

Agreement to Provide Technology Master Planning Services

TO PERALTA COMMUNITY COLLEGE DISTRICT

APRIL 07, 2020

COLLABORATIVE



BRAIN TRUST

COMMUNITY COLLEGE
CONSULTING

1130 K Street, Suite 150
Sacramento, CA 95814
916-446-5058

Terms of the Agreement

This consulting agreement ("Agreement") is made and effective April 7, 2020. This consulting agreement references document titled "Proposal for Technology Master Planning Services" dated February 14, 2020, and implies all original figures from that document.

BETWEEN: Collaborative Brain Trust (the "Consultant"), a company organized and existing under the laws of the State of California, with its head office located at:

1130 K Street
Suite 150
Sacramento, CA 95814

AND: Peralta Community College District (the "Client"), an organization located at:

333 East 8th Street
Oakland, CA 94606

NOW, THEREFORE, in consideration of the mutual covenants set forth herein and intending to be legally bound, the parties hereto agree as follows:

1. Consultation Services

The client hereby employs the Consultant to perform the defined services in accordance with the terms and conditions set forth in this Agreement: The consultant will follow the work plan and fee schedule included in "Proposal for Technology Master Planning Services" to perform all of the work necessary in delivering the Technology Master Plan for the Peralta Community College District.

2. Terms of Agreement

This Agreement will begin April 7, 2020 and will end June 30, 2021.

3. Time Devoted by Consultant

It is anticipated the Consultant will spend significant time to accomplish all activities in this project. The particular amount of time may vary from day-to-day or week-to-week.

4. Place Where Services Will Be Rendered

The Consultant will work collaboratively with Client contact leadership and oversight groups, both on-site and remotely, to develop and prepare the deliverables.

5. Payment to Consultant

The Consultant will be paid an hourly rate of \$275.00 for work performed in accordance with this Agreement. Travel and other expenses will be invoiced as they occur and are due on receipt.

The total Agreement fees are not to exceed \$76,400 without prior Client written approval and an amendment to this Agreement. These total not to exceed fees *include* travel and other expenses.

6. Termination

Either party may terminate this agreement with thirty (30) days written notice to the other party. Consultant will continue to invoice Client up to the final date of termination.

7. Confidential Information

The Consultant agrees that any information received by the Consultant during any furtherance of the Consultant's obligations in accordance with this Agreement, which concerns the personal, financial or other affairs of the Client will be treated by the Consultant in full confidence and will not be revealed to any other persons, firms or organizations.

IN WITNESS WHEREOF, the parties hereto executed this Agreement as of the day and year first above written.

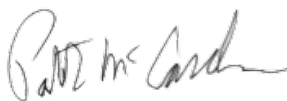
Peralta Community College District

Authorized Signature

Julina Bonilla
Board President, Peralta CCD

Date

Collaborative Brain Trust



Authorized Signature

Patrick McCallum
President, Collaborative Brain Trust

4/7/20

Date

COLLABORATIVE



BRAIN TRUST

COMMUNITY COLLEGE
CONSULTING

Proposal for Technology Master Planning Services

Peralta Community College District
February 14, 2020

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Introduction

February 14, 2020

Peralta Community College District
333 East 8th Street
Oakland, CA 94606

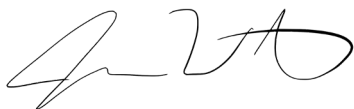
Dear Peralta CCD Team,

The Collaborative Brain Trust (CBT) is pleased to provide this proposal for Technology Master Planning Services at Peralta Community College District (PCCD). We believe we can deliver exceptional work for the District, leveraging our experience on numerous planning and review projects with California Community Colleges, as well as our recent work completed at PCCD in the past year. The CBT Team will ensure that we are working collectively and that flexibility and problem solving are valued components of the process. We will work with the District to develop the Five-Year Technology Master Plan and ensure that it serves as a strong foundation to meet and exceed the aspirational goals of PCCD.

CBT is different from other firms because our consultants, like your leaders and stakeholders, have been part of the community college experience, faced and overcome challenges, negotiated change, and striven to identify and implement best practices. The team we have assembled has a reputation that is impeccable along with a deep level of experience in the field of technology master planning. The CBT Team recognizes that the talented administration, faculty, and staff at PCCD are working under the constraints of ongoing, daily educational responsibilities. The team's job is to augment that talent and bring best practices to the table throughout the course of the project.

CBT has partnered with more than 50 California Community Colleges on over 120 projects. We look forward to bringing our talents and experiences to PCCD in building your Technology Master Plan.

Sincerely,

A handwritten signature in black ink, appearing to read 'J Walton', is positioned above the name of the signatory.

James Walton, Vice President of Collaborative Brain Trust

Project Overview

The task set forth - to develop a district-wide Five-Year Technology Master Plan for PCCD is one for which CBT is well prepared. The new plan will be in direct alignment with the changing environment in higher education locally, regionally, and nationally, and it will be robust and dynamic to position PCCD well into the future. CBT's philosophy in planning is that we work collaboratively with the District and Colleges to develop THE Technology Master Plan. Having ONE plan that is inclusive, comprehensive, and forward-thinking to drive the District's and Colleges' initiatives for the next five years will put PCCD in the optimal position to best serve its communities in new and exciting ways. Aligned with the existing District-wide and College plans, this new plan will ensure that PCCD can navigate through any unexpected storms in the short-term, as well as provide realistic outcomes that drive excitement and continuity in any future planning efforts including academic programs and facilities.



What Success Looks Like

Presentation of a technology master plan to the PCCD community as a fait accompli by outside consultants, District and College administrators, or a committee of faculty members is a frustrating experience that is almost certainly assured of failure. Districts, colleges, and communities must have real engagement in the process to result in successful conveyance of the final analysis. We will support PCCD in creating its next district-wide technology master plan by ensuring optimal inclusiveness in the process and using evidence-based data to build consensus. We do this so that the ultimate vision will be a creation of all stakeholders at PCCD, and not by CBT and/or PCCD leadership, independently.

We will also customize the process, based on our deep understanding of PCCD, to ensure that we are not taking a “cookie cutter” approach to planning. Unlike other firms, we believe that planning begins with a clear understanding of the goals of the District and Colleges, while also taking into account how timelines, stakeholders, beliefs, principles, availability of resources, and historical context all play a part in achieving an effective and comprehensive Technology Master Plan, both on-budget and on-time. We stand mobilized and ready to support PCCD to help deliver the new plan.



Our Approach

CBT maintains a results-oriented focus throughout project implementation. This project will emphasize a consultative and iterative approach, given the particular cultural and socioeconomic context of PCCD, and the importance of key stakeholder inputs from PCCD personnel (administrators, faculty, and students). It will be inclusive and include a model for implementation, with guidance and assistance provided by CBT as needed throughout the entire process. CBT's approach is based on the following principles and actions:

ENSURE TIMELY DELIVERABLES: CBT will submit project reports and other deliverables as requested by PCCD Leadership. To ensure the timely deliverables, CBT will follow a Project Schedule at project kickoff and will follow the time-frame according to the project scope submitted with this proposal.

ENSURE HIGHEST QUALITY: CBT has a rigorous quality control mechanism in place to ensure highest quality. The firm has an excellent track record in managing large and complex projects with multi-stakeholder involvement. CBT promptly responds to any issues related to the project implementation and carries out the necessary actions required to ensure smooth implementation of the project.

MANAGE ISSUES AND RISKS: CBT will review identified and potential risks at the initial kick-off meeting. CBT will develop risk mitigation strategies/contingency plans as deemed necessary. CBT will also track and manage issues that will impact the team's ability to deliver project outputs on-time and within budget.

ADOPT PRACTICAL AND RESULTS-ORIENTED TECHNIQUES: A practical and results-oriented project management technique will be adopted to complete the assignment successfully. This reduces administrative burden for the District and Colleges and provides effective and efficient value for money.



Project Scope

Building the Technology Master Plan

CBT will conduct the work-plan below, and in the following pages, in three separate phases. Each phase represents a different set of activities over the course of the project. The completion of each phase represents an important milestone in showing overall progress in the project.

Phase I: Project Kickoff

CBT will begin the project with a connection to key College leaders to establish the overall work-plan, including milestones, timelines, and communications. The process will include discussion and clarification of the global vision, desired outcomes, potential stakeholders, potential challenges, participants' roles, and communication protocols. Leaders will also articulate all existing plans and documents that should be reviewed and assessed for impact to the Technology Master Plan development.

Timeline: March





Phase II: Discovery

Part 1: Review of Existing Reports and Data

As background to the development of the Technology Master Plan and in support of the preparation for college meetings and forums, CBT will study all existing data and plans articulated by college leaders in Phase I, cull out relevant elements, and prepare for integration into Phase III.

Timeline: April, May, and June

Specific Activities Include:

Review PCCD documents and work with PCCD Vice Chancellors and Presidents to identify existing needs and align the plan with other District planning efforts (including plans reported to FCMAT and ACCJC)

- Work with the designated PCCD Vice Chancellor to ascertain existing and future technology needs for the District based on where they are now and where they're headed
- Review District and Colleges' program review reports to compile technology needs identified for instructional programs, student services, and administrative services
- Work with the District Vice Chancellor of General Services and Facilities to ascertain existing and future technology needs for the District based on the Master Facilities Plan and GO Bond Construction program

Part 2: Planning Committee Meetings, College Forums, and Survey Distribution

CBT will meet with and gather input from committees and representatives identified by the leadership team to ensure that the planning process is truly inclusive and "bottom-up," and results in a strategic Technology Master Plan that reflects the needs and values of the PCCD constituencies. These facilitated strategy sessions will include information on emerging technology trends supporting student success in higher education, high level findings from the review of existing college and District plans that impact technology, and most importantly opportunities for PCCD members to actively participate in sharing hopes and pain points that will be addressed by the Technology Master Plan goals. For those who aren't able to participate in face-to-face meetings will be provided ways to participate through online surveys.

Timeline: April, May, and June

Specific Activities Include:

Campus and District Office visits and discussions

- Host focus sessions at the District office and on the four college campuses for managers, faculty, staff, and students to discuss technology needs in a dialogue session that will complement needs expressed in written program review and other reports
- Review District/colleges' planning documents, CBT reports, FCMAT report, and ACCJC reports to determine current and long-range technology needs; work with executive cabinet and others as needed to clarify and prioritize these needs for the Five-Year Technology Master Plan

Phase III: Preparing and Finalizing the Technology Strategic Plan

In the final phase of the planning process, CBT will develop a Draft plan and will vet the plan with leadership and key stakeholders identified by PCCD Leadership. Input from the vetting process will be integrated into the final plan. This phase will also include presentation of the final plan to the leadership team and the Board of Trustees.

Timeline: July, August, and September

Specific Activities Include:

Technology Master Plan project management and document preparation

- Work with the designated PCCD Vice Chancellor to sequence planning steps and develop a timeline for implementation
- Work with the designated PCCD Vice Chancellor to review Board Policies and Administrative Procedures to recommend changes needed
- Work with the designated PCCD Vice Chancellor and executive cabinet to develop and/or refine technology standards for the District including classroom technology
- Organize findings and develop, with the designated PCCD Vice Chancellor, the Five-year Technology Master Plan
- Develop project Final Report

Presentations

- Present findings and recommendations to Participatory Governance groups (if requested)
- Present findings and recommendations to the Chancellor and Executive Cabinet
- Present findings and recommendations to the Board of Trustees (if requested)



Deliverables

Final Technology Master Plan Report

Through the project scope outlined above, a fuller picture of critical objectives will evolve and lead to a clearer understanding of both mandates for and reservations about the technology planning needs. These will be based on the District's and Colleges' capacity and stakeholder demands and needs. The final technology master planning report will include

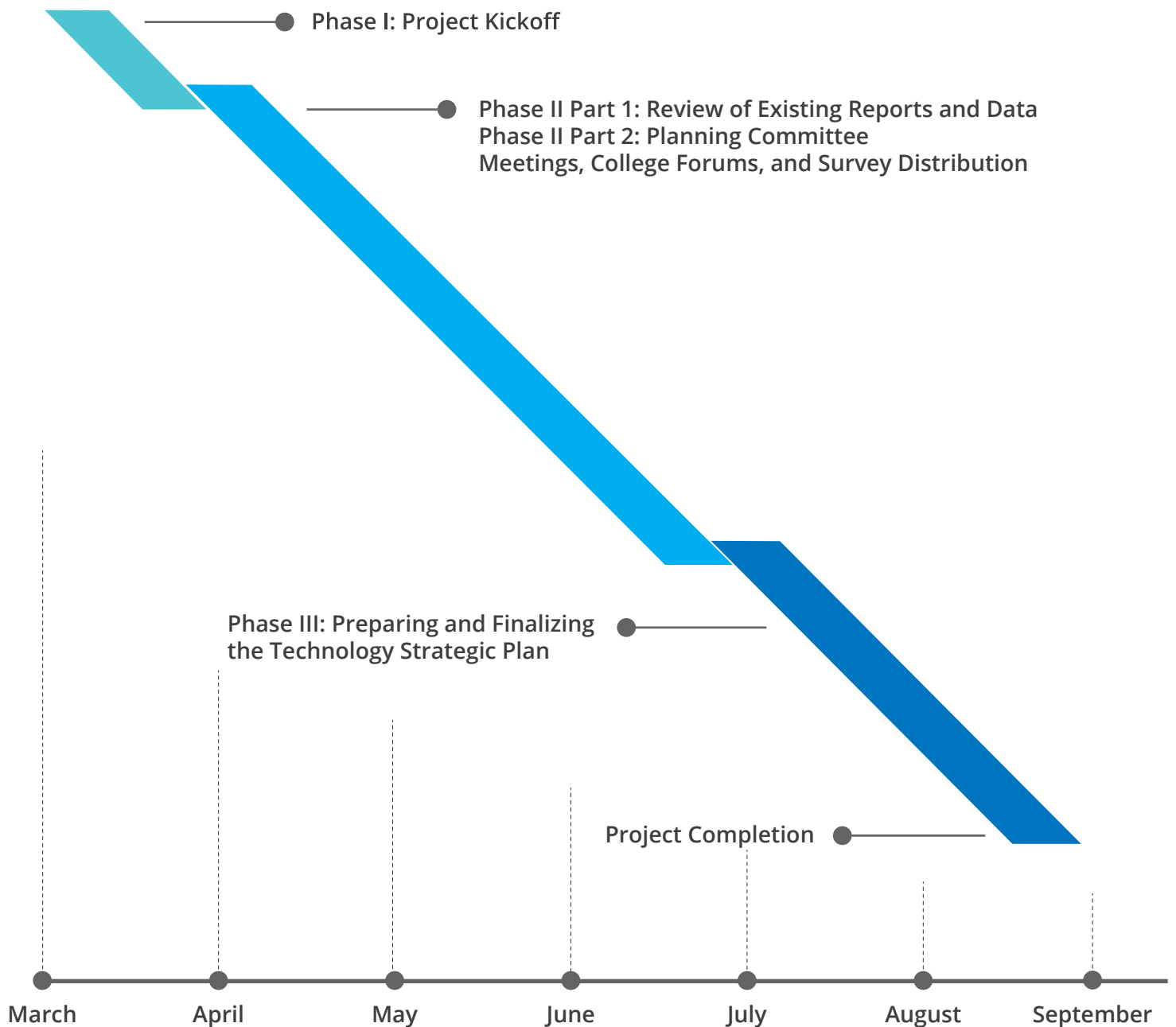
the Five-Year Technology Master Plan, and will provide a summary of the planning process and our findings throughout the project. The final report will provide unbiased recommendations from the CBT Team on strategic direction and guidance on suggestions for optimal implementation of the Technology Master Plan for PCCD.



Final Presentation

The CBT Team will present the final Technology Master Plan and final report to the PCCD Executive Leadership Team and Chancellor. CBT will explain the key takeaways from the project and steps taken to support the final recommendations. Members of the CBT Team will be on-site to answer questions and detail strengths, challenges, and opportunities for short- and long-term technology planning priorities for the project. A presentation to the Board of Trustees can be provided at the request of the Chancellor.

Timeline



Project Lead and Team

The CBT Project Lead will provide overall leadership, direction and oversight to ensure the trust, credibility and expectations of PCCD are well served and met. The project lead has to have very specific goals in mind that would be most beneficial to the District and Colleges. We looked for a strong project lead and team with a proven track record and significant experience in technology master planning, specifically in California. This team will have to deliver a holistic and inclusive approach to technology master planning, while also coordinating many competing priorities at PCCD throughout the scope of work. Mojdeh Mehdizadeh is more than qualified to lead this planning process, and with two additional highly qualified professionals, will provide a strong team for the project.



Mojdeh Mehdizadeh

Project Lead and Consultant 30 years of Higher Education Experience



EDUCATION

M.A. Organizational and Intercultural Communications | *Cal State University East Bay*

B.S. Computer Information Systems | *San Francisco State University*

Mojdeh Mehdizadeh has over 30 years of experience in higher education and has served in executive leadership roles for nearly 20 years. Mojdeh currently serves as Executive Vice Chancellor of Education and Technology for the Contra Costa Community College District. Her responsibilities include leadership and support of the colleges' (Contra Costa, Diablo Valley, and Los Medanos) educational programs, student services, workforce and economic development, information technology, international education, distance education, research and planning, and grants. Mojdeh previously served as President of Contra Costa College. In her early tenure, she taught as an adjunct faculty of Speech Communications at Diablo Valley College.

Ms. Mehdizadeh completed her undergraduate general education requirements at Diablo Valley College where she developed her understanding and appreciation of the community college system's importance in developing students for meaningful roles in the careers and the community. Ms. Mehdizadeh has been and continues to be very active in state, federal, and other organizations aimed at enhancing public educational systems throughout the State. Her work on the Microsoft Higher Education Advisory Committee resulted in improved partnership agreements with Microsoft which reduced licensing costs for higher education institutions and provided access to significantly reduced cost and free Microsoft products for students. She is a passionate leader in assuring excellent and affordable post-secondary education for all students, regardless of their economic situation. Her participation and advocacy in this area extends to serving locally on the Board of the Richmond Promise, and in shaping the state-wide directions in support of student access and success with the California Community College Telecommunications and Technology Advisory Committee, Institutional Effectiveness Partnership Team, and a prior and founding member of the CCCApply Statewide Application to Community Colleges Steering Committee.

Sally Montemayor Lenz, Ed.D.

Consultant

30 years of Higher Education Experience



EDUCATION

Ed.D. Organizational Leadership | *University of La Verne*

M.A. Counseling Education | *Chapman University*

B.S. Business Administration | *California State University, Fresno*

Dr. Sally Montemayor Lenz has over 30 years of experience in higher education. Sally began her career in 1988 with the state California Community Colleges Chancellor's Office. At the Chancellor's Office, she held state-wide leadership positions in the areas of Academic Affairs, Student and Support Services, Legislation, Liaison to the Board of Governors, Grants and Contracts, and Management Information Systems. During her tenure, she led writing teams in the review and development of instructional guidelines and policies, student services program plans and budget reports, program evaluation, accreditation and legislative analyses. Sally was a principal writer of the team that secured a \$10.9 million Broadband Technology Opportunities Program federal grant that established the California Connects program – a partnership with the Foundation for California Community Colleges. This grant benefited students in Math, Engineering, Science Achievement (MESA) programs.

Sally also served as the Associate Vice Chancellor of Educational Services for the Contra Costa Community College District Office that is comprised of three colleges: Contra Costa, Diablo Valley and Los Medanos colleges. Responsibilities included participation in Chancellor's Cabinet and the leadership and support of educational programs, drafting and analyzing districtwide policies and procedures, workforce and economic development, student services, international education and distance education. Most recently, Sally served as the interim Vice President at Los Medanos College (LMC). In addition to her role as Vice President, she led team development in the launch of Guided Pathways – LMC Redesign for Student Success, eLumen, and participated in accreditation, strategic planning, curriculum review and development, hiring of faculty and staff, and college-level policies and procedures.

As a first-generation college graduate, Sally understands and appreciates the value of education. She is passionate about student success and opportunity and college affordability. She is a past faculty member at Sierra College from 2006-2013 where she served as an adjunct counselor and a Puente program mentor while working at the state Chancellor's Office.

Michael J. Midkiff

Consultant

18 years of Higher Education Experience



EDUCATION

M.S. Computer Information Systems | *University of Phoenix*

B.S. Business Administration | *California State University, Chico*

Michael Midkiff has worked in the California Community College system for 16 years, gaining experience in technology leadership and project management within an educational environment. As a seasoned Chief Information Systems Officer, he is passionate about advancing technology in the support of education. Michael currently holds the position of Director, Information Services at Monterey Peninsula College (MPC). He is a strong strategic thinker who is very driven by results.

During his time at MPC he led the development of two Technology Master Plans (TMPs) and is in the process of developing a 2020-2025 TMP for the college. He has a very well-rounded education including a Bachelor's degree in Business Administration and a Master's Degree in Computer Information Systems. In addition, he is a certified Project Manager Professional (PMP). In 2017, he was awarded the Technology Leadership Award by the Chief Information Systems Officer Association (CISOA).

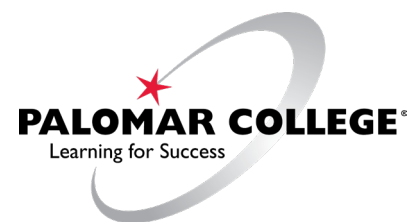
References

The following three references are colleges that have engaged CBT to perform master planning work, as it relates to this project. Additional references can be provided upon request.

Palomar College

1140 West Mission Road, San Marcos, CA 92069

Primary Contact: Dr. Jack Kahn, President
Phone: 760.744.1150 Ext 2521
Email: jkahn1@palomar.edu



Merced College

3600 M St, Merced, CA 95348

Primary Contact: Chris Vitelli, President/
Superintendent
Phone: 209.384.6100
Email: chris.vitelli@mccd.edu



Clovis Community College

10309 N. Willow, Fresno, CA 93730

Primary Contact: Lori Bennett, President
Phone: 559.325.5205 Ext 5205
Email: lori.bennett@cloviscollege.edu



Cost Proposal

The costs for this project are outlined below, and have been maintained at the **same fee rate** as previous and existing work by CBT at PCCD. 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 CBT 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

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.

Total Project Fees including Expenses (not to exceed): \$76,400.00

Expenses and Invoicing

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 \$0.575/mile. Expenses are calculated for Board presentations and approximately three site visits, for a total anticipated expense cost of \$6,000 for this project.

CBT will invoice PCCD monthly for work completed and expenses incurred. Invoices are due within 30 days of receipt.

Overview of CBT

The Collaborative Brain Trust (CBT) is a national firm that has been serving colleges and universities across the United States since 2008, providing leadership development and coaching, strategic planning, research and analysis, organizational re-design, educational master planning, accreditation support, fiscal analysis, and human resources consulting. CBT was conceived as a means for bringing together successful academic administrators, distinguished faculty members, and researchers who can serve many consulting roles, for public and non-profit private universities and colleges. In all, CBT has conducted over 200 projects for public and private non-profit colleges and universities. The firm is based in Sacramento,

California, but includes experienced consultants throughout the United States.

Beyond our full-time staff based in Sacramento, CA, the CBT Community College Division is composed of over 100 current or former college presidents, chief academic and student services officers, vice presidents, chief administrative, finance, and technology officers, deans, enrollment managers, campus safety directors, institutional research directors, and distinguished faculty members across many disciplines. Moreover, these experts are networked nationally and internationally to hundreds of public and private higher education institutions.

In short, the CBT team can be characterized as professionals who:

Understand the academic landscape, culture, and participatory governance structure

Know how collaboration, planning, and leadership development can affect changes in higher education institutions

Are skilled at soliciting ideas and feedback from a wide range of groups and stakeholders

Are experts in helping higher education institutions develop strategies and implement plans to improve operations while strengthening core values and cultures

Creatively contribute to client-consultant teams that are committed to integrating and improving clients' knowledge and skills

Capable of merging research inputs, best practices, and client vision into cohesive final recommendations





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