Proposal: Fiscal Improvement Plan Services – Phase II

TO PERALTA COMMUNITY COLLEGE DISTRICT
June 27, 2019

COLLABORATIVE
CBT
BRAIN TRUST

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The Collaborative Brain Trust

BACKGROUND

As the Peralta Community College District (PCCD) works through its current fiscal status, tough decisions have already been made and surely there will be more to come. The District has experienced a decline in enrollment, a structural deficit in its fiscal status, turnover in top administrative leadership at both the District and College levels, and public image challenges in the community. Additionally, like other California Community College districts, the new Student Centered Funding Formula (SCFF), and legislative initiatives such as AB 705 have added complexity to the state of PCCD.

As with many community college districts across the country, the decline of enrollments have leaders testing current institutional behaviors to see what is working and what needs to be changed in order to survive and thrive. However, it is imperative to continually focus on parallel activities that are vital to short-term healthy fiscal management and long-term revenue generation.

The Collaborative Brain Trust (CBT), founded in 2008, has been an integral part of the California Community College experience with consultants who are former leaders, administrators and faculty. The CBT philosophy is steeped in data-driven decision making and collaborative outreach to stakeholders, while completing projects that range from institutional assessment, to planning, to strategic implementation. Specifically, CBT has remained active in projects across the State of California in areas that are affecting each institution in the state, and is perfectly positioned to provide technical assistance to PCCD for Fiscal Improvement Plan Services.

On February 5, 2019, the Collaborative Brain Trust was asked by the Peralta CCD Board of Trustees to facilitate a Board Work Session on the current state of the Peralta District, and the challenges it faces to regain fiscal stability, strengthen student success, and experience enrollment growth. CBT consultants Nicki Harrington, Dan Rosenberg, and Dona Boatright attended that session, with Dr. Harrington facilitating discussion among trustees, District leadership, College Presidents, and constituent leaders. Following the Study/Dialogue session, CBT was asked to provide a proposal for Fiscal Improvement Plan Services.

The District was provided a two-phased proposal for *Fiscal Improvement Plan Services*, and engaged with CBT in late February to conduct an in-depth fiscal analysis, support the District's development of a comprehensive Fiscal Improvement Plan, and assist with strategic action planning to meet the existing challenges and opportunities.   Phase I of the project, the "Discovery Phase" was conducted over the remainder of the Spring 2019 semester. In this phase, an in-depth institutional assessment was conducted to ascertain areas in which PCCD could improve and/or strengthen itself to regain fiscal health, reduce risk, and progress toward a fiscally sustainable future. Mid-way through Phase I, the Chancellor requested a more-in-depth, targeted assessment of information technology (IT) in the District. A final report on Phase I, along with a targeted report on information technology, was presented to the Board of Trustees on June 11, 2019. The two documents summarized the Phase I Observations and Findings, and provided recommendations to be used as a foundation for Phase II of the project. This proposal outlines Phase II project activities to be conducted based on those recommendations.

SCOPE OF WORK AND GUIDING PRINCIPLES

CBT is pleased to present to the Peralta Community College District this project proposal for *Fiscal Improvement Plan Services – Phase II*. The project focuses on operationalizing high priority recommendations from Phase I, with an actionable agenda for the 2019-2020 Fiscal Year. The project scope will include five of the six areas of focus identified in the Phase I recommendations (excluding Public Image and Marketing), and continues incorporation of the original four objectives:

- ❖ Fiscal Review and Improving Fiscal Stability and Sustainability
- ❖ Organizational Efficiencies and Accountability
- ❖ Enrollment Management; Maximizing Student Access & Success
- ❖ Executive Turnover

Several principles continue to guide this project. First, a successful fiscal improvement plan must address enrollment, retention, and completion – this is a core priority for PCCD, and even more critical under the state's new Student Centered Funding Formula. Second, a comprehensively designed plan will position PCCD to mitigate the impact of apportionment swings due to economic events by identifying new funding sources, accurately projecting future obligations, and identifying areas of inefficiency for cost savings purposes. Third, the in-depth Discovery Phase assessment, including quantitative and qualitative internal and external scanning data, provides a strong foundation for future planning across PCCD. Fourth, this project dovetails with the work of the FCMAT Study, and will incorporate feedback from ACCJC to provide an integration of recommendations from these multiple sources in support of the evolving *PCCD Integrated Financial Plan 2019 -2024*, noted as a living document.

PROJECT GOALS AND ACTIVITIES

The *Fiscal Improvement Plan Services – Phase I* was completed June 2019. Observations and findings, as well as recommendations were provided in the Final Report. The *Fiscal Improvement Plan Services – Phase II* is scheduled for the 2019 – 2020 fiscal year. Two overarching goals guide the work of Phase II:

- ➢ Improved access and success for students
- ➢ Meaningful change for fiscal health and sustainability

Six thematic areas of recommendations were identified in the Final Report for Phase I. Some recommendations will require multi-year strategies, and some require a major change in habits and culture. Both of these will take time, with long-term work by the District and colleges. However, they focus on the goals of student access, student success, and the long-range fiscal stability of the District. The recommendations from Phase I of the project provide a framework for action in Phase II. The intent of Phase II is to operationalize the highest priorities for meaningful change to make a difference, identifying specific outcomes for the 2019 – 2020 year, and setting the stage for future years. Additionally, recommendations from FCMAT and ACCJC will be integrated into the work of the project. Project activities for each of the six thematic areas are outlined in the chart below. It should be noted that these themes are not discrete; rather, they are interconnected, working in tandem with one another for integrated, holistic, sustainable change toward fiscal health.

Priority Activities for Phase II: 2019-2020	
Thematic Area	**Activities to Operationalize Recommendations**
1. Leadership and Accountability	▪ Facilitate team-building session with cabinet for the 4 Cs (communication, cooperation, coordination, collaboration) ▪ Facilitate cabinet discussion for refining model of centralized & decentralized services (see area 4) ▪ Create rubric for effective centralized services ▪ Support development of a framework for HR (onboarding through exit) ▪ Develop an exit survey / process for administrators for improving longevity of executives ▪ Create a staff orientation & development framework ▪ Facilitate summit PBIM assessment & improvements (see area 4) ▪ Support 5 yr Technology Master Plan development (see area 3)
2. Enrollment Management	Student Life Cycle Continuum ▪ *Connection:* Focus on marketing and recruitment (see area 6) ▪ *Entry:* Analyze program review data, workforce trends and gap analysis; examine loss points and barriers to entry; align DSPS, Financial Aid, and Registrar staffing to support students ▪ *Progression:* Analyze enrollment trends, redesign class schedule; create master schedule with improvements to increase access, carrying load, productivity, retention, and success; strategies to increase dual credit, noncredit, DE, and workforce training ▪ *Completion:* Support student tracking, early alert and degree audit implementation, automatic awards.

3. District-wide systems and processes	Information Technology System: [Note: Separate cost package]
	    ○ Short-term - operational plan (PeopleSoft transition, etc.)
	    ○ Long-range – comprehensive 5 yr Tech Master Plan (TMP)
	Provide support to the two new interim vice chancellors to:
	▪ Correct internal control and business practices as needed (e.g. SOPs, PCI, DRP, purchasing, work order system, etc.)
	▪ Improve systems and processes in administrative functions: checks and balances (internal controls), prioritization of purchasing and technical requests; automation of manual processes; IT onboarding/exit of employees
	▪ Improve systems to prioritize work requests and decrease response time

4. Organizational Structure and Staffing	▪ Refine model of centralized & decentralized services based on cabinet decisions ▪ Determine "base staffing structure" for a Peralta CCD college (e.g. Financial Aid Director, DSPS Director/Coordinator, registrar, researcher, IT, maintenance staffing, etc.) ▪ Refine organizational structure and realign staffing as needed ▪ Review / analyze full-time faculty staffing under new productivity (FON, 50% Law, reassigned time) ▪ Realign governance structure (PBIM) as needed (see area 1) ▪ Support PeopleSoft HR module implementation, and development of a framework for HR (see area 1) ▪ Develop an exit survey for administrators (see area 1) ▪ Determine areas needing a classification study (e.g. IT); redesign process for position description updates ▪ Support development of a staff onboarding process (see area 1) ▪ Support design of a staff and organizational development office, staff development template/framework, and a participatory process for identifying orientation and training needs (see area 1)
5. Fiscal Stability	▪ Correct internal control and business practices as needed (e.g. SOPs, PCI, DRP, purchasing, work order system, etc.) (see area 3) ▪ Review / analyze new fiscal information based on SCFF; provide support to Vice Chancellor for revised budget projections ▪ Recommend language for better communicating budget information and assumptions
6. Public Image and Marketing	District is hiring a new Director of Marketing and Public Relations who will do the below work; CBT will serve as a resource as needed. ▪ Provide support to shape public image of PCCD ▪ Support outreach and in-reach marketing with messaging, a communications plan, recruitment strategies, and staff training ▪ Customize marketing approaches by student demographics, delivery modes, and business and industry market segments.

CBT APPROACH AND TIMELINE

The critical element in the success of a project is to make sure at the outset that important issues have been identified, the proper project scope has been defined, appropriate data (both in terms of quality and breadth) has been provided to the consultant to conduct the necessary analysis, and that there is support from both District and college leadership.

Approach

Phase I identified a strong and urgent need for unified vision and direction of the District. The "Four C's", as depicted below, were articulated as a means to this end, and are pervasive in the report and recommendations provided at the conclusion of Phase I. These same "Four C's" will be integral to the work of Phase II of the project.

Communication	Cooperation	Coordination	Collaboration

CBT's approach is transparent, collaborative, and engaging. Activities are intended to listen to diverse viewpoints, stimulate critical and creative thinking, and be inclusive of the many voices of District and College constituents and students.

Timeline

The project will begin immediately upon contract approval, and will conclude in June 2020. An in-depth session with the Board of Trustees at its July 2019 Study Session will be provided to review Phase I results, present Phase II proposed activities, and facilitate dialogue among trustees and PCCD leadership. Presentation of Phase II results will be provided to the Board of Trustees at year-end.

During the academic year, consultants will attend the PCCD Fall summit, and conduct five site visits to carry out the Phase II proposed activities.   Both District office and college meetings will be held, as well as cross-functional and cross-college sessions. The timeline for Phase II is as follows:

July 2019	Board adoption of Phase II Proposal Board Study Session Pre-Planning for Academic year
August 2019	Fall Summit
Sept – Dec 2019	Fall site visits and project activities
Jan – May 2020	Spring site visits and project activities
May – June 2020	Final Report Board Presentation

CBT CONSULTANT TEAM

A strong team of experts in their fields has been assembled to carry out Phase II of the project upon contract adoption. Dr. Nicki Harrington will continue to serve as the Project's Team Leader, and most of the original team members are continuing on with Phase II of the project to ensure continuity. All team members have extensive experience with community colleges in both single and multi-college districts

in California and other states. They are highly experienced in institutional assessment; organizational effectiveness and efficiency; budget management; accreditation requirements; and educational, facilities, and technology master planning.

CBT team members are all highly professional, work in a collaborative manner, value diversity in thought, and use data-informed decision making to lead projects toward the mutual goals of student access and success. Their focus in this project is to provide a comprehensive, integrated approach, with real solutions to attain fiscal stability and sustainability for the future of the Peralta District. The team's record of transparency, openness, and a valuing of participatory governance structures will be especially valuable as recommendations are operationalized to meet the diverse needs of the internal PCCD community. The CBT team's collective experience in dozens of community colleges both in California and other states provide a rich resource for district and college constituents. Abbreviated consultant biographies are included below. More extensive vitae can be provided on request.

In the area of information technology, an additional IT professional will be added to the team if the District decides to include in the project the development of the five year Technology Master Plan (TMP). While this was not a component in the original project, the District identified a Technology Master Plan as an important need in the District. Technology has become an essential foundation in any organization, and certainly with the impending rollout of the $800 million facilities bond, a comprehensive PCCD Technology Master Plan is critical at this time.

The Inclusion of the IT component in Phase II will ensure integrated planning of IT with the other project foci from its onset; it will also provide a cost savings to the District, since another whole team would be required for TMP development as a stand-alone project. An additional benefit of including the IT component in the Phase II plan would be reduced staff fatigue because meetings, interviews, and student focus sessions could include queries and discussion of IT needs along with other project focus areas. Since staff will also be engaged in preparation of the ACCJC report this year, staff fatigue is an important consideration in supporting a positive institutional culture.

Team Biographies

Dr. Nicki Harrington – Senior Consultant and Project Team Leader

Dr. Harrington began her teaching career in the California Community Colleges in 1975, where she served as a tenured faculty member for over 18 years. Since that time she has held faculty and administrative positions in both two and four year colleges and universities in California, Wisconsin, and Oregon, and taught organizational change at the graduate level. She has extensive experience in organizational assessment, data-driven decision making, strategic and educational master planning, integrated planning models, accreditation, student learning outcomes, and economic and workforce development. She has both led and facilitated projects in these areas, and has served as a CBT consultant for institutional assessment and strategic and educational master planning since 2011 for projects in California, Wisconsin, Texas, and Massachusetts.

Dr. Harrington has served in three community college CEO positions over the past two decades, including two Superintendent / President positions, and as the District Chancellor of a multi-college district. She led the development of Strategic Plans and Educational Master Plans in several community

and technical colleges with multiple campus sites, and led the expansion of a campus education center into a full college, achieving initial accreditation in 2008 as California's 110th accredited community college. Dr. Harrington has facilitated accreditation processes for districts across the nation under four different regional accrediting associations, and has done extensive work with institutional assessment, integrated planning, organizational development, enrollment management, guided pathways, and student learning outcomes. She also led the successful passage of two multi-campus facilities bonds in two states, focused on the expansion of college services and facilities to growth areas.

Dr. Harrington has served on numerous statewide committees and task forces, including eight years on the Board of the Chief Executive Officers of California Community Colleges, where she held the positions of Vice-President and President in 2007-09. In the area of economic and workforce development, she served four years on the State Apprenticeship and Training Board for the state of Oregon, and nine years on California's Economic and Workforce Development Program Advisory Committee, which she chaired in 2009.   She received the AAWCC Outstanding Administrator of the year award for the state of Oregon, and the Golden Apple Administrator of the year award for the Yolo County School Boards Association.

Dr. Harrington holds a Bachelor of Science degree from the University of Michigan, a Master of Science degree from California State University, a Masters in Education from the University of San Francisco, and a Doctorate in Educational Leadership from the University of San Diego. She is also the author of a college textbook used nationally in community and technical colleges.

Mr. Dan Rosenberg – Research Specialist

Since 2002, Dan Rosenberg has facilitated the development of more than 40 educational master plans for California community colleges. His areas of expertise include research and analysis, enrollment management, environmental scanning, growth forecasting, space inventory, labor market analysis, demographic analysis, and space needs projections and space allocation. In the past few years Mr. Rosenberg's clients have increased their focus on enrollment management, student success, long-range planning and appropriately sizing facilities. Mr. Rosenberg has collaborated successfully with many architectural firms on facilities master plans for colleges, providing the important linkage between the academic program and facilities' needs. He understands that facilities plans must be driven by educational needs rooted in data.

Mr. Rosenberg has also assisted community colleges in creating strategic plans to help colleges achieve their long and short-term goals. These are practical, usable plans that drive change at the institution. He has helped colleges develop annual processes and templates that can be used to assess progress and update the plan for the coming years.

Mr. Rosenberg has a deep understanding of, and experience working within, the participatory governance system in California community colleges. In his work, he uses technology and face-to-face meetings to facilitate meaningful, broad-based engagement and participation. Mr. Rosenberg has a strong technology background that supports his consulting work. He has implemented creative web-based solutions for surveys, information sharing and collaboration on master planning projects.
Mr. Rosenberg holds a Bachelor of Science Degree in Economics from the Wharton School at the University of Pennsylvania. He has worked as a consultant on master-planning projects in California and Montana, and has experience in both single and multi-college districts.

Dr. Steven Crow – Finance, Budget, Administrative Services, and Technology

Dr. Steven Crow has served as the Vice President of Finance and Administrative Services at three California community colleges over the past 16 years, and as interim Vice President of Finance and Administration at a four-year non-profit college, Sierra Nevada College, in Lake Tahoe.
Prior to moving to Monterey, California, Dr. Crow served on the ACBO board for Chief Business Officials representing regions in the north and south and the Association of California Community Colleges Administrators (ACCCA) board, representing Chief Business Officers. He also served on the advisory task force to the system office for Technology & Telecommunication and the Facilities task force advising the state Chancellor.

Dr. Crow has served on seven accreditation teams including site visit teams, request for substantive change, special financial review task forces, and on the San Francisco accreditation restoration team. He believes that improvements to community colleges should be data driven but always student centered.

Dr. Crow completed his doctorate at UC Davis in the Educational Leadership doctoral program and holds a Master's degree in Education from Northern Arizona University, a Bachelors of Business Administration from Prescott College, and a Computer Information Systems degree from Yavapai College. He was a full time Faculty Administrator at the University of Reno and has taught as an adjunct instructor at two community colleges, Yavapai in Arizona and Klamath in Oregon, a private four-year college, Prescott College, and at Southern Oregon University in the MBA program.

Ms. Dona Boatright – Educational and Enrollment Management Specialist

Associated with California Community Colleges since 1971, Dona Boatright worked in higher education as a faculty member and academic administrator, retiring after serving as Vice Chancellor for Educational Services for the California Community Colleges System Chancellor's Office. She served as a vocational dean and Vice President for Planning and Development at College of Marin before becoming Vice President of Academic Affairs there. Her first administrative position was as Assistant Dean at Chabot College. Prior to that she worked at Allan Hancock College for fifteen years, teaching Political Science, and served as Department Chair and Academic Senate President. She also served as the president of the California Chief Instructional Officers Association, and is co-author of the Chief Instructional Officers' Manual. Ms. Boatright completed the coursework and exams for a Doctorate in Political Science at the University of California, Berkeley. She holds a Master of Arts degree and a Bachelor of Arts Degree in Political Science, also from UC Berkeley.

Since retiring, Ms. Boatright has worked as a consultant to the William and Flora Hewlett Foundation, the Carnegie Foundation for the Advancement of Teaching, and the James Irvine Foundation, particularly in the area of Basic Skills education in the community colleges. She has been a consultant to many college districts including Lassen College, Mira Costa College, San Francisco City College, Cuyamaca College, Allan Hancock College and State Center Community College District. Ms. Boatright has served twice for a year as Interim Vice President of Academic Affairs for Mission College and Berkeley City College respectively. Her consulting expertise is in the areas of enrollment management, curriculum development, basic skills, student learning outcomes, strategic planning, budget allocation modeling, educational master planning, and faculty leadership development.

Dr. John Spevak – Academic and Faculty Specialist

Dr. Spevak is a former Chief Instructional Officer with 23 years experience as an instructional administrator - seven as dean of off-campus centers, and 16 as vice president of instruction at Merced College. He also spent 14 years as a full-time English instructor and academic advisor, during which time he was an active member of the college's faculty senate. He earned his master's degree and Ph.D. in English from the University of Chicago, and has taught in the California State University, Stanislaus, doctoral program in Educational Leadership.

Since he joined CBT in 2008, Dr. Spevak has provided community college consulting services to many single and multi-college districts in California, and also in the states of Michigan, Idaho, and Maryland. His expertise has provided assistance to colleges in such areas as educational master planning, strategic planning, program evaluation, accreditation, civility, and consensus building. He considers himself a generalist and a team player who believes in bringing people together to work toward the best ideas and solutions. As a "founding faculty member" of the Los Banos Campus of Merced College, Dr. Spevak assisted that campus in becoming a state-recognized full educational center, and later assisted with the design and construction of its permanent facility. Dr. Spevak was also part of the CBT consulting team that enabled a new community college in Boise Idaho, the College of Western Idaho, to create its first strategic and educational master plans, and achieve initial accreditation.

Dr. Spevak served for many years with the California Community College Chief Instructional Officers (CCCIO) organization, first as a regional representative for several years, then as president-elect in 2000-01 and president in 2001-02. He has served on many statewide committees and task forces, including the Action Plan Group for Basic Skills and Assessment, the System Advisory Committee on Curriculum (SACC), and the Task Force on Repetition of Noncredit Courses. He has a broad working knowledge of both credit and noncredit instruction, including occupational and basic skills curricula, and is well versed in such instructional support services as learning resources, tutorial services, learning communities, and supplemental instruction. His expertise also includes program review, educational and facilities master planning, development of student learning outcomes, and accreditation.

Dr. Mick Holsclaw – IT Specialist

Mr. Mick Holsclaw has an extensive background in information technology services in California's community colleges. His technical expertise has been developed through twenty-five years of information technology experience, and two decades of IT management experience. He served in such roles as Associate Vice Chancellor for Information Technology at the Los Rios Community College District, and Vice Chancellor of Information Technology for the California Community Colleges system office. While at Los Rios, Mr. Holsclaw managed the PeopleSoft suite, including three upgrade cycles with minimal use of external resources, and maintained a learning management system that supported more than one thousand fully on-line courses each semester. Mr. Holsclaw also served three years on the PeopleSoft Higher Education User Group (HEUG) board, an international user group that focuses on colleges and universities using Oracle PeopleSoft Enterprise applications. He has served as a consultant for CBT for the past several years as an information technology specialist.

In Spring 2019, Mr. Holsclaw was added to the CBT team to conduct a focused assessment of Information Technology at the Peralta Community College District. Through his work, CBT provided the

Chancellor and Board of Trustees with a summary of observations, findings, and an overall assessment of the status of IT and the IT Department at the District. From that assessment, a two-phased approach was recommended to the Board to both (a) address immediate needs for the near-term via a short-term IT Operational Plan, and (b) provide a long-term plan for an inclusive, participatory process for developing a five year comprehensive Technology Master Plan for the District during 2019 - 2020.

The proposed two-phased approach is described and included in this proposal. Mr. Holsclaw will serve as the primary consultant for work on the Summer 2019 IT Operational Planning project, focused on a planned implementation of PeopleSoft modules and other existing projects. He will also serve as a resource, if needed, to his colleague IT professional Ms. Karen Trimble for the five-year Technology Master Plan (TMP) development process in 2019 - 2020.

Ms. Karen Trimble – IT Specialist

Ms. Karen Trimble has over 29 years of experience in the California Community College system. She has both teaching and administrative experience, and served as the Director of Information Technologies for the Yuba Community College District for 18 years. Under her leadership the District successfully completed the conversion of its administrative software from a legacy system to Datatel's Colleague. Other areas of expertise for Ms. Trimble include VOIP, server and classroom virtualization, student portals, emergency alert systems, document imaging, IT structure and staffing assessment, IT systems for accreditation, and technology master planning for single and multi-college districts. Additionally, she has served as President of both the state and national boards for the Datatel User's Group (DUG), and has provided consulting services to colleges in California and several other states.

As Chief Technology Officer at Yuba CCD, and Chair of the Technology Committee, Ms. Trimble ensured the alignment of the Technology Master Plan with Educational and Facilities Master Plans of the District and its colleges. The work of the Technology Committee, and others on which she served, proved vital in the passing of a Prop 39 facilities bond for the District – the first facilities bond passed in the District. She was also an instrumental co-leader of the committee charged with the conversion of the Woodland Campus to full college status as Woodland Community College (WCC), which achieved initial accreditation as California's 110th community college Fall 2008. The committee, under Ms. Trimble's co-leadership, played a key role in the study of centralized and decentralized functions, structure, and staffing for a multi-college district. The results of this study were critical to both the California Community Colleges Chancellor's Office (CCCCO) and the Accrediting Commission for Community and Junior Colleges (ACCJC) in the approval process for initial accreditation of WCC, and moving the District from single-college to multi-college status.

Ms. Trimble also served as the Interim Vice Chancellor, Information Technologies for the Yosemite Community College District. By providing leadership, accomplishing a number of tasks related to the District's Enterprise software solution, and bringing the technology budget under control, district-wide trust in the Technology Department was reestablished. Additionally, Ms. Trimble served as Technology Consultant for Lane Community College in Oregon, and Senior Consultant to Infiniti Consulting Group in their bid to provide services to California for the statewide Education Planning Initiative. She continued to provide technical expertise to Infiniti after they achieved their goal as one of the two winning bids.

Ms. Trimble has served as a CBT consultant since 2009, conducting information technology projects in both single and multi-college districts. She has a very inclusive, engaging style of operating. Her background in both teaching and administration positions her well to focus on the IT needs of faculty, staff, and administrators in supporting student access and success. Her leadership projects have included assisting the Community College of the District of Columbia in becoming an accredited institution; assisting colleges with preparation for accreditation at institutions in both California and Missouri; providing Technology Department staffing assessments; and providing leadership for the development of South Orange County Community College District's 5 Year Technology Plan. She also served on the team working with the California Community College Education Planning Initiative implementing Hobson's Starfish, where she provided valuable insight into the needs of a campus technology department. Ms. Trimble will serve as the lead IT consultant for this 2019 – 2020 Phase II proposal in the development of Peralta's five-year Technology Master Plan.

PROJECT FEES AND EXPENSES

The *Fiscal Improvement Plan Services* project was divided into two phases, as described previously. Phase I was completed June 2019, and Phase II begins in July. Phase II costs are outlined below, and have been maintained at the same fee rate as Phase I. Professional fees and expenses related to the work of the project include: pre-planning, research, site visits and their respective activities, analysis, findings and recommendations, Board presentations, and preparation of the final report.

Professional Fees
CBT's professional fee rate for this project is continued at the rate of $275/hr ($2200/day). Professional fees are charged for all work conducted by the Consultant team, and include such activities as the following:
- Research and data review
- Document review
- Phone conferencing
- CBT team meetings, agenda planning, and preparation for site visits
- Conducting project activities as outlined
- Site visits (meetings, interviews, focus groups, facilitated sessions, presentations, etc.)
- Project oversight, preparation of deliverables, and final report

Five to seven consultants will be required for Phase II of the project. Professional fees for the project, not including the additional IT component, are $257,400.

Additional site visits, focus sessions, presentations, etc. can be added as an addendum to the project, via mutual agreement between CBT and PCCD, for an additional fee.

Expenses

Travel and incidental expenses associated with the project are consistent with market fluctuations. Every attempt is made to keep expenses at a minimum by working with the client to make travel arrangements in advance and to procure low rates. Travel expenses include transportation; hotel accommodations; meals; and other usual travel expenses. Mileage reimbursement is charged at the federal rate, currently $0.58/mile. Expenses are calculated for Board presentations, the August summit,

and approximately five site visits, for a total anticipated cost of $34,000 for Phase II.

Cost Summary for Phase II Project

Professional Fees	$257,400
Expenses	34,000
Total Phase II Project Cost	**$291,400**

Additional Two-Phased IT Project

The two-phased Information Technology (IT) project, cited under Area Three (District-wide Systems and Processes) recommendations above, is <u>highly recommended</u> for developing both a short-range operational plan for current IT needs (PeopleSoft transition, etc.), and a long-range, five-year Technology Master Plan as a foundation to support the Educational and Facilities Master Plans of the District. The Consultant team will work directly with the District's designee (vice chancellor or Chief Technology Officer) for each of the two IT phases. Professional Fees and expenses for the two-phased IT Project are as follows:
- Short-Term Operational Plan - Summer 2019: $19,000
- Long-Term Comprehensive Technology Master Plan - 2019-2020: $39,000

Cost Summary Including Additional Two-Phased IT Project

Total Project Cost for Phase II including additional IT Project (short-term Operational Plan, and comprehensive five-year Technology Master Plan): $349,400

CBT will invoice the Peralta Community College District monthly for work completed and expenses incurred. Invoices are to be paid within 30 days of receipt.