



Community Engagement Advisory Board Proposal Form

Instructions:

Per the [Governance Manual](#) Section "Member Expectations and Responsibilities" Community Engagement Advisory Board members can submit a proposal form, which must be submitted to the Office one month prior to the Fall Advisory Board meeting, to address significant gaps regarding feedback loops with data users, evidence-based decision making and analytical capacity, and equitable access to actionable information. These proposals provide specific recommendations to amend the [community engagement framework](#). Please note there should only be one proposal per form.

Name:

Meredith Curry Nuñez

Nature of Proposal:

Feedback loops with data users

Evidence-based decision making and analytical capacity

Equitable access to actionable information

What action should be taken to address the issue?

Greater inclusion of all ranges of students (high school, certificate completers, CCC, and 4-year) in our governing and advisory boards by making it explicit in the Community Engagement Plan OR another grounding document (e.g., bylaws) that governing boards will set a goal of appointing them annually.

Who could benefit from this action?

C2C was created to gather the stories of Californian citizens using data as the voice. An obstacle that CA is trying to overcome is to create a more timely feedback loop that has a dynamic representation of data. The career and college environment is changing more quickly than we have been able to collect and analyze data. We need a representative faction of those actively "acted upon" by the laws, structures, system changes, etc., to direct the subsequent action steps before the long-term causative effects become rooted in data representations. We need active students to be "test piloting" our actions in real-time, so we reduce the likelihood of creating yet another oppressive system.

All four persona types will benefit: Analyzers, Organizational Planners, Practitioners, and Individuals. We can do more to bring students with lived and shared experiences to this space to help us co-create solutions to the problems they are facing.

The students who participate would benefit from the experience of shared leadership over the state's longitudinal data system, a tool created specifically to support them and their peers.

This August, the first two student Advisory Board members were appointed to the Community Engagement Advisory Board. This was a critical step that we should continue and make an explicit priority. During the August 9 Governing Board Meeting, the addition of the students was framed as a recommendation for this slate. However, to ensure that we consistently appoint students to this Advisory Board or even the Governing Board, should that prove appropriate, we must be explicit about this requirement in our governance structure. We can do that in the Community Engagement Plan as one first step. Another step would be to put it in the Bylaws or other foundational documents of C2C, which would hold all future boards accountable to ensure they appoint students.

This critical step of making this goal of student board members explicit will incentivize the C2C team and stakeholders to ensure inclusivity. As the phrase goes from the 1990's disability movement, "Nothing about us, without us." By

making this explicit, a few things can and should happen to further this goal, making it a sustainable part of the C2C model:

1. The C2C staff can include explicit language in board recruitment materials (website, comms, social media) that student applicants are welcome. In addition, advertising mediums and platforms will need to be updated to reflect where students are.
2. The C2C staff can have an indicator to note if there are few or zero applications received from students at critical milestones during the board recruitment process. This offers opportunities for triggered campaigns to promote applications from students, ensuring there are some to consider.
3. When it's time to review nominations, should there still be no student applicants, as an explicit requirement, this may allow a procedure to appoint or approve a slate of candidates without students while still reserving student seats. Ideally, this leads to a secondary campaign targeting students with an effort to recruit them for a slate of candidates. One way to support recruitment is to ask colleges to add this directly to their student body presidents' efforts.
4. Additionally, accommodations adapting to the needs of student members can ensure their applications and participation. This includes but is not limited to, allowances for virtual attendance and changes to the start and end times. C2C Counsel Julia Blair (and former CSAC Counsel) highlighted that Catalina Cifuentes could attend a meeting remotely because of a revised understanding of Bagley Keene. This rationale should extend to students and allow them to attend remotely if in-person attendance blocks participation. Making this explicit in outreach would be ideal if this is the case.

The technology that young people actively engage with is often much more cutting-edge than what adults work with. The need for their active voice will snowball with the growth in AI

(<https://www.insidehighered.com/views/2023/03/22/how-ai-shaping-future-higher-ed-opinion>).

Last, the recently appointed student member Mike Nguyen gave a

compelling argument regarding the value of student participation.

"I am an incoming undergraduate at UC Berkeley, intending to major in Social Welfare. It is such an honor to be considered for Student Representative on the Community Engagement Advisory Board. I've previously served as a Youth Commissioner of Santa Clara County, representing over half a million youth, educating students on health and safety, and uplifting education standards. As a first-generation student and the first in my family to seek higher education, I deeply understood the challenges of navigating the college process this past year. I would use this platform to shape the Cradle-to-Career Data System by providing insight from a youth perspective and raising awareness of equitability across every part of the process. I'm someone who assesses the atmosphere and evaluates where I could provide something. Opportunities like this don't come around a lot. I want to empower students to know they are not alone and that support is here for them. Their full potential is achievable."

Who would implement this action?

The Cradle to Career Data System Office would implement this action with support from the three boards. They facilitate the management of the Governing and two Advisory Boards and can implement strategies that make recruiting student voices for the boards more effective.

On May 22, 2023, Marykate confirmed via email, "There is nothing in the Governance Manual that would restrict a high school student from applying or being on the Advisory Boards. The one area that I would like to highlight is that meetings will take place in Sacramento. Depending on where you live, the logistics of traveling could pose some obstacles for an unaccompanied minor. We would love to have more participation from a student perspective."

One likely impact on the C2C team is that they will need to adopt a second lane of messaging for students. Because students require different levels of affirmation, education, and nudging to pursue leadership positions like this, a different approach may need to be designed to recruit student board members.

On June 27, 2023, I shared the following insights with Marykate: "If possible for the next board member recruitment cycle, I highly encourage having a sentence describing that youth are eligible to apply and be nominated. Given the imposter syndrome and lack of knowledge about city, county, and state boards and commissions, it's highly likely that youth would not see themselves as possible leaders on the C2C Advisory Boards. Even one sentence will help adults and youth take advantage of this in future years."

How does the action relate to the mission and vision of C2C?

The goal of C2C is to be "A statewide data system that will provide tools to help students reach their goals and deliver information on education and workforce outcomes." Students in high school, college, or recently graduated can provide more information about the lived experiences, hurdles, and opportunities they face today.

As a suite of resources, C2C is also supposed to focus on "the financial aid and social services that help students reach their goals." We need to hear from students what they are experiencing so that we don't mistakenly underestimate or undermine specific experiences, or incorrectly stress or highlight other experiences.