Part I – Deadlines and Important Information

* Submission deadline: **December 1, 2017**
* The 2017-19 Integrated Plan will cover two years. The budget plan will reflect the 2017-18 allocations.
* Integrated fiscal reports will be required on an annual basis.
* All programmatic and student outcome data will be collected via existing MIS reporting. No additional data submissions are required.
* Colleges are encouraged to align integrated program plans with their college and district strategic plans/education master plans.
* Identify one individual and an alternate to serve as the point of contact for your college.

### PROGRAM INTEGRATION

The integrated SSSP/Student Equity/BSI program model promotes integrated planning and program coordination at the district and college levels. The three programs retain separate requirements as specified in Education Code and title 5 regulations; these requirements are built into the Integrated Plan to ensure compliance with applicable law and regulations. In coming years, the Chancellor’s Office intends to pursue changes in Education Code and title 5 regulations to achieve even greater integration and alignment of the three programs in subsequent planning cycles.

Plans are to be developed in consultation with students, staff, administrators, faculty, Academic Senate, and members of the community as appropriate. Your plan must be adopted by the governing board of the community college district and submitted to the Chancellor’s Office by December 1, 2017. A separate plan must be submitted for each college in the district.

DATA-DRIVEN PLANNING An effective plan is grounded in data. In developing your integrated plan, refer to existing data from your previous plans, additional statewide data, and/or data collected at your colleges. The Chancellor’s Office will explore and develop mechanisms and tools over the coming months to assist and support colleges in their data analysis effort, although colleges should proceed with existing resources to complete the 2017-19 plan. Areas of focus for these new tools will include access and completion for basic skills, workforce and CTE, and transfer level courses.

Although you are not required under this plan to submit your data, analysis, and each goal you set, Education Code requires that you analyze data and develop goals to address the following and to retain that information as part of your institutional records:

* Goals for the general population and for identified student groups, disaggregated by gender, as well as activities designed to address disproportionate impact using one of the Chancellor’s Office-approved methodologies. Education Code requires that colleges analyze data for the following student groups and, if appropriate, develop subgroup-specific goals: current or former foster youth, students with disabilities, low-income students, veterans, American Indian or Alaskan Native, Asian students, black or African American, Hispanic or Latino, Native Hawaiian or other Pacific Islander, white, some other race, and more than one race.
* Success rates for students with basic skills needs using Basic Skills Cohort Tracker data that show (1) the number of students successfully transitioning to college-level mathematics and English courses, and (2) the time it takes students to successfully transition to college-level mathematics and English courses.

In addition, the following data should inform your planning:

* Trends for incoming students related to engagement in the following activities: (1) orientation, (2) assessment, and/or (3) education planning.
* The number of students on academic or progress probation, referred to follow-up interventions or services, and successfully moved from probation—disaggregated into the student groups that must be included in your disproportionate impact analysis.
* The number of noncredit CDCP certificates awarded, if applicable.
* Noncredit course success data, such as the percentage of students earning a grade of pass (P) or satisfactory progress (SP), if applicable.
* The number of students who transition from noncredit to credit.

## Part II – Program Goals and Planning

### PREVIOUS ACCOMPLISHMENTS

*Questions 1 & 2 focus on what you* ***have accomplished during the 2015-16 planning cycle****.*

1. Assess your college’s previous program efforts:
2. In the table below, list progress made toward achieving the goals outlined in your 2015-16 SSSP, Student Equity, and BSI plans. Expand the table as needed so that all of your goals are included.

|  |  |
| --- | --- |
| **Goal** | **Progress** |
|  |  |

Color coding: ***GREEN = Meeting Goal; YELLOW = On track with Goal; RED = behind goal***

|  |  |  |  |
| --- | --- | --- | --- |
| **Goal** | **2014-2015 Gap** | **2016-2017 Gap** | **Progress** |
| ACCESS: ESL - Decrease gap to -2% | -5% | not available |  |
| ACCESS: Veterans - Decrease gap to -1% | -3% | -2% | Decrease of gap by 1% |
| COURSE COMPLETION: Black or African American - Decrease gap to -7% | -7% | -10% | Increase of gap by –3% |
| COURSE COMPLETION: Current or former foster youth - Decrease gap to -7% | -7% | -18% | Increase of gap by –11% |
| COURSE COMPLETION: Low-income students - Decrease gap to -.75% | -0.75% | -2% | Increase of gap by –1.25% |
| ESL: Hispanic or Latino - Decrease gap to -8% | -16% | -3% | Decrease of gap by 13% |
| ESL: Low-income students - Decrease gap to -5% | -11% | 4% | Decrease of gap by 7% |
| BASIC SKILLS ENGLISH: Current or former foster youth - Decrease gap to -10% | -20% | -11% | Decrease of gap by 9% |
| BASIC SKILLS ENGLISH: ESL - Decrease gap to -8% | -16% | not available |  |
| BASIC SKILLS ENGLISH: Black or African American - Decrease gap to -7% | -15% | -15% | No change |
| BASIC SKILLS ENGLISH: Individuals with disabilities - Decrease gap to -6% | -13% | -4% | Decrease of gap by 9% |
| BASIC SKILLS ENGLISH: Low-income students - Decrease gap to -3% | -5% | -2% | Decrease of gap by 3% |
| BASIC SKILLS MATH: Black or African American - Decrease gap to -5% | -11% | -8% | Decrease of gap by 3% |
| BASIC SKILLS MATH: Individuals with disabilities - Decrease gap to -4% | -8% | -5% | Decrease of gap by 3% |
| BASIC SKILLS MATH: Low-income students - Decrease gap to -2% | -3% | 0% | Decrease of gap by 3% |
| DEGREE & CERTFICATE: ESL - Decrease gap to -6% | -12% | not available |  |
| DEGREE & CERTFICATE: Current or former foster youth - Decrease gap to -5% | -10% | not available |  |
| DEGREE & CERTFICATE: Black or African American - Decrease gap to -3% | -6% | not available |  |
| TRANSFER: Individuals with disabilities - Decrease gap to -7% | -15% | not available |  |
| TRANSFER: Black or African American - Decrease gap to -2% | -5% | not available |  |
| TRANSFER: Low-income students - Decrease gap to -3% | -4% | not available |  |
|  |  |  |  |
| ***SSSP*** | **2014-2015** | **2016-2017** | **Progress** |
| Increase in number of students completing Orientation | 4887 | 5795 | +18% |
| Increase in number of students completing Assessment | 4567 | 5081 | +11% |
| Increase in number of Student Ed Plans (Abbrev ) | 5330 | 5830 | +9% |
| Increase in number of Student Ed Plans (Comp ) | 2445 | 6254 | +155% |
| Increase in Counseling/Advising | 6793 | 8739 | +28% |
| Increase in accessing At-Risk Follow Up Services | 335 | 799 | +138% |
| Increase in accessing Other Follow Up Services | 5141 | 17619 | +242% |
|  |  |  |  |
| ***BSI*** |  |  |  |
| Goal: Improve the success and persistence of students in the developmental education and ESL programs.  Progress: Professional development is an integral part of our BSI plan in math, English and ESL. Workshops, trainings, mentorships, conferences, curriculum development, etc. are regularly offered with the intent of achieving this goal. However, the goal as stated did not specify a quantifiable measure as to what would constitute "improvement". Scorecard data does not indicate much improvement based on the 2010- 2011 cohort data in terms of outcomes 6 years later, but this data does not reflect our current acceleration efforts. Since cohort outcomes take 6 years to reflect current interventions, we do not expect to see the full effect of our new placement policies and acceleration pedagogy until 2023-2024! Even then, the remedial progress measure may be misleading given that large percentages of our students will no longer begin in levels below transfer because they are placed directly in transfer level courses with corequisite support classes. Instead, we will look to a marked improvement in the percentage of students successfully completing transfer level math and English. Currently, 41% of students successfully complete transfer level Math in 2 years; 52.6% complete transfer level English in 2 years. | | | |
| Goal: Improve the equity of success and persistence of students in the developmental education and ESL programs.  Progress: Initial data indicates that we now have more equitable placement into transfer level gateway courses in English and math. We are still collecting data on outcomes and whether or not those outcomes are equitably distributed. | | | |
| Goal: Improve the provision of learning and student support services to students in the developmental education and ESL programs and improve the integration of those services with instructional programs.  Progress: We have successfully transitioned our "Counseling Partnership" program, initially funded by BSI ten years ago, to our SSSP program which now maintains it. The goal of the Counseling Partnership program is to have a counselor make a presentation in all basic skills English and math classes about career and counseling services, and encourage students to meet at least once a semester with a counselor to review their educational plan. In addition, we have just hired a full time counselor who will coordinate counseling and services for ESL students, teach a contextualized counseling course for ESL students and participate in orientation and retention activities for ESL students. | | | |
| Goal: Increase the number of students who enroll and succeed in college level course work following the completion of developmental education and ESL courses.  Progress: The major initiative designed to achieve this goal is the use of multiple measures for placement in gateway transfer level courses in English and math. We now place approximately 75% or more of entering students into transfer level English and math, as opposed to 25%, our historical average prior to implementing this change. | | | |

1. To what do you attribute your overall success or lack thereof? (This answer can be in narrative or bullet; 100 words maximum)

Overall success can be attributed to these common themes: intensive professional development regarding pedagogy and practices tied to the goals of all three plans; intentional collaborations across the college to streamline student support, improve course completions and student success through equitable outcomes. The implementation of multiple measures is contributing to achievement of BSI goals with improved placement of students in English, math and ESL. Additional data will be tracked to further identify success rates of students that are placed through multiple measures.

With further development of new positions addressing equity issues, the impact of additional interventions will be monitored.

1. In the table below, identify one goal from your 2015-16 plans that intersects SSSP, Student Equity, and BSI and describe the integration activities. (Note: For the 2017-19 plan, integrated goals are required.)

|  |  |  |  |
| --- | --- | --- | --- |
| **Goal** | **Activities in each program that serve the goal listed** | | |
| **SSSP** | **Student Equity** | **BSI** |
| 5.  **Basic Skills completion including increasing the number of students successfully transitioning into college level Math and English courses.** | **Counseling Partnership:**  - A collaboration between the Developmental Education Program and the Counseling Department that provides information about early academic counseling right in the classroom.  **Expand Orientation:**  - Update to include additional modules that support student transition.  **Expand Assessment Prep:**  -Enhance information provided to students (test prep/presentations/ website) | **Counseling Partnerships:**  ESL Counseling and Coordination -implementation of ESL PALs, a peer mentorship program for ESL students.  **Acceleration BSI Partnerships:**  English / Math Acceleration – development of curriculum,  **Tutoring:**  UMOJA – tutors for accelerated math course 29 | In 2011, we began offering Math 27, an accelerated pre-statistics course that would serve as a prerequiste for Math 34, our transfer level Statistics course, thereby allowing students to complete transfer level Math in 2 semesters, a considerably shorter path to completion. In 2016-2017, we took this a step further by initiating a co-requisite course, Math 28, for Math 34, allowing students to complete transfer level statistics in one semester. In English, we began offering an accelerated course, English 95, one level below transfer in Spring 2014, increasing from an initial pilot of 3 sections to 29 sections in Spring 2017. English 95 served as a prerequisite to transfer level English Freshman Composition, English 100. Therefore, students could complete transfer level English in 2 semesters. In 2017-2018, we initiated a co-requisite course for English 100, which will allow many students who would have previously been placed in English 95 to complete transfer level English in 1 semester. |

1. Describe one strategy or activity that your college has implemented that is resulting in significant gains in student completion or closing of achievement gaps. The Chancellor’s Office will use this information to assist in dissemination of effective practices to other colleges.

The main strategy we have implemented through our BSSOT grant is the use of multiple measures, especially overall high school GPA, for placement into transfer level gateway courses in math and English. This change has resulted in an inversion of the percentage of students placed in transfer level vs. pre-transfer level courses. Historically, only about 25% of entering students assessed into transfer level math or English. With multiple measures and the offering of new co-requisite courses that allow enrollment in transfer level math and English, about 75% of our students are eligible to enroll in transfer gateway courses in their first semester. Math instituted this change in 2016-2017, and preliminary data indicate that students who completed transfer level Statistics with a co-requisite support course succeeded at the same rate (65%) as students who completed Statistics in the previous 4 semesters, when placed in the course by more traditional methods.

### FUTURE PLANS

*Questions 3-8 address the 2017-19 planning cycle.*

1. Establish integrated student success goals to be completed/achieved by June 30, 2019, along with corresponding activities designed to achieve those goals. Goals must be outcomes-based, using system-wide outcomes metrics. For example:

* Basic skills completion, including, but not limited to, (1) increasing the number of students successfully transitioning to college-level mathematics and English courses, and 2) reducing the time it takes students to successfully transition to college-level mathematics and English courses.
* Closing achievement gaps for disproportionately impacted groups.
* Improving success rates in degree attainment, certificate attainment, and transfer.
* Improved identification of and support for students at-risk for academic or progress probation.
* Deeper collaborations with high school districts, workforce agencies, or other community partners, particularly to increase students’ college and job readiness
* Improved noncredit student success for those with noncredit offerings (e.g., CDCP certificates awarded, course success, and noncredit-to-credit transition)

Select five integrated goals for the period covering this plan and complete the following table, showing how each goal connects across programs as well as the activities/steps you will implement to achieve each goal (Note: not all cells are required to be completed for each goal, but goals should cross at least two programs). Include at least one goal for each of three programs: Student Success and Support Program (core services), Student Equity, and Basic Skills.

Complete the table on the next page. Add rows as needed to list all five goals.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Goal** | **Activities in each program that serve the goal listed** | | | **Goal Area** |
| **SSSP** | **Student Equity** | **BSI** |
| *Example:*  *Increase completion and persistence through the English Developmental Sequence* | *Provide extended orientation and assessment prep courses/ workshops* | *Provide extended orientation and assessment prep courses /workshops*  *Redesign the dev. Ed. sequence* | *Pilot prep courses through the first year programs or specific bridge programs*  *Redesign the dev. Ed. sequence* | * *Access* * *Retention* * *Transfer* * *ESL/Basic Skills Completion* * *Degree & Certificate Completion* * *Other:\_\_\_\_\_\_\_\_\_*   *\_\_\_\_\_\_\_\_\_\_\_\_\_\_* |

LMC identified six integrated goals.

1. **ACCESS:** Increase access through enrollment of students currently underserved in our community.
2. **IDENTIFYING PATHWAYS**: Increase the number of students that define a goal and pathway by the end of their first year.
3. **COLLEGE-LEVEL TRANSITION**: Increase the number of students successfully transitioning into college level math and English course.
4. **PERSISTENCE & COMPLETION**: Increase successful course completion and term to term persistence
5. **EQUITABLE SUCCESS**: Improve the number of LMC students who earn associates degrees, certificates of achievement, transfer, or obtain career employment.
6. **LEARNING CULTURE**: Enhance staff, faculty and administration’s understanding and use of culturally inclusive practices and pedagogy, demonstrating empathy and compassion when working with students.

For List of 2017-2019 cross walk of activities, please see Appendix A: 2017-2019 Program Activity List.

1. How will your college accomplish integration of matriculation, instruction, and student support to accomplish you student success goals? Include in your answer how your college will ensure coordination acrossstudent equity-related categorical programs or campus-based programs. (500 words max)
2. Vision

The Integrated Planning Leadership Team developed six integrated goals with significant input from the BSI, SE, and SSSP committees as well as the college as a whole. The integrated goals were intentionally aligned with the state goals, District strategic goals, Los Medanos College's Educational Master Plan goals, and specific goals of the BSI, SE, and SSSP plans.

* State Vision for Success, 2022
* District Strategic Plan
* Los Medanos College (LMC) Educational Master Plan (EMP)
* Integrated Plan; BSI, 3SP and Equity

1. Process and Research

LMC will explore updating its current program review process to include both evaluation and integrated planning into the process. This would allow for the goals and activities of program units to be intentionally aligned to the goals of new Integrated Plan. Furthermore, program review can also be used as a funding mechanism within the college where resources can be prioritized and distributed based on their alignment with the goals laid out in the Integrated Plan.

* Integrated Planning/Program Review
* Resource Allocation
* LMC Planning Committee

1. Committee Structure

The LMC Integrated Planning Leadership Team will work closely with the existing 3SP, BSI and Student Equity committees to evaluate our current committee structures and explore possible new structures that more effectively support integrated planning. This collaboration is also districtwide and a leadership team from all 3 colleges has agreed to meet on a regular basis to enhance collaboration across the district, especially with regard to our common goal of promoting culturally inclusive practices and pedagogy.

1. If your college has noncredit offerings, describe how you are including these offerings in moving students through to their goals, including post-secondary transitions and employment (250 words max)

N/A

1. Describe your professional development plans to achieve your student success goals. (100 words max)

In collaboration with the Professional Development Advisory Committee (PDAC), an integrated funding process was developed to support professional development that directly supports student success goals. Through PDAC, conference funding requests are collaboratively evaluated. Additionally, in support of further BSI/SE/SSSP alignment, an integrated goal was developed to enhance LMC employees’ use of culturally inclusive practices and pedagogy. Furthermore, previous specific opportunities will continue such as Equity Core Team trainings, Faculty Advising and Mentoring (FAM) Program, on-going Starfish Training, required trainings for all faculty teaching co-requisite English and math courses, and peer mentors for new adjunct faculty in English, ESL, and math.

1. How and how often will you evaluate progress toward meeting your student success goals for both credit and noncredit students? You could analyze milestones, momentum points, leading indicators, or any other metric you find appropriate for your college. (100 words max)

LMC adheres to a cyclical and regular review of student data to assess existing programs and services as well as to identify potential interventions to improve student outcomes. District Research will annually provide disaggregated data to the college for use in evaluating BSI, SE, and SSSP goals. Additional outcome milestone metrics will be developed as needed for evaluating the six integrated goals. The data will be reviewed by the Integrated Planning Leadership Team in collaboration with the existing committees. Districtwide discussion of student data will also occur throughout the year.

1. For multi-college districts, how will you coordinate your efforts for SSSP, Student Equity, and BSI, with other colleges in your district to achieve your student success goals? (100 words max)

The Contra Costa Community College District supports the development, implementation and maintenance of equitable programs and policies at each of the colleges by providing a foundation of research and planning tools for all college planning bodies as well as creating structured venues for thoughtful reflection and organizational learning. The colleges coordinate policies and services through the following committees/meetings that have BSI/SE/SSSP representatives from all three colleges:

* Vice-Presidents of Instruction and Student Services Meeting
* District-wide Process Expert Teams (i.e. Degree Audit Work Group, Probation/Dismissal Workgroup, MIS Group, Etc.)
* Statewide Pilot Implementation Team for Education Plan and Starfish
* District Integrated Planning Council

1. Using the document “BSI SE SSSP Integrated Budget Plan 2017-2018” and your 2017-2018 annual allocation amounts, provide a budget plan specifying how you will utilize your BSI, SE, and SSSP funds to help achieve your student success goals.

See "*BSI SE SSSP Integrated Budget Plan 2017-2018"* (Excel, Appendix B).

1. Each college must create an executive summary that includes, at a minimum, the Student Equity goals for each required student group, the activities the college will undertake to achieve these goals, and the resources budgeted for these activities. The executive summary for this plan must also include an accounting of how Student Equity funding for 2014-15, 2015-16, and 2016-17 was expended and an assessment of the progress made in achieving the identified goals from prior year plans. The summary must also include the name of the college or district official to contact for further information. The executive summary must be posted to the college website.  **Provide a link to your college’s executive summary below:**

**SEP:**

<https://email4cd-my.sharepoint.com/personal/esanchez856_email_4cd_edu/_layouts/15/guestaccess.aspx?docid=0647839e5571b47ad8fa23df6ce7fb55e&authkey=ATLJZLZ15gNtCAMdA8kFHYA&expiration=2017-10-18T07%3a00%3a00.000Z>

**BSI:**  The most recent data available for math, English and ESL is based on the 2010-2011 cohort, and therefore does not reflect outcomes from our most recent interventions to accelerate the successful completion of transfer level English and math. We anticipate significant gains in this metric within two years, as 75% of incoming students are now being placed directly in transfer level English and math with corequisite support courses.

**SSSP:** There was a significant increase in the number of students accessing and receiving services in the areas of orientation, assessment, counseling & education planning, and follow up services. We attribute this increase to our focus on identifying and tracking core services that are being provided in specialized programs (DSPS, Learning Communities, Athletics, etc.), implementation of multiple measures in assessment, and intentional collaborations across the college to streamline support. In order to further integrate student equity into the SSSP work, we are using SSSP disproportionate data to inform new and current activities for newly identified focus populations.

See Appendix C for Integrated Plan Data Analysis

1. What support from the Chancellor’s Office (e.g., webinars, workshops, site visits, etc.) and on what topics (e.g., budget, goal setting, expenditures, data visualization, etc.) would help you to accomplish your goals for student success and the closing of achievement gaps?

The following support from the Chancellor's Office would be beneficial to our continued integrated planning and implementation process:

* Effective Strategies: In addition to current opportunities focused on plan compliance it would be helpful to have increased professional development highlighting effective student success strategies and high impact practices that have been scaled and institutionalized.
* Evaluation: Increased support (including methodologies) for assessing and evaluating plan efforts (with a specific focus on measuring the impact of specific activities on large-scale equity goals).
* Budget Allocation: Examples of how funding has been effectively integrated in a manner that meets individual plan compliance and achieves integrated goals.
* Research & Data: Identifying short-term metrics (in addition to current six-year cohort data) for measuring impact

1. Identify one individual to serve as the point of contact for your college (with an alternate) for the Integrated Plan and provide the following information for that person:

### Point of Contact:

Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Title \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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### Alternate Point of Contact:

Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Title \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Email Address \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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## Part III – Approval and Signature Page

College: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_District:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Board of Trustees Approval Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

We certify the review and approval of the 2017-19 Integrated Plan by the district board of trustees on the date shown above. We also certify that the goals, strategies and activities represented in this plan meet the legislative and regulatory intent of the Student Success and Support (credit and noncredit), Student Equity, and Basic Skills programs and that funds allocated will be spent according to law, regulation and expenditure guidelines published by the California Community College Chancellor’s Office.

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Chancellor/President Date Email Address

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Chief Business Officer Date Email Address

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Chief Instructional Officer Date Email Address

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Chief Student Services Officer Date Email Address

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President, Academic Senate Date Email Address

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President, Classified Senate Date Email Address

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President, Student Senate Date Email Address