2014-15 Service Area Program Review

DEPARTMENT/PROGRAM	District Counseling
DESCRIPTION/PURPOSE	Provide academic and vocational counseling to students that do not participate in categorical programs (i.e. EOPS, Student Support Services [SSS], Transfer Center [TC], etc.). Counselors are committed to aiding each student in establishing, clarifying, and pursuing personal, educational, and career goals. The primary responsibility of the counseling staff is to provide counseling support for students, faculty, and the campus community. Counselors can assist students with a variation of issues such as Comprehensive Student Education Plan (CSEP) development via Degree Works, program of study (major) selection, graduation status update, transfer planning to 4-year colleges and universities, scholarships and financial aid programs, and referrals to on- and off-campus resources.
SUBMITTED BY:	Trinidad J. Argüelles, Counseling Chair
AREA DEAN/DIRECTOR	Ted Ceasar, Dean of Counseling
AREA VICE PRESIDENT	Todd Finnell, Vice-President of Student Services

I. INSTITUTIONAL GOALS

INSTITUTIONAL GOAL 1	INSTITUTIONAL GOAL 2	INSTITUTIONAL GOAL 3	INSTITUTIONAL GOAL 4
INSTITUTIONAL MISSION AND EFFECTIVENESS – The College will maintain programs and services that focus on the mission of the College supported by data-driven assessments to measure student learning and student success. **1.1** Develop systems and procedures that establish the mission of the college as the central mechanism for planning and decision making. **1.2** Develop an institutional score card to assess student learning that drives integrated planning and resource allocation. **1.3** Develop systems and procedures to ensure that the college maintains a collegial and self-reflective dialogue that improves effectiveness. **1.4** Develop systems that are inclusive, cyclical, and understood by all stakeholders.	**STUDENT LEARNING PROGRAMS AND SERVICES** – The College will maintain instructional programs and services which support student success and the attainment of student educational goals. **2.1** Ensure that all instructional programs, regardless of location or means of delivery, address and meet the current and future needs of students. **2.2** Review program learning outcomes annually (or biennially) to assure currency, improve teaching and learning strategies, and raise student success rates. **2.3** Ensure that all Student Services programs, regardless of location or means of delivery, address and meet the current and future needs of students. **2.4** Ensure that all Student Services programs engage in a process of sustainable continuous quality improvement by annual review of Service Area Outcomes, and annual Program Review. **2.5** Ensure that the Library meets as closely as possible that "Standards of Practice for California Community College Library Faculty and Programs" of the Academic Senate for California Community Colleges. **2.6** Ensure that instructional labs continue to collaborate in sharing financial and human resources, thus maintaining continuous quality improvement.	**RESOURCES** – The College will develop and manage human, technological, physical, and financial resources to effectively support the College mission and the campus learning environment. **3.1** Develop and implement a resource allocation plan that leads to fiscal stability. **3.2** Implement a robust technological infrastructure and the enterprise software to support the college process. **3.3** Build new facilities and modernize existing ones as prioritized in the facility master plan. **3.4** Design and commit to a long-term professional development plan. 3.5 Raise the health awareness of faculty, staff, and students.	**LEADERSHIP AND GOVERNANCE** – The Board of Trustees and the Superintendent/President will establish policies that assure the quality, integrity, and effectiveness of student learning programs and services, and the financial stability of the institution. **4.1** Review all Board policies annually to ensure that they are consistent with the College mission statement, that they address the quality, integrity, and effectiveness of student learning programs and services, and that they guard the financial stability of the institution. **4.2** Maintain a clearly defined Code of Ethics that includes appropriate responses to unprofessional behavior. **4.3** Ensure that the Board of Trustees is informed and involved in the accreditation process. **4.4** Ensure that processes for the evaluation of the Board of Trustees and the Superintendent/President are clearly defined, implemented, and publicized. **4.5** Establish a governance structure, processes, and practices that guarantee that the governing board, administration, faculty, staff, and students will be involved in the decision making process.

II. PROGRAM GOALS

A. PAST – EVALUATION OF PREVIOUS CYCLE OBJECTIVES/PROGRAM GOALS (SET IN PREVIOUS YEAR)

List your previous objectives/goals and associated Institutional Goals. All program goals must address at least one of the institutional goals.

1	PAST PROGRAM GOAL #1	INSTITUTIONAL GOAL(S) (Select one primary goal.)
Identify Program Goal and Budget request, if any, from the Program Review completed in 2013-2014 (Section II C): Offerdaily drop-in appointment availability.		☐ **1 Mission & Effectiveness** ☐ 1.1 ☐ 1.3 ☐ 1.2 ☐ 1.4 ☒ **2 Student Learning Outcomes**
☒ Met	☐ Partially Met	☐ Not Met	

Describe how this program goal increased student achievement and/or program effectiveness in 2014-2015:

A daily rotation of district funded counselors that will take a drop-in appointment was created in an attempt reduce the amount of students making appointments to obtain answers to quick and simple questions and/or services. Moreover, prospective students that visit the campus will have a counselor ready to provide an Abbreviated Student Education Plan (ASEP) and/or specific information regarding courses.

Historically, 30 minute drop-in appointments were available to prospective, new, and returning students during a period of two weeks a semester; late registration. The only option for students was a 45 minute appointment with a counselor. If all appointment slots were full, students would have to check back daily until a slot became available.

Counseling reception staff is limited to a two-week schedule of counselor availability, which would force a student, prospective and otherwise, to wait up to two weeks before they would be able to speak with a counselor. A student would use email and/or telephone to communicate, but FERPA limitations would make it difficult to effectively advise students.

During the 2013-2014 academic year, district funded counselors academically advised a total 7,585 students. Of that total 2,396 were drop-in appointments. Servicing students before the start of a semester has decreased the hectic congestion that the Hector L. Lopez Student Services Center has experienced since the college's inception at its current location.

The implementation of daily drop-ins has improved program effectiveness significantly by providing immediate access to academic counseling and services. The students can be serviced quickly and the wait time has been substantially reduced. Now students, prospective and otherwise, can visit with an academic counselor and obtain necessary information to make a decision and plan for upcoming terms.

☐ 2.1	☒ 2.4
☐ 2.2	☐ 2.5
☒ 2.3	☐ 2.6

☐ 3 Resources

☐ 3.1	☐ 3.4
☐ 3.2	☐ 3.5
☐ 3.3	

☐ 4 Leadership & Governance

☐ 4.1	☐ 4.4
☐ 4.2	☐ 4.5
☐ 4.3	

2	PAST PROGRAM GOAL #2	INSTITUTIONAL GOAL(S) (Select one primary goal.)

Identify Program Goal and Budget request, if any, from the Program Review completed in 2013-2014 (Section II C): Redsign High School Outreach		☐ **1 Mission & Effectiveness** ☐ 1.1 ☐ 1.3 ☐ 1.2 ☐ 1.4 ☒ **2 Student Learning Outcomes**
☒ Met ☐ Partially Met ☐ Not Met **Describe how this program goal increased student achievement and/or program effectiveness in 2014-2015:** During the spring term of 2014, Imperial Valley College held a series of Saturday 1st STEP events that focused on meeting the state's Student Success mandates. The event was a success and managed to eliminate the need for IVC counselors to leave campus to provide the same services. Historically, counselors would have to leave campus to provide students with academic advising and a suggested course plan (Abbreviated Student Education Plan). Unfortunately, this practice reduced face-to-face counseling interactions with IVC students. One of the largest high schools would take up to ten (10) business days to advise most of their senior class, but every year we would fall short of our 90 to 100% goal. The 1st STEP Saturday event was scheduled to last half a day and included events such as orientation, advisement, campus tour, IVC resource tables. The event was held in one building (2700); most classrooms and the auditorium were used. Instead of the initial advising taking up to 10 days we reduced it to four (4) hours. Needless-to-say it was a success due to a consorted effort of faculty and staff. IVC Student Services serviced over 90% of students that have a strong intention of attending IVC in the Fall term.		☐ 2.1 ☒ 2.4 ☐ 2.2 ☐ 2.5 ☒ 2.3 ☐ 2.6 ☐ **3 Resources** ☐ 3.1 ☐ 3.4 ☐ 3.2 ☐ 3.5 ☐ 3.3 ☐ **4 Leadership & Governance** ☐ 4.1 ☐ 4.4 ☐ 4.2 ☐ 4.5 ☐ 4.3

3	**PAST PROGRAM GOAL #3**	**INSTITUTIONAL GOAL(S)** (Select one primary goal.)

Identify Program Goal and Budget request, if any, from the Program Review completed in 2013-2014 (Section II C):
Starfish Implementation

☐ Met ☒ Partially Met ☐ Not Met

Describe how this program goal increased student achievement and/or program effectiveness in 2014-2015:

Starfish Retention Solutions was been partially implemented during the 2014 Fall term, but will be fully implemented in Spring 2015. However, during the summer of 2014 a pilot was launched with a small group of instructors and academic counselors. The program has proven to be useful and was well-received by all involved.

Starfish will save time for the counselors by streamlining multiple screens into one. A counselor can now get a comprehensive snapshot of a student without closing out a screen to recall a screen from other programs/software. The feature that appealed to everyone is the expedited communication between teaching and academic counseling faculty as soon as a student is identified by Starfish as "at-risk." It creates multiple safety nets that were nearly non-existent before Its inception that can help a student succeed instead of failing out of college. A student now has a success network that will collaborate to ensure success.

INSTITUTIONAL GOAL(S)

☐ **1 Mission & Effectiveness**
☐ 1.1 ☐ 1.3
☐ 1.2 ☐ 1.4

☒ **2 Student Learning Outcomes**
☐ 2.1 ☒ 2.4
☐ 2.2 ☐ 2.5
☒ 2.3 ☐ 2.6

☒ **3 Resources**
☐ 3.1 ☐ 3.4
☒ 3.2 ☐ 3.5
☐ 3.3

☐ **4 Leadership & Governance**
☐ 4.1 ☐ 4.4
☐ 4.2 ☐ 4.5
☐ 4.3

B. PRESENT – DATA ANALYSIS AND PROGRAM HEALTH – ACCREDITATION

1. Use data pertinent to your program/department. Include qualitative and quantitative data. Use survey-evaluation results and other relevant data to assess program/department effectiveness. Evaluate the strengths, weaknesses, challenges and opportunities, providing thorough interpretation of data.   Narrative only. ***Attach electronic excel file with graphs or trend data, do not include them in the narrative below***.

   a. **Strengths**
      Discuss what you do well in your program/department.

      Collboration:

      - 1st STEP Advising (table): Over 1,000 students were advised during the 1st STEP Saturday Event during spring of 2014. It was a daunting task that was organized and completed in a short time with impressive results. The community, community leaders, and the IVC Board of Trustees were happy with the services and format of the event.

      - Higher Ed Week (HEW I schedule): IVC counselors are members of the Imperial County Higher Education Partnership (ICHP). Each Fall and Spring terms an event is scheduled at each high school and the established counselor liaisons participate. Although the main emphasis is transferring to a university directly from high school, Imperial Valley College is presented as an option.

      - Department Liaisons: Communication is constantly maintained by counselors participating in academic department meetings as liaisons that report back to their fellow counselors. Each department is assigned a counseling liaison. The counselor provides information regarding academic advising issues related to a specific department and provide an improved insight of counseling processes.

      - Committee Participation: Counselors participate in key college committees and are instrumental in providing student services information committees upon request or if the discussion merits their participation.

      - High School Liaisons (list of liaisons): Counselors are assigned to high schools as liaisons. Counselors were required to visit their assigned high school at least once a week, but due to a shortage of resources for current IVC students that has been discontinued. However, counselors are now the contact persons that will assist high school counselors and their administrators in obtaining answers to college related questions; specifically IVC and transfer institutions.

- Drop-ins (stats from Argos): Counselors are scheduled to see students on a drop-in basis two weeks prior to late registration and during the two weeks of late registration. The amount of students seen is staggering, but when the 7-member group of General Counselors become overwhelmed other counseling programs assist.

- Student Services Course Offerings: Personal & Career Development course (COUN 100) and the College Success Skills (COUN 120). These courses are taught by professional academic counselors and are an essential component of the Student Success mandate. These courses supplement the resources and services already provided by district and categorically funded counseling programs. The course has been in existence for over thirty years and has experienced both increases and decline in enrollment. Over the years these courses have empowered students to research careers, select a major, and be aware of the multitude of services available to all students.

b. **Weaknesses**

Discuss areas in your program/department that need improvement.

1st STEP - The above-mentioned are difficult to continue due to limited resources. Although the 1st STEP Saturday Event was a success during the spring of 2014, it quickly became apparent that there is an insufficient amount of counselors that can conduct academic counseling. The paring format for counselors was not as efficient as previously thought. Similarly, the amount of students seeking drop-in academic counseling are overwhelming for the seven District-funded counselors that are available to provide that service. Moreover, outreach is limited due to fear of the reduction of academic counselors that are available to service current students' needs.

Outreach -With Student Success state mandates it has become imperative to have counselors available on-campus and any off-campus outreach has become unrealistic.

The uneven distribution of the counseling center's support staff, which include student workers and work-study students, during regular business hours.

Customer service - Student workers need customer service training to enhance their natural people skills.

Communication - Weekly meetings with reception and clerical staff is needed to maintain communication and increase collaboration.

Confidentiality - FERPA regulations need to be reviewed within the counseling center with all staff (i.e. handling of files and data access, etc.) and extra safeguards need development and implementation.

c. **Opportunities**

Discuss opportunities for program improvement.

Create a weekly meetings with reception staff to improve communication and to ensure that all involved provide the same information to students. It will improve communication and coordination of the late registration services by involving all parties that are usually involved in the process. The meetings will provide the opportunity to clarify any misunderstandings promptly will improve before they worsen causing confusion.

The implementation of the new on-line orientation will reduce the amount of the workforce needed to have another 1st STEP. Hopefully this will include the utilization of the electronic SEP. A 1st STEP event will take place but the three components will be decreased due to two of the three components being satisfied.

Revamp the student services course offerings COUN 100 and 120 to align with student success mandates.

d. **Challenges**

Discuss obstacles/barriers that may influence program improvement.

The largest obstacle/barrier that I foresee is the small number of district/general counselors versus the amount of students that they are required to service per the new Student Success mandates. Categorical counseling programs have a small share of the amount of stduents that general counselors advise. Each student is required to have a Comprehensive Student Education Plan (CSEP) and yet the hiring of additional counselors is the lowest priority. While the San Diego Community College District and other colleges quickly took action to supplement their counseling workforce, IVC has only targeted their counselors for workforce reduction and/or reduction in contract days expecting the same or increased level of productivity. The counselors' morale is at an all-time low and they are being stretched thin by increasing their duties. Similarly, support staff's frustration and feeling of despair has increased exponentially.

e. **Program changes**

What program changes, if any, do you expect to have a positive effect on students?

The hiring of an additional District counselor will increase the number of counselors that are available to develop the state mandated comprehensive student education. There are currently seven (7) avdising counselors that can assist thousands of students.

More communication between faculty and staff to improve customer service while avoiding misunderstandings and increasing the accuracy of the information being disseminated. Revisiting outdated office procedures and increasing the level of privacy and confidentiality.

2. Summarize revisions, additions, deletions, and alternate delivery methods to your program based on the last program review.

The efficiency that a student is received and serviced was the theme of the last program review. The modifications that took place have helped in meeting customer service oriented goals.

The amount of students that visit the counseling center reinforced the need to find creative methods to increase efficiency and update customer service skills. The implementation of the above-mentioned measures has simplified the workflow needed to maintain a harmony.

Although a finish-line is nonexistent when it comes to customer service and efficiencies, an alternative delivery method of services is not apparent at this point in time. However, the instability of the college's budget will have a negative impact when resources are reduced from the counseling department. It will have a negative impact on the reliability of counseling related services.

C. FUTURE – LIST OF "SMART" (Specific Measurable Attainable Relevant Time-limited) PROGRAM OBJECTIVES FOR NEXT ACADEMIC YEAR TO ADDRESS PROGRAM IMPROVEMENT, GROWTH, OR UNMET NEEDS/GOALS. ALL PROGRAM GOALS MUST ADDRESS AT LEAST ONE OF THE INSTITUTIONAL GOALS.

<table>
<tr>
<td colspan="2">FUTURE PROGRAM GOALS
(Describe future program goals. List in order of budget priority.)
You are not required to list 3 goals. Only list/identify goals that are viable in one year's time or can be carried over a number of program cycles.
Objectives should either: 1. Increase work efficiency; 2. Reduce costs; or 3. Contribute to student enrollment and/or success.</td>
<td>INSTITUTIONAL GOAL(S)
(Select one primary institutional goal)</td>
</tr>
<tr>
<td>1</td>
<td>2015-2016 PROGRAM GOAL #1
Budget Priority #1</td>
<td>INSTITUTIONAL GOAL(S)</td>
</tr>
<tr>
<td colspan="2">Identify Future Global Goal: The full implementation of Starfish Retention Solutions by January 2015</td>
<td rowspan="7">☒ 1 Mission & Effectiveness
☒ 1.1 ☐ 1.3
☐ 1.2 ☐ 1.4
☒ 2 Student Learning Outcomes
☐ 2.1 ☐ 2.4
☐ 2.2 ☐ 2.5
☒ 2.3 ☐ 2.6
☒ 3 Resources
☐ 3.1 ☒ 3.4
☒ 3.2 ☐ 3.5
☐ 3.3
☐ 4 Leadership & Governance
☐ 4.1 ☐ 4.4
☐ 4.2 ☐ 4.5
☐ 4.3</td>
</tr>
<tr>
<td colspan="2">Objective: The objective of the implementation of the Starfish software is to improve retention rates of students that are at risk of failing by using its features as tools that would expedite communication between the success network members of each student, which includes instructors, counselors, tutors, and other student resources that students may not be aware are available on campus.</td>
</tr>
<tr>
<td colspan="2">RESOURCE PLAN
(Check all that apply.)</td>
</tr>
<tr>
<td colspan="2">Task(s)</td>
</tr>
<tr>
<td colspan="2">A. Describe task and select the resource committee that will review your enhanced budget request (if applicable)

The training of all faculty and staff. In order for Starfish to be effective all would need to participate and become very familiar with the tools that Starfish offers.</td>
</tr>
<tr>
<td colspan="2">☐ Facilities ☐ Marketing ☐ Technology ☐ Professional Development ☐ Staffing</td>
</tr>
<tr>
<td colspan="2">Timeline: Training must be completed by December 2014 in order for full implementation of the software by January 2015.</td>
</tr>
<tr>
<td>Expense Type</td>
<td>Funding Type</td>
<td>Budget Request</td>
</tr>
</table>

Expense Type	Funding Type	Budget Request
☐ One-Time ☐ Recurring	☐ General District ☐ Categorical (Specify)	$_____

B. Describe task and select the resource committee that will review your enhanced budget request (if applicable)

☐ Facilities   ☐ Marketing   ☐ Technology   ☐ Professional Development   ☐ Staffing

Timeline:

Expense Type	Funding Type	Budget Request
☐ One-Time ☐ Recurring	☐ General District ☐ Categorical (Specify)	$_____

C. Describe task and select the resource committee that will review your enhanced budget request (if applicable)

☐ Facilities   ☐ Marketing   ☐ Technology   ☐ Professional Development   ☐ Staffing

Timeline:

Expense Type	Funding Type	Budget Request
☐ One-Time ☐ Recurring	☐ General District ☐ Categorical (Specify)	$_____

How will this objective be measured? The number of active Starfish users can be identified in a report generated via Starfish. The report provides summarized statistics of users that are both active and inactive by name. Follow-up training will be provided to those individuals that are hesitant about using the newly implemented Starfish program.

How will the completion of tasks identified improve work efficiency, reduce costs, or improve student success? The Starfish program comes from a company called Starfish Retention Solutions. The program is designed as an all-encompassing counseling tool that immediately notifies the student's success network (i.e. counselor, instructor, tutorial services, etc.). The speed of communication between the students' success network will increase significantly and eliminates any delay or breaks in communication. Starfish provides an instant comprehensive overview of the student, which eliminates the research and calls that a counselor must do to get an overall profile in order to provide effective communication. It is expected that it will help in the increase of student success rates and work efficiency.

Who are the responsible party(ies) and assigned user(s)? Todd Finnell, Ted Ceasar, Trinidad Argüelles, Omar Ramos

FUTURE PROGRAM GOALS (Describe future program goals. List in order of budget priority.) You are not required to list 3 goals. Only list/identify goals that are viable in one year's time or can be carried over a number of program cycles.	INSTITUTIONAL GOAL(S) (Select one primary institutional goal)

2	**2015-2016 PROGRAM GOAL #2** Budget Priority #1	**INSTITUTIONAL GOAL(S)**
Identify Future Global Goal: Hire a tenure-track full-time district counselor		☐ **1 Mission & Effectiveness** ☐ 1.1 ☐ 1.3 ☐ 1.2 ☐ 1.4
Objective: Meet the new student success mandates by increasing resources.		☒ **2 Student Learning Outcomes** ☐ 2.1 ☐ 2.4 ☐ 2.2 ☐ 2.5 ☒ 2.3 ☐ 2.6
RESOURCE PLAN (Check all that apply.)		
☐ Facilities ☐ Marketing ☐ Technology ☐ Professional Development ☒ Staffing		
Task(s)		☐ **3 Resources** ☐ 3.1 ☐ 3.4 ☐ 3.2 ☐ 3.5 ☐ 3.3
A. Describe task and select the resource committee that will review your enhanced budget request (if applicable) Submit Request to Hire Form. Follow hiring procedures. ☐ Facilities ☐ Marketing ☐ Technology ☐ Professional Development ☒ Staffing		☐ **4 Leadership & Governance** ☐ 4.1 ☐ 4.4 ☐ 4.2 ☐ 4.5 ☐ 4.3
Timeline: 7/1/2015-12/31/2015		
Expense Type Salaries	**Funding Type** District General Fund	**Budget Request**	

Expense Type	Funding Type	Budget Request
☐ One-Time ☒ Recurring	☒ General District ☐ Categorical (Specify)	$_80,000_____

B. Describe task and select the resource committee that will review your enhanced budget request (if applicable)

☐ Facilities ☐ Marketing ☐ Technology ☐ Professional Development ☐ Staffing

Timeline:

Expense Type	Funding Type	Budget Request
☐ One-Time ☐ Recurring	☐ General District ☐ Categorical (Specify)	$_____

C. Describe task and select the resource committee that will review your enhanced budget request (if applicable)

☐ Facilities ☐ Marketing ☐ Technology ☐ Professional Development ☐ Staffing

Timeline:

Expense Type	Funding Type	Budget Request
☐ One-Time ☐ Recurring	☐ General District ☐ Categorical (Specify)	$_____

How will this objective be measured? Hiring of counselor.

How will the completion of tasks identified improve work efficiency, reduce costs, or improve student success? Hiring an additional general counselor would increase the efficiency in the delivery of academic counseling services. In addition, a general counselor will increase the amount of Abbreviated Education Plans (ASEP) and Comprehensive Education Plans (CSEP) developed to meet the Student Success state mandates. Ideally, the funding source should be Student Success monies.

Who are the responsible party(ies) and assigned user(s)? Ted Ceasar, Trinidad J. Argüelles, and Norma Núñez

	FUTURE PROGRAM GOALS (Describe future program goals. List in order of budget priority.) You are not required to list 3 goals. Only list/identify goals that are viable in one year's time or can be carried over a number of program cycles.	**INSTITUTIONAL GOAL(S)** (Select one primary institutional goal)
3	**2015-2016 PROGRAM GOAL #3** Budget Priority #1	**INSTITUTIONAL GOAL(S)**

Identify Future Global Goal:

Objective:

RESOURCE PLAN
(Check all that apply.)

☐ Facilities   ☐ Marketing   ☐ Technology   ☐ Professional Development   ☐ Staffing

Task(s)

A. Describe task and select the resource committee that will review your enhanced budget request (if applicable)

☐ Facilities   ☐ Marketing   ☐ Technology   ☐ Professional Development   ☐ Staffing

Timeline:

Expense Type	Funding Type	Budget Request
☐ One-Time ☐ Recurring	☐ General District ☐ Categorical (Specify)	$_____

B. Describe task and select the resource committee that will review your enhanced budget request (if applicable)

☐ Facilities   ☐ Marketing   ☐ Technology   ☐ Professional Development   ☐ Staffing

Timeline:

Expense Type	Funding Type	Budget Request

Institutional Goal(s) checklist:

☐ **1 Mission & Effectiveness**
   ☐ 1.1   ☐ 1.3
   ☐ 1.2   ☐ 1.4

☐ **2 Student Learning Outcomes**
   ☐ 2.1   ☐ 2.4
   ☐ 2.2   ☐ 2.5
   ☐ 2.3   ☐ 2.6

☐ **3 Resources**
   ☐ 3.1   ☐ 3.4
   ☐ 3.2   ☐ 3.5
   ☐ 3.3

☐ **4 Leadership & Governance**
   ☐ 4.1   ☐ 4.4
   ☐ 4.2   ☐ 4.5
   ☐ 4.3

Expense Type	Funding Type	Budget Request	
☐ One-Time ☐ Recurring	☐ General District ☐ Categorical (Specify)	$_____	

C. Describe task and select the resource committee that will review your enhanced budget request (if applicable)

☐ Facilities   ☐ Marketing   ☐ Technology   ☐ Professional Development   ☐ Staffing

Timeline:

Expense Type	Funding Type	Budget Request
☐ One-Time ☐ Recurring	☐ General District ☐ Categorical (Specify)	$_____

How will this objective be measured?

How will the completion of tasks identified improve work efficiency, reduce costs, or improve student success?

Who are the responsible party(ies) and assigned user(s)?