

FISCAL CRISIS
& MANAGEMENT ASSISTANCE TEAM

**El Dorado County Office
of Education**

Technology Review

January 12, 2007

FISCAL CRISIS
& MANAGEMENT ASSISTANCE TEAM



Administrative Agent
Larry E. Reider
Kern County
Superintendent of Schools

Chief Executive Officer
Joel D. Montero

FCMAT

FISCAL CRISIS
& MANAGEMENT
ASSISTANCE
TEAM



Administrative Agent
Larry E. Reider
Office of Kern County
Superintendent of Schools

Chief Executive Officer
Joel D. Montero

1300 17th Street – CITY CENTRE
Bakersfield, CA 93301-4533
Telephone661-636-461
Fax.....661-636-464
Web sitewww.fcmat.or

422 Petaluma Blvd. North, Suite
Petaluma, CA 94952
Telephone707-775-2850
Fax.....707-775-2854

January 12, 2007

Vicki L. Barber, Superintendent
El Dorado County Office of Education
6767 Green Valley Rd
Placerville, CA 95667

Dear Superintendent Barber:

In June 2006 the Fiscal Crisis and Management Assistance Team (FCMAT) received from the El Dorado County Office of Education a request for a management review. Specifically, the county office asked FCMAT to perform the following:

1. Assess the menu of services the El Dorado COE Technology Department offers the internal EDCOE programs and determine the level of satisfaction with these services. Make recommendations as to how EDCOE can meet current and future needs of their users.
2. Assess the menu of services the El Dorado COE Technology Department offers to districts and determine the level of satisfaction with these services. Make recommendations as to how EDCOE can meet current and future needs of their users.
3. Review the various administrative and instructional technology support services provided to El Dorado COE programs and El Dorado County districts for strategic fit with technology goals and oversight/fiduciary responsibilities.
4. Review the organizational structure and staffing of the technology department and make recommendations based on El Dorado COE needs and goals. Make recommendations on the appropriateness of staffing and job duty assignments, as well as recommendations on training opportunities for the department.
5. Review internal/external network security, assess performance/reliability, and make recommendations for improvement.

FCMAT visited the county office September 5-7, 2006. This report is the result of that effort. We appreciate the opportunity to serve you, and we extend our thanks to all the staff of the El Dorado County Office of Education.

Sincerely,

A handwritten signature in black ink, appearing to read 'Joel D. Montero'.

Joel D. Montero
Chief Executive Officer

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Foreword

FCMAT Background

The Fiscal Crisis and Management Assistance Team (FCMAT) was created by legislation in accordance with Assembly Bill 1200 in 1992 as a service to assist local educational agencies in complying with fiscal accountability standards.

AB 1200 was established from a need to ensure that local educational agencies throughout California were adequately prepared to meet and sustain their financial obligations. AB 1200 is also a statewide plan for county offices of education and school districts to work together on a local level to improve fiscal procedures and accountability standards. The legislation expanded the role of the county office in monitoring school districts under certain fiscal constraints to ensure these districts could meet their financial commitments on a multiyear basis. AB 2756 provides specific responsibilities to FCMAT with regard to districts that have received emergency state loans. These include comprehensive assessments in five major operational areas and periodic reports that identify the district’s progress on the improvement plans

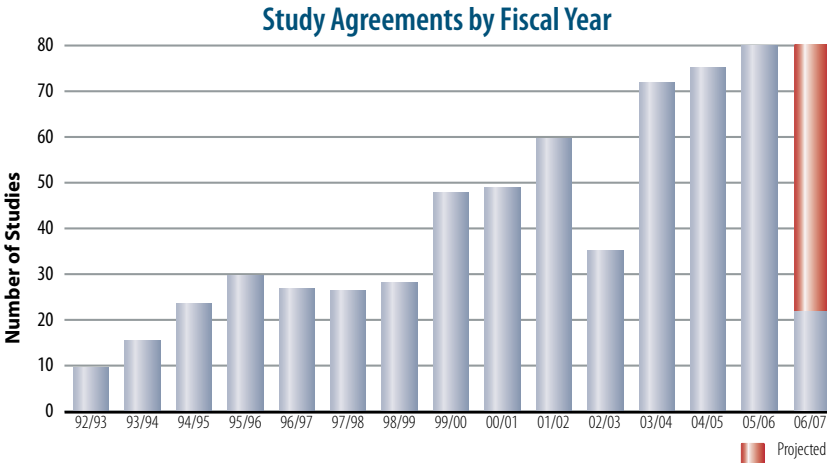
Since 1992, FCMAT has been engaged to perform more than 600 reviews for local educational agencies, including school districts, county offices of education, charter schools and community colleges. Services range from fiscal crisis intervention to management review and assistance. FCMAT also provides professional development training. The Kern County Superintendent of Schools is the administrative agent for FCMAT. The agency is guided under the leadership of Joel D. Montero, Chief Executive Officer, with funding derived through appropriations in the state budget and a modest fee schedule for charges to requesting agencies.

Total Number of Studies 604
Total Number of Districts in CA..... 982

Management Assistance.....	555	(91.89%)
Fiscal Crisis/Emergency	42	(6.95%)
Emergency Loan.....	7	(1.16%)

Note: Some districts had multiple studies

(Rev. 9/21/06)



Introduction

Background

Located in the Northern California city of Placerville, the El Dorado County Office of Education serves the following districts:

- Black Oak Mine Unified School District
- Buckeye Union School District
- Camino Union School District
- El Dorado County Office of Education
- El Dorado Union High School District
- Gold Oak Union School District
- Gold Trail Union School District
- Indian Diggings School District
- Lake Tahoe Community College District
- Lake Tahoe Unified School District
- Latrobe School District
- Mother Lode Union School District
- Pioneer Union School District
- Placerville Union School District
- Pollock Pines School District
- Rescue Union School District
- Silver Fork School District
- EDCOE programs and other agency partnerships

In June 2006, the county office contacted FCMAT to request a study that would perform the following:

1. Assess the menu of services the El Dorado COE Technology Department offers the internal EDCOE programs and determine the level of satisfaction with these services. Make recommendations as to how EDCOE can meet current and future needs of their users.
2. Assess the menu of services the El Dorado COE Technology Department offers to districts and determine the level of satisfaction with these services. Make recommendations as to how EDCOE can meet current and future needs of their users.
3. Review the various administrative and instructional technology support services provided to El Dorado COE programs and El Dorado County districts for strategic fit with technology goals and oversight/fiduciary responsibilities.

4. Review the organizational structure and staffing of the technology department and make recommendations based on El Dorado COE needs and goals. Make recommendations on the appropriateness of staffing and job duty assignments, as well as recommendations on training opportunities for the department.
5. Review internal/external network security, assess performance/reliability, and make recommendations for improvement.

Study Team

Philip Scrivano
FCMAT Management Analyst
Bakersfield, CA

James Anderberg*
Director, Information Technology
Placer County Office of Education
Auburn, CA

Leonel Martínez
FCMAT Public Information Specialist
Bakersfield, CA

Mike Vincelli*
Director, Information Technology
Shasta Union High School District
Redding, CA

*As members of this study team, these consultants were not representing their respective employers, but were working solely as independent contractors for FCMAT.

Study Guidelines

FCMAT visited the county office September 5-7, 2006 to review data, interview employees and collect information. This report is the result of that effort and is divided into the following sections:

- I. Executive Summary
- II. Leadership
- III. Customer Service
- IV. Workplace Environment

Executive Summary

The El Dorado County Office of Education's Information Technology (IT) Department is staffed by a number of committed and competent employees. However, proper strategic and tactical leadership is needed to raise the performance and esteem of the department and to strengthen district customer and internal relationships.

The team found some indications of operational dysfunction and leadership challenges, which point to a need for the county office to make some significant changes in the IT Department. The challenges and barriers highlighted in this report require interventions that include a change of leadership and increased strategic planning and implementation, along with concentrated communications improvement at all operational levels. With the existing staff's talent and expertise, along with new leadership and managerial excellence, the county office will be able to move from a reactionary mode of operations to a proactive, strategic department that adds value to the entire county office. As technologies continue to affect all aspects of the educational community, the recommendations for improvement will be helpful in the months ahead for the county office to make systemic, positive change.

The county office should ensure that qualifications for the next IT Director include the following: demonstrable customer-service skills, extensive personnel management experience, expertise in interpersonal relationships, the ability to discern the correct communication levels needed for building a solid stakeholder base, and a clear understanding of the role of a county office of education in supporting districts and programs that benefit students.

The county office also should recruit a leader with strong credentials, possibly with a master's degree and significant IT management experience. This could be a leader from the private sector whose managerial experience lends itself to the educational environment. The new leader must have the ability to rebuild relationships with school districts and with the internal county office staff to significantly change the culture of distrust and negativism toward IT and its functions.

The new IT Director should clearly convey to the county office technology staff members that their elemental purpose is to serve the school districts in a collegial, consultative and service-oriented manner. Further, the IT Director must develop a set of protocols and processes for the IT staff to better communicate a service-centered posture that is collaborative, decisive, and responsive to time-sensitive issues in the field.

The new IT Director also should spend time to assess impediments that exist in the field and to determine a district strategy to improve technical assistance, support service delivery, and improve overall communications.

Findings and Recommendations

Leadership

Current Status

The previous Director of Information Technology, who recently retired, had deep and varied skills, and his extensive institutional knowledge will be difficult to replace. The technology infrastructure of the El Dorado County Office of Education and the county network are in first-rate shape. However, the county office would greatly benefit from focusing on other competencies as indicated by feedback from FCMAT's individual interviews. The majority of the feedback presented by interviewees centered on communication issues. Many expressed that in their interactions with the Technology Department, specific issues were marginalized, leaving little room for input, debate or consensual decision-making.

Strategic visioning, IT life-cycling and project management principles seem to be absent from the Technology Department. Projects are not prioritized, scheduled and completed, and there is a distinct absence of clear communication of the director's vision to the IT staff. Component projects of the overarching IT strategy are not communicated to the IT or county office staff. This lack of communication has contributed to a culture of distrust, and many indicated that this instilled a lack of confidence in the department's ability to ensure completion of tasks.

In both the public and private sectors, the key characteristics of a Chief Technology Officer include the ability to incorporate strategic, visionary practices, since a high percentage of strategic initiatives in organizations require the input and guidance of the IT managerial staff. This proactive strategic approach has not been taken by the El Dorado County Office, which often left the former director unable to develop staff and customer relationships or perform higher-function planning because of dealing with technical mechanics that staff members under his leadership could perform. This mode of operating has created the perception that the IT Department makes decisions with a superior attitude.

Districts feel left out of the technology process and are in great need of technology support. Over the past eight years, many districts have hired new technology staff or outside vendors to support their school technology programs. This has resulted in reduced dependence on the county office IT Department. Districts indicated that there has been little collaboration between the districts and the county office over what services are needed and the cost districts are willing to pay for these services. Different departments in the county office had a similar assessment. The previous relationship seemed to be solely based on the services the IT Department decided to offer. If a district or county office

department wished to utilize these services, the costs were difficult to determine based on the end-of-year billing, which does not include detailed reports. The lack of detail for these bills and the lack of a clear understanding of the menu of services offered by the IT Department have generated a growing animosity towards the department.

Recommendations

The county office should:

1. Ensure that qualifications for the next IT Director include the following: demonstrable customer-service skills, extensive personnel management experience, expertise in interpersonal relationships, the ability to discern the correct communication levels needed for building a solid stakeholder base, and a clear understanding of the role of a county office of education in supporting districts and programs that benefit students.
2. Include strategic planning and project management expertise as part of comprehensive planning. Develop long-range, global strategies for the department, while cultivating a reasonable, practical implementation process that involves the IT staff and the county office as a whole.
3. Recruit a leader with strong credentials, possibly with a master's degree and significant IT management experience. This could be a leader from the private sector whose managerial experience lends itself to the educational environment. The new leader must have the ability to rebuild relationships with school districts and with the internal county office staff to significantly change the culture of distrust and negativism toward IT and its functions.
4. Direct the new leadership to focus on helping districts with high-level technology planning and budgeting. The new director should understand technology and how it can be adapted and incorporated into the teaching environment; understand the needs of small districts and how they are different from the larger self-supporting districts; and have the ability to communicate technical issues in a manner that teaching professionals can understand.

Networking Staff

While the network engineering staff is effective in handling technical issues, communications and management skills could be further refined. Many staff members at the county office and districts expressed concern about the possibility of internal promotions to leadership positions. They indicated that because of the culture of the community, an internal promotion, even of an effective staff member, would be perceived as business as usual.

Recommendation

The county office should:

1. Provide training for staff members to improve their interpersonal skill sets. Several effective courses are available for this purpose. Managers are responsible for helping to cultivate the interpersonal skills of emerging leaders.

2. Include the network management staff in education-centered meetings and decision-making processes as appropriate.

Communication with the Cabinet

There is a lack of effective communication between the IT Director and the Superintendent's cabinet. During staff interviews, it was determined that the IT Director did not meet with the entire county office cabinet to provide a strategic, organizational overview of projects. Increased economic efficiency could be provided with the ongoing input of the cabinet.

The cabinet managers need to have regular, direct communication with the IT Director. Written details of projects, detailing time lines, roles/responsibilities, and total cost of ownership should be employed by the IT Director as a result of his/her involvement with cabinet leadership. In some districts and county offices of education, the IT leader is a member of the general or superintendent's cabinet. If the IT Director position is not a member of the cabinet, the cabinet should at a minimum ensure that one of its members is in a position to provide a regular update on IT activities.

Recommendations

The county office should:

1. Involve the cabinet in determining and prioritizing IT projects and determining how these serve the county office as a whole. Include the IT leader in cabinet meetings.
2. Form a steering committee that includes additional stakeholders beyond the cabinet level and hold quarterly meetings for decision-making purposes. It would be politically astute to include representatives of district leadership participation in these meetings. Districts that utilize the most county office support should have priority in being asked to participate.

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Leadership

Customer Service

District Communication and Relationships

The relationships between the IT Department and its clients have deteriorated, and communication barriers have developed, including the following: refusal to allow the county office technical staff on school sites because of negative communication and poor service, a cessation in use of county-office-provided services, and lack of trust in the consultative and service abilities of the county office IT staff. While the Technology Assistance Group (TAG) holds some promise as a positive collegial communication tool, staff members overwhelmingly perceive this as a one-way, top-down, communication venue.

This dissatisfaction with the relationships between the school districts and the county office IT Department was strongly voiced by district administrators, staff, and district level IT leaders.

Recommendations

The county office should:

1. Assign the new IT Director to clearly convey to the county office technology staff members that their elemental purpose is to serve school districts in a collegial, consultative and service-oriented manner. Further, the IT Director must develop a set of protocols and processes for the IT staff to better communicate a service-centered posture that is collaborative, decisive, and responsive to time-sensitive issues in the field.
2. Encourage the new IT Director to spend time in the early months of employment traveling to school districts and meeting individually with administrators, teachers, staff members, and district-level IT staff members. Time will be needed to assess impediments that exist in the field and to determine a case-by-case district strategy to improve technical assistance, support service delivery, and improve overall communications.

Services that Meet Demand

The county office needs to provide consultative leadership to offer the wider menu of services that is being demanded by the internal and external stakeholders of the IT Department. Districts indicated that the county office does not provide services that the districts need. For example, many districts are unable to develop and maintain Web sites. The county office had an opportunity to be a leader in this area to meet these needs, but to date, this has not occurred. Four districts indicated that they are seeking the assistance of outside consultants and vendors instead of the county office IT staff. The lack of trust in the county office's capabilities and the department's historical unresponsive nature suggests that the IT Department is missing critical opportunities, and is in need of updating its menu of services to provide IT functions that the districts may not be able to provide for themselves.

Services that could be offered include the following:

WAN – Wide-area network support can be provided, including router and transport services, planning, and 24-hours-a-day, seven-days-per-week emergency response. After-hours support can be offered by paying a stipend to a network engineer(s) to take a dedicated cellular phone home after business hours and weekends. Responding to calls should be compensated at an agreed-upon rate. Sharing this responsibility will enhance the service.

LAN – The county office can offer local-area network support, including MDF/IDF support, ensuring that computers can connect to the local area network. This service may also include network monitoring and planning.

Desktop Support – This service can be contracted on an hourly service per month. As an example, each school site can contract for two hours of service per week. If the technician is not servicing a request, planned maintenance or another agreed-upon activity can be performed.

Business Services – The QSS support desk is overwhelmingly liked by the districts. The philosophy that “your problem is my problem, and I am here to help you” should be adopted by the entire IT Department. Using this model, which seems have been incorporated into the rest of the county office, would bring the IT Department in line with the county office’s culture.

Web Hosting Services – This includes hosting district and school Web sites, development of the pages, security based on who has access to create/change/edit the sites, and DNS (Domain Name Servers).

E-mail Hosting Services – The county office will host the servers and create e-mail systems that are transparent to the local user. As an example, each district will retain a private domain name such as bsmith@goldoak.k12.ca.us. The county office IT Department would be responsible for creating and maintaining accounts, spam filtering, providing a client that may include district address book, user and global calendars, and task assignments. The IT Department would further be responsible for servers and back up of information.

SIS Hosting Services – Similarly to e-mail services, each district would have its individual data maintained on the county office system. By collaborating with the other districts, the county office can leverage a cheaper license per student, maintain all systems, and help transfer data when students change districts or graduate to other districts. The county office can also assist with all requirements and submissions for the California School Information Services (CSIS).

Student Assessment System – Similarly to the previously mentioned systems, the county office can be a focal point for student data. The county office Curriculum and Technology departments in partnership with interested districts should select an appropriate student data assessment system. The selected system would be hosted at the county

office and would be able to access student records on the SIS system. The Curriculum Department would assist in analyzing student data. With this information the county office Curriculum Department would be in a unique position to provide systemic help to districts and individual classroom teachers.

Other Services – Some services such as firewall and virus services may be applicable only to certain districts. The county office may provide engineering planning time or provide help only during crisis intervention such as when an e-mail server is off line and needs to be brought back into service as soon as possible. An example of engineering planning is developing a student log-on system that easily transfers student data and folders to the next grade level or school site when applicable.

There is a perception that the county office's IT Department charges unfair prices for its services. This perception was created in part because billing occurs months after the service is rendered. By that time, there is little memory or written documentation about the service provided.

Recommendations

The county office should:

1. Ensure the new IT leadership takes the time necessary to visit each district in the county and each department in the county office to meet with administrators and local IT staff to discuss sharing costs on some services. Once this information is analyzed, a menu of services should be created that the county office is willing to offer if a certain percentage of districts are willing to contract for these services on a yearly basis. Contracts should reflect a flat rate or a not-to-exceed amount for the year. This will help the business departments budget for technology expenses and counteract the perception that the county office is overcharging for services. Once districts have agreed on services, the IT leadership can develop an internal budget to meet these demands. Each year, an increase or decrease in services will provide a realistic appraisal of how well the IT Department is meeting these demands.

The menu of services needed by each district will differ and depend on the size of the district and the local IT staff. However, some will be common throughout all districts, and some only for districts with few or no IT staff members. The analysis will help calculate the cost of these services based on demand. In some cases, the county office may not be able to compete with private vendors. The previous list of services is an example that can aide the county office in starting a discussion with districts.

Workplace Environment

Fractured IT Team

The county office IT staff is composed of talented, dedicated employees. These employees demonstrate a fundamental understanding of their role in the county office, however, more work needs to be done in developing a culture as an external customer service entity. These employees will be critical to rebuilding the department. During staff interviews, a number of issues arose that point to team dysfunction and differences about how rebuilding the IT Department is to proceed. The themes that surfaced during interviews included the following: lack of interdepartmental communication, divided staff meetings centered on technologies rather than team methodologies, little communication of expectations and long-term/short-term plans, and no annual reviews of performance.

Many department staff members indicated that they are left on their own. There is no sense of team or common purpose, which has severely deteriorated communication at every level. Some staff members do not communicate at all, while others vocalize only extreme dissatisfaction, further hampering the unit's ability to operate as a cohesive team.

Recommendation

The county office should:

1. Assign the new director of IT to conduct regular staff meetings intended to regain the trust of the staff, build morale and re-establish the concept of a professional team moving toward uniform goals and objectives. These meetings should include the following: individual one-on-one opportunities for safe, confidential communication, group meetings centered on technologies such as networking, and whole staff meetings so that all members of the unit are a part of the team and are informed on what each individual member is involved in. Agendas should be posted at least 24 hours before each meeting, and the last item should include a round-table invitation for each member to ask a question or express a concern.

Team building activities should occasionally be held off-site and centered on a special occasion. A third-party communications expert could be of assistance to help rebuild a communication flow among department members.

IT Roles and Responsibilities

Avoiding misallocation of technology staff and resources requires constant vigilance on the part of all IT directors. The staff often performs tasks that misuse their abilities and expertise. Examples of this include: systems engineers (network technicians) performing routine PC troubleshooting, staff members not prioritizing service requests and time-sensitive issues/tasks, and employees performing out-of-classification work.

Recommendations

The county office should:

1. Commit to the formation and maintenance of a help desk/ call center. This could be staffed by an entry-level technician who could triage and dispatch technical resources as the situation demands.
2. Clearly define technical roles and assignments based on classification and abilities. The county office staff will need to have a clear understanding of the roles each IT member plays and respect the delineation of duties.
3. If the job demand becomes greater than one technician can handle in the future, perform a job study to determine whether hiring additional staff members may be necessary. Clear expectations and service levels must be set for PC technicians, and those that do not meet these expectations should be coached and evaluated for improvements.

IT Staff Development

One of information technology's greatest challenges is management of change. Constant changes in technologies, ever-increasing threats from the internal and external environment and new requirements from stakeholders place technology workers in a constant need for professional development. This has not been recognized and incorporated into a formalized process at the county office IT Department. Staff members mentioned that learning opportunities were provided in a few instances, but ongoing, mandatory professional development is not institutionalized in the IT Department.

Recommendation

The county office should:

1. Ensure the new IT Director makes professional development a priority for the technical staff. Opportunities must be identified, schedules set and expectations for increasing knowledge levels made clear. Technical staff development can be accomplished in several ways.
FCMAT helped a district institute a successful approach that involved offering employees online instruction with strict accountability. Staff members were offered this type of training and given specific deadlines for completion and certification of objectives. Employees received a salary benefit if the objective was met before the established deadline. Furthermore, employees were allowed to use up to a half hour of work time a day for training if they matched this time with two hours of home study.

Curriculum Support

Several staff members indicated that someone needs to take the lead on technology education curriculum training. Teachers and administrators in districts and the county office departments are eager for technology training on everything from e-mail to Aeries grade book, to assessment software. This is a prime area for the county office to establish recognition. FCMAT believes districts would be willing to pay a small annual fee to be part of an ongoing training program.

Recommendation

The county office should:

1. Assign the IT Department to work collaboratively with the county office's Curriculum Department to offer various and ongoing training sessions for districts and the county office staff. One strand could be technology in the classroom. Another idea is core technologies for the IT staff. In addition, there should be offerings on incorporating technology into classroom environments for teachers, administrators, and IT personnel.

AS/400 Computer

While the AS/400 is an effective platform, its usefulness has come to an end at the county office. Two applications that are still running on the AS/400 should be moved to newer, PC-based systems. The county office could check with other county offices to determine how they handle these applications or investigate the possibility of hiring a vendor to transfer the software to a PC-based system. Trying to maintain three different platforms AS/400, HP 3000, and Microsoft systems, is a drain on the IT Department.

Recommendation

The county office should:

1. Terminate use of the AS/400 system as soon as possible.

Equipment/Software Standards

Publishing the standards for equipment and software would improve communications with districts and with other county office departments. The standards for servers, desktop operating systems, PC hardware, printer hardware, routers, firewalls, anti-virus software, content filtering, and remote control software could all be disseminated, making it easier for districts to comply. The county office could also use these standards to leverage purchasing on behalf of the districts.

Standardization of all hardware also decreases maintenance and enables the IT Department to analyze the total cost of ownership. Once minimum standards are established for things such as desktop computers and printers, the Business Department can accurately budget for replacement over time.

Recommendation

The county office should:

1. Publish its equipment/software standards. For budgeting purposes, the county office should also maintain an accurate inventory of all equipment and compare the equipment to the county office's current and future standards.

Remote Control Software

Because of the geographic area served by the county office, driving to sites to support users with any kind of problem is time consuming and difficult. The IT Department should consider using some kind of remote control software that would allow a technician to assume control of a PC and help solve problems. Dameware, VNC, and Windows Remote Control are a few types of software that can be considered.

Recommendation

The county office should:

1. Invest in some kind of remote control software to help with troubleshooting.

TrackIT Software

The IT Department owns the TrackIT help desk software and has deployed it to some degree, but has yet to utilize its full power. The IT Department needs to determine if TrackIT is the appropriate help desk software for county office needs. If it is determined that this software is appropriate, the software should be fully deployed and its use mandated for all staff members and other users.

Recommendation

The county office should:

1. Fully deploy TrackIT software if it is determined that this software is appropriate for the county office's needs.

Appendix

A. Study Agreement

MANAGEMENT ASSISTANCE TEAM
STUDY AGREEMENT
August 16, 2006

The FISCAL CRISIS AND MANAGEMENT ASSISTANCE TEAM (FCMAT), hereinafter referred to as the Team, and the El Dorado County Office of Education, hereinafter referred to as the COE, mutually agree as follows:

1. BASIS OF AGREEMENT

The Team provides a variety of services to school districts and county offices of education upon request. The COE has requested that the Team provide for the assignment of professionals to study specific aspects of the El Dorado County Office of Education operations. These professionals may include staff of the Team, County Offices of Education, the California State Department of Education, school districts, or private contractors. All work shall be performed in accordance with the terms and conditions of this Agreement.

2. SCOPE OF THE WORK

A. Scope and Objectives of the Study

The scope and objectives of this study are to:

- 1) Assess the menu of services the El Dorado COE Technology Department offers the internal EDCOE programs and determine the level of satisfaction with these services. Make recommendations as to how EDCOE can meet current and future needs of their users.
- 2) Assess the menu of services the El Dorado COE Technology Department offers to districts and determine the level of satisfaction with these services. Make recommendations as to how EDCOE can meet current and future needs of their users.
- 3) Review the various administrative and instructional technology support services provided to El Dorado COE programs and El Dorado County districts for strategic fit with technology goals and oversight/fiduciary responsibilities.
- 4) Review the organizational structure and staffing of the technology department and make recommendations based on El Dorado COE needs and goals. Make recommendations on the appropriateness of staffing and job duty assignments, as well as recommendations on training opportunities for the department.
- 5) Review internal/external network security, assess performance/reliability, and make recommendations for improvement.

B. Services and Products to be Provided

- 1) Orientation Meeting - The Team will conduct an orientation session at the COE to brief COE management and supervisory personnel on the procedures of the Team and on the purpose and schedule of the study.
- 2) On-site Review - The Team will conduct an on-site review at the COE

office and at school sites if necessary.

- 3) Progress Reports - The Team will hold an exit meeting at the conclusion of the on-site review to inform the COE of significant findings and recommendations to that point.
- 4) Exit Letter - The Team will issue an exit letter approximately 10 days after the exit meeting detailing significant findings and recommendations to date and memorializing the topics discussed in the exit meeting.
- 5) Draft Reports - Sufficient copies of a preliminary draft report will be delivered to the COE administration for review and comment.
- 6) Final Report - Sufficient copies of the final study report will be delivered to the COE following completion of the review.

3. PROJECT PERSONNEL

The study team will be supervised by Anthony Bridges, Interim Deputy Executive Officer Fiscal Crisis and Management Assistance Team, Kern County Superintendent of Schools Office. The study team may also include:

- A. Philip Scrivano, FCMAT Management Analyst
- B. James Anderberg, FCMAT Technology Consultant
- C. Mike Vincelli, FCMAT Technology Consultant

Other equally qualified consultants will be substituted in the event one of the above noted individuals is unable to participate in the study.

4. PROJECT COSTS

The cost for studies requested pursuant to E.C. 42127.8(d)(1) shall be:

- A. \$500.00 per day for each Team Member while on site, conducting fieldwork at other locations, presenting reports, or participating in meetings.
- B. All out-of-pocket expenses, including travel, meals, lodging, etc. Based on the scope of work identified in section 2 A, estimated total cost is \$11,000. The COE will be billed based on actual cost. Any change to the scope will affect the estimate of total cost.
- C. The COE will be invoiced at actual costs, with 50% due following the completion of the on-site review and the remaining 50% due upon acceptance of the final report by the District.

Payments for FCMAT services are payable to Kern County Superintendent of Schools-Administrative Agent.

5. RESPONSIBILITIES OF THE COE

- A. The COE will provide office and conference room space while on-site reviews are in progress.
- B. The COE will provide the following (if requested):
 - 1) A map of the local area
 - 2) Existing policies, regulations and prior reports addressing the study request
 - 3) Current organizational charts
 - 4) Current and four (4) prior year's audit reports
 - 5) Any documents requested on a supplemental listing
- C. The COE Administration will review a preliminary draft copy of the study. Any comments regarding the accuracy of the data presented in the report or the practicability of the recommendations will be reviewed with the Team prior to completion of the final report.

Pursuant to EC 45125.1(c), representatives of FCMAT will have limited contact with COE pupils. The COE shall take appropriate steps to comply with EC 45125.1(c).

6. PROJECT SCHEDULE

The following schedule outlines the planned completion dates for key study milestones:

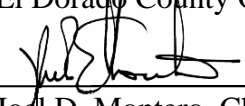
Orientation:	September 5, 2006
Staff Interviews:	September 5-7, 2006
Exit Interviews:	September 7, 2006
Preliminary Report Submitted:	October 26, 2006
Final Report Submitted:	To be determined
Board Presentation:	To be determined

7. CONTACT PERSON

Please print name of contact person: Francie Heim, Deputy Superintendent

Telephone 530 295-2221, ext 221 FAX 530 621-2543

Internet Address fheim@edcoe.k12.ca.us

Dr. Vicki L. Barber, Superintendent	Date
El Dorado County Office of Education	
	8/16/06
Joel D. Montero, Chief Executive Officer	Date
Fiscal Crisis and Management Assistance Team	