Function	Activities	Measurable Outcomes	Responsible Party, Stakeholders, and Timeline	EMP Alignment	Related Plan Alignment	Update	Recommendations
Marketing							
Outreach/ Recruitment	• Introduce "STEP:Forward" advertising campaign to create brand awareness of Los Angeles Valley College in target communities.	• Reports from vendors who provide airtime and advertising space.	Responsible: • Public Relations Director • Equity Coordinator Stakeholders: • Equity Committee • Public Relations • Outreach and Recruitment Timeline: • 2015-16; ongoing	• Promote awareness of support programs and services to incoming students. • Identify unintentional structural barriers in serving the campus population, and create strategies to address those barriers.	• Student Equity Plan, Goal A (Access) • SSSP Section II, Core Services (Orientation, Assessment, Counseling et al., Follow-up for at-risk students)	Jennifer Borucki: LAVC is no longer using "STEP: Forward" in its advertising, and the college's marketing committee decided to use the college's official tagline of "Your Future Begins Here" for its 2018 advertising. LAVC advertised via the following ways: mall display ads, bus card ads on Orange Line, as well as radio advertisement on K-LOVE, KNX Radio, and ESPN-LA 710 Radio. Marco de la Garza: In 2017-18, $184,000 was spent on advertising.	1. Continue to support advertising campain 2. Evaluate effectiveness of advertising campaigns
Student Retention/ Success	• Host Annual "Welcome Days."	• "Welcome Days" Attendance count	Responsible: • Dean of Student Engagement • Equity Coordinator Stakeholders: • Equity Committee • Faculty • Outreach and Recruitment Timeline: • 2016-17; Ongoing	• Promote awareness of support programs and services to incoming students. • Identify unintentional structural barriers in serving the campus population, and create strategies to address those barriers.	• Student Equity Plan, Goal A (Access) • SSSP Section II, Core Services (Orientation, Assessment, Counseling et al., Follow-up for at-risk students)	Liz Negrete: information was confirmed with Raquel Sanchez: in fall 2017, we hosted Welcome Week. The idea was to allow more students to participate (returning students and new students). A variety of activities were planned (see attachment). There were two drawbacks to this format 1) it was difficult to capture the number of students who participated and 2) since the first week of the semester is really busy for everyone, people power was not sufficient. Sign-in sheets were available at every event, however, a lot of students did not sign-in. We need to figure out a better way of capturing those who attended. A QR code was available for students to use and complete a quick survey, unfortunately no one completed it in this format. Students who did sign-in were emailed the survey. We are waiting to get results. In addition, we provided Valley Promise students with a "Monarch Passport" to encourage them to attend the various activities. We plan to have one welcome day during the spring 2018.	1. Have students RSVP 2. More available staff to help students during the first week 3. Color code building signs to align with color coded maps

Function	Activities	Measurable Outcomes	Responsible Party, Stakeholders, and Timeline	EMP Alignment	Related Plan Alignment	Update	Recommendations
Student Retention/ Success	• Offer Math and English Bridge Year Round.	• Count of annual bridge sections	Responsible: • Scheduling Dean • Dean of Student Success • Equity Coordinator • Department Chairs Stakeholders: • Equity Committee • Outreach and Recruitment • Faculty • Marketing Timeline: • Ongoing	• Promote awareness of support programs and services to incoming students. • Identify unintentional structural barriers in serving the campus population, and create strategies to address those barriers.	• Student Equity Plan, Goal A (Access) • SSSP Section II, Core Services (Orientation, Assessment, Counseling et al., Follow-up for at-risk students)	Steve Castillo, Adam Littig, Anzhela Baghumyan, Luz Shin, William Wallis, Joel Trudgen Summer 2017 = 6 sections English, 7 sections Math This was the first year which included English as part of Summer Bridge. There was much planning and coordination to make the Summer Bridge smooth. However, the PeopleSoft transition presented many new and unexpected challenges. Most of these PeopleSoft issues have been determined and before Summer Bridge 2018 these issues should mostly be resolved. Eventually all students should be recruited to take the bridge. We should first expand the recruitment to include those entering students that did not do well on the accuplacer and yet were placed higher because of high school grades. Student testimonials and success data would help to market the program to future students. We should make the bridge information part of the welcome "packet" for incoming students. The transfer of successful students into their new course remains a challenge, especially when their new placement results in a course of significantly higher units. In Spring 2017, three Bridge sections were offered and two of them had to be cancelled. At this time, it is not planned to offer Bridge in Fall and Spring until there is more demand during these terms.	No recommendations
Student Retention/ Success	• Maintain and expand equity cohorts.	• Count of annual equity enrollments	Responsible: • Scheduling Dean • Dean of Student Success • Equity Coordinator • Department Chairs Stakeholders: • Equity Committee • Outreach and Recruitment • Faculty • Marketing Timeline: • Ongoing	• Promote awareness of support programs and services to incoming students. • Identify unintentional structural barriers in serving the campus population, and create strategies to address those barriers.	• Student Equity Plan, Goal A (Access) • SSSP Section II, Core Services (Orientation, Assessment, Counseling et al., Follow-up for at-risk students)	Matt Jordan: From the Equity Dean: Although the original Equity Plan included equity cohorts, a cohort model was never implemented. A cohort model consists of creating groups of students who take classes together. What was implemented was giving students who fit the equity student profile classes, one of which included an equity themed class (Sociology, Chicano Studies, African American Studies). Students were initially enrolled in 12 units, as an attempt to cohort them, but there were no mechanisms in place to ensure they did not drop the courses. This was not a true cohort model, as we see in Puente. Moreover, because of the inconsistencies with enrollment versus students dropping, any data on numbers of equity students should be analyzed with context in mind. The new Valley Integrated Plan has rephrased this activity to more accurately reflect what is occurring.	1. Revise this Enrollment Management Plan activity to reflect the equity activities in the integrated plan.

Function	Activities	Measurable Outcomes	Responsible Party, Stakeholders, and Timeline	EMP Alignment	Related Plan Alignment	Update	Recommendations
Outreach/ Recruitment	• Convene a marketing committee.	• Development of integrated marketing plan. • Development of a common and consistent message and brand for LAVC. • Develop a specific plan for marketing existing evening classes • Development of promotional materials for: o Academic Departments o Academic Programs o Financial Aid o Other programs as needed	Responsible: • Public Relations Director Stakeholders: • Dean, Student Success • Academic Affairs • Departments • Outreach and Recruitment • VP's Timeline: • 2016-17; ongoing	• Create institutional opportunities to promote transfer targeted towards low income, first generation, and under-prepared students. • Promote awareness of support programs and services to incoming students.	• Student Equity Plan, Goal A (Access)	Jennifer Borucki: The marketing committee has met once to discuss the college's marketing efforts. The committee had recommended that the college abandon its "Step Forward" campaign, and revert back to the college's original tagline of "Your Future Begins Here". The tagline was added to signature lines of several Student Services personnel. It will continue to meet to create an integrated marketing plan, and to identify funding sources for college promotional materials.	1. The marketing committee should develop a marketing plan by the end of the Spring 2018 term
Outreach/ Recruitment; Student Retention/ Success	• Improve ACE course offerings, including times offered and appropriateness of courses. • Establish pathways for completion of certificates or transfer requirements.	• Evaluation of course offerings to update the existing menu of courses. • Evaluation of pathway effectiveness.	Responsible: • Dean, Scheduling • Dean, Student Success • Outreach and Recruitment Stakeholders: • Academic Affairs Deans • Department Chairs • Faculty Timeline: • 2016-17; ongoing	• Increase completions. • Support students' ability to complete a program pathway. • Identify unintentional structural barriers in serving the campus population, and create strategies to address those barriers	• Student Equity Plan, Goal A (Access) SSSP • SSSP Section II, Core Services (Assessment, Counseling et al)	ACE Offerings Joel Trudgeon: Courses are evaluated for total enrollment and success. Those courses that are not well enrolled or have a low success rate are not offered in the future. The Dean in Academic Affairs discusses offerings with department chairs before they are scheduled. This allows for a department chair to approve or deny a course. As the college moves more towards a pathway model the menu of courses becomes increasingly irrelevant. Pathways Matt Jordan: The college is in the discussion and planning stage of guided pathways. Future plans include the establishment of meta-majors and pathways for students. Course scheduling will be adjusted to support this guided pathways model.	No recommendations

Function	Activities	Measurable Outcomes	Responsible Party, Stakeholders, and Timeline	EMP Alignment	Related Plan Alignment	Update	Recommendations
Outreach/ Recruitment	• Provide regular service to feeder high schools in the communities we serve. • Provide application and FAFSA assistance, online orientation, assessment and counseling to students recruited from feeder high schools. • Provide enrollment assistance for students who complete the OAC requirements. Target these students for the Summer Bridge and Fall START/Equity groups.	• Total number of applications sorted by High School. • Total number of students completing each OAC momentum point. • Total number of students enrolled for Fall, sorted by high school.	Responsible: • Outreach and Recruitment • Dean, Student Success Stakeholders: • Academic Affairs Deans • Counseling • Assessment Timeline: • Annual	• Increase completions. • Support students' ability to complete a program pathway. • Identify unintentional structural barriers in serving the campus population, and create strategies to address those barriers	• Student Equity Plan, Goal A (Access) SSSP • SSSP Section II, Core Services (Assessment, Counseling et al)	Joel Trudgeon: **Provide Regular Service to Feeder High Schools** • Dedicated Staff for High School Outreach to Primary and Secondary Services Areas • 2016-2017: High School Visits (446); College Fairs (79); Campus Tours (27); Senior Days (16) • Support dual-enrollment • Enrollment assistance **Provide Assistance** • FAFSA: Staff from the Office of Outreach and Recruitment and Financial Aid visit primary feeder campuses to assist students with obtaining a PIN and completing a FAFSA/ Dream ACT and/or BOG application(s). Staff provides these services at regular outreach visits, financial aid days, Senior Days, financial aid events, and Cash for College Events. • Online Orientation: Outreach and Recruitment staff facilitates online orientation sessions at the high schools starting in February, which includes information on placement exams. • Assessment: Outreach and Recruitment staff facilitates the assessment protocol at the high school campuses starting in March. • Counseling: Counseling is provided as part of an extended orientation during Senior Day. At the conclusion of the event the students complete their first semester SEP. The event concludes with enrollment. Counseling sessions are provided at the high school campus for students that are unable to attend a senior day. • Enrollment: Students enroll for Summer, Summer Bridge, GPS and Fall at the conclusion of Senior Day. Students who do not attend a Senior Day are able to enroll with outreach staff at their high schools and at the outreach service counter in admissions and records. Through these efforts the Summer 2017 Bridge sections were filled and an extra section was created. All 600 spaces in GPS were filled. More than 700 students completed a Promise contract and enrolled in classes for Fall 2017.	No recommendations

Function	Activities	Measurable Outcomes	Responsible Party, Stakeholders, and Timeline	EMP Alignment	Related Plan Alignment	Update	Recommendations
Campus Communications							
Outreach/ Recruitment; Student Retention/Success	• Review information, policies, and procedures for accuracy on an annual basis on the website. This includes an annual review and update of all instructional departments' Associate and certificate requirements listed on college website. Requirements shall appear only as links to appropriate Catalog listing (rather than listed separately from Catalog)	• Accuracy of information, policies, procedures, and program requirements on website	Responsible: • Department Chairs • Webmaster Stakeholders: • All staff • Students Timeline: • 2016-17; annual	• Identify unintentional structural barriers in serving the campus population, and create strategies to address those barriers.	• Student Equity Plan, Goal A (Access) • SSSP Section II, Core Services (Orientation, Assessment, Counseling et al., Follow-up for at-risk students)	Vernon Bridges (spoke to Claudette Bentley): To date, each department/division is responsible for its own content. The Webmaster reviews overall structure and/or consistency of the college's site but does not have complete autonomy of the when or how the information is presented. Should a campus wide committee be formed for this purpose?"	1. Develop a process to ensure accuracy of the website. (Chairs & Directors, CDEC)
Outreach/ Recruitment; Student Retention/ Success	• Identify systemic barriers in the ESL population's access to classes and address them. • Enhance the connection between the ESL program offered through Continuing Education and the College's credit based programs. • Align ESL and Basic Skills courses throughout college.	• ESL outreach plan • Articulated plan connecting ESL and Basic Skills curriculum	Responsible: • Vice President of Academic Affairs • Dean of Continuing Education • Continuing Education, English, Psychology, and Communication Studies Departments Stakeholders: • Chairs of aforementioned departments • Academic Learning Resource Center Timeline: • 2015-16; ongoing	• Increase students' transition from basic skills to college-level courses. • Identify unintentional structural barriers in serving the campus population, and create strategies to address those barriers.	• Student Equity Plan Goal C (ESL and Basic Skills Completion) • SSSP Section II, Core Services (Orientation, Assessment, Counseling et al., Follow-up for at-risk students) • Basic Skills Plan Goals B	1. Enhancing Connections A pathway was designed by the Foundational Pathways committee. It lists the transfer point between ESL Credit and ESL Noncredit as ESL NC 17CE to ESL 4A. Systemic Barriers to ESL students 2. Some of the systemic barriers that the chair of the credit ESL department (Regaled Hubbard) found were: a. A lack of counselors available to ESL students b. ESL students are often, 'Bounced around" from department to depart and service to service because no one is really sure where to send them. c. Existing counselors are not aware of the connection between credit and noncredit ESL 3. Align ESL and Basic Skills courses throughout the college There is a diagram within the current schedule of classes that, "Express in essence the ESL/Basic Skills interface." There is an ongoing discussion on campus about the integration of SSSP, Equity and BSI that should incorporate in some way the alignment of ESL and BSI. Dialog only at the moment. Amadeo Quilici	"Bounced around" 1. College employees take more responsibility in helping students find information and solutions rather than referring students to other locations 2. Information sessions among the various departments for staff so they can learn the processes of other departments on campus 3. Presentations by Department Chairs to the Counseling Department

Function	Activities	Measurable Outcomes	Responsible Party, Stakeholders, and Timeline	EMP Alignment	Related Plan Alignment	Update	Recommendations
Outreach/ Recruitment; Student Retention/ Success	Pursue articulation agreements with Adult Education Centers to create pathways to LAVC, including: • Contact and meet with staff from Adult Education Centers • Develop articulation agreements • Create prioritized list of Student and Support Services needed for Adult Education	• Approved articulation agreements with Adult Education Centers • Established educational pathways for Adult Education students to LAVC • Prioritized list of Student and Support Services needs for Adult Education.	Responsible Parties: • Vice President of Academic Affairs • Dean of Economic Development • Administrative Services • Student Services Stakeholders: Department Chairs Timeline: • 2015-16; ongoing	• Support students' ability to complete a program pathway. • Identify unintentional structural barriers in serving the campus population, and create strategies to address those barriers.	• Student Equity Plan Goal C (ESL and Basic Skills Completion) • Basic Skills Plan Goals A, B	Matt Jordan: There have been multiple meetings with the Adult Education Center partners with the eventual goal of developing articulation agreements. One product of these meetings is that COUNSEL 001 will be offered at Burbank Adult School. There are monthly visits from Student Services staff to Adult Education Centers to inform students of LAVC educational opportunites (East Valley Occupational Center; Burbank Adult School). Quarterly outreach for workforce opportunites for Adult School students is conducted.	No recommendations

Function	Activities	Measurable Outcomes	Responsible Party, Stakeholders, and Timeline	EMP Alignment	Related Plan Alignment	Update	Recommendations
Scheduling & Instructional Programs							
Student Retention/ Success; Enrollment Data	• Align course offerings with student needs by producing an annual schedule (inclusive of all terms) in advance of the academic year and adjust as needed.	• Publication of an annual schedule • Higher degree, certificate completion rates	Responsible Parties: • Scheduling Dean • Vice President of Academic Affairs Stakeholders: • Schedule production staff within Academic Affairs • Counselors • Chairs Timeline: • 2015-16, ongoing	• Increase completions. • Support students' ability to complete a program pathway. • Identify unintentional structural barriers in serving the campus population, and create strategies to address those barriers.	• Student Equity Plan, Goal B (Course Completion), Goal C (ESL and Basic Skills Completion), Goal D (Degree, Cert. Completion), Goal E (Transfer) • SSSP Section II, Core Services (Orientation, Counseling et al)	Matt Jordan: This activity was discussed at Chairs & Directors and it was agreed that we should not move forward with this during the implementation of the new SIS, PeopleSoft. It will be revisited after the implementation.	1. Revisit at future Chairs and Directors
Outreach/ Recruitment; Student Retention/ Success	• Continue to develop high school articulation agreements for CTE programs. • Continue to align the college's CTE curriculum with industry standards.	• Increase in the number of articulation agreements with area high schools • Evaluation of advisory board minutes and CTE curricular changes	Responsible Parties: • Dean of CTE • CTE Department Chairs Stakeholders: • Counselors • CTE Faculty • Industry Partners Timeline: • 2015-16; ongoing	• Identify unintentional structural barriers in serving the campus population, and create strategies to address those barriers.	• Student Equity Plan, Goal A (Access), Goal D (Degree, Cert. Completion) • SSSP Section II, Core Services (Orientation, Counseling et al.)	Tasos Sioukas: There were 15 articulation agreements with various CTE programs. Twelve of these agreements are active with 6 high-schools: Van Nuys, Sun Valley, Burbank, John Burroughs, Birmingham, and Cleveland. The active articulation agreements are related to the disciplines of Broadcasting, Electronics, Media Arts, and Tool and Manufacturing. New articulations in the discipline of Electronics are with existing classes. Broadcasting has several new classes that are intended to be articulated with classes at the high school.	No recommendations

Function	Activities	Measurable Outcomes	Responsible Party, Stakeholders, and Timeline	EMP Alignment	Related Plan Alignment	Update	Recommendations
Student Retention/Success; Enrollment Data	• Review the total number of Distance Education offerings, student success and retention in DE courses, and the FTES generated from them to ensure offerings are meeting the needs of students, while proportionately supporting the college's FTES targets.	• Analysis of DE offerings, success/retention, and FTES generation	Responsible: • Vice President of Academic Affairs • Distance Education Dean • Dean of Scheduling • Dean of Institutional Effectiveness Stakeholders: • Enrollment Management Committee • College Distance Education Committee • Department Chairs Timeline: 2015-16; ongoing	• Create a comprehensive enrollment management plan informed by campus priorities.	• Student Equity Plan Goal B (Course Completion), Goal D (Degree, Cert. Completion), Goal E (Transfer)	Matt Jordan: Student success and retention in DE courses is evaluated by each department in the program review process. In Fall 2016, fully online courses had a success rate of 65%. In Fall 2017, fully online course success increased to 69%. In Fall 2016 and Fall 2017, face to face courses had a success rate of 69%. In Fall 2016, hybrid courses had a course success rate of 54%. In Fall 2017, hybrid success was 76%. In Fall 2016, retention was as follows: fully online, 83%; face to face, 85%; hybrid, 79%. In Fall 2017, retention was as follows: fully online, 86%; face to face, 87%; hybrid, 86%. From Fall 2010 to Fall 2015, the percentage of fully online courses increased from 6.7% (94 sections) of total offerings to 10% (134 sections). In this same time frame, the percentage of hybrid offerings increased from 2% of total offerings (29 sections) to 3% (42 sections). In Fall 2016 (data not available yet for Fall 2017), the District reported that LAVC earned 617 FTES from credit DE courses, representing 11% of the total FTES for the term. The only college that generated more credit DE FTES was West LA, which earned 1,113 FTES (33%).	No recommendations

Function	Activities	Measurable Outcomes	Responsible Party, Stakeholders, and Timeline	EMP Alignment	Related Plan Alignment	Update	Recommendations
Enrollment Practices & Procedures							
Enrollment Practices & Procedures	• Reduce the number of days for Admissions to respond to new student applications. • Examine current response time and adjust or add temporary staffing	• Track reduction of average response time to applications	Responsible: • Admissions Office Stakeholders: • Students Timeline: • 2016-17	• Identify unintentional structural barriers to serving the campus population and create strategies to address those barriers	• Student Equity Plan, Goal A (Access)	Ashley Dunn: Admissions & Records has reduced the number of days it takes to process an application from 10 days to 5 days.	No recommendations
Enrollment Practices & Procedures	• Extend open hours of Admissions office on last day to add for each term. • Reallocate or increase staff in order to extend hours.	• Change in open hours of Admissions office	Responsible: • Admissions Office Stakeholders: • Students Timeline: • 2016-17	• Identify unintentional structural barriers to serving the campus population and create strategies to address those barriers	• Student Equity Plan, Goal A (Access)	Ashley Dunn: Admissions & Records has extended our hours on the last Friday to add classes. Instead of closing at 1:00 pm, we close at 4:00 pm. To address student need with the PeopleSoft implementation, Student Services provided open labs with support staff for students.	No recommendations
Enrollment Practices & Procedures	• Extend Friday open hours of Admissions office to match the open hours of Counseling. • Reallocate or increase staff in order to extend hours.	• Change in open hours of Admissions office	Responsible: • Admissions Office Stakeholders: • Students Timeline: • 2016-17	• Identify unintentional structural barriers to serving the campus population and create strategies to address those barriers	• Student Equity Plan, Goal A (Access)	Ashley Dunn: We discussed our ability to extend Friday hours, but decided that this was not a good time to make the change due to the PeopleSoft Implementation. Currently the hour on Fridays allows A&R to catch up on PeopleSoft tasks, do small-group trainings, and to test the way the new system is working. We can revisit this suggestion when PeopleSoft is stable.	No recommendations

Function	Activities	Measurable Outcomes	Responsible Party, Stakeholders, and Timeline	EMP Alignment	Related Plan Alignment	Update	Recommendations
College Environment							
College Environment	• Improve campus cleanliness, especially grounds and restrooms (reallocate or increase custodial staff, if needed).	• Survey responses on campus cleanliness	Responsible: • Vice President of Administrative Services Stakeholders: • College staff • Students Timeline: • Ongoing	• Identify unintentional structural barriers to serving the campus population and create strategies to address those barriers.		Matt Jordan (spoke with Tom Lopez): Permanently hired four replacement custodians in the last month for positions that were empty for several years. In the process of hiring a fifth. This will take the total from 18 to 23. The long term goal is 35. In 2004, M&O had 75.5 FTEF. In 2017, they have 57 FTEF (a reduction of 24.5%). In 2004, LAVC had 621,608 gross square feet. In 2017, LAVC has 916,222 gross square feet (an increase of 47%). In 2004, LAVC had 9 gardeners and now has 5. In 2004, the college had 5 custodial supervisors. Currently, there are 3. In 2004, LAVC had 35 custodians and now has 23.In 2004, the college had C shift, which allowed custodians to clean at night (7 uninterrupted hours of cleaning). In 2005, C shift was eliminated by the District for cost savings, which resulted in a reduction of 3.5 hours in cleaning time.	1. Continue to hire M&O staff so that the campus is maintained appropriately
College Environment; Student Retention/ Success	• Improve internet access and reliability throughout the campus, especially as it affects instruction in the classroom; IT evaluation of the problem and implementation of solutions.	• Survey responses on internet reliability • Report on hours that internet is down	Responsible: • Vice President of Administrative Services • IT Stakeholders: • College staff • Students Timeline: • Ongoing	• Identify unintentional structural barriers to serving the campus population and create strategies to address those barriers.	• Student Equity Plan, Goals A, B, D, and E	Matt Jordan (spoke with Hanh Tran): New Wi-Fi Project funded by 40J Bond includes the installation of ClearPass (software authentication) with secure certificates and Aruba wireless equipment (four wireless controllers and 365 wireless access points). This project is ongoing. The Corporation for Education Network Initiatives in California (CENIC) is a nonprofit corporation formed in 1996 to provide high-performance, high-bandwidth networking services to California universities and research institutions (Wikipedia). CENIC updated campus infrastructure in Spring 2018 resulting in an increase in campus internet speed from 1 G (gigabits per second) to 10G. In 2018-19 as part of the 40J Bond, the following will be upgraded: backbone wiring including fiber and copper cablings, Smart Classrooms (Art, Music, and AHS), and the phone system.	No recommendations

Function	Activities	Measurable Outcomes	Responsible Party, Stakeholders, and Timeline	EMP Alignment	Related Plan Alignment	Update	Recommendations
College Environment; Student Retention/ Success	• Explore and develop strategies to improve campus security in the evening	• Survey of evening students on whether evening security has been improved	Responsible: Vice President of Administrative Services and Sheriff's Department Stakeholders: College staff Students Timeline: 2016-17; ongoing	Identify unintentional structural barriers to serving the campus population and create strategies to address those barriers.	Student Equity Plan, Goal A (Access)	Matt Jordan (spoke with Tom Lopez): Currently, as a part of the 40J Bond the District is in the process of refining a security project which may include the installation of surveillance cameras. As a part of the CC Bond, locks for classrooms and labs are planned to be installed. The goal is to have the contract awarded this year so that work may begin.	No recommendations