

SECOND AMENDMENT TO WORKFORCE INVESTMENT ACT CONTRACT
WITH ACHIEVEMENT ACADEMY OF DURHAM (AAD)

This contract (“Amendment”) is made and entered into as of the 1st day of July, 2015, between the City of Durham, a municipal corporation (“City”) and Achievement Academy of Durham. (“Contractor”), a not-for-profit corporation organized and existing under the laws of North Carolina.

The City and the Contractor entered into a contract titled “Workforce Investment Act Contract with Achievement Academy of Durham (ADD),” dated January 1, 2014. That contract is referred to as the “Original Contract.” The Original Contract included a specified scope of services for a compensation payment not to exceed \$52,000.

The City and Contractor amended the Original Contract with the execution of an amendment titled “Amendment to Workforce Investment Act Contract between the City of Durham and with Achievement Academy of Durham dated July 1, 2014. That amendment is referred to as the “First Amendment.” The purpose of the First Amendment was to extend services for an additional year and expand the scope of the services provided under the Original Contract. The First Amendment increased the compensation to the Contractor in the amount of to \$104,000 for a revised contract total not to exceed \$156,000. This Second Amendment extends and expands the services for an additional year and modifies the payment budget as follow:

Pursuant to “Section 1. Program Narrative,” of the Original Contract, the Office of Economic and Workforce Development has found the performance of Contractor to be satisfactory and the parties hereby elect to extend the contract for twelve additional months from July 1, 2015 to June 30, 2016 to provide uninterrupted youth program elements services under the City of Durham Youth Employed and Succeeding Program. Accordingly, by mutual agreement of the parties, the Contract is hereby further amended as follows:

1. Delete Section 1, “Program Narrative” of the Original Contract and replaced with the following:

Section 1 “Program Narrative. Contractor shall perform the services and activities outlined in Attachment A (revised FY 15–16). Those services and activities are hereby referred to in this contract as “the Program” or the “Work”. The Contractor shall begin performance of the Work on or about July 1, 2015. It shall complete the Work by June 30, 2016.

Unless the context requires otherwise, if this contract states that a task is to be performed or that a duty is owed, it shall be presumed that the task or duty is the obligation of the Contractor.

2. Delete Section 3, Complete Work without Extra Cost of the Original Contract and replaced with the following:

Sec. 3. Complete Work without Extra Cost. Except to the extent otherwise specifically stated in Attachment A (revised FY 15–16) of this Amendment and in Attachment B (revised FY 15–16), the Contractor shall obtain and provide, without additional cost to the City, all labor, materials, equipment, transportation, facilities, services, permits, and licenses necessary to perform the Work.

3. Delete Section 4, “Payment under the Contract,” of the Original Contract and replaced with the following:

Section 4, “Payment under the Contract, The City shall make payments on a cost reimbursement basis to the Contractor for services and activities described in Attachment A (revised FY 15–16), and within the budgeted line-items provided for in Attachment B (revised FY 15–16) of this Amendment in an amount not to exceed, for the entire Original Contract, as amended, \$91,000. Those payments shall be made by the City within 30 days of receipt of invoices for services received from the Contractor. No less often than monthly, the Contractor shall send invoices to the Office of Economic and Workforce Development's Workforce Development Administrator, whose name and address shall be provided by the City. The Contractor shall utilize the attached reporting form for invoicing purposes.

Notwithstanding anything in the Contract which may be to the contrary, Contractor understands and agrees that any payment made under or in any way relating to this contract by the City is limited to the lesser of (i) funds made available for that purpose by the North Carolina Department of Commerce, Division of Workforce Solutions (DWS) under the grant referred to above, or a total maximum of the contract amount of (ii) \$247,000 Payments shall be made on a cost reimbursement basis by the City only for services and activities listed in Section 1 of the “Original Contract”, Attachment A (revised FY 15–16), and consistent with, and not exceeding, the budgeted line item amounts identified in Attachment B (revised FY 15–16).

Contractor shall submit the following documents as attachments to justify costs that are invoiced on a monthly basis:

1. A list of staff, with percentages of time spent working on the project each month, and amount of salary charged to the project for the month.
2. A list of the fringe benefits and percentage and/or dollar amount of each.
3. A list of project staff's travel reimbursements, indicating mileage reimbursement rate, time period covered, and payroll date reimbursed.
4. General ledger detail report of client support service costs.
5. General ledger detail reports for all other budget categories that exceed

\$1,000.00 in expenses per month.

Contractor shall have available for in-house review, as needed, sufficient additional documentation to justify costs that are funded under the contract, including:

- . Time sheets or payroll registers
- . Documentation related to the fringe benefit percentages for each employee whose salary is charged to the contract
- . Documentation related to the cost of space
- . Documentation to substantiate travel costs that are invoiced
- . Documentation of supply costs
- . Documentation of other program costs such as advertising, technology, food and meeting costs, professional services, employee morale, insurance, criminal background checks, maintenance and repair and other costs allowable under the Office of Management and Budget and the policies of the Durham Workforce Development Board
- . Documentation of client support service costs such as childcare, books, supplies, and emergency services that are allowable under the Office of Management and Budget and policies of the Durham Workforce Development Board

Contractor performance will be reviewed on a monthly basis. Failure to reach the goals and objectives, and failure to carry out the services and activities as set out in the Contract Amendment, Attachment A and Attachment B (Revised May 2015) of this amendment in a timely manner, will result in delay of payment to Contractor under this Contract and will be in breach of the Contract.

4. In Section 7, deleted reference to Attachment A and Attachment B of the Original Contract and replaced with the following:.

Attachment A (revised FY 15-16)	Statement of Work
Attachment B (revised FY 15-16)	Program Budget

5. Delete all references to Attachment A and Attachment B and replace with Attachment A (revised FY 15-16) and Attachment B (revised FY 15-16), respectively, which attachments are attached hereto.

Second Amendment to Workforce Investment Act Contract between the City of Durham and Achievement Academy of Durham.

IN TESTIMONY WHEREOF, the parties hereto have caused this Contract Amendment to be executed, as of the day and year first above written.

CITY OF DURHAM

ATTEST:

By:

PREAUDIT CERTIFICATE

ACHIEVEMENT ACADEMY OF DURHAM

Second Amendment to Workforce Investment Act Contract between the City of Durham and Achievement Academy of Durham.

By: _____

Title: _____
(Affix corporate seal.)

State of _____

ACKNOWLEDGMENT BY
ACHIEVEMENT ACADEMY OF
DURHAM

County of _____

I, a notary public in and for the aforesaid county and state, certify that
_____ personally appeared
before me this day and stated that he or she is (strike through the inapplicable:)
chairperson/ president/ chief executive officer/ vice-president/ assistant vice-president/
treasurer/ chief financial officer of ACHIEVEMENT ACADEMY OF DURHAM., a
non-profit corporation, and that by authority duly given and as the act of the corporation,
he or she signed the foregoing contract or agreement with the City of Durham and the
corporate seal was affixed thereto. This the _____ day of _____,
20____.

My commission expires:

Notary Public

Attachment A

(revised FY 15-16)
STATEMENT OF WORK

ATTACHMENT A
(revised FY 15-16)

STATEMENT OF WORK
Durham Workforce Development Board

Section I:

The Achievement Academy's continuum of integrated academic and career development programming for disconnected youth is designed to create incentives for reengagement, continuous enrollment, better retention and faster progress through the process of earning a high school equivalency diploma, increased post-secondary enrollment and attainment, and entry into the workforce with solid educational credentials, extensive professional work experience, and strong networks. In advance of the Workforce Innovations and Opportunity Act, the Achievement Academy embarked on a programmatic redesign that emphasizes career pathways, employer engagement, and work based learning linked to academics at all levels.

For the upcoming contract year, AAD will be offering Pre-GED and Post-secondary Tutoring, Alternative High School/GED, Leadership Development programming, and Adult Mentoring services. The mentoring program includes Phases One through Three of a comprehensive career development program that the Achievement Academy introduced in 2014 as we moved toward an integrated academic and workforce development model, specifically designed to support the needs of disconnected youth. Phase One mentors will work with incoming students on weekly e-mentoring activities, meet monthly for structured social and career education sessions, and host monthly workplace visits for career exploration and exposure to the norms of a professional work environment. Phase Two mentors will guide teams of high school equivalency students through the completion of a work-based learning project designed to meet the needs of a corporate sponsor. Phase Three mentors will coach post-secondary students who are completing internships related to their areas of study and assist them in issues of school-work-life balance.

The Achievement Academy prioritizes the enrollment and support of WIOA-eligible youth and offers placement to other students only when available spots are not being utilized by youth referred by the framework provider. The Achievement Academy routinely encourages all potentially eligible youth to apply for WIOA Youth Services, makes direct referrals to the framework provider and offers candidates a high level of assistance through the completion of the screening and enrollment process. The Achievement Academy is, however, unable to predict precise numbers of WIOA youth that will be served within specific programming elements, as AAD staff has no control over the enrollment process. Therefore, program capacities are provided below in lieu of anticipated numbers of students served, and the number of participants for each program element used to compute per student costs are estimates based on best assumptions from prior experience.

Section Two: Work Plan

The Achievement Academy will be offering services to WIOA youth in pre-GED, GED, post-secondary, Leadership Development, and Adult Mentoring services in the upcoming contract period.

1. **Academic tutoring for pre-GED and other youth with basic skills deficiencies (Starting Points):** The Achievement Academy serves out of school youth who are interested in resuming their education, completing a high school equivalency (GED) diploma, and continuing for post-secondary education or training in order to secure sustainable, living wage employment. Our tutoring program is primarily designed to serve youth with these goals who enter with academic skills deficiencies that need to be addressed before beginning GED study; however, the program also supports youth who have been enrolled by the Framework Provider in occupational training programs but who need academic support in order to complete those programs. We are also able to serve out of school youth who wish to enter a Durham Public Schools drop out recovery program but need basic skills remediation before doing so. Daily capacity in this program is 16 youth.

The Achievement Academy Starting Points program includes:

- (a) Intensive, individualized tutoring for 1.5 hours each day, 5 days a week, with a focus on reading comprehension, fluency improvement, and vocabulary and written language development. The reading program emphasizes a metacognitive approach to comprehension and best practice paired reading/think aloud strategies. Student-tutor pairs choose texts at a lexile level slightly above the student's independent reading level so that comprehension and vocabulary are constantly scaffolded to higher levels. This program has been updated to address expectations of the 2014 GED and current NC Course of Study, both of which are grounded in Common Core standards. Achievement Academy staff and tutors are adept at meeting the learning needs of students with disabilities, and tutoring sessions and materials are individually adapted to address specific learning disabilities and attention, processing, and memory difficulties. We have established an active partnership with the NC Department of Vocational Rehabilitation to secure professional evaluations for students who appear to have disabilities that impact the pace of their learning so that we can implement appropriate instructional strategies, begin the process of requesting GED testing accommodations, and determine if there is a need to consider options other than the GED (for students with major intellectual disabilities).
- (b) An additional 1.5 hours each day of tutor-supported, technology based instruction in the Achievement Academy Learning Lab. Student work in the lab is individualized to support each student's specific needs and includes:
 - Mathematics development, utilizing Carnegie Learning's Cognitive Tutor Bridge to Algebra program, chosen because of its documented effectiveness and for its excellent integration of mathematical problem solving and language skills.

- Writing development, utilizing Measurement Incorporated’s NCWRITE program. The Achievement Academy partnered with Durham-based Measurement, Inc. to pilot NCWRITE with out of school youth in 2012 and has since adopted it as part of its core technology based instructional program. Software access is generously provided by Measurement, Inc. as an in-kind donation.
 - SRA Reading Lab materials, in both text and technology based formats, are used to reinforce the comprehension, vocabulary, language convention, and fluency development activities of the intense tutoring program and help students apply their skills in a more structured, multiple choice question format.
 - SAS Curriculum Pathways – Achievement Academy instructors and tutors utilize SAS’s exceptional library of standards-based, interactive activities in core content areas to reinforce reading, written language, and math skills and social studies/science concepts.
 - Technology skills development: AAD students utilize online tutorial resources from the U.S. Dept. of Labor’s Virtual Career Network and from the Goodwill Community Foundation to build keyboarding skills, spreadsheet and word processing program proficiency, and internet research and communication skills for academic and workforce tasks
2. **GED preparation/ GED-PLUS:** The Achievement Academy’s GED program meets five days a week for three hours a day. Students will be preparing for the revised 2014 GED exam, which consists of four academic subject tests in Language Arts, Science, Mathematics, and Social Studies. AAD staff utilizes the Framework Provider’s initial TABE assessment to determine which students can begin GED study immediately and which need to start their Achievement Academy studies in the Starting Points program. Students may begin their GED studies when their TABE Reading Comprehension survey indicates that they are performing at or above a 9th grade equivalent level. Daily capacity in the GED program is 32 youth.

Most GED students prepare for one subject area test at a time, attending teacher-facilitated classes for 1.5 hours each day with their remaining academic time spent in the Learning Lab and/or working individually with a tutor for extra assistance. Lab-based instruction is similar to that offered in the Starting Points program. GED classes are held to a maximum of eight students so that each student is able to receive specialized attention as needed. All GED classes are taught by experienced classroom teachers. Primary instructional materials are drawn from reliable GED preparation texts, and these materials are supplemented with additional topical resources.

The Achievement Academy’s GED program is unique to Durham’s GED landscape in that we have always approached GED instruction as an opportunity to support the development of deeper student learning, critical thinking, curiosity, and problem solving strategies beyond what is simply required to “pass the test”. Our work is directed toward motivating students to broaden their interests and aspirations and inspiring them to continue on to a postsecondary program, fully equipped with the skills they need in order

to be successful in a college or professional work environment. This makes our program well adapted to implement the more rigorous standards of the 2014 GED.

GED test readiness is monitored using official practice tests administered under standard conditions. When students score at or above the “likely to pass” point for a particular practice test, AAD staff registers students for official testing at Durham Technical Community College. We rely on an excellent, long term working relationship with DTCC testing staff to minimize administrative barriers to students studying with us then testing at the college. AAD staff has undergone training in mindfulness-based approaches to anxiety reduction in an effort to assist the large number of students we see who have difficulty performing optimally under high stress testing situations, and we have been able to teach simple strategies to our students so that they are able to be more effective test takers.

(3) Post-secondary Preparation and Tutoring – Students who complete the GED with honors are likely to be prepared for college level study without additional academic preparation; those earning a GED at the high school equivalency level may require additional preparation to place out of developmental courses and begin their post-secondary studies at the college level. The Achievement Academy provides individual and small group tutoring for students whose language arts and/or mathematics scores on the GED indicate likely placement below the college level, thus saving students the time and expense of college coursework in developmental studies. Students who opt to take developmental courses rather than attempting to place out of them often require additional tutoring support in those courses, and AAD’s post-secondary support program is able to provide that as well.

Regardless of academic proficiency at the point of post-secondary entry, many WIOA youth struggle with the increased rigor, time management, communication, and organizational demands of being a college student. AAD’s post-secondary tutoring program supports students’ needs in these areas bases on individually determined study plans. Weekly contact hours vary, depending on students’ schedules and level of need.

Daily capacity in the post-secondary preparation and support program is 12 youth.

(4) Leadership Development: The Achievement Academy offers a range of leadership development experiences for students at all academic levels, including:

- Student-staff planning conferences: Informed decision making, self-advocacy, reflection, and planning skills are essential for youth to develop their potential for leadership. Every month, AAD students participate in a structured planning conference with an individual staff member. The conference culminates in a mutually designed contract that articulates the student’s long range educational and career goal, sets realistic short term objectives for the upcoming month, plans to address any obstacles to success, provides an opportunity for students to make explicit personal commitments to best meet their objectives, request specific commitments from the Achievement Academy staff, and share any concerns

about the learning or social environment at AAD. For new Achievement Academy students, staff facilitates these conferences, but that responsibility is transferred to students in time. The Achievement Academy planning conference process is similar to a workplace performance review and prepares students to participate in and lead a meeting, to advocate for needed assistance and changes in their learning/work environment, and to be responsible partners in their own education. Standard meetings are held once monthly for thirty minutes. When it is clear that the plan is not supporting students' progress as desired, an action planning process is implemented.

- Personal decision making: Students in AAD's ACES program (see below, Adult Mentoring) will participate in weekly mid-day workshops, co-facilitated by members of our staff and an array of community partners and focused on building awareness, concrete tools, and social support for making personal decisions that lead to better life/career outcomes. Workshop topics include substance use, criminal activity, childbearing timing, financial literacy, health/mental health maintenance, and online identity. Program elements are designed using a stages of change model, with the assumption that participants enter at a pre-contemplative stage, so activities utilize motivational interviewing techniques to address the need to evoke awareness, motivation, and a sense of self-efficacy before offering informational programming and referrals. AAD is collaborating with partners in the mental health domain in the design and delivery of this program.

Daily capacity in the Leadership Development Program is 60 youth.

3. **Adult Mentoring – the ACES Program:** In 2012-2013, Achievement Academy staff participated in and closely followed two local policy initiatives aimed at developing a broad-based community strategy to coordinate youth services in Durham and to reduce youth disconnection. We were struck by the quantity of evidence indicating the value of creating better linkage between education and workforce development programming for youth. We have witnessed the power of that linkage for WIA youth when we have been able to tightly coordinate our services with a student's WIA work experience supervisor; however, resources in that program are generally quite limited and no effective mechanism has ever evolved to assure consistent communication between school and employer. We consequently decided to embark upon a five year initiative to expand our own program so that Achievement Academy students (WIOA and non-WIOA) all complete a sequence of coordinated, well-managed, and developmentally appropriate career development experiences tightly linked to our academic program. Current program capacity is 25 youth.

In 2015-16, career mentoring will be available to 10 Starting Points and entering GED students. Mentors from local employers in the health services, biotechnology, and financial services sectors will meet monthly with their assigned students here at the Achievement Academy for structured informational

panel discussions and lunch. The mentors will sponsor small group visits to their places of employment once a month, focusing on introducing participants to the variety of career ladder opportunities that exist in these industries (administrative, customer service, technical, managerial) and creating broader networking opportunities for students. The mentor-mentee relationship will be sustained on a weekly basis using e-mentoring tools drawn from IBM's MentorPlace program. Student participants will be eligible for a small stipend, dependent on mentor review of their participation and school attendance. Mentor matches will be sustained for a minimum of one year, but the intention is for the relationship to carry through the program's subsequent phases well (see below).

Ten (10) advanced GED students may be mentored through the completion of team-based work projects for corporate sponsors that culminate in the presentation of a deliverable for the sponsor. This mentorship is focused on helping students develop skill at working as a member of a team and a project management mentality that embodies the values of timeliness, planning, quality, and end-user satisfaction. and then continuing on for paid internships tied to postsecondary entry. The Achievement Academy has designed the ACES program as a small pilot so that we can maintain a comparison group of nonparticipants and evaluate the effectiveness of the program on school attendance, rate of program completion, postsecondary persistence, and employment outcomes. We hope that it becomes an integrated part of Durham's new YouthWork Internship Program, providing a developmental programming model that is effective for our community's most fragile youth.

Five (5) post-secondary students may be mentored through a work-study year in which they will be simultaneously engaged in post-secondary study and completing a paid part-time internship related to their field of study. Mentors' roles focus on guiding youth in strategies for maintaining school-work-personal life balance, supporting perseverance during challenging times, and guiding youth toward networking opportunities that could lead to permanent employment at the end of the year.

4. **Other Services:** WIOA youth enrolled at the Achievement Academy have free access to the full spectrum of supportive services that we provide, beyond those program elements to which this proposal responds. We have a full time case manager who coordinates service planning with Framework Provider Youth Specialists and provides supplemental and emergency counseling, guidance, referrals, and crisis intervention services. We routinely provide housing, transportation, legal, healthcare, childcare, nutritional, and personal care support in situations where Framework Provider staff and/or WIOA resources are unavailable. In partnership with the Eastern NC Food Bank, AAD maintains a student kitchen that offers simple self-serve breakfast, lunch, and snack items for all students every day.

Section Three: Performance Outcomes and Assessment Strategies

Assessment Strategies: The Achievement Academy (AAD) has always used performance assessment strategies that bridge to and augment those utilized by the Framework Provider (FP).

Currently, AAD uses the FP's initial TABE reading assessments for placement into either its Starting Points or GED program and as a tool for helping incoming youth set challenging but realistic academic goals and accurately assess their own reading skills. Non-WIOA youth are administered a TABE reading survey by AAD staff to determine initial placement. Youth entering with reading comprehension proficiency below a 9th grade equivalent are placed in the pre-GED program.

On occasions when the FP or the enrolling youth question the accuracy of an intake TABE assessment, AAD staff offers to administer an alternative assessment in an attempt to triangulate the results, then works with FP staff, the student, and the student's family to create a clear understanding of the student's skill level and a consensus about where to begin the program of study. AAD is frequently the first service provider to offer youth and their families a straightforward and sensitive understanding of a youth's proficiency level or to clearly discuss accommodations and challenges related to known or suspected disabilities.

Diagnostic re-administration of the TABE reading survey is done on an approximately quarterly schedule in the pre-GED program, either by AAD staff (internal data use only) or as part of the FP's assessment program to determine if basic skills deficient students are ready to begin GED study. Instructional staff makes promotion decisions on a case by case basis, always attempting to triangulate TABE results with tutor notes, formative assessments using SRA materials, and performance on a GED pretest.

AAD also administers the TABE Applied Math and Language surveys twice annually to assess student progress in these basic skills areas.

AAD students in the GED program are regularly assessed for subject area mastery by the administration of official GED practice tests. Results are used diagnostically to help teachers and students focus on areas that students have not yet mastered. Students who score at or above the "likely to pass" point are given permission to take the official GED test in that area at Durham Technical Community College. Students may schedule their own tests at Durham Tech with lower proficiency levels, but our staff recommends against official testing in the absence of strong evidence that a student is likely to pass.

Common Measures: Because the Durham Workforce Development Board has never mandated performance measure alignment between Framework and Program Element providers, there have been instances in the past where AAD and FP staff have found themselves working at cross purposes in their good faith efforts to address the needs of individual youth. We believe that a more consistent, uniform approach to outcome measurement will improve the ability of WIA youth services providers to collaborate effectively, clarify expectations for youth, and offer the DWDB better and more actionable information for overall youth services program development.

The Achievement Academy will adopt the performance outcome measures and standards mandated in the DWDB's Framework Provider contract and collaborate with the Framework Provider on the administration of assessments, the design and implementation of interventions, and data tracking/sharing. Should these benchmarks change, the Achievement Academy will adopt the revised standards.

The Achievement Academy does not currently have access to the WIOA online information management system and so would need to structure a process by which data provided by the Achievement Academy and FP data relevant to Achievement Academy performance measurement could be regularly shared and verified.

Other Performance Measures:

- **On Time Attendance:** As a daily provider of instructional programming with a goal of reconnecting fragile youth to workforce opportunities that further education provides, we feel strongly that helping students understand the value of consistent, on-time attendance is critical. We are particularly interested in monitoring whether participation in our proposed career mentoring program improves student attendance relative to nonparticipants. Our student contract process, which is one of our core Leadership Development strategies, sets a clear minimum on-time attendance standard of 80%, and students are coached to engage in active problem solving with staff to address issues leading to substandard attendance. *At minimum 60% of WIOA youth who enroll in the Achievement Academy will sustain on-time attendance of 80% or better by the final two month contract period of their first year of enrollment.*

Attachment B

(revised FY 15-16)

PROGRAM BUDGET

Second Amendment to Workforce Investment Act Contract between the City of Durham and Achievement Academy of Durham.

Tutoring/ Pre GED and Post-Secondary		
	Program Cost (per month)	Participant Cost (based on 10 participants)
Staff Salaries	918.56	91.86
Fringe Benefits	188.43	18.84
Rent/Utilities	398.75	39.88
Equipment/Supplies	178.75	17.88
Communication	39.60	3.96
Subtotal Cost	1724.09	172.42
12 Month Total	20689.08	2069.04

Leadership Development		
	Program Cost (per month)	Participant Cost (based on 10 participants)
Staff Salaries	801.32	80.13
Fringe Benefits	179.69	17.97
Rent/Utilities	199.38	10.94
Equipment Supplies	89.38	8.94
Communication	19.80	1.98
Subtotal Cost	1289.57	119.96
12 Month Total	15474.84	1,439.52

Alternative Secondary Education/GED		
	Program Cost (per month)	Participant Cost (based on 13 participants)
Staff Salaries	1851.98	142.46
Fringe Benefits	415.22	31.94
Rent/Utilities	460.72	35.44
Equipment/Supplies	206.57	15.89
Communication	45.76	3.52
Subtotal Cost	2980.25	229.25
12 Month Total	36,020.92	2751.00

Program Element	12 Month Total
Alternative Education/ GED	\$ 36,020.92
Leadership Development	\$ 15,474.84
Adult Mentoring	\$ 18,894.84
Tutoring/Pre-GED	\$ 20,609.88
Program Total	\$91,000.00