

2-20-04

PROGRESS REPORT - LANEY COLLEGE March 15, 2004

Introduction

Laney College is a comprehensive California community college. With a student population that has reached the headcount level of 14,000, it is the largest of the four colleges in the Peralta Community College District. Established originally as a vocational institution in 1938, the college evolved over the years into its present form and moved to the current campus site in 1970. Laney College, which is situated in downtown Oakland, serves a broad section of the community, including a growing number of international students.

The college views its mission as one of service to a diverse student population through programs of transfer studies, vocational and career education, student support services, and other programs designed to accommodate the needs of the community.

During March 18-20, 2003, a twelve-member team from the Western Association of Schools and Colleges Accrediting Commission visited Laney College for the purpose of validating the college's application for reaffirmation of accreditation. The specific focus to the visit was to validate the college's Self Study.

On June 30, 2003, the college received notice from the Accrediting Commission that accreditation had been reaffirmed, with a requirement that the college complete a Progress Report to the Commission, submitted by March 15, 2004.

The visiting team found several challenges during its visit to Laney College and the Peralta CC District. Mid-way in the visit, the district chancellor retired and no successor chancellor was appointed by the Board of Trustees to serve on an interim basis. This sudden leadership vacuum was a source of serious concern to both district and college personnel, causing considerable confusion and apprehension. Further, the team found that many administrators, both at the college and in the district, were either quite new in their positions or held positions on an acting or interim basis. Thus, an absence of "institutional memory," a lack of consistency in numerous practices, and a sense of tentativeness abounded as institutional characteristics. The Laney College self study itself was directly affected by this situation.

Also, the visiting team learned that the entire district-wide administration, including the college, had received potential termination notices (March 15th Notices), resulting in a strong sense of uncertainty among the institution's administrative ranks. It was unclear which administrators would receive continuing contracts, which would be terminated, and how the district-wide organization would be affected.

The visiting team recognized Laney's new commitment to refining its governance structure, its values, mission, and vision statements for the college. The team encouraged the college to continue to focus its efforts and attention in these areas. At the same time, the team noted that the college had not made much progress in implementing the planning process it had proposed and was not yet

firmly committed to an action path regarding some of the previous team's most important recommendations. The team further understood the need for the district to provide a clear and integrated framework for planning involving all four colleges. It is also important that the college move from discussions about planning to the implementation of integrated planning processes and outcomes.

Lastly, with respect to the district's long-term healthcare liability issue, the team found that the district had identified an option that was being pursued to provide a revenue stream against this liability, but that the option was not yet a firm plan and that the college community was largely unaware of and not supportive of the option being pursued.

Recommendations

Based on the visiting team's observations as described above, the Evaluation Report presented five (5) recommendations and concerns to be addressed by the Laney College community. They are:

1. The team recommends that the Board of Trustees move expeditiously to appoint an interim chancellor and begin the process of recruiting a permanent chancellor. The team further recommends that the Board of Trustees direct the new chancellor to make stability of both college and district administrative personnel a priority. (Standards 10. C.1, 10. C.2)
2. The team recommends that the Board of Trustees adhere to its appropriate functions and policy orientation, and rely upon the district chancellor for recommendations affecting the organization of the district as well as the hiring, retention, and termination of all categories of district and college staff. The team further recommends that the Board of Trustees ensure that the district is continuously led by a chancellor as its chief executive officer. Finally, the team recommends that the Board of Trustees clearly identify and widely disseminate the roles and responsibilities assigned to the district administration and those assigned to the college administration, so that the appropriate responsibility and authority are specified and related accountability standards are established. (Standards 10.A.3, 10.A.4, 10.C.1, 10.C.2, 10.C.3, 10.C.5)
3. The team recommends that a district-wide plan and an implementation process be created that are strategic and systematically integrate the educational, financial, physical, and human resources of the district. All planning processes should be inclusive of the four colleges and the communities served by the district. The plan should include identified institutional outcomes with criteria for evaluation on a periodic basis. It is recommended that the district-wide plan integrate the educational master plans and program reviews of the colleges. The team also recommends that the chancellor ensure that the plan and the ongoing planning processes are communicated throughout the district. (Standards 3.B.1, 3.B.3, 3.C.1, 3.C.3, 10.C.1, 10.C.6)
4. The team recommends that the Peralta Community College District provide a detailed and concrete plan that clearly identifies the steps, timelines, and measurable actions that are being undertaken by the district to provide funding for the long-term liability posed by healthcare benefit. (Standard 9.C.1)

5. The team recommends that the college assign the highest priority to completing and substantially implementing an effective, meaningful, systematic, and comprehensive institutional strategic master plan. The plan must incorporate educational, fiscal, technological, physical and human resource components linked together with research efforts and closely integrated with the college mission statement. It should also identify short- and long-term directions for the college. timelines for implementation, the individuals responsible for each area, monitoring and follow-up strategies, and expected outcomes. (Standards 3.A.1 , 3.A.2, 3.A.3, 3.A.4, 3.8.1,3.8.2,3.8.3, 3.C.1, 3.C.2, 3.C.3)

Progress Report

In view of the nature of the aforementioned recommendations, i.e., having a dual focus for both the district office and the college, the progress report is formatted as a matrix, with each recommendation addressed separately with a District response and a College response. Please refer to the attached matrix.

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Recommendation #1	<p>The team recommends that the Board of Trustees move expeditiously to appoint an interim chancellor and begin the process of recruiting a permanent chancellor. The team further recommends that the Board of Trustees direct the new chancellor to make stability of both college and district administrative personnel a priority. (Standards 10C.1)</p>
District	<p>At its March 25, 2003 meeting, the Peralta Board of Trustees appointed Mr. Eilihu Harris as interim Chancellor effective March 26, 2003 through April 30, 2004.</p> <p>At its retreat of October 3 & 4, 2003, the Board took the following action: It is the consensus of the Board of Trustees that it will meet prior to November 1, 2003 to discuss and take possible action to select from options available regarding the hiring of a permanent chancellor.</p> <p>A special meeting of the Board of Trustees was held on October 21, 2003. David Viar, Executive Director of the Community College League of California, facilitated a Board discussion with regard to the various approaches to a Chancellor search process. At this same meeting, the Board of Trustees voted to move forward in a search for a permanent chancellor.</p> <p>A special meeting of the Board of Trustees was held on December 1, 2003, for the purpose of considering proposals of executive search firms to assist the Board in the search for a chancellor.</p> <p>On December 9, 2003, at its regular meeting, the Board of Trustees selected The Hawkins Company as consultant to assist the Chancellor Advisory Search Committee in identifying candidates. They further adopted chancellor search procedures and established a tentative search timeline.</p> <p>On December 18, 2003, the Search Committee membership was established which included representation from the Peralta Federation of Teachers, the Academic Senate, SEIU Local 790, International Union of Operating Engineers Local 39, the Classified Senate, administrators and student trustees.</p> <p>On January 14, 2004, the President of the Board of Trustees notified the State Chancellor's Office that the District is conducting a chancellor search. It is anticipated that the search process will take several months to complete.</p> <p>A request was also made that the State Chancellor approve an extension to the one-year interim appointment of Chancellor Harris through July 31, 2004 or until a Chancellor is appointed, whichever is earlier. The request was granted and reported at the February 10, 2004, Board of Trustee meeting.</p>
College	<p>The college administration relies upon the sound judgment and direction from the District chancellor and his/her staff. The recent appointment of an interim chancellor has help somewhat stabilize the relationship between the district office and the college administration.</p>

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<p>Recommendation #2</p>	<p>The team recommends that the Board of Trustees adhere to its appropriate functions and policy orientation, and rely upon the district chancellor for recommendations affecting the organizations of the district as well as the hiring, retention and termination of all categories of district and college staff. The team further recommends that the Board of Trustees clearly identify and widely disseminate the roles and responsibilities assigned to the district administration and those assigned to the college administration so that the appropriate responsibility and authority and related accountability standards are established. (Standards 10A.3, 10A.4, 10C. 1, 10C.2, 10C.3)</p>
<p>District</p>	<p>At its retreat of October 3 & 4, 2003, the Board of Trustees held a self-evaluation with a facilitator, Dr. Barbara Belks.</p> <p>Mr. Lynn Baranco was elected President of the Peralta Board of Trustees at the annual organizational meeting on December 9, 2003. Mr. Baranco strongly concurs with this recommendation. Baranco said, "during my term as President of the Board, it is my intent to follow this recommendation to the letter by encouraging trustees to focus on policy and delegating organizational structure to the chancellor of the district." Baranco further stated that he has scheduled a retreat for early February to set two or three achievable goals for this year that the chancellor will be required to execute with clear goals and objectives by which to measure his performance. He will consult with the chancellor to set long-range goals for the district.</p> <p>At the January 13, 2004 meeting, Baranco announced plans for a streamlined board committee process.</p> <p>A special meeting of the Board, focusing on the budget is scheduled for February 27, 2004.</p> <p>A board retreat is scheduled for March 5-6, 2004 to evaluate the Mission, Vision, Values, and goals of the district.</p>
<p>College</p>	<p>The college's operations continue to rely on the resolution of this recommendation. It is critical that the Board of Trustees and the District staff recognize their roles as supporters of the colleges and the students we serve.</p>

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<p>Recommendation #3</p>	<p>The team recommends that a district-wide plan and an implementation process be created that is strategic and systematically integrates the educational, financial, physical and human resources of the district. All planning process should be inclusive of the four colleges and the communities served by the district. The plan should include identified institutional outcomes with criteria for evaluation on a periodic basis. It is recommended that the district-wide plan integrate the educational master plans and program reviews of the colleges. The team also recommends that the chancellor ensure that the plan and the ongoing planning processes are communicated throughout the district. (Standards 3B.3, 3B.3, 3C.3, 10C.1, 10C.6)</p>
<p>District</p>	<p>We have begun the work of codifying a District-wide plan and implementation process that is strategic and systematically integrates the educational, financial, physical and human resources of the district. This plan is based upon shared values, vision, mission and goals. We have begun with the values, mission and vision established by the Board of Trustees (April 1998). From these the District identified 18 strategic goals, which have since been reduced to 10, based upon an environmental analysis of the opportunities and challenges facing the Peralta Community College District (PCCD). The Board has scheduled a retreat for March 5-6, 2004 to re-evaluate this work.</p> <p>Each college has developed a mission statement, which has been approved by the Board. Each college is developing its own Integrated System Planning Model, including the four areas of College Mission & Goals, Resources, Operational Planning, and Evaluation. These were begun during the accreditation self-study process in 2002 - 2003, and are currently being refined.</p> <p>We have determined that an existing district-wide council, the Council on Instruction, Planning, and Development, (CIPD) is the logical group to coordinate information working with the District Academic Senate (DAS) to spearhead the district-wide planning and implementation process. As the college planning processes develop, they are shared and circulated throughout the district by the Council on Instruction, Planning and Development (CIPD).</p> <p>At this time, there are two district-based committees charged with specific tasks aimed at developing integrated planning: The Budget Process Development Committee; and second, the Council of Instruction, Planning and Development.</p> <p>Budget Process Development Committee</p> <p>This committee is addressing the disconnect between the District's budget development process and educational planning at the colleges. The product of the committee will be a budget development process in which the strategic objectives of the educational enterprise drive the budget allocation – NOT THE REVERSE, as has been the case heretofore. This means that the strategic objectives of the colleges become the basis from which the overall district strategic objectives are formed. These objectives will inform the allocations of funds to the colleges in a rational and transparent process. The new budget process will be designed to be transparent and observable to all users in real time. The people charged with meeting the strategic objectives will also control their own budgets.</p> <p>To support the work of the Faculty Budget Committee, the District Academic Senate adopted at its October 7, 2003 meeting, the following principles:</p> <ol style="list-style-type: none"> 1. The priorities of the educational enterprise drive the budget—not the reverse 2. The budget process is transparent: all accounting and transactions can be seen by all players, in real time.

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Council on Instruction Planning and Development (C.I.P.D.)
This committee has been given a new charge; i.e., Coordinating, developing, and prioritizing the district-wide educational strategies, integrating them with the individual college strategies. This is a bottom up task driven by the college objectives. The product of this committee is the strategic package that drives the budget (see above). It is precisely at this point, where the work of the planning committee meets the budget process, that the integration occurs. The model (educational plan driving budget) is neither sophisticated nor complex. And it currently has the buy-in and support of faculty leadership, unions, classified, chancellor, and management team, all of who are participating in the development of this planning effort. Moreover, the process includes the active participation of management from Finance, Human Resources, Educational and Student Services.

At its September 8, 2003 meeting, CIPD adopted the following resolution: *CIPD recommends that a district wide plan and an implementation process be created that strategically and systematically integrates the educational, financial, physical, and human resources of the district. We understand that there will be a shift in the resources of the district but we fully support that and this is still the appropriate direction in which to move.*

To help integrate the college and district processes, the district office is redefining its role as being service oriented and supportive of the college initiatives. The elements of the district office process are:

1. Identification of services offered from the district office.
2. Procedures established for each service offered which clearly delineates the role and responsibility of both the college and district office.
3. Communication concerning services currently offered at the district office.

Below is a preliminary identification of District Office services:

Educational Services

Research.

Faculty Evaluations (tenure-track and part-time) to ensure consistency district wide.
Categorical Program allocation and monitoring (DSPS, EOPS, CARE, CalWORKS, TANF, Matriculation, and VTEA)
Curriculum and Instruction (Working with appropriate shared governance constituencies, coordinates the PCCD uniform course numbering system, course & program approvals, Faculty Service Areas/Course Discipline Lists, General Education requirement, and Articulation)
Program Review process is coordinated district wide.

Hiring of all academic positions (faculty and managers) coordinated district wide.
Grants and Contracts: The district office facilitates the process of searching for, securing, and managing externally funded projects.
Child Care Centers. The three college child care centers operate under one contract managed at the district office.

Admissions & Records. All functions including, registration, transcript evaluation and records management are managed at the district for the colleges.

Student Services. Working the Vice Presidents of Student Services, coordinate the district wide policy and procedures affecting all areas of student services.

Staff Development. Coordination of district wide staff development activities with college staff development committees.
Faculty Diversity Internship Program. This is coordinated district wide by a college faculty member.

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	<p><u>Financial and Administrative Services</u> Human Resources Risk Management Attendance Accounting Budgeting Payroll Internal Audit Physical Plant (Building Maintenance, Custodial, Facilities Planning, Grounds) Purchasing/Accounts Payable Warehousing and Distribution</p> <p><u>Facilities</u> The Board of Trustees held a retreat on October 3 & 4, 2003, and reviewed a preliminary report on facilities and District Capital Projects. There was agreement that the facilities department, under the new interim director, would be working directly with colleges and their facilities committees. The interim Director will be establishing internal policies and procedures for architectural programming as a way of integrating facilities and educational programs.</p> <p><u>Communications</u> Communications throughout this process will occur at the district and college levels and include faculty, staff, and students. CIPD will have an active role in this process. This is an excellent representative group and has many members who sit on the other shared governance committees both at the district as well as the colleges.</p> <p>The Interim Chancellor has established a Group of Advisory Faculty (GAF) as a way to disseminate information and facilitate some process. He has also re-established the Chancellor's Policy Advisory Committee (CPAC) that will be meeting throughout the spring semester.</p>
College	<p>The District Office of Research & Institutional Development proposes to assist the college by identifying institutional performance and effectiveness indicators. These indicators will be examined on an annual basis by the colleges. The indicators they will be discussed among faculty and staff before being adopted. This office will also provide training each semester to college faculty and staff on retrieving, analyzing and interpreting data. This information will be the basis for their college planning, staffing requests, budgeting, and program review.</p> <p>Program Review training for faculty and staff of programs undergoing review during the fall 2003 semester was conducted by the District Research staff on October 8, 2003. The district librarians have prepared guidelines for the review of Libraries In Spring 04 and training for that program review will be February 18, 2004.</p>

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<p>Recommendation #4</p>	<p>The team recommends that the Peralta Community College District provide a detailed and concrete plan that clearly identifies the steps, timelines, and measurable actions that are being undertaken by the district to provide funding for the long-term liability posed by health care benefits. (Standard 9.C.1)</p>
<p>District</p>	<p>At its June 11-13, 2003 meeting, the Accrediting Commission for Community and Junior Colleges, Western Association of Schools and Colleges, accepted the following special report concerning our unfunded liability.</p> <ol style="list-style-type: none"> 1. Collective bargaining has begun with our three labor unions to address the changing provisions of our collective bargaining agreements affecting health and benefits costs. <ol style="list-style-type: none"> a. Consideration of a two-tier set of health plans, whereby new employees would participate in lower-cost plan. b. Increasing the co-pays on our health insurance policies to lower plan costs. c. Establishing a premium cap, above which employees would participate in the cost of insurance. 2. Consideration in the budget process of finding additional revenue through the sale of land, which will be dedicated to the unfunded liability. 3. A budgetary commitment for fiscal year 2003-04 has been made to begin funding at some definite amount. Status Report: on initiatives listed above a one-year letter of agreement with Peralta Federation of Teachers agreed to continue negotiations over health benefits and established the framework for a two-tier system for all new hires after July 1, 2003. (see side letter agreement) The Health Benefits committee is continuing to meet, as are all bargaining units. 4. The district wide health benefits committee, comprised of representatives of the various constituent groups is reviewing health benefit and retirement plans to reduce costs. <p>The unfunded liability has many components. An updated actuarial study has begun with the completion date of February 2004. This information will be used to establish a more precise accounting of the unfunded liability. With the revised report and accounting data, the District will be able to clearly negotiate with the three labor unions and make better long-range plans and goals to address this issue.</p>
<p>College</p>	<p>The college is faced with a potential of fifteen (15) faculty retirements and numerous classified staff, this June, as a result of whatever resolution is reached with regards to the health and retirement benefits.</p>

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<p>Recommendation #5</p>	<p>The team recommends that the college assign the highest priority to completing and substantially implementing an effective, meaningful, systematic, and comprehensive institutional strategic master plan. The plan must incorporate educational, fiscal, technological, physical and human resource components linked together with research efforts and closely integrated with the college mission statement. It should also identify short- and long-term directions for the college, timelines for implementation, the individuals responsible for each area, monitoring and follow-up strategies, and expected outcomes. (Standards 3.A.1, 3.A.2, 3.A.3, 3.A.4, 3.B.1, 3.B.2, 3.B.3, 3.C.1, 3.C.2, 3.C.3)</p>
<p>District</p>	<p>Not applicable</p>
<p>College</p>	<p>There has been some progress in implementing an integrated planning process at Laney College. During the 02-03 academic year, the Faculty Senate's Educational Planning Task Force designed an integrated planning process conceptual framework that was disseminated among and approved by the campus shared governance groups, including the Laney College Policy Advisory Council, the Faculty Senate, and the College Council. All campus constituencies had an opportunity to review and comment on the conceptual framework by virtue of their representatives on the aforementioned bodies. A college strategic plan surfaced from the work done by the college community during its self-study process. The self-study was an effort that identified the important issues and concerns permeating the college community. To honor the effort by the faculty and staff, the Educational Planning Task Force gleaned seven strategic directions and institutional goals for each direction. The college also finalized its new values, mission, and vision statements when these were accepted and approved by the Board of Trustees on January 13, 2004.</p> <p>The conceptual framework included a calendar of events necessary to complete an annual unit operation's plan. The implementation calendar suffered during the early part of the fall semester because of the administrative and budgetary instability described below.</p> <p>The Planning Task Force continued to meet during the fall term, refining its approach to the implementation of unit planning. Because of limited administrative support, the Task Force recommended that department chairs continue to develop unit goals in preparation for the broader implementation of the educational planning process. Educational planning was included in each monthly department chair meeting. Department chairs submitted goals to the division deans by the end of the fall semester.</p> <p>During its December 2003 meeting, the Task Force recommended that full implementation of the educational planning model was unfeasible for this academic year and that the most viable approach to the planning process was to pursue the implementation of a planning <i>pilot</i> project during the spring semester. The recommendation by the Planning Task Force promoted the concept of having each division dean identify one department within their division to beta test the educational planning process. Only one department from each division would be identified.</p>

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The selected department must have completed a program review sometime during the last three years. To date, the following departments have completed a program review:

DEPARTMENT	DATE COMPLETED	DEPARTMENT	DATE COMPLETED
Mathematics	Spring 2000	Physics	Spring 2001
Culinary Arts	Spring 2000	Political Science	Spring 2001
English	Fall 2000	Psychology	Spring 2001
Chemistry	Fall 2000	Sociology	Spring 2001
Anthropology	Fall 2000	Cosmetology	Spring 2001
Geography	Fall 2000	ESL	Spring 2003
Economics	Spring 2001	Business	Fall 2003
History	Fall 2000	Art	Fall 2003
Welding	Fall 2000	Physical Education	Spring 2003
Biology	Fall 2002	Graphic Arts	Spring 2003

And thus, for the spring semester, three departments have agreed to pilot the educational planning process: Chemistry, Geography, and Graphic Arts. The program review will serve as the basis for planning. The division deans will work directly with department chairs and faculty during this pilot phase. The Vice President of Instruction will continue to facilitate the pilot project phase of the planning process. The pilot project will serve as a catalyst for broader planning implementation starting in the fall 2004.

During their visit, the team made note of the challenging circumstances present at Peralta CCD and Laney College. During the spring '03 term, the Board of Trustees accepted the chancellor's resignation and replaced him with an interim appointment. Several key administrative positions were vacated (Director of Human Resources, Chief Budget Officer) and replacements were not acted upon until later in the fall term. All administrators, both at the district office and the college, received potential termination notices on March 15, 2003. All college administrators were eventually continued for an additional fiscal year, but the threat of a repeat occurrence during the current fiscal year is real.

At Laney College, the fall '03 term was greeted by uncertainty in the administrative operations of the college. The new fiscal year's budget was tentative and much confusion was created through the allocation process that placed restraints on expenditures and encumbrances. This effected the hiring of temporary hourly employees and student workers. It also meant the elimination of the Research and Planning Officer, whose principal responsibility was to guide the college planning process. This budgetary situation has now been stabilized. However, the college's Business Manager abruptly resigned after the Board of Trustees did not renew his contract. The college president and the vice president of instruction have since taken over the duties of the business manager. The Business Office is further handicapped by a vacancy in the accounts technician for categorical programs.

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Also this fall, the Vice President for Student Services was reassigned to the Merritt campus and the position has been left vacant until an interim could be identified (still vacant). All of the duties and responsibilities of this position were absorbed by the college president, the vice president of instruction, and the deans (2) of student services. The college expects to name an interim vice president for student services by the mid spring semester.

Two vacancies continue in Vocational Education and Fine & Applied Arts, P. E., academic divisions. The intent to hire interim replacements for these divisions has been stalled by bureaucratic processes and weak applicant pools. The vice president of instruction has absorbed the duties and responsibilities of the two dean positions.

Lastly, but not least, in December, the president resigned to take position with another organization. The resignation resulted in the naming of an interim president until a permanent hire is found.

The college has been unable to continue its efforts to integrate educational, fiscal, technological, physical and human resources. Each of these areas, however, does continue to plan. Educational master planning is being piloted during the spring '04 semester. Fiscal and budget management is based on projected needs and available financial resources. Human resources have been identified through vacant positions and a faculty prioritization process that has yield approval to hire an estimated fifteen (15) new faculty members for the upcoming academic year. The Technology Committee has been working closely with the District's Information Technology Office to implement new web-based technology. Also, the college's Facilities Committees is continuing to plan and coordinate the various renovation and capital outlay projects identified in the district's plan. The Facilities Committee has also produce the forms and procedures to integrate facilities requests with the educational master plan.

The college recognizes that planning implementation has been extremely difficult to achieve particularly with the lost of the Research and Planning Director. The significant complexity of a college wide planning effort requires a dedicated individual to facilitate the process. To this end, the new interim college president has committed the college to contract with a third party facilitator as soon as possible to oversee the implementation of the integrated planning model.