

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

8/14/2026

2. Department

Government Operations Agency (GovOps)

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

California Education Interagency Council (CEIC)

4. CEA Position Title

Deputy Director

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

The CEIC was established to make California's education and workforce systems work better together, by working with pertinent state agency leadership to identify trends, improve efficiencies, and solve for misalignments in student transitions and institutional structures. The proposed Deputy Director position will support these purposes by facilitating senior-level discussions, deliberation, and decision-making in a broader array of matters than would be possible with a different classification.

6. Reports to: (Class Title/Level)

Executive Officer/Exempt

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.

The California Education Interagency Council is a new statewide entity, established January 1, 2026, tasked with working with state agencies and public stakeholders to identify and resolve misalignments and inefficiencies across California's education and workforce systems so that learners are adequately prepared for the evolving economy and labor market. The Deputy Director (CEA-A) supports this mission by serving as the Council's senior policy architect, developing statewide policy options, preparing evidence-based recommendations, and implementing Executive Officer-approved strategies that strengthen intersegmental coordination and improve alignment across TK-12, higher education, workforce development, and industry partners. The Deputy Director provides high-level policy leadership by analyzing labor market data, educational pipeline gaps, regional workforce needs, and cross-agency governance challenges to formulate statewide policy alternatives related to program alignment, degree-authorization criteria, adult upskilling, transfer and dual enrollment improvements, competency-based education expansion, and the implications of changing graduation and admissions requirements. Because Council participation includes members such as the State Superintendent of Public Instruction, the President of the State Board of Education, the UC President, and the Chancellors of CSU and CCC, the Deputy Director must navigate sensitive, high-stakes policy areas with significant intersegmental tension and political visibility, preparing the strategic options and decision materials needed for Executive Officer engagement with these leaders. The Deputy Director leads technical and staff-director level interagency coordination, including Bagley-Keene and non-Bagley-Keene workgroups, synthesizing partner input, identifying statewide implementation barriers, and developing comprehensive policy proposals for Executive Officer review. The role evaluates federal, state, and regional funding streams—including WIOA, Perkins, and other workforce and education investments—to develop options for improved utilization of public funds and coordinated statewide investment strategies, ensuring policy coherence across agencies. Following Executive Officer approval, the Deputy Director oversees implementation of statewide policy frameworks by developing operational guidance, sequencing timelines, identifying required interagency deliverables, and coordinating cross-segment execution to ensure statewide consistency. The Deputy Director also designs CEIC's analytical and data-governance approaches, synthesizing data from the Cradle-to-Career Data System and other partners to prepare statewide labor supply, job demand, and educational pipeline analyses that inform CEIC's legislative reports and long-term planning. In addition, the Deputy Director prepares strategic briefings, legislative analyses, and system-impact projections for the Executive Officer's major engagements with state leadership, the Legislature, and Council members, ensuring CEIC's recommendations are grounded in rigorous analysis, statewide trends, and integrated policy considerations required for effective cross-sector decision-making.

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: CEIC's mission is directly aligned with the state's priority to improve coordination across California's education and workforce systems so learners can access high-quality, equitable pathways into an evolving economy. The Council serves as the statewide planning body envisioned in the Master Plan for Career Education and recent legislation, responsible for addressing systemic fragmentation, strengthening regional coordination, and aligning federal and state plans to support long-term workforce readiness. The Deputy Director is essential to fulfilling this mission by developing statewide policy options, preparing recommendations, and implementing Executive Officer–approved strategies that enable CEIC to produce coherent, integrated solutions to challenges affecting students, workers, educators, and employers across California. The program's success is critical to GovOps' broader responsibility to improve statewide systems, support cross-sector collaboration, and ensure California's education and workforce structures function effectively and strategically.

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.

The California Education Interagency Council was established through AB 1098 and SB 638, with an effective date of January 1, 2026, to serve as the statewide entity responsible for identifying and addressing misalignments across California's education and workforce systems. BCP 0511-014-BCP-2025-GB which established the CEIC, describes a labor market undergoing rapid transformation, widening disparities in economic mobility, fragmented funding streams, and inconsistent regional coordination—conditions that demand a centralized statewide body capable of developing cross-sector strategies and guiding long-term system alignment. CEIC did not exist previously, and its statutory mandate requires new statewide policy structures, new analytical capacity, and new interagency coordination mechanisms to fulfill the Master Plan for Career Education's call for improved alignment across TK–12 education, higher education, workforce development, and employment systems. Because CEIC is newly created, all operational, policy, and coordination responsibilities must be built from the ground up. The Deputy Director position is necessary to develop statewide policy options, prepare evidence-based strategic recommendations, coordinate technical interagency workstreams, and lead the implementation of Executive Officer–approved frameworks that address systemic inefficiencies, including workforce data fragmentation, inconsistent career pathway structures, regional variation in program alignment, and barriers created by misaligned graduation and admissions requirements. The Deputy Director ensures CEIC has the high-level policy capacity required to respond to statewide economic changes, labor market projections, and cross-agency funding considerations identified in the BCP. With CEIC newly established and its responsibilities expansive, all positions—including the Deputy Director—are new and essential for launching the Office's statewide coordination role.

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-A will have decision-making authority within CEIC operations to develop statewide policy options, set program goals and standards, and implement Executive Officer–approved policy and program reforms that advance CEIC’s mission. This work includes leading Bagley-Keene and non-Bagley-Keene collaboration efforts with partner agencies, control agencies, the Legislature, and external stakeholders, where inter-organizational tensions are often high and decisions carry statewide significance. One major policy area involves shaping statewide admissions and readiness criteria for California’s public university systems; changes to math readiness expectations, standardized testing posture, or prerequisite alignment have wide-ranging impacts on TK–12 curriculum design, regional course availability, and equitable access to postsecondary programs. Another critical policy responsibility involves strengthening statewide data-driven decisionmaking for program expansion by determining which labor market, enrollment, and regional capacity indicators should guide approval of new or expanded degrees, certificates, and workforce training programs. These policies influence how institutions prioritize growth, how regions respond to workforce needs, and how California structures long-term educational capacity. The CEA-A also develops policy options related to jurisdictional alignment across segments—particularly bachelor’s degree authority in the California Community Colleges—affecting program differentiation, segment roles, and workforce preparation state-wide. Additionally, the CEA-A evaluates federal and state funding incentive structures, such as those embedded in Perkins, WIOA, and other workforce and education grants, and develops shared recommendations for improving their effectiveness. Policy decisions in this area directly impact regional coordination, institutional resource allocation, and statewide alignment of public investments. Through these and related policy domains, the CEA-A ensures CEIC’s recommendations are coherent, evidence-based, and responsive to statewide educational and workforce needs.

C. ROLE IN POLICY INFLUENCE (continued)

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

Within the direction and strategic parameters established by the Executive Officer, the CEA-A exercises high-level decision-making authority over CEIC's policy development, statewide coordination efforts, and implementation of Executive Officer-approved frameworks. This includes determining how CEIC's analytical methods, policy options, and statewide recommendations are formulated; making operational decisions related to CEIC's workstreams and interagency coordination; and resolving complex technical issues that arise during collaboration with education systems, workforce agencies, and other state partners. The CEA-A makes decisions about how to sequence, structure, and execute CEIC's policy initiatives, including determining which data elements, stakeholder perspectives, and regional considerations should inform statewide policy options. The role also entails deciding how to frame and synthesize complex intersegmental issues—such as admissions criteria, degree-authorization boundaries, regional capacity needs, and funding-alignment strategies—into actionable statewide proposals that are advanced to the Executive Officer for approval. Through these responsibilities, the CEA-A plays a critical role in shaping statewide policy direction, coordinating multi-agency efforts, and ensuring CEIC's work is cohesive, analytically rigorous, and responsive to emerging economic and educational conditions across California.

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

Because CEIC is a newly established statewide entity, the CEA-A will be responsible for developing new policy options and implementation approaches that form the foundation of the Council's work, as well as interpreting and operationalizing existing state and federal policies in ways that improve alignment across education and workforce systems. The role includes designing statewide policy frameworks related to program expansion, admissions readiness, degree-authorization boundaries, funding utilization, regional coordination, and data-governance standards. These new policy structures are essential for launching CEIC's statutory responsibilities and for addressing gaps and inefficiencies identified in the enabling legislation and Budget Change Proposal. At the same time, the CEA-A must interpret and apply existing laws, regulations, and funding requirements—such as those associated with WIOA, Perkins, adult education programs, and university admissions policies—to propose solutions that allow agencies to work more effectively together. By developing new statewide strategies and ensuring existing policies are understood, harmonized, and implemented consistently across segments, the CEA-A ensures CEIC can provide coherent, actionable recommendations that support long-term, cross-sector alignment and improved outcomes for students, workers, and employers.