TAC EDUCATIONAL SERVICES, INC.

UTAH CNA TRAINING CENTERS EMT UTAH



BENEFIT CORPORATION
ANNUAL REPORT
April 2017-April 2018

TAC EDUCATIONAL SERVICES, INC.

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BENEFIT CORPORATION



Not only were we the first legally registered Benefit Corporation (sometimes called Purpose Corporations) in the state of Utah; Terri Holland the founder of the company was instrumental in working to pass the legislation in 2013 that made it possible. As of the end of 2017, Benefit Corporations are legal in 34 states with 6 more working on passing such legislation.

Benefit Corporations are companies committed to inspiring positive change in the world through a better way of doing business—putting people and the planet ahead of profit. As a Benefit Corporation, we meet rigorous standards for transparency, accountability and social and environmental performance. Every year we produce a report based on B Labs, an independent third party verification company's standards to demonstrate that our company policies and practices indeed support this mission.

B Corp values, such as being a force for good and an agent of positive change in the world, have always been part of TAC Educational Services, Inc.'s vision and mission. We became a Benefit Corporation because we wanted to codify and measure our commitment to positive environmental and social practices in a transparent way that incorporates continual improvement.

We celebrate our Benefit Corporation status because in addition to reflecting our mission and principles, it connects us to those who share our values – people using business as a force for good.

"When it comes to purpose at work, there are three core drivers that will determine whether we feel fulfilled in what we're doing: who we serve, how we serve them, and why we serve them."

What is a Utah Benefit Corporation?



A Benefit Corporation is a legal corporate status (like being a C Corp or an S Corp) that allows



businesses to write their greater purpose and mission into the DNA of the company. In following a triple bottom line model, this new type of corporation must consider non-financial interests when making decisions, such as social benefit, employee and supplier concerns, and environmental impact.

All Benefit Corporations must also provide transparency and

accountability on their social and environmental performance by publishing an annual benefit report, which is subject to third party assessment standards. This is our annual report. We are committed as ever to 'walking our talk' and providing a public good as part of our essential responsibilities as a corporation in Utah.

GOVERNANCE



With our focus on solutions that help us measure the results of our training on the hire-ability of our graduates and to operate efficiently, data and processes are highly important in our work. We believe in "walking the talk." Accordingly, we strive to collect data as simply as possible, share information freely across our organization, and create knowledge for continuous improvement.

We believe in transparency both within our organization and externally. Every month we share multiple types of performance information with our staff, including goal attainment and programmatic data. Externally, we solicit reviews from our students, graduates and employers, which allows them to provide feedback on our training that others can review at any time.

We are further informed by the comments, suggestions and ideas that come out of our annual Advisory Committee Meetings. This Advisory Board is comprised of health care industry representatives, employers and other educators and we value their objective voices in evaluating our school policies, curriculum and student services.

Finally, service on boards and associating with community leaders helps us craft programs that meet the real-life vocational demands as health care practices evolve and emerge.

MISSION & PRINCIPLES



Mission Statement:

TAC Educational Services, Inc. working as EMT Utah and Utah CNA Training Center's mission is simple: offer vocational programs in the area of emergency services and health care that will lead to gainful employment in an entry-level position, delivered in an environment that is professional, diverse, respectful, and caring. Our only measure of success is the success of our students in obtaining an education that leads to a rewarding career and a satisfying personal life.

Respectful communication and dialogue is central to creating a learning environment that meets the specific needs of each individual student. It is our intention to thoughtfully address each student as an individual, and to make certain our programs are provided in the most appropriate environment for learning. The 'first responder' is a trusted professional in the health care community; practicing in an atmosphere of independent judgment and integrity. Integrity is a critical quality that must be present in the classroom and in practice. All students are expected to conform to the standards of the Honor Code and demand compliance from other students. EMT Utah supports and is committed to:

- Providing evidence-based education
- Developing, testing, and disseminating appropriate, quality based training and education, personal and professional development and knowledge
- Demonstrating excellence in emergency medicine delivery practice
- Sharing expertise and leadership through service to professional organizations and communities
- Promoting inter-professional teamwork competencies in collaborative educational environments
- Stimulating and building character and respect for self and others through application of consistent values and practice in service to our community

Governing Principles: This is what our school aspires to be.



Philosophy: EMT Utah is responsible for the education of students engaged primarily in the pre-hospital environment and the health care system. Operating within professional value systems and ethical frameworks, first responders work independently and collaboratively, and assume accountability and responsibility for the delivery of evidence-based, cost effective pre-hospital, hospital and post-hospital treatment. EMS personnel incorporate the concept of diversity in practice and in relations with the communities they serve and their fellow workers.

EMT Utah faculty and administrative staff facilitate learning environments in which students assimilate and apply scientific and humanistic knowledge and experience, and develop self-awareness, self-direction, creativity, and critical thinking. The faculty is responsible for providing a respectful environment conducive to learning, and serve as role models of professional providers.

Core Values: This supports our vision, shapes our culture & reflects our values.

Professionalism: Professionalism is the adoption of core values as part of an EMS's commitment to competency, consistency, and compassion in practice, and the highest standards of care in the ethical conduct of health care delivery. The following are the core values shared by the faculty and reflected in our programs.

Scholarship: Scholarship is the discovery, translation, application, integration, and transmission of knowledge, which contributes to the development of evidence-based health care delivery.

Diversity: Diversity is the recognition and inclusion of human variation in the education and care of individuals, families, communities, and nations, shaped by the historical forces of race, ethnicity, socioeconomic status, gender, language, religion, sexual orientation, abilities, ages, and geographical regions.

Social Responsibility: Social responsibility involves a commitment to protecting human health, happiness and the environment and strives to create a social environment for employees, community and students that safeguards their human capacity and acknowledges their worth and value. EMT Utah develops policies and procedures to provide a healthy, safe and respectful environment.

Environmental Stewardship: Environmental stewardship aims to support the provision of a quality vocational education in a manner that demonstrates leadership in environmental stewardship and sustainability. EMT Utah recognizes that preserving the earth's natural resources and protecting the environment are objectives that can be aligned with our long term goals of providing and supporting a sustainable economic future through gainful and respectful employment and personal empowerment.

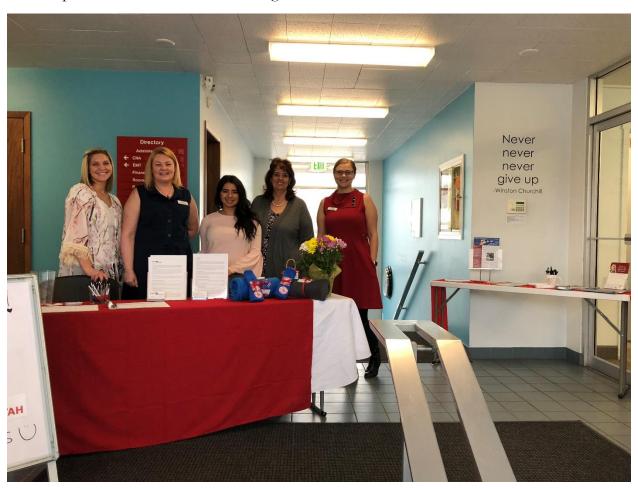
Empowerment: Empowerment emerges as individuals develop the knowledge, attitudes, skills, and other resources they need to assume a primary role in their learning and personal and professional activities, building upon their individual capacities and experiences.

Collaboration: Collaboration involves effective teamwork and relationships based on trust, respect, shared resources, a commitment to shared goals, and mutual satisfaction, in which health care providers work with and learn from individuals, communities, and colleagues. Cultural Competence:

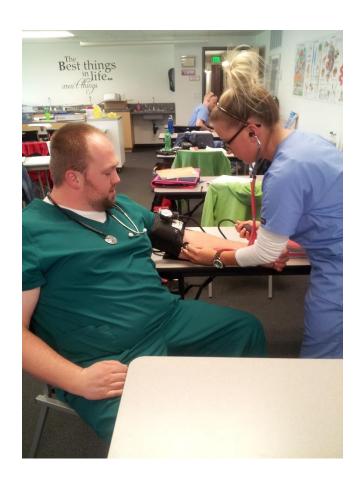
Equity: Equity is the state, action, and principle of treating all persons in a just and unbiased manner. It includes attention to the social determinants of health, and a clinician's commitment to fairness and action to secure the full participation of patients, families and communities in their health care. EMS providers strive for equity in health service access, content, and quality of care to end discrimination and disparities in health outcomes.

Integrity: Integrity refers to the quality of being honest and ethical and having the moral strength to do the right thing.

Cultural Competence: Cultural competence in health care describes the ability of systems to provide **care** to patients with diverse values, beliefs, and behaviors, including tailoring delivery to meet patients' social, cultural, and linguistic needs.



In the Classroom:





Delivering a Great Education Requires

Competence. Creativity. Commitment.

COMPETENCE



Competency-based learning refers to systems of instruction, assessment, grading, and academic reporting that are based on students demonstrating that they have learned the knowledge and skills they are expected to learn as they progress through their education. In public schools, competency-based systems use state learning standards to determine

academic expectations and define "competency" or "proficiency" in a given course, subject area, or grade level (although other sets of standards may also be used, including standards developed by districts and schools or by subject-area organizations). The general goal of competency-based learning is to ensure that students are acquiring the knowledge and skills that are deemed to be essential to success in school, careers, and adult life.

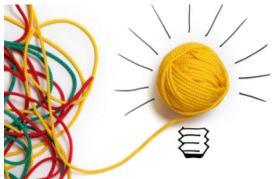
To deliver competency-based education you need the best instructors and the best way to evaluate, remediate, and re-evaluate. Each program in the company has a Curriculum Committee. These committees bring the best knowledge, experience and skill to discussions and changes that result in constant improvement in the quality of our educational delivery system and to challenge students to demonstrate high levels of competency in knowledge and skills prior to graduation.

Our challenge has always been to establish procedures and systems that allow us to translate vocational training demands across several locations. Remote campuses pose challenges that a lessor team might be unable to overcome. Delivery of supplies, maintenance of equipment, student services, scheduling etc. are all made more difficult as the school expands to more locations.

Focusing on using data and educational metrics we are able to deliver a quality competency based curriculum to diverse populations and in multiple locations. Our commitment to student success relies on our ability to interpret data, evaluate the curriculum and its delivery, monitor student success in graduating and in finding employment and in supporting a vibrant faculty who remains engaged in the process of teaching without unnecessary distractions.

CREATIVITY

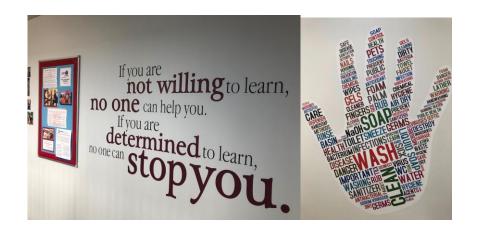
Students are not robots and learning is a complicated process. Engaging the student in



learning requires a certain level of creativity. Creating a stimulating learning environment, requiring students, staff and faculty to insist on behaviors the encourage a positive, engaging and warm environment and including stimulating exercises, civic engagement, passion and drive are as important to learning as material is.

We attempt to surround the student with beauty, art, inspiration and a clean and healthy environment. We encourage students to take pride in their training space, to keep the classrooms clean and we discourage the use of disposable plastic water bottles.





COMMITMENT

COMMITMENT CONTINUUM™



In the RSA Animate video, Drive, we learn that human beings are motivated by more than dangling carrots. As human beings we like to learn now things, master new skills and we like to contribute to others. There is a surprising truth about what motivates us. We use science to motivate our students by promoting volunteerism, integrity, service and community – we foster an atmosphere of engagement – this helps students stay motivated to succeed and to complete their programs. We enjoy high retention rates in all of our programs, some as high as 98.4%.

This means students are starting the process and sticking with it. We also encourage each other to complete projects and to maintain a high level of professional commitment. This spills over to students too. We use the four guiding principles below to help us sustain a high level of commitment.

Organizations don't make decisions: People make decisions. Similarly, organizations don't serve customers; people serve customers. When an organization treats its people like "assets," the business begins to decay. We treat students like people.

Lead with the head: Students need a thoughtful response to the question: "Why?" as in, "Why are we doing this?" Under pressure, most leaders jump straight to how and what. Successful leaders "start with why."

Hook with the heart: If you effectively hook people's hearts, you reduce questioning and doubt. Good leaders understand that when challenged with a hard task, students need to be re-enrolled in the process. Students need to know their best days are ahead of them or they will check out.

Deploy the hands: Crafting a plan for success and being transparent about targets, obstacles and goals helps manage stress and disappointment – students understand how to get from point A to point B. They understand the process so they can deploy their efforts

The Year in Training Numbers April 15, 2017 - April 15, 2018



1,890 students

graduated from our approved Nurse Assistant Certification program.







590 students graduated from our EMT program

108 students graduated from our AEMT program

268 students graduated from our ACLS, PALS, PHTLS, TECC, AMLS, and LEFR courses.

314 students graduated from our Heart Saver CPR course;

And a record:

1,865 students graduated from our Basic Life Support CPR class.

The Goal of Education is the Advancement of knowledge and the dissemination of truth. ∼ John F. Kennedy



EMPLOYEES

EMT Utah employs 26 part-time faculty members, 2 full-time and 2 part-time staff members.

Utah CNA Training Centers employs 17 part-time faculty members, 2 full-time and 2 part-time staff members.

Employees of TAC Educational Services, Inc. are our most treasured asset. Without the devoted efforts of our amazing faculty and the commitment of our administrative staff, we would not be the premiere source for CNA and EMS education in Utah.

To sustain our values, we consistently demonstrate the following 10 characteristics in our work environment.

We Care ... so we ...

- → Sustain a work environment that is founded on dignity and respect for all employees
- → Make employees feel their jobs are important
- → Cultivate the full potential of all employees
- → Encourage individual pursuit of work/life balance
- → Enable the well-being of individuals and their families through compensation, benefits, policies and practices
- → Develop great leaders, at all levels, who excel at managing people as well as results
- → Appreciate and recognize the contributions of people who work here
- → Establish and communicate standards for ethical behavior and integrity
- → Get involved in community endeavors and/or public policy
- → Consider the human toll when making business decisions

Compensation and Benefits

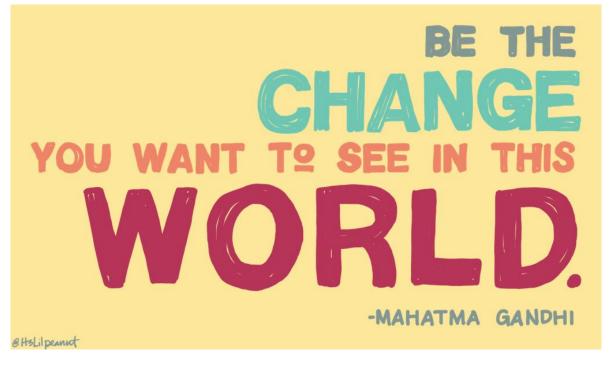
→ We pay the lowest paid worker 62% more than Utah's minimum wage.

Included Benefits for Full Time Workers:

- → Health Insurance
- → Liberal Paid Time Off
- → Monthly Paid Time Off
- → Paid Volunteer Time



A Passion for Doing Good



We lent our classroom space to GreenTREE Yoga for their refugee program a total of 19 times.

We lent our classroom space to the State of Utah Dementia Dialogues program a total of11 times.

We taught 16 students in our ESL/CNA program — we are the only school to offer this program in collaboration with the Guadalupe School.

We sent 16 medics on trips to:

Nepal, Guatemala, Ecuador, Kenya, Mexico and Peru.

We taught 80 citizens how to Stop the Bleed.

We trained 463 family caregivers in the Family Caregiver
Training Program

Associations; Partners & Affiliated Organizations





















Veterans Administration / DWS Veterans Program

The INN Between

Utah Department of Health Alzheimer's and Other Related Dementias



Golden Key Award

We were awarded the **Golden Key Award for 2017** for our dedication to hiring People with Disabilities. "Every year the <u>Utah Governor's Committee on Employment of People with Disabilities and their partners</u> honor people and businesses with the <u>Golden Key Award</u>. It's part of October's National Disability Employment Awareness Month. It recognizes those who have helped promote employment opportunities for people with disabilities. The annual Golden Key Awards were held September 3, 2017.

The Americans with Disabilities Act (ADA), signed into law on July 26, 1990, is one of America's most comprehensive pieces of civil rights legislation. Modeled after the Civil Rights act of 1964 and Section 504 of the Rehabilitation Act of 1973, the ADA is an "equal opportunity" law for people with disabilities.

The businesses of the 43rd annual Golden Key Awards were Liquid Nutra Group, **Utah CNA Training Centers**, Utah Transit Authority, GE Healthcare and Sidney Smith. We were awarded this honor for our outstanding contributions that promote employment opportunities for individuals with disabilities including veterans.



Associate Member Service Award

In the speech honoring the school, Ed Dierenger, Executive Director of the Utah Association for Home Care had this to say in his remarks:

"Utah CNA Training Centers has been an important partner and friend of personal care, home health and hospice agencies in Utah for many years. As the former owner of Canyon Home Care and Hospice, Teri Holland, founder of Utah CNA Training Centers is keenly aware of the need agencies have for skilled CNAs who are competent and passionate about quality care for patients and clients. Utah CNA Training Centers makes outreach to new aides easy and free through several employment programs.

Utah CNA Training Centers expertise in educating great CNAs has made Utah CNA Training Centers the largest private provider of CNA education in Utah. With five locations and a sixth coming to St. George and with plans to open a mobile CNA classroom in 2018, the school hopes to provide access to CNA education in every corner of the state. This also includes allowing the use of their campus locations for Dementia Dialogue training by UDOH. Ensuring aides of all levels of certification are well-trained is essential for the health of our patients and clients and the health of our industry.

2017 was an exciting year for Utah CNA Training Centers. Despite an acute shortage of CNAs across the country, Utah CNA Training Centers graduated the highest number of students since their founding in 2007. Agencies who worked with Utah CNA Training Centers were able to tap into this steady stream of potential employees through sponsoring their Workbook, pitching directly to classes, placing job notices on their Facebook page and job fairs on campus.

In 2017, Utah CNA Training Centers began a new not-for-profit program called the **Family Caregiver Training Program** which aims to teach family members how to use proper techniques to physically care for an aging loved one. *This program is offered in partnership with the Utah Department of Health Alzheimer's and Other Related Dementia's and the Division of Adult Services for the state of Utah. All of this is offered to the community free of charge.*

In 2017, Utah CNA Training Centers was proud to become the recipient of the **Golden Key Award** awarded by the Utah Governor's Committee on Employment of People with Disabilities, Chambers of Commerce and their partners to recognize employers who provide and promote employment for people with Disabilities.

Finally, in 2017 Utah CNA Training Center provided 42 scholarships for students to attend CNA classes for free, continued the **CNA-ESL Program** working with the Guadalupe School to increase employment opportunities among the Hispanic community, sponsored the Utah Association for Home Care's Personal Care Conference and donated more than 1,000 hours in community service to the Road Home, the INN Between and GreenTree Yoga. Utah CNA Training Center is a contributing member of this community and it is my honor to award this company the Associate Member Service Award."

ENVISIONING OUR FUTURE



Each year, the administrative staff gathers for a day-long visioning meeting. We eat together, discuss issues candidly, review our progress over the past year, and set goals for the upcoming year. Many of our innovative ideas have risen from these meetings. They bind us together as a team and allow us to focus on what our values are and what we want to accomplish. It is a special time.

For this year, we have decided to recommit ourselves to developing even better relationships with our faculty. We implemented a Birthday card program, a newsletter to keep everyone on top of current program changes, etc.

And we decided to take our show on the road. In 2018 - 2019 we intend to open at least 8 more locations some of them out of state. This expansion will pose new challenges and new opportunities. We decided to expand because we are proud of what we do and how we do it. We are excited to share our service, commitment to quality education and support of students and to provide more jobs for people who want to teach.

People, Planet and Profits

Establishing, Encouraging and Describing a Purpose Economy: Benefit Corporation Annual Report and Benefit Director/Officer Statement

A Director of a Benefit Corporation has a duty to ensure that the Benefit Corporation meets its statutory corporate purpose to create a general public benefit, which is defined as "a material positive impact on society and the environment, taken as a whole, form the business and operations of the Benefit Corporation."

A Director of a Benefit Corporation has a duty to "consider the effects of any action or inaction upon" the stakeholders of the Benefit Corporation.

A Director of a Benefit Corporation has a duty to ensure that the Benefit Corporation meets its statutory obligations to make publicly available an Annual Benefit Report that assesses the overall social and environmental performance of the Benefit Corporation against a third party standard that meets the criterial listed in the Model Legislation (i.e. the third party standard is comprehensive, credible, independent and transparent, in this case, B Labs).

Directors must manage the corporation in a responsible and sustainable manner and must manage and direct the business and affairs of the Benefit Corporation in a manner that balances the pecuniary interests of stockholders, the best interests of those materially affected by the corporation's conduct, and the specific public benefit or public benefits identified in its certificate of incorporation.

Directors must also provide an Annual Report to the shareholders on the corporation's promotion of the public benefit identified in its certificate of incorporation and of the best interests of the stakeholders, must make such report publically available and must submit such report annually to the State of Utah Department of Commerce.

The Benefit Director's role includes preparing the Annual Compliance Statement portion of the Annual Benefit report. This includes the Director's perspective on whether the corporation has been successful in pursuing its general and any named specific public benefit purpose, which will be an important source of information for the shareholders as to whether the Directors have adequately discharged their stewardship of the Benefit Corporation and its resources. The Annual Compliance Statement must include a statement from the Benefit Director about whether the following:

The Benefit Corporation acted in accordance with its general public benefit purpose and any specific public benefit purpose in all material respects during the period covered by the Annual Report.

The Directors and Officers created a general public benefit.

If, in the opinion of the Benefit Director, the Benefit Corporation or its Directors or Officers failed to act or comply in the manner described above, a description of the ways in which the Benefit Corporation or its Directors or Officers failed to act or comply.

TAC Educational Services, Inc. abides by regulations established by S.B. 133, including Section 1, and Section 16-10b-103 as amended. The Corporation abides by these standards to ensure accountability and transparency and to promote other ethical business practices. Whenever possible, the VCorpora6tion considering private financial or confidential information, promote sharing of data, insights, plans and key strategies that foster the investment in social entrepreneurship and a rigorous commitment to the establishment of a successful "purpose economy."

As the earliest adopter of the Benefit Corporation model in Utah, we hold ourselves accountable and also utilize the independent review and analysis of B Labs, and consult with other entities that promote Social Responsibility and appropriate Environmental Stewardship including P3Utah.

Our core values are articulated in our course offerings, on our website, and in employment and supplier contracts and agreements. Our duties to the community include key partnerships with stakeholders in the pre-hospital, post-hospital, senior services, long term care, dementia and emergency preparedness communities as well as the health care community, refugee populations, family caregivers, the homeless population, minority populations in Utah, and others through service, discounts, training and compassionate care. These opportunities to volunteer help to establish strong ethical and community based networks among and on behalf of our students, graduates, and colleagues and assist with essential skill building, resume building and networking with potential employers and referral sources.

Director / Officer Statement: TAC Educational Services, Inc. has a dedicated Benefit Officer; Dr. Michael F. Timberlake, a professor at the University of Utah. The Benefit Officers is independent in his judgment of the corporation's duties as a Benefit Corporation. As such the Benefit Officer declares:

- For the period of April 15, 2017 April 15th, 2018, the Corporation has acted in accordance with its general benefit purpose which is to incorporate social and environmental concerns into the decision-making processes of the corporation as it administers its duties to train nurse assistants and first responders.
- 2. The Officer(s) and Staff of the Corporation considered the effects of any action or inaction upon the shareholders of the Corporation; its employees, staff, students, graduates, faculty and shareholders; and the interest of the communities in which the Corporation interacts or serves; and the local and global environment including its outreach programs for disaster preparedness.

The short term and long term interests of the Corporation are best served by continued expansion of the Corporation's core values and social and environmental commitments as explained in the Looking Forward section of the Benefit Report.

Subject to Subsection (S)(b), in discharging the duties and obligations of the Corporation it is the opinion of the Benefit Officer, that the Corporation; its officer(s) and shareholders, as well as employees, and staff have operated the Corporation in a manner consistent with the core values of the Corporation, the stated Benefit Purpose of the Corporation and has proven effective in its deliverables to the community.

TO RESTATE THE BENEFIT ESTABLISHED BY THE CORPORATION: TAC Educational Services, Inc. is committed to providing opportunities for student empowerment and success through established processes that assist the community in a variety of ways including disaster preparedness, and community emergency response, assistance to the health care community, assistance to family caregivers and aging seniors, assistance to the dementia community, assistance to the refugee population and the homeless community through service and programs.

After decades of focus on shareholder values, the paradigm shift of incorporating social and environmental values into decision-making has required owners and employees to optimize for multiple (and sometimes conflicting) outcomes between stakeholders including the community. The efforts of the Corporation as a Benefit Corporation are satisfactory in meeting the demands of the legislative requirements and inform all decisions made by the Corporation on a constant and consistent basis. It is expected that the Corporation will in the coming years, more effectively articulate its core values, refine its internal and external processes, expand both the quantity and reach of its community programs and to extend the reach of its purpose model with greater success in more locations.

This Annual Report is created and submitted as accurate and reflects a true accounting of the activities engaged in by the Corporation that serve the General Benefit of the community. It is the opinion of the Benefit Director / Officer that the Corporation has acted in accordance with its general public benefit purpose and produced and promoted activities that fulfilled the specific benefit purpose in all material respects. The Officers and Directors created a 'public benefit during the period covered by this report.

Respectfully,

Dr. Michael F. Timberlake Professor, University of Utah Benefit Director/Officer

TAC Educational Services, Inc.

| B Lab Sna | p Shot Report | | | |
|------------|---|----------------------------|-----------------|-------------------------|
| Question # | Related to | Answer | % points earned | Other businesses earned |
| GV5.2a | Formal Process for sharing financial data | Yes, Annually | 100 | 59 |
| | | | | |
| EN 4.17 | Hazardous Waste disposed of properly | Yes. Always | 100 | 89 |
| 5110.40 | | , | 100 | 0.5 |
| EN2.18 | Formal enviroinmental policy to reduce waste | Yes | 100 | 35 |
| CM4.1b | Charitable giving practices implemented and written | Yes | 92 | 53 |
| | Sharran barrana | | - | |
| GV2.4a | Employee training on social & environmental policies | Yes | 100 | 66 |
| | | | | |
| WR7.2a | Job Flexibility in writing | Yes | 100 | 70 |
| GV3.2a | Board meets annually, one independent member | Yes | 100 | 52 |
| G V 3.2u | board meets dimadify, one macpendent member | 163 | 100 | 32 |
| | Company legally ensures social and environmental | Yes. First Benefit | | |
| IBN1.2 | policies in place | Corporation in Utah | 100 | 62 |
| | | | | |
| WR6.1 | Consistent, formal review of employees | Yes | 100 | 90 |
| EN2.22a | Worked with landlord to help reduce waste | Yes | 100 | 58 |
| LIVZ.ZZG | worked with failuloid to help reduce waste | 163 | 100 | 30 |
| GV5.5a | Produce public facing annual report | Yes | 100 | 69 |
| | | | | |
| EN2.4 | Use recycling program | Yes | 100 | 95 |
| CN 45 O | Parlia and in a special deal by Land bank | W | 50 | 47 |
| CM5.8 | Banking services provided by local bank | Yes | 50 | 17 |
| | Corporate mission statement committed to social | | | |
| GV2.2 | impact, sustainable economic policies, etc. | Yes | 82 | 68 |
| | | | | |
| | % of non-new hires received training in last 12 months | | | |
| WR4.2a | on core job | 100% | 100 | 56 |
| | % of non-new hires received training in last 12 months | | | |
| WR4.2b | on cross job functions | 100% | 100 | 35 |
| | | | | |
| WR4.1a | % entry level positions filled with internal candidates | 64% | 58 | 37 |
| | | | | |
| CM3.2a | % of company owned by women | 70 | 70 | 14 |
| CM3.5 | % of board members women or minorities | 50%+ | 100 | 14 |
| | | 25,1 | | _ : |
| CM4.8a | % profits gave to charity | 4-9% profits/ 1-2.4% sales | 50 | 17 |
| | | | | |
| WR3.7a | Minimum # paid time off and holidays | 30-42 | 65 | 42 |
| WR2.6a | % workers paid a living wage | 100 | 100 | 80 |
| vv1\2.Ua | 70 WOLKETS Paid a HAITIE MARE | 100 | 100 | 30 |
| | Multiple of highest compensated to lowest paid full | | | |
| WR2.7a | time worker | 1-5 times | 100 | 88 |
| | | | | |
| CM2.4a | Attrition rate | 0-2.4% | 100 | 21 |
| WR2.3 | % above minimum wage paid to lowest worker | 62% | 100 | 75 |
| VVINZ.3 | 70 above minimum wage paid to lowest worker | UZ/0 | 100 | /3 |