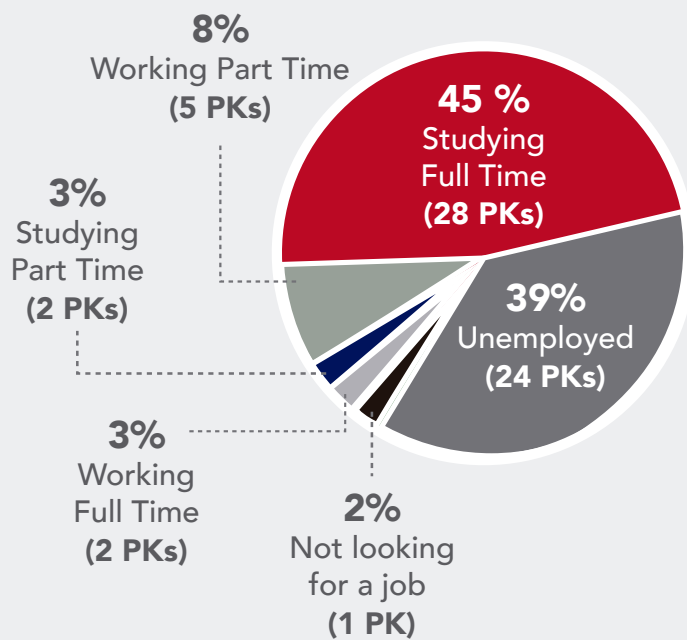
EXTENDED DEMOGRAPHICS OF 62 PARTICIPANTS



Education Entry Level



Employment Entry Level



STAGE 3: INDIVIDUALISED VISION PLAN

After a client is registered, with their consent and a commitment to achieve specific goals, they then focus on completing a pre-assessment form and developing their own individualised employment or education pathway plan. This plan is to be co-developed by each PK and their assigned LC, who plays a pivotal role in the project as the main contact for all activities involved.

VISION/CAREER PLANS UP TO 30 SEPTEMBER 2019

North Office



29 out of **33**
enrolled participants have
completed their career or vision plan

South Office



24 out of **29**
enrolled participants have
completed their career or vision plan

MOST COMMON GOALS

18 Pks
(35 % of all Pks > 16 y/o)



Getting the Learners Permit (>16 y/o), with their age stated as a growing sign and status and/or transitioning from L to a full driver license (driving hours + test).

10 Pks
(19 %)



Becoming Job ready – having their first Resume, obtaining their birth certificate, a bank account, their TFN, tactics for a successful job interview, applying for Centrelink (>18) and/or Newstart Allowance, etc.

8 Pks
(15 %)



Finishing year 12 - South Australian Certificate of Education (SACE), they show a passion for finishing secondary school, although they are unsure how this will be able to happen.

PRE-ASSESSMENTS: INITIAL BASELINE UP TO 30 SEPTEMBER 2019

At the close of the project's second Quarter, 44 participants have completed their Pre-Assessment, with assistance provided by their LC to answer a comprehensive questionnaire composed by 49 questions with an attached scale of 1 (Disagree) to 5 (Agree).

The answers from each PK's pre and post assessment, are then processed through the Translation Matrix to inform the progress of each of the project's defined Theory of Change (TOC) immediate outcomes and the DEX SCORE Dimensions and Sub-categories. For further information about the questionnaire and its translation matrix, please refer to the document EVALUATION STRATEGY FOR SOCIAL PROJECTS - *'Getting Ready for Take Off'* Project.

TOC IMMEDIATE OUTCOMES & OUTCOME INDICATORS

Getting Ready for Take Off TOC has 3 defined immediate outcomes, each composed of two outcome indicators which enable to measure their performance under a scale of 1 to 5.

OUTCOME 1:

PKs have hope for future and they know they are employable

- **i.** Changed Behaviour
- **ii.** Employability

OUTCOME 2:

PKs want to advance personally and professionally and explore options

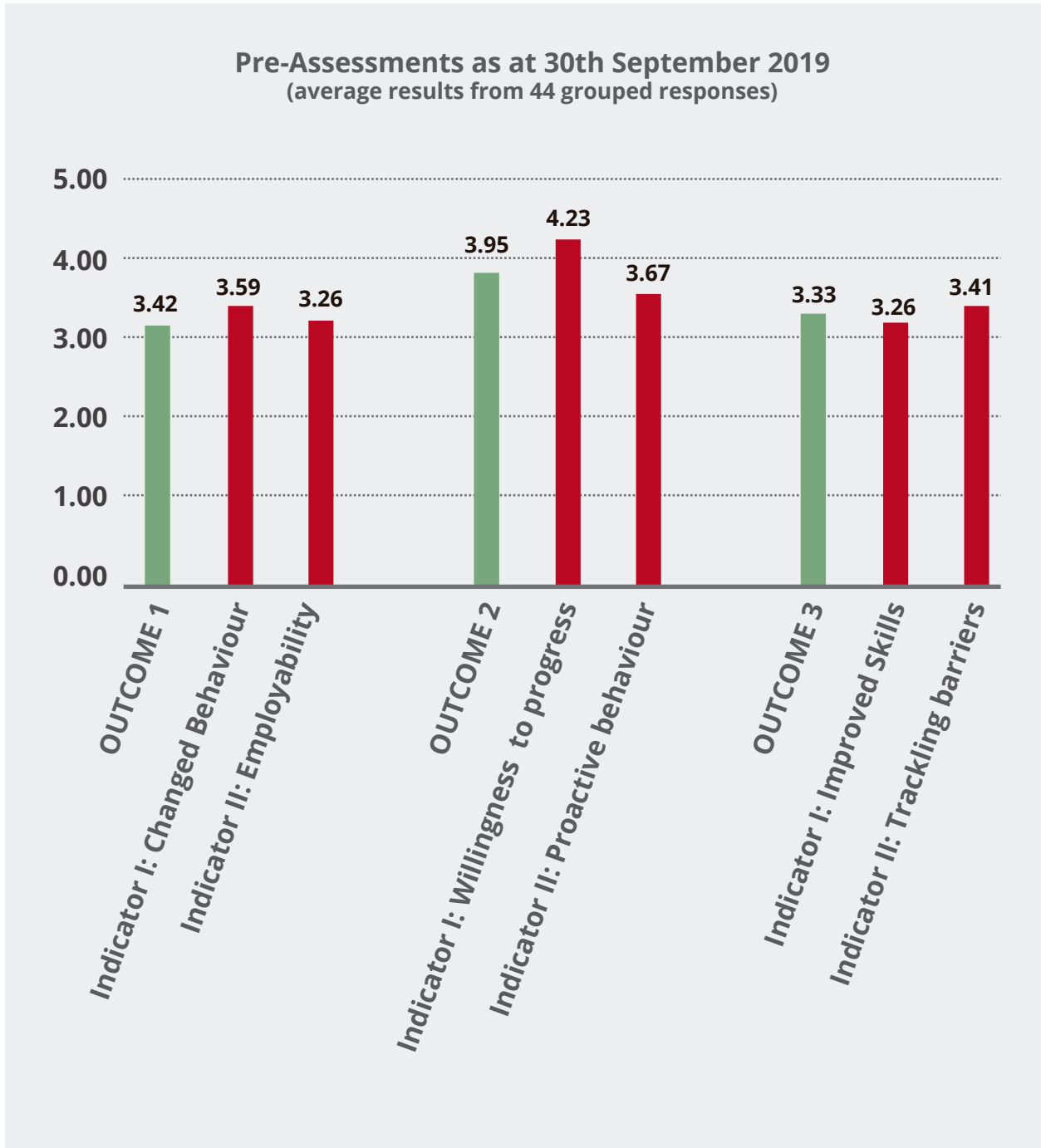
- **i.** Willingness to progress
- **ii.** Proactive behaviour towards exploring options

OUTCOME 3:

PKs have developed new skills and addressed identified barriers

- **i.** Improved Skills
- **ii.** Tackling barriers

In the graph below, a preliminary baseline can be drawn upon the results of 44 PKs who have completed the pre assessment questionnaires.

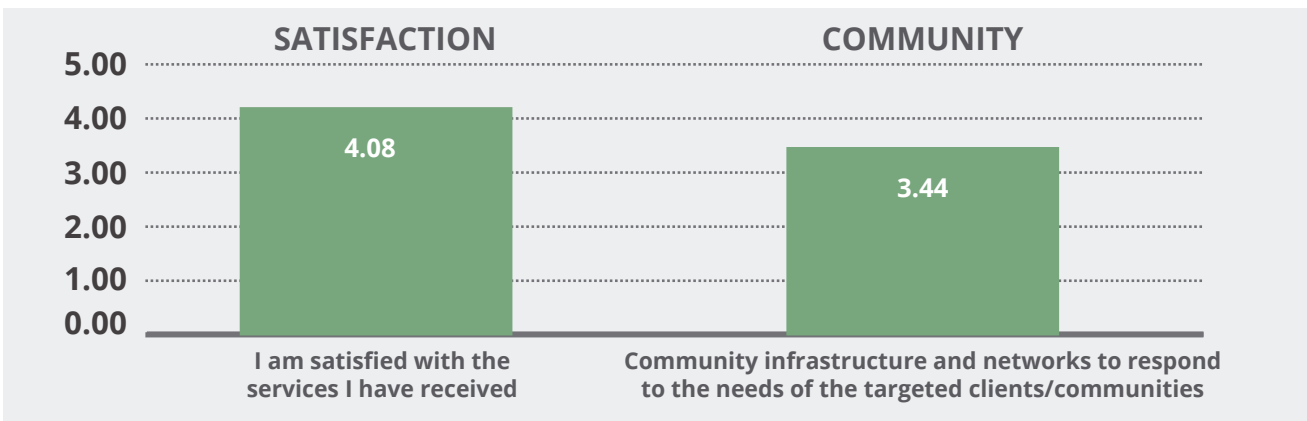
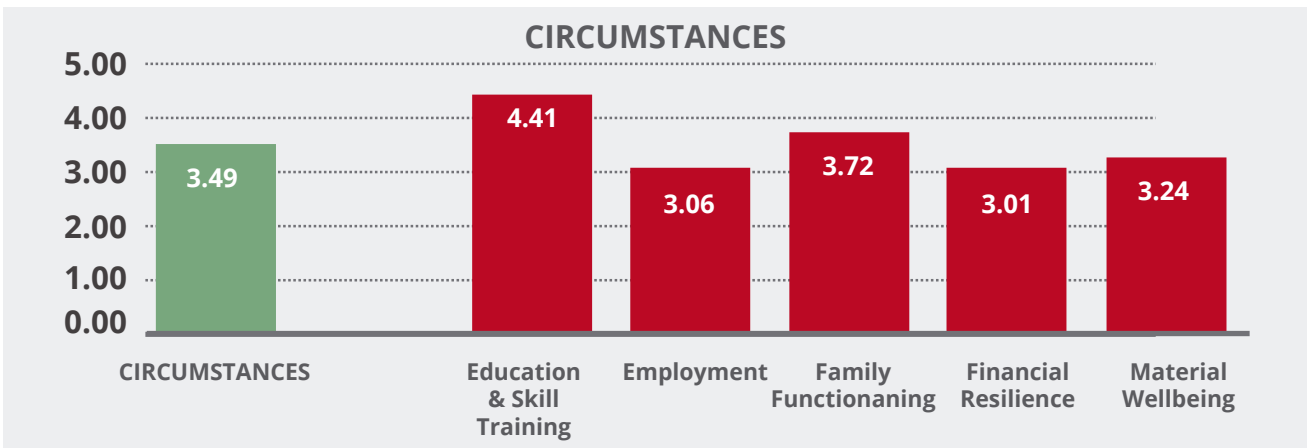
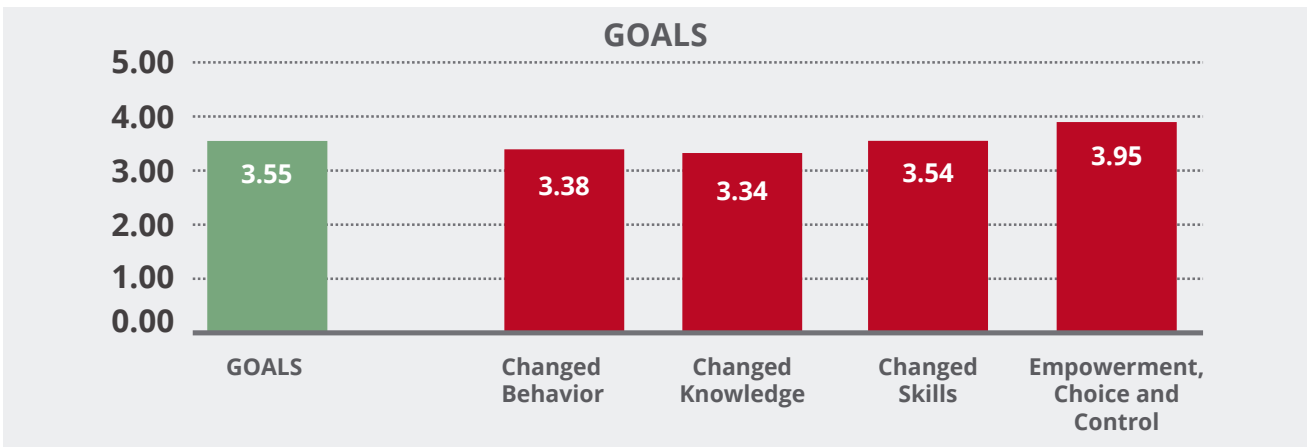


DEX SCORE RESULTS:

Getting Ready for Take Off has a monthly report through DEX of SCORE four Dimensions (GOALS - CIRCUMSTANCES - SATISFACTION - COMMUNITY), each one composed of one or more DEX Categories.

In the graph below, a preliminary baseline can be drawn from the results of 44 PKs who have completed the pre assessment questionnaires.

Pre-Assessments as at 30th September 2019
(average results from 44 grouped responses)



PRE-ASSESSMENT ANALYSIS AT A QUESTION LEVEL: TOP & LOW RANKING

Among the 44 pre-assessed participants, there are six questions with an average score lower than 3 (out of 5), and seven questions with an average score higher than 4.

TOP RANKED	
Pre Assessment - 44 respondents April to September 2019	Average Score
I am satisfied with the <i>Get Ready For Take off</i> facilities available	4.0
I know what kind of career I want	4.2
I am satisfied with the services and help provided by my assigned life coach	4.3
I want to engage in education	4.4
I think education is important	4.4
I want to skill up towards employment	4.7
I think employment is important.	4.8

Key Lesson #4: These questions show how they see being employed is very important to them. Also, from the very beginning, they are grateful for the opportunity to participate and the services provided to them.

LOW RANKED	
Pre Assessment - 44 respondents April to September 2019	Average Score
What is your current job situation?	2.5 ★ ★ ☆ ☆ ☆
I review my daily learnings frequently	2.7 ★ ★ ☆ ☆ ☆
I know where to get help to fill out my tax return	2.8 ★ ★ ☆ ☆ ☆
I find it easy to maintain my focus on projects that take more than a few months to complete	2.8 ★ ★ ☆ ☆ ☆
My family has had stable employment in the past 6 months	2.9 ★ ★ ☆ ☆ ☆
I've been pretty successful in life	2.9 ★ ★ ☆ ☆ ☆

Key Lesson #5: These questions show how vulnerable the PKs are, as they have a wide range of needs.

Activity Highlights

WHAT WORKED WELL?



Getting Ready for Take Off's individualised approach

This is reflected in the participants common goals. Even though there are some common goals which stand out as a pattern, they still represent a low % over the wide range of goals co-defined by PKs and their assigned LC in their own vision/career plans.

Sorting barriers #2 - changing their mindset

One of the key initial roles of the LCs is to help PKs break their own internal assumptions, enabling them to think differently about their future. When their perspective is changed, they can start developing a robust vision/career plan with hope for a bright future.

WHAT COULD BE IMPROVED FOR THE FUTURE?



Apply correct terminology

School aged PKs develop a vision plan, which substantially differs from a career plan co-developed with an 18+ year old participant.

The significant impact of having the right LCs

The new LC assigned for South hub has previous experience in life coaching, and this is positively reflected into how they think and talk with vision and fully embrace his role. It is crucial to have the right choice in the persona of the Life Coach, as it is not just a regular job, providing motivation and inspiration.

Motivational Workshop delay

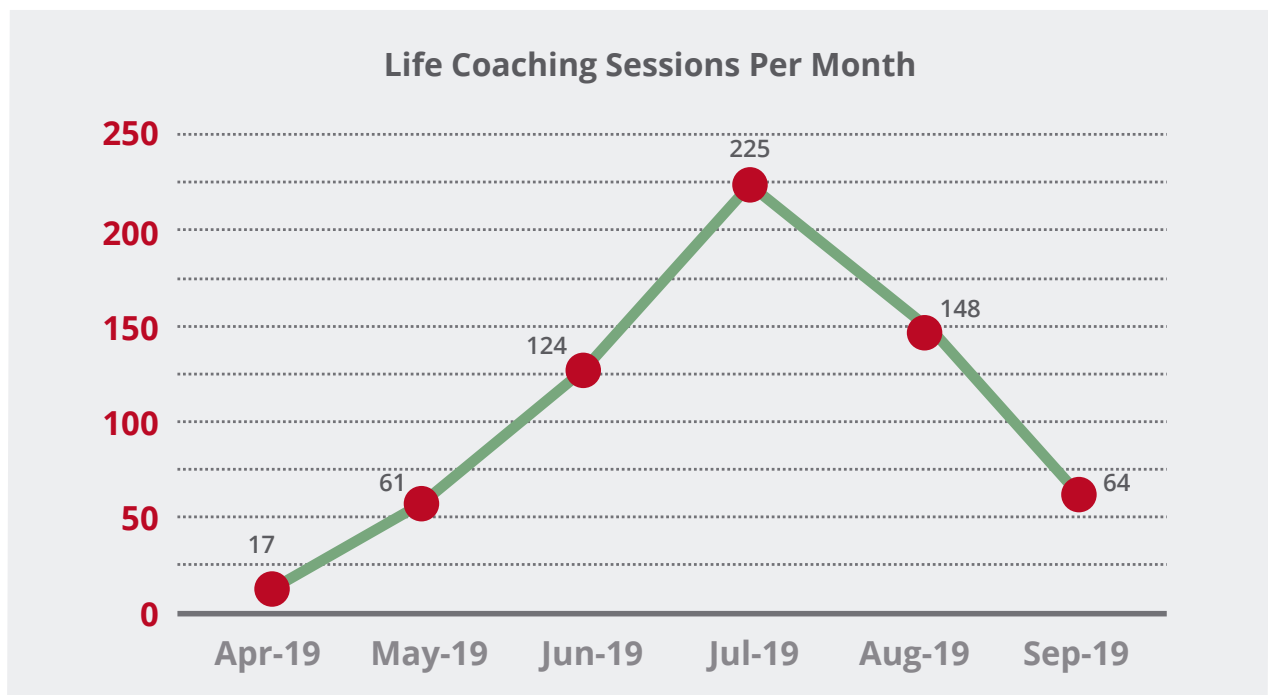
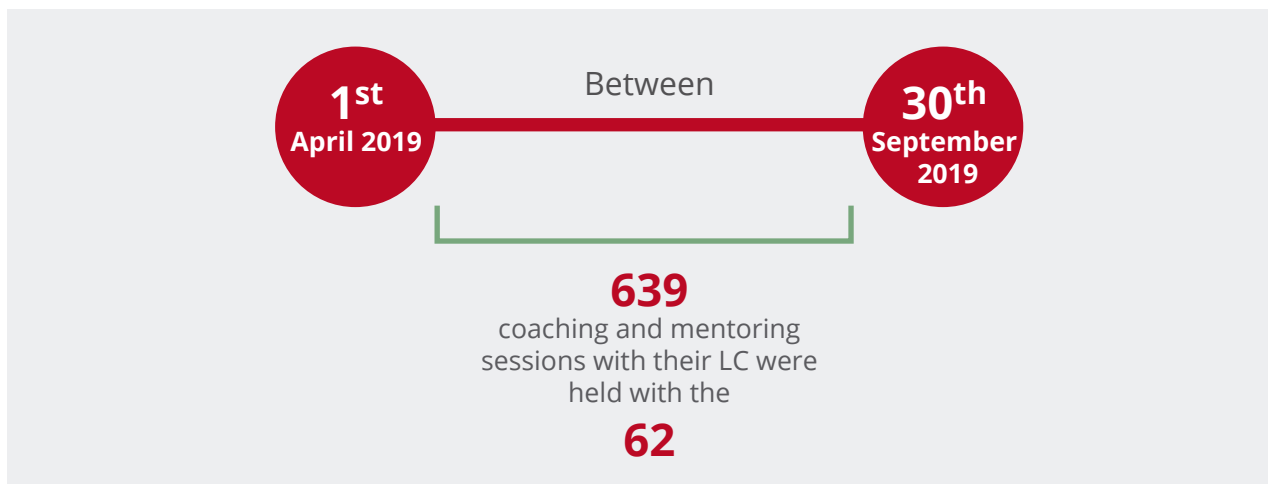
For Q3 2019, three workshops have been planned (postponed from Sep' 2019) to boost PKs continuous engagement with the project.

- 1 in October 2019 in the South hub
- 1 in November 2019 as a joint activity with both hubs
- 1 in December 2019 in the North hub

STAGE 4: COURSE ENGAGEMENT & MENTORING

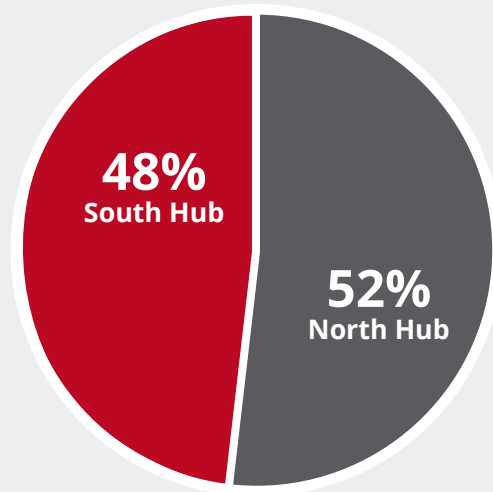
An agreed vision plan is the kick start point from which PKs are enrolled into one or more courses of their selection, while also attending regular Life Coaching sessions with their assigned LC. This stage of the project will last for the duration of the courses involved in their vision plan or until the project reaches its end, whichever occurs first.

LIFE COACHING SESSIONS AS AT 30 SEPTEMBER 2019



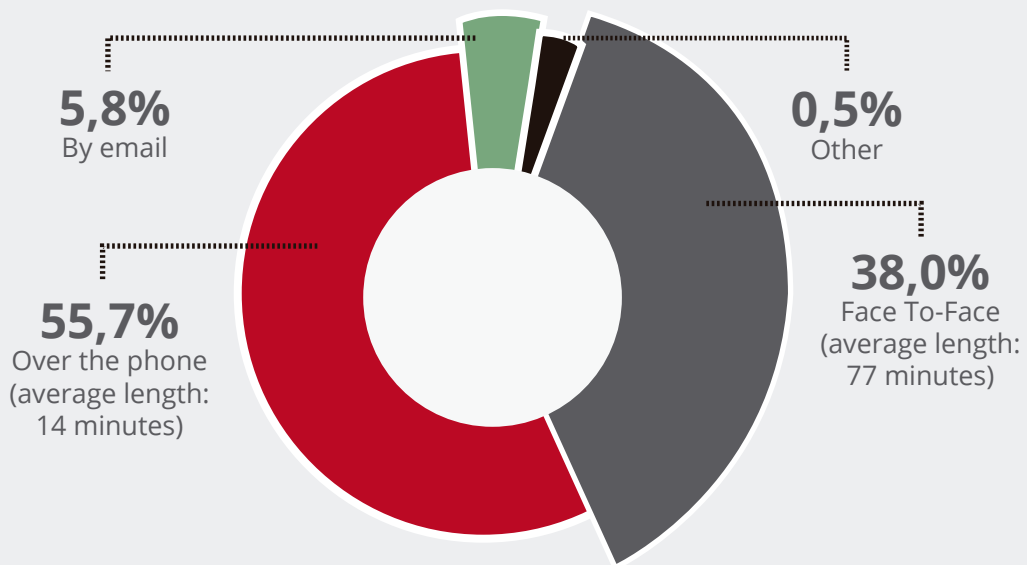
Key Lesson #6: The resignation of both LCs in August 2019 has affected the level of activity in regards to Coaching & Mentoring sessions.

Life Coaching Sessions By office hub



*The North office started operating one month later.

Life Coaching Sessions By session type



MENTORING SESSIONS - ACCUMULATED SNAPSHOT APRIL TO SEPTEMBER 2019



405

Direct hours
invested in one-to-one
coaching sessions



187.5

Indirect hours for
preparation and
post meeting case
session notes, etc.



194.2

Hours of
Travel Time

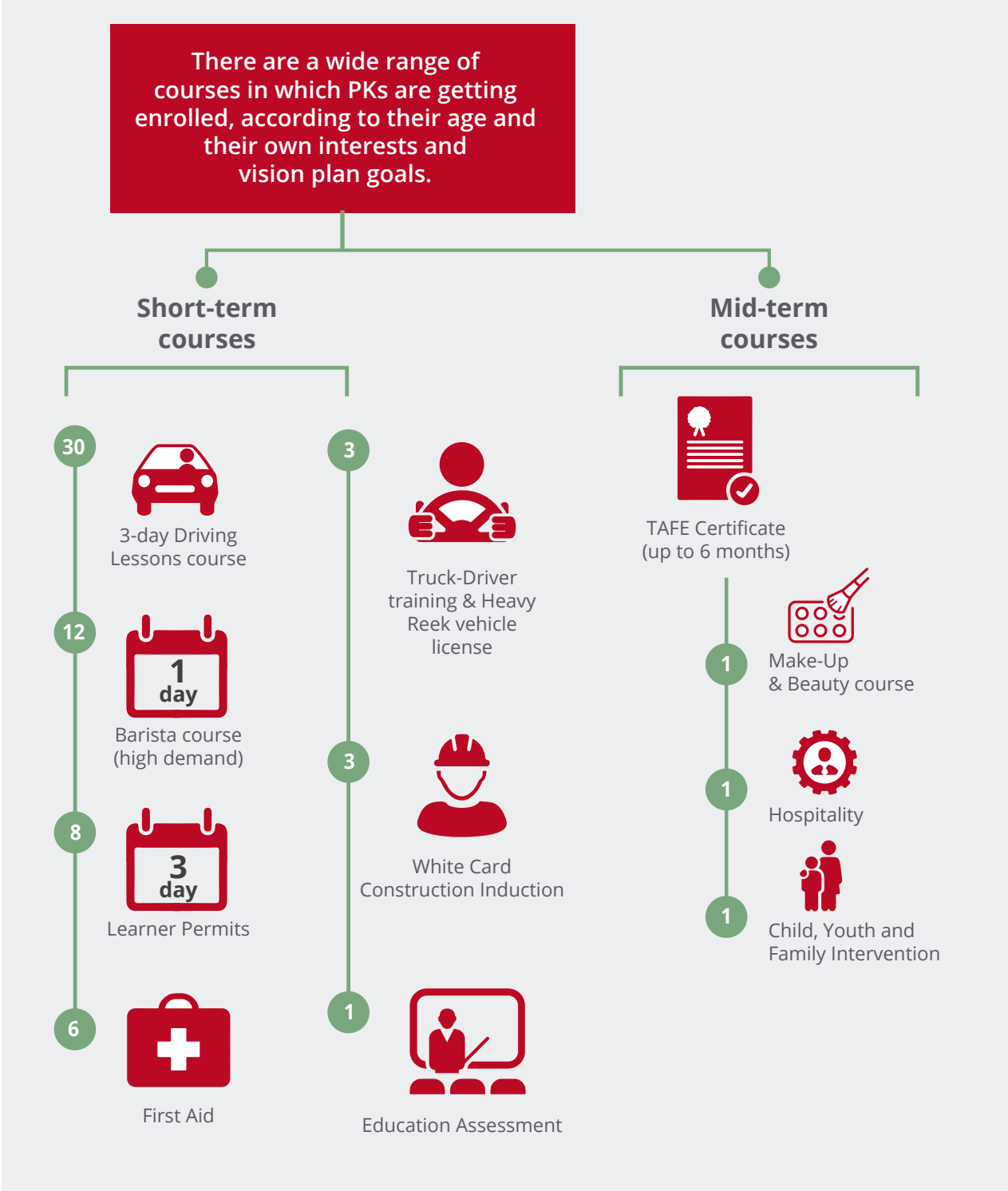


6

No Shows
(PK not attending
the meeting)

Key Lesson #7: Each PK has attended, on average, almost 10 life-coaching sessions (face-to-face or on the phone) in the first 6 months of the program, approximately 1.6 per month.

COURSE ENGAGEMENT OVERALL SNAPSHOT AT 30 SEPTEMBER 2019



Key Lesson #8: Short-term courses such as First Aid are confidence builders and strengthen PKs' Resumes.

CONTINUOUS ENGAGEMENT – IN NUMBERS



52

participants have stayed engaged in school or have enrolled in further education.



10

participants are still working on their vision/career plan for action steps.



34/62

participants have completed at least one short course.



3/62

participants have completed the core component* of the project:

- 1- Develop a vision/-career plan
- 2- Completed at least one course
- 3- Obtained a Part-time or Full-time job

*A PK can complete the core component and still remain engaged with the project for future course enrollment.

Key Lesson #9: This specific cohort requires ongoing support and encouragement from their Life Coach to stay focused and committed to their vision and career plans.

Activity Highlights

WHAT WORKED WELL AT THE COURSE ENGAGEMENT & MENTORING STAGE?



Continuous Engagement - Enablers

To facilitate PKs engagement with the project's key activities, e.g. enrolling / attending a course class, attending a job interview and/or a mentoring session with their LC, as per requirement:

Enabler #1 → **Metro cards** have been provided to Participants who need independent transportation

Enabler #2 → **Re-charge** vouchers for their mobile plans, with no excuses for missed connections with their assigned LC.

Enabler #3 → Obtaining a copy of their **Birth certificates** has been approved as a required expense to support participants who need a form of identification.

***Getting Ready for Take Off* team increased capacity**

Since 1st September 2019, the Project Manager role has been upgraded to a Full-Time position.

Referrals for additional support

Three participants have been referred to specialist services for additional support.

- Two of them to undertake an educational assessment
- One was experiencing homelessness, and was referred to Junction Australia.

Four participants were referred to a potential employer for work experience in hospitality.

PKs ONGOING SUCCESSFUL JOURNEYS PARTICIPANT CAMEOS

Three active participants from the South hub:

Rebecca*



- ✓ Is 19 years old and was one of the participants who attended SCSA's first Information Retreat in March 2019.
- ✓ She joined the program in April 2nd 2019, and has since just finished her Certificate III in Early Childhood Education.
- ✓ *Getting Ready for Take Off* has assisted her with work clothes for a job interview in which she was successful and has managed to find part time work.
- ✓ She is currently being assisted with RAA driving lessons and she has recently enrolled in a Certificate IV in Disability Care.

Vonnie*



- ✓ Is 22 years old and joined the project while she was working part time in a coffee shop.
- ✓ She had the desire to become a medical receptionist and so *Getting Ready for Take Off* assisted with her enrollment in an intensive short course.
- ✓ Since graduating with flying colours, she has been successful in securing a full time paid position as a medical receptionist.

Mark*



- ✓ Is 18 years old and was unemployed when he joined *Getting Ready for Take Off* in April 2019; he has a passion for welding and fabrication.
- ✓ Since starting the program he's had some work experience in air-conditioning, has worked on his Resume and has also completed a Barista course.
- ✓ Currently his LC is working with him on his career pathway options.

*For privacy concerns, the participant's real name has been changed.

Three active participants from the North hub:

John*



- ✔ Is 17 years old and was unemployed when he joined the project on September 2019.
- ✔ He has a passion for carpentry. His LC is currently seeking an apprenticeship pathway for him.

Ben*



- ✔ Is 15 years old and joined the program on September 2019.
- ✔ He has dropped out of school since moving from Victoria to Adelaide.
- ✔ *Getting Ready for Take Off* team is looking at getting him into an integration program where he can re-engage back into an educational pathway.
- ✔ He has an interest in cabinet making. He is also keen to do a barista course and to join a local football club.

Jane*



- ✔ Is 17 years old and joined the program in April 2019. She is working part-time at a pizza shop while attending Muirden Business College to complete years 11 and 12.
- ✔ She has completed a barista course and is currently looking at a real estate career pathway.
- ✔ She is also attending driving lessons and is an active and passionate soccer player.

*For privacy concerns, the participant's real name has been changed.

WHAT COULD BE IMPROVED FOR THE FUTURE?



LCs simultaneous resignation in August 2019

The project had both LCs resign due to their own personal reasons. Up to September 30th, a new LC has been employed for the South hub and a new person was still to be appointed for the North hub.

Continuous Engagement – Enabler #4

Since September 2019, *Getting Ready for Take Off* obtained permission for spending funds on Community Sports. Participants will be encouraged to engage into a sport / gym to improve their health and wellbeing. Its aim is to enhance their sense of belonging and participation, improve their mental health and capacity to learn, work in a team, stay committed, all leading to better work ethics.

Sorting barriers #1

Parents lack of support

In two specific situations, parents/carers changing family plans and not providing transport as well as not facilitating mobile data to young participants, have led to two missed job Interviews.

Potential Solution

I. Instill in PKs the idea that having a job interview is a privilege which cannot be wasted

II. SCSA to ensure independent transport and mobile data are previously arranged

STAGE 5: PROJECT EXIT

Two different results could be achieved at the time of closing the project cycle for each PK. A positive one, where PKs at school aged remain successfully engaged in school and with all of their vision plan related activities, or where post school PKs graduate from one or several courses and obtain a part-time or full-time job.

It is also possible that PKs may not reach graduation at their enrolled course(s), due to under-performance or because they have abandoned classes and lost contact with their LCs.

Either way, all situations are to be captured for later processing and learning.

When PKs are post school age and achieve a positive result, they may also be referred to other institutions that can link them with potential employers.

- At the end of the second Quarter, **three participants** have exited the project due to disengagement. They have shown low commitment and their LCs have lost contact with them, leading to the determination to close their cases.
- The first participant to fully complete their formal engagement with the project is expected to finish during the end of the project's third Quarter (December 2019).

4. Key Recommendations

We recommend some action points for SCSA to address, sourced from the wide range of key lessons described previously, particularly from those aspects of the project which require improvements.



Key Recommendations

1- CONTINUE ACTIVITIES TO ACTION THE NETWORKING STRATEGY FOR PKs RECRUITMENT

For the Awareness and Contacts stage, coordinated actions within each one of the 6 strategic blocks is needed to keep sourcing internal and external referrals, while learning and understanding which sources are responsive, and to what particular method of recruitment.

As an example, regular follow up is needed upon the wide range of key actors within SA's Criminal Justice System to seize the opportunity to recruit potential participants from this relevant space.

2- BUILD A DASHBOARD TO TRACK MONTHLY REFERRALS

This recommendation is directly sourced from the changing results shown the number of PKs enrolled to the *Getting Ready for Take Off* each month.

In this sense, a recruitment monthly Dashboard should be by hub, North and South, and by source of referral to allow close monitoring.

Also, the Project Manager (PM) and each LC could have personal targets attached to this key performance indicator: 'Number of new participants per month'.

3- COACHING SESSIONS NEED TO FOCUS ON PRE-ASSESSMENT NEEDS

For mentoring and coaching sessions, LCs should focus on solving PKs key issues as reflected on the 20% bottom list of questions with low average score.

For this purpose, a copy of the average score open by question has already been delivered to *Getting Ready for Take Off's* team.



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