



STATE OF CALIFORNIA
California Education Interagency Council
1304 O St, Sacramento, CA 95814
www.ceic.ca.gov

Attention: California Education Interagency Council Members

Subject: Agenda Item 6: Potential Council Priorities and Opportunities

The California Education Interagency Council Act outlines goals and duties for the Council's work, to be steered by a strategic plan adopted by the Council by November 2027. (This process is slated for discussion as agenda item 5.) Duties are to be performed "to the extent that staff, resources, and data are available." The statute also lists several issue areas for the purpose of biennial reporting regarding outcomes and recommendations, which can also help to inform the Council's charge and expectations. These goals, duties, and issue areas are included in an appendix for this item.

Identifying opportunities within these parameters where interagency collaboration can support progress will be key to the Council's effectiveness in improving educational pathways into the workforce. For example, supporting work to strengthen pathways from high school to college (a duty articulated in Government Code section 11906(a)(5)) requires having clear understanding of the pathways that exist, along with their effectiveness and limitations, so that specific areas for improvement can be identified and pursued. Similarly, while there is broad agreement that transfer pathways across postsecondary educational institutions could be improved, and shared concern about how our educational and workforce systems are navigating the rise in artificial intelligence, these types of broad topics need to be understood at far more granular levels to find areas where progress can be pursued.

In reviewing the statutory goals, duties, and reporting issue areas, members should consider the following starting questions for discussion:

- In what areas is interagency collaboration between Council agencies most urgently needed?
- In light of limited resources, which of the duties should be paramount?
- Where do you believe Council collaboration holds the most promise for California, in the short or long term?

The draft Readiness Rubric below is offered to support Council discussions regarding potential opportunities and priorities for collective effort. This rubric is presented as an informational item, with future consideration of adoption of a rubric as part of the strategic plan, governance manual, or both. While this item is intended as an opening discussion regarding Council goals, comments on the appropriateness of the rubric are also welcome.

Readiness Rubric [DRAFT]

Test	Is the issue/topic a fit?	Is the issue/topic ripe?
Factors	• Aligned with Council goals • Falls within Council duties • Interagency in nature • Impactful	• Shared understanding of the problem • Known solutions for the problem • Existing authority and resources • Leadership interest
Results	Only issues that meet all four criteria are a fit for the Council.	The more factors in place, the riper the issue is for success through Office-led efforts. Council meetings, initiatives, and recommendations can serve as ripening agents, helping to ready an issue for broader interagency efforts.

Appendix: California Education Interagency Council Goals, Duties, and Issue Areas for Reporting

Council Goals

Government Code section 11902: The California Education Interagency Council is hereby established in the Government Operations Agency for the purpose of accomplishing all of the following goals:

- (a) Proactively evaluating and addressing the changing nature of work and the economy, and supporting the advancement of state educational attainment, equity, and workforce goals.
- (b) Integrating and aligning efforts across elementary and secondary education, postsecondary education, employers, and the statewide workforce system, and maximizing the impact of federal and state funding investments to ensure effective student pathways to quality work and well-paying careers and to contribute to economic growth.
- (c) Increasing collaboration across postsecondary education and the workforce development systems statewide, and with employers to ensure flexibility and support for meeting the skill-building and upskilling needs of adults.
- (d) Working in regions throughout the state to ensure that education supply and statewide workforce demand are aligned.
- (e) Being a forum for communication to discuss the impacts of proposed intersegmental and cross-sector issues, including, but not limited to, changes to elementary, secondary, and postsecondary education graduation requirements, including California State University and University of California admissions changes.

Council Duties

Government Code section 11906: (a) The council, with support from the managing entity, shall perform the following duties pursuant to the timeframe described in subdivision (b), as appropriate, to the extent that staff, resources, and data are available:

- (1) Evaluate a variety of data sources to inform, pursuant to Section 9795, the Legislature and the Governor of the supply of, and projected demand for, jobs in major occupational or career areas and in-demand skills and sectors at a set interval determined by the council. Each evaluation shall include economic forecasting and analysis to ensure educators can plan for emerging skills needs in areas critical to California's economy.
 - (2) Review available data to identify, at a set interval as determined by the council, both statewide and regional progress toward achieving goals and addressing gaps in demand for both of the following:
 - (A) Postsecondary education admission, enrollment, success, and awards of degrees, credentials, and certificates.
 - (B) Employment, disaggregated by race, ethnicity, gender, and socioeconomic status, and any additional categories of students as determined by the council.
 - (3) Develop recommendations regarding career technical education, college and career pathways, and workforce development recognizing segmental plans and other pertinent plans,
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including those of the California Workforce Development Board. These recommendations shall align with the goals and priorities of the Master Plan for Career Education, and shall focus on resolving conflicts and inconsistencies in segmental plans and other pertinent plans. In developing the recommendations, the council shall ensure that the recommendations address all of the following:

- (A) Reducing bureaucratic inefficiencies and improving bureaucratic efficiencies by streamlining career technical education, college and career pathways, and workforce development programs.
 - (B) Increasing access to career technical education, college and career pathways, and workforce development programs in high schools, public postsecondary education systems, and workforce development opportunities. These recommendations shall include options for expanding and increasing such access without solely relying on additional funding.
 - (C) Improving, or making specific commitments to align, efforts within program guidelines and budgetary authorities, as appropriate for transitional kindergarten to secondary education systems, inclusive, public postsecondary education systems, and applicable programs within the Labor and Workforce Development Agency.
 - (D) To the extent possible, analyzing career technical education, college and career pathways, and workforce development programs and resources offered by independent institutions of higher education, as defined in Section 66010 of the Education Code, and private postsecondary educational institutions, as defined in Section 94858 of the Education Code.
 - (4) Develop and distribute written materials and reports to help educators and others encourage students to pursue education and training opportunities leading to professions in in-demand industries.
 - (5) Support collaborative work to create, refine, or update student pathways from high school to postsecondary education, including, but not limited to, dual enrollment, associate degree for transfer, work-based learning, and credit mobility.
 - (6) Serve as a forum for discussing and providing advice on the impact of proposed changes to graduation or admissions requirements on California's education systems.
 - (7) Serve as a forum for discussing strategic planning around mandated federal plans and related state programs, including, but not limited to, all of the following:
 - (A) The federal Carl D. Perkins Career and Technical Education Act (Public Law 109-270).
 - (B) The federal Workforce Innovation and Opportunity Act (29 U.S.C. Sec. 3101 et seq.).
 - (C) The Strong Workforce Program.
 - (D) Regional K-16 Education Collaboratives Grant Program.
 - (E) The Golden State Pathways Program.
 - (8) (A) Coordinate learning opportunities across the elementary and secondary education systems and postsecondary education systems to ensure students can easily navigate across systems, thereby enhancing access to postsecondary education and workforce training opportunities and supporting traditional students and adult workers seeking to upskill or reskill.
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(B) Include, in actions undertaken pursuant to subparagraph (A), efforts to expand opportunities for online education, credit for prior learning, and access to competency-based education, to integrate technology and to include ongoing efforts to understand skill development opportunities and frameworks.

(9) Provide advice and recommend tools designed to support students across their educational careers. These tools may include, but are not limited to, the Career Passport, the California College Guidance Initiative, and eTranscript California.

(10) Provide recommendations to the Governor and the Legislature, pursuant to Section 9795, that encourage streamlining application processes regarding student financial aid, housing, campus support programs, and other public benefit programs that assist students in financing their total cost of attendance.

(11) Serve as a central planning and coordinating hub for statewide education-to-career efforts by providing accessible information to the Legislature, the Governor, public agencies, and the general public about strategic plans, program alignment efforts, and available resources, pursuant to this chapter.

(12) When making recommendations to the Legislature and the Governor or in coordinating goals, programs, and efforts across systems pursuant to this chapter, the council shall, to the extent practicable, consider universal design principles and impacts to traditionally underserved populations.

(b) The council, with the support of the managing entity, shall develop a timeframe for the council to reasonably perform the duties required by subdivision (a), as appropriate.

Issue Areas for Reporting

Government Code section 11905(f): (1) Notwithstanding Section 10231.5, subsequent to the release of the first work plan pursuant to paragraph (1) of subdivision (e), and biennially thereafter, the council shall submit a report to the Legislature, pursuant to Section 9795, and the Governor on the outcomes of the previous two years of work under this chapter, and any recommendations regarding intersegmental, cross-sector, and interagency initiatives and programs, including, but not limited to, efficiencies in instructional delivery, course alignment, graduation requirements, admission requirements, financial aid, or other public benefit programs supporting students, dual enrollment, dual admission, and cross-enrollment programs, transfer pathways, degree and certificate completion, adult education, including upskilling and reskilling for adults, two- and four-year graduation rates, affordability, and workforce coordination.
