

Per California Code of Regulations, title 2, section 548.5, the following information will be posted to 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**

1. Date

July 17, 2020

2. Department

California Department of Education

3. Organizational Placement (Division/Branch/Office Name)

Assessment Development & Administration Division

4. CEA Position Title

Associate Director

5. Summary of proposed position description and how it relates to the program's mission or purpose. (2-3 sentences)

The California Department of Education (CDE) proposes to allocate the position of Associate Director, Assessment Development and Administration Division (ADAD) to that of Career Executive Assignment (CEA). Under the direction of the Division Director, the subject position will contribute to the development and implementation of policies and regulations of the assessment programs and will be responsible for the program mandates of the division in support of the CDE's mission to advance equity, opportunities, and well-being for all of California's diverse students and maintain assessment policies ensuring that student achievement is measured by a fair, valid, and reliable assessment system. The position also will oversee the English Language Arts and Mathematics (ELAM) Office; Science Office; Interim and Formative Assessments (IFA) Office; English Language Proficiency and Spanish Assessments (ELPSA) Office; and Proficiency, Equivalency, and Fitness Testing (PEFT) Office.

6. Reports to: (Class Title/Level)

Division Director, Assessment Development & Administration Division, CEA, Level B

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):

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.

Under the administrative direction of the ADAD Director of the CDE, the CEA will oversee the ELAM Office, Science Office, IFA Office, ELPSA Office, and PEFT Office and will be responsible for program mandates of the division in support of the CDE's mission to advance equity, opportunities, and well-being for California's widely diverse students and maintain assessment policies that ensure student achievement is measured by a fair, valid, and reliable assessment system.

Specifically, the CEA will provide vision, leadership, and technical assistance—in alignment with the Division Director's directions—in the development, implementation, planning and organization, and directing of the work of those five offices within the ADAD. The CEA also will provide key guidance and direction, in concert with the Division Director, in determining legislative priorities and strategically analyzing and responding to legislations to influence positive policy directions for CDE programs.

#### Additional Areas of Responsibility

**Communication**—the CEA will promulgate departmental and statewide policies and regulations regarding the needs of assessment programs; facilitate the determination of strategies for ADAD policy development for assessment programs, especially those pertaining to administration at the state level, by coordinating and administrating stakeholder groups and committees; work cooperatively with CDE staff, staff from other state agencies, contractors that provide assessment development and administration services, the State Legislature, the Department of Finance (DOF), the Legislative Analyst's Office, local educational agencies (LEAs), county offices of education, and statewide assessment stakeholder groups; and, in the absence of the Division Director, work cooperatively with federal oversight or control agencies.

**Representation**—in the absence of the Division Director, the CEA will represent the CDE, the ADAD, and the State Superintendent of Public Instruction (SSPI) before the Legislature, advisory committees, statewide organizations and advisory groups, and other federal, state, and LEAs; serve as the chief advocate for California's assessment programs; set policies, goals, and objectives for multiple assessment programs administered by the division; recommend, on behalf of the Division Director, federal and state legislation and regulations; and provide statewide leadership to LEAs and assessment programs.

The CEA also will represent the CDE in transactions with numerous state and federal agencies; participate in legal negotiations with a wide range of public and private agencies and advocate organizations regarding assessment programs; participate in and provide support for interstate and national consortia that support local, state, and national educational reform, including state and national meetings, conferences, and planning sessions of the National Assessment of Educational Progress, the Council of Chief State School Officers; and participate in and provide support for international assessment activities.

**Staff Supervision**—the CEA will provide direct supervision to Education Administrators and professional staff assigned to the California Assessment of Student Performance and Progress (CAASPP) System; the English Language Proficiency Assessments for California (ELPAC); the Physical Fitness Test (PFT); the California High School Proficiency Examination (CHSPE); the High School Equivalency Test (HiSET); and the General Education Development (GED) Exam; determine ongoing work assignments and delegate responsibilities; direct daily activities and special assignments; monitor and evaluate performance; approve travel and leave; and conduct and approve training.

**Work Products**—the CEA will prepare documents, including reports, policy papers, and regulations, to support assessment program activities for the Division Director, federal and state control agencies (e.g., DOF, Office of Governmental Affairs, and Legislature), and the state and federal assessment communities; make recommendations on issues to the Division Director; review and analyze relevant materials such as legislation, regulations, policy, management memos, reports, contracts, instructional materials, quality improvement proposals, and various publications.

**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.

- 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: California's public education system is administered at the state level by the CDE for the education of more than six million students from birth to adulthood. The CDE, under the direction of the elected SSPI, is responsible for developing and enforcing education laws and regulations and for providing leadership to LEAs as they continue to operate and improve public schools to ensure a strong, effective, high-quality, and wholesome learning environment for all students.

The ADAD oversees the California assessment system, which consists of the CAASPP and the ELPAC, which serve nearly five million students in California. Included in that oversight are the operational details of developing and administering the assessments as well as analyzing and reporting test results. The division also provides significant leadership in the development of policies that further the goals of the CDE. Further, the ADAD is responsible for one of the largest training operations in the CDE. Thousands of test coordinators, teachers, and other educators are trained in test administration, the use of assessment systems, and the interpretation of test results each year. The ADAD's goal is to ensure that the California assessment system supports teaching and learning with valid, reliable, and fair assessments. To accomplish this, the division engages regularly with California State Board of Education (SBE) members and staff, legislators and legislative staff, staff from the Office of the Governor, and other education stakeholders. This work is often political in nature and widely scrutinized.

The work of the ADAD increased significantly with the implementation of Assembly Bill 484 and the state's transition to an online assessment system. This move to online assessment significantly increased the complexity of the ADAD's work, and added the responsibility for supervising extensive software and computer systems development and testing efforts. The ADAD is now responsible for developing and supervising multiple, high-profile contracts, comprising expenditures of more than \$100 million per year. The work of the ADAD is extraordinarily sensitive. Failure to test students, accurately report results, or supervise expenditures could be costly and put the CDE and the state at risk politically and fiscally.

Under the direction of the Division Director, the proposed CEA position will serve as Associate Director within the ADAD, which reports to the Deputy Superintendent of the Instruction and Measurement Branch, Chief Deputy Superintendent, and the SSPI.

**B. SUMMARY OF REQUEST (continued)**

11. Describe what has changed that makes this request necessary. Explain how the change justifies the current request. Be specific and provide examples.

Given the nature and extent of the work for which the ADAD is responsible, the Division Director has been assisted over the last several years by an Education Administrator II. It has been determined, in consultation with the CDE human resources and CalHR, that this position would be more appropriately staffed with a CEA rather than an Education Administrator II. The CEA would be responsible for managing five of the seven units within the Division, including the ELAM Office; Science Office; IFA Office; ELPSA Office; and PEFT Office. This represents a significant increase in responsibility over that of the current Educational Administrator II position. This reclassification and expansion of duties would allow the Division Director to dedicate more time and attention to the formation of sound policy associated with improvements in teaching and learning to support (1) academic achievement; and (2) the narrowing of the academic achievement gap. This reclassification also would allow the Division Director the opportunity to work more closely with other statewide initiatives, such as California's system of support and closing the achievement gap.

### 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 be responsible for reviewing contractors' performance for fiscal and program compliance; responding to publicly submitted questions on assessment administration, performance, and fiscal and program compliance; and providing leadership to LEAs as they continue to operate and improve public schools to ensure a strong, effective, high-quality, and wholesome learning environment for all students.

The ADAD implements the assessment policies of the CDE and oversees the California assessment system, serving nearly five million students. With the passage of Assembly Bill 484 and the state's transition to an online assessment system, the amount and complexity of the work involved in implementing the state's assessment policies increased significantly, including the added responsibility for supervising extensive software and computer systems development and testing efforts. The ADAD is now responsible for the development and supervision of multiple, high-profile contracts, comprising expenditures of more than \$100 million per year. Monitoring and reviewing contractors' performance for fiscal and program compliance and responding to publicly submitted questions on assessment administration, performance, and fiscal and program compliance are huge responsibilities.

In November 2018, the SBE approved the CAASPP contract to integrate the work related to the development and administration of the ELPAC, with the expectation that efficiencies across the assessment programs would be ensured. To that end, the CEA will provide oversight, support, and coordination across the ELAM Office, Science Office, IFA Office, ELPSA Office, and PEFT Office that not only enforce state and federal policies, but also ensure that potential efficiencies are pursued and, subsequently, implemented.

EC Section 60602.6 states that the ADAD is to provide LEAs all assessments on a computer-based platform that utilizes the same technology infrastructure in an effort to minimize impact on teachers, administrators, and state resources. The CEA will be responsible for ensuring that all current maintenance and future development meet this policy requirement.

In addition, the CEA will develop and enforce education laws and regulations. Each assessment program is responsible for employing and updating assessment regulations that go through lengthy development and review processes in concert with the ADAD, CDE Legal Office, SBE, and the California Office of Administrative Law. The CEA will serve as a point person to make ADAD policy decisions in coordination with these offices as well as keep the ADAD Director abreast of the status of regulations and potential changes.

Therefore, the new CEA is proposed to be a fourth-level CEA position in the CDE, reporting to the third-level Division Director of the ADAD. The proposed position will assume the responsibilities from the Division Director for directing the work of five separate units (ELAM Office, Science Office, IFA Office, ELPSA Office, and PEFT Office) within the ADAD, which have the bulk of the policy and program development responsibilities of the division. The Division Director will continue to provide vision and oversight of policy development to the proposed position as well as be responsible for policy implementation responsibilities such as the development of new policies, legislation, and regulations within the Fiscal Support Office of the division. This proposal relieves the intense work related to program monitoring and policy development that is so time-consuming for the Division Director. ADAD policies are complex and technical to the point that they will benefit from having two high-level positions assigned these responsibilities.

**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 decision-making authority for all assessment programs administered by the division, including, but not limited to, the CAASPP System, the ELPAC, the PFT, the CHSPE, the HiSET, and the GED Exam.

The proposed CEA's scope and authority will focus on an increase in the development of new policies, legislation, and regulations within the ADAD; a more refined administrative structure to coordinate and implement ADAD organizational functions in accordance with the division's goals and objectives; participation in statewide collaboration efforts and the coordination of planning for ongoing changes to state and federal assessment policies; planning, development, and implementation of statewide data for developing resources and standardizing work practices across various divisions at the CDE; working with internal and external stakeholders to develop a more comprehensive system that aligns with federal requirements such as developing appropriate regulations for the law, training contractors, and other assessment professionals in the field; and management of the California assessment programs, data collection, program analysis, and maintenance of statewide and federally mandated reporting requirements, initiatives, legislation, and regulations to improve the state assessment infrastructure for all students and educators in California.

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

Under the direction of the Division Director; the proposed CEA will plan, develop, and implement new statewide policies and requirements and comply with federal regulatory changes to assessments. The new policies include the implementation of primary oversight for all program activities, including focused monitoring, training, and technical assistance for the development and administration of the programs; federal and state regulatory changes that impact assessments; ensuring contractors' compliance with new requirements; and increasing the contract monitoring reviews in order to ensure that (1) the CDE meets regulatory monitoring requirements; (2) students and educators receive a high-quality assessment system, and (3) public funding is properly safeguarded. The proposed CEA also will interpret, modify, and implement existing policies related to assessment programs.