Per California Code of Regulations, title 2, section 548.5, the following information will be posted on CalHR’s Career Executive Assignment Action Proposals website for 30 calendar days when departments propose new CEA concepts or major revisions to existing CEA concepts. Presence of the department-submitted CEA Action Proposal information on CalHR’s website does not indicate CalHR support for the proposal.

## A. GENERAL INFORMATION

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<th>1. Date</th>
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<td>State Board of Education</td>
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3. Organizational Placement (Division/Branch/Office Name)

Legislation/Policy

4. CEA Position Title

CEA, A - Assistant Policy Director

5. Summary of proposed position description and how it relates to the program's mission or purpose.

(2-3 sentences)

Under the general direction of the Governor’s K-12 Education Policy Advisor/Executive Director, and the Chief Deputy Executive Director of the State Board of Education, the Assistant Policy Director manages and supports initiatives and makes high level decisions related to the Statewide System of Support, including the Geographic Leads, Special Education Resource Leads, Regional EL Specialists, Educator Workforce Investment Grants for English Learners and Special Education, and the Community Engagement Initiative. Additionally, the Assistant Policy Director will support the Policy Directors on initiatives related to student health and mental health.

6. Reports to: (Class Title/Level)

Chief Deputy Executive Director

7. Relationship with Department Director (Select one)

- [ ] Member of department's Executive Management Team, and has frequent contact with director on a wide range of department-wide issues.

- [ ] Not a member of department's Executive Management Team but has frequent contact with the Executive Management Team on policy issues.

(Explain): This position will be under the general direction of the Chief Deputy Executive Director of the State Board of Education.

8. Organizational Level (Select one)

- [ ] 1st
- [ ] 2nd
- [ ] 3rd
- [ ] 4th
- [ ] 5th (mega departments only - 17,001+ allocated positions)
B. SUMMARY OF REQUEST

9. What are the duties and responsibilities of the CEA position? Be specific and provide examples.

The Assistant Policy Director manages and supports initiatives and makes high level K-12 policy decisions related to the Statewide System of Support, including the Geographic Leads, Special Education Resource Leads, Regional EL Specialists, Educator Workforce Investment Grants for English Learners and Special Education and Student Health and Mental Health.

Specifically, the CEA will provide leadership, technical assistance and support in the development, implementation and planning and organization and interpret key education program issues that impact the operation of educational programs across the SBE Executive Office. Provides leadership and support to direct or carry out special projects related to the implementation of policies and/or procedures for the Statewide System of Support. Provides key guidance and direction, in concert with the other Policy Directors, in determining legislative priorities and strategic assessment of legislation to influence student health and mental health.

Communication: Facilitates the strategies for program development and gather and compile data for state reports; provide clarification and guidance to the SBE members, Executive Director, and CDE divisions on the requirements of such reports. Coordinate and administer stakeholder groups on interdepartmental committees or work groups charged with the task of examining complex federal and state policies and ensure compliance with federal and state laws and regulations.

Representation: Represents the interests of the State Board of Education and Governor’s Office in the development of major policies and programs affecting education in California related to the Statewide System of Support. Recommends on behalf of the Executive Director, changes as needed to policy and legislation and provides statewide leadership. Meet and work with executive level staff of the CDE, including the State Superintendent and Deputy Superintendents, the Legislature, the Department of Finance, and the Governor’s Office; communicate the State Board and Governor’s intent as appropriate; review documents to ensure consistency with the Administration’s policy; etc.

Work Products: Prepares documents and special reports to support the Statewide System of Support, , Special Education Resource Leads, Regional EL Specialists, Educator Workforce Investment Grants for English Learners and Special Education and Student Health and Mental Health. Perform other duties related to policies including reviewing and analyzing legislation, regulations, reports, contracts, requests for proposals including the review of documents for Executive Director and Chief Deputy Executive Director approval and provide recommendations to the Executive Director regarding SBE policies and practices.
B. SUMMARY OF REQUEST (continued)

10. How critical is the program's mission or purpose to the department's mission as a whole? Include a description of the degree to which the program is critical to the department's mission.

- [x] Program is directly related to department's primary mission and is critical to achieving the department's goals.

- [ ] Program is indirectly related to department's primary mission.

- [ ] Program plays a supporting role in achieving department's mission (i.e., budget, personnel, other admin functions).

Description: State law establishes the State Board of Education’s role as the education policymaking body for the state (ECS 33030), along with the Legislature (can adopt education legislation) and the Governor (can sign/veto education legislation). State law also officially designates the SBE as the State Educational Agency for federally funded education programs, and provides the SBE with authority to adopt rules and regulations for the allocation of federal funds to LEAs (ECS 12001).

Ten of the SBE’s 11 members are appointed by the Governor to four-year, staggered terms that are subject to confirmation by a two-thirds vote of the Senate within one year of appointment. The eleventh member, also appointed by the Governor and subject to Senate confirmation, is a California public high school student who serves a one-year term. The State Board of Education is California’s K-12 policy-making body for academic standards, curriculum, instructional materials, assessments and accountability.

The work of the SBE staff is extremely high level, politically sensitive and impacts the over 6 million students in CA as the SBE sets statewide policy. This CEA will lead the policy work on initiatives related to student health and mental health which is the direct work of the State Board of Education.

Under the direction of the Chief Deputy Executive Director, the proposed CEA will serve as Assistant Policy Director which reports to the Executive Director and Chief Deputy Executive Director of the State Board of Education.
11. Describe what has changed that makes this request necessary. Explain how the change justifies the current request. Be specific and provide examples.

Over the last three years, the responsibilities assigned to the SBE have significantly increased without additional ongoing funding or positions to support the workload. This additional workload has been compounded with the pandemic response for schools and the Safe Schools for All planning team has led the response to COVID-19 in our K-12 schools, commissioning studies, and extensive engagement with the Legislature, the California Department of Education, and various state agencies. Since 2019, at least 14 new programs and initiatives were identified as requiring SBE involvement. However, only one program included an appropriation for SBE to carry out the additional workload.

Further, the Executive Director of the State Board is identified as having role in a significant number of existing legislative initiatives (see list below). To the extent that the executive director's approval, consultation, or collaboration is statutorily required, Board staff work with Department and other statutorily-defined partners to implement the specified initiative.

Program - Summary of Duties

- Federal Funds (ARPA, CRRSA, CARES) SBE has been integrally involved in developing state plans and providing guidance on the use and oversight of federal funds in collaboration with CDE, state and local health agencies, and other stakeholders.

- Safe Schools for All Initiative SBE serves on the inter-departmental planning team for the Safe Schools for All Initiative that focuses on supporting the needs of LEAs during the COVID-19 pandemic and serving as a sounding board for additional K-12 guidance.

- California Community Schools Partnership Program SBE approves the application process, administration plan, grants, and contracts with technical assistance centers.

- Differentiated Assistance Independent Evaluation The executive director of SBE shall work with CDE & CCEE to issue a request for proposals and contract for an independent evaluation of DA. Final contract subject to the approval of the ED of SBE.

- Ethnic Studies Professional Development The executive director of SBE shall work with CDE to contract with a COE to provide ethnic studies professional development.

- School Climate Surveys CDE shall work in consultation with the ED of SBE to augment the Healthy Kids Survey existing contract, and both jointly shall evaluate the contractor's success in accomplishing various tasks.

- Non-Public School/Agency Placement Study The SPI, in consultation with and subject to the approval of the ED of SBE, shall commission this study.

- Various Special Education Workgroups Participated in SB 75 workgroups (Medi-Cal and Part C to B transitions), IEP template workgroup, and alternate pathways to a diploma workgroup; selected the COE for IEP template and alternate pathways diploma workgroups.

- Dyslexia Initiative The CDE and CCEE, with approval from the ED of SBE, shall designate a COE to administer the California Dyslexia Initiative.

- Special Education Governance and Accountability Study The SPI, in consultation with and subject to the approval of the ED of SBE, shall commission this study.

- In-Person Instruction and Expanded Learning Opportunities Grants The SPI & executive director of SBE shall develop and post on the department's internet website a template for the plan describing how apportioned funds will be used in accordance with EDC 43522 (expanded learning opportunities grants).

- Charters Over past 3 years, placed numerous new accountability and monitoring measures on charters that has caused significant increased workload for SBE staff. Examples include AB 1505 and AB 1507.

- Cradle-to-Career Data System Workgroup SBE designated a member to serve on the Cradle-to-Career Data System workgroup, which met about once a month from January 2020 - June 2021 to develop recommendations for the Cradle-to-Career Data System.

- Broadband Infrastructure Grant Program Broadband connectivity solutions identified by CENIC shall be approved by the ED of SBE and DOF. A representative of the ED of SBE also attends BIG quarterly meetings.

- K-12 Strong Workforce Program SBE participates in monthly check-ins regarding the program, and provides guidance to the CCCCO around legislative intent.
C. ROLE IN POLICY INFLUENCE

12. Provide 3-5 specific examples of policy areas over which the CEA position will be the principle policy maker. Each example should cite a policy that would have an identifiable impact. Include a description of the statewide impact of the assigned program.

The CEA will play a key leadership role in managing the state’s K-12 education statewide system of support, providing state policy and fiscal recommendations to the Executive Director and President of the State Board of Education, who are the Governor’s primary K-12 education advisors. The System of Support (SOS) is a key component of California’s accountability system and serves as the organizing structure for ensuring that the approximately 2,000 local educational agencies and 10,545 schools have the tools they need to improve student outcomes for the approximately 6 million students across the state. Leadership for the work of the SOS is shared by the State Board of Education, California Department of Education, and California Collaborative for Educational Excellence. These three state agencies oversee the work of numerous lead agencies that provide expert support on topics such as serving students with disabilities, building leadership skills for school administrators, teaching mathematics to our youngest learners, and improving systems to better support students.

In partnership with the state lead agencies, there are two types of county-level lead agencies charged with leading the implementation of the SOS work at the local level: Geographic Lead Agencies and Special Education Resource Leads. As part of the state agency leadership team for the SOS, the CEA will oversee the implementation and progress of the Geographic Lead agencies toward meeting their responsibilities outlined in EC 52073, with a specific focus on the Geographic Lead agencies as a coordinator of assistance within their region and with other leads within the SOS. As the CEA will also be charged with oversight of the SELPA Leads and other expert leads, the position will have unique insight into coordination and calibration of support across the SOS and will facilitate the removal of barriers to ensuring that local needs can be met with the correct support. The SOS and its ability to meet the needs of California’s students and schools is a critical and high profile issue in the state. The work of the CEA will include monitoring and providing feedback to the county-level lead agencies, and using observations and data to inform policy recommendations to the Executive Director and President of the State Board of Education.

Following the re-authorization of the federal Elementary and Secondary Education Act, California moved away from a one size fits all compliance approach to support and the SOS has the critical role of providing support based on local needs with a capacity building mindset. The CEA will lead the State Board’s work in monitoring the ongoing implementation of this element of California’s accountability system, which impacts all of California’s students. This will include significant collaboration with the Department of Finance and the Legislature to develop and defend proposals for allocating millions of dollars state funds for the SOS as well as determining how more than a billion dollars in federal support should be allocated and cohesively connected to state support.

The Budget Act of 2022-23 has further expanded the role of the Special Education Resource Leads currently authorized by Education Code 52073.2. The expansion requires the creation of two new specific special education resources leads, in addition to the continuing requirement to have a capacity development lead team. This issue is highly sensitive, given pressures from the current grantees to continue their grant, sensitivities around expanding the scope of the grant from SELPAs to SELPAs and COEs, and the heightened scrutiny on the Statewide System of Support to improve outcomes for students with disabilities. The CEA will be charged with managing the development of the new request for applications for the 2023-2028 grant period in collaboration with CDE and CCEE staff, and managing the selection and award process. Following the grant making process, the CEA will join a leadership team with CDE and CCEE staff to support the ongoing success of the grantees. This is a time intensive body of work that requires a leadership level position to ensure alignment with CDE and CCEE.

Since the establishment of the $4.4 billion Children and Youth Behavioral Health Initiative in AB 133, the nature of collaborative work between Health and Human Services and K-12 education has expanded exponentially. Particularly as the state continues to navigate the lasting impacts of COVID-19 on communities across the state, California has leaned in to ensure that a whole child approach full of robust student supports, especially mental and physical health resources, are available to every child who needs them. To ensure the SBE can maximize the opportunities for collaboration available, additional leadership level staffing are necessary to take deeper ownership of particular areas of work. The CEA would specifically be charged with leading partnerships between K-12 education and the California Department of Public Health, which administers dozens of health, wellness and prevention programs in K-12 settings.

The CEA is proposed to lead the Administration’s policy work for both the Geographic Lead Agencies and Special Education Resource Leads in the SOS. Through work with these two set of agencies, the CEA will provide policy guidance on how the SOS should function as new lead agencies and state initiatives are implemented in response to the needs of California’s students and schools. In addition, the CEA is proposed to lead the K-12 education component of the work on the Children and Youth Behavioral Health Initiative to create the infrastructure to better serve the health and wellness needs of students.
C. ROLE IN POLICY INFLUENCE (continued)

13. What is the CEA position’s scope and nature of decision-making authority?

The proposed CEA will have high level decision-making authority for all K-12 statewide policy areas within the Statewide System of Support, including the Geographic Leads, Special Education Resource Leads, Regional EL Specialists, Educator Workforce Investment Grants for English Learners and Special Education and Student Health and Mental Health. This includes providing primary oversight for program activities, recommendations for policy and program changes proposed to the Executive Director of the SBE and regulatory amendments that may be needed. The proposed CEA will also be responsible to monitor contracts in the above subject areas to ensure they are in compliance.

The CEA will represent the interests of the State Board of Education and Governor’s Office in the development of these major policies and programs and make high level decisions affecting education in California particularly in the areas of mental health.

14. Will the CEA position be developing and implementing new policy, or interpreting and implementing existing policy? How?

Under the direction of the Chief Deputy Executive Officer, the proposed CEA will plan, develop and implement new statewide policies and requirements as new legislation is passed and/or new policy directions are taken and adopted by the State Board of Education.

This coming year, as previously mentioned, the California State Legislature and the Governor have both proposed to further expand the role of the Special Education Resource Leads currently authorized by Education Code 52073.2. The proposed expansion detailed in the Budget Act of 2022-23 would require the creation of two new specific special education resources leads, in addition to the continuing requirement to have a capacity development lead team.

The CEA will be charged with managing the development of the new request for applications for the 2023-2028 grant period in collaboration with CDE and CCEE staff, and managing the selection and award process. Following the grant making process, the CEA will join a leadership team with CDE and CCEE staff to support the ongoing success of the grantees.