

New Mexico Adult Education Local Program Annual Report 2024-2025

Annual Program Report Cover Page

Program Name:	Adult Education	
Institution or Organization:	Southeast New Mexico College	
Address:	1500 University Drive	
City:	Carlsbad	
County:	EDDY	
Zip:	88220	
Main Phone:	575-234-9254	
Website:	https://senmc.edu/adult-education/	
Social Media:	https://www.facebook.com/profile.php?id=100064447973743&mibextid=ZbWKwL	
Workforce Region(s) Served:	Eastern Area Workforce	
New Mexico Counties Served:	Eddy County	
Submission Date:	8/18/2025	
Program Director, Manager, or Coordinator Name and Title:	Misty McCormack, Director	
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Signature of the Chief Executive Officer or Designee

8/18/25
Date

Dr. Kevin Beardmore, SENMC President
Typed Name and Title

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Section I. Program Narrative Report

Directions: Answer each of the following questions. As you complete your narrative, include program data and/or research on which you base these practices as appropriate to the questions. Answers should be single-spaced.

1. Describe your program briefly. Include the services you provide under WIOA Title II and the student population you serve. You may reference AEFLA allowable activities from WIOA Sec. 203 (<https://wioaplans.ed.gov/node/452051>.) Allowable activities that are specifically related to WIOA Sec. 243 (IELCE) or WIOA Sec. 225 (Corrections) are covered in this report template in Section VII and Section VIII, respectively.

The Adult Education (AE) office staff consists of an AE Director and one full-time ESL Instructor. The program currently employs two High School Equivalency (HSE) and three English as a Second Language (ESL) instructors. The AE staff uses the LACES database to monitor pre- and post- testing and to track student attendance. All program funding is used to serve individuals who have barriers to employment, including English language learners, immigrants, and low-income individuals and those students who wish to obtain diplomas and credentials. In addition, our program assists adults with obtaining postsecondary education, employment, or training. ESL teachers want to increase students' vocabularies and teach them how to communicate appropriately in real life scenarios. We always encourage our students to complete the ESL program in preparation for citizenship and the workforce. We also encourage those who have not earned their HSE/GED® to enter into our HSE program.

2. Highlight any significant changes in staffing, programming, target populations or goals since the last report. **In particular, if you have experienced staffing challenges, please describe them here and how you have been able (or not) to address them.** If you are a new director, please consider including a summary of your personal goals and priorities as a leader.

In 2024-2025 the Program Coordinator resigned and it was decided not to fill that position moving forward, but to instead hire additional instructors. A challenge with finding instructors has been due to low pay and the number of hours worked weekly, in addition to individuals not wanting to work in the evening. To address this, instructor pay was increased. Also, SENMC has agreed to institutionalize and fund the director position, so the money that was allocated for the director's salary will now be allocated to instruction. The goal is to hire two additional full-time instructors in addition to two or three part-time instructors. The program director will continue to fulfill the duties of the data coordinator position for the foreseeable future.

3. Characterize the current status of your programming with respect to in-person classes and hybrid or distance learning. How is your program evolving in this respect? What is planned for the 2025-2026 program year? How do you intend to keep incorporating digital literacy, distance learning, and considerations about digital equity into your program practices?

In order to meet the needs of all students, it is important to remain flexible in our approach and always be prepared as things can change rapidly. It is important to have options so we are going into this year with multiple options and approaches for students. Every student in our program is provided with a NMDELTA account upon enrollment that he/she will use to access Google Classroom and be able to attend courses virtually. All of our courses are implemented via a hybrid approach so that students can be flexible with how they choose to attend. Students can come in-person, or they can choose to attend virtually, or a mixture of the two. Virtual courses are offered via Google Meet and course content and information is posted on Google Classroom. In addition, each instructor utilizes WhatsApp or Remind to be able to communicate with all students. Instructors can use Nearpod and Boardworks (an online learning platform) to assist with virtual instruction, and instructors are also using Burlington English and Essential Education as online options for instruction and practice.

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4. List and provide a **brief** description of current partnership arrangements your program has with other agencies or organizations for the delivery of adult education & literacy activities, including support services. For each partnership listed, indicate level of formality: formal or informal. A **formal** partnership involves a written agreement between the partners (MOA or MOU) to specify roles and expectations and generally govern the relationship, while **informal** partnerships involve some form of ongoing and consistent mutual support and regular communication, but the relationship isn't formally governed by a written agreement.
 1. Carlsbad Literacy Center (formal): We have a current Memorandum of Understanding (MOU) and partnership with this local organization. Our program refers students to the center who may need on-on-one tutoring, or additional assistance building literacy or English language skills, up to a 6th grade level.
 2. Carlsbad, Loving, and Artesia High Schools: The AE Director and superintendents of each high school have an informal agreement in place to help under-age students with obtaining a High School Equivalency. The schools provide referrals and contact information and our office provides enrollment, student tracking, and we report the activities and progress of students back to the schools.
 3. TRIO (informal): We are partnered with TRIO and they provide a specialist who assists any student who wants to enter postsecondary education. We provide a referral for any students who are interested in attending college, and the TRIO specialist provides help with admission, testing, and financial aid.
 4. SENMC (informal): The SENMC Library and Grants Services department collaborate with the Adult Education Program to offer services to our students. Grant Services offers a free summer bridge program every semester for any students who are enrolling in the college. We refer any HSE students who wish to enter postsecondary education to this program. The goal is for students to enter college without the need for any developmental or remedial courses. These departments also offer literacy events and family activities that are open to the Adult Education students.
5. Your program was required to submit a Program Professional Learning Plan for the 2024-2025 program year. In that Plan, you described how your program intended to comply with NMHED-AE's Professional Learning Policy and identified your program's professional learning priorities. Please review your Professional Learning Plan for that program year and reflect here upon the outcomes of that Plan in 2024-2025:
 - a. What were your PL priorities in 2024-2025 and generally speaking, how did you address them?

The professional learning priorities were to promote and support access to professional learning, assess learners college and career readiness goals, and to share and review data reports regularly. The priorities were addressed by having staff attend state conferences and participate in professional learning opportunities hosted by Propel, having students complete career readiness and interest surveys, and by sharing monthly data reports with staff.
 - b. What were the most impactful PL experiences in which you and your staff participated, and why? How did they change your program's practice or outcomes, if at all?

The most impactful experience was sharing the monthly data reports with staff as this allowed us to meet as a team to find trends, see patterns, and make plans for changes we needed to make to ensure students were succeeding and progressing. A constant review of the data, as a team, allowed for teachers to share ideas and instructional strategies, pinpoint at-risk students, and we believe helped with overall MSG rates and EFL gains as well as with retaining students.
 - c. What were your main successes and challenges in implementing your PL Plan?

Successes included being able to attend the state conferences, participating in Propel offerings, and having students complete interest surveys. While this was a success, there was also a challenge as not all of our staff were able to travel due to personal circumstances.
 - d. Do you feel your program was able to implement the NMHED-AE Professional Learning Policy? Based on your experience in 2024-2025, what assistance or support might you need to implement the policy and your plan in the future?

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Yes, our program was able to implement the NMHED-AE Professional Learning Policy. Moving forward it would be helpful if more of the professional learning opportunities offered via Propel were asynchronous which would allow part-time instructors more flexibility with being able to attend and participate.

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Section II. Core Indicators of Performance 2024-2025

Please enter the following information regarding enrollment, assessment rates and core indicators of performance for your program and use this information for answering the narrative prompts in Section III.

Number of NRS participants in PY 2024-2025 (Table 4, last row of column B)	232
Number of reportable individuals in PY 2024-2025 (Table 2A, last row of column P)	39
Post-testing rate (Table 4B, last row of column B to number of NRS participants minus number of ABE	68%
Level 6 students minus number of Alternatively Placed participants from Table 4, column B)	0

Performance Measure	PY 2024-2025 Negotiated Level of Performance	PY 2024-2025 State Goals	Program Performance 2023-2024	Program Performance 2024-2025
Measurable Skill Gain, MSG (Table 4, Grand Total of last column)	40%	56%	62.25%	61.54%
Credential Attainment Rate (Table 5, last row of column G). If last row of column B is 0, input N/A	31%	43%	N/A	100%
Employment Second Quarter After Exit (Table 5, first row of column G)	41%	44%	41.1%	55.87%
Employment Fourth Quarter After Exit (Table 5, second row of column G)	41%	45%	61.5%	42.66%
Median Earnings Second Quarter After Exit (Table 5, third row of column F)	\$4,600	\$4,600	\$5,616	\$9015

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Section III. Evaluation of Program Effectiveness

Directions: Answer each of the following questions. Ground your answers in your data. Answers should be single-spaced.

1. Discuss your retention rate and its changes compared to PY 2023-2024 based on your data for NRS and non-NRS participants. Make sure to include the discussion of reasons for the trend.
The retention rate for fiscal year 2023-2024 was 86%, and for fiscal year 2024-2025 was 83% which is slightly lower but still very high. The program has a mandatory attendance policy that students agree to and sign, and teachers use WhatsApp/Remind to communicate with students. When students miss a class, the teacher and program staff both contact that student to see what is going on discuss any changes or accommodations the student may need. This communication shows students we notice if they are here, care, and take the time to contact them, and allows program staff to address any issues as they occur.
2. Present an overview of your efforts to increase post-testing rates including strategies that you used. If your post-testing rate is below the 60% required by the NM Adult Education Assessment Policy, explain the reasons and plans for improvements.
The current post-testing rate for our program is 68% so that is exceedingly high. The reason for this is we used a close tracking system, via a data spreadsheet, that was updated bi-monthly when attendance was entered into LACES. This allowed us to see how many hours each student currently had as well as see when each student was ready to post-test.
3. Analyze how your program performed relative to the negotiated levels of performance and state goals. For each performance indicator, discuss whether your program met, exceeded, or fell short of these negotiated target levels and state goals. Please reflect on the reasons and support your answers with data.
Our program numbers, according to NRS Tables, are as follows:
MSG: 61.54% (Exceeded both Expectations)
Credential Attainment Rate: 100% (Met Expectations)
Employment (Second Quarter After Exit): 55.87% (Exceeded both Expectations)
Employment (Fourth Quarter After Exit): 42.66% (Higher than Negotiated Level of 41%, Lower than state goal of 45%)
Median Earnings (Second Quarter After Exit): \$9015 (Exceeded both Expectations)
We have continued to focus on pre- and post-testing students (online) and this shows in the MSG numbers. We monitored student hours closely to ensure post-testing once students met the minimum attendance hours. The monitoring is done with a spreadsheet that is used as a tracking form that gets updated bimonthly as attendance is entered into LACES. Part of our tracking process included making sure we conducted follow-up surveys once a month for those students who do not have social security numbers, so this helped with the median earnings, but unfortunately, many students were unable to be reached, resulting in lower employment outcomes.
4. For all indicators for which your program failed to meet the negotiated targets and/or state goals, discuss your strategy to improve outcomes.
Even though the program met the negotiated levels of performance for fourth quarter employment areas, we would like to be above the state goal target as well. The challenge is surveying students who do not have social security numbers and making sure they are able to be reached after they exit the program. A strategy to improve this is to include this component in our orientation/onboarding process to explain how important this is to our program so students are available and willing to provide this information. Another strategy is making sure

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we have multiple contact options such as primary phone number, secondary phone number, and an email address, so that we have multiple contact options for follow-up surveys.

5. Consider your performance data from the last and previous program years. Discuss overall trends. In 2022-2023, there were 223 participants including 182 ESL and 41 HSE students. In 2023-2024 there were 248 participants including 199 ESL and 49 HSE students. In 2024-2025 there were 232 participants including 192 ESL and 40 HSE students. Enrollment did not increase this year, but the decrease was minimal. Measurable skill gains are continually high with rates of 52%, 62%, and 62% respectively over the last three years and the retention rate is remaining high at 83% this year and 86% last year.
6. Describe how your program currently uses data to improve the quality and efficacy of services provided. **Be specific.** Describe strategies you intend to use in the coming year to promote continuous improvement. The program director is continually looking at the data to make informed decisions regarding any changes that are needed. TABE testing data is used to place students in the correct courses and show any improvements students are making. The LACES database tracks student hours and provides a dashboard to help program staff know when students need to post-test and when follow-up surveys are needed. Student and instructor feedback are also useful and can provide insight as to what is working well and what needs to be changed. The director will continue to conduct classroom observations and complete teacher evaluations and have students fill out surveys evaluating the instructors.

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Section IV. WIOA Partner Activities, Career Services, and Training Services

For this section we will be asking about working with WIOA Partners, alignment with LWDB plans, infrastructure agreements, one-stop responsibilities, and career and training services.

1. Fill out the chart for common career and training services applicable to AEFLA programs. **For definitions of career and training services, how to calculate these costs, and other guidance, please read the appendix to this report template. Do not fill this out without reading the entire appendix carefully. Do not skip this section.**

Career and Training Services Applicable to AEFLA	Category of Service	Total Number of Participants Who Received This Service	Total FEDERAL FUNDS Expended for This Service, <i>Excluding</i> Administrative Costs, for Program Year 2024-2025	Average FEDERAL FUNDS <i>Expenditure</i> per Participant, <i>Excluding</i> Administrative Costs
Outreach, intake, and orientation information	Career Service	232	14.34	3326.88
Initial assessment of skill levels including literacy, numeracy, and English language proficiency, as well as aptitudes, abilities, and supportive services needs	Career Service	232	31.91	7403.12
Referrals to and coordination of activities with other programs and services.	Career Service	232	.48	111.36
Provision of performance information and program cost information on eligible providers of education, training, and workforce services by program and type of provider.	Career Service	0	0	0
Provision of information on availability of supportive services or assistance and appropriate referrals (including childcare; child support; medical or child health assistance available through the State's Medicaid program and CHIP; SNAP benefits; EITC; assistance under TANF, and other supportive services and transportation)	Career Service	0	0	0
Total:		232	*46.73	\$10841.36
Integrated Education and Training (IET) programs	Training Service	0	0	0

*Enter this total in Question 1 in Section IX as well.

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2. Describe specific activities and strategies your organization has implemented to partner with the Local Workforce Development Board and your local One Stop staff / operators.
What our program does to serve the unique regional needs and priorities identified in our area is look at the employment trends and needs and look at the data that shows what is needed and relevant to our area. We share this data with students and have them take career interest surveys and set goals.
3. Each of the 4 workforce regions in New Mexico (Northern, Central, Eastern, Southwestern) must develop and implement its own Local Area Plan every four years. Local Workforce Development Board (LWDB) websites with links to Local Plans can be found here: <https://www.dws.state.nm.us/en-us/Workforce-Boards>. How did your program align adult education and literacy activities in 2024-2025 with your Local Area Plan? What's working well? What are your biggest challenges?
Our program collaborates with the Local Workforce Development and one-stop operators in order to have a meaningful and ongoing relationship. We have regular meetings with the WIOA Youth and Adult Services Coordinators and the One-Stop operator. The local workforce development office can assist with proctoring pre-tests (TABE) online if needed and can assist students with our intake process if needed. In addition, we invite the different agencies to come and speak to our students in a shared orientation so students know what services are available to them. We also have students register with Workforce Connections, and help them do so. The biggest challenge at this point has been staff turnover or position changes within the Local Workforce Board. An additional challenge is the lack of communication between and amongst all of the partnering agencies.

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Section V. Career Pathways Activities

For this section, please describe how the program has developed its Career Pathways service delivery model and supported related career pathway activities during the 2024-2025 program year.

1. To what degree is career planning and advising structurally built into your Adult Education program for the students who want and need it? Please be specific.
2. Did your program offer any Integrated Education and Training (IET) programs this year?
If yes, please provide the number of IET students that your program served in PY 2024-2025 (Table 11, first row of column B).

N/A
3. What percentage of your NRS students participated in IET programs (use 2 and number of NRS participants from Section II)?

N/A
4. Enter MSG rate of your IET participants.

N/A
5. Discuss successes, challenges, and lessons learned from IET programming this year.

Section VI. Curriculum and Instruction

1. Please describe your program’s orientation and onboarding process. Make sure to include the timeline of when the initial assessments are administered.
Upon enrollment, students complete an intake form and then take a pre-assessment (TABE) to determine proper class placement. The pre-test is administered within 1-3 weeks of enrollment, but before orientation and classes begin. All students are then required to attend an orientation in which they take a career survey and assessment and complete a goal form that includes both educational and career components. At orientation, students participate in a presentation from the campus recruiter and individuals from the workforce development office so that students are connected to both the community and college and are aware of any resources and opportunities available to them.
2. Describe how your program’s schedule and components promote adequate intensity and frequency of instruction in order to support participants’ achievement of substantial learning gains.
HSE and ESL courses are offered both in the am and pm, at least two times a week for 2 hours each time, with some being offered three or four times a week for 2-3 hours. Courses are all offered in-person and online, via Google Classroom, and course content, such as discussion questions, assignments, resources, and videos are posted on Google Classroom. Instructors are also available for individual or small group tutoring.
3. What other programmatic elements and wrap-around services support student success and address barriers to learning (e.g. the use of technology, career navigation services, etc.)? You may have discussed your use of distance learning in Section I. Add any additional relevant information about how you provide distance learning and address digital literacy and equity in your programs and/or plan to do so.
Students are provided with free NMDELTA accounts to access email and attend classes online. Teachers use communication apps such as Remind or WhatsApp to communicate with students. All classes are offered in-person and online, via Google Classroom, to accommodate all learners. Students who do not have devices are able to check out Chromebooks and can borrow jet packs to be able to access the internet from their own homes. In addition, upon enrollment, all students are referred to the New Mexico Department of Workforce Solutions.

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4. **Describe precisely how your program aligns instruction to the College and Career Readiness Standards (CCRS) and/or the English Language Proficiency Standards (ELPS).** Please include information on required curriculum and resources available to support instruction and the implementation of CCRS/ELPS. If you do not align your curriculum and instruction to these standards, please let us know, as it will help us plan professional learning opportunities and technical assistance for the state.
The AE program uses the College and Career Readiness Standards, found at <https://lincs.ed.gov/publications/pdf/CCRStandardsAdultEd.pdf> and the English Language Proficiency Standards, found at [English Language Proficiency Standards for Adult Education](#) for every lesson plan and for any purchase of curriculum. Any new curriculum is screened to make sure it is aligned with the standards and teachers are required to submit sample lesson plans and course outlines showing how the CCRS/ELPS are incorporated throughout lessons.

5. Discuss any theoretical frameworks or research that you, as an AE program director, find compelling and which you actually use to inform your program design, your curriculum development, your leadership/management practices, or your staff trainings.
The programs curriculum adheres to the College and Career Readiness Standards, but teachers also use Webb's Depth of Knowledge and Blooms Taxonomy. Other frameworks and research embedded into program design and curriculum include Growth Mindset (Carol Dweck), The Adult Learner (Malcolm Knowles) and Teaching Skills that Matter and Training From the Back of the Room (Bowman). The leadership and management practices of the program are influenced by the Laws of Leadership (Simon Sinek) and the 21 Irrefutable Laws of Leadership (John Maxwell).

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VII. Integrated English Language and Civics Education (IELCE) Activities

For this section, if the program received IELCE funding for 2024-2025, please describe IELCE activities and services provided by the program this fiscal year.

(If your program does not receive IELCE funding, just indicate N/A).

N/A

1. Please indicate the number of IELCE students (12+ hours) served (Table 9, first row of column B). _____
2. Enter MSG rate of IELCE participants (Table 9, first row of column G). _____
3. Indicate the percent of participants achieving IELCE outcomes (Table 9, Column E to number of IELCE participants from 1).
 - Achieved Citizenship Skills _____
 - Voted or Registered to Vote _____
 - Increased Involvement in Community Activity _____
4. Input the number of IELCE students that participated in IET programs.
(Drill down to IELCE students from Table 9, first row of column B. Then add Table 11 and find number in first row of column B) _____
5. Enter % of IELCE students that participate in IET programs using data from 1 and 4. _____
6. Describe your program's efforts in meeting the requirement to provide IELCE services in combination with providing access to integrated education and training activities using data.
7. Describe how your program is progressing towards program goals of preparing and placing IELCE program participants in unsubsidized employment in in-demand industries and occupations that lead to economic self-sufficiency as described in WIOA section 243(c)(1) and discuss any performance results, challenges, and lessons learned from implementing those program goals.
8. Describe how your program is progressing towards program goals of ensuring that IELCE program activities are integrated with the local workforce development system and its functions as described in WIOA section 243(c)(2) and discuss any performance results, challenges, and lessons learned from implementing those program goals.
9. Regarding WIOA Section 243 activities, please describe any problems or questions and technical assistance or professional development needs you and/or your staff have. Please be as specific as possible.

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VIII. Programs for Corrections Education and the Education of Other Institutionalized Individuals

For this section, if your program served incarcerated or other institutionalized individuals as defined in WIOA Sec. 225, please describe the activities and services provided by this fiscal year.

(If your program did not provide these types of services in 2024-2025, just indicate N/A). **N/A**

1. Please indicate the number of Corrections Education and the Education of Other Institutionalized Individuals students (12+ hours) served (Table 10, column B).
2. Enter MSGs for Sec. 225 participants (Table 10, first row of column G). _____
3. Describe your program goals and activities for serving this student population as well as any transition activities that allow students to continue receiving services upon release.
4. Regarding WIOA Section 225 activities, please describe any problems or questions and technical assistance or professional learning needs you and/or your staff have. Please be as specific as possible.

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IX. Fiscal Survey

PLEASE REVIEW AND FILL OUT THIS SECTION IN ITS ENTIRETY. ALL DONATED COSTS MUST BE TAKEN INTO CONSIDERATION.

1. Please provide the total amount of expenditures from Section IV of FEDERAL FUNDS used during the 2024-2025 fiscal year to provide Career Services. If no federal funds are used for Career Services, please enter \$0 here. \$10841.36
2. Please indicate the amount your program contributes to the Local One-Stop through the IFA. If the amount is \$0, please indicate that as well. 0
3. Please indicate FY 2024-2025 Total hours contributed – Volunteer Tutors

Total hours contributed	Fair Market Value per Hour	Total
<u>0</u>	<u>\$24</u>	<u>0</u>
4. Please indicate FY 2024-2025 hours contributed – Volunteer Admin. (Receptionist/Front Desk)

Total hours contributed	Fair Market Value per Hour	Total
<u>0</u>	<u>\$18</u>	<u>0</u>
5. Please indicate FY 2024-2025 hours contributed – Board of Directors (Organizational Development)

Total hours contributed	Fair Market Value per Hour	Total
<u>0</u>	<u>\$35</u>	<u>0</u>
6. Please indicate total fair market value of donated supplies and materials. (e.g., books). NONE
7. Please indicate total fair market value of donated equipment. NONE
8. Please indicate total fair market value of donated IT infrastructure and support. \$45000

Please estimate the total indirect, in-kind expenses donated by your institution. This refers to all types of space, infrastructure, and instructional support. For space cost calculations, you can 1) estimate your institution's fair market rental value per square foot per month, or 2) provide the institution's building renewal and replacement allocation (and cite the source document). At a minimum, please indicate the approximate square footage of donated space (for NMHED to calculate at an average rate).

1. Please indicate square footage of donated space (all space your program uses that you do not have to pay fees for use)

Square footage of donated space	Fair Market Value per Square foot	Total
2732	\$35	\$95620

Alternate option:

Please indicate institution's building renewal and replacement allocation

N/A

Please cite the source document for the amount: N/A

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IX. Fiscal Survey (Continued)

A. Additional grants, funding from partnerships, etc.

1. Please list other sources of support and their contributions for FY 2024-2025.

Source	Amount
NONE	0

B. Program Income Activities

2. Please indicate the amount of PROGRAM INCOME generated from your program for the 2024-2025 fiscal year.

NONE

Please list the PROGRAM INCOME EXPENDITURES below:

AEFLA Allowable Activity	Amount
NONE	0