



Barstow Community College  
**NON-INSTRUCTIONAL  
 PROGRAM REVIEW**  
 Update #1

**PROGRAM:**

**Academic Year:**

**Date Submitted:**

**By:**

*Lead:*

*Members:*

1. Mission and Vision
2. Description and Overview
3. Data
4. Policies & Processes
5. Internal Factors
6. External Factors
7. Continuing Education and Professional Development
8. Prior Goals and Objectives
9. Action Plan: Goals/Objectives/Actions
10. Resources

### 1. Mission and Vision

A. Service Area/Administrative Unit Mission

Special Programs and Services provides access and support services to educationally disadvantaged students to overcome social, physical, and economic barriers and reach their academic, career, and personal goals by fostering an environment that promotes student success through independence and self-advocacy.

B. Service Area/Administrative Unit Vision (Where would you like the Program to be three years from now?)

Supporting student to overcome barriers to succeed in their educational/career goals.

C. Describe how mission and vision align with and contribute to the College’s [Mission](#) and [Vision](#)

Special Programs and Services contributes to the goals of the colleges mission by:  
  
Providing a learning environment regardless of individual backgrounds  
  
Providing information and support services regardless of what their long term educational or career goal.  
  
Providing outstanding customer service and student support through educational and personal accommodations so students can manage the challenges in their personal and educational lives.

DATE:

ANNUAL UPDATE #1:

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ANNUAL UPDATE #2:

### 2. Service Area/Administrative Unit Description and Overview

Assume the reader does not know anything about the Service Area or Administrative Unit. Describe the unit, including—but not limited to—the following:

- A. Organization, including staffing and structure
- B. Who do you service (including demographics)?
- C. What kind of services does your unit provide?
- D. How do you provide them?

The Department of Special Programs and Services provides a variety of academic and student support services to educationally disadvantaged students at Barstow College. The Department is comprised of four categorical programs funded by the California Chancellor’s Office: Extended Opportunity Programs & Services (EOPS), Cooperative Agencies Resources for Education (CARE), Disabled Student Programs & Services (DSPS) and the California Work Opportunity & Responsibility to Kids (CalWORKs).

DATE:

ANNUAL UPDATE #1: 

The previous program review was not specific and did not include answers to all of the questions provided. Here is an updated description and overview of the program.

The staffing in EOPS, CARE and CalWORKs have two specialists, one secretary, two peer counselors, and two to three part-time academic counselors. DSPS is staffed with one Assistant Coordinator, one instructional aid, one full time academic counselor, and two student assistants. All programs are overseen by a director. The Department of Special Programs and Services provides a variety of academic and student support services to educationally disadvantaged students at Barstow College. DSPS services students with disabilities that may impose on their educational abilities. DSPS provides support services through accommodations that are designed according to their specific disability. Services provided include: special classes, note taking, sign language interpreters, test taking assistance, assistive computer technology, mobility services and other accommodations as needed. Students must complete all necessary intake forms to show proof of their disabilities before services can be given. EOPS and CARE services low income and educationally disadvantaged students. EOPS/CARE provides services that will help students be successful in completing their education. Services include: textbook loans, textbook vouchers, academic counseling, priority registration, tutorial assistance, transportation assistance, school supplies, and child care assistance. Students must complete all application requirements to be eligible for services. CalWORKs services students who are currently on cash aid and have a desire to transition to long term employment. Services include textbook assistance, academic counseling, educational workshops, school supplies, and part time work study opportunities. Students must submit required documentation from their county worker, and through BCC to determine eligibility for the program.

DATE:

ANNUAL UPDATE #2:

### 3. Data

#### A. ASSESSMENT DATA

- 1) List all quantitative and/or qualitative measures that you have chosen to gauge the effectiveness of your unit.

- We give each student an anonymous quiz about the EOPS/CARE program requirements after they attend orientation. We do this to ensure that the student understands the program requirements.

- We assess EOPS/CARE students every semester to see if they completed their program requirements and if they maintained satisfactory academic progress.
- We are in the process of forming a quiz for CalWORKs students to assess their knowledge of program requirements. We also are in the process of tracking how many CalWORKs students complete their orientation and workshop requirements.
- DSPS is in the process of changing their policies so they can collect a progress report for each student. This will enable the program to assess how well the DSPS accommodations are assisting students to maintain satisfactory academic progress.

2) Summarize the results of these measures.

78% of our students understand all of our program requirements at orientation. The other 22% have a varying degree of knowledge about the EOPS/CARE program requirements.

67% of our students maintain their program/academic obligations for EOPS/CARE.

Spring 2014 will be the first semester that CalWORKs data will be collected.

DSPS is still in the process of changing their policies.

B. PROGRESS ON SERVICE AREA/ADMINISTRATIVE UNIT OUTCOMES (SAO/AUO)

1) Summarize the progress your unit has made on SAO/AUO measures you have applied since your last program review.

- A. The department routinely conduct regular staff meetings and in-service trainings.
- B. All staff evaluations were brought up to date.
- C. The department implemented comprehensive programming and services for the CalWORKs program to include career-based workshops, accountability for the students on the program, increased work study opportunities and a created a better working relationship with the county liaison.
- D. The department informed the students of the new priority registration schedule through email, mailings and phone calls to increase the usage of the priority registration time period for program students.
- E. The department also participated in outreach activities in local community and K-12 students.

2) Describe any improvements made by your unit as a result of the outcomes assessment process. What did you learn from your evaluation of these measures, and what improvements have you implemented, or do you plan\* to implement, as a result of your analysis of these measures? (\*List any resources required for planned implementation in #10: Resources.)

DATE:	<input type="text" value="09/25/2013"/>
ANNUAL UPDATE #1:	<p>The SPS department has weekly staff meeting to discuss program issues, updates, events, deadlines, and student successes. We also have Friday In-service trainings that inform us on the policies, procedures and new regulations in our department and in the other departments included in the Student Services Division.</p> <p>All staff evaluations are up to date.</p> <p>The CalWORKs program increased the work study opportunities and is currently seeking more off campus businesses that would be willing to employ students. Off campus businesses can increase the skills of a student in a real business setting to prepare them for long term employment. CalWORKs also provided educational workshops as part of their required hours for the county.</p> <p>The EOPS/CARE program used emails, phone calls, and mailings to inform and remind students of all program requirements in addition to priority registration to ensure students completed their program requirements by the assigned deadlines.</p> <p>The SPS program participated in the joined effort of Student Services Department to outreach to all of the local K-12 schools in the area. We also had outreach activities at different businesses and organizations in the area in addition to the local schools.</p>
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ANNUAL UPDATE #2:	<input type="text"/>

#### 4. Policies & Processes

A. 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; departmental guidelines)*

B. Describe the effect the changes or updates in policies and processes in 4.A have had on the unit.

C. In addition to (or in response to) those listed in 4.A, what in-house policies, procedures, and processes need to be updated, created, or deleted?

DATE: 9/26/13

ANNUAL UPDATE #1:

- A.
- In 2012-13, the Chancellor’s Office recommended that the EOPS program distribute books to only those students who are following their education plans that are on file and courses that have been recommended by their EOPS Counselor.
  - The California Dream Act was enacted starting January 2013. Students previously not eligible for State funded services now were able to apply and receive services from EOPS/CARE.
  - Students on the CalWORKs program are now required to attend an orientation and complete two educational workshops.
  - The State also changed the number of years that a person could be on cash aid. Previously six years of aid were allowed, now a student can only have four years.
  - The State was in the process of implementing a bill that would include CalWORKs in the protected group of students (i.e. EOPS/CARE, Veterans, Foster Youth, DSPS) that were legally mandated by Title V to receive priority registration. This bill was passed and will take effect in Spring 2014.
- B.
- With the State mandated change in how EOPS/CARE issued textbooks, the workload in EOPS/CARE was impacted. Book distribution took an extended amount of time because staff was required to ensure each student had an updated, six semester educational plan, that each course was listed on this educational plan, and that all classes the student enrolled in were required to complete their educational goal/degree. The counseling staff in EOPS/CARE was also impacted because of this change. Students who needed updates or changes to their educational plan were required to see a counselor for updates before any services were rendered.
  - In Spring 2013 the Dream Act was implemented. This impacted the EOPS/CARE program because students not previously eligible for the program became eligible. This increased the number of students applying for the EOPS/CARE program.
  - In an effort to increase student completion and retention, the CalWORKs program required students to attend a mandatory orientation. This was to ensure students were aware of their responsibilities on the program at Barstow College, and also to guarantee they knew their requirements through the county office. This impacted the SPS office because of the increased coordination between our office and the county office. We needed to meet with the county regularly to verify that our services were not being duplicated and that students were given adequate services by both offices. CalWORKs also required each student to attend two

educational workshops that would meet their required hours from the county office. These requirements increased the amount of paperwork that needed to be processed in our office.

- The State mandated cut in years allowed on cash aid impacted the program in a negative way because some of the students previously on cash aid timed out and were no longer eligible for the programs.
- CalWORKs students will now be eligible for priority registration. This will impact our counseling staff, they are required to complete or update IEP's every semester for CalWORKs students.

C.

- EOPS/CARE needed to have any early alert system with students who were not doing well in their classes. We implemented a new system for progress reports. Students are now required to submit a progress report every semester so we can track student's progress and intervene early if a student is having problems.
- EOPS/CARE wanted to have more contact with probationary students to help them maintain their satisfactory academic progress and to keep up with their program responsibilities and obligations. They now have to attend a mandatory probation workshop every month.
- We need to implement a minimum initial GPA for students wishing to apply for the CalWORKs program. This will ensure that each student has the ability to benefit from the program and continue on in good standing with the college.
- DSPS would like to implement a mid-semester progress report for students in order to monitor students' progress. With this information will enable the staff to recommend additional support services to help the student succeed in their educational goals.

DATE:

ANNUAL UPDATE #2:

### 5. Internal Factors *(see Handbook for worksheet)*

#### A. Strengths

#### B. Weaknesses

DATE:

ANNUAL UPDATE #1: Strengths:  
 We have two staff members that have been in the SPS department for over ten years, one over 35. Their knowledge of the program and their dedication to the students are great assets to SPS.

All members of the staff have great experience from other departments on campus, and from outside agencies that gives them unique knowledge that will help a student who may not understand the policies, procedures and other general information about their education.

EOPS/CARE, TANF, and CalWORKS is funded categorically so all services, supplies, and salaries come from our state funding and not the general fund.

With this funding EOPS/CARE, TANF, and CalWORKS is able to purchase and provide over and above supplies and services that students may need for their education.

DSPS offers many accommodations that are over and above what is mandated by the state.

DSPS employs a part time instructional aide in the classroom to assist students in remedial level math and English classes.

Weaknesses:  
None of our programs have adequate counseling staff for the amount of students we carry on our programs.

We have weak communication between the staff in DSPS.

We have a weak communication between other departments. We do not effectively communicate changes in policies and procedures.

The Director of SPS has had a high turn around rate, and the last two to three years we have not had a full time director.

We also do not have adequate office space for all five SPS programs. We do not have adequate space for storage in our office.

DATE:

ANNUAL UPDATE #2:

**6. External Factors** *(see Handbook for worksheet)*

**A. Opportunities**

**B. Threats**

DATE:



**ANNUAL UPDATE #1:**

**Opportunities:**  
 Park University is now has an on campus office. We are able to easily transition our students into a four year degree program if they choose to go to Park University.

We have two military bases that can offer good long term career job opportunities for our students.

The CalWORKs program is aggressively pursuing outside businesses and organizations to provide part time job opportunities for students which could lead to full time employment.

Because of the lack of services at competing community colleges, DSPS students are favoring Barstow College because of the amount of accommodations that they provide.

**Threats:**  
 All SPS programs are state funded and this funding is always at risk with the current budget crisis in California.

Barstow has a lack of economic growth so even with an education it is difficult to find adequate work in town.

Barstow College cut 18 days from the full time counselor contracts. This has had a negative impact on SPS counseling staff because they have had to cover general counseling when there are no other counselors available. Our students are not receiving the benefits of a counselor in SPS when they are needed.

Because of the influx of students in the DSPS program, there may be a shortage in accommodations for all students.

DATE:

**ANNUAL UPDATE #2:**

### 7. Continuing Education/Professional Development

A. What continuing education and/or professional development activities have program/unit members participated in during the current cycle?

B. What are the continuing education and/or professional development plans for the upcoming cycle?

DATE:

<b>ANNUAL UPDATE #1:</b>	<p>Chancellor’s Office Training for EOPS/CARE, TANF, CALWORKs and DSPS. Each of these trainings gave valuable information about program policies, procedures, and new changes to state mandates.</p> <p>Staff attended the California Community College Extended Opportunity Programs and Services Association (CCCEOPSA) conference and the California Community Colleges CalWORKs Association to learn about any changes and updates within the EOPS/CARE, and CalWORKs programs.</p> <p>Staff attended the California Association of Post-Secondary Educators to learn about any changes in the laws regarding disabilities.</p> <p>Staff attends training at the High Tech Training Center Unit to learn assistive technology and alternate media to assist students with accommodations for their disabilities.</p> <p>All staff attended in house training to get any updates from other departments on campus.</p>
	DATE: <input type="text"/>
<b>ANNUAL UPDATE #2:</b>	<input type="text"/>

### 8. Prior Goals/Objectives

Briefly summarize the progress your program/unit has made in meeting the goals and objectives identified in the most recent Program Review or Annual Update. *(Include measurements of progress or assessment methods.)*

	DATE: <input type="text" value="9-30-13"/>
<b>ANNUAL UPDATE #1:</b>	<p>Goals: Plan and implement advisory board for all programs: We successfully organized and hosted an advisory board meeting.</p> <p>Commitment to data informed decision making and evaluation.</p> <p>Increase Student Success: Counselors are meeting with students who are not following their educational plan, students cannot receive services for classes not listed on their educational plan, we have ongoing communication with students to inform them of the importance of an educational plan and how to follow them.</p>
	DATE: <input type="text"/>

ANNUAL UPDATE #2: 

## 9. Goals/Objectives/Actions (ACTION PLAN)

- A. **GOALS:** Formulate Goals to maintain or enhance unit strengths, or to address identified weaknesses.
- B. **ALIGNMENT:** Indicate how each Goal is aligned with the College's [Strategic Priorities](#).
- C. **OBJECTIVES:** Define Objectives for reaching each Goal.
- D. **ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE:** Create a coherent set of specific steps (Actions/Tasks) that must be taken to achieve each Objective.
- E. **OUTCOMES:** State intended Outcomes and list appropriate measures and assessment methods for each Outcome.
- F. **ADDITIONAL INFORMATION:** This provides space for the additional communication of information necessary to further "close the loop" on the goal or action plan, as it relates to Institutional Planning. This may include references to other institutional documents, such as governing or compliance documents (i.e. Board Policy, Administrative Procedures, Title V), institutional planning documents (i.e. [Strategic Plan](#), [Educational Master Plan](#), [Facilities Plan](#), [Technology Plan](#)), or Board, Presidential, Supervisory or Departmental recommendations or goals, etc. (*See Handbook for additional examples.*)

Complete the following table with your Program's **ACTION PLAN**, which must include a **minimum of 3 goals**:

ACTION PLAN				
GOAL	ALIGNMENT WITH <a href="#">BCC STRATEGIC PRIORITIES</a> <small>(click link for list of Strategic Priorities)</small>	OBJECTIVE	ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE	OUTCOMES, MEASURES, and ASSESSMENT
<b>#1</b> Plan and Implement advisory board for all programs	<i>List all that apply:</i>	#1 Creating a knowledgeable board of advisors by providing in-service training	Board Selection Process. Invitational Process In-service Training	Portfolio Assessment, evidence that demonstrates knowledge, skills and abilities regarding SPS.
		#2 Creating a systematic way to monitor services	Invitation for program events Create a survey instrument Create an assessment Portfolio	Survey Board of Advisors about recommendations for improvement on services provided.
		#3		
<i>Additional Information:</i>				
DATE: <input type="text" value="10-01-13"/>	ANNUAL UPDATE #1:	<input type="text" value="Implemented a combined advisory board meeting for the SPS programs."/>		
DATE: <input type="text"/>	ANNUAL UPDATE #2:	<input type="text"/>		
<b>#2</b> Commitment to data informed decision making and evaluation.	<i>List all that apply:</i>	#1 Efficient data collection	Swipe card sign in Technology support Equipment	Data tracking system
		#2 Accurate data analysis	Quarterly report for board Create a system for graduation tracking	Data tracking system
		#3		
<i>Additional Information:</i>				
DATE: <input type="text"/>	ANNUAL UPDATE #1:	<input type="text" value="Working with the Student Services department to receive information on the SARS software. This software would be an efficient way to gather data and accurately provide reports on the outcomes of the programs."/>		
DATE: <input type="text"/>	ANNUAL UPDATE #2:	<input type="text"/>		

**ACTION PLAN**

GOAL		ALIGNMENT WITH <a href="#">BCC STRATEGIC PRIORITIES</a> <small>(click link for list of Strategic Priorities)</small>	OBJECTIVE	ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE	OUTCOMES, MEASURES, and ASSESSMENT
<b>#3</b>	Increase student success	<i>List all that apply:</i>	#1 Retention semester to semester	Risk assessment/intervention Stronger progress reporting system	Increase of retention rate
			#2 Transfer	Create tracking for transfers Link to transfer center	Increase of transfer rate
			#3 Completion and graduation	Counselor evaluation of students who are not following their ed plans  Consequences for student who are not following their ed plans including not provide book services for courses not on their ed plans.  Training during orientations about how to read an ed plan.	Increase of graduation completion rate.
<i>Additional Information:</i>					
	DATE: <input type="text"/>	ANNUAL UPDATE #1:	Implemented a monthly progress report review. If students have negative comments on their progress report they are scheduled an appointment with a staff member or counselor to review their course load and offer assistance in a variety of areas including tutoring, transportation assistance, book services and personal counseling.  Counselors are evaluating students who are not currently following their Education Plans.		
	DATE: <input type="text"/>	ANNUAL UPDATE #2:	<input type="text"/>		

**ACTION PLAN**

ACTION PLAN				
GOAL	ALIGNMENT WITH <a href="#">BCC STRATEGIC PRIORITIES</a> <small>(click link for list of Strategic Priorities)</small>	OBJECTIVE	ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE	OUTCOMES, MEASURES, and ASSESSMENT
#4		<i>List all that apply:</i>	#1	
			#2	
			#3	
<i>Additional Information:</i>				
DATE:	<input type="text"/>	ANNUAL UPDATE #1:	<input type="text"/>	
DATE:	<input type="text"/>	ANNUAL UPDATE #2:	<input type="text"/>	
#5		<i>List all that apply:</i>	#1	
			#2	
			#3	
<i>Additional Information:</i>				
DATE:	<input type="text"/>	ANNUAL UPDATE #1:	<input type="text"/>	
DATE:	<input type="text"/>	ANNUAL UPDATE #2:	<input type="text"/>	
#6		<i>List all that apply:</i>	#1	
			#2	
			#3	
<i>Additional Information:</i>				
DATE:	<input type="text"/>	ANNUAL UPDATE #1:	<input type="text"/>	
DATE:	<input type="text"/>	ANNUAL UPDATE #2:	<input type="text"/>	

## 10. Resources Required

List all significant resources needed to achieve the objectives shown in the table above, including personnel, training, technology, information, equipment, supplies, and space. Every request for additional resources must support at least one objective.

Also list any resources required to implement planned improvements noted in 3.C.

**IMPORTANT:** A [BUDGET ALLOCATION PROPOSAL](#) must be completed and submitted for **EACH** new resource requested. *(Click the link to access the form.)*

Goal #	Objective #	Resource Required	Estimated Cost	BAP Required? Yes or No	If No, indicate funding source

ANNUAL UPDATE #1:

DATE:

Goal #	Objective #	Resource Required	Estimated Cost	BAP Required? Yes or No	If No, indicate funding source
3	1,2,3	Full Time Counselor	55,000 Salary 20,000 Benefits	Yes, Department only covers salary and not benefits	
2	1,2	SARS Software		No- Other departments in Student Service are submitting the BAP	

ANNUAL UPDATE #2:

DATE:

Goal #	Objective #	Resource Required	Estimated Cost	BAP Required? Yes or No	If No, indicate funding source



# Budget Allocation Proposal

Date: <u>9/30/13</u>	Originator: <u>James Daniels</u>		
Program or Department Name: <u>Office of the Vice President of Student Services</u>			
Dean/Vice President/Supervisor: <u>James Daniels</u>			
Amount Requested: <u>\$ 50,000</u>	One-time Funding: <input type="checkbox"/>	Ongoing Funding: <input checked="" type="checkbox"/>	
Funding Source (if known) : _____			
<b>REQUEST TYPE:</b>			
<input checked="" type="checkbox"/> <b>Human Resource:</b> <input checked="" type="checkbox"/> <i>Faculty Position</i> <input type="checkbox"/> <i>Staff Position</i>	<input type="checkbox"/> <b>Technology Resource:</b> <i>Complete Technology Request Form</i>	<input type="checkbox"/> <b>Facilities Resource:</b> <i>Complete Facilities Request Form</i>	<input type="checkbox"/> <b>OTHER</b>

**1) What are you requesting? Why is the request being made? Where was the need identified?**

Request funding for a New **Full time EOPS counselor**. The person will assist in providing strong counseling services to special needs students, high risk students and student who need the most guidance. EOPS Cal-Works and care students also fall under the student success SB1456 elements, tracking, evaluating and reporting.

**2) Indicate how your request is supported by your:**

**a) Program Review/Annual Update**

The EOPS program have specific requirements for program success and full time counselor is written into our program. EOPS Cal-Works and care students also fall under the student success SB1456 elements, tracking, evaluating and reporting. . Including but not limited to the college scorecard and chancellor office reports on success regarding funding.

**AND**

**b) Student Learning Outcomes/ Program Level Outcomes/ Service Area Outcomes/ Administrative Unit Outcomes**

The service area outcome would be that we meet the state requirement for the Student Success and Support Program Initiative SB1456 is the same for Special Program students.

**3) Describe the goal(s) for this proposal. How will this impact students or institutional services?**

The goal of this proposal would be that we meet the state requirement for the Student Success and Support Program Initiative SB1456. Coordinate the student experience as well as provide essential student information to students at a critical time. It will also ensure that all students receive the same information both on campus and online. It will also meet the Student Success and Support Program Initiative SB1456 requirements; that all students receive Orientation. In addition it is part of our accreditation. . EOPS Cal-Works and care students also fall under the student success SB1456 elements, tracking, evaluating and reporting

**4) What are some measurable outcomes that will lead to meeting this goal(s)?**



Special Program students are retained and graduated. At 20% per year for the next 3 years

5) What steps will be taken or need to be taken to implement this proposal?

1. Job description
2. Follow the BAP process
3. Follow the Strategic Planning Process
4. Follow the Shared Governance Process
5. Follow Human Resources Process and Hire a Counselor

6) Describe how your request is aligned with the college's strategic planning documents. Please be specific and provide detail, ensuring a clear correlation between content of referenced document and your request. (Follow the links the access each document)

1. [Mission Statement](#)

Special Programs and Services provides access and support services to educationally disadvantaged students to overcome social, physical, and economic barriers and reach their academic, career, and personal goals by fostering an environment that promotes student success through independence and self-advocacy.

2. [Strategic Priorities / Strategic Goals](#)

This position will encourage a successful learning process. It will ensure that support services are provided as information to both on ground online students. As well as provide the most the most efficient information platform possible. It will also maximize support program services and outcomes assessment. It will expand interactions and collaborations among faculty, students and staff. This goal supports strategic priority 3, in that it will assist counseling in monitoring and tracking student orientation. As well as support SB1456

3. [Educational Master Plan](#)

This will support the Educational Master Plan by increasing data driven decisions and supporting student retention and success through orientation.

4. [Technology Plan](#)

5. [Facilities Master Plan](#)

6. Other

The requirements of the Student Success and Support Programs initiative to evaluate student progress towards program completion.

**ADMINISTRATIVE USE**

Administrator: James Daniels Title: Vice President of Student Services

Comments/Recommendations:

I fully support this BAP and feel it is essential to student Success

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

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Administrator: \_\_\_\_\_ Title: \_\_\_\_\_

Comments/Recommendations:

Unit Priority Ranking: 1 of 1

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

Budget Program Number: \_\_\_\_\_  Restricted  Unrestricted

Signature: \_\_\_\_\_ Date: \_\_\_\_\_