CSU Channel Islands
CALIFORNIA STATE UNIVERSITY

Materials, Services, Facilities and Technology Fee
Fiscal Year 2014-2015 Budget Request Form*

DUE: Friday, February 14, 2014 @ 5:00 P.M.
Please return completed requests via email to gina.matibag@csuci.edu

If you have questions about this form, please contact Gina Matibag at (805) 437-3320
For additional information please consult the MSFT web page.

Project or Activity Title: Learning Resource Center – Peer Tutoring

Name of organization requesting funds: Learning Resource Center   Date: 2/11/2014

Requestor: Sue Martinez   Contact Phone Number: (805) 437-8921
E-mail: susan.martinez@csuci.edu

Amount of MSFT Funding Requested: $68,640 for tutoring salaries, $5,967 for additional Student Assistant Salaries, $1,867 for supplies, and $2,690 for two desktop computers.

Date Funding Needed by: August 1, 2014

Will you receive funds from any other source(s)?   YES
If yes, please detail amount requesting from other source(s) as well as your total request for fiscal year 2013-2014 (including request from MSFT).

Below are the sections for the 2013-2014 budget and the 2014-2015 budget requests. The Assistant Director & ASA salaries, benefits, and travel funds are not included.

Expense Fund	Line Item	2013-2014 Budget	Funding Requested from MSFT	2014-2015 Total Budget Request
GD901	601303 Student Assistant**	6,633	5,967	12,600
	604001 Telephone Usage	500	0	500
	660002 Printing	500	0	500
	660003 Supplies and Services - Other	1,133	1,867	3,000
	660831 Copier Usage	250	0	250
	660832 OPC Chargebacks	250	0	250
	660816 Membership Dues & Fees	50	0	50
	GD901* Subtotal (from University Fund):	9,316	7,834	17,150

Expense Fund	Line Item	2013-2014 Budget	Funding Requested from MSFT	2014-2015 Total Budget Request
GD925	601303 Student Assistant	35,000	68,640 (increase of 33,640)	68,640
	616903 Desk/Lab/Peripherals under 5k	1,600***	2,690	2,690
	GD925* Subtotal (from MSFT Fund):	36,600	71,330	71,330

Expense Fund	Line Item	2013-2014 Budget	Funding Requested from MSFT	2014-2015 Total Budget Request
Q0171	601303 Student Assistant	9,216	Funding only available through 2014-2015	9,216
	Q0171* Subtotal (from ISLAS Grant):	9,216		9,216

Expense Fund	Line Item	2013-2014 Budget	Funding Requested from MSFT	2014-2015 Total Budget Request
LA915	601303 Student Assistant	4,000	0	0
	LA915* Subtotal (from CI Lottery Fund):	4,000		0

* Funding source GD901 is state-side funding. Q0171 is a temporary grand-based funding through Project ISLAS. LA915 was a one-time lottery fee grant. GD925 is the fund from the Materials, Services, Facilities, & Technology student fee.

** Please note that the funding for these student assistants is not for tutor salaries. The student assistants in this line item is salary for non-instructional student assistant workers who support the logistics of the center.

*** This is not a recurring amount funded in this category. $1,600 from MSFT was approved last year to purchase two laptops. This was a one-time payment. Two desktops are being requested for 2014-2015 at $2,690.

Please describe how the use of MSFT funds for this project or activity will benefit the CI student body.

Please provide the following in your application. You may attach additional pages and materials (applicants may be requested to meet with the committee to discuss proposals):

1. **Brief Project Description.**

   Describe the project and its benefits to the educational or co-curricular experience of students at CI.

Priority #1 – Tutor Salaries

We request $68,640 for tutor salaries. Tutors (instructional student assistants) provide one-on-one and small-group assistance in a wide range of subjects, including Mathematics, Statistics for Business, Economics, Social Sciences, Biostatistics, Physics, Economics, Accounting, Computer Science, Information Technology, Psychology, Management, Chemistry, Biology, Finance, and Nursing. Tutors also lead study sessions and make presentations to classes about the Center and its services. Tutors help students to develop

quantitative analysis skills by addressing fundamental concepts, comprehension, homework, test preparation, study skills, and much more. The Learning Resource Center is the sole provider of tutoring support on campus for many subjects; in particular, courses in Economics, Accounting, quantitative Psychology, and Nursing. This activity is instructionally related as the Center's staff handled a wide variety of courses and majors across the disciplines.

In fact, the LRC tutors assisted more than 5,363 student walk-in tutoring visits in the 2012-2013 year from approximately 1,010 different students. In Fall 2013 and Spring 2014 (up until February 10, 2014), tutors have assisted with 3,905 walk-in tutoring visits from approximately 821 different students. Additionally, the LRC currently employs 20 LRC tutors, several of which desire to teach mathematics or other courses. Peer tutoring provides them the opportunity to gain experience and knowledge in the field of teaching. The amount requested, $68,640, would pay for roughly 200 tutoring hours per week at $11/hour, as well as training and development for these tutors. On average, the ratio of students to tutors in the LRC is about 2.5 to 1. Therefore, this corresponds to at least 250 student contacts per week as a direct result of this funding.

Taking into account the increase in traffic at the Learning Resource Center over the past four semesters, it is reasonable to expect that roughly 1,200 students will be impacted by this activity during AY 2014-2015 (based on Fall 2013 and most recent Spring 2014 data), which equates to roughly 1/3 of the total student body population at CI. The average student visits the LRC 5 times over the course of the semester; therefore we can reasonably expect 6,000 or more tutoring sessions to take place during AY 2014-2015. Both the high rate of return and positive exit survey data indicate that students have a positive experience at the LRC and tend to return to seek help multiple times. This in turn helps them form meaningful academic relationships with other students and tutors. The positive academic interactions between students in the success-oriented environment of the LRC have a significant beneficial impact on students across the disciplines.

Priority #2 – Additional Student Assistant Salaries

Student Assistants (non-instructional) are vital to the work we do in the center. The SAs are the first point for contact for most students as they enter the center and serve as a public face for the center. In addition to their clerical and receptionist duties, SAs assist in notifying tutors about class visits, ensure students follow a correct log in and log out procedure, help students find a tutor for their particular course or topic, and help students feel comfortable and welcome in the center. At present, the center has Student Assistants working in the center for only 20-25 hours per week. However, the center is open 45 hours per week. When student assistants are not working, the front desk remains unoccupied. This results in students visiting the center not getting the assistance they need or not having their questions answered. Full student assistant coverage will allow our center visitors to receive proper and timely assistance.

Priority #3 – Supplies

The current annual supply budget provided by GD901 funds is only $1,133. At approximately $250 apiece, the current budget barely covers the cost for the four ink cartridges we need annually for our printer. This leaves little to no money left over for supplies that directly assist

the administrative and tutoring functions of the center. The tutors are in constant need of paper, notepads, pens, pencils, highlighters, protractors, calculators, lanyards, white board markers and erasers, and other items for tutoring purposes. The large rolling white boards that are frequently used by the tutors are not sturdy anymore causing safety concerns (may fall onto tutors/students) and are in need of replacing. Additionally, the LRC has several outdated textbooks that need to be replaced with the most updated and relevant editions and material. Many students visit the LRC to utilize these resources.

Priority #4 – Two Desktop Computers

$2,690 has been requested for desktop computers for student use at the LRC. The LRC currently has at least three Computer Science tutors and one Statistics tutor who need to utilize a computer when tutoring. In addition, some students visit the LRC solely for the purpose of using a computer (61 such visits recorded during Fall 2013). The LRC currently has eight laptops and three ThinkPad laptops all for student use. The LRC staff plans to purchase two desktop computers for student use (estimated $1,345 each), specifically intended for student use in the Center. This will better meet the increased technological needs of CI's growing student body and the computer science students that visit the LRC (110 student visits were recorded for computer science or IT tutoring during Fall 2013). These computers would be purchased in September 2014 to be ready for student use during the Fall 2014 semester. Quote of Desktop Computer from Technology & Communications is included. This quote is for $1,169 per Desktop Computer; however, a 15% increase was added to accommodate the anticipated cost increase. If this cost increase is not accounted for, and the cost does increase, then we will not be able to purchase the needed desktops.

2. **Project/Activity Budget.** Please enclose a complete detailed budget of the entire project. Indicate (in **bold**) specific items of requested MSFT funding including (where applicable) a schedule and priority of project items to be considered if the project is funded at a reduced level. Were other, less costly, approaches considered when preparing the budget for the project? Are there elements that could be eliminated or deferred if funding is not available for the entire project?

Account	Budget Item	Amount	Description	Breakdown
GD925	**601303 Student Assistant**	**68,640 (35,000 + increase of 33,640)**	**Student Tutor Salary**	200 hours of walk-in tutoring per week, for 15 weeks each semester, plus tutor training and development meetings
	616903 Desk/Lab/Peripherals under 5k	**2,690**	**Technology for Student Use**	Two desktop computers at $1,345 each
	GD925 Subtotal (from MSFT fund):	**71,330**		

Account	Budget Item	Amount	Description	Breakdown
GD901	601300 Support Staff	62,928	Permanent Staff Salary	1 full-time, 1 part-time
	601303 Student Assistant	12,600 (6,633 + MSFT increase of **5,967**)	**Non-Instructional Student Assistant Salary**	From 20-25 hours per week to full coverage (45 hours per week)
	603803 Fringe Benefits	27,877	Benefits	For both permanent staff
	660003 Supplies and Services - Other	3,000 (1,133 + MSFT increase of **1,867**)	**Supplies to supplement tutoring and the functioning of the LRC**	Printing ink, paper, notepads, pens, pencils, highlighters, protractors, calculators, lanyards, white board markers & erasers, large rolling white boards, text books, and other items for tutoring purposes and the running of the LRC.
	Regular Operating Expenses	3,100	Operating expenses	Misc. items for center use – printing, copying, OPC chargebacks, etc.
	GD901 Subtotal:	109,505 (**7,834** from MSFT)		

Account	Budget Item	Amount	Description	Breakdown
Q0171	601303 Student Assistant	9,216	Grant-Funded Student Tutor Salary	Tutor salaries for 3 tutors
	Q0171 Subtotal:	9,216		

Peer tutoring has a high cost-to-impact ratio, and is thus our number one priority. We request $68,640 to be exclusively spent on tutor salaries. The average full-time CSU faculty member earns $77,769 over the course of the academic year (http://www.calstate.edu/hr/employee-profile/2012/faculty/salary.shtml). If out-of-class instructional support were provided solely by faculty, the proposed 200 hours per week of tutoring support currently offered by the LRC would cost the university $388,845 in faculty salaries. As tutor salaries for regular tutoring activities will be entirely paid through MSFT funding once the ISLAS Grant has run out (Fall 2014 – Spring 2015 is its last year), it is very important that the entire amount be available. Even so, ISLAS only pays for three of our 20 tutors at the moment. Therefore, *the vast majority of our tutoring funding comes from MSFT*. A reduction of MSFT funding will directly correlate to a drastic decrease in tutoring support available for students.

At present, we do not have full student assistant coverage, and therefore it is our second priority. A lack of front desk coverage has required the tutors and staff to spend a portion of their time fulfilling the obligations of the student assistants, which is not the capacity in which they were hired. Tutor salaries are higher than student assistant salaries, so allowing for more funding for non-instructional student assistant support would free up the tutors to be able to spend their time tutoring, thus being a better use of tutor salary money. Additionally, minimum wage is increasing to $9/hour beginning in July of 2014. Student assistant pay begins at $8/hour currently. Therefore, even if we were not granted additional funds and had to stay at the $6,633 we are currently granted, we would still have to cut hours to accommodate that increase in wages, which decreases our weekly desk coverage even more.

The office supplies we have at the LRC directly assist the tutors in their tutoring endeavors. These textbooks, calculators, and office supplies can be quite costly, which is why we are requesting an additional $1,867 from MSFT to support the tutoring and academic activities of our center, as our current budget mainly gets utilized to purchase printer ink cartridges.

More funding for desktop computers is our fourth priority. This particular desktop computer was requested because it was a cheaper model available from the Information and Technology quotes on the CI website, at around $1,345. Other models, such as Apple Macbooks and Desktops, were between $1,500 to $2,000 each (without the 15% increase). Whereas the LRC does have some laptops available for student use, there are currently no desktop computers available for student use. These desktops would better function and help our computer science tutoring and students.

3. **Project Assessment.** Describe how the effectiveness of the project will be assessed and measures that will be used to determine if it has attained its objectives. Please note a report will be due at the end of the semester (or fiscal year for annual projects).

After each tutoring session, tutors are evaluated by the tutees through a Qualtrics survey. These evaluations are compiled and reviewed by the Assistant Director. Following are the results from the Fall 2013 evaluations:

There were 1,744 evaluation surveys completed throughout the course of the Fall 2013 and the Spring 2014 semester (as of 2/11/2014).

Tutoring Session: In all categories regarding a student's tutoring session, there was at least a 96% rate of positive response. The questions asked if the tutor explained the material clearly, if they helped the student figure things out on their own, and if the student felt comfortable asking the tutor questions. Selected comments about tutor quality are included below:
- *"The learning resource center is a very important place to be utilized. I will be in here on a daily basis to help me improve my math skills."*
- *"She helped clarify my homework more clearly than in class."*
- *"Without the LRC I would fail my math class"*
- *"I love this, it's great help."*
- *"very good now I understand my math homework my tutor was awesome"*
- *"Loved my first time here"*
- *"I appreciate all the tutors in this center, they are so patient and helpful!"*
- *"Very helpful and great at explaining in a different way to a visual learner."*
- *"thanks for help! This is a great program and should continue forever!"*
- *"It's been a long time since I've taken math and I tend to feel stupid. I was timid coming in, especially since it's peer tutoring; however, everyone was so nice and understanding. I was able to walk out with confidence."*

Selected question: Overall, how would you rate your experience today at the LRC?

#	Answer	Response	%
5	Poor	5	0%
4	Fair	28	2%
3	Good	79	5%
2	Very good	232	15%
1	Excellent	1,184	77%
	Total	1,528	100%

Whereas students seemed very pleased with the quality of tutoring services, they were less pleased with the quantity of tutoring available. Many students reported having to wait to see a tutor if one was not immediately available. Of those that had to wait, the average wait time was about 12 minutes. 11% reported waiting at least 20 minutes to see a tutor, and several students indicated that they waited over an hour to visit with a tutor. During this time, weekly tutoring hours totaled approximately 145 hours. Several students commented on wait time and the hours of the center on the survey. Therefore, it is crucial to increase our number of weekly tutoring hours to about 200 to best assist our students, increase the number of hours that we can be open, and cut down on student wait time. Currently the LRC is unable to offer weekend hours or extended hours due to lack of funding. Some comments regarding wait time on the survey are included below:

- "Need more tutors for longer time!!!!!!!!!!"
- "waited too long for a tutor"
- "Please put more tutors on Friday!"
- "I think for the amount of students that come to the center in the afternoon there should be more tutors available"
- "I just wish there were more tutors here in general…"
- "Please stay open longer!!!!!!!!!!!!!!!!!!"
- "Be open on weekends!"
- "Just wish you had more tutors on hand. Usually around finals week, it's a must - or at least have extended hours"

Additionally, when students sign-in to the center, they have the option to select "computer usage" as the reason for their visit. We can then track this data to see how many students are at the LRC solely to utilize the computers that we have to offer them. 61 such visits occurred in the Fall of 2013. Whereas many students and tutors utilize computers and laptops frequently during their tutoring session, some students come to the LRC purely with that goal in mind.

If funded, how will the project acknowledge the use of student funds so that students are aware that their student fees made (or helped to make) it possible?

New and returning LRC tutors are informed that their salaries come from student fees. The well-informed tutoring staff has helped, and will continue to help, to educate the student body

to ensure that they are aware that their student fees are directly responsible for tutoring. Some students are less enthusiastic about filling out a survey after their tutoring session. Those students are encouraged by student assistants, tutors, and staff to take the survey. We inform them that their opinion about the tutoring services matter and that we can better help utilize their student fees appropriately by getting their feedback on the survey. That usually encourages students to take our exit survey. Additionally, as promotional materials are revised, we are planning to mention MSFT on them and on our Facebook page. In the past, LRC tutors have encouraged their fellow students to vote on the student fee increase so that more MSFT money was available.

If appropriate, indicate how the project or activity promotes sustainability at CI.

While the term "sustainable" is most commonly applied to the consumption of natural resources in our physical environment, the term can also apply to social systems. At CI we must ask ourselves, "Are we making the most of our student resources?" "Do we provide opportunities for our students to enrich their educations and prepare for the future?" Here at the LRC, we can answer those questions with a resounding, "yes."

Many of our tutors at the LRC plan to go into teaching careers—from childhood to university levels. The experience of tutoring is invaluable for these students. The one-to-one experience proves to be a good precursor to the rigors of classroom teaching. Tutors learn to communicate with students who have a variety of learning styles, backgrounds, and interests.

Tutors at the LRC work with students on much more than simply completing their homework. Tutors work with students to model good academic behavior, synthesize concepts from several courses, and to think abstractly. We are confident that nearly all students who receive tutoring will see some, and many will see dramatic improvement, in their studies. Likewise, this project greatly benefits the tutors themselves. Numerous studies, including a past study done by a CI graduate student in mathematics, show that working as a peer tutor helps students to better retain key concepts from fundamental courses, as well as increases academic self-confidence.

The LRC tutor position also includes a significant aspect of individual training and development designed to equip the student with skills and information that can be applied in the workplace or graduate school after graduating from CI. It also provides on-campus employment for students who have excelled in their own studies and allows them to monetize these skills even as undergraduate students. As students themselves, many LRC tutors have expressed that the job allows them to hone their own skills while working to support themselves.

Tutors are also required to participate in a series of training and development activities each semester. Topics for these activities address objectives that have applications beyond their immediate implementation in the Center. Some examples of tutor training include learning how to handle difficult tutoring situations, how to work in a team environment, and how to communicate effectively. Tutors also learn different learning styles and how to tutor with those styles in mind. They are also trained in how to work out common problems in Math and the different specialty subjects. For instance, a particular problem may include "How to find the marginal cost function" in Business Calculus, "How to find the local extrema of a function"

in Calculus I, "How to solve $-3x + 1 \geq x - 7$" in Intermediate Algebra", or "How to record adjusting entries and prepare an adjusted trial balance" in Accounting. This gives every tutor a broader knowledge of the types of questions we see from day-to-day and equips them to help with a subject outside of their main field of study. Lastly, several former tutors have noted that these development meetings made a difference in their professional work after graduation.

4. **Sources of Project Support.** Please list the other sources of funding, and additional support for the activity. Please explain if MSFT is the only source of support for the project.

AY 2013-2014 **Budget for Department 829 Learning Resource Center** (excluding Assistant Director and ASA salaries, benefits, and travel).

Expense Fund	Line Item	2013-2014 Budget
GD901	601303 Student Assistant**	6633
GD901	604001 Telephone Usage	500
GD901	660002 Printing	500
GD901	660003 Supplies and Services - Other	1,133
GD901	660831 Copier Usage	250
GD901	660832 OPC Chargebacks	250
GD901	660816 Membership Dues & Fees	50
	GD901* Subtotal:	9,316
GD925	601303 Student Assistant	35,000
GD925	616903 Desk/Lab/Peripherals under 5k	1,600***
	GD925* Subtotal:	36,600
Q0171	601303 Student Assistant	9,216
	Q0171* Subtotal:	9,216

*Funding source GD901 is state-side funding. Q0171 is a temporary grand-based funding through Project ISLAS. GD925 is the fund from the Materials, Services, Facilities, & Technology student fee.

** Please note that the funding for these student assistants is not for tutor salaries. The student assistants in this line item are salary for non-instructional student assistant workers who support the logistics of the center.

*** There is not a recurring amount funded in this category. Two laptops were approved by MSFT for 2013-2014 at $1,600. Two desktops are being requested for 2014-2015 at $2,690.

The amount listed in GD-925 Student Assistant is the budget for tutor salaries for walk-in tutoring funded by MSFT. This amount is sufficient for walk-in tutoring across several disciplines, as previously mentioned, as well as tutor training and development. The funding provided by Project ISLAS in Q0171 is used to pay tutor salaries for only three tutors. Other

possible support sources include federal work study for tutors (this is a rarity, and currently supports only one tutor's salary). In addition, some programs that wish to provide tutoring services will give the funding to the LRC to handle the logistics of hiring and supervising the tutor. In the past, this has been the case for Housing and Residential Education and the Psychology program.

If funding is not provided by MSFT, the Learning Resource Center will have approximately $15,849 to spend on all student salaries (including tutors and non-instructional student assistants). This would support roughly 50 hours of tutoring per week and no student support staff. Based on the average number of tutor work hours, this would mean that our student tutoring staff would go from 20 tutors and 5 student assistants down to 5 tutors and no student assistants. This amount would have to be used entirely for lower-division math courses, thus eliminating all other successful piloted projects from the past few years. This includes getting rid of tutoring in Physics, Accounting, Economics, Statistics, Psychology, and Nursing. Tutors would have no paid training or development time. No non-instructional student assistants could be employed. Moreover, the funding through project ISLAS is scheduled to end in 2015. If no funding was provided through MSFT at this time, there would be only $6,600 available for tutoring. This translates roughly to 20 hours of tutoring per week, or two student tutors and no student assistants.

Fiscal Management: Project sponsor's unit or department may be responsible for incurred over and above what is funded through the MSFT. If support is requested for costs beyond initial award, or for use on activities or materials not included in approved proposals, the project sponsor must seek approval from the MSFT committee. The project sponsor will be responsible for managing purchases and transfers of funds related to approved projects.

Please review MSFT web page for information about the fund and its objectives before submitting your application.

View/Print Cart

🖶 Print Page

California State University Channel Islands

E-quote Number: 1017561749030

E-quote Name	20140130 AIO	**E-Quote Description**	20140130 AIO
Saved By:	Chris Murphy	**Phone Number:**	(805) 437-3111
	Chris.Murphy@csuci.edu	**Purchasing Agent:**	
Saved On:	Thursday, January 30, 2014	**Notes/Comments:**	
Expires On:	Monday, March 31, 2014	**Additional Comments:**	
Premier Page Name	California State University Channel Islands		

Description

OptiPlex 9020 AIO

Date & Time: January 30, 2014 10:55 AM CST

SYSTEM COMPONENTS

OptiPlex 9020 AIO

OptiPlex 9020 All in One Desktop, Windows 7 Home Premium, 64-bit, English

Catalog Number: 25 RCRC978467-3797931

Qty 1

Unit Price $1,101.23

Module	Description	Show Details
Optiplex 9020 AIO	OptiPlex 9020 All in One Desktop	
Operating System(s)	Windows 7 Home Premium, 64-bit, English	
Memory	8GB (2x4GB) 1600MHz DDR3L Memory	
Keyboard	US English (QWERTY) Dell KB212-B QuietKey USB Keyboard Black	
Monitors	Thank you for choosing Dell	
Graphics Cards	Intel® Integrated Graphics	
Wireless Drivers	Dell Wireless 6235 Software	
Boot Hard Drives	128GB 2.5inch Solid State Drive	
Mouse	Dell MS111 USB Optical Mouse	
Optical	8x Slimline DVD+/-RW Drive	
Wireless	Intel® Wireless™ 6235 half mini-PCI3 WLAN	
Power Supplies	System Power Cord (English)	
Documentation	Safety/Environment and Regulatory Guide (English)	
Productivity Software	No Office software	
Hardware Support Services	3 Year ProSupport with 3 Year NBD Limited Onsite Service After	

Hardware Support Services	Remote Diagnosis
Low Power Mode	1-Watt BIOS
Systems Management Mode	No Out-of-Band Systems Management
Resource DVD	No Diagnostic/Recovery CD media
TechSheet	No Quick Reference Guide
Canada Ship Options	US No Canada Ship Charge
Chassis Options	Up to 90 % efficient PSU Base 58,4cm (23") Non-touch with Camera, UMA
E-Star	No ESTAR
Processor	Intel® Core™ i5-4570S Processor (Quad Core, 2.90GHz Turbo, 6MB, w/ HD Graphics 4600)
Encryption Software	No DDPE Encryption Software
Chassis intrusion switch	No Chassis Intrusion Switch
Intel ® Rapid Start and Smart Connect Technology	NO INTEL RESPONSIVE
Packaging	Shipping material for AIO
support	Integrated Basic Stand
Optical Software	PowerDVD Software not included
Regulatory Label	Regulatory Label
CFI Included (Smart Selection)	CFI Not Included
Processor Branding	Intel® Core™ I5 Label
LCD	23 IN WLED Full-HD AIO Non-Touch Display
Non-Microsoft Application Software	Additional Software for Window 7
Security Software	No Anti-Virus SW
Operating System Media	OS-Windows Media Not Included for N-Series
Dell Backup & Recovery	Dell Backup and Recovery Manager for Windows 7

ACCESSORIES

STATE ENVIRONMENTAL FEE
Dell Part# 600-0277

	Qty	1
	Unit Price	$4.00
	TOTAL:	**$1,105.23**

	Total Price
Sub-total	**$1,105.23**
Shipping & Handling	$0.00
Tax*	$59.20

*Exemptions reflected in final checkout page only

State Environmental Fee	$4.00
More Info	
Total Price[1]	**$1,168.43**