



2017-19 Integrated Plan: Basic Skills Initiative, Student Equity, and Student Success and Support Program

Part I – Deadlines and Important Information

- Submission deadline: **January 15, 2018.**
- 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, Instructional and Student Services 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



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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.



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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:
 - a. 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																																													
<p>BCC Goal 1. Increase Equitable Access</p> <p>1.a. Meet BCC FTES targets:</p> <p>Resident: 4,212 Total: 4,732</p>	<p>As of 6/20/2016, BCC meets 95% of Resident FTES target (3,996 vs. 4,212) and 98% of total FTES target (4,640 vs. 4,732). These two target-reaching rates exceed district-wide rates of 91% and 92%.</p> <p>BCC’s student headcount (unduplicated) in Fall 2015 of 7,010 increased from the Fall 2014 figure of 6,311 that is an 11.1% increase. The number by enrollment status increased in all categories with the uncollected number decreased.</p> <table border="1" style="margin-left: auto; margin-right: auto; border-collapse: collapse; text-align: center;"> <thead> <tr> <th></th> <th>Fall 2014</th> <th>Fall 2014</th> <th>Fall 2015</th> <th>Fall 2015</th> </tr> <tr> <th></th> <th>Student Count</th> <th>Student Count (%)</th> <th>Student Count</th> <th>Student Count (%)</th> </tr> </thead> <tbody> <tr> <td></td> <td>6,311</td> <td>100.00%</td> <td>7,010</td> <td>100.00%</td> </tr> <tr> <td>First-Time Student</td> <td>1,533</td> <td>24.29%</td> <td>1,642</td> <td>23.42%</td> </tr> <tr> <td>First-Time Transfer Student</td> <td>799</td> <td>12.66%</td> <td>899</td> <td>12.82%</td> </tr> <tr> <td>Returning Student</td> <td>932</td> <td>14.77%</td> <td>1,022</td> <td>14.58%</td> </tr> <tr> <td>Continuing Student</td> <td>3,001</td> <td>47.55%</td> <td>3,258</td> <td>46.48%</td> </tr> <tr> <td>Uncollected/Unreported</td> <td>11</td> <td>0.17%</td> <td>2</td> <td>0.03%</td> </tr> <tr> <td>Special Admit Student</td> <td>35</td> <td>0.55%</td> <td>187</td> <td>2.67%</td> </tr> </tbody> </table> <p style="text-align: center;">Data Source: CCCC Datamart</p>		Fall 2014	Fall 2014	Fall 2015	Fall 2015		Student Count	Student Count (%)	Student Count	Student Count (%)		6,311	100.00%	7,010	100.00%	First-Time Student	1,533	24.29%	1,642	23.42%	First-Time Transfer Student	799	12.66%	899	12.82%	Returning Student	932	14.77%	1,022	14.58%	Continuing Student	3,001	47.55%	3,258	46.48%	Uncollected/Unreported	11	0.17%	2	0.03%	Special Admit Student	35	0.55%	187	2.67%
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<p>1.b. Achieve and surpass productivity target of 17.5.</p> <p>(PCCD FTES Goal: Resident: 20,609 Total: 22,126)</p>	<p>Although BCC’s 2015-16 annual productivity of 16.9 falls short of the 17.5 target, it exceeds the district-wide productivity of 16.0 by .9.</p>																																													
<p>BCC Goal 2. Improve Equitable Success</p> <p>2.a. Course completion. 2.b. Degree/certificate completion. 2.c. Transfer</p>	<p>BCC has successfully completed and begun to implement both its 2015-16 Equity Plan and the 5-year Education Master Plan aiming at accomplishing these goals. Although the annual or 5-year data tracking are not ready to be used as measurements, the preliminary data shown below suggest that between Fall 2014 and Fall 2015:</p> <ol style="list-style-type: none"> 1. Basic Skills enrollment (duplicated counts) slightly decreased from 584 to 556, while course success rate declined from 51.37% to 44.6%. 2. Total credit course enrollment (duplicated counts) significantly increased from 14,763 to 16,526 or 12%, while course success rate increased slightly from 62.03% to 62.62%. 3. CTE enrollment (duplicated counts) increased from 2,749 to 3,090, while success rate grew from 62.355 to 64.37%. <table border="1" style="margin-left: auto; margin-right: auto; border-collapse: collapse; text-align: center;"> <thead> <tr> <th></th> <th>Fall 2014</th> <th>Fall 2014</th> <th>Fall 2015</th> <th>Fall 2015</th> </tr> <tr> <th></th> <th>Basic Skills</th> <th>Basic Skills</th> <th>Basic Skills</th> <th>Basic Skills</th> </tr> <tr> <th></th> <th>Enrollment Count</th> <th>Success Rate</th> <th>Enrollment Count</th> <th>Success Rate</th> </tr> </thead> <tbody> <tr> <td>TOTAL</td> <td>584</td> <td>51.37%</td> <td>556</td> <td>44.60%</td> </tr> <tr> <td>Delayed Interaction (Internet Based)</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Non Distance Education Methods</td> <td>584</td> <td>51.37%</td> <td>556</td> <td>44.60%</td> </tr> </tbody> </table>		Fall 2014	Fall 2014	Fall 2015	Fall 2015		Basic Skills	Basic Skills	Basic Skills	Basic Skills		Enrollment Count	Success Rate	Enrollment Count	Success Rate	TOTAL	584	51.37%	556	44.60%	Delayed Interaction (Internet Based)					Non Distance Education Methods	584	51.37%	556	44.60%															
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	Credit	Credit	Credit	Credit
	Enrollment Count	Success Rate	Enrollment Count	Success Rate
TOTAL	14,763	62.03%	16,526	62.62%
Delayed Interaction (Internet Based)	1,868	55.51%	2,313	54.60%
Non Distance Education Methods	12,895	62.98%	14,213	63.92%
	Vocational	Vocational	Vocational	Vocational
	Enrollment Count	Success Rate	Enrollment Count	Success Rate
TOTAL	2,749	62.35%	3,090	64.37%
Delayed Interaction (Internet Based)	139	41.73%	182	53.30%
Non Distance Education Methods	2,610	63.45%	2,908	65.06%

Data source: CCCC Datamart

In addition, BCC's total degree/certificate awards increased from 788 in 2015 to 875 in 2016. A noteworthy fact: Both the total numbers of graduate and honor student increased from 397 to 445, and 122 to 136, respectively.

<p>BCC Goal 3. Increase the number of new partners and enhance and leverage resources with existing partners.</p>	<p>Expanded Early College Opportunities, initiated partnerships with Underground Scholars, Promise programs from local unified school districts, specifically Berkeley Promise, Peralta Promise, and Richmond Promise, and increased partnerships with transfer programs with four-year colleges and universities. Our students participate in the Transfer Alliance Program (TAP), TAP Summer Enrichment Program and Starting Point Mentoring Program with UC Berkeley, and Transfer Opportunity Program (TOP) with UC Davis. We have established MOU for transfer admission Guarantee with private universities such as Golden Gate University, Western Governor University and Mills College at reduced tuition. Peralta district also provided college fairs for HBCU partners for our students.</p>
<p>BCC Goal 4. Reduce education and achievement gap through building and implementing programs of distinction through SSSP, Equity, BSI and other college-wide plans.</p>	<p>Develop and fully implement an integrated, innovative student success plan, including first-year experience and learning communities such as Umoja and PERSIST (Personal Initiative for Social Transformation) to move students from Basic Skills toward a college degree and job training.</p> <p>To close the education and achievement gap, BCC provided an increasing number of student success related services to its prospective and enrolled students by 31%. This means, the number of services increased from 37,302 in 2014-15 to 48,880 in 2015-16.</p>
<p>BCC Goal 5: Data Integrity and Integrated Planning</p>	<p>Date Integrity. Validated data for BCC degrees/certificate, EOPS/DSPS/CalWORKs data prior to the submission to the State of California; reviewed and validated 2014-15 SSSP data recording prior to the submission; reviewed and verified 2014-15 SSSP and Equity year-end data prior to completing 2015-16 Equity and SSSP Plans; reviewed and verified 2014-15 SSSP and Equity year-end expenditure data prior to the submission; reviewed and finalized BCC's internal scan data generated for Education Master Plan; reviewed and validated both qualitative and quantitative data for the 2016 ACCJC Annual Report and IEPI Report prior to the submission. Reviewed and presented CCSSE data to inform program and service updates.</p> <p>Integrated Planning. Initiated and began to implement college-wide major plans through an integrated, seamless, and collaborative fashion by identifying silos and breaking barriers. Created BCC integrated plans website; collected and published existing BCC plans.</p>
<p>BCC Goal 6: Increase BCC Alternative Funding.</p>	<p>Developed IEPI proposal and secured the \$150,000 seed budget. In addition, BCC applied and secured additional funds through SSSP, Equity, Basic Skills Initiative, Career Pathway Trust (CPT1 and CPT2), Next Up/CAFYES and PASS.</p>



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

The overall success at Berkeley City College can be attributed to the following:

- Integrated planning and collaboration between programs, services, faculty, and staff and commitment from administration.
- Establishing goals, collecting data, and sharing results for feedback from shared governance committees and campus communities.
- Identifying challenges and applying best practices to funding, access, enrollment, and success challenges within BCC and Peralta District.

The factor that could have affected basic skills completion in Math is the redesign of the Algebra sequence. Many students may have elected to receive an “Incomplete” or withdraw from the course.

c. 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
<p>Reduce education and achievement gap through building and implementing programs of distinction through SSSP, Equity, BSI and other college-wide plans.</p>	<p>Provide educational planning and implement the multiple measure assessment initiative.</p> <p>Assign counselors to communicate with instructors and students on Early Alert and develop interventions.</p> <p>Counselors go to classrooms to provide various workshops on Mental Health and academic and transfer topics.</p> <p>Faculty advising provides formal and informal coaching and advising support to target groups – African American, foster youth, veterans and Hispanic/Latino.</p>	<p>Increase student services provided to students who experience access and academic challenges.</p> <p>Support Learning Communities.</p> <p>Implement Umoja</p>	<p>Increase Basic Skills enrollment and course success.</p> <p>Support Learning Communities.</p> <p>Acceleration of college-level English and math courses within 3 semesters.</p> <p>Accelerated math for non-STEM students to move from pre-algebra (Math 253) to algebra for statistics (Math 206), then to transfer level statistics (math 13). For English, accelerated English with embedded tutors in Preparation for Composition, Reading and Research (English 164A/B) to transfer level English (English 1A).</p> <p>Developed and implement writing assessment.</p> <p>Integrate library services into BSI Transformation courses.</p>

2. 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.

BCC increased the number of student success related services including student support through categorically funded programs, equity-focused activities, and learning



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communities/cohort designed learning environment that reached an additional 11,578 students. While it is difficult to isolate and correlate the impact of these components, collectively these factors may have contributed to increase overall course and degree completion even though there was a slight dip in enrollment. Further detailed analysis and observation of trends are warranted.

Activities include:

- Developed career pathways.
- Intrusive Degree Pathway Support such as Faculty advising, “Get Focused, Stay Focused” career exploration with local high school students to help identify a major of study before transition to Berkeley City College.
- Embedded tutors/supplemental instruction.
- Developed an inter-disciplinary community of practice between counselors, learning communities and library services.
- Create an alumni mentorship program for African American students, collect and share more success stories from African American Students.
- Embedded librarian in learning community during research projects.
- Expansion of Veterans Resource Center and mentoring program.
- Professional development opportunities such as the FELI Training, IEPI Workshops and Summits, and student success themed conferences.

FUTURE PLANS

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

3. 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	



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Increased access to transfer level English/math courses	Multiple Measures and high school transcripts to provide credit for previous academic exp.	Embedded tutoring in basic skills courses Improve Learning Communities, e.g. PERSIST Umoja	Basic Skills curriculum redesign and develop non-credit programs.	Transfer ESL/Basic Skills Completion
Increase access to majors, w/ emphasis on majors that require prerequisites	Career exploration and assessment Student Educational Planning Faculty Advising Exploration of Guided Pathways Promise Pathways	Embedded tutoring in major introductory courses Exploration of Guided Pathways Promise Pathways	Embedded tutoring in entry level GE courses Exploration of Guided Pathways Promise Pathways	Access Retention ESL/Basic Skills Completion Degree & Certificate Completion Exploration of Guided Pathways Promise Pathways
Achievement Milestone Recognition	Comprehensive SEP by 3rdSemester Degree Audit System	Completion of 30 transferable credits by end of first year.	Completion of transfer level Math and English by 3rd Semester	Retention Transfer Completion Degree & Certificate Completion
Continuous technology upgrades	Mobile computer labs Degree audit system Migration to Starfish and develop online counseling access	Upgraded Instructional lab spaces Docu-sign Assistive Technology in DSPS, Library, and Labs	Upgraded instructional lab spaces Mobile Instructional Lab Upgraded Smart Classroom	Other: Technology, educational tools, and assistive technology
Professional Development	Conferences Student Success Trainings Training on Starfish and electronic SEP	Conferences Cultural Speakers	Conferences Inter-District Convening Continue training on Canvas	Other: Training and professional development

4. 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 across student equity-related categorical programs or campus-based programs. (500 words max)

Berkeley City College will accomplish the integration of matriculation, instruction, and student support to increase success of students and close the achievement gap through:

1. Planning: The Integrated Planning document will provide the blueprint that aligns



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strategies, initiatives, and resources to goals within the district strategic master plan, campus educational master plan, SE, SSSP and BSI.

2. Collaboration: Student Success within BCC is identified as a shared goal. Examples of collaboration that will be keys to success include: shared governance review and feedback, cross collaboration between Instruction and Student Services in areas like career and transfer, faculty advising, multiple measures initiative, learning communities, co-curricular student engagement, and shared professional development to name a few examples.
 3. Leverage partnerships: BCC will continue to work with community based organizations, transfer partners, and promise programs to ensure broader outreach for college and career readiness, financial/scholarship support, and timely degree/transfer completion. Community partners that provide services that BCC cannot offer or have limited means to offer such as housing, food, and after-hour mental health services are critical to the success of students.
 4. Leverage equity/categorically funded programs: Continue to utilize student support programs like EOPS, DSP&S, NEXT UP, and Veterans Resource Center to support students across campus and continue to involve these programs in enrollment management. BCC will continue to identify ways these programs can enrich and contribute to larger campus initiatives and programming and will continue to monitor the growth and effectiveness of these programs.
 5. Continuous and timely evaluation: Strengthening data collection, management, and review by working internally and with the district to identify how data collection can be set up early, collected continuously, validated, and reviewed. This also involves working with committees and executive team that review institutional effectiveness. Providing data, access to data, and opportunities to talk about the impact of the work being done in BCC is critical and necessary to promote buy in and participation from the campus community.
5. 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)

Berkeley City College has recently added a non-credit English program to help students develop and master the skills needed to move successfully through the credit English sequence and complete ENG 1A. Students earn a certificate of competence and this milestone opens options towards degrees and certificates offered by BCC, including opportunities to transfer towards a four-year degree. BCC is exploring how Non-credit SSSP can be a funding opportunity to increase support to students who can benefit from starting in non-credit courses.

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

As one of Berkeley City College's goals listed above, Professional Development is critical in adopting new skills/initiatives that will help faculty, staff, and administrators meet BCC's goals. Specifically, BCC plans to participate in IEPI workshops, SE, SSSP, and BSI summits, bring experts and specialist on campus for broader trainings in areas related to access, student engagement, and curriculum development.

7. 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)

BCC will work closely with campus and district institutional researchers and data specialists to ensure accurate and timely collection, review and reporting of data. For example, BCC and the district is planning to review MIS data for SSSP quarterly to ensure that data



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reported to the district has been reviewed on campus for feedback prior to MIS reporting. Similarly BCC is identifying common data sets for tracking and reporting so that managers can pull them on a regular basis.

8. 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)

Berkeley City College works with a district SSSP Working Group, SE, and BSI teams that include representatives from other campuses and district leadership. These team meetings provide for discussions on activities and programming, trends, and budget. These meetings are also a venue to identify challenges and brainstorm on potential resolution.

In addition, the coordination of college efforts to integrate SSSP, Student Equity, and BSI is also an important endeavor in the Peralta Community College District. The District Academic Affairs and Student Services Committee (DAASSC) has recommended that colleges have one college committee to review the integration of SSSP/Equity/BSI plans and goals. Further, DAASSC has recommended that the college integrated plan committees provide an update to DAASSC each semester about the progress of obtaining goals and integrating SSSP/Equity/BSI services. Finally, DAASSC will facilitate having a district-wide annual Integrated Summit to discuss possibilities for coordination across district colleges to support the achievement of integration plans and goals.

9. 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 attached worksheet for full report.

Object Code	Category	Basic Skills Initiative	Student Equity	Credit SSSP	Credit SSSP - Match	
1000	Academic Salaries	\$15,000	\$250,000	\$550,000	\$547,000	
2000	Classified and Other Nonacademic Salaries	\$55,000	\$28,000	\$440,000	\$294,000	
3000	Employee Benefits	\$5,000	\$13,500	\$105,000	\$430,000	
4000	Supplies & Materials	\$1,000	\$100	\$50,000		
5000	Other Operating Expenses and Services	\$14,000	\$45,000	\$59,000		
6000	Capital Outlay		\$34,000	\$50,000		
7000	Other Outgo					
	Program Totals	\$ 90,000	\$370,600	\$1,254,000	\$1,271,000	
					Match	
						BSI, SE, & SSSP Budget Total
						\$1,714,600



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10. 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:

<http://www.berkeleycitycollege.edu/wp/edcomm/files/2017/11/BCC-2017-Executive-Summary.pdf>

11. 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?

Requested support from the Chancellor’s Office:

1. Earlier distribution of funds.
2. Continued webinars, workshops, and support for campuses.
3. Review strategies that create efficient and streamlined procurement process to ensure timely usage of funds.
4. Training on data tools that are available from the state.
5. Consultation with campuses on how to develop and implement state-wide projects to ensure that campuses can clearly and efficiently implement activities.
6. Consultation with campuses on major initiatives in enrollment, financial aid, and student success to maximize campus and state efforts.
7. Develop success summits or a best practice summits to provide campuses a way to learn about or to demonstrate effective projects, similar to League of Innovations but more regional.

12. 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 Jason S. Cifra
 Title Vice-President for Student Services
 Email Address jcifra@peralta.edu
 Phone 510-981-2820

Alternate Point of Contact:

Name Rowena Tomaneng, Ph.D.
 Title President and Acting Vice-President
 Email Address rtomaneng
 Phone 510-981-2850



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Part III – Approval and Signature Page

College: Berkeley City College District: Peralta

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.

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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