

**Community Child Care Center**

**Community Child Care Center**

January 23, 2009

**Fees Request for 2009-2010 Academic Year**

1250 Fifield Avenue, Saint Paul, MN 55108

Address

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Phone

Fax

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“We acknowledge that the fees committee does not award actual dollars, but rather a penny fee that earns dollars based upon student enrollment levels. Any differences between anticipated and actual income resulting from changes in enrollment are the responsibility of the student organization, not of the fees committee.”

Noelle Nelson

Tracie Myers

Preparer's Name Here

Co-Preparer's Name Here

Is your organization an IRS 501 (c)(3) not-for-profit? Yes  No   
If yes, please provide proof of your organization's 501(c)(3) status.

**Funds are being requested for (check all that apply):**

General Operating Support  Start-Up Costs \_\_\_\_\_ Capital \_\_\_\_\_  
Project / Program Support \_\_\_\_\_ Technical Assistance \_\_\_\_\_ Other (List) \_\_\_\_\_

**Budget**

Dollar Amount Requested	\$ 75,000
Total Annual Organization Budget	\$ 574,100
Total Project Budget (Apart from General Operating)	\$ N/A

## **Community Child Care Center**

### **Narrative**

#### *Brief summary of organization history.*

Community Child Care Center (CCCC) is a non-profit 501 (c) 3 organization focused on early childhood development. The center was founded in 1974 and is the oldest licensed non-profit child care center in Minnesota. It came into existence as a response to a need in the student community for affordable, high quality child care. CCCC was part of the University of Minnesota Intra-Campus Child Care Consortium from 1982 - 1996, at which time the organization dissolved. At the time when the consortium was dissolved, the University made a commitment to providing child care on campus. This was done through funding the building of the current University of Minnesota Child Care Center, which then became a part of the College of Education and Human Development, and through increasing the allocation of funds to Community Child Care Center through student service fees.

#### *Organization mission / vision statement.*

Community Child Care Center's mission is to provide affordable, high quality early childhood education (using national accreditation standards), in a warm, nurturing environment that encourages the development of the whole child. Our center seeks to provide a physically safe, emotionally secure, and inclusive setting for all children and their families, in a cooperative environment involving families. Our mission is implemented through our educare, learning through play, anti-bias, and anti-violence philosophies that we use in our toddler (16 months – 33 months), younger preschool (33 months – 4 years old), and older preschool (4 – 5 years old) programs. CCCC also strives to provide support for parents/caregivers and university students in the areas of child development, parenting, and early childhood education.

#### *Program Philosophies.*

The child “educare” philosophy at Community Child Care Center supports a whole-child concept of development, meeting the child’s emotional, social, intellectual, physical, and cultural needs. Our child development program is based on the assumption that a child’s growth is a sequential process and that children pass through stages of development within age ranges.

The center also follows an anti-bias philosophy, where differences are valued and respected. Respect for CCCC’s diverse community is reflected in the curriculum, classroom environments, parent/teacher/child interactions, staff development, hiring plans, and program goals. This creates an environment of acceptance and well-being for all who participate in the CCCC program. This philosophy is especially valuable for the diverse community that Commonwealth Terrace Cooperative (the student family housing on the Saint Paul Campus) and the University of Minnesota serve. Many families that may be marginalized based on race, income, gender, sexual orientation, religion, ethnicity, abilities/disabilities, language, and other forms of discrimination, have expressed sincere appreciation for the programs that we provide.

#### *Organization’s relationship with other organizations of like mission.*

Community Child Care Center has formed relationships with many other organizations working towards a common goal. Within the University of Minnesota, we work closely with the Commonwealth Terrace Cooperative in providing a family environment for students. We also work with the Student Parent Help Center to ensure student parents are aware of the resources available to them through the University. We have worked closely with the HELP Center to obtain additional child care assistance grants for student parents/caregivers. Since the end of the Intra-Campus Child Care Consortium in 1996, we have continued to work closely with the University of Minnesota Child Care Center and Como Community Child Care

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Center in program development and staff development. We continue developing relationships with the Early Childhood Education department (The Ounce Scale Research Project and the Parent Aware/Kindergarten Research Project), the University of Minnesota Child Care Committee composed of the Office of University Women and the Work/Life Initiative, and other student organizations. Outside of the University community we are members of the National Association of Multicultural Education, the Amaze project, Resources for Child Caring, Rainbow Families, National Association for the Education of Young Children, and Head Start. Having relationships with these organizations provides the center with the most recent information in child development. In addition, these relationships also help us create inclusive environments, develop multicultural/anti-bias education, and provides an endless resource for our families. The collaborations CCCC forms are extremely beneficial for the center and the other organizations with which we work!

#### **Need for our organization within the university community and how we meet the need.**

The need for child care for University students, faculty, and staff continues to grow. Often times this need is invisible to those who do not have children. Our organization provides many benefits for University students as well as the entire University itself.

- We provide a place where parents/caregivers can receive **high quality, affordable child care for their children.** Our center *exceeds* state licensing requirements to ensure we provide the best care. Currently we are licensed for 44 full time spaces (14 Toddlers, 14 Young Preschoolers, and 16 Older Preschoolers). We have increased our capacity over the past two years to continue to meet this need. We are currently operating at 100% capacity, with an extensive waiting list for all of the classrooms. Of the 55 children enrolled for our spring 2009 program, 47 parents/caregivers are students, and 9 parents/caregivers are faculty or staff at the University. The remaining families are either University Alumni or live in the surrounding neighborhoods. These numbers are just for our spring 2009 program. Each semester we have families leave and new families begin, however the one thing that is a constant is the demand and need for our services.
- **Families that have parents/caregivers that are students at the University qualify for our sliding fee scale, which makes child care approximately 25% less than most child care centers in the area.** The average cost for full time child care is \$8,500 for one year, with our sliding fee scale. The families that do not have student parents/caregivers pay the highest rate possible at the center (since non students are not eligible for the sliding fee scale), making it possible to offer such lower rates for the University students. The average cost for full time child care for these families is \$11,500 for one year. We also work with student families to help apply for different child care grants or assistance to further help with the cost of child care.
- CCCC offers **five different enrollment options** to meet the different schedules parents/caregivers may need to balance school, work, and home. Enrollment is done on a semester basis so families can change enrollment options as class/work schedules change each semester.
- CCCC provides a **community for student families**, which is the primary goal of a University organization. The center provides a place for student parents/caregivers to meet other student parents/caregivers, which provides a large social and support network. Due to schedules and other responsibilities, often times student parents/caregivers do not have the same opportunities to participate in campus organizations. CCCC is set up as an organization where all of our programming and meetings are done in a manner that would allow children to attend and participate as well.
- The center **provides endless child development resources** for parents/caregivers through conferences, articles, educational seminars, and newsletters. These resources not only provide

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parents/caregivers with information about their own child's development, but also include information on parenting and ways to continue to plan for their child's future development.

- **CCCC is a place for University student study opportunities.** CCCC is an exceptional program for future social service providers to learn and gain valuable experience. Many students who have used the center for different educational requirements have expressed not only how much they have gained from the experience, but also how beneficial it was for them to have us located on campus. The location makes it possible for students to come and go in between classes. On a regular basis, we have students complete their official internships, conduct research for thesis or dissertation work, volunteer, and complete other course requirements at the center. We also have part time work positions available for University students. In the past year, we have had 21 student workers.

#### *Detail Student Benefits derived from Organization, whether or not students utilize services.*

There are countless benefits for students who participate and use our organization. Some of these benefits include being able to continue their education because they have found child care that is affordable, flexible (both in hours and payment schedules), and high quality. Many student parents/caregivers are time constrained and may be unable to spend as much quality time with their children as they would like. However, knowing that the people who are caring for your child are wonderful is the next best substitute. Of course, not all students have children or an interest in being involved in an early childhood education based organization. It is important to note that whether students utilize our services or not there are still great benefits to the campus community. Student parents contribute another perspective on campus. For example, it is widely accepted that racial and cultural diversity enriches our campus by providing a multitude of perspectives. In the same manner, student parents enrich and provide diversity to the student body. CCCC services allow student parents/caregivers the opportunity to interact with students who might not otherwise be exposed to people different than themselves. CCCC members share stories of how they have been able to add another perspective to class discussion/conversation which was different and unique from "traditional" students.

In a broader sense, the family housing development in which we are located and our child care program allow the University to attract students from all over the world. Attracting international students from across the world helps to keep the University competitive as a world leader in research. A number of our families made their decision to attend the University because of the housing and quality/affordable on-site child care, thus adding to the academic environment. For the University community, continuing to have services such as student family housing and quality/affordable on-site child care sends a very important message of commitment to diversity and accessibility of higher education to the entire community.

#### *Describe student involvement within your organization.*

There are a number of ways students can be involved with our organization.

- Our center is led and overseen by a Parent Board of Directors. The Board is made up of parents/caregivers who have children at the center. The nine members of the board: act as the decision making body of the center; review financial progress of the program; approve budgetary and programmatic decisions; oversee fundraising; review program evaluations; handle grievances; and conduct regular outreach to all the families to increase involvement. All board positions are volunteer and elections are held on an annual basis. Voting for the board is completed by all student parent/caregivers.
- The center has two All Center Meetings each year where all the parents/caregivers come and discuss the current state of the organization. These meetings are a way to ensure all families know

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what is going on within the organization and have a voice in important decisions that are made. The center also conducts an All Center Program Evaluation twice a year, which allows parents/caregivers to give significant input on the programs and goals of the center.

- The center has two main ongoing committees: programming and fundraising. Parents/caregivers are able to participate on these committees as a way to be involved and plan our potlucks, garage sales, and other regular events.
- All families are required to complete 2 to 4 hours of parent involvement each semester. This is done through weekly laundry, general maintenance around the center, assisting with field trips/special events, or anything else that is needed at the center. Parent involvement is a very important aspect of the center, as we feel that the more parents/caregivers are involved in their child's education the more positive the experience is for everyone. Parent involvement also makes it possible for us to eliminate various expenses, while giving our members a chance to be involved in the day-to-day operations of the center.
- Students who do not have children can also be involved in the daily operation of the center. This can be done through completion of internship/volunteer hours or working at the center either in the classroom or assisting in the development of the programs we offer. The center takes all feedback it receives from parents/caregivers and staff/volunteers as we continue to evaluate and implement our programs. We have had one intern from the university spend time in all of our classrooms evaluating and developing specific anti-bias education tools for educators in other centers to use.

**Student Service Fee Request.**

This year we are requesting \$75,000 in Student Service Fees, the same amount as requested in fiscal year 2008. We have not asked for an increase in funding this year.

Historically, Student Service Fees have accounted for 10% - 15% of our budgeted revenue. This year's request falls at just over 13% of revenue, well within our historical norms.

As our budget shows, members pay the largest amount towards our operating costs: 83% of our total revenue. We increased our tuition last fiscal year by 2%. We were fortunate not to have to increase tuition by the 8%-10% originally expected. This is in part due to the student service fees received in fiscal year 2008. We are still looking at another small increase for fiscal year 2009 as we attempt to balance our budget.

We have remained true to our mission of providing affordable, high quality child care for students. Through our sliding fee scale, we were able to offer discounts on tuition for students totaling over \$36,000 last year. We rely on Student Service Fees for general operating support for our Center. In fact, we have invested over \$86,000 into the facility over the last five years, with little or no help from the housing co-operative in which we are located. As we begin our re-accreditation process through the National Association for the Education of Young Children (NAEYC), we must meet new accreditation criteria. These criteria include many expensive updates and adjustments to classrooms and our playground. We could be looking at expenses of at least \$40,000 for playground surfacing and accessibility renovations. We hope to find other resources as well as use some of our Student Service Fees request to meet these needs.

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Student Service Fees are a critical component of our budget and are necessary for us to maintain the high-level of service and quality that we have historically provided.

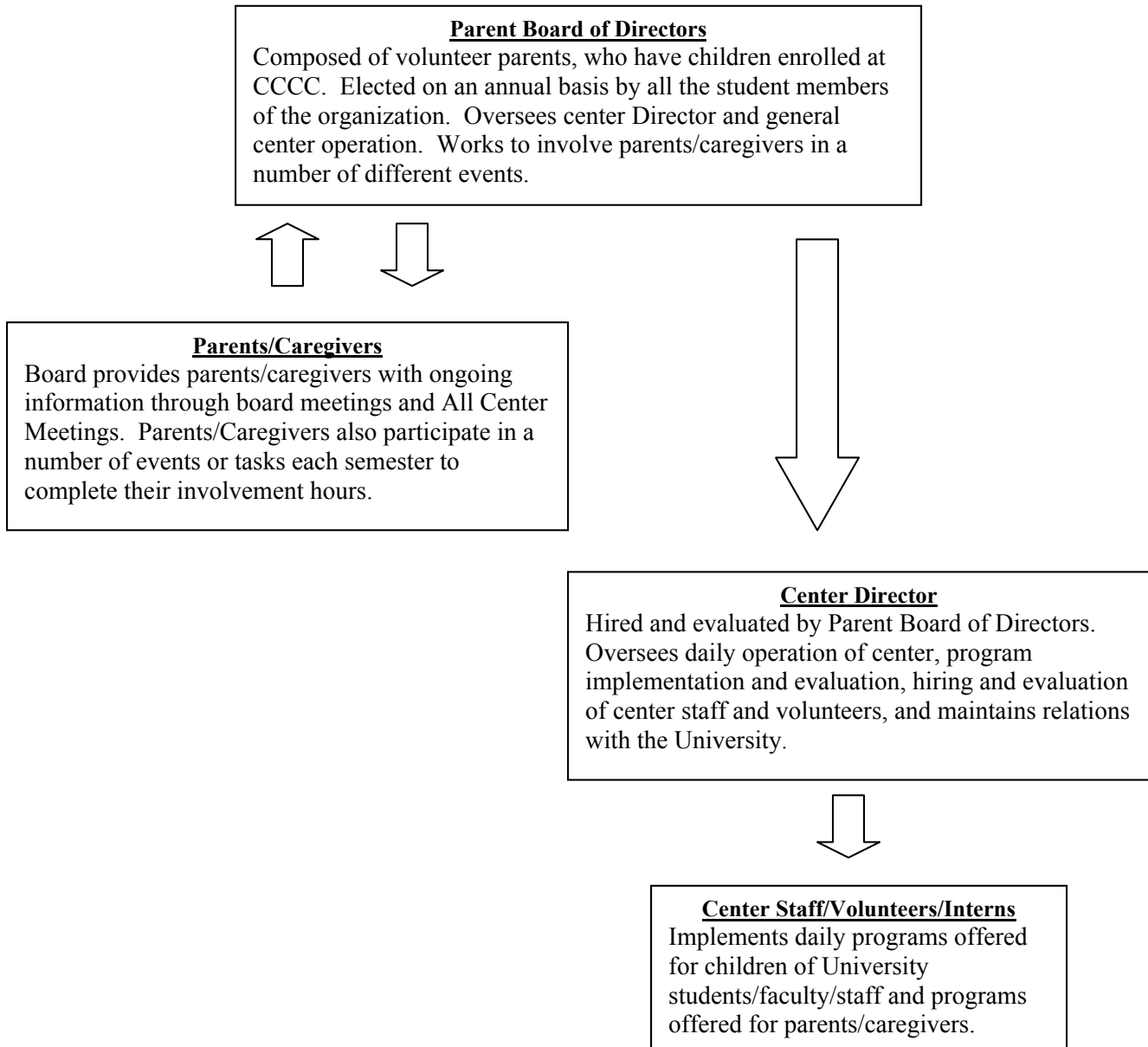
*Organization operation in summer of 2009.*

Our organization is fully operational during the summer. We often create more part time enrollment options so families who are not taking as many classes do not need to maintain full time child care. We also plan more field trips and programs during the summer months. We have found parents/caregivers volunteer more time because their school/work schedules are not as full.

**Community Child Care Center**

**Organizational Chart**

Provide a block diagram that details more clearly your organization structure. The organizational chart should provide a clear picture of the reporting structure and student involvement.



**Community Child Care Center**

**Performance Report**

- Number of Events

CCCC operates full-time and part-time child care during the entire year. The center is closed on University of Minnesota holidays as well as five days per year for Staff Development days. As well as serving student families year-round, CCCC conducts annual programs and fundraisers. During the past year we have had a non-profit night fundraiser at Micawbers Bookstore (which also had face painting and storytelling), three semester potlucks, five educational seminars, two All Center Meetings, one Week of the Young Child filled with special events each day, and much more. We even had University Athletes come read to our children. They brought along Goldy which was a huge hit. We have also showed our support to the Student Parent HELP Center on Student Parent Visibility Day and have volunteered at the St. Paul Student Center family movie events. These events total approximately 20 special events throughout the year where families, staff, and other University community members are invited to join us.

- Participation / Attendance Figures

***Enrollment Numbers***

Spring Semester 2008

57 children enrolled  
40 of the children enrolled had student parents  
54 total student parents served

Summer Semester 2008

57 children enrolled  
40 of the children enrolled had student parents  
48 total student parents served

Fall Semester 2008

54 children enrolled  
39 of the children enrolled had student parents  
50 total student parents served

Spring Semester 2009

55 children enrolled  
40 of the children enrolled have student parents  
49 total student parents served

***Event Numbers***

Spring Semester 2008 Potluck

97 children, parents/caregivers and staff attended

Spring Semester 2008 All Center Meeting

54 parents/caregivers and staff attended

Summer Semester 2008 Potluck, Open House, and All Center Bylaws Meeting

**Community Child Care Center**

104 children, parents/caregivers and staff attended

Micawbers Bookstore Cooperative – Story Time, Face Painting, and Book Sale Fundraiser

26 children, parents/caregivers, and staff attended

Educational Seminars:

February 2008: Songs at Community Child Care Center

9 children and parents/caregivers attended

March 2008: Literacy Development

6 parents/caregivers attended

July 2008: Toilet Learning Process

6 parents/caregivers attended

September 2008: Behavior Management

7 parents/caregivers attended

November 2008: The Kindergarten Question: How to prepare yourself and your child.

19 parents/caregivers attended

Field Trip to the Imagination Theater

33 children attended

9 parents/caregivers and staff attended

Field Trip to the Como Zoo

35 children attended

10 parents/caregivers and staff attended

Field Trip to the State Fair

50 children attended

15 adults attended

Field Trip to the Apple Orchard

40 children attended

12 parents/caregivers and staff attended

Field Trip to The Minnesota Children's Museum

35 children attended

10 parents/caregivers and staff attended

Fall Semester 2008 Potluck and Fundraising Meeting

71 children, parents/caregivers and staff attended

***Upcoming Events***

**Community Child Care Center**

Spring Semester 2009 Sign Language and Music Classes from University Students

Spring Semester Educational Seminars:

March ~ Social/Emotional Development

May ~ TV/Media and How to watch with Children

Spring Semester Celebrations

Week of the Young Child Celebration

CCCC 35<sup>th</sup> Anniversary Celebration

- Survey Results

Twice a year the center distributes an All Center Evaluation. The anonymous results of the most recent survey from November 2008 have recently been distributed to staff, board members, and families. Of the 46 families we had enrolled for the fall 2008 semester we had 21 families return completed surveys, which is a 46% return rate. Information that was solicited included:

- Have families received enough materials about the center's program?
- Was introduction to the program satisfactory?
- Do staff members effectively communicate with families?
- Are families receiving enough information about their child's day and experience at CCCC?
- Do families feel there is enough parent involvement at CCCC and how would they like to be more involved in the organization?
- Do families feel diversity is respected and promoted at CCCC?
- Do families feel the programs we offer successfully assist their child in their development and kindergarten readiness?

The All Center Evaluation is a critical source of feedback to the CCCC staff and Parent Board of Directors. We use the information from the survey to evaluate current programs and practices, identify things that are working well, and spot areas for improvement. Overall we received very positive feedback from this year's survey. Any issues that were brought to our attention have been fully addressed.

Along with the All Center Evaluations, we also have parent/caregivers complete a six week evaluation after their start date and a departure evaluation prior to families leaving the center. These tools help us plan and evaluate our welcoming/transition procedures for new families and overall general feedback on family's satisfaction with the program.

We are in the process of completing an extensive evaluation of our Parent Involvement Program. We hope to receive feedback from families on how to improve this program as well.

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**Please report figures for the previous, current, and requested fiscal years.**

Use qualitative measures to depict the evaluative actions of your organizations:

- Describe your criteria for success. What does your organization hope to accomplish as a result of its activities? Please describe goals for short-term and long-term success.

The mission of CCCC is to provide affordable, high-quality early childhood education in a warm, nurturing environment that encourages the development of the “whole child”. CCCC seeks to provide a foundation of care and learning that children will benefit from during their stay at CCCC and in the future.

Criteria for success include teachers helping children acquire the following characteristics:

- Self-esteem, a sense of identity, self-respect, and confidence.
- Competence in body and mind.
- Problem solving and conflict resolution.
- Ability to communicate with others and be sensitive of others’ needs.
- Appreciation, understanding, and respect of diversity.
- Creativity and innovation, a desire to learn.
- Self-control and coping skills.
- Recognition of emotions, ability to understand and express feelings in appropriate ways.

Providing affordable and high quality care is the main function of the center, thus making these criteria for success extremely important and developmentally appropriate. Aside from the day to day child care piece of our program, one of our on-going goals as a University organization is to serve as a resource and provide support for all of the families that we serve, as well as the general University community. This is done through the educational opportunities we offer University students or child development support offered to student parents.

Along with our general criteria for success, each year the Parent Board of Directors sets specific short/long term goals. These are discussed and implemented with all of the center families and staff at the All Center Meetings, Parent Board of Director meetings, and Staff meetings.

***2007-2008***

- Continue to update and develop organization web page.
- Evaluate Director/Assistant Director Hiring and Probationary Processes
- Investigate healthier food options
- Continue to foster relationships with University of Minnesota departments and organizations by increasing the amount of students who come to the center to observe, conduct research, or complete clinical experience.
- Continue to foster relationship with Commonwealth Terrace Cooperative, the St. Paul Campus Student Family Housing.

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**2008-2009**

- Continue to update and develop organization web page.
- Develop a staff recognition plan.
- Create a plan to full fill staff qualifications for Accreditation Status.
- Consider Board Restructuring
- Research Benefit options for full time staff.
- Continue researching University of Minnesota student group collaborations.
- Continue to foster relationships with Commonwealth Terrace Cooperative, the St. Paul Campus Student Housing.

**2009-2010**

- Complete Professional Playground Inspection and adjust as needed.
- Create Pandemic Plan in conjunction with University of Minnesota and Commonwealth Terrace Cooperative.
- Begin Re-Accreditation Process through the National Association for the Education of Young Children.
- Recruit more University of Minnesota students to lead classes for center such as dance, music, language, etc.
- Continue to foster relationships with Commonwealth Terrace Cooperative.
- Research possibilities for adding an infant room to the center.
- How will your organization determine whether or not its goals have been met?

Goals will be assessed on a regular basis by the center staff and the Parent Board of Directors through regular staff and board meetings. If the center realizes that goals are not being met, we will re-evaluate the goal and put in place a plan of action on how we can meet the goal. Information will also be obtained through the annual center evaluation. The continued success of the center is of the utmost importance to Community Child Care Center. We have met all of the goals for 2007-2008 and most of the 2008-2009 goals.

- Who will be involved in evaluating your organization?

Staff members play a large roll in the evaluation of our center. Hiring qualifications for the center staff require academic and work experience in early childhood education. Our staff also participates in continuing education through routine staff meetings and staff development days. This provides the center with highly qualified and competent evaluators of our center. Outside experts, families, and our children also evaluate Community Child Care Center's programs and policies.

The center is in contact with other University of Minnesota child care centers in the area, including the Como Community Child Care Center, the University of Minnesota Child Care Center, and the Early Childhood Education program at the University of Minnesota. These connections give CCCC other resources to consider when evaluating our program.

State certification is a regular procedure as well. Health and safety policies and procedures are evaluated through the University of Minnesota Department of Health and Safety, Minnesota Visiting Nurse Agency,

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and Minnesota Department of Human Services Division of Licensing. These are each done on an annual basis. In the past couple of years, not only have we continued to meet all standards set in place, but we have also received high remarks from these different organizations about the quality of our programming. Now that we are officially accredited, we submit an annual program report for evaluation by the National Association for the Education of Young Children (NAEYC) and will be inspected by them every five years. We received a surprise site visit from NAEYC this summer and met 96% of the required criteria.

Each year when we apply for Student Service Fees, we receive feedback from the University community regarding the benefits of the services we provide and also any improvements we could make to better serve the University community. We take this information to heart as we strive to create quality programs and a community for students/faculty/staff that are also parents/caregivers.

Our families and children are often the best evaluation tools available. Staff members are open and encourage comments and involvement from parents and caregivers. Families are encouraged to spend as much time as they want observing and participating in the classrooms. These day to day interactions combined with the formal evaluation tools used, allow families to provide a great deal of feedback to our organization.

- What will be done with any collected evaluation results?

The Director, classroom Teachers and the Parent Board of Directors discuss in-depth all of the information collected through evaluations. We then send a detailed letter to all the center families discussing the findings from the All Center Evaluation and providing answers to questions that may have arisen. The director discusses with the classroom Teachers areas that the center finds are in need of improvement. The classroom Teachers correct any needed improvements. We then inform families of the measures taken to correct any needed improvements. All of the information collected from the evaluation is seen as important and valued. Staff and the Parent Board of Directors strive to continue to meet the needs of all families and other University affiliates we serve.

### **Description of Impact at a 10 Percent Reduction in Fees Request**

Please describe how your organization would function should the fees committee reduce your fees request by 10 percent. What would be most greatly affected? Please provide specifics, including how a 10 percent reduction would change the dollar amounts as outlined in your 2009-2010 expenses on the next page.

The funding we receive from the University Student Service Fees assists the center in the general daily operating expenses for the programs we offer. We already are prepared to increase tuition next year by 2-3 %. If our fees request was reduced by 10%, we would be looking at a tuition increase of 13% for students. For many student families, this would mean that child care and the programs we offer would not be affordable, which in turn makes continuing their education next to impossible. Our organization exists to assist student parents in continuing their education, through offering a quality and affordable place for their child care, as well as a sense of community with other student parents. Driving students out of the program due to cost helps no one.

We are requesting \$75,000 for the 2009-2010 year. This is the same amount we requested last year. Our Center faces some unique challenges when trying to budget revenues and expenses. This is in part why

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Student Service Fees are so important for our organization. Some of the challenges we face are listed below.

- **Sliding Fee Scale:** Tuition income fluctuates according to the income of families at the center. Even if we are fully enrolled, revenue can still change significantly each semester based on where families fall on the fee scale.
- **Tuition Flexibility:** In serving the student body, we have many families who pay for tuition with grants, public assistance, loan money, etc. We allow these families to keep their children enrolled even though payment through these means can be quite sporadic and inconsistent. There are very few child care centers that would be willing to work with families under these circumstances.
- **Expenses:** We have real costs of doing business as a child care center: accountants, payroll services, cleaning and maintenance, workers comp and liability insurance, food preparation. These are not things we can “do without”. We do our best to make sure we are getting competitive rates for these services.
- **Payroll:** Teacher/child ratios are mandated by the State of Minnesota and are a requirement for licensing. Staffing levels need to be maintained, even during difficult financial times.

We pride ourselves on our commitment to high quality child care and thank the Committee for their consideration of our fee request.

<b>BUDGET</b>			
Complete the sections below, as it applies to your organization Shaded sections are formulas and should not be changed			
Student Organization Name: <i>Community Child Care Center</i>			
INCOME	ACTUAL	PROJECTED	REQUEST
	2007-2008	2008-2009	2009-2010
Student Services Fees	\$ 61,000.00	\$ 75,000.00	\$ 75,000.00
Foundations	\$ 250.00	\$ 4,000.00	\$ 2,000.00
<b>Parent Tuition</b>	<b>\$ 450,000.00</b>	<b>\$ 452,000.00</b>	<b>\$ 461,000.00</b>
Individual Contributions	\$ 2,500.00	\$ 2,500.00	\$ 2,500.00
Fundraising Measures	\$ 800.00	\$ 500.00	\$ 500.00
<b>USDA</b>	<b>\$ 16,500.00</b>	<b>\$ 15,000.00</b>	<b>\$ 15,000.00</b>
Investment Income (Interest on CD)	\$ 2,100.00	\$ 2,000.00	\$ 2,000.00
Grants Internal to UM (i.e. Administrative, Coke)	\$ -	\$ -	\$ -
Grants External to UM	\$ -	\$ -	\$ -
Operation Reserves (should be 10%)	\$ -		
Equipment Reserves (if applicable to your organization)	\$ -		
Long Range Planning Reserves (if applicable to your organization)	\$ -		
Carry over from Previous year	\$ -	\$ -	
Other: Assets Not Income (Operational Reserves at 10%)	\$67,000	\$ 66,850.00	\$ 62,550.00
<b>Total Income</b>	<b>\$ 533,150.00</b>	<b>\$ 551,000.00</b>	<b>\$ 558,000.00</b>
OPERATIONAL EXPENSES	ACTUAL	PROJECTED	REQUEST
	2007-2008	2008-2009	2009-2010
Salaries, Wages, and Stipends	\$ 365,900.00	\$ 377,000.00	\$ 385,000.00
Insurance (Workers Comp, Liability), Benefits (Medical, Dental, 401k), Taxes	\$ 72,400.00	\$ 70,000.00	\$ 72,000.00
Consultants / Professional Fees (Payroll, Legal, Accounting)	\$ 8,450.00	\$ 11,000.00	\$ 12,000.00
Travel	\$ -	\$ -	\$ -
Food	\$ 44,500.00	\$ 48,000.00	\$ 50,000.00
Equipment (Furniture, Books, Toys, Art Supplies, Program Supplies)	\$ 11,700.00	\$ 14,500.00	\$ 15,000.00
Supplies (Office and Building Supplies/Maintenance)	\$ 10,900.00	\$ 12,500.00	\$ 14,000.00
Printing and Copying	\$ -	\$ -	\$ -
Telephone and Fax	\$ 1,700.00	\$ 2,000.00	\$ 2,000.00
Postage and Delivery	\$ -	\$ -	\$ -
Rent and Utilities	\$ 1,800.00	\$ 1,800.00	\$ 3,600.00
In-Kind Expenses	\$ -	\$ -	\$ -
Personnel (Staff Development, Dues, Memberships, Permits, Licensing, Advertising)	\$ 5,950.00	\$ 8,000.00	\$ 10,000.00
Depreciation	\$ 9,000.00	\$ 9,000.00	\$ 9,000.00
Other (Bad Debt Expense)	\$ 700.00	\$ 1,500.00	\$ 1,500.00
<b>Total Operational Expenses</b>	<b>\$ 533,000.00</b>	<b>\$ 555,300.00</b>	<b>\$ 574,100.00</b>
PROGRAMMING EXPENSES*	ACTUAL	PROJECTED	REQUEST
	2007-2008	2008-2009	2009-2010
Food			\$ -
Room Rental			\$ -
Advertising			\$ -
Entertainment			\$ -
Travel			\$ -
Other			\$ -
<b>Total Programming Expenses</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>
<b>GRAND TOTAL EXPENSES</b>	<b>\$ 533,000.00</b>	<b>\$ 555,300.00</b>	<b>\$ 574,100.00</b>
<b>Difference (Income Less Expenses)</b>	<b>\$ 150.00</b>	<b>\$ (4,300.00)</b>	<b>\$ (16,100.00)</b>
<p>* For the Programming/Project expenses, organizations must provide a breakdown of the programming/projects that comprise the total costs listed above. In turn, the sum of each programming/project's costs should add up to the totals listed for each item. The Programming/Project breakdown sheet is provided on the next page and should be duplicated for each individual program/project. Breaking down your organization's projects and supplementing with narrative pages could alleviate the need to compile this information for the fees committee at a later date.</p>			