Non-Instructional Program Review Template

What is a Non-Instructional Program?

Non-instructional programs represent all Administrative and Business Services, Student Services, and non-instructional Academic Affairs areas at BCC.

Service Area/Administrative Unit Name

Service Area/Administrative Unit Name: Counseling

Academic Year: 2022

Name(s) of Submitter(s): Dr. Eduardo Vasquez,

I.   Area Description

The purpose of this section is to provide the reader and/or reviewer with a brief snapshot of the area. This section should be kept short, a few paragraphs at the most, and address the following:

What is the area mission?

The BCC Counseling Department provides essential academic, career, and personal counseling services to a diverse and ever-changing student population. We are committed to meeting the needs of students and the community while serving in an innovative and equitable manner.

What is the area vision?

The counseling department will empower students by providing excellent support for CTE, transfer, and basic skills completion.

Please provide a short area description:

The Counseling Department offers counseling, educational planning, and other services to assist students in achieving their educational goals at BCC. Counselors assist with short and long-term education planning as well as helping students make informed choices regarding career, transfer, and personal enrichment. Furthermore, counselors verify course requirements so that students meet graduation requirements, course prerequisites, and eligibility for transfer to four-year universities.

How does your area align to and/or support one or more of the following BCC Strategic Priorities?

The counseling department provides services that help build community with the student population by providing them with a pathway to reach their career and academic goals. Cousenling also provides services that help increase equitable Student Success through the STEP (Student Transfer Enhanement Program), Rebound, and BRASS (Brothers Reaching Academic and Student Success). All of these programs assist DI populations with transferring or being ready for the worksforce.

In the future we are looking to work with are 4-year partners to assist students from marginalized communities to enter into the medical field. We will also working on adding the Umoja and Puente programs to help African American students and Latinx students with their students and give them a place on campus.

- Innovate to Achievable Equitable Student Success
- Ignite a Culture of Learning and Innovation

- Build Community
- Achieve Sustainable Excellence in all Operations

II. Area Effectiveness

The purpose of this section is to evaluate the area holistically by reviewing and analyzing data within the context of serving the area's internal and external customers, helping students reach their goals, and furthering the mission of BCC.

For each item below, review the data provided. As you examine the data, be on the lookout for trends and outliers.

Provide a short analysis (2-3 sentences) for each item. If data are not available (i.e., student satisfaction surveys), please indicate that on the form.

Area Data and Analysis

Demographics of internal and external customers – who do you serve?
Counseling serves the whole student body. Last year, there was a student count of 4,341 students. 15.6% were African American, 46% were Hispanic, 24% were White, 7% were Multi-Ethnicity, 2.5% were Asian, and 1.3% were Pacific Islander.

Area Organization – state any changes in past few years
To support student learning and success, the division employs 4 full-time counselors and 9 part time counselors. There is a one counselor dedicated only to Mental Health. We are lacking 4 full-time vaccines in the counseling division. These vacancies do not allow for us to grow and address equity gaps in the student population or participate in shared governess committees. We need more counselors in order to provide the level of service that counseling has been acknowledge for in the past and to assist in helping students achieve a degree or certificate and enter into the workplace and/or transfer. Counselors are also an integral part of Guided Pathways, the Vision for Success, and the Student Centered Funding Formula. Full time counselors are needed to lauch programs that directly address equity in our DI populations such as Umoja and Puente.

General Counselors (Main Campus)

- 1 general counselor and on 4 part-time counselor assist with articulation, transfer, and degree completion.

General Counselors (Fort Irwin)

- 1 full-time and 1 part-time counselor who assists students with degree and certification completion as well as SOC Agreements.

Mental Health Counselor

   1 full-time Mental Health counselor who aides students with mental health issues.

Special Programs and Services

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Two full-time and two part-time counselors specialize in working with students who receive services through the various Special Programs and Services, such as: ACCESS, EOPS, and Cal*Works.

We are currently short 4 Full-time counselors as two Full-Time counselors have moved into administration and two vacancies have not been filled.

From the information gathered from Cranium Café, Counselor had 4,039 student appointments with the majority over the phone followed by in-office appointments. The average meeting length is 40 minuntes with peak times during registration and the first week of classes. Part-time counseling faculty have had on average 1000 student appointments while full-time counselors had averaged about 1500-2000 student appointments. The data collected was for 3 months from Sepetmber 2022 to November 2022.

Staff Professional Development
Vision Resource Center, UC/CSU Conferences, Webinars from the Chancelor's Office, Curriculum Institute, ASCCC Fall Pleanary, Suicide Training.

Service Area Outcomes (SAOs) or Administrative Unit Outcomes (AUOs)	Assessment Results – Summary of Data	Use of Results
1. Decrease the number of units students have when they graduate.	New SOA Counselors will measure this SAO requesting a report from Instutional Research and measure the number of units students graduate each year.	Counselor will look for the trend in student demographics to target assistance to any DI groups.
2. Increase the number of students who transfer to a 4-year university after completing a bachelors degree.	New SOA Counselors will track the number of students who apply and get accepted into a university each year.	Counselors will look for the gaps, such as annual updates, that impede students from transferring.
3. Increase the number of students who enter into the workforce in positions that match the CTE Program they studied.	New SOA Counselors will work with CTE to track the amount of students who entered into the workforce after graduating with a degree or certificate.	Counselors will work with CTE to have an understand of the effectiveness of their programs.
4. Increase the number of students who take transfer level Math or English within their first two semesters.	New SOA Counselors will ensure that students have transfer level Math or English marked on their educational plans within the first year.	Counselors will work at targeting students who need assistance and referring them to non-credit support courses or the TLSC.
5. Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.

Area Effectiveness Data and Analysis

Satisfaction Surveys
Counseling does not administer satisfaction surveys.

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Audits, project tracking, etc.
Click or tap here to enter text.

Student Equity Data

Specifically discuss any equity gaps that have surfaced in the data. What innovative plans or projects will help to close these gaps?
Click or tap here to enter text.

Institution-set Standards

If applicable, reflect on how the department/unit assists the college in reaching the institution-set standards and stretch goals. What innovative plans or projects will help to address any deficiencies.
Click or tap here to enter text.

Policies and Process Response

What recent changes in policies, procedures and processes have impacted or will impact your Service Area or Administrative Unit (BCC BP/AP; Federal, State & local regulations; guidelines).

Describe the effect the changes or updates in policies and processes have had on the unit.

AP 4240, AP 4100, and AB 1460 affected our Service Area in how we can complete an Academic Renewal and the inclusion of an Ethnic Studies requirement for a degree requirement. AB705 and AB 1705 have made it mandatory that students are placed diretly into transferable Math and English. SB 1400 was the creation of the Associate Degrees for Transfer that increased access to students looking at transferring into a 4-year university. In the future AB 1111 and AB 928 will transform California Community Colleges as a whole.

What in-house policies, procedures, and processes need to be updated, created, or deleted?
 Click or tap here to enter text.

Guided Pathways and Response

Name of the Guided Pathway that your program is a part of

Counselors are a part of all the Guided Pathways.

List the other programs that are part of your Guided Pathway

Click or tap here to enter text.

Provide a summary of how your program collaborates with other programs in your Guided Pathway

Examples of collaboration: meetings, projects, etc.

Counselors collaborate with Instructional faculty in creating roadmaps and providing guidance on what kind of supports students need for their educational journey.

Collaboration with Other Areas Response

What areas and/or administrative units are integral to the work of your area and why?

Please provide examples of collaborating with other areas on projects, process improvement, etc.

Counselors work with a number of Student Services such as the Mindful Space, Admissions and Records, Financial Aid, the Welcome Center, Adult Education, Academic Affairs, Instructional Faculty, Special Program and Services etc.

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Please provide examples of collaborating with other areas on projects, process improvement, etc.
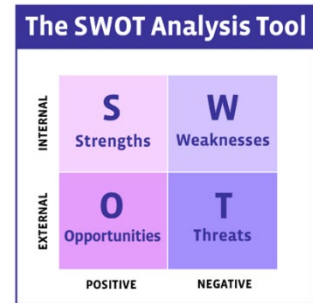
Counselors must refer students to other areas around campus to receive services. Counselors are also integral in Curriculum development as they work with Instructional Faculty to strengthen their courses and programs. Counselors assist Special Programs and Services with executing their program. Counselors must work with Admissions and Financial Aid to assist the students with registering and receiving their financial aid.

What other areas do you want or need to work with more and why?

Counselors have to be work more with CTE factuly to ensure that students are aware of the benefits their programs can provide to students.

SWOT Analysis

Conducting a SWOT Analysis (Strengths, Weaknesses, Opportunities, Threats) is another tool that can help areas evaluate themselves. The SWOT Analysis not only looks internally, but externally as well. The SWOT Analysis provides a way for areas to highlight their accomplishments and also identify possible gaps or issues that need to be addressed.

	Positive/ Helpful	Negative/ Harmful
Internal	STRENGTHS Counselors have been able to provide students clear paths to achieve their academic goals. Students have reported that they benefit from meeting with counselors	WEAKNESSES The lack of time for professional development has caused some counselors not to have all of the information other ones do. There is also a lack of space in the counseling area to provide privacy and confidentiality. The lack of full-time counselors has caused the part-timers to be overworked and underappreciated. There have been challenges to provide services in a timely manner without the support of full-time counseling faculty. We are currently booked about 3 weeks out. There are also not enough full-time counselors to provide students programs to address equity issues.
External	OPPORTUNITIES Provide more oppurtunies for professional Development. We could learn more about transfer and the workforce.	THREATS The job market and the distance from public 4-year universities provides challenges for students and counselors.

	The Vission Resource Center and the statewide ASCCC can provide professional development for our counseling faculty.	No mentorships.

III.   Area Goals

The purpose of this section is to use data to develop goals and objectives for the next three years.

Reflect on the responses to all the previous questions and the SWOT analysis in Section Two. As you develop goals and objectives,

- Formulate **three to five Area Goals** to maintain or enhance program strengths, or to address identified weaknesses.
  - o   Some areas may only have three goals while others may have four or five—that is okay.
  - o   Cite evidence from assessment data and/or other area effectiveness data.
- Indicate how each Goal is **Aligned** with the College's Strategic Priorities.
- Identify explicit **Objectives** for reaching each goal.
- Identify specific **Actions, Tasks** to meet the objectives.
- Develop **Outcome** statements and appropriate measures for each objective.

GOAL #1
Increse the amount to students who recive an associates degree or certificate by 5% each year.

Alignment to BCC Strategic Priority (Select at least one but also choose all that apply – click Choose an item for the drop-down list to appear)
Strategic Priority 1: Innovate to Achieve Equitable Student Success

Strategic Priority 2: Ignite a Culture of Learning and Innovation

Choose an item.

Choose an item.

Objective 1
Increase the number of students with Educational plans.

Actions, Tasks
Ensure that students have access to making counseling appointments.

Outcomes, Measures, Assessment
Students will have the oppurtuntity to meet with counselors to complete an educational plan.

Objective 2
Students will declare their program of student within their first year.

Actions, Tasks

Ensure that students are visiting the Transfer and Career Center after counseling visits.

Outcomes, Measures, Assessment

Sudents will have a better understanding of what they are working towards and the requirements.

Objective 3

Ensure that students have an understanding of the advantages of having an associate degree.

Actions, Tasks

Provide workshops about their intended majors.

Outcomes, Measures, Assessment

Students will have a better understand of the job outlook for their majors.

Resources Needed

More counselors to complete these tasks.

GOAL #2

Decrase the amount of units that students accumulate to 75.

Alignment to BCC Strategic Priority (Select at least one but also choose all that apply – click Choose an item for the drop-down list to appear)

Strategic Priority 1: Innovate to Achieve Equitable Student Success

Strategic Priority 3: Build Community

Choose an item.

Choose an item.

Objective 1

Help students to understand the dangers of unit accumulation.

Actions, Tasks

Have workshops on how unit accumulation affects financial aid.

Outcomes, Measures, Assessment

Students would get a better understand of how they can lose financial aid oppurtunties when transferring to a 4-year university.

Objective 2

Have workshops on how extending your time at the community colleges puts you at a disadvantage.

Actions, Tasks

The Transfer and Career Center can provide studies to students on how extending their time and the community college makes transferring or entering into the workforce more difficult as time passes.

Outcomes, Measures, Assessment

Students will understand the importance of finishing their program of study. More completers.

Objective 3
Counselors

Actions, Tasks
Click or tap here to enter text.

Outcomes, Measures, Assessment
Click or tap here to enter text.

Resources Needed
More support with the TLSC and Financial Aid.

GOAL #3
Incrase access to BCC from DI populations.

Alignment to BCC Strategic Priority (Select at least one but also choose all that apply – click Choose an item for the drop-down list to appear)
Strategic Priority 2: Ignite a Culture of Learning and Innovation

Strategic Priority 3: Build Community

Choose an item.

Choose an item.

Objective 1
Work with outreach to increase access to students from special populations.

Actions, Tasks
Table at city wide events to provide outreach to the community and assign bilingual counselors.

Outcomes, Measures, Assessment
There will be more interest drawn into BCC.

Objective 2
Bring more attention to DI populations.

Actions, Tasks
Do more trainings on the different types of programs we have in BCC, such as BRASS, STEP, and Rebound.

Outcomes, Measures, Assessment
These programs will generate more student interest.

Objective 3
Click or tap here to enter text.

Actions, Tasks
Click or tap here to enter text.

Outcomes, Measures, Assessment
Click or tap here to enter text.

Resources Needed
More Support.

GOAL #4
Click or tap here to enter text.

Alignment to BCC Strategic Priority (Select at least one but also choose all that apply – click Choose an item for the drop-down list to appear)
Choose an item.

Choose an item.

Choose an item.

Choose an item.

Objective 1
Click or tap here to enter text.

Actions, Tasks
Click or tap here to enter text.

Outcomes, Measures, Assessment
Click or tap here to enter text.

Objective 2
Click or tap here to enter text.

Actions, Tasks
Click or tap here to enter text.

Outcomes, Measures, Assessment
Click or tap here to enter text.

Objective 3
Click or tap here to enter text.

Actions, Tasks
Click or tap here to enter text.

Outcomes, Measures, Assessment
Click or tap here to enter text.

Resources Needed
Click or tap here to enter text.

GOAL #5
Click or tap here to enter text.

Alignment to BCC Strategic Priority (Select at least one but also choose all that apply – click Choose an item for the drop-down list to appear)
Choose an item.

Choose an item.

Choose an item.

Choose an item.

Objective 1
Click or tap here to enter text.

Actions, Tasks
Click or tap here to enter text.

Outcomes, Measures, Assessment
Click or tap here to enter text.

Objective 2
Click or tap here to enter text.

Actions, Tasks
Click or tap here to enter text.

Outcomes, Measures, Assessment
Click or tap here to enter text.

Objective 3
Click or tap here to enter text.

Actions, Tasks
Click or tap here to enter text.

Outcomes, Measures, Assessment
Click or tap here to enter text.

Resources Needed
Click or tap here to enter text.

IV.   Resource Requests: What does the area need to meet its goals and objectives?

What does your area need to meet its goals and objectives? Requests should be evidence-based and tied to goals and objectives stated above.

Resources may be requested from the following categories:

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- Personnel/Staffing
- Technology Resource
- Facilities Resource
- Other

For all resources listed below that require a Budget Allocation Proposal (BAP), departments/areas should submit their requests utilizing the [Budget Allocation Proposal form](#) and submit with their program review. The BAP form may also be updated and submitted in Years Two and Three if needed.

Goal #	Objective #	Resource Required	Estimated Cost	BAP Required? Yes or No	In No, indicate funding source
1	Increase the number of students with Educational plan.	Increase the number of full-time counselors by 4.	Faculty Salary	Yes	Click or tap here to enter text.
2	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.

BUDGET ALLOCATION PROPOSAL

Date:	12.09.2022	Originator:	Eduardo Vásquez

Program or Department Name: Counseling

Dean/Vice President/Supervisor: Heather Minehart

What are you requesting? *(Brief)*   3 full time counselors

Amount Requested: _____   ☐ One-time Funding   ☒ Ongoing Funding

Funding Source (if known) **:**   SEA Funds

REQUEST TYPE:

☒ Personnel/Staffing	☐ Technology Resource	☐ Facilities Resource	☐ OTHER
Complete *Personnel/Staffing* section below	Complete *Technology* section below	Complete *Facilities* section below	

PERSONNEL/STAFFING REQUEST

Is the position request for: ☒ Faculty   ☐ Classified   ☐ Management/Confidential

Is the position requested: ☐ A new classification   (Attach *proposed* job description, or *detailed* list of proposed duties)

☒ An existing classification   *Official Job Title:* _____

Is the position requested: ☒ Full Time   ☐ Part Time: _____ Months/Year _____ Hours/Week

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TECHNOLOGY RESOURCE REQUEST

Indicate the category of the request:

☐ Hardware   ☐ Software   ☐ Printer/Copier   ☐ Network   ☐ Audio-Visual   ☐ License/Maintenance

Indicate the intended users: ☐ Students   ☐ Faculty   ☐ Staff   ☐ Other

Is training required? ☐ No   ☐ Yes   Explain: _____

How will it be secured?   ☐ Alarm   ☐ Secure Room   ☐ Secure Cabinet   ☐ Cable/Lock   ☐ Password

Have you completed and attached the Technology Assessment Form?

FACILITIES RESOURCE REQUEST

Indicate the intended users: ☐ Students   ☐ Faculty   ☐ Staff   ☐ Other

Is maintenance required?   ☐ No   ☐ Yes   Explain: _____

1. Why is the request being made?

> Three FT Counselor positions are needed. Two have been vacant for two years now. Full-time counselors are essential to the mission of the College as well as the ongoing work to meet our student success indicators. FT counselors serve current and prospective students and FT counselors are needed to provide consistent delivery of services to students in the Counseling division. The Counseling division should not rely on PT counselors as the foundation of our area as they often work at multiple colleges, are often seeking FT employment. Ultimately, PT counselors are not reliable, thus, not a sustainable practice for Counseling and the needs of our Student Services area.
>
> FT counselors serve current and prospective students and FT counselors are needed to provide consistent delivery of services to students in the Counseling division. The Counseling division should not rely on PT counselors as the foundation of our area as they often work at multiple colleges, are often seeking FT employment. Ultimately, PT counselors are not reliable, thus, not a sustainable practice for Counseling and the needs of our Student Services area. Counseling at main campus has really suffered from the holes in staffing. We have 1 FT counselors, none of whom serve only the general population. Api, is serving our Athletic population along with general population students. Two FT counselors are needed as there has been a heavy reliance on our PT counselors. This is concerning for several reasons as we do not want a department built on PT faculty who tend to have obligations at other campuses and may be seeking FT counseling positions of their own. This is no way to sustain the Counseling division long-term.

2. a) Where in the Program Review/Annual Update is the request supported? Include the text from the Program Review AND cite the applicable section number(s).

> To support student learning and success, the division employs four full-time counselors and 9 part time counselors. We are lacking 4 full-time vaccines in the counseling division. These vacancies do not allow for us to grow and address equity gaps in the student population or participate in shared governess committees. We need more counselors in order to provide the level of service that counseling has been acknowledge for in the past and to assist in helping students achieve a degree or certificate and enter into the workplace and/or transfer. Counselors are also an integral part of Guided Pathways, the Vision for Success, and the Student Centered Funding Formula. (Area Organization).
>
> The lack of full-time counselors has caused the part-timers to be overworked and underappreciated. There have been challenges to provide services in a timely manner without the support of full-time counseling faculty. (WEAKNESSES)

   b) Explain how the request is supported with information gathered from the assessment of outcomes (Student Learning Outcomes, Program Level Outcomes, Service Area Outcomes, or Administrative Unit Outcomes).

> Full-time counselors are needed for creating educational plans that help decrease the number of units that students take and also provide valuable information in regards to transfer and entering into the workforce. The SAOs that are created are directly tied to the work of counselors and the information gathered will assist the college to reach the Vision for Success goals and the services area outcomes that were created.

c) How was this included in the Area Goals section of your Program Review? Please cite section/item number and include the text.

> Increase the amount of students that receive an associates degree or certificate by 5% each year.
> Decrease the amount of units that students accumulate by 75.
> Increase access to BCC from DI populations.
>
> Without full-time counselors, we cannot reach those goals because there aren't enough counselors to be meeting with students. Our current counselor to student ratio is 1:875 students and ASCCC recommends that we should be at 1:370. (I did not include Dr. Banton in these ratios since she only assists students with Mental Health).

3. If this item is approved, what departments or resources are needed, or would be affected, when implementing or developing it, on both a short-term and a long-term basis? Have they been notified? Example: Technology Assessment Form
(This question is not required for Personnel/Staffing requests.)

4. a) How will this resource improve student success or institutional services?

> By having a lack of full-time counselors, student success will not be met. We Counselors to assist students to get through the student success steps. Counselors meet with students from the first time they attend college to after they graduate. Without an adequate amount of counselors, we cannot provide the services that students need to become successful.

b) What data will you gather and analyze to demonstrate that your proposal is meeting this goal(s)?

> The data that I will be gathering would be: the amount of students appointments there are, the amount of educational plans that are created, the amount of students that are graduating, the amount of students that are receiving degrees or certificates, and the amount of students that are entering into the workforce.

5) Describe how your request is aligned with as many of the college's strategic planning documents as applicable. (If the request does not align with a document, indicate N/A.)

Please be specific and provide detail, ensuring a clear correlation between content of referenced document and the request. Cite the section and page numbers where the correlation can be found.

(Follow the links to access each document)

1. Mission Statement

> Full time counselors provide the students and community the tools are resources to active their personal and professional goals through the creation of educational plans and guidance to transfer or entering into the workforce.

2. Strategic Priorities / Strategic Goals

> Counselors are integral parts of the all of the strategic goals as they are part of assisting the college in achieving equitable student success and creating a culture of learning, building community. Counselors are instrumental in assisting students, especially first-generation

students, in their educational journey by providing them guidance in a number of pathways that students can choose to follow.

3. Educational Master Plan

Strategic Priority 1: Educational Success- Measurably advance student equity, completion and attainment of educational goals. GOAL #1: Provide Student Success Support Plan and Equity Plan information to the Enrollment Management and Curriculum Committees to facilitate making educational pathways accessible through course offerings, course timing and research into student needs. Activity 1: Participate in the creation of two-year plans, with a concurrent one-year schedule of courses. Expected Outcomes: Transparent course planning available to assist counselors, students, curriculum creators, and Academic Affairs in planning effective pathways, leading to improved student success. A two-year plan will be created and made available. A one-year schedule of courses will be created and made available. Success Metrics: Longitudinal success rates increase in degree and certificate completion. Activity 2: Promote the addition of information about pathways to the course catalog, student handbooks, and orientations. Expected Outcomes: Students will work with counselors to create educational plans in order to achieve their educational goals. (Educational Master Plan, pg. 14)

Counseling – The Counseling Department is committed to promoting student success by assisting students with educational planning, career and educational counseling, and developing strategies for navigating higher education through transfer advising. All new students are required to see a counselor after completing the online orientation and assessment testing and prior to enrolling for their first semester. Walk-in appointments are available but students are encouraged to call ahead and make an appointment to avoid waiting. Counseling professionals offer individual counseling for students who want assistance in coping with the problems they face in everyday life, issues relating to self-esteem, anxieties, relationships, and academic performance. The staff members also provide outreach services and information to prospective students at local high schools and to community members. (Educational Master Plan, pg. 79)

4. Others: Such as Technology Plan , Facilities Master Plan, HR Staffing Plan, Professional Development Plan

Student need assessed by placement results, fill ratios, wait-lists, student declared goals, counselor observation, graduation requirements, and budgetary factors are the primary drivers in determining the number and type of course sections offered each semester. After analysis of these data, the course sections are recommended by the deans to the vice president. The vice president reviews and approves the number of sections to be offered in each discipline. The course sections, in turn, drive the number of adjunct faculty hired for the semester. After consultation with lead full-time faculty, adjunct faculty are assigned. If additional adjunct faculty are needed, positions are posted and candidates interviewed. Human Resources will maintain an adjunct pool in each major discipline area to have a ready source of adjunct available for assignment.-HR Staffing Plan

ADMINISTRATIVE USE

Administrator: _____ Title: _____

Comments/Recommendations:

[ ]

Signature: _____ Date: _____

Administrator: _____ Title: _____

Comments/Recommendations:

[ ]

Unit Priority Ranking: _____ of _____

BUDGET INFORMATION
*(This section **MUST** be completed)*

Budget Program Number: _____ ☐ Restricted ☐ Unrestricted

Comments regarding Budget Information: _____

Signature: _____ Date: _____