



PARTHENON

Prince George's County Public Schools Continuous Business Process Improvement

Executive Summary Presentation

November 14th, 2016

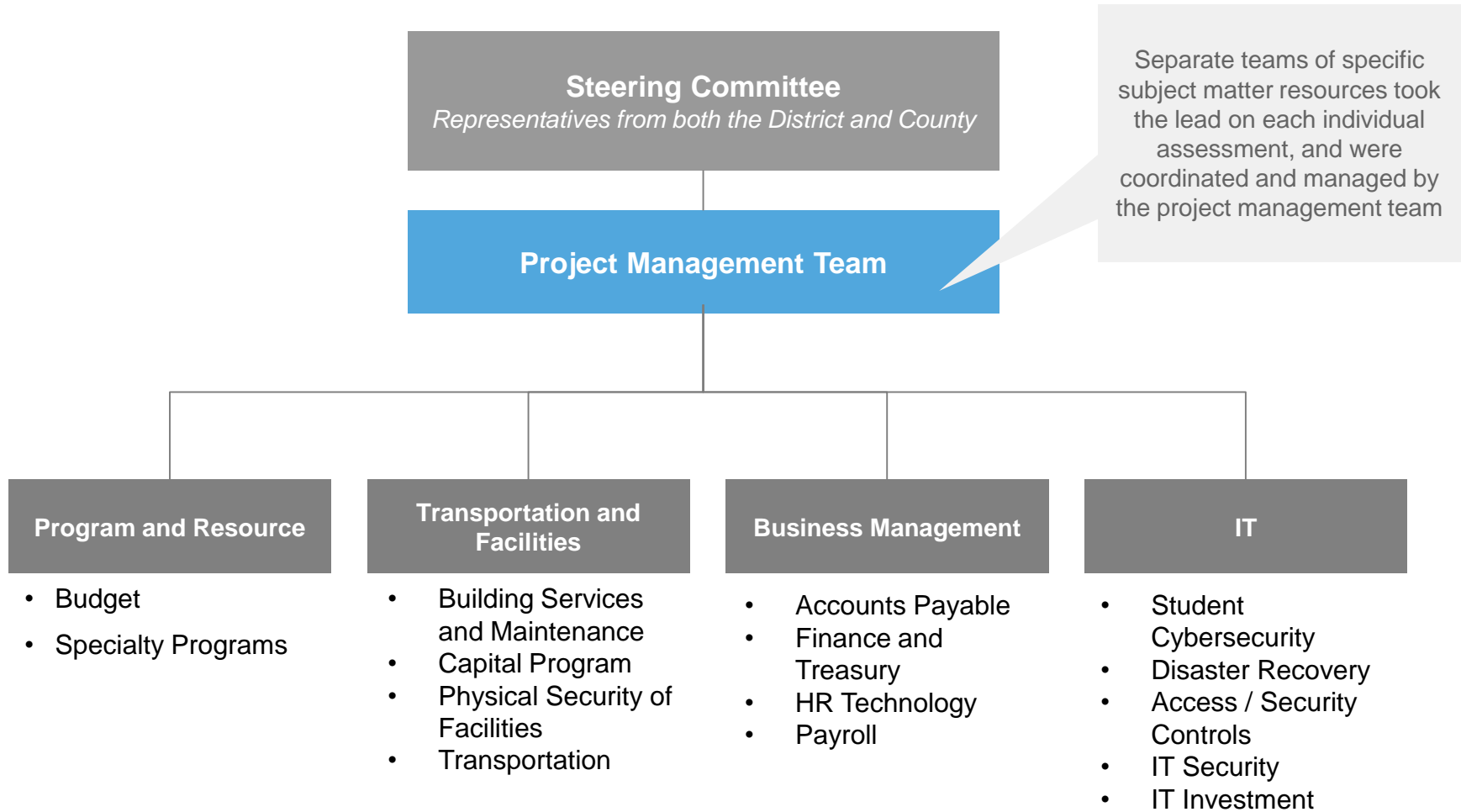


Agenda

- ▶ Recap our scope and methodology
- ▶ Summarize our perspective on opportunities for continuous improvement of business processes
- ▶ Share key findings related to Specialty Programs
- ▶ Gather feedback and discuss next steps

Draft Executive Summary: Scope

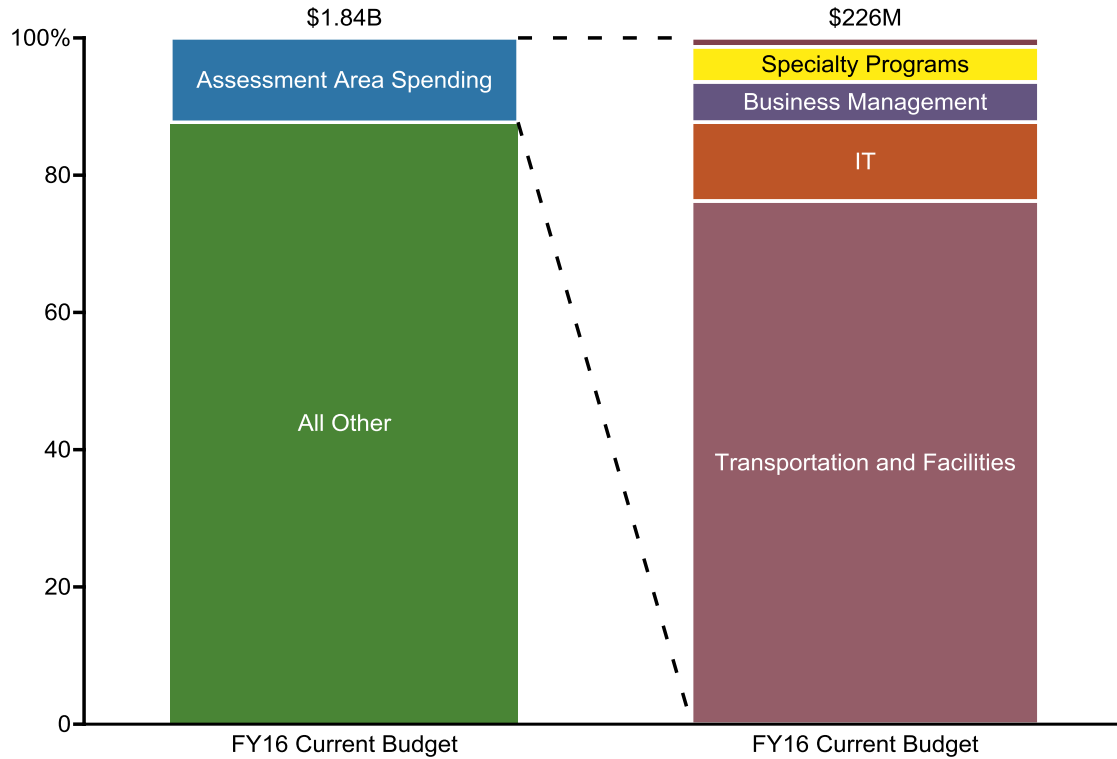
The scope of this engagement called for an assessment of 15 different business processes within PGCPs



Draft Executive Summary: Scope

The project scope addresses ~12% of PGCPS' annual budget, and includes business processes that affect all students and families

Assessment Areas as a Percent of PGCPS Budget (FY16)



Impact on Students and Families

- ▶ 17% of all PGCPS students are enrolled in Specialty Programs
- ▶ All students are directly affected by core operational systems such as transportation and building maintenance
- ▶ Other areas (e.g. cybersecurity) are foundational systems that directly or indirectly affect the entire district

Draft Executive Summary: Scope

Over the course of the past few months, our teams have conducted extensive analysis, research, and stakeholder engagement

Methodology Overview

105

Individual Stakeholders interviewed across the district (many interviewed for multiple assessments)

100+

Community Attendees at the April Town Hall held to gather feedback on Transportation, Facilities, and Specialty Programs

15

Non-School Site visits (including bus lots and Specialty Program Administrative Sites)

55

School site visits conducted

15+

Data analyses conducted (across all areas, including data such as GPS data, Payroll data, Invoice data, etc.)

~3500

Pages of documentation assessed as part of comprehensive analyses across all workstreams

89

Key opportunities for Improvement identified across assessment areas

Draft Executive Summary: Business Process Improvement

Our recommendations are focused on the idea of continuous improvement toward leading practice, which we looked at across six domains

Categories of Leading Practice

Systems and Workflow

- ▶ Do technology systems and underlying workflow potentially enable levels of efficiency and effectiveness?

People and Organization

- ▶ Are responsibilities within the department clearly delineated, and does it appear able to attract quality individuals to key roles?

Use of Data and Evaluation

- ▶ Does the department appear to utilize data in a systematic way to identify proactive areas for improvement?

Safety and Standards

- ▶ Do plans exist to anticipate, prevent, and reduce safety and standards issues that create risk for staff, students, and the district?

Stakeholder Engagement

- ▶ Does the department support a clear communication process with relevant stakeholders?

Long Term Planning and Strategic Direction

- ▶ Does the department produce a long-term plan intended to give it a clear sense of strategic direction?

Draft Executive Summary: Business Process Improvement

Based on our observations and analysis, most business processes we studied are clustered in “Needs Improvement” or “Approaching Leading Practices”

Focus Area	Assessment Area	Summary of Observations	
Program and Resources	Specialty Programs	N/A	
	Budget	Needs Improvement	See Specific Opportunities for Improvement 1.1-1.6
Transportation and Facilities	Building Services and Maintenance	Needs Improvement	See Specific Opportunities for Improvement 2.1-2.9
	Physical Security of Facilities	Approaching Leading Practices	See Specific Opportunities for Improvement 3.1-3.10
	Capital Program	Approaching Leading Practices	See Specific Opportunities for Improvement 4.1-4.6
	Transportation: Routing and Efficiency	Approaching Leading Practices	See Specific Opportunities for Improvement 5.1-5.2
	Transportation: Pedestrian and Bus Lot Safety	Needs Significant Improvement	See Specific Opportunities for Improvement 6.1-6.3
	Transportation: Record Keeping & Salary Payments	Needs Improvement	See Specific Opportunities for Improvement 7.1-7.4
Business Management	Accounts Payable	Needs Improvement	See Specific Opportunities for Improvement 8.1-8.4
	Finance and Treasury	Approaching Leading Practices	See Specific Opportunities for Improvement 9.1-9.5
	HR Technology	Approaching Leading Practices	See Specific Opportunities for Improvement 10.1-10.3
	Payroll	Needs Improvement	See Specific Opportunities for Improvement 11.1-11.7
IT	Access/Security Controls	Needs Improvement	See Specific Opportunities for Improvement 12.1-12.12
	Disaster Recovery	Needs Improvement	See Specific Opportunities for Improvement 13.1-13.8
	IT Security	Approaching Leading Practices	See Specific Opportunities for Improvement 14.1-14.5
	Student Cybersecurity	Reflective of Leading Practices	See Specific Opportunities for Improvement 14.1-14.5
	IT Investment	Approaching Leading Practices	See Specific Opportunities for Improvement 15.1-15.5

**Specialty Programs is not a “business process” and therefore does not fit this Leading Practices framework
Our summary findings related to Specialty Programs are shared later in this presentation**

Draft Executive Summary: Business Process Improvement

Above and beyond each individual business process, our assessments revealed strengths and opportunities for PGCPS

- ▶ **Throughout the project, we saw evidence of a focus on continuous improvement throughout the district**
 - ▶ We were able to work closely with a variety of key district leaders, each of whom gave us access to the people and data we needed. Before finishing the assessments, we were able to go over all findings with the appropriate key leaders
 - ▶ Many areas had recognized the need to adopt new technology and were making active efforts to do so. Similarly, other areas were beginning to pilot efforts to more effectively evaluate internal initiatives

- ▶ **In general, our assessment did not identify meaningful areas of waste or spending levels that are dramatically out of line with comparable organizations**

- ▶ **On the other hand, what we did see is an organization where many departments are caught in cycles of work that are manual and reactive (not efficient and strategic), and where high turnover has made it hard to undertake needed long-term planning and investment**

- ▶ **The highest impact opportunities for continuous improvement generally fall into a few themes: (1) Development of long-term financial and evaluation plans; (2) Upfront investments needed to create later savings; (3) Outdated technology systems; (4) Existing systems undermined by lack of training; and (5) Limited access to data for management purposes**

Draft Executive Summary: Business Process Improvement

The many specific opportunities for continuous improvement generally relate to five key themes

1 Development of Long-Term Financial and Evaluation Plans

- ▶ The lack of a long-term financial plan for the district as a whole has consequences in the budget process and throughout the organization. Key stakeholders are uncertain about how the district's priorities align to its spending, and about the feasibility of undertaking long-term investments
- ▶ Similarly, many areas lack concrete plans for utilizing data to evaluate spending effectiveness and determine where efficiencies can be realized

2 Upfront Investments Needed to Create Later Savings

- ▶ There is clear opportunity for efficiencies across many PGCPs departments, but many of these opportunities will require an upfront investment
- ▶ For example, Capital Programs could likely identify significant savings by hiring an individual with construction-related expertise. Similarly, a program to pilot bus driver position changes and incentives to increase the number of drivers would drive efficiencies across Transportation

3 Outdated Technology Systems

- ▶ Many of the systems used across PGCPs are outdated, including in key areas such as Budget and Accounts Payable and Payroll
- ▶ These outdated systems generate inefficiencies across the district by increasing workloads and the number of processes that need to be performed manually

4 Existing Systems Undermined by Lack of Training

- ▶ PGCPs has invested in new systems in a subset of areas, such as Building Services and Maintenance, Security and Capital Program
- ▶ However, many of these systems are significantly underutilized, largely due to a lack of training. This prevents PGCPs from accessing the efficiencies and service improvements that these systems could generate

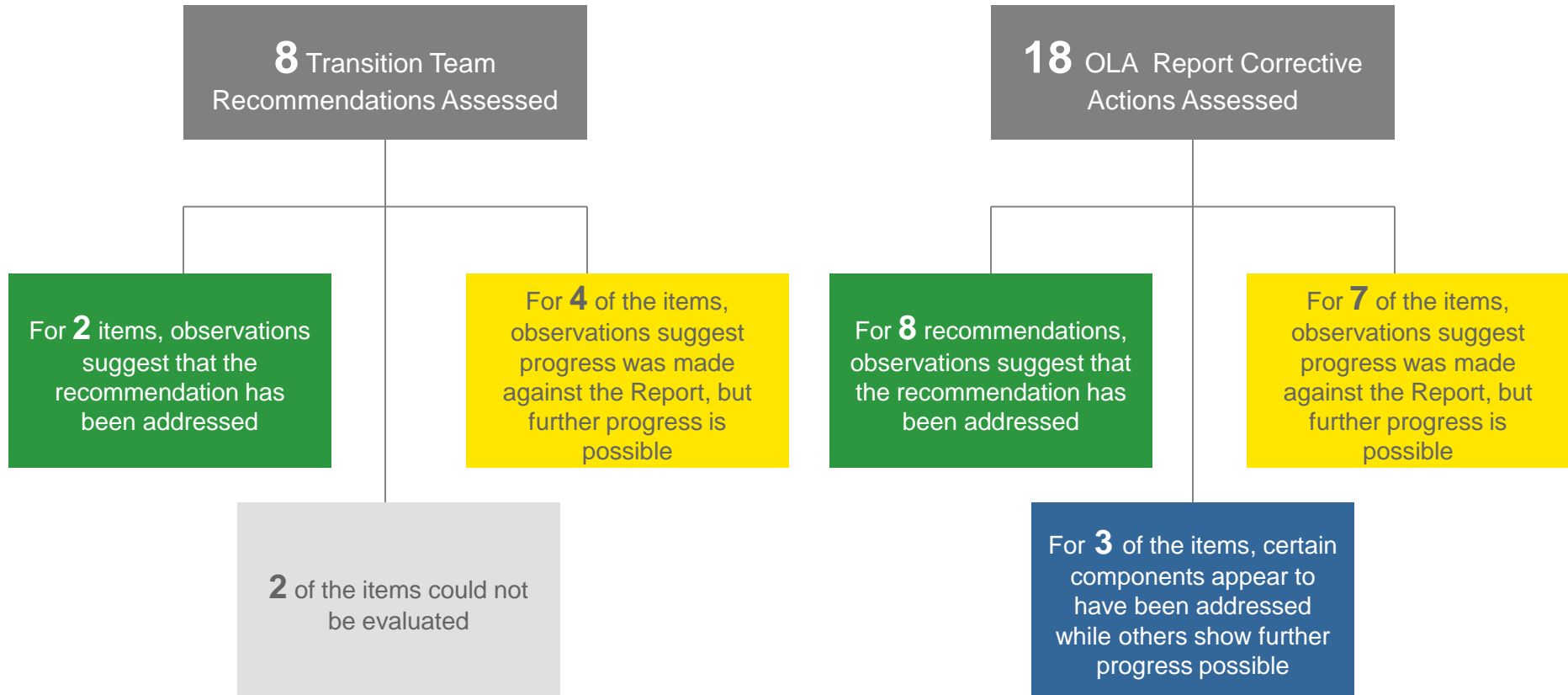
5 Limited Access to Data for Management Purposes

- ▶ Throughout the assessment, it became clear that data is not centralized in easily accessible systems for each department. For example, to conduct an assessment of Specialty Programs required gathering data from 4-5 different places
- ▶ Developing a plan to proactively assess data to identify areas for improvement would help to highlight which data systems should be unified to ease access for particular departments

Draft Executive Summary: Business Process Improvement

As one aspect of assessing continuous improvement, we were also asked to observe progress against prior recommendations the district received

Assessment of Transition Team Recommendations and OLA Corrective Actions



Draft Executive Summary: Specialty Programs

The scope of work related to Specialty Programs was different in posing a tailored set of questions

- ▶ **Program Offerings**: What are the Specialty Programs that PGCPs offers today, and how does their availability compare to other districts?
- ▶ **Demand**: Are Specialty Programs today meeting the demand of students and families?
- ▶ **Equity and Access**: How do children from different parts of the County compare in access and participation to Specialty Programs?
- ▶ **Quality / ROI**: To the extent possible based on data, what is known about the quality and ROI of Specialty Programs today?
- ▶ **Overall Perspective**: What does the analysis suggest about the need and feasibility of further expansion of Specialty Programs?

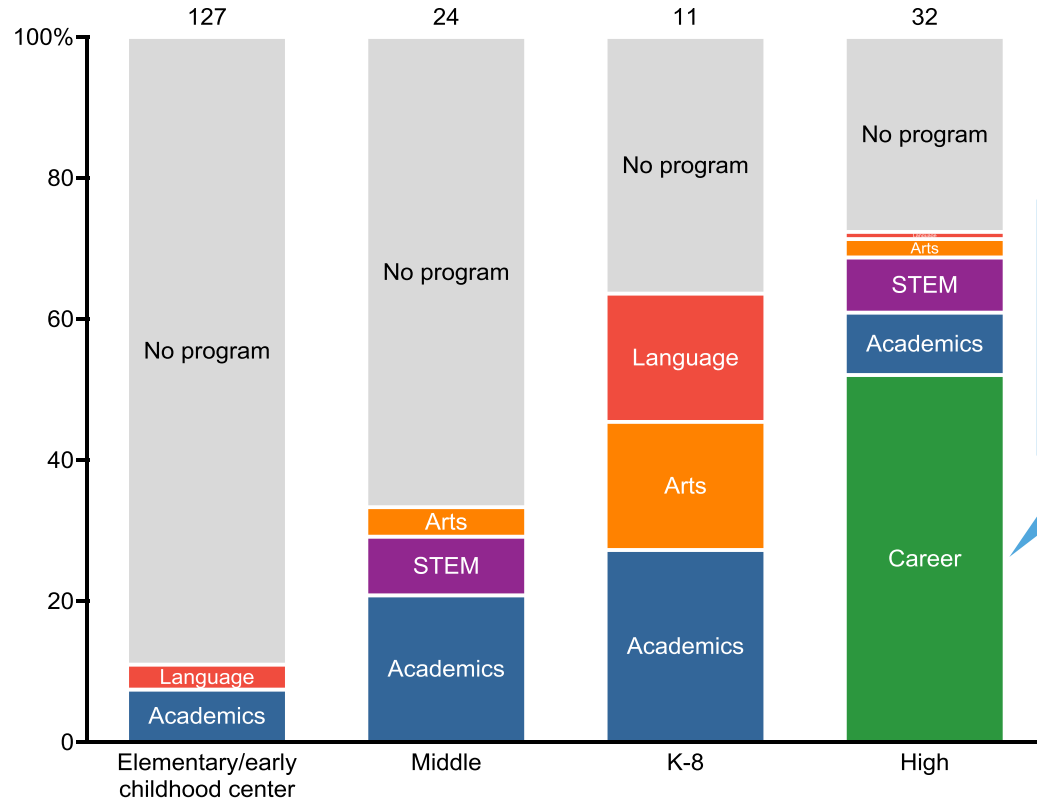
Draft Executive Summary: Specialty Programs

~17% of students and ~25% of schools have access to at least one Specialty Program

Specialty Program Portfolio

- ▶ 17% of students today are participating in a Specialty Program
- ▶ If current programs are scaled across grade levels, this number will become ~21%

Specialty Program Portfolio by School Level



School Level	% of students in Specialty Program
Elementary/early childhood center	5%
Middle	24%
K-8	44%
High	31%

Career academies are in every comprehensive high school, resulting in a high percentage of high schools with a Specialty Program

*Note: Arts Integrated is not considered a Specialty Program for this analysis; charter schools are excluded from this analysis; 3 K-12 regional schools were excluded from the right-hand side as they do not have Specialty Programs
 Source: Specialty Programs booklet; PGCPs website

Draft Executive Summary: Specialty Programs

PGCPS is generally in line with benchmark districts for the percentage of students enrolled in Specialty Programs

	District facts		Specialty Program comparisons			Rationale
School district	Size	FRL %	Number of Specialty Programs	Number of students participating	% of students in Specialty Programs	Rationale for benchmarking
PGCPS	130k	64%	70 programs in 53 schools*	22k	12-17%* (with and without career)	—
Hartford	21k	85%	19 schools	8k	38% (without career)	National leading practice model
Miami Dade County	345k	74%	375 programs	59k	17%* (includes career)	National leading practice model
Charlotte Mecklenburg	146k	51%	37 schools	n/a	n/a	Similar size and FRL%
Montgomery County	156k	34%	40 programs	22.7k*	14.5%* (includes career consortia)	Similar size and neighboring county
Duval County, FL	129k	64%	50+ schools	20k	15.5% (includes career)	Similar size and FRL %; national leading practice model

Note: "FRL" stands for Free and Reduced Price Lunch eligible, which is generally considered a proxy for socioeconomic status

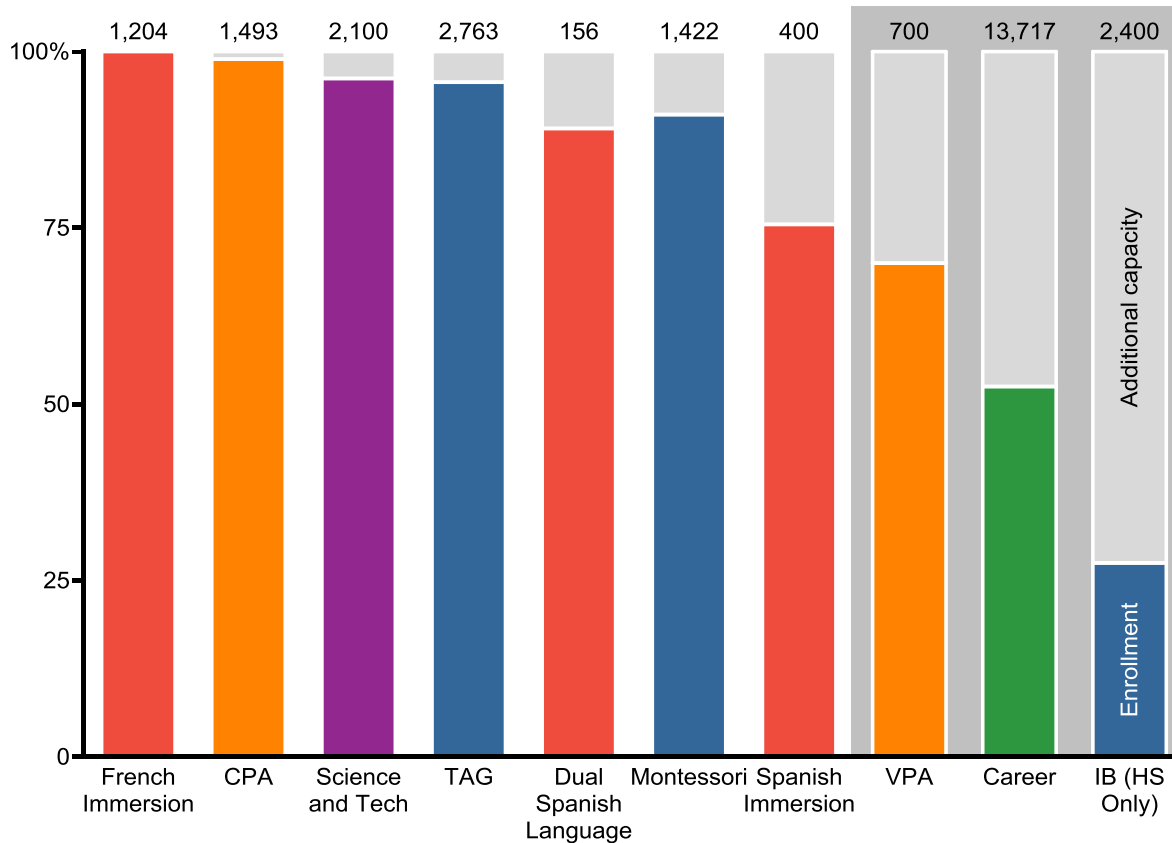
Note: *Montgomery County and Miami Dade County figures are available for the '13-14 school year

Sources: District and school websites; news articles; Montgomery County Public Schools: Study of Choice and Special Academic Programs; Department of Education, Magnet Schools of America Association

Draft Executive Summary: Specialty Programs

Certain Specialty Programs have significant excess capacity based on current enrollment levels

Selection-based Specialty Program Enrollment Against Capacity Levels, by Program
2015-2016



Applications Per Enrollment	French Immersion	CPA	Science and Tech	TAG	Dual Spanish Language	Montessori	Spanish Immersion	VPA	Career	IB (HS Only)
	1.5	8.6	6.0	1.8	N/A	4.8	1.0	N/A	N/A	1.3

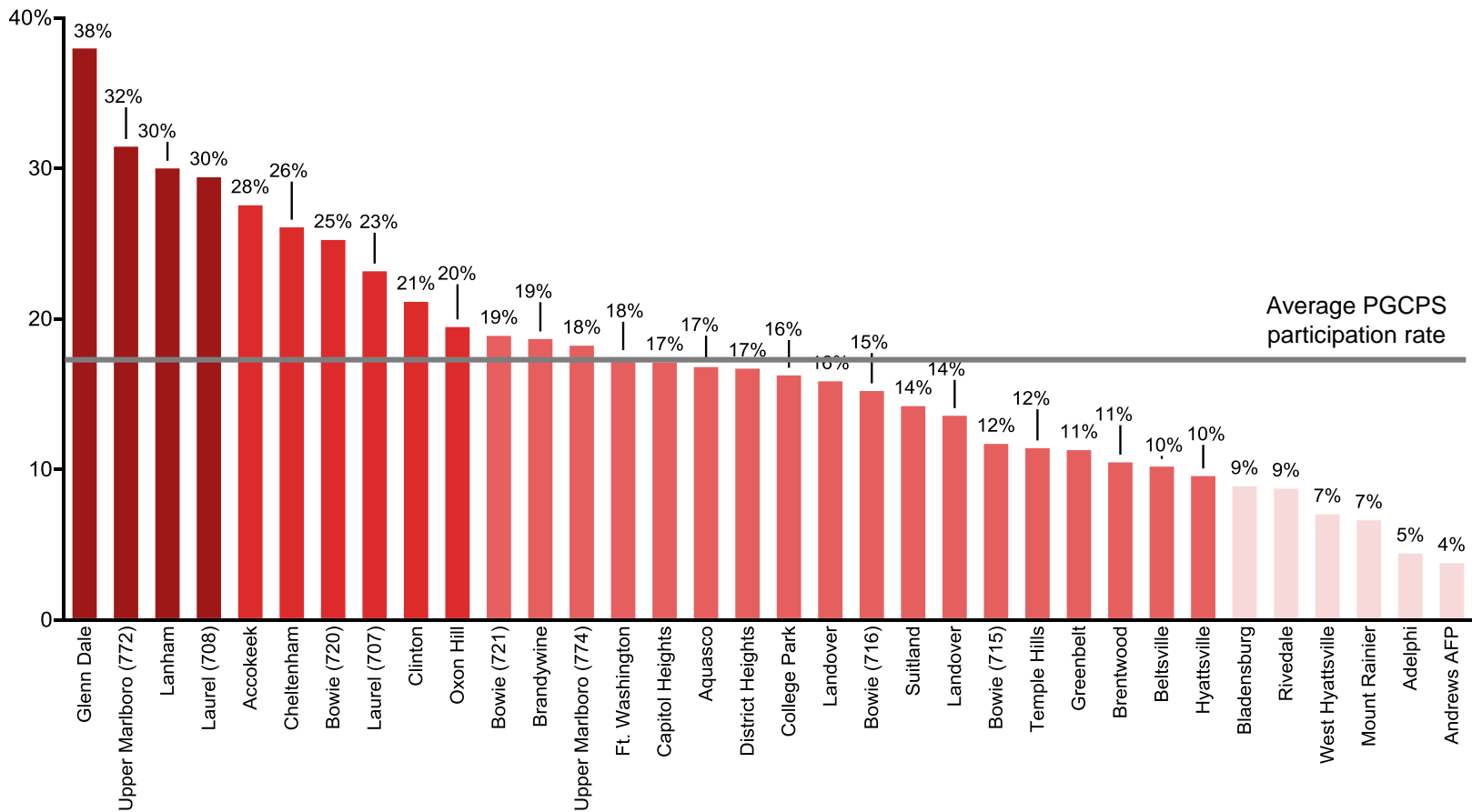
Commentary

- ▶ For programs that are significantly under-enrolled, it is important to note the following:
 - ▶ **Spanish immersion** is a 2-year old program, and therefore still new
 - ▶ **VPA** has 2 schools, and while one has historically been at capacity, the other is also new (3-years old)
 - ▶ **Career Academies** are 4-5 years old and some programs are under-enrolled and have been shut down
 - ▶ **IB** has 6 schools and the program office has indicated that the ideal capacity of each program is 400 students

Draft Executive Summary: Specialty Programs

Participation rates in Specialty Programs vary widely across the County

**Specialty Program Student Participation Rate,
by Residence Zip Code
2015-2016**

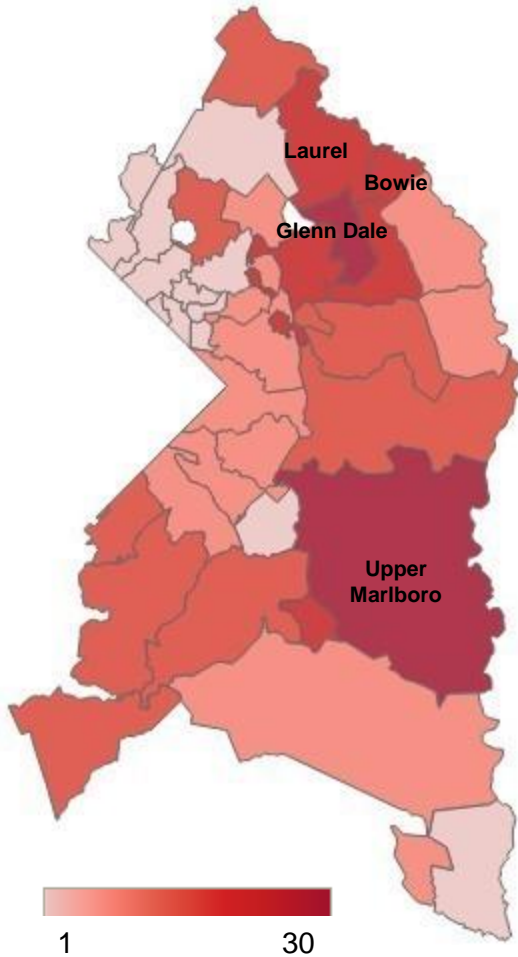


*Note: Fire EMT program participation data was unavailable, though they are a very small portion of overall Specialty Program participation
Source: Prince George's County Student Enrollment; Specialty Program Participation Files from PASB, Career Academies, and IB

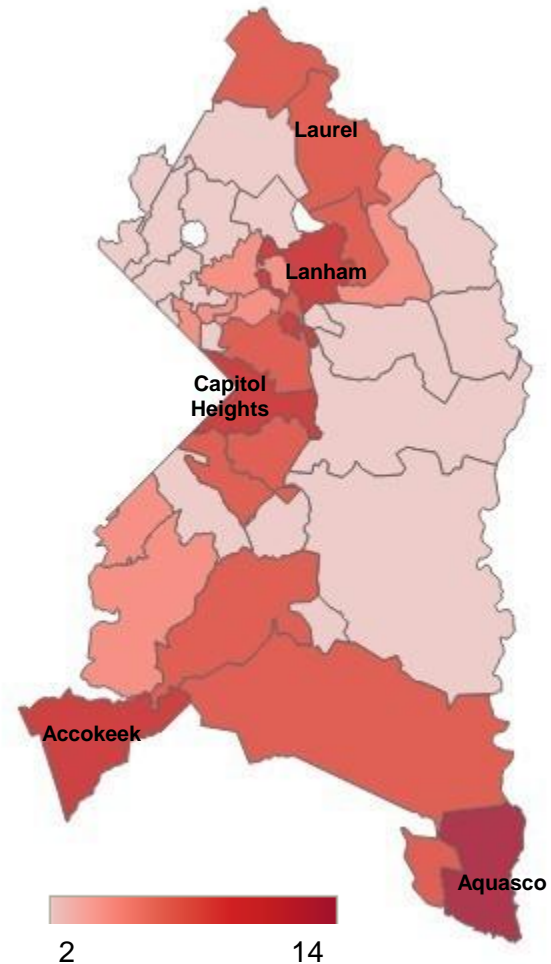
Draft Executive Summary: Specialty Programs

Participation rates in HS Career Academies have a very different geographic profile than participation in all other, more selective Specialty Programs

**Specialty Program Participation Rate
Excluding Career Academies
2015-2016**



**Career Academy
Student Participation Rate
2015-2016**

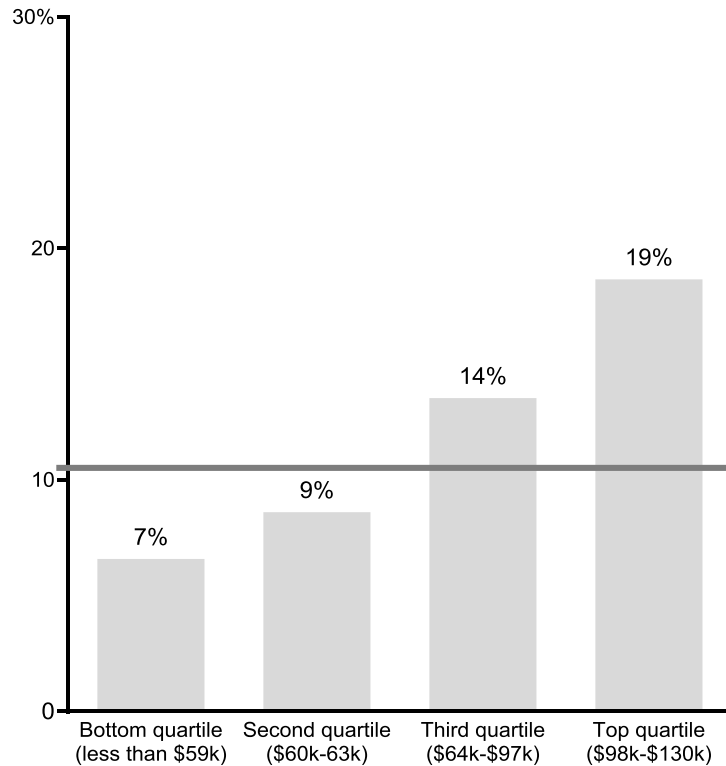


*Note: Fire EMT program participation data were unavailable, though they are a very miniscule portion of overall Specialty Program participation
Source: Prince George's County student enrollment; Specialty Program participation files from PASB, Career Academies, and IB

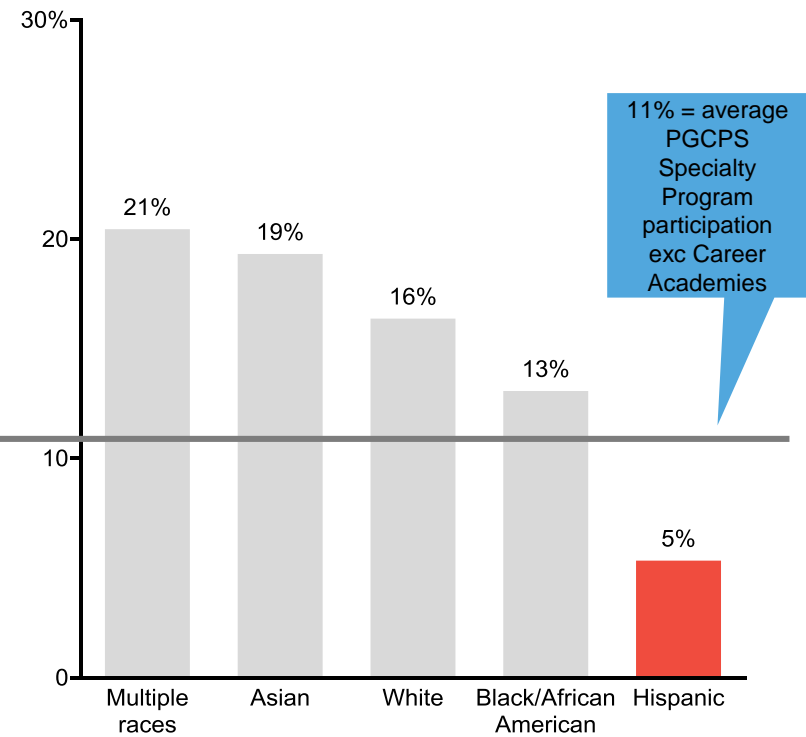
Draft Executive Summary: Specialty Programs

Participation in Specialty Programs is generally greatest in higher-income neighborhoods and is correlated with race

Percentage of Students in Specialty Programs (excluding Career Academies), by Neighborhood Household Income Quartile
2015-2016



Percentage of Students in Specialty Programs, Excluding Career Academies by Race
2015-2016



# students in Specialty Programs	2K	3K	4K	5K	# of students in Specialty Programs	388	879	702	10,481	2,126
# students in District	36K	36K	32K	26K	# of students in district	1,889	5,340	3,617	79,649	39,195
					% of district	1%	4%	3%	61%	30%

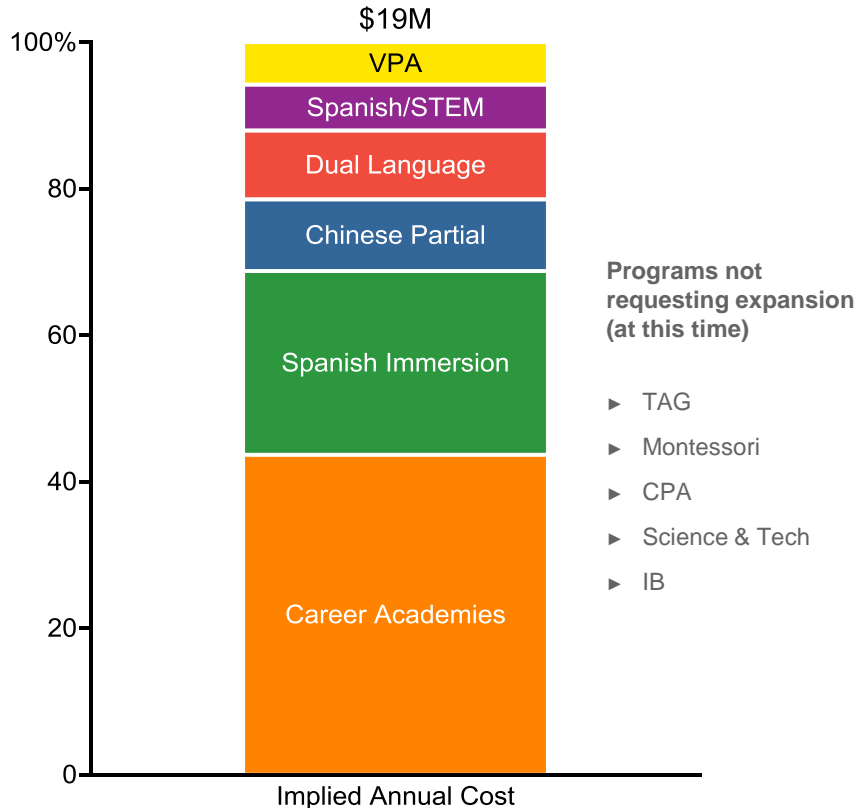
Note: Career academies participation does not vary by neighborhood median income and is less correlated with race (White and Hispanic students are 1-2% underrepresented)

Source: 2014 US Census Income Data; Specialty Program participation provided by PASB, IB Program Office, Career Academies Office

Draft Executive Summary: Specialty Programs

The implied expenditure of growing recently launched programs to full scale is estimated at \$19M (annually at scale)

Estimated Annual Additional Expenditure When Recently Launched Programs are Operating at Scale



- ▶ This estimate, based on the “Program Request Forms” submitted by programs, would be enough to ensure that:
 - ▶ Every 9th grader in the ~25 existing Career Academies (across all high schools) can stay in that academy through 12th grade
 - ▶ The remaining ~13 2-year Career Academies can remain at scale
 - ▶ Every kindergartener in the 4 language immersion/dual language programs (5 schools) can continue through 6th grade
 - ▶ Northwestern VPA can expand into 12th grade
- ▶ Any proposals to expand programs across grade levels (e.g. expanding an Elementary School program to Middle School) are not included here
- ▶ For Career Academies, more extensive equipment and materials than is reflected here may be needed in the future pending which programs are chosen to expand

Incremental Students Served ~6,000

*Note: Arts Integration is not considered a Specialty Program for this analysis; charter schools are excluded from this analysis; 3 K-12 regional schools were excluded from the right-hand side as they do not have Specialty Programs

Note: This analysis is based on numbers submitted by each individual program regarding their potential expansion costs
Source: Specialty Programs booklet; PGCPs website; PGCPs Budget and new program request forms

Draft Executive Summary: Specialty Programs

Summary reflections on Specialty Programs

- ▶ PGCPS today features some programs that are heavily over-subscribed and in high demand, and others that (while valued by some students and families) have substantial excess capacity
- ▶ New Specialty Programs launched by the current administration are helping to reduce inequity geographically and by race, though wide gaps in participation still exist, and enrollment in new programs continues to skew toward middle and higher income neighborhoods
- ▶ PGCPS does not have systematic procedures in place for assessing the impact of Specialty Programs on student outcomes, and comparing these outcomes to the additional cost required (ROI)
 - ▶ In some cases, data is not yet available as programs are in their first years of operation and focus on early grades
 - ▶ PGCPS is not alone in this challenge; rather, it is common among school districts. But it is an area for potential improvement that could improve both fiscal sustainability and academic performance
- ▶ In considering further investment in Specialty Programs, several needs and factors should be considered:
 - ▶ Scaling up recently launched programs to enable continuity for students and families
 - ▶ Increasing and improving outreach and accessibility to under-enrolled parts of the County
 - ▶ Allowing time for the quality and ROI of existing programs to be better understood
 - ▶ Potential reallocation of resources to support programs with the highest demand

Draft Executive Summary

Next Steps

- ▶ We welcome feedback and questions on this summary presentation
- ▶ In the days following tonight's meeting, we will distribute to the Board and Council draft versions of our full report, which elaborate on the summary presented here and go into detail on the opportunities identified within each business process
- ▶ After allowing a period for comments and questions, our team will finalize our reports to be disseminated publicly
- ▶ We see opportunity to build on the progress that the District has already made, and welcome further conversations to support leaders to translate these findings and recommendations into action

Appendix

Draft Executive Summary

We have summarized our observations and analyses into one of four categories, based on the framework below

Observation of Leading Practices Framework						
	Systems and Workflow	Safety and standards	Use of data and evaluation	People and organization	Stakeholder engagement	Long-term planning and strategic direction
Reflective of leading practices	Generally mirrors systems and processes of leading large public and private sector organizations	No safety and standards issues observed; plans noted to anticipate any future issues, and to address them before they arise	Data is aggregated in such a way that the department can self-assess, and leadership frequently uses data to make better decisions. The department appears to have a plan for consistent, formal evaluation of spending and decisions	Management indicates that a governance structure exists and is adhered to. Department is reported as “place to work” in the district and is thus able to recruit high quality individuals to fit open roles	Communication processes with stakeholders appear to be established and adhered to. Stakeholders demonstrate an understanding of what is happening in the department and in what direction the department is headed	The department produces a long-term plan explicitly tied to budget decisions that provides a sense of strategic direction. Leadership frequently appears to evaluate the plan and revise as needed
Approaching leading practices	Some systems and technology appear to exist to reduce manual processes and improve effectiveness, though observations suggest opportunities versus other large public and private sector organizations	No safety and standards issues observed, with a plan in place to address any that do arise	Data is aggregated in such a way that the department can self-assess, and leadership can make decisions about what is or is not working. Evaluations appear to happen on a periodic basis but not as a result of consistent proactive processes	Management indicates that a governance structure exists, with individuals generally adhering to the structure. There is little to no difficulty recruiting individuals to fit roles	Communication processes with stakeholders appear to be established, but not strictly adhered to. Stakeholders generally feel engaged but could have a better understanding of what leadership is doing and in what direction the department is headed	The department produces a long-term plan that gives it a sense of strategic direction. However, funding for parts of the plan may be unclear, and decisions do not always align with the plan.
Needs improvement	Systems and processes appear to exist, but are largely manual. Time spent on reactive and manual work swamps proactive and strategic efforts	Few safety and standards issues observed; processes are in place to reduce any potential issues	Data is captured in various systems (or spread across various departments), and is not consistently managed. Data-driven evaluation of spending and decisions appears to occur infrequently and inconsistently	Governance structure appears to be in place, but often not adhered to, with individuals performing responsibilities ad hoc. While there is some difficulty in recruiting, the department can generally fill positions	Communication processes with stakeholders appear to occur, but are not formally established. Stakeholders feel “in the dark” and do not have a good sense about how leadership is making decisions	The department produces some long-term plans, but they are not fully funded, are not adhered to, and are often not used to make decisions. There appears to be no process in place to reevaluate the strategy or plan when needed
Needs significant improvement	Systems and processes appear to not be defined, are administered incorrectly, or are frequently not adhered to. System compromise risks data breach or system failure	Multiple safety or standards issues observed that could result in fines or risks for the district; issues appear to have gone unaddressed	Data is stored in paper format or on individual computers rather than aggregated in a system, making data-driven evaluation difficult or impossible; no plan observed for formal evaluation of spending and decisions	Governance structure appears to be unclear, with duties unassigned to particular roles. There is severe difficulty in recruiting for roles, resulting in unfilled positions	No formal processes appear to be established for engaging stakeholders, resulting in inconsistent engagement and stakeholders who have little knowledge about what is going on in the department	The department does not appear to engage in long term planning, and there is little sense of the department’s strategic direction

Appendix

Full List of Key Opportunities for Improvement

Report Section	Key Opportunity Title
Budget	Key Opportunity 1.1: Produce a 3-5 Year Financial Plan Aligned to District Strategy
Budget	Key Opportunity 1.2: Establish further evaluative tools to track return on investment for new programs
Budget	Key Opportunity 1.3: Assess opportunities for reallocation
Budget	Key Opportunity 1.4: Build Capacity for rigorous budget analysis across departments
Budget	Key Opportunity 1.5: Work with Program Managers to facilitate the shift away from multiple Financial Review Processes
Budget	Key Opportunity 1.6: Consider adoption of more user friendly budget visualization systems
Building Services and Maintenance	Key Opportunity 2.1: Expand the training and broaden use of cloud-based maintenance and facilities management software
Building Services and Maintenance	Key Opportunity 2.2: Develop and implement a more robust preventative maintenance program
Building Services and Maintenance	Key Opportunity 2.3: Reevaluate, re-implement, and expand the Maintenance Medic Training that was dissolved (or a similar type of training)
Building Services and Maintenance	Key Opportunity 2.4: Expand current maintenance training programs with Prince George's Community College
Building Services and Maintenance	Key Opportunity 2.5: Increase night shift maintenance staff or shifts completed after hours
Building Services and Maintenance	Key Opportunity 2.6: Increase the investment in Chief Building Supervisors and Facility Coordinator positions
Building Services and Maintenance	Key Opportunity 2.7: Continue a collaborative relationship with the department of Capital Programs
Building Services and Maintenance	Key Opportunity 2.8: Revise written job descriptions for custodial and maintenance staff that clearly delineates duties and responsibilities
Building Services and Maintenance	Key Opportunity 2.9: Collaborate with peer or feeder schools
Physical Security of Facilities	Key Opportunity 3.1: Enforce a 100% Raptor screening policy for all visitors to all schools
Physical Security of Facilities	Key Opportunity 3.2: Replace all analog cameras with digital cameras connected to the central system, and add new cameras to provide coverage of interior and exterior blind spots
Physical Security of Facilities	Key Opportunity 3.3: Revisit security staffing allocations across high schools and middle schools
Physical Security of Facilities	Key Opportunity 3.4: Establish, communicate, and enforce a clear, district-wide protocol for covering windows on classroom doors
Physical Security of Facilities	Key Opportunity 3.5: Investigate policy and technology options for teachers to be able to lock their classrooms from the interior in case of a lockdown situation
Physical Security of Facilities	Key Opportunity 3.6: Replace broken or missing boundary fencing in key locations in wooded areas at the rear of school buildings

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Full List of Key Opportunities for Improvement

Report Section	Key Opportunity Title
Physical Security of Facilities	Key Opportunity 3.7: Properly secure all temporary classrooms, at elementary and K-8 schools, according to PGCPs guidelines
Physical Security of Facilities	Key Opportunity 3.8: Define and prioritize security-related building work orders
Physical Security of Facilities	Key Opportunity 3.9: Add or improve directional and informational signage in school building interior and exterior
Physical Security of Facilities	Key Opportunity 3.10: Institute and communicate a policy and procedure for testing panic buttons
Capital Program	Key Opportunity 4.1: Expand the implementation and utilization of ERP Software
Capital Program	Key Opportunity 4.2: Create full time or dedicated Information Technology (IT) support position for the ERP Software
Capital Program	Key Opportunity 4.3: Create a full time or dedicated purchasing person who has expertise in the specific area of construction related procurement
Capital Program	Key Opportunity 4.4: Increase the change order threshold consistent with other school systems
Capital Programs	Key Opportunity 4.5: Provide additional resources for project managers to handle open capital projects
Capital Program	Key Opportunity 4.6: Continue a collaborative relationship with the Department of Building Services and Maintenance
Transportation: Routing and Efficiency	Key Opportunity 5.1: Create a plan to routinely collect, analyze, review, and make decisions based on data
Transportation: Routing and Efficiency	Key Opportunity 5.2: Increase the number of budgeted bus driver positions and pilot incentives to increase driver recruitment and retention
Transportation: Pedestrian and Bus Lot Safety	Key Opportunity 6.1: Improve bus lot restroom facilities to accommodate minimum number of bathroom facilities requirements
Transportation: Pedestrian and Bus Lot Safety	Key Opportunity 6.2: Develop a plan for all mechanics to work in an indoor garage

Appendix

Full List of Key Opportunities for Improvement

Report Section	Key Opportunity Title
Transportation: Pedestrian and Bus Lot Safety	Key Opportunity 6.3: Make improvements to facilities and grounds for operational staff and bus drivers
Transportation: Inadequate Records for Time Reporting/Salary Payments	Key Opportunity 7.1: Standardize timekeeping and tracking forms across all bus lots
Transportation: Inadequate Records for Time Reporting/Salary Payments	Key Opportunity 7.2: Improve reporting capability to increase efficiency and reduce excess paperwork
Transportation: Inadequate Records for Time Reporting/Salary Payments	Key Opportunity 7.3: Revise the role of Payroll Clerks to reduce duplication of work
Transportation: Inadequate Records for Time Reporting/Salary Payments	Key Opportunity 7.4: Explore the use of technology to streamline the bus lot timekeeping process
Accounts Payable	Key Opportunity 8.1: Review and formalize end-to-end Procure-to-Pay processes to better integrate Procurement and Accounts Payable business functions
Accounts Payable	Key Opportunity 8.2: Establish tracking of metrics around business and production support (Customer Relationship Management)
Accounts Payable	Key Opportunity 8.3: Explore centralization of transactional activities in order to enable efficiencies and free up resources to focus more on value-add activities
Accounts Payable	Key Opportunity 8.4: Look for opportunities to leverage newer technologies to implement new and improved functionalities and more electronic solutions to automate business processes
Finance and Treasury	Key Opportunity 9.1: Leverage data from upcoming district-wide inventory audit to evaluate inventory optimization opportunities
Finance and Treasury	Key Opportunity 9.2: Evaluate opportunities to better leverage barcode scanning technology for front end tagging process (non-IT assets)
Finance and Treasury	Key Opportunity 9.3: Evaluate opportunities for supplier collaboration in tagging and managing assets (non-IT assets)
Finance and Treasury	Key Opportunity 9.4: Evaluate opportunity to leverage existing or third party asset management software
Finance and Treasury	Key Opportunity 9.5: Evaluate standardized receiving process for fixed assets (centralized versus decentralized)

Appendix

Full List of Key Opportunities for Improvement

Report Section	Key Opportunity Title
HR Technology	Key Opportunity 10.1: Continue upgrades to the ERP system with automation of 1) applicant interviewing process and 2) tracking vacancies
HR Technology	Key Opportunity 10.2: Improve access to data and reports and build capacity for data-driven decision making
HR Technology	Key Opportunity 10.3: Implement Administrative Evaluation within the new recruitment system
Payroll	Key Opportunity 11.1: Review ERP System Contract and determine if existing tools could be leveraged to support employee communications. If not, research acquiring a capability of this nature
Payroll	Key Opportunity 11.2: Invest in a Customer Relationship Management (CRM) capability to track employee inquiries received
Payroll	Key Opportunity 11.3: Conduct a feasibility assessment to determine the value of moving to a shared service structure
Payroll	Key Opportunity 11.4: Conduct a network assessment on both local area network and wide area networks
Payroll	Key Opportunity 11.5: Conduct a technology assessment
Payroll	Key Opportunity 11.6: Perform Payroll Analytics to analyze payouts
Payroll	Key Opportunity 11.7: Improve practices to discern validity of sick leave requests
Access and Security Controls	Key Opportunity 12.1: Develop IAM Governance Framework
Access and Security Controls	Key Opportunity 12.2: Develop IAM Program Charter
Access and Security Controls	Key Opportunity 12.3: Develop IAM initiatives and prioritization matrix
Access and Security Controls	Key Opportunity 12.4: Develop IAM policies and standards
Access and Security Controls	Key Opportunity 12.5: Access quick check analytics and remediation
Access and Security Controls	Key Opportunity 12.6: Develop and document IAM processes
Access and Security Controls	Key Opportunity 12.7: Develop a consistent Role Management framework
Access and Security Controls	Key Opportunity 12.8: Develop and implement Access Certification Framework
Access and Security Controls	Key Opportunity 12.9: Develop and implement a framework for privileged identity management

Appendix

Full List of Key Opportunities for Improvement

Report Section	Key Opportunity Title
Access and Security Controls	Key Opportunity 12.10: Implement IAM future state processes
Access and Security Controls	Key Opportunity 12.11: Develop a training program for future state Identity and Access Management
Access and Security Controls	Key Opportunity 12.12: Develop an IAM reporting and intelligence program
Disaster Recovery	Key Opportunity 13.1: Develop DR program metrics and scorecards to measure risks and overall progress of DR program initiatives
Disaster Recovery	Key Opportunity 13.2: Establish reporting communication and accountability protocols among DR team members (this could be in conjunction with IT Governance Committee initiatives)
Disaster Recovery	Key Opportunity 13.3: PCGPS needs to conduct a formal BIA for critical business functions
Disaster Recovery	Key Opportunity 13.4: Leveraging output from the BIA, PGCPs should conduct a thorough dependency analysis
Disaster Recovery	Key Opportunity 13.5: Leveraging BIA output to define process/application RTOs, RPOs, and Service Level Agreements (SLAs) (both internal and external)
Disaster Recovery	Key Opportunity 13.6: Conduct annual integrated DR plan exercises/tests in order to ensure that they meet business requirements
Disaster Recovery	Key Opportunity 13.7: Develop exercise/test processes
Disaster Recovery	Key Opportunity 13.8: Perform maintenance activities to the DR program lifecycle (plans and policy) to improve the effectiveness of the DR program
IT Security and Student Cybersecurity	Key Opportunity 14.1: Implement a formal policy review process to update and sign off on all IT policies each year
IT Security and Student Cybersecurity	Key Opportunity 14.2: Define strategies and policies surrounding the secure use of mobile, cloud, and social media
IT Security and Student Cybersecurity	Key Opportunity 14.3: Develop a data classification standard
IT Security and Student Cybersecurity	Key Opportunity 14.4: Mandate IT Security awareness training for all PGCPs employees
IT Security and Student Cybersecurity	Key Opportunity 14.5: Amend the Acceptable Use Policy to include provisions around the monitoring of internet use
IT Investment	Key Opportunity 15.1: Develop a standardized and comprehensive IT investment portfolio selection that directly aligns to strategy and delivers the most value
IT Investment	Key Opportunity 15.2: Regularly review and utilize the IT Governance Framework
IT Investment	Key Opportunity 15.3: Work closely with HR to develop necessary justification for resource funding, and ensure sourcing of the right capabilities
IT Investment	Key Opportunity 15.4: Develop and utilize one template for reporting on the status of IT projects
IT Investment	Key Opportunity 15.5: Ensure effective roll-out of P-card