



Minority Male Success Initiative (MMSI)

Report- Fiscal Year 2023-2024

Due February 15, 2025

Legislative Requirement

SL 2023 (HB 259, Budget Bill), GS 115D-58.17, Sec. 6.3

Report.

§ 115D-58.17. Report on certain recurring programs.

(a) No later than February 15, 2024, and annually thereafter, the State Board of Community Colleges shall report to the Joint Legislative Education Oversight Committee on outcomes related to the following recurring programs:

- (1) Minority male mentoring programs, including the Minority Male Success Initiative*
- (2) The Rowan-Cabarrus Community College Biotechnology Training Center and Greenhouse at the North Carolina Research Campus in Kannapolis.*

(b) Each report required pursuant to this section shall include at least the following information from the prior fiscal year:

- (1) Program activities, objectives, and accomplishments.*
- (2) Itemized expenditures and fund sources.*
- (3) The impact of the program on its intended purpose.*

Submitted By:

Dr. Jeff Cox, President

North Carolina Community College System

200 West Jones Street

Raleigh, North Carolina 27603

919-807-7100

**Minority Male Success Initiative (MMSI)
Report- Fiscal Year (FY) 2023-2024**

Table of Contents

Section 1: Executive Summary FY 2023-2024

- MMSI Program Overview and Strategic Plan Reference
- FY 2023-2024 Key Achievements

Section 2: Legislative Reporting Requirements

- Requirement 1- FY 2023-2024 Program Objectives, Activities, and Accomplishments
- Requirement 2- FY 2023-2024 Program Expenditures
- Requirement 3- FY 2023-2024 Program Impact

Section 3: MMSI Stories of Success

Appendix: FY 2023-2024 MMSI Budget and Expenditures

System Office Contact:

Michelle Lair

State Director of Student Success

lairm@nccommunitycolleges.edu

919-807-7227

Section 1

Executive Summary FY 2023-2024

This report provides an overview of the Minority Male Success Initiative (MMSI) accomplishments and expenditures for FY 2023-2024 and is submitted as required by § 115D-58.17. *Report on certain recurring programs.*

MMSI Program Overview and NC Community College System Strategic Plan Reference

MMSI Program Overview

In fall 2003 the North Carolina Minority Male Mentoring Program (3MP) was established when six pilot programs sought to improve the retention and graduation rates of minority male students in the NC Community College System (NCCCS). The project was initially funded through a grant from the North Carolina Governor's Crime Commission. In 2007 the North Carolina General Assembly appropriated funding to expand the Minority Male Mentoring Program to additional community colleges.

During the 2016-2017 academic year, program leadership determined to redesign the Minority Male Mentoring Program to more closely align with student success initiatives within the NCCCS. The North Carolina Community College Minority Male Success Initiative (MMSI) was designed to improve minority male student outcomes by encouraging collaboration within the institution. The purpose of the MMSI programming is to address and increase the progression and completion rates of NCCCS minority male students. Program goals are as follows:

- (1) increase the progression and completion rate of minority males, and
- (2) increase the utilization of campus resources and services through deliberate and intentional interactions between students and the campus community.

A competitive RFP application process is utilized to allocate available funding to campuses for programming. Funding is awarded for a four-year grant cycle to support the long-term sustainability of practices instituted during the grant period. The current MMSI grant cycle encompasses FY 2022-23, FY 2023-24, FY 2024-25, and FY 2025-26. For the 2022-2026 grant cycle, 21 NCCCS colleges were selected to receive funding for MMSI programming.

North Carolina Community College System Strategic Plan Reference

The MMSI purpose, objectives and activities align with the North Carolina Community College System (NCCCS) Strategic Plan 2022-2026, *Leading Through Change*.

Strategic Plan Reference: Goal 3: Student Success

Provide programming that offers all students the interventions, advising, and support needed to succeed academically. Strategy 3.2.3

FY 2023-2024 Key Achievements

FY 2023-2024 continued to demonstrate progress in addressing the persistence, completion and engagement of minority male students at Minority Male Success Initiative funded colleges and other North Carolina Community Colleges. Academic and student development interventions were utilized to address student progression in the classroom and to meet their needs outside of the classroom removing barriers to completion and clearing the path for workforce entry. The funding allocated for this program supported the following key achievements for FY 2023-2024:

- Half of NCCCS colleges provide intentional programming to support minority male students.
- 1,084 activities and services were provided for 9,471 minority male students in MMSI programming.
- 95% of funded colleges reported meeting program goals and targets.
- FY 2023-2024 saw a 64% decrease in allocated funding returned.
- Curriculum, Continuing Education and College and Career Readiness programs saw enrollment increases for minority males.
- The fastest growing minority male demographic is Hispanic males.
- Minority males saw improved overall course success rates although English and math course success rates were flat or declining.

Section 2 Legislative Reporting Requirements

Requirement 1- FY 2023-2024 Program Objectives, Activities, and Accomplishments

Program Objectives

The primary objective of the MMSI program is to improve outcomes for the minority male student population in the system to increase completion rates and encourage workforce entry. To affect outcomes for this population, funded colleges employ research informed interventions and strategies specific to their campus context to encourage persistence and to increase integration to and engagement with the campus environment.

For the 2022-2026 grant cycle, colleges choose from among four project focus areas for their campus program. These project focus areas are as follows:

- Recruitment/Access
- Retention/Persistence
- Completion
- Campus Environment/Sense of Belonging

Colleges could provide programming and interventions in one or more project focus areas. All MMSI funded colleges identified at least one project focus area for FY 2023-2024. 52.4% of colleges identified a second area of focus, and 33.3% identified a third area of focus for FY 2023-2024. See Table 1 for details.

Table 1: FY 2023-2024 MMSI Project Focus Areas by Campus

College Name	Recruitment/Access	Retention/Persistence	Completion	Campus Environment/Sense of Belonging
Alamance CC		X	X	X
A-B Tech CC	X	X		X
Beaufort CC		X		
Caldwell CC&TI	X			
Central Carolina CC		X	X	
Davidson-Davie CC	X	X	X	
Durham Tech CC			X	
Fayetteville Tech CC	X	X	X	
Forsyth Tech CC				X
Guilford Tech CC		X		
Haywood CC	X	X		
Johnston CC		X		
Nash CC		X		
Pitt CC	X	X		X
Richmond CC	X		X	X
Robeson CC		X		
Rowan Cabarrus CC		X		X
Sampson CC	X			
Southeastern CC	X			
Wake Tech CC		X	X	X
Western Piedmont CC		X		

Additionally, for the 2022-2026 grant cycle, colleges selected the target population(s) on which to focus their efforts within their chosen project focus area(s). These target populations include the following:

- Curriculum (CU)
- Continuing Education (CE)
- College and Career Readiness (CCR)
- Dual Enrollment (CCP)

Colleges could choose to provide programming and interventions to one or more target population based on the specific needs of their campus. 85.7% of funded colleges served CU students, 47.6% served CE students, 28.5% served CCR students, and 61.9% served CCP students. Most funded colleges served more than one target population. See Table 2 for a breakdown of interventions by college.

Table 2: FY 2023-2024 MMSI Target Population by Campus

College Name	CU	CE	CCR	CCP
Alamance CC	X			
A-B Tech CC	X	X		
Beaufort CC	X	X	X	X
Caldwell CC&TI				X
Central Carolina CC	X			
Davidson-Davie CC	X	X	X	X
Durham Tech CC		X		
Fayetteville Tech CC	X	X	X	X
Forsyth Tech CC	X			X
Guilford Tech CC	X			
Haywood CC	X	X	X	X
Johnston CC	X			
Nash CC	X			X
Pitt CC	X	X		X
Richmond CC	X	X	X	X
Robeson CC	X			X
Rowan Cabarrus CC	X			X
Sampson CC	X	X	X	
Southeastern CC	X	X		X
Wake Tech CC				X
Western Piedmont CC	X			

Program Activities and Students Served

For FY 2023-2024, funded colleges reported serving 9,471 minority male students providing 1,084 program activities and services aligned with their selected project focus area(s). MMSI funded colleges reported employing both academic and student development interventions to improve student access, persistence, completion and engagement with the campus. Below is a listing of the number and types of activities utilized in FY 2023-2024 for the MMSI. See Table 3 and Table 4 for a breakdown of activity totals and categories by focus area.

Table 3: FY 2023-2024 MMSI Program Activities by Project Focus Area					
	Recruitment/Access	Retention/Persistence	Completion	Campus Environment/Sense of Belonging	FY 2023-2024 Total Program Activities
FY 2023-2024 Activity Totals	502	310	93	179	1,084

Table 4: FY 2023-2024 MMSI Program Activity Categories by Project Focus Area				
	Recruitment/Access	Retention/Persistence	Completion	Campus Environment/Sense of Belonging
FY 2023-2024 Activity Categories	Community Engagement and Targeted Outreach	Academic Support and Progress Monitoring	Success Coaching/Academic Advising	Campus Engagement/Social Events
	Career Exposure and Exploration	Mentorship	Academic Monitoring and Assessment	Cultural Awareness
	Campus Visits/Open Houses	Resource Accessibility and Referrals	Study Skills Workshops	Community Service
	Secondary Partnership Building	Career and Leadership Skill Development	Career Readiness and Preparation	Recognition Events
	Social Media and Digital Outreach	Cultural Enrichment	Transfer Preparation Support	Student Wellness

Program Accomplishments

All funded colleges established goals for their MMSI programming with the majority (90.4%) also setting specific targets to assess the success of their programming efforts and progress towards meeting set program goals. Most colleges (95.2%) reported meeting all or some of the targets set. For campuses not meeting set targets, this was due to the target being set for a timeframe greater than the FY period.

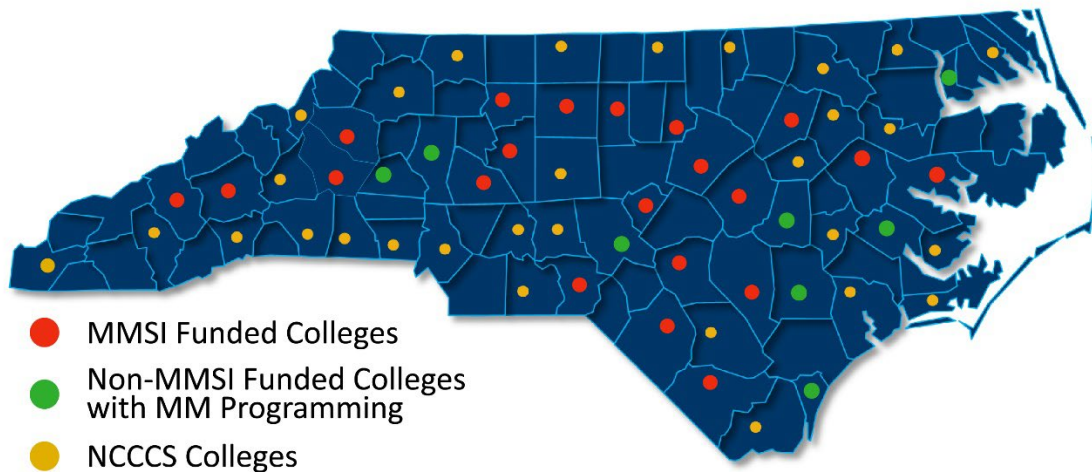
Minority Male Mentoring Across the NCCCS

Fifty percent of NCCCS colleges offer specific programming for minority male students. Twenty-one colleges receive funding for programming, and 8 colleges offering minority male programming are not funded. For 2023-2024 a Systemwide survey provided insight into minority male programming for non-funded colleges. Data gathered in this survey evidenced that these programs provided both academic and student development interventions aimed at improving minority male outcomes, including coaching/mentoring,

academic monitoring, leadership development and career readiness services. By providing access to and connection with resources, such as tutoring, resume assistance, and cultural events, programs addressed the challenges of the target student population. Additionally, these programs helped to create a culture of belonging for students through community-building activities and enrichment opportunities.

Non-funded colleges reported an average cost for program operation of approximately \$42,000 per year. These costs included funds for personnel, enrichment/cultural events, and for supporting students' basic needs to remain enrolled. Non-funded colleges reported similar success as funded colleges because of their intentional programming efforts. Some of these successes include increased campus engagement, improved retention and increased academic success of minority males served. One college, James Sprunt Community College (JSCC), reported closing gaps in first-year progression rates between minority males and their peers. JSCC employs a dedicated Success Coach for the targeted student population and works to remove financial barriers for students through their Spartan Accelerate programming.

NCCCS Minority Male Programming 2023-2024



Requirement 2- FY 2023-2024 Program Expenditures

MMSI Allocation and Expenditures FY 2023-2024

Total funding for the MMSI for the 2022-2026 grant cycle totals \$3,240,000. Each fiscal year \$810,000 is allocated to the 21 funded colleges for MMSI programming as follows in Table 5.

Table 5: MMSI 2022-2026 Grant Cycle Allocation by Campus

COLLEGE	FY 2022-23	FY 23-24	FY 24-25	FY25-26	TOTAL ALLOCATION
Alamance CC	\$42,819	\$42,819	\$42,819	\$42,819	\$171,276
A-B Tech CC	\$39,033	\$39,033	\$39,033	\$39,033	\$156,132
Beaufort CC	\$38,676	\$38,676	\$38,676	\$38,676	\$154,704
Caldwell CC&TI	\$40,086	\$40,086	\$40,086	\$40,086	\$160,344
Central Carolina CC	\$41,033	\$41,033	\$41,033	\$41,033	\$164,132
Davidson-Davie CC	\$26,669	\$26,669	\$26,669	\$26,669	\$106,676
Durham Tech CC	\$24,764	\$24,764	\$24,764	\$24,764	\$99,056
Fayetteville Tech CC	\$41,247	\$41,247	\$41,247	\$41,247	\$164,988
Forsyth Tech CC	\$42,462	\$42,462	\$42,462	\$42,462	\$169,848
Guilford Tech CC	\$42,604	\$42,604	\$42,604	\$42,604	\$170,416
Haywood CC	\$40,390	\$40,390	\$40,390	\$40,390	\$161,560
Johnston CC	\$37,708	\$37,708	\$37,708	\$37,708	\$150,832
Nash CC	\$40, 572	\$40, 572	\$40, 572	\$40, 572	\$162,288
Pitt CC	\$38,676	\$38,676	\$38,676	\$38,676	\$154,704
Richmond CC	\$39,390	\$39,390	\$39,390	\$39,390	\$157,560
Robeson CC	\$39,604	\$39,604	\$39,604	\$39,604	\$158,416
Rowan Cabarrus CC	\$43,604	\$43,604	\$43,604	\$43,604	\$174,416
Sampson CC	\$38,747	\$38,747	\$38,747	\$38,747	\$154,988
Southeastern CC	\$29,743	\$29,743	\$29,743	\$29,743	\$118,972
Wake Tech CC	\$44,104	\$44,104	\$44,104	\$44,104	\$176,416
Western Piedmont CC	\$38,069	\$38,069	\$38,069	\$38,069	\$152,276
Total Allocation	\$810,000	\$810,000	\$810,000	\$810,000	\$3,240,000

Minority Male Success Initiative Funded Campus's Expenditures- FY 2023-2024

The YTD expenditures for FY 2023-2024 for MMSI totaled \$764,414.34 as displayed in Table 6. Of the \$810,000 allocated for the FY, \$45,585.66 went unspent. This represents a 5.6% return for FY 2023-2024. For FY 2022-2023, 15.9% of the allocated funds went unspent. FY 2023-2024 saw a 64.8% decrease in returned funds. Funds unspent are returned to the General Assembly.

Table 6: FY 2023-2024 Expenditures by Campus

COLLEGE	BUDGETED ALLOCATION	YTD EXPENDITURES 2023-2024
Alamance CC	\$42,819	\$34,386.87
A-B Tech CC	\$39,033	\$39,032.84
Beaufort CC	\$38,676	\$38,676.00
Caldwell CC&TI CC	\$40,086	\$40,086.00
Central Carolina CC	\$41,033	\$38,831.45
Davidson-Davie CC	\$26,669	\$26,669.00
Durham Tech CC	\$24,764	\$3,549.47
Fayetteville Tech CC	\$41,247	\$41,163.51
Forsyth Tech CC	\$42,462	\$42,462.00
Guilford Tech CC	\$42,604	\$32,298.28
Haywood CC	\$40,390	\$40,390.00
Johnston CC	\$37,708	\$37,198.40
Nash CC	\$40,572	\$40,572.00
Pitt CC	\$38,676	\$38,430.28
Richmond CC	\$39,390	\$39,390.00
Robeson CC	\$39,604	\$39,604.00
Rowan Cabarrus CC	\$43,604	\$43,604.00
Sampson CC	\$38,747	\$38,747.00
Southeastern CC	\$29,743	\$27,150.24
Wake Tech CC	\$44,104	\$44,104.00
Western Piedmont CC	\$38,069	\$38,069.00
Total	\$810,000	\$764,414.34

Fund Sources

The Business and Finance Division of the NCCCS provides a comprehensive FY accounting of all MMSI funding and expenditures. This information is provided as an Appendix to this report.

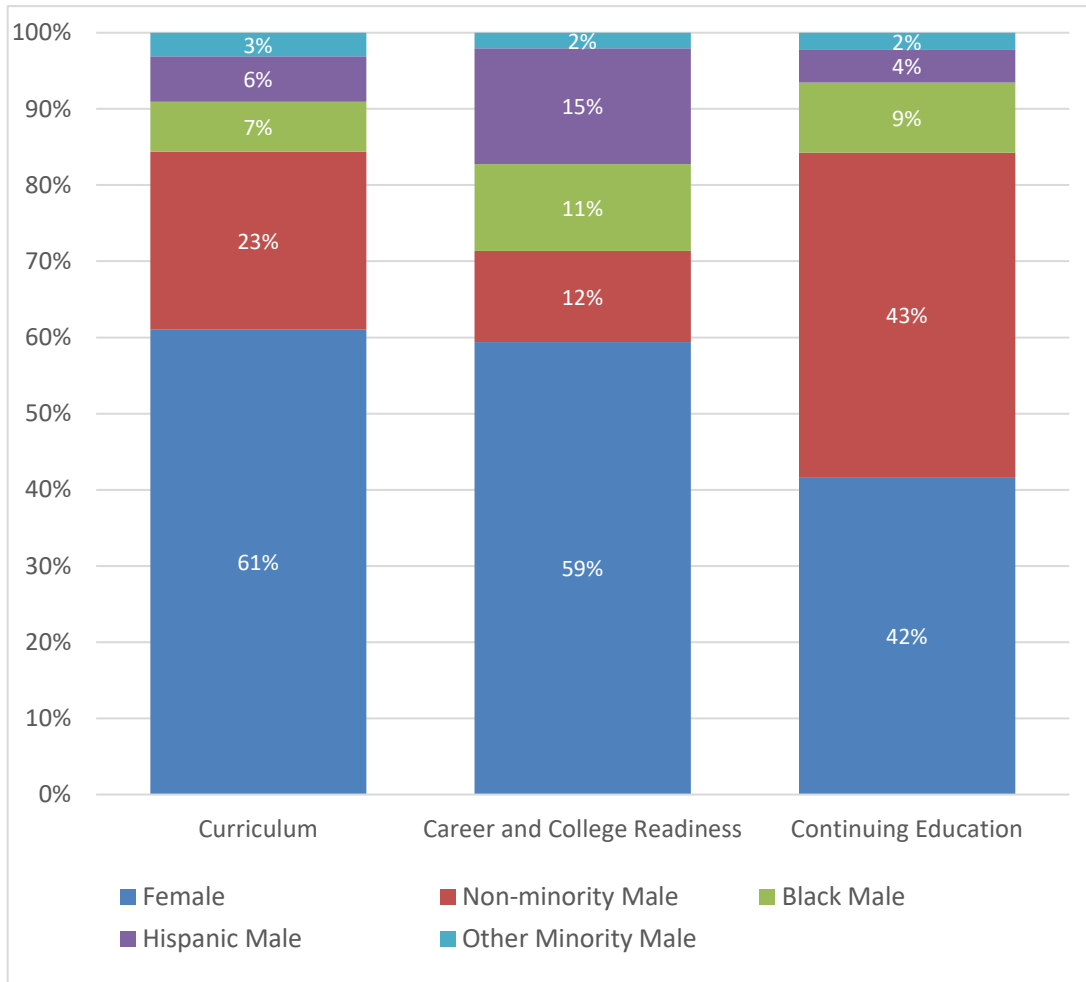
Requirement 3- FY 2023-2024 Program Impact

MMSI programming continued to have a positive impact on minority male outcomes. Enrollment, course success and workforce metrics evidence the impact of the FY 2023-2024 efforts. Data included in this section establishes benchmarks by which to assess future progress made in the identified metrics for program impact, including MMSI funded program impact.

Enrollment Impact

Curriculum student enrollment continues to trend up across all student demographics. For fall 2023, 16% of curriculum students were minority male. This represents a 1% gain over fall 2022. Table 7 describes the curriculum enrollment breakdown by demographic.

Table 7: FY 2023-2024 Curriculum Enrollment by Percentage

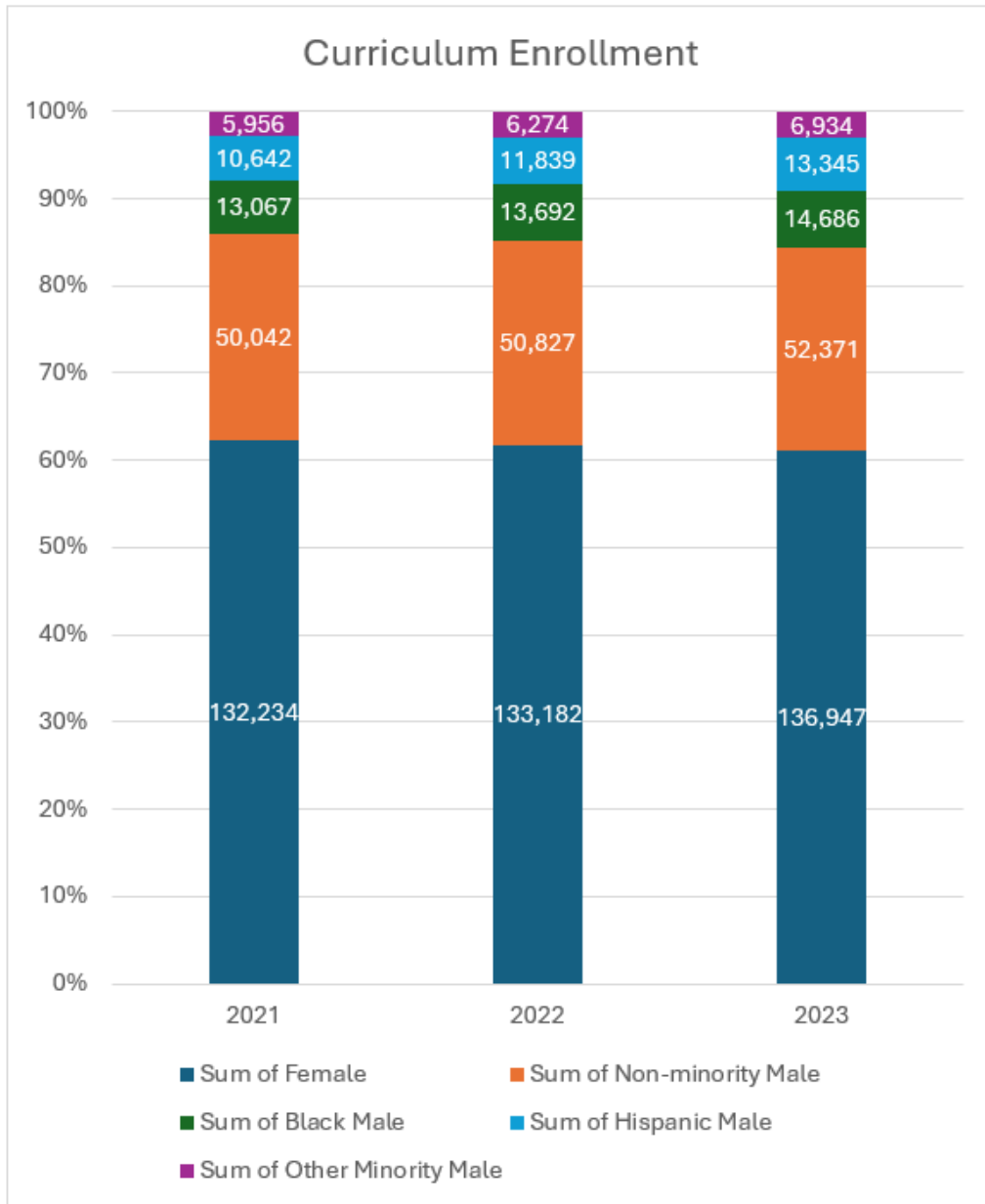


Minority Male Enrollment by Program

Curriculum Enrollment

Curriculum enrollment for minority males in the System reached 34,965 for fall 2023 with increases in enrollment for all minority male subcategories. The largest enrollment increase for the minority male student population is with Hispanic males. Tables 8-10 describe curriculum enrollment numbers and trends by demographic.

Table 8: Curriculum Enrollment Count by Demographic



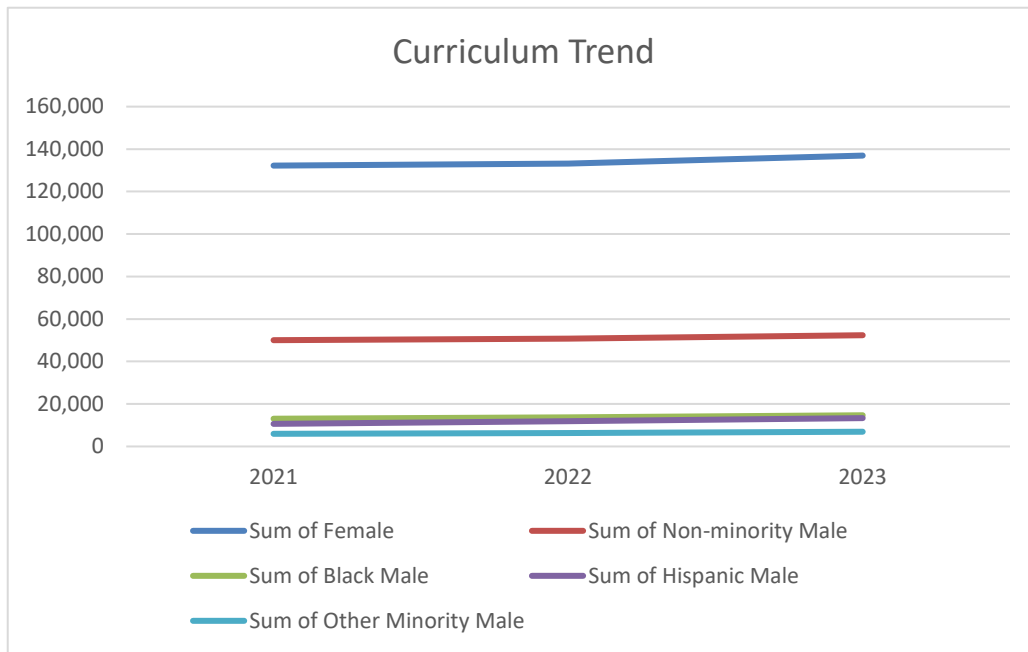
(includes dual enrolled students)

Table 9: Curriculum Enrollment Overview by Demographic

	Female	Non-minority Male	Black Male	Hispanic Male	Other Minority Male
2021	132,234	50,042	13,067	10,642	5,956
2022	133,182	50,827	13,692	11,839	6,274
2023	136,947	52,371	14,686	13,345	6,934

(Other Minority Male defined as Asian, Multiple, American Indian/Alaskan, Hawaiian/Pacific Islander)

Table 10: Curriculum Enrollment Trend



Career and College Readiness (CCR) Enrollment

The CCR program has the largest portion of minority male students (28%) enrolled. All minority male subcategories saw an enrollment increase for fall 2023 with Hispanic males demonstrating the largest increase. Table 11 displays CCR enrollment by demographic. Tables 11-13 display CCR enrollment counts and trends by demographic.

Table 11: College and Career Readiness (CCR) Enrollment Count by Demographic

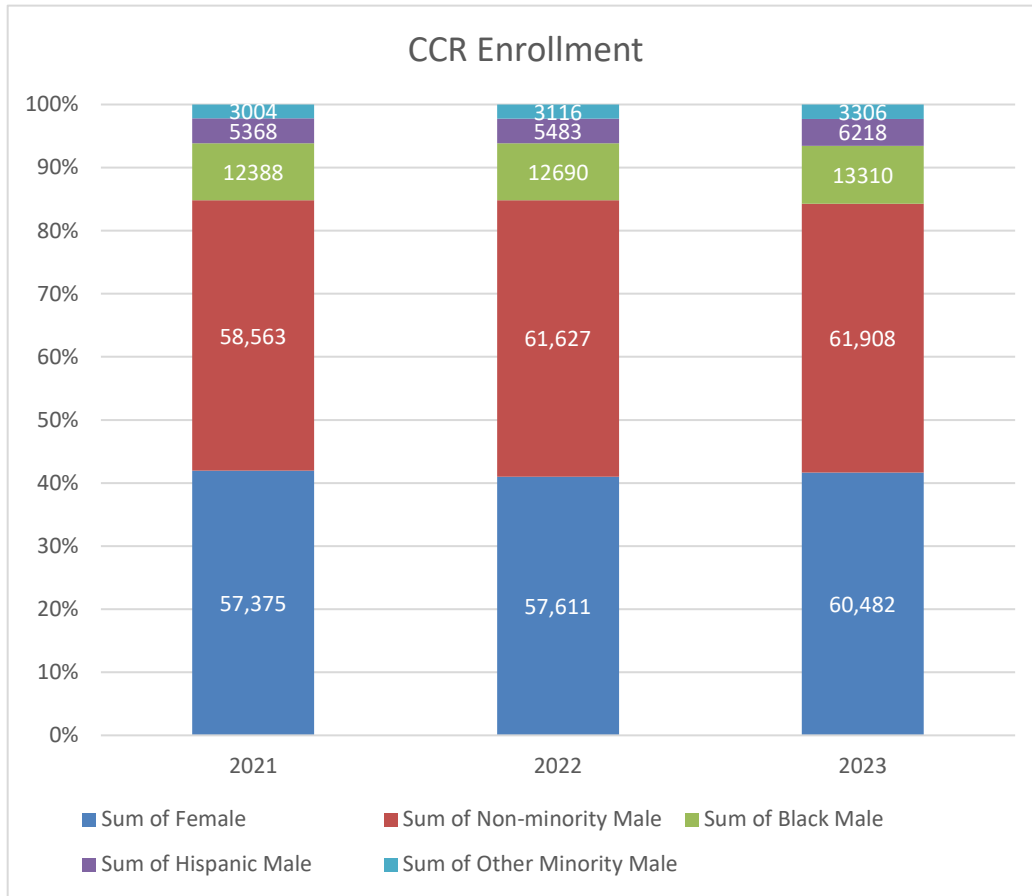
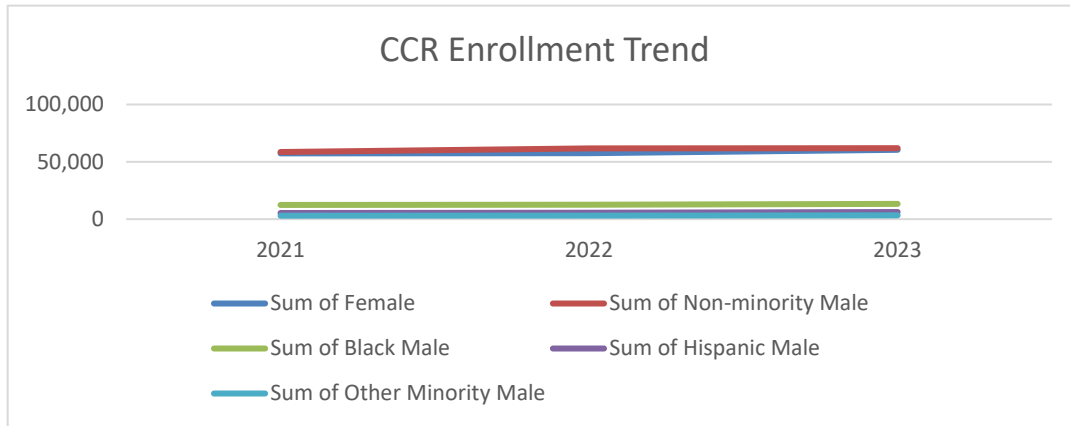


Table 12: CCR Enrollment Overview by Demographic

	Female	Non-minority Male	Black Male	Hispanic Male	Other Minority Male
2021	16663	3,323	3,189	3,552	602
2022	17994	3,711	3,470	4,315	630
2023	19787	3,996	3,795	5,060	687

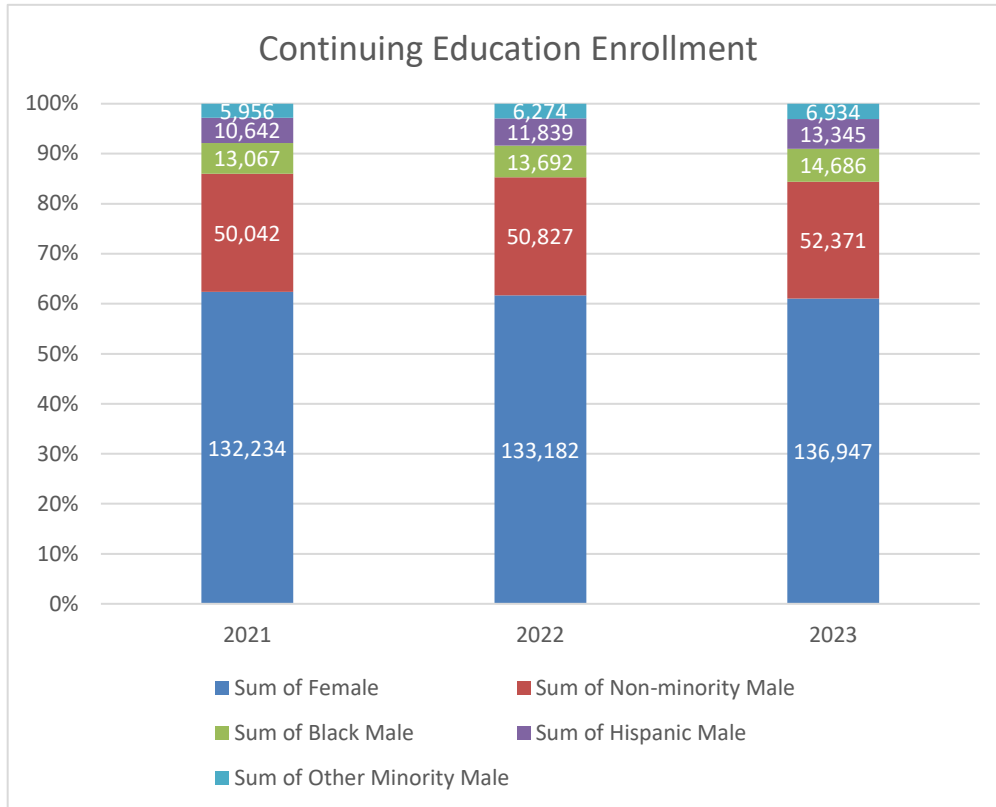
Table 13: College and Career Readiness (CCR) Enrollment Trend



Continuing Education (CE) Enrollment

Enrollment in Continuing Education has the highest percentage of male students, overall. The vast majority of Continuing Education male enrollment is non-minority males. Tables 14-16 display CE demographics counts and trends by demographic.

Table 14: Continuing Education Enrollment Count by Demographic

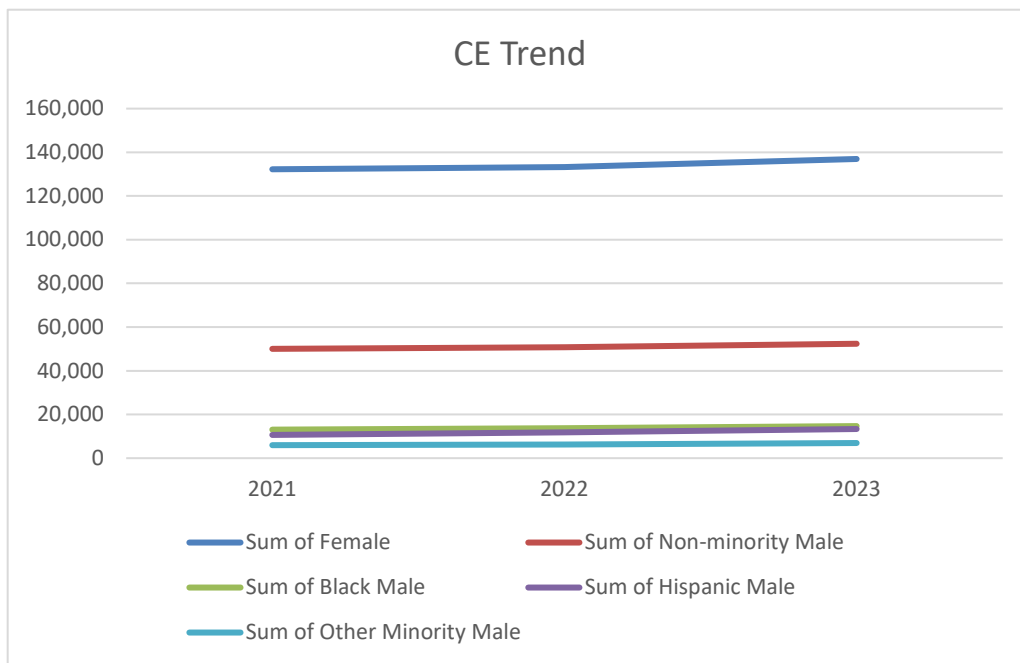


(includes dual enrolled students)

Table 15: CE Enrollment Overview by Demographic

	Female	Non-minority Male	Black Male	Hispanic Male	Other Minority Male
2021	57,375	58,563	12388	5368	3004
2022	57,611	61,627	12690	5483	3116
2023	60,482	61,908	13310	6218	3306

Table 16: Continuing Education (CE) Enrollment Trend



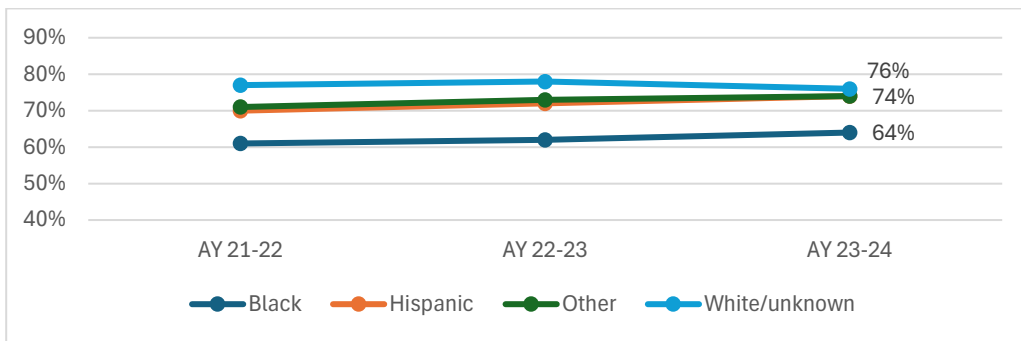
Persistence Impact

The NCCCS measures persistence by First-Year Progression/Persistence (PM4) percentage. First-time, fall credential-seeking students who graduate prior to or enroll in post-secondary education the subsequent fall term is the indicator of success for this performance measure. Persistence metrics are not yet available for the 2022-2026 MMSI grant cycle; however, to provide interim measures to inform minority male programming, overall course completion rate, English course completion rate, and math course completion rate are utilized to monitor student success. Successful course completion is defined as earning a passing grade in the course. These rates exclude dually enrolled students.

MMSI funded colleges overwhelmingly utilize both academic and student development interventions to support minority male student success. Academic interventions include utilizing early alert systems to monitor student progress, academic advising/coaching, and tutoring/learning support. Community building outside of the classroom and connecting students to resources to meet their basic needs provide additional support to foster student persistence and success.

Minority male students continue to see gains in overall successful course completion as evidenced by an upward trend in the percentage of overall successful curriculum (CU) course completions (see Table 17). Gaps in successful course completion for Hispanic and Other Student demographics show evidence of closing achievement gaps for black male students yet still lag other male student demographic groups.

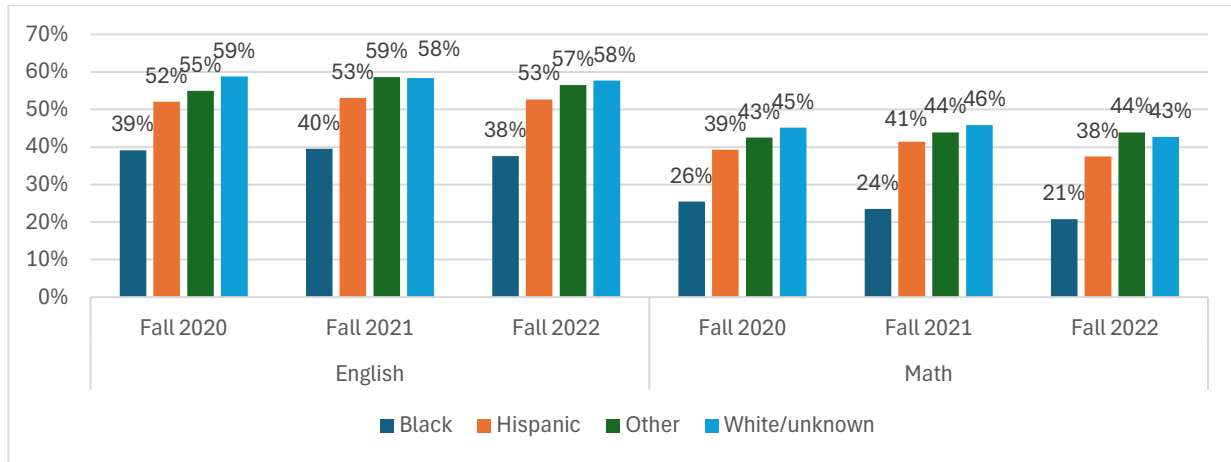
Table 17: Percentage of successful CU course completions among male students by academic year (AY)



(excludes dual enrolled students)

English and math course success rates evidence flat or declining course success for minority males across all demographic groups. These are areas for targeted interventions to mitigate the lower course success rates in these courses that are critical for college transfer (see Table 18).

Table 18: Percentage of first-time male associate degree-seeking students passing a credit-bearing English or Math Course



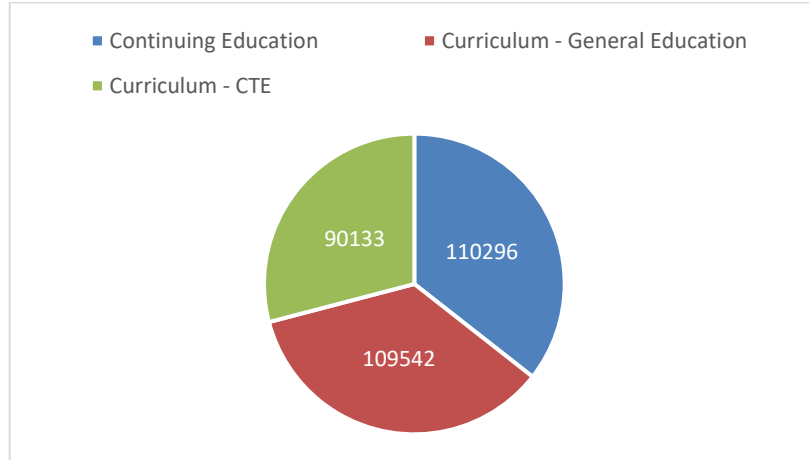
(excludes dual enrolled students)

Workforce Impact

By supporting minority male students to completion in their respective areas of enrollment, the MMSI is essential in meeting North Carolina’s workforce needs and credential attainment goals. Enrollment of minority males is critical to ensuring a strong and diverse workforce pipeline, and the career services provided to program participants aid in preparing minority males for workforce entry.

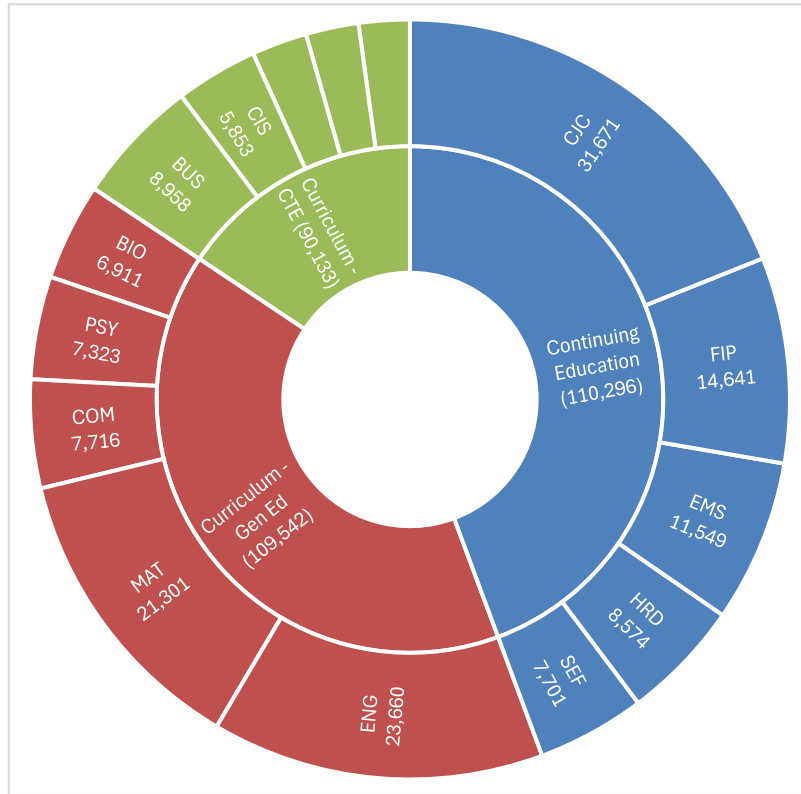
For FY 2023-2024, Continuing Education saw the largest course enrollment for minority males with 110,296 course enrollments (see Table 19). These courses typically lead to state and/or industry-recognized credentials affording quicker workforce entry. Curriculum General Education course enrollments were 109,542 for FY 2023-2024, and Curriculum Career and Technical Education (CTE) course enrollments were 90,133. These courses are part of certificate, diploma and/or associates degree programs of study aimed at preparing students for workforce entry or college transfer.

Table 19: Total Minority Male Course Enrollments AY 23-24	
Continuing Education	110,296
Curriculum - General Education	109,542
Curriculum - CTE	90,133



Course prefix enrollment within Curriculum and Continuing Education provides an indication of the workforce pipeline to meet industry needs as displayed in Table 20. For FY 2023-2024, minority male Continuing Education course prefix enrollment shows strong enrollment in public service areas aligned with criminal justice, fire protection, and emergency medical services fields. Curriculum CTE course prefix enrollment demonstrates workforce alignment with business, skilled trades (WLD and ELC), and information technology (CTI and CIS). Curriculum General Education course prefix enrollment is indicative of transfer student enrollment in courses required for transfer.

Table 20: Top 5 Prefix Enrollments in AY 2023-2024 for non-dual enrolled minority males



Section 3 MMSI Stories of Success

Forsyth Tech Community College- Mr. Anthony Hamilton

The 2019 salutatorian from Carver High School in Winston Salem, North Carolina, Anthony knew great things were expected of him. His father was fighting a courageous battle with cancer, and now he shouldered the responsibility of being the man of the house. His father eventually lost his battle with cancer, and Anthony recognized that his anchor was gone. Compounding the situation, Anthony had no idea of what career path he wanted to take.

The Forsyth Tech High School Advisor/Student Success Coach assigned to Anthony's high school introduced him to the MMSI program on campus, and he found himself at home. The transition from high school to college, while mourning the loss of his dad, was challenging. Anthony found his path and was accepted into the nursing cohort but was quickly released after failing several classes. He had never failed a class before, and this experience was crushing.

MMSI provided support during this difficult time by keeping Anthony engaged on campus with program activities and a work-study position in the MMSI office. For Anthony, the "one-on-one meetings were a lifeline because there was someone to provide support" while holding him accountable. He needed someone in his corner who knew his talents to nudge him along his path.

Anthony was readmitted to the nursing program and sailed through the academic and clinical portions of the program. He graduated in December 2023, passed his licensure exam, and is currently employed as an OR Nurse at Novant Health.

Durham Tech Community College- Mr. Jeremiah Artacho

After graduating high school in 2022, Jeremiah took a gap year and tried to venture into a career in Information Technology, but he discovered this was not where his heart was. He had always wanted to enter the world of sports journalism, and attending college was the way to get there. In the fall of 2023 Jeremiah began at Durham Tech, which he knew he needed to do but it was still an intimidating leap. Upon entry, he started to become aware of the number of opportunities that Durham Tech had to offer. One of these opportunities was the Men of Color Scholars Institute (MCSI)- the MMSI program at Durham Tech. Jeremiah's academic advisor, Carlton Koonce, introduced him to the group, and the rest is history. He was connected to a mentor, Dr. Andre Davis, who, "taught me the ways of being a man, networking and how to approach life with what's given to me."

In April 2024, Jeremiah found himself attending the N4CSGA, a Student Government Association conference, with other students from community colleges from all over the state of North Carolina. Members of the MCSI program were connected with SGA through the program. Once the conference was completed, Jeremiah left with an interest in joining SGA. In September of 2024, Jeremiah became Durham Tech's public information officer for the SGA. He is, "thankful for the opportunity and if it wasn't for MCSI, I'm not sure if I'd be in the position I'm in today." Jeremiah is currently enrolled as a college transfer student at Durham Tech.

Appendix:
FY 2023-2024 Minority Male Success Initiative
Budget and Expenditures

FY 2023-2024 Minority Male Success Initiative Budget and Expenditures

The Business and Finance Division of the NCCCS provides a comprehensive FY accounting of all MMSI funding and expenditures. MMSI program expenditures for FY 2023-2024 by budget category are provided by object code- a structured code to identify the nature of assets, liabilities, fund balance, revenues and expenses. Program expenditures for FY 2024-2024 by object code for the MMSI program are as follows:

Personnel	Supplies/Materials/ Equipment	Contractual and Other Services	Professional Development
511300	523000	519130 539500	531110 531250
511310	526000	519200 539602	531140 531420
512010	526010	519220 544000	531150
515000	526030	519250 544010	531190
516030	526060	519400 544010	531210
518100	527000	531500 555200	531220
518200		534100 560001	531230
518300		537000	531240
Total	Total	Total	Total
\$485,395.89	\$30,309.36	\$147,160.40	\$101,548.69