



Student Fee Review Board Application Checklist

- X Cover Sheet

- X Executive Summary

- X Application Questions

- X Budget Form A

- X Budget Form B (**one-time requests**)

- X Budget Form C (**non-SFRB funding**)

Please submit an electronic version of this application via email to SFRB@unm.edu and 13 hard copies of this application to the ASUNM Office, Student Union Building suite 1016.

DEADLINE September 9, 2016, 5:00 PM.

***Late applications will not be accepted.**

**Student Fee Review Board
Funding Application for Fiscal Year 2017-2018**

Dean of Students Office

Name of Unit

Nasha Torrez

Dean of Students

Dean/Director

Title

Dean of Students Office, MSC 06 3600, 1 University of New Mexico, Albuquerque, NM 87131

Campus Address

505-277-3361

nashatorrez@unm.edu

Campus Phone

E-mail Address

\$ 76,860

crhenke@unm.edu

Total Amount Requested

Alternate Email Address

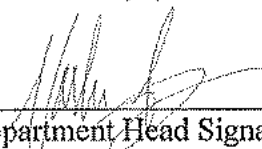
One-Time Funding Recurring Requesting Increase

CERTIFICATION

I certify that the statements herein are true and complete to the best of my knowledge and accept the obligation to comply with the terms and conditions of the Student Fee Review Board. I understand that the SFRB is a **recommendation** body and that its funding allocations are subject to revision by the Budget Leadership Team before final approval.

Nasha Torrez

Submitted By (Print Name)


Department Head Signature

09/07/2016

Date

Please submit an electronic version of this application via email to SFRB@unm.edu and 13 hard copies of this application to the ASUNM Office, Student Union Building suite 1016.

DEADLINE September 9, 2016, 5:00 PM.

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2017-2018 SFRB Executive Summary

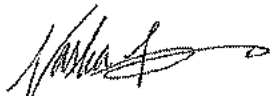
The Dean of Students Office (DoS) at UNM has been supporting student success through advocacy and development for over 100 years. We value our diverse student population and try to meet our students' needs by providing a variety of services, programs, information, and opportunities. We are a central point of contact for students to resolve issues, further explain the policies and procedures of UNM, and identify resources throughout the campus. The DoS is committed to creating opportunities for student success, and we believe in a challenging and supportive institutional approach to the development of the whole student. Offices that report to the Dean of Students include New Student Orientation, the Office of Student Rights and Responsibilities, LoboRespect and the Office of Parent and Family Programs. Other areas within our office include Student Leadership and Engagement and Student Intervention, Support and Advocacy. We also host a number of other programs including National Student Exchange, Alternative Spring Break, and the Lobo Food Pantry.

Collaboration is a core competency of the Dean of Students Office and on any given day we work closely with students, staff, faculty, alumni, community members, the legislature, and other institutions of higher education throughout the state. The Financial Education and Literacy Center, is a collaborative effort with support from Dean of Students Office, Woman's Resource Center, Students, and outside sponsors. Each unit has been instrumental in the planning and conceptualization of The Financial Education and Literacy Center and will benefit from its implementation and use.

In a time where budgets will continue to be tighter at the University, and economic constraints in New Mexico are a continuing problem that students must face. The University should take steps to provide resources to help students be more financially savvy and make better financial decisions that will impact the rest of their lives. Many students come to college without having any previous budget experience. For many, this is the first time where they are responsible for paying their own way through life, and their education. Therefore, it is pivotal that part of a holistic education provides students the opportunity to better understand financial resources, responsibilities, and best practices.

Many students have had to learn these lessons the hard way, with little to no guidance. These students are now experienced in financial topics and are able to provide peer education to their colleagues to help them not make the same types of mistakes, and better navigate financial systems. This project is student invented, student driven, and should be student operated at its inception. The Financial Literacy Program within the Dean of Student's Office will grow and evolve over time. This request portrays the basic needs to establish a strong foundation moving forward.

This one-time funding of \$76,860 will be used to design, develop and build the Financial Education and Literacy Center. Once The Financial Education and Literacy Center is operational, it will be self-sustaining through private sponsorships and donations.



Nasha Torrez
Dean of Students

Application Questions

- 1. Describe the history and mission of your unit, and how its services support the mission of the University. Please address each of the following bullet points in your answer.**

History

The Dean of Students Office at the University of New Mexico has been supporting student success through advocacy and development for over 100 years. While the composition of our office has changed over time, we have remained committed to creating numerous opportunities for student success through creative programming, student advocacy, and crisis management.

Our Mission

The Dean of Students Office is committed to creating opportunities for student success, and we believe in a challenging and supportive institutional approach to development of the whole student.

In the Dean of Students Office we value integrity, empathy, transparency, and innovation. We have served as our students' primary advocate at UNM for over 100 years, and have a deep respect and appreciation for the rich history and traditions of the Lobo community. Our office celebrates diversity through inclusion and serves all students with respect, compassion, and absent of any judgment. We believe that in order for students to achieve success, they must learn to self-regulate and self-manage. Finally, we enrich the academic experience by engaging and involving students through authentic outreach and services.

Our long-standing history and understanding of the UNM landscape provides us with the knowledge to educate students about campus resources, help students become UNM-savvy, and orient students toward the tools required for their success. We are here to serve students and place a premium on providing exceptional customer service that is both compassionate and holistic. As a team, our strengths include a wealth of diverse experiences, backgrounds, and institutional knowledge, thus equipping us to best serve students during critical moments.

We support the mission of the University of New Mexico in many ways. As members of the greater campus community, we collaborate with the whole university utilizing our academic and institutional connections to help students build knowledge, develop marketable skills, and grow both personally and socially. We value our diverse student population and we address the needs of all our students by providing a variety of services, programs, information, and opportunities. We are a central point of contact for students to resolve issues, further explain the policies and procedures of UNM, and identify resources both within and outside of the university

a. What services does your unit specialize in that are not offered in a similar form elsewhere within the University?

We specialize in a wide range of services such as our offices of 1) New Student Orientation, 2) Student Rights and Responsibilities and 3) Parents and Family Programs;

Our areas 4) Student Leadership and Engagement;

Internal programs like 5) Campus Crawl and 6) the Safety Walk;

External programs like 7) National Student Exchange, 8) Alternative Spring Break, 9) LoboThon and 10) the Lobo Pantry;

Campus wide initiatives like 11) the Lobo RESPECT Student Group and 12) Presidential Task Force on Sexual Violence

And finally through services like 15) emergency student loans, 16) military withdrawals, 17) Domestic Partnerships, and 18) many other forms of student support and advocacy.

b. How does your unit serve the University's commitment to diversity?

The Office of the Dean of Students supports the University's commitment to diversity by advocating and supporting all students. We facilitate campus wide initiatives like the Lobo RESPECT Student Group, we work very closely with all of our student resource centers and facilitate a meeting with them on a monthly basis (one of a kind), we enforce policies and procedures that support inclusion and respect, and we provide diversity training for all incoming students through New Student Orientation and for Resident Advisor training.

2. Briefly describe each program/project in your unit that is funded specifically by student fees. What are the outcomes, so far, of each program/project? What, if any, changes do you plan to make to these programs/projects?

Not Applicable

3. Does your unit have an SFRB balance forward? If so, please justify this balance forward and describe how you will utilize it.

Not Applicable

4. Describe any increase in SFRB funding or one-time funding you are requesting, and provide justification detailing how raising student fees will improve your unit's impact on the student population. If requesting increases or one-time for multiple

programs/projects, which program/project is your top priority? If requesting an increase or one-time, please state any reserves in your unit's budget and provide justification for not using said reserves for the requested increase.

The one time funding request as depicted in Budget Form B would act as the igniting flame to the Center. The funds requested would cover a GA who would act as the centers main point of contact. The hired GA would then report directly to Lisa Lindquist who oversees the Lobo Respect Advocacy Center. The three student employment positions would act as direct peer-to-peer mentors providing one on one financial counseling to fellow students. These hired students would be required to enroll in an online course prior to advisement beginning which would certify them in financial counseling. Food and travel would be used in order to host a Financial Education Week each semester and the remaining costs are basic office expenses. This center will directly improve the Dean of Students impact on the student population because there is a high need for financial education among UNM'S undergraduate students and no current outlet that can provided the guidance and counseling to fill the need. Affordability and financial education is a top priority not only for the DoS Office but students, parents, and the university as a whole.

a. If requesting one-time funding, please complete Budget Form B.

- 5. What are your unit's current non-SFRB sources of funding (e.g. Instructional & General, state or federal grants, self-generated revenue), and if applicable, what additional funding sources are you seeking this fiscal year?**

UNM Instruction and General (\$430,000), Private donations (New Student Orientation), and self-generated revenue (\$14,400) (New Student Orientation).

- a. What increases or decreases from non-SFRB funding sources do you anticipate compared to your budget last year?**

Not Applicable

b. Please complete Budget Form C for non-SFRB income.

- 6. Describe student participation in your unit, and any plans to improve it, addressing each of the following bullet points.**

The largest student group within the Dean of Student Office is the New Student Orientation Leaders. Our leaders serve on the "front lines" of New Student Orientation and help facilitate the entire process for our students. Orientation leaders help plan and execute a variety of events during NSO including all of our sessions, some of which they plan and present themselves. They are first point of contact for the students and are with them for the duration of the event. They connect with parents as well as our other orientation participants. They provide us with feedback on a weekly basis throughout NSO, which allows us to make adjustments, improvements, and modifications to NSO.

Overall their contribution is invaluable to our commitment to serve students..

a. How are students involved in the governance/decision-making of your unit?

The Dean of Students meets with the ASUNM and GPSA presidents on a monthly basis, provides oral reports to ASUNM and GPSA at the beginning and end of the academic year.

The Dean of Students also holds a weekly event for student on campus called "Dine with the Dean" This event, which was advertised via social media, gives students an opportunity to share their concerns with the Dean of Students and plan programs for the upcoming academic year. Alongside office hours to assist students and provide direct services.

b. How many students do you employ (including graduate assistants, interns, etc.)?

Student positions are paid and open to both undergraduate and graduate students.

- New Student Orientation Leaders.....31
- Front Desk.....03
- Media and Student Leadership & Engagement.....02

7. Describe specific improvements your unit has made in the last fiscal year to the visibility/accessibility of its services, and any plans to further improve visibility/accessibility.

The Dean of Students Office has worked relentlessly on the creation and implementation of the Lobo Respect Advocacy Center which to date has served over 700 students since September 2015. Alongside the creation of a marketing committee dedicated to the advocacy center and the development of a new marketing materials to address sexual violence, bullying and hate bias.

8. How does your unit collaborate with other campus units and/or off-campus entities?

Because of the advocacy that we provide students on a daily basis, we collaborate with everyone and anyone both on and off campus. We collaborate through student crisis, educational outreach, financial support, and as a clearinghouse for all types of questions and concerns.

Through New Student Orientation, we work with a broad range of constituents including Academic and Business Affairs, Enrollment Management, Alumni as well as Student Affairs.

Through our office of Student Rights and Responsibilities, depending on the complainant, we work with faculty, staff and other students.

Our office of Parent and Family Programs provides educational outreach and support for all UNM parents and families.

Through the National Student Exchange, we work with other universities across the United States to place students at other institutions.

- 9. What methods have been used in evaluating your unit's impact on the student population (E.g. surveys, focus groups, interviews), and how effective have those methods been? Please provide any data collected if it pertains to the application.**

Within a year the DOS plans to revise and create a comprehensive plan to track student contact using Opinio. They also just purchased a program through Simplicity called Advocate which was formally HSC to track all conduct cases.

- 10. If your unit received specific recommendations from last year's SFRB, what are your unit's current plans to address these recommendations?**

Not Applicable

- 11. Provide any other information or a narrative that will assist the SFRB in making its decision to fund your unit.**

Rationale for the Proposal

This is a proposal for the establishment of a Financial Education and Literacy Center on the University of New Mexico's Main Campus in a response to the level of financial education in the State of New Mexico to be subpar, with 30-percent of 18 to 24 year olds' income goes toward debt repayment, while 30-percent of college students with loans drop out without a degree (Amy Walker, 2015) The center will have a full time director, student peer advisors and will be hosted on main campus, with possible locations in Mesa Vista Hall and the Student Union Building. The goal of this center is to promote and support financial fluency by aiding and teaching students to build a financial plan that includes current earnings, access to borrowing and their expected day-to-day living and college costs. Studies show that most students at a college level fail to understand basic financial concepts. Many, as a result, are either by default dropped from college courses or are unable to focus on their studies due to financial burden. The main activities of the proposed center, consist of teaching financial management skills and helping students to build a realistic budget, boost retention, enrollment and graduation rates, and indirectly increasing Student learning.

Students all around the US are increasingly stating that financial debt is their number one cause of stress on college campuses and according to a recent study, "84% want more education on financial management topics" (Sallie Mae, 2009). Between 1997 and 2007, average undergraduate student loan debt more than doubled from \$9,250 to \$20,098, with 6% increase between 2006

and 2007 alone (Reed, 2008). In addition to educational loans, the average college student currently graduates with more than \$4,100 in credit card debt (Sallie Mae, 2009). Credit card companies continuously market to college students as they know a college graduate will earn 80% more than a high school graduate and demonstrate greater loyalty to the company that first extends them credit. College students average 4.6 credit cards with the average credit card debt for all college students (freshman to senior) up from \$1,475 in 2002 to \$4,100 in 2008. That is 92% of students report using a credit card to pay for their textbooks and general school supplies is not surprising, the that 30% are using credit cards to finance part of all of their tuition is alarming given that credit card interest rates are four-times those of student loans and payments are not deferrable until after graduation. Everyday college students are faced with making hard personal financial decisions without having the resources, training, or education to make informed decisions. Increasingly, universities like UNM have recognized that in order to fulfill their mission, they need to provide students with the necessary tools to increase their financial literacy, understand how to use credit, credit scores, manage debt and plan for the future so they can obtain their degree and start their journey towards both a successful professional and personal life. The objective of this proposal is to assist UNM's students in establishing the Financial Education and Literacy Center at UNM, which will include a Financial Education Counseling Center, Peer to Peer Workshop programs, and online web based materials (<http://www.cashcourse.org/home/>) and financial planning resources (books and magazines).

The Financial Education and Literacy Center Mission Statement

The mission of the Financial Education and Literacy Center is to provide students with the necessary resources and skills needed to achieve a higher level of financial literacy, encourage saving, inform about credit, assist in the completion of their degree at UNM, and supply them with the ideals to have long term personal financial goals.

The Financial Education and Literacy Center Vision Statement

To establish and implement a structured and interactive Financial Education and Literacy Center aimed to assist UNM students in healthy spending habits and the completion of their degree.

Background on Financial Literacy

During the past two (2) decades there has been a decline in personal savings and an increase in debt among the U.S. population, which has made the issue of financial literacy and the lack of financial management more apparent (Friedman, 2005). Youth lack the financial literacy that would develop them into fiscally responsible adults. Therefore, establishing a Financial Education and Literacy

Center is essential to create an environment where UNM College Students can learn fiscal tools and management. According to Cory and piggy (2008), there has been an increasing effort by various governments, financial and charitable organizations to increase financial literacy for all Americans. The indicators that make financial literacy a pressing issue in our society are the declining savings rates and increasing debt among consumers (Friedman, 2008).

Significance

The significance of setting up a Financial Education and Literacy Center is to educate UNM students to prevent future debt and maintain enrollment in courses at the University of New Mexico. Educating college students to take control of their finances now will help prevent mismanagement of money and debt in the future. According to Lusardi, Mitchell and Curto (2010), financial mismanagement that occurs early in life is costly and prevents younger consumers' ability to accumulate wealth. One third of high school students surveyed think that a practical way to become wealthy is winning the lottery, even though the chances of winning are almost one out of forty seven thousand. The students think that those odds are better than living within their means and investing in long term savings (Getting involved, 2008). The Financial Education and Literacy Center, will help students avoid debt by providing them with the much needed financial tools in order to do so. According to Chinen and Endo (2012), young adults are facing a complex financial reality that consists of economic crises and excessive bankruptcies. Established financial literacy centers can help them to deal with the current financial state by knowing how to spend according to their means and not their wants (Chinen and Endo, 2012). The purpose is to aim to alter bad financial habits, such as compulsive actions, to "good" financial behavior (i.e.: saving, paying off credit cards, paying bills on time). As the Center expands it will be able to work as a safety net by providing students with the tools to get out of and prevent financial hardship or back on their feet. It is of the highest importance to educate everyone about finances so that they will be better prepared for their financial future

Strategic Planning Objectives

The Financial Education and Literacy Center will help to directly achieve three aspects of the UNM2020 strategic plan, partnerships and investments, encourages students to meet their long-term goals, and in a student focused environment while indirectly supporting diversity. We argue that financial solvency is a precursor to any successful outcome at UNM. Students who are unable to pay tuition and fees are less likely to graduate.

- a. Goal 6 of UNM2020 Mission Statement, Ensure Financial Integrity and Strength aims towards partnerships and investments. The proposed institute is incased in this:**

UNM operates in the context of a modern economy, raises funds through innovative mechanisms and judiciously invests them, and utilizes strategies that recognize and address financial and market realities in higher education. The Center will be largely financed by a Center sponsor. These sponsors have the ability to bring funds to the University not only aimed at the Financial Education and Literacy Center but also separate entities. These funds would then be invested into the students whom without, enrollment could be heavily affected. The sponsor would have no control over the content of the Center's workshops, materials, and students will not be steered towards the Sponsors Organization and or products.

b. Goal 2 of UNM2020 encourages students to meet long-term goals. The proposed Center will directly help Achieve Goal 2:

Provide an inviting and supportive campus experience, preparing students to meet their long-term goals as lifelong learners in academic and personal achievement, career, and leadership

c. The proposed Center will help achieve Goal 3 of UNM2020:

UNM strives to engage people of all identities, and from all backgrounds, cultures, and communities to realize that they are capable of participating in all aspects of university life. These interactions will inform institutional strategy, practices, and culture, bridge campus to community, and build knowledge and capacity to solve complex societal challenges.

d. Dean of Students Goal:

Enriching student environment/affordability the proposed Financial Education and Literacy Center directly supports achievement of improving student ability to make appropriate financial choices will allow them to remain enrolled free from the distractions entailed by the ongoing personal financial crisis. No matter how reasonable UNM's tuition remains, students who pay with a high interest credit card are not receiving an affordable education. By providing the financial resources to help in decision making us exercising our claim to being "student-centered". The Center will help students to maintain financial health by educating them on the benefits of and helping them to:

1. Educate students of low interest government loans
2. Reduce dependence on high interest credit cards
3. Budget for the academic semester
4. Reduce high spending life style items in exchange for a timely graduation

Products and Services

The Financial Education and Literacy Center will provide educational services by establishing a structured program for Undergrad and Graduate students at the University of New Mexico – Main Campus. The Financial Education and Literacy Center will provide UNM students with the financial foundation for appropriate decision making throughout their lives. The purpose of this center is to prevent students from accumulating debt and learning healthy spending habits. The goal is eventually expand the program to also serve as one on one advisement by either a Director or peer-to-peer.

The Financial Education and Literacy Center will utilize the University of New Mexico Dean of Students facilities to conduct daily operations and meetings. As a startup center, the Center will be staffed by a Director and two (2) Peer- to-Peer Advisors, as displayed in the Center's Budget. The Center Sponsor would ideally fund the salary of the Director. UNM and the Center Sponsor would share the cost of the Peer-to-Peer Advisors. The director would work 750 hours a semester at \$20 an hour or a total of \$15,000 a semester or \$30,000 annually. Two (2) student advisors are expected to work 30 hours a week (actual hours will vary with need) for 50 weeks at \$10.00 an hour, for a total of \$7,500 per semester, and \$15,000 annually. The Center's Director will occupy an office space in the Dean of Students Office on the second floor of Mesa Vista Hall located across from the Student union Building five (5) days a week. Peer-to-Peer Advisors will use the swing space in Mesa Vista for training purposes and to consult with their fellow students.

The Financial Education and Literacy Center will purchase two (2) desk top computers and three (3) laptops for the use by the Director and the peer mentors. The Center Sponsor will fund the purchase of these computers, as well as some software not available through UNM IT Services (See Technology Resources in the Start-up cost section of the budget). Furniture will be provided by UNM from existing stock as agreed with Center Sponsor. One of the goals of the Center is to build a financial literacy collection. In addition, the Center plans to include text in the library that reflects the changes in financial occurrences that are related to the financial crisis in the past ten (10) years. The cost of the library is reflected in the UNM Centers Budget (Item C).

Formal and informal assessments are built into the center for teachers and students. Students will receive a two page document before and after their session and it will be based on the National Endowment for Financial Education topics which are available at no cost on their website for use by educational institutions. (See <http://www.nefe.org>) This assessment procedure is practiced by other University programs, including Columbia University, and is based on the premise that one of the major goals of the Financial Literacy Center is to impart the knowledge to participants since the general level of knowledge of financial education is subpar and to help students build.

The results from these surveys help teachers determine the student's familiarity with the industry and associated vocabulary. The results also help determine how much background information is needed for the students to benefit and successfully take away information. The concepts that are incorporated are budgeting, money management, savings, investing, spending and credit.

(See materials for further information at presentation)

Market Analysis

The users of the Financial Education and Literacy Center are students attending the flagship institute in the state of New Mexico. Therefore, the market will consist of Undergrads and Graduate students, Residence Halls, Clubs and Student Organizations. The success of this Center will be dependent upon the support and receptiveness of the target market. In the state of New Mexico, financial literacy classes are not a current graduation requirement for High school students or implemented in the college core curriculum. The expectation is that the viable and successful center for financial literacy will only add more value to the student's education and the University. The added value to the students is the life skill that is imparted to them, which is beneficial to them both now and in the future as they are transitioned into adult life.

Form A

SFRB Funding Request Form

STUDENT FEE REVIEW BOARD
FISCAL YEAR 2017-2018

DEPARTMENT Dean of Students
VICE PRESIDENT Dr. Elissa Torres

INDEX # 670000

	A	B	C	D	E	F
DESCRIPTION	ORGANIZATION OPERATING BUDGET 2016-2018	TOTAL BUDGET 2017	SFRB BUDGET 2017	TOTAL BUDGET 2017-2018	SFRB BUDGET REQUESTED 2017-2018	SFRB FUNDING INCREASE/DECREASE REQUEST 2017-2018
1 Faculty salaries						
2 Staff salaries	473,648	543,902				
3 SUBTOTAL NON-STUDENT SALARIES (Line 1+2)	\$ 473,648.00	\$ 543,902.00	\$	\$		
4 Student (resident employment & workstudy)	32,050	3,000				
5 GA, TA, RA - Pay and Benefits						
6 Fringe Benefits on Staff & Faculty salaries						
7 TOTAL COMPENSATION (Lines 3 - 6)	\$ 507,698.00	\$ 546,902.00	\$	\$	\$ 63,500.00	\$ 63,500.00
GENERAL EXPENSES						
8						
9						
10						
11						
12						
13						
14						
15						
16						
17						
18						
19						
20						
21						
22						
23						
24						
25						
26						
27						
28						
29						
30						
31						
32 TOTAL GENERAL EXPENSES (Line 8 - 30)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
34 GRAND TOTAL EXPENSES (Line 7+32)	\$ 507,698.00	\$ 546,902.00	\$ -	\$ -	\$ 63,500.00	\$ 63,500.00

Form B

SFRB One-Time Funding Request Form

Use this form ONLY if you are requesting ONE-TIME funding

DEPARTMENT Dean of Students

VICE PRESIDENT Dr. Eliseo Torres

INDEX # 670000

STUDENT FEE REVIEW BOARD

FISCAL YEAR 2017-2018

Budget for SFRB Funding ONE-TIME Request

I

J

	DESCRIPTION	2016-2017 One-Time Request	2016-2017 One-Time Allocation	2017-2018 One-Time Request
1	Office Supplies	\$ -	0	3,000
2	Copying	\$ -	0	4,000
3	Student Training	\$ -	0	1,500
4	Business Food	\$ -	0	1,500
5	Long Distance	\$ -	0	240
6	Vociemail	\$ -	0	120
7	Travel	\$ -	0	2,000
8	Honorarium	\$ -	0	1,000
9				
10				
11				
12				
13				
14				
15				
16				
17	TOTAL One-Time funding (Line 1 thru Line 8)	\$ -		\$ 13,360

*The narrative response to question #4 must reflect this information

Form C

External Funding Sources

This form is used **ONLY** if you have EXTERNAL FUNDING SOURCES

DEPARTMENT Dean of Students

VICE PRESIDENT Dr. Eliseo Torres

INDEX(es) # 670000

STUDENT FEE REVIEW BOARD
FISCAL YEAR 2017-2018

	FUNDING SOURCE	2016-2017 BUDGET	2017-2018 FORECASTED BUDGET	Funding Increase Request for 2017-2018
1	Student Fee Review Board (SFRB)	-	-	-
2	UNM Instruction & General	430,000	430,000	-
3	Private Donations	-	-	-
4	Fundraising/Foundation/Development	-	-	-
5	State Funding	-	-	-
6	Federal Funding	-	-	-
7	Grants (including federal and private)	-	-	-
8	Self-Generated Revenue	14,400	14,400	-
9				-
10	<i>If Other(s), please list below:</i>			-
11				-
12				-
13				-
14				-
15				-
16				-
17				-
18				-
19				-
20				-
21				-
22				-
23				-
24				-
25				-
26				-
27				-
28				-
29				-
30				-
TOTAL OPERATING INCOME/REVENUE		\$ 444,400.00	\$ 444,400.00	\$ -

*The narrative response to question #5 must reflect this information