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## Advisory Council Members (Superintendents)

- Rob Adams, Redding SD  
Ted Alejandre, San Bernardino COE
- Christi Barrett, Hemet USD
- Todd Cutler, Lake Tahoe USD
- Debra Duardo, Los Angeles COE
- Dana Eaton, Brentwood Union SD
- Lisette Estrella-Henderson, Solano COE  
Todd Finnell, Imperial COE  
Jose Gonzalez, Planada ESD
- Dave Gordon, Sacramento COE
- Patty Gunderson, Lassen COE  
Jeff Harris, Del Norte USD  
Matt Hill, Burbank USD
- Yvette Irving, Gonzales USD  
Scott Kuykendall, Stanislaus COE  
Scott Lay, Nevada CSS  
Adrian Palazuelos, Fillmore USD
- Krystal Lomanto, San Benito COE
- Susan Salcido, Santa Barbara COE
- Christine Walker, Hueneme ESD  
Jim Yovino, Fresno COE

### Ex Officio Member

Mary Jane Burke, Marin COE

### CCEE Member Emeritus

- Christine Lizardi Frazier, Ed.D.

# Advisory Council Highlights

The CCEE Advisory Council Highlights is a newsletter that captures the highlights of council meeting discussions. This newsletter is intended to inform the field. Please share with your fellow superintendents or any interested parties.

## INTRODUCTION

Steven Sterling Mitchell, Senior Manager of the Community Engagement Initiative, opened the Advisory Council meeting by inviting former CCEE Executive Director Tom Armelino to share some thoughts as he enters retirement. Armelino thanked the Advisory Council members for their support, patience, guidance, and leadership over the last few years. Reminiscing about the experiences he's had with some of the Advisory Council members, Armelino concluded by reminding the members about the importance of not only their mindset, but their heartset and healthset.

**"Over the years, whenever things got tough, I would always try to focus on what my heart was telling me to do. And then I would try to figure out how to use my mindset to make the right decision... You already have the mindset down because you're all infinite and phenomenal leaders who make a big difference for kids. So I encourage you to first take care of yourselves. And I think as leaders, we do that last. It sounds simple, but it's much harder to do. Just be intentional about it."**

- Tom Armelino, CCEE Executive Director (2018-2021)

The Advisory Council members also had the opportunity to thank Armelino for his leadership over the years, as not only the former CCEE Executive Director, but as an "incredible mentor" and a "fantastic listener," who is "kind and compassionate, yet really gets the job done." As one member stated, "You can always count on Tom to be very rational, to bring everybody down to really talk about the hard points of an issue that needed to be spoken... And he would do it in a very kind and loving way so everybody felt like they could come together."

## EXECUTIVE DIRECTOR'S UPDATE

Executive Director Matt J. Navo began by providing a quick overview of the feedback received from the Advisory Council members during the September 10th meeting. Navo informed the members that the agenda was created based on their feedback regarding future meeting topics and how CCEE could best serve their stakeholders.

Navo's Executive Director updates included CCEE's new staff and updated organizational chart; a high-level summary of key findings from CCEE's 90-day

engagement with various stakeholder group; and CCEE's redefined mission, vision, values, and identity. To provide LEAs with easier access to CCEE's resources and services, Navo informed the Advisory Council members that the organization will be reshaping its identity into three bodies of work, or "centers", which are still being finalized.

The Advisory Council members were then separated into breakout rooms to provide their feedback and reactions to CCEE's redefined mission, vision, values, and identity. Members appreciated the clarity in the focused approach of the three centers. When asked if there was anything else CCEE should consider, responses included continuing to refine the role of CCEE, being thoughtful about how information is being disseminated, and continuing to communicate and collaborate with partners within the System of Support (e.g., county offices and other state agencies) to ensure coherence across the system.

## POLICY & LEGISLATIVE UPDATES

Michelle Magyar, Senior Advisor of Policy Engagement and Impact Initiatives, provided a brief overview of the new funding and programs that came out of the historic budget of over \$123.9B investment in K-12 education.

**Professional Learning to Support In-Person Instruction and Expanded Learning:** Last spring, the [AB 86 COVID-19 relief package](#) provided \$6.6B to support in-person and expanded learning. LEAs recently submitted their expanded learning opportunity plans in June and will have the opportunity to update those plans and the actual expenditures around December 2022. CCEE received \$5M of the \$6.6B to support LEAs in maximizing pupil outcomes and effectively spending the funds that were received in the spring.

**High-Quality Online Instructional Materials:** CCEE and the CA Department of Education (CDE), with the approval of the State Board of Education (SBE), will be selecting a county office of education to support the process of reviewing, curating, and disseminating high-quality online instructional materials. As there are many county offices that support work related to this, CCEE will be working with CDE and SBE, and communicating through CCSESA about the opportunity for this grant. \$15M has been appropriated to the State Superintendent of Public Instruction to support this work, and up to 3%, or \$450K can be used for the evaluation of its effectiveness.

**Professional Learning to Support Literacy:** CCEE will be collaborating with CDE and SBE to select an LEA to provide professional learning to support learning acceleration related to literacy. Of the \$10M to support this work, up to \$200K can be used to support the coordination of program data collection and evaluation.

**Evidence-Based Learning Acceleration:** \$50M has been appropriated to support evidence-based learning acceleration, specifically related to math, literacy, and language development. CCEE is in the process of developing the Request for

### CCEE Executive Director

Matt J. Navo

### CCEE Staff Presenters

Michelle Magyar  
Senior Advisor, Policy Engagement and Impact Initiatives

Steven Sterling Mitchell  
Senior Manager, Community Engagement Initiative

### CCEE Liaisons

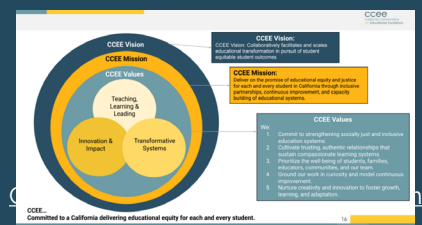
Naomi Ondrasek, Learning Policy Institute

### — 2021-22 Meeting Dates —

December 10, 2021

March 11, 2022

June 10, 2022



Type	Description	Reference/Funding
Professional Learning to Support In-Person Instruction and Expanded Learning	Provide local educational agencies with professional learning resources to support the effective use of funding and maximize pupil outcomes	Section 8 of <a href="#">Assembly Bill, Chapter 90, Statutes of 2021</a> provides \$4.4B General Fund to LEAs; CCEE receives \$5M to support \$5M over 40 weeks (Assembly Bill, Chapter 90, Statutes of 2021)
High Quality Online Instructional Materials	Designates CCEE to identify and create a repository of high-quality open educational resources for use by LEAs	Section 144 of <a href="#">Assembly Bill, Chapter 46, Statutes of 2021</a> related to Section 41 of <a href="#">Assembly Bill, Chapter 252, Statutes of 2021</a> provides \$10M in one-time General Fund, \$20M can be used for evaluation
Professional Learning to Support Literacy	Provide professional learning opportunities for educators in the areas of evidence-based literacy, literacy-based instructional practices, and support of pupil executive functioning skills to strengthen reading outcomes for all pupils	Section 144 of <a href="#">Assembly Bill, Chapter 46, Statutes of 2021</a> provides \$20M in one-time General Fund; \$20M can be used for evaluation
Evidence-Based Learning Acceleration	Facilitate, in partnership with 30 selected CDEs, a statewide professional development initiative to expand the use of evidence-based instructional learning strategies in mathematics, literacy, and language development	Section 147 of <a href="#">Assembly Bill, Chapter 46, Statutes of 2021</a> related to Section 41 of <a href="#">Assembly Bill, Chapter 252, Statutes of 2021</a> ; \$20M in one-time General Fund; \$20M can be used to support the statewide implementation and evaluation of the program

Proposals (RFP) for this grant, which will be posted on or before december 1. CCEE is authorized to withhold about \$5M to support the state-level administration of that professional development.

Magyar shifted to highlight some of the larger statewide initiatives, including the California Community Schools Partnership Program, which provides \$2.9B for development grants, implementation grants, coordination grants, and five technical assistance centers across the state. 1B in ongoing funds has also been invested to support expanded learning opportunities, with additional one-time funds to focus on TK-6. Additional statewide initiatives included universal PK programs and the numerous professional development programs around social-emotional learning and mental health.

## LEARNING POLICY INSTITUTE RESOURCES TO SUPPORT NEW INITIATIVES

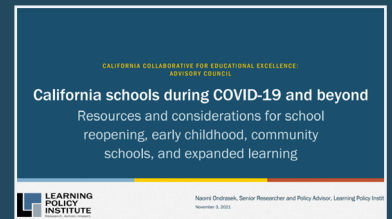
Naomi Ondrasek, Senior Researcher and Policy Advisor for the Learning Policy Institute (LPI) provided a walkthrough of LPI's resources on safe school reopening, universal transitional kindergarten, expanded learning, and community schools.

**Safe School Reopening:** LPI's [Reopening Schools website](#) curates tools, resources, school guidance, research, and school/district profiles related to COVID-19 mitigation and reopening.

**Universal Transitional Kindergarten:** Ondrasek emphasized three buckets of considerations for effective early learning programs that are integrated across the P-3 continuum: 1) governance, 2) administrators, and 3) teachers. To ensure a smooth rollout of universal Pre-K, she discussed the importance of having a governance structure in place for decision-making and how early learning initiatives are going to be a visible part of the district's work. Ondrasek also noted that having knowledgeable instructional leaders who have a vision for P-3 alignment and how preschool/TK fit into that continuum of learning is crucial in leading this work. Finally, with the move towards universal TK, the state not only needs to recruit new teachers, but also needs to build pathways for current Pre-K and K-8 teachers to get TK jobs.

**Expanded Learning:** Research shows that impactful expanded learning programs are not just an "add-on" but are integrated into the way a district thinks about the regular school day and year. Ondrasek encouraged the Advisory Council members to check out LPI's "Restarting and Reinventing School" [brief](#), its Accelerating Learning [webinar series](#) with AASA, or its "Summer Learning and Beyond" [report](#) to explore how they can provide enriching learning opportunities that reinforce the learning that students are doing during the school day.

**Community Schools:** Ondrasek highlighted a [brief](#) that examines how local government and nonprofit agencies in two counties have provided technical assistance to community school initiatives. She noted that the multiple partnerships that these counties have not only provide access to mental health services, but also other kinds of services, such as afterschool programming and tutoring.



[Resources & Considerations for School Reopening, Early Childhood, Community Schools, and Expanded Learning \(LPI Presentation\)](#)