State of California
C2C
Cradle-to-Career System

Ad Hoc Committee for the Selection of Advisory Board 2023: Data and Tools Applications

June 2023

BARBOSA, GABRIELLA

THE CHILDREN'S PARTNERSHIP, MANAGING DIRECTOR OF POLICY

State of California
C2C
Cradle-to-Career
System

POTENTIAL VACANCY CATEGORY

Advocacy

PLEASE DESCRIBE WHY YOU WOULD LIKE TO JOIN THE DATA AND TOOLS ADVISORY BOARD.

I would like to join the Data and Tools Advisory Board for the following three reasons. First, as a former LAUSD public school teacher and current lawyer advocate for children and families, I deeply understand how essential publicly-accessible data is to uncovering disparities impacting California's children from historically marginalized communities. As a teacher, I used data on a daily basis to inform lesson plans and advocacy to school administrators and LAUSD board members to ensure that all of my students–most of whom were newly arrived immigrant students, foster youth, and young parents—had the tools, resources, and instruction necessary to succeed in my classroom. Now spending over a decade as a children's rights advocate, I have been using data to design successful local and statewide legal advocacy strategies (direct representation and impact litigation) as well as policy campaigns that identify and address disparities in education, health, economic stability and other areas necessary for children to thrive through systemic policy changes. Through these experiences, I understand deeply how data is essential for advocates and policymakers to move the right policies forward for California's children and families, especially those from historically marginalized communities.

Second, I have a deep understanding of the way data and data tools impact the lived experiences of children and families. I have utilized and analyzed publicly available quantitative data as well as qualitative data (through focus groups and listening sessions) to write and publish over 25 California-focused reports and fact sheets across a variety of issues and child/youth populations, including around education and health equity for English learners, LGBTQ+ youth, children from communities of color, and children from immigrant families. These reports and fact sheets have included data on education, health, mental health, housing, economic stability, food insecurity, immigration, COVID-19, and other areas critical to child and family well-being. They have been used by policymakers, campaigns, advocates, and children and families themselves to advocate for their own needs.

Finally, I would like to join the Data and Tools Advisory Board because of the incredible opportunity it is to use my own personal and professional lived experiences to infuse equity into the state's historic process to create a Cradle to Career data system. I identify as someone who comes from historically underrepresented and marginalized communities in California, as a woman, daughter of immigrants from Mexico, and Latina who has now devoted her career to making our state a place where all children and families thrive, no matter their background or where they live.

Advocacy Organization

No

I have extensive experience conducting data analysis related to C2C's data points. As an LAUSD teacher, lawyer at Public Counsel, and then Policy Director for an LAUSD board member, I constantly used Data Quest and EdData to analyze education-related disparities to inform advocacy efforts supporting equitable educational access for English learner students and students from immigrant families. I used these data to design successful local and statewide systemic policy campaigns that resulted in meaningful changes for students.

As Managing Director of Policy at The Children's Partnership, a statewide children's advocacy organization, I am the lead designer, researcher and data analyst for the A Child is a Child campaign that utilizes research, data analysis, and partnerships with community-based organizations across California to produce data snapshots/fact sheets that paint a picture of the strengths and assets of children from historically marginalized and racialized communities in California, as well as social drivers of health challenges they face across a variety of indicators. https://childrenspartnership.org/campaigns/a-child-is-a-child/ I have collected and analyzed data from a variety of California's data sources including the California Department of Education, the CA Department of Health Care Services, the California Healthy Kids Survey, the California Health Interview Survey, the California Department of Public Health, and other areas.

All of my advocacy work is informed by people with lived experiences. I created and utilize a community-centered advocacy process framework that engages with community members to design systemic policy campaigns. This process includes presenting statewide data across a variety of issues, including education, to community members, including children, youth and families, through data walks that serve as a foundation for creating collective policy recommendations and actions. The data reinforce many of the lived experiences that children, youth, and families have, but also highlight where gaps may exist and the need for qualitative data through listening sessions, 1:1 meetings, and focus groups to fill those gaps through personal stories. The children, youth and families I have worked with have used data to inform their own advocacy to policymakers and other leaders with power to make changes that improve their lives. For example, I have

worked with families of English Learners in LAUSD who utilized data on reclassification to create a successful campaign that resulted in additional resources for English Learner students. Another example - with the Child is a Child data snapshots mentioned in the previous question, I have worked with community-based organizations who serve communities that each fact sheet focuses on. These CBOs share these fact sheets with community members who then use the data included in them to successfully advocate for additional resources for their communities. These CBOs serve BIPOC communities and include Asian Resources Incorporated, Two Feathers Family Services, the California Consortium for Urban Indian Health, CA Black Women's Health Project, Abriendo Puertas, and others.

DO YOU KNOW OF ANY CONFLICTS OF INTEREST THAT WOULD PROHIBIT YOU FROM SERVING ON THIS ADVISORY BOARD? IF SO, WHAT ARE THEY?

No

IF ADDITIONAL RELEVANT INFORMATION ABOUT YOU IS AVAILABLE ONLINE, SUCH AS ON A WEBSITE OR LINKEDIN, PLEASE PROVIDE A LINK.
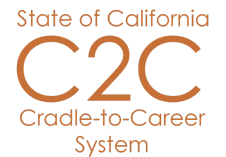
https://www.linkedin.com/in/gabriellabarbosa , https://www.acslaw.org/person/gabriella-barbosa/ , https://childrenspartnership.org/about/our-team/

HOW DID YOU HEAR ABOUT THE POSITION?

linkedin

CREASON, ZIMA

CA EDGE COALITION, EXECUTIVE DIRECTOR

State of California
C2C
Cradle-to-Career
System

POTENTIAL VACANCY CATEGORY

Advocacy

PLEASE DESCRIBE WHY YOU WOULD LIKE TO JOIN THE DATA AND TOOLS ADVISORY BOARD.

The CA EDGE Coalition has been a strong supporter and continuous advocate for the development of the C2C. I'd like to join this advisory board to help with the ongoing development and implementation of the data system and uplift the insight of our Coalition's membership, which includes business, labor, social justice, education and workforce organizations.

WHAT COMMUNITIES ARE YOU AFFILIATED WITH THAT WILL BRING VALUE TO THE ADVISORY BOARD (SUCH AS YOUR EXPERIENCE BEING A STUDENT OR TEACHER, OR WITH REGIONALLY FOCUSED WORK)? PLEASE SELECT ALL CATEGORIES THAT APPLY TO YOUR CONTRIBUTIONS, EXPERIENCE, AND/OR WORK.

Parent/Family Member, Advocacy Organization, I'm the ED of a statewide policy/advocacy organization as well as the President of the San Juan Unified Board of Education, the 10th largest school district in CA.

ARE YOU AFFILIATED WITH ANY MEMBERSHIP ORGANIZATIONS, USER GROUPS, OR AFFINITY GROUPS THAT RELATE TO THE WORK OF C2C? PLEASE ADD THEM HERE

Skills for CA Network

REVIEW THE ONE-PAGE DESCRIPTION OF OUR PLANNED DATA TOOLS (DASHBOARDS, QUERY BUILDERS, AND RESEARCH REQUEST PROCESS) AND SHARE RELEVANT EXPERIENCE OR EXPERTISE THAT WILL MEANINGFULLY CONTRIBUTE TO THE ADVISORY BOARD. IN PARTICULAR, PLEASE SHARE IF YOU HAVE EXPERIENCE CONDUCTING DATA ANALYSIS OR DEALING WITH DATA ALIGNMENT ISSUES RELATED TO THE C2C'S DATA POINTS.

The link is broken. I could not access the one pager.

WHAT EXPERIENCE HAVE YOU HAD SUPPORTING AWARENESS OF AND ACCESS TO DATA AND DATA TOOLS, AND HOW HAVE YOU SEEN THE LIVED EXPERIENCES OF END USERS BE IMPACTED?

EDGE has been a long-time advocate for the implementation of a longitudinal data system in CA. In our advocacy we uplift the critical importance of data driven decision making related to policy change and investments, and the importance of ensuring individuals have access to data to make decisions in their own lives. As we grow our understanding of the impacts and outcomes of current policy and investments, we can make better decisions and dedicate resources to what works, and shift away from what is not working.

None

IF ADDITIONAL RELEVANT INFORMATION ABOUT YOU IS AVAILABLE ONLINE, SUCH AS ON A WEBSITE OR LINKEDIN, PLEASE PROVIDE A LINK.

https://www.caedge.org/staff-board/zima-creason/

https://www.linkedin.com/in/zima-creason-1214b827/

https://www.sanjuan.edu/Page/348

HOW DID YOU HEAR ABOUT THE POSITION?

Anna Alvarado, C2C Community Engagement Advisory Committee

CRUZ-GONZALEZ, XILONIN

CALIFORNIANS TOGETHER, DEPUTY DIRECTOR

State of California
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System

POTENTIAL VACANCY CATEGORY

Advocacy

PLEASE DESCRIBE WHY YOU WOULD LIKE TO JOIN THE DATA AND TOOLS ADVISORY BOARD.

I strongly believe in the vision of a robust Cradle to Career Data System and would like to join the Data and Tools Advisory Board because I believe the success of the system will depend on the types of data accessible, the sophistication of the custom queries, and accessibility of data. I believe that I would bring a unique perspective with experience in using publicly available datasets as well as data from data requests in my professional role at Californians Together, a statewide policy advocacy coalition focused on English learners. Additionally, during my 21 year tenure as a school board member and now as a parent in Azusa USD, I had the opportunity to understand the types of data collected at the school site and district level (for CALPADS as well as the Student Information System) and request specific analyses of our local data to track student group outcomes. As the C2C System releases more data and the Data and Tools Advisory Board reviews the data request process and makes recommendations on what data is available through the system, it will be important to have diverse perspectives of end-users, and I would bring multiple perspectives to those conversations

WHAT COMMUNITIES ARE YOU AFFILIATED WITH THAT WILL BRING VALUE TO THE ADVISORY BOARD (SUCH AS YOUR EXPERIENCE BEING A STUDENT OR TEACHER, OR WITH REGIONALLY FOCUSED WORK)? PLEASE SELECT ALL CATEGORIES THAT APPLY TO YOUR CONTRIBUTIONS, EXPERIENCE, AND/OR WORK.

Parent/Family Member, Advocacy Organization, Community Organization, Regional Level of Focus of Work - County, Regional Level of Focus of Work - State-wide, School Board Member (former)

ARE YOU AFFILIATED WITH ANY MEMBERSHIP ORGANIZATIONS, USER GROUPS, OR AFFINITY GROUPS THAT RELATE TO THE WORK OF C2C? PLEASE ADD THEM HERE

The organization I work for (Californians Together) focuses on English learners; California School Boards Association;

REVIEW THE ONE-PAGE DESCRIPTION OF OUR PLANNED DATA TOOLS (DASHBOARDS, QUERY BUILDERS, AND RESEARCH REQUEST PROCESS) AND SHARE RELEVANT EXPERIENCE OR EXPERTISE THAT WILL MEANINGFULLY CONTRIBUTE TO THE ADVISORY BOARD. IN PARTICULAR, PLEASE SHARE IF YOU HAVE EXPERIENCE CONDUCTING DATA ANALYSIS OR DEALING WITH DATA ALIGNMENT ISSUES RELATED TO THE C2C'S DATA POINTS.

Over the years, I have conducted formal and informal data analysis of education data for public policy advocacy as well as in my role as a school board member trying to understand the student outcomes in my district to drive equity-based decision-making. I have synthesized and graphically visualized publicly available

data to make it more accessible for my audiences. For the policy advocacy work, it is usually to determine regional or statewide trends and/or to make district or regional comparisons. Using data through data requests (e.g. Seal of Biliteracy recipients, Long-Term English learner outcome data), I have been able to complete more robust analyses, but I also understand the current complicated process to request data from CDE. For my local school district work, I have had experience trying to cobble information from different data sets like the Healthy Places Index, Census data, and education data to find trends within my district.

As a local school board member, I always tried to ensure that our district was using data appropriately. Too often, people get excited about using "data", but I think it's very important to understand the data being collected, limitations and appropriate uses to drive decision-making. For example, many districts focus on their English learner reclassification rates (the process in determining that an EL student has achieved English proficiency) as a measure of progress, but it would be misleading to just use the reclassification rate alone to make decisions about programs. It's just as important to understand the other factors that may contribute to outcomes, like socioeconomic disadvantaged status, prior formal education as local decisions are being made. I also think that well designed data tools can make data more accessible to end-users like parents and local decision-makers. For example, when I was first elected, I was able to use the UCLA IDEA College Opportunity Ratio database to easily compare A-G completion and graduation rates for my local high schools compared to other high schools in the area. With access to this data, I was able to have a conversation at the board level and demonstrate that it was imperative that we focused on increasing A-G completion rates as our graduation rates were much higher than other districts, but our A-G completion rates lagged significantly.

I also have experience developing tools for data analysis. For example, on the CA Education Dashboard, the English learner student group for the academic indicator in an aggregate of current English learners and four years of Reclassified Fluent English Proficient (RFEP) students. The RFEP students generally have much higher outcomes than current ELs, and the dashboard provides the disaggregated information, but does not provide a "color" for current EL and RFEP groups. I developed a step-by-step process to take the disaggregated data for their district and understand the equivalent "color" for the EL and RFEP groups separately, and trained school board members and administrators on how to do the process themselves. While this seems like a simple process for researchers, the granular step-by-step process demystified these data for people who are not comfortable with analyzing data. I use this as an example, but I think it is important to ensure that end-users will have actionable data and understand how to use it.

No

https://www.linkedin.com/in/xilonin/

C2C website and C2C email.

State of California
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Potential Vacancy Category

Advocacy

Please describe why you would like to join the Data and Tools Advisory Board.

I am passionate about California's cradle-to-career data system. As an expert in California's state datasets and someone who navigates and publishes from state databases daily, I firmly believe that connecting data and support across education, health, and social service systems is crucial to effectively serve California's kids and families. Unfortunately, there is a significant gap in connecting the services and systems intended to support children from cradle to career. This disconnection often results in parents and caregivers spending countless hours searching for information and navigating complex processes to access the necessary support.

The importance of measurement cannot be understated, yet California lacks an inclusive data system that measures what truly matters for the well-being of its children. Despite the availability of public data sources, the reality is that they remain largely inaccessible. This current inability to connect datasets leaves us unaware of the impact and effects of various factors. For example, we are unable to determine whether a depression diagnosis correlates with an increased risk of chronic absence from school. This problem exists both between state departments and within individual departments or datasets.

California is one of only two states in the country that does not provide information on students' progress from one year to the next. While student testing data is collected individually, it is not linked longitudinally, hindering our understanding of educational growth over time. Additionally, the state assigns new identifiers to teachers each year, making it impossible to track their progress or establish links between teachers and the students they teach.

To address these challenges, it is imperative to develop an integrated cradle-to-career information infrastructure. This infrastructure aims to identify children's needs more effectively and ensure they have access to the necessary services aligned with their requirements, ultimately supporting their success. Participating on the advisory board would be an honor for me as it directly aligns with my expertise and commitment to this essential work.

What communities are you affiliated with that will bring value to the Advisory Board (such as your experience being a student or teacher, or with regionally focused work)? Please select all categories that apply to your contributions, experience, and/or work.

Student, Parent/Family Member, Research Organization, Advocacy Organization, Community Organization, Regional Level of Focus of Work - County, Regional Level of Focus of Work - State-wide

Not currently

I have a wealth of experience as a researcher, starting my career as a Lab and Data Manager at UC Davis. In this role, I was responsible for implementing and overseeing all aspects of multi-year projects. This included evaluating and interpreting data quality, performing data analysis from primary data collection, and contributing to research publications.

During my tenure as the Manager of Research and Operations for Children Now, I served as a project manager for various research projects. I was involved in designing processes to produce briefs, infographics, research papers, data stories, and more. Notably, I managed two biennial research publications: the California County Scorecard of Children's Well-Being (the Scorecard) and the California Children's Report Card, which focused on children's well-being. These publications integrated research, data, and policy expertise to advance whole-child advocacy.

Working closely with data, research, and funding partners, I played a pivotal role in pursuing and communicating Children Now's research agenda, informing children's programs/policies, and developing data tools and profiles to maximize the utilization of publicly available data. Additionally, I was responsible for updating the Kids Count Data Center as the representative of Children Now. I also collaborated with WestEd, utilizing and leveraging their data through published reports for an initiative aimed at fostering healthy communities through data insights.

In my current position as the Project Director at Social Change Partners, a consulting firm, I work with multiple counties to support a wide range of community assessments, strategic plans, system improvement plans, needs assessments, and other planning efforts. My expertise lies in conducting data analyses and profiles, all sourced from public state data sources. I also lead projects involving the creation of data dashboards, county data profiles, tracking for evaluation efforts, and the development of qualitative and quantitative surveys.

Overall, my experience spans various research roles and projects, enabling me to bring a comprehensive understanding of data analysis and utilization to my work.

All of the professional positions I have held revolve around supporting awareness and access to data and data tools, and I have accumulated years of experience in this field. I possess profound insights into the needs of community members, local county staff, and state staff across various issue areas such as education, early childhood, child welfare, and health. Delivering presentations on data to counties for over a decade has

provided me with valuable understanding of the questions people have regarding public data and the crucial data needs.

I am uniquely qualified to lead this effort, as I have been at the forefront of utilizing public data sources and distilling information into essential and clear components that key organizations and thought leaders can integrate into their messages. With my familiarity with California's data sets, I have developed a deep understanding of the available information and how it can inform data alignment.

These data challenges have tangible consequences for California's children, as resources often fail to reach where they are most needed, and we remain unaware of the origins and trajectories of common childhood challenges.

DO YOU KNOW OF ANY CONFLICTS OF INTEREST THAT WOULD PROHIBIT YOU FROM SERVING ON THIS ADVISORY BOARD? IF SO, WHAT ARE THEY?

No

IF ADDITIONAL RELEVANT INFORMATION ABOUT YOU IS AVAILABLE ONLINE, SUCH AS ON A WEBSITE OR LINKEDIN, PLEASE PROVIDE A LINK.
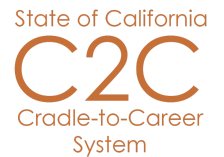
https://www.linkedin.com/in/ashley-de-alba-836373a4/

HOW DID YOU HEAR ABOUT THE POSITION?

Linkedin

FLORES, ABE

CREATE CA, DEPUTY OF POLICY & PROGRAMS

State of California
C2C
Cradle-to-Career
System

POTENTIAL VACANCY CATEGORY

Advocacy

PLEASE DESCRIBE WHY YOU WOULD LIKE TO JOIN THE DATA AND TOOLS ADVISORY BOARD.

To improve education's systemic challenges facing students, parents, educators , and administrators through clear and reliable data.

WHAT COMMUNITIES ARE YOU AFFILIATED WITH THAT WILL BRING VALUE TO THE ADVISORY BOARD (SUCH AS YOUR EXPERIENCE BEING A STUDENT OR TEACHER, OR WITH REGIONALLY FOCUSED WORK)? PLEASE SELECT ALL CATEGORIES THAT APPLY TO YOUR CONTRIBUTIONS, EXPERIENCE, AND/OR WORK.

Parent/Family Member, Advocacy Organization, Regional Level of Focus of Work - County, Regional Level of Focus of Work - State-wide

ARE YOU AFFILIATED WITH ANY MEMBERSHIP ORGANIZATIONS, USER GROUPS, OR AFFINITY GROUPS THAT RELATE TO THE WORK OF C2C? PLEASE ADD THEM HERE

Arts Education Partnership - Data Workgroup; EdTrust West Data 4 the people coalition

REVIEW THE ONE-PAGE DESCRIPTION OF OUR PLANNED DATA TOOLS (DASHBOARDS, QUERY BUILDERS, AND RESEARCH REQUEST PROCESS) AND SHARE RELEVANT EXPERIENCE OR EXPERTISE THAT WILL MEANINGFULLY CONTRIBUTE TO THE ADVISORY BOARD. IN PARTICULAR, PLEASE SHARE IF YOU HAVE EXPERIENCE CONDUCTING DATA ANALYSIS OR DEALING WITH DATA ALIGNMENT ISSUES RELATED TO THE C2C'S DATA POINTS.

My organization co-developed (and I oversee) the California Arts Education Data project to provide students, parents, and advocates a snapshot of arts education access in their secondary schools. I worked with the developers as well as CDE to try and keep the data updated. We have used the data in our advocacy communications and training.

WHAT EXPERIENCE HAVE YOU HAD SUPPORTING AWARENESS OF AND ACCESS TO DATA AND DATA TOOLS, AND HOW HAVE YOU SEEN THE LIVED EXPERIENCES OF END USERS BE IMPACTED?

We use data and dashboards in our policy and advocacy work as well as to illuminate disparities and gaps in access. The data sets context, identifies needs, and grounds local advocacy to the realities of the ground.

DO YOU KNOW OF ANY CONFLICTS OF INTEREST THAT WOULD PROHIBIT YOU FROM SERVING ON THIS ADVISORY BOARD? IF SO, WHAT ARE THEY?

N/A

https://createca.org/; www.linkedin.com/in/abeflores/

C2C newsletter

LAWRENCE, AMANDA

FIRST 5 CALIFORNIA, RESEARCH SCIENTIST

State of California
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POTENTIAL VACANCY CATEGORY

Advocacy

PLEASE DESCRIBE WHY YOU WOULD LIKE TO JOIN THE DATA AND TOOLS ADVISORY BOARD.

First 5 California (F5CA) seeks to be a thought partner with the C2C regarding the 0-5 population and their families. As our research scientist (as well as a parent and a former CA school counselor), leadership considers me an appropriate representative for this purpose.

WHAT COMMUNITIES ARE YOU AFFILIATED WITH THAT WILL BRING VALUE TO THE ADVISORY BOARD (SUCH AS YOUR EXPERIENCE BEING A STUDENT OR TEACHER, OR WITH REGIONALLY FOCUSED WORK)? PLEASE SELECT ALL CATEGORIES THAT APPLY TO YOUR CONTRIBUTIONS, EXPERIENCE, AND/OR WORK.

Practitioner - K-12, Parent/Family Member, Regional Level of Focus of Work - State-wide, Gov org: F5CA

ARE YOU AFFILIATED WITH ANY MEMBERSHIP ORGANIZATIONS, USER GROUPS, OR AFFINITY GROUPS THAT RELATE TO THE WORK OF C2C? PLEASE ADD THEM HERE

F5CA

REVIEW THE ONE-PAGE DESCRIPTION OF OUR PLANNED DATA TOOLS (DASHBOARDS, QUERY BUILDERS, AND RESEARCH REQUEST PROCESS) AND SHARE RELEVANT EXPERIENCE OR EXPERTISE THAT WILL MEANINGFULLY CONTRIBUTE TO THE ADVISORY BOARD. IN PARTICULAR, PLEASE SHARE IF YOU HAVE EXPERIENCE CONDUCTING DATA ANALYSIS OR DEALING WITH DATA ALIGNMENT ISSUES RELATED TO THE C2C'S DATA POINTS.

The one-page description appears to be unavailable at this time. I am parent, a former school counselor, and a doctoral-level quantitative developmental scientist with 2 years of State employment. At F5CA, I am engaged in program evaluation, data dashboarding, and other data-related tasks.

WHAT EXPERIENCE HAVE YOU HAD SUPPORTING AWARENESS OF AND ACCESS TO DATA AND DATA TOOLS, AND HOW HAVE YOU SEEN THE LIVED EXPERIENCES OF END USERS BE IMPACTED?

I develop dashboards for F5CA, which are currently undergoing (internal dashboards) or planning (public dashboards) stakeholder feedback prior to dissemination. We hope the public dashboards will allow residents and other stakeholders to easily see how their local F5 county commission spends its funds and what types of services are provided, and we hope county commissions will engage with each other regarding the information presented in the dashboards (e.g., who is serving more families with fewer funds?). We hope the dashboards will be a tool for transparency and engagement with parents and other stakeholders at the county

and state levels. When we are ready to launch the public dashboards, we plan to host webinars and promote the dashboards via social media.

Do you know of any conflicts of interest that would prohibit you from serving on this Advisory Board? If so, what are they?

None to my knowledge.

If additional relevant information about you is available online, such as on a website or LinkedIn, please provide a link.
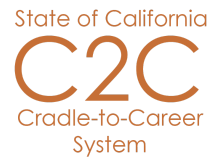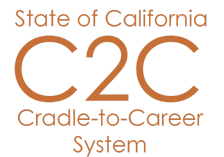
https://www.linkedin.com/in/amandaclawrence/

How Did you hear about the position?

email list

LOUDER, JURNEE

CHILDREN NOW, RESEARCH ASSISTANT

State of California
C2C
Cradle-to-Career
System

POTENTIAL VACANCY CATEGORY

Advocacy

PLEASE DESCRIBE WHY YOU WOULD LIKE TO JOIN THE DATA AND TOOLS ADVISORY BOARD.

I work as the Research Assistant at Children Now -- a statewide research, policy and advocacy organization dedicated to bettering the welfare of California's kids. As such, I am precisely familiar with the information silos that exist between the state and local communities. The state publishes available data but local communities don't know where to find the data, how to understand it or how to analyze it. When I speak with local advocates and policy makers, I can detect a sense of frustration with the current data systems. I work with these community members by sharing the knowledge I have, but being on the front-end of the Cradle-to-Career System development would materially change the data experiences of these local communities. As one of their most accessible resources, I would be able to share their experiences with members of the Advisory Board and ensure that the Office of the Cradle-to-Career System is accountable to its stated goals of equity and empowerment.

Furthermore, as a researcher early in my career, I'd like to strengthen the work I do at Children Now even more, by increasing my understanding of the Cradle-to-Career System. Serving on the Advisory Board with other highly-experienced and knowledgeable members would be an important step in the advocacy and research I will continue doing, in service of a more transparent and equitable access to the data our communities and kids need most.

WHAT COMMUNITIES ARE YOU AFFILIATED WITH THAT WILL BRING VALUE TO THE ADVISORY BOARD (SUCH AS YOUR EXPERIENCE BEING A STUDENT OR TEACHER, OR WITH REGIONALLY FOCUSED WORK)? PLEASE SELECT ALL CATEGORIES THAT APPLY TO YOUR CONTRIBUTIONS, EXPERIENCE, AND/OR WORK.

Research Organization, Advocacy Organization, Regional Level of Focus of Work - State-wide

ARE YOU AFFILIATED WITH ANY MEMBERSHIP ORGANIZATIONS, USER GROUPS, OR AFFINITY GROUPS THAT RELATE TO THE WORK OF C2C? PLEASE ADD THEM HERE

N/A

REVIEW THE ONE-PAGE DESCRIPTION OF OUR PLANNED DATA TOOLS (DASHBOARDS, QUERY BUILDERS, AND RESEARCH REQUEST PROCESS) AND SHARE RELEVANT EXPERIENCE OR EXPERTISE THAT WILL MEANINGFULLY CONTRIBUTE TO THE ADVISORY BOARD. IN PARTICULAR, PLEASE SHARE IF YOU HAVE EXPERIENCE CONDUCTING DATA ANALYSIS OR DEALING WITH DATA ALIGNMENT ISSUES RELATED TO THE C2C'S DATA POINTS.

To empower local communities, Children Now released the California County Scorecard of Children's Well-Being, one of my chief projects. The Scorecard presents over 20 indicators on children's educational

outcomes for every county in California, disaggregated by year and race/ethnicity whenever possible. The majority of the data comes from already-established statewide data systems, like DataQuest. I've performed analyses on several of the Cradle-to-Career data points, not limited to: grade-level assessment outcomes, K-12 chronic absenteeism, suspension rate, college enrollment, etc). The data I seek out and analyze is driven by the needs of local advocates and policy makers. For example, these analyses are often done to help local communities understand which student groups have significantly disparate outcomes (race/ethnicity, foster students, etc) and/or which outcomes have significantly changed over time (when comparing by year is possible). I have robust experience working with large data files, using technical programs, interpreting the data and presenting the data in an approachable manner to local communities.

WHAT EXPERIENCE HAVE YOU HAD SUPPORTING AWARENESS OF AND ACCESS TO DATA AND DATA TOOLS, AND HOW HAVE YOU SEEN THE LIVED EXPERIENCES OF END USERS BE IMPACTED?

Although the educational data I work with are often publicly-available, many localcommunities are unaware that the data system exists. Furthermore, they may feel like they lack technical expertise, which is a large barrier to entry when tools like Microsoft Access are required to work with large Smarter Balanced Summative Assessments files in the CAASPP site, for example. The compounding barriers prevent local communities from making important analyses in the data (like "Which student groups are more likely to be chronically absent in our community?") and thus, making important, proactive policy choices.

Much of my work with local communities has revolved around performing the data analyses that these communities find most valuable but also providing technical assistance. I have provided multiple presentations (at the California Center for School Climate, for example) that walked attendees through what a data system like DataQuest is, what data is available, how to use it, etc. These points of contact are fundamental to my work, as they strengthen my knowledge on the pre-existing data systems, encourage me to reconsider the important data points these communities need and shape our larger policy work at Children Now. As an Advisory Board member, I will be able to bring critical testimonial data from these frequent talks with local communities, in addition to my own experiences working with the current disconnected data systems across the state.

DO YOU KNOW OF ANY CONFLICTS OF INTEREST THAT WOULD PROHIBIT YOU FROM SERVING ON THIS ADVISORY BOARD? IF SO, WHAT ARE THEY?

N/A

IF ADDITIONAL RELEVANT INFORMATION ABOUT YOU IS AVAILABLE ONLINE, SUCH AS ON A WEBSITE OR LINKEDIN, PLEASE PROVIDE A LINK.

https://www.linkedin.com/in/jurnee-louder-18a950184

https://scorecard.childrennow.org/

Cradle-to-Career listserv

State of California
C2C
Cradle-to-Career
System

Potential Vacancy Category

Research

Please describe why you would like to join the Data and Tools Advisory Board.

An integrated, high-quality data system is key to the development, implementation, and assessment of public policy in the state. My research work on education in California—from school finance to funding and accountability—has relied fundamentally on the publicly-available data provided by various state agencies. As the state continues to develop the Cradle-to-Career (C2C) data system, the potential to further advance this kind of research work and our broader understanding of the effects of state policies is immense. Streamlining the linkages between data from across various agencies dramatically widens the range of questions that researchers can investigate and, thus, deepens our potential to understand the effects of current policies and informs the creation of potential improvements. As someone who has spent years deep in the state's education data, I have a clear sense of the incredible value of an improved and interconnected data system, and I would love to have the opportunity to contribute to the work of developing it.

What communities are you affiliated with that will bring value to the Advisory Board (such as your experience being a student or teacher, or with regionally focused work)? Please select all categories that apply to your contributions, experience, and/or work.

Research Organization

Are you affiliated with any membership organizations, user groups, or affinity groups that relate to the work of C2C? Please add them here

No.

Review the one-page description of our planned data tools (dashboards, query builders, and research request process) and share relevant experience or expertise that will meaningfully contribute to the Advisory Board. In particular, please share if you have experience conducting data analysis or dealing with data alignment issues related to the C2C's data points.

As a long-time researcher on a variety of topics in California education, I have been able to work with a wide array of data sources available from the state department of education. I have worked on projects on, but not limited to, the state's school funding formulas, student test scores, voluntary contributions, school facilities, special education, and charter schools. Each of these projects has bolstered my knowledge and familiarity with the state's data system. Understanding the connections between data across areas and backwards into the past has been key to all of this work. One particular line of work has been my papers on patterns in revenues and spending at the state's school districts. These projects have relied on finance data from the Standardized

Account Code Structure, or SACS, and the bulk of the work has been learning about the structure of the data and how it has developed over time. My experience with the painstaking work of thoroughly analyzing this data has been incredibly rewarding. It exemplifies the great potential of a more robust state data system.

<div style="border:1px solid #000;">

WHAT EXPERIENCE HAVE YOU HAD SUPPORTING AWARENESS OF AND ACCESS TO DATA AND DATA TOOLS, AND HOW HAVE YOU SEEN THE LIVED EXPERIENCES OF END USERS BE IMPACTED?

</div>

Building awareness and access to the state's data systems are a key part of developing and disseminating research on education in California through my work at the Public Policy Institute of California. Throughout the process of developing research projects, we are often in communication with data providers in order to establish the clearest understanding of the information available. After projects are published, we often present the results before a wide variety of stakeholders in a public forum in order to share the results and detail the data used in the analysis. The findings in our reports are important, of course, but more often than not, our descriptions of the data we use can be a major revelation for interested parties.

<div style="border:1px solid #000;">

DO YOU KNOW OF ANY CONFLICTS OF INTEREST THAT WOULD PROHIBIT YOU FROM SERVING ON THIS ADVISORY BOARD? IF SO, WHAT ARE THEY?

</div>

No.

<div style="border:1px solid #000;">

IF ADDITIONAL RELEVANT INFORMATION ABOUT YOU IS AVAILABLE ONLINE, SUCH AS ON A WEBSITE OR LINKEDIN, PLEASE PROVIDE A LINK.

</div>

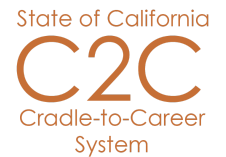Not applicable.

<div style="border:1px solid #000;">

HOW DID YOU HEAR ABOUT THE POSITION?

</div>

One of my colleagues at the Public Policy Institute of California informed me that the board was seeking new members.

BRAVEN, EXECUTIVE DIRECTOR, BRAVEN BAY AREA

State of California
C2C
Cradle-to-Career
System

POTENTIAL VACANCY CATEGORY

Community

PLEASE DESCRIBE WHY YOU WOULD LIKE TO JOIN THE DATA AND TOOLS ADVISORY BOARD.

As the Executive Director of a nonprofit organization that helps historically underserved students (Pell Grant recipients, first-generation college students, and students of color) complete college and land strong first jobs, data is integral to our daily work. We offer a credit-bearing, semester-long career accelerator course in coordination with institutions of higher education, closely tracking how students are doing in the course, during college, and in the first steps of their careers. We track students across 3-6 years, collecting not only basic demographic information but also internship and earnings data. We have learned that no other organization in our space has set up systems or processes to collect data at scale, and we work to fill data gaps for our university partners as well. All of this data collection allows us to see how our students are doing and what supports help them complete college and land strong first jobs. For example, our data insights tell us that going from 0 to 1 internship in college increases a student's chance of a quality job outcome by 54 percent, and that each additional internship increases the probably of a quality job outcome by an additional 29 percent. Internships are a better predictor of a strong first job than having an additional point in GPA, for example. This data point changed how we incorporate internship attainment into our model. We are thrilled with the work California is doing to build out the Cradle-to-Career Data System and want to offer the experience of a data-rich nonprofit to this advisory board. We hope to inform the collection of job outcomes and post-college data, and to gather insights as to how different inputs throughout the K-16 experience (i.e. internships, a career course, personal advising, one-on-one mentorship, etc.) impact long-time earnings and outcomes. We believe this data collection is crucial to identify and close equity gaps for the student population that we serve.

WHAT COMMUNITIES ARE YOU AFFILIATED WITH THAT WILL BRING VALUE TO THE ADVISORY BOARD (SUCH AS YOUR EXPERIENCE BEING A STUDENT OR TEACHER, OR WITH REGIONALLY FOCUSED WORK)? PLEASE SELECT ALL CATEGORIES THAT APPLY TO YOUR CONTRIBUTIONS, EXPERIENCE, AND/OR WORK.

Community Organization, Regional Level of Focus of Work - Other [Describe], San Jose/Bay Area

ARE YOU AFFILIATED WITH ANY MEMBERSHIP ORGANIZATIONS, USER GROUPS, OR AFFINITY GROUPS THAT RELATE TO THE WORK OF C2C? PLEASE ADD THEM HERE

We are a member of the Northern California College Promise Coalition which is deeply steeped in this work.

In our data work at Braven we have certainly dealt with external silos that make data collection difficult, particularly when it comes to collecting post-college data on career outcomes and earnings. We have an entire data team set up to collect information on college and career outcomes for the students we serve, and use this data to build reports, submit information to funders, and help advise students. We are particularly excited about the potential for this system to link K-12, higher education, and workforce data, and for the query builder that will consider how postsecondary and workforce outcomes differ based on factors like Pre-k enrollment, high school geography, highest math class achieved in high school, whether or not you completed a career and technical education course in high school, etc. We would strongly encourage the system to also consider how internship attainment and whether or not a student took a career course in college or engaged with a career services office impacts achievement. We disaggregate our data and outcomes by several demographic factors (race/ethnicity, Pell-recipient status, low-income background, first-generation status, gender, major/course of study, etc.) and consider what course data predict strong post-college outcomes. For students and families, queries should allow them to predict likely earnings for specific degrees and programs -- this system will help families by highlighting which postsecondary institutions are providing a ladder to economic security for all populations, allowing for better consumer choice. We are thrilled that the Cradle-to-Career data system will publicly share all sorts of helpful income and strong jobs data and will disaggregate outcomes by several crucial indicators (including first generation, race/ethnicity, disability status, transfer status, family income level, LGBTQ, etc.) Braven also has experience collecting data on what inputs lead to strong jobs outcomes and how this breaks down by various demographic factors, and we would love to be a partner in this work.

At Braven we collect a lot of data. During the accelerator course we collect course performance (grades, attendance, etc.), customer satisfaction (NPS scores), non-cognitive skill growth, weekly surveys, and qualitative user research. After the course we continue to track students' participation in internships and career-accelerating opportunities, retention, and involvement/satisfaction with our Professional Mentorship program. Continuing through graduation and six months beyond, we look at college persistence and graduation rates, first job data (title, employer, salary, geography, industry, earnings), degree type, graduate school enrollment, and customer satisfaction. We have a high degree of confidence in our data and go well beyond student and alumni surveys, including partnerships with Burning Glass and LinkedIn to collect more information on how our former students are doing. We also have experience converting this information into digestible dashboards and presentations for donors, school partners, and policymakers, including producing two annual reports with our data collection methods and outcomes. We use this information to inform our programming and to evaluate our model through rigorous, independent quasi-experimental studies. Because we coach hundreds of students in the Bay Area each year, we also share data first hand to help students make

informed decisions throughout their college and career journeys. We have seen students adjust majors, internship attainment, or semester credit accumulation based on data that we have shared with them.

N/a

https://bebraven.org   https://www.linkedin.com/in/diana-bravenbay/

From the Northern California College Promise Coalition (NCCPC)

Catanzarite, Ph.D., Lisa

UNITE-LA, Vice President, Research and Evaluation

State of California
C2C
Cradle-to-Career
System

Potential Vacancy Category

Advocacy

Please describe why you would like to join the Data and Tools Advisory Board.

I would be honored to bring my expertise as an academic researcher and a nonprofit leader to the Data and Tools Advisory Board. The California Longitudinal Data System has excellent potential as both a tool for researchers to mine for answers to critical questions around educational preparation and labor market outcomes and for students and educators to utilize to guide personal journeys and systems efforts.

I am a research sociologist with a background in R-1 academic institutions as a professor and senior research sociologist focused on racial/ethnic and gender disparities in education and labor market outcomes. I currently serve as Vice President of Research and Evaluation for UNITE-LA (formerly the Education and Talent Development Division of the L.A. Area Chamber of Commerce), which convenes the L.A. Compact, a cross-sector initiative of government, education, philanthropy, government, nonprofit, labor, business, and community organizations. In this role, I have led multiple collaborative efforts and workgroups of the Compact, grounded in a data-to-action framework. Two exemplary efforts are the L.A. Compact Charting Progress Dashboard and the Los Angeles Educator Pathways Partnership (LAEPP). The former is a live dashboard with key cradle-to-career metrics for the L.A. region and California, which is utilized by systems leaders and community members to advance equity and excellence. The LAEPP is collaborative trust table of education leaders from LAUSD and the region's largest teacher training programs. UNITE-LA brokered the LAEPP's bi-lateral data sharing and research effort and co-convenes the workgroup. This collaborative effort resulted in matched IHE-LAUSD datasets, multiple dashboards and reports, which the IHEs and LAUSD have utilized to improve teacher preparation and effectiveness.

What communities are you affiliated with that will bring value to the Advisory Board (such as your experience being a student or teacher, or with regionally focused work)? Please select all categories that apply to your contributions, experience, and/or work.

Research Organization, Advocacy Organization, Regional Level of Focus of Work - County, Regional Level of Focus of Work - State-wide

L.A. Region K-16 Collaborative, L.A. Compact, CA Edge Coalition, SoCal CAN, NCAN, Talent Hub Network, CA Undocumented Higher Ed Coalition, Fix Financial Aid Coalition, REAL Coalition, CSN, California Workforce Association, California Opportunity Youth Net

REVIEW THE ONE-PAGE DESCRIPTION OF OUR PLANNED DATA TOOLS (DASHBOARDS, QUERY BUILDERS, AND RESEARCH REQUEST PROCESS) AND SHARE RELEVANT EXPERIENCE OR EXPERTISE THAT WILL MEANINGFULLY CONTRIBUTE TO THE ADVISORY BOARD. IN PARTICULAR, PLEASE SHARE IF YOU HAVE EXPERIENCE CONDUCTING DATA ANALYSIS OR DEALING WITH DATA ALIGNMENT ISSUES RELATED TO THE C2C'S DATA POINTS.

The Compact has developed a trusted space through which institutions collaborate for data-driven transformation of education and workforce systems. The shared metrics—decided in a collaborative process—track progress against the Compact's five cradle-to-career goals, spanning early childhood education, K-12, post-secondary education, and career success—with disaggregations by race/ethnicity. The public dashboard, available on our website and shared through public "Data to Action events" is utilized by multiple Compact workgroups, partner organizations, CBOs and others to inform and catalyze innovative and collaborative solutions. Beyond the Compact workgroups, the data are used by community groups, government entities and the private sector, ensuring shared data "from the grassroots to the treetops", enabling alignment of efforts.

I convene the L.A. Compact Data Workgroup and work closely with its members (data experts embedded in key L.A. education, workforce, and civic institutions) to identify key metrics, stay on top of new releases; and understand critical institutional and data trends. The updated dashboard metrics inform the work of our L.A. Compact workgroups, the community, and the local cradle-to-career landscape.

I co-led the LAEPP efforts to align IHE teacher training data with LAUSD's HR data on teacher effectiveness, retention, turnover, and school context. This work included developing a shared set of metrics and data dictionary to ensure (a) alignment of all IHE data elements across L.A.'s six primary teacher training programs and (b) alignment of IHE data with the district's datasets.

Further, as an academic researcher, I worked with multiple primary and secondary data sets to explore and analyze labor market outcomes and educational disparities for various racial/ethnic and gender groups. This included matching of secondary data sets such as the Current Population Surveys with occupation-level data derived from the Quality of Employment Surveys.

WHAT EXPERIENCE HAVE YOU HAD SUPPORTING AWARENESS OF AND ACCESS TO DATA AND DATA TOOLS, AND HOW HAVE YOU SEEN THE LIVED EXPERIENCES OF END USERS BE IMPACTED?

Multiple dissemination activities followed our L.A. Compact "Data to Action" event for the rollout of the Charting Progress dashboard (featured in a California Forward article). In addition, we disseminate information following periodic dashboard updates. These communications efforts publicize the latest trends and assess progress

toward equity—including social media posts, newsletter articles, listserv blasts, and media placements. The data are utilized by multiple cross-sector workgroups, partner organizations, CBOs and others to inform and catalyze innovative and collaborative solutions to L.A. education and workforce challenges.

Results of the LAEPP data sharing and research workgroup (which I co-convene) have been utilized by the IHEs to improve teacher preparation and effectiveness, specifically for Special Education and bilingual education efforts.

I recently served on the National Academy of Science, Engineering, and Medicine (NASEM) Expert Advisory Group to Evaluate Equal Employment Opportunity Commission (EEOC) Compensation Data. As part of this effort, the advisory group developed recommendations to make the EEOC compensation data publicly accessible and user-friendly for both employers and individual workers interested in understanding aggregate trends and promoting equity for individual workers.

I also serve as a member of the Steering Committee for the USC Price Center Neighborhood Data for Social Change, which presents a variety of publicly-accessible data elements in a user-friendly format and provides user workshops for the community.

DO YOU KNOW OF ANY CONFLICTS OF INTEREST THAT WOULD PROHIBIT YOU FROM SERVING ON THIS ADVISORY BOARD? IF SO, WHAT ARE THEY?

none known

IF ADDITIONAL RELEVANT INFORMATION ABOUT YOU IS AVAILABLE ONLINE, SUCH AS ON A WEBSITE OR LINKEDIN, PLEASE PROVIDE A LINK.

https://www.linkedin.com/in/lisa-catanzarite-ph-d-3aa4052a/

HOW DID YOU HEAR ABOUT THE POSITION?

PPIC Data Collaborative

CHAVEZ, EDGAR

HAYWARD PROMISE NEIGHBORHOODS (CALIFORNIA STATE UNIVERSITY, EAST BAY), EXECUTIVE DIRECTOR

State of California
C2C
Cradle-to-Career
System

POTENTIAL VACANCY CATEGORY

Community

PLEASE DESCRIBE WHY YOU WOULD LIKE TO JOIN THE DATA AND TOOLS ADVISORY BOARD.

I have been following the work of the California Cradle to Career System since I first learned that the initiative was moving forward, and I have been eager to learn and support this effort. I am passionate about making data actionable to ensure all children have a solid educational start and access to affordable and on-time postsecondary education degrees. I had the opportunity to serve as a college guidance counselor for over ten years, where I supported hundreds of San Francisco Bay Area students applying and being admitted to various colleges and universities across the country. In my current work leading a federal Promise Neighborhood program in the community where I grew up in Hayward, California, I have learned about the importance of data being accessible and leveraged to make better local and regional policy decisions. During my time, I have seen how the need for more transparent data systems makes collaboration and coordination harder with public education institutions. I also have the opportunity to work with other Promise Neighborhoods across the state in San Diego, Chula Vista, San Francisco, Klamath, and Corning where we have developed communities of practice across data systems supporting cradle-to-career wrap around services for children and families. My experience working across government systems and community spaces helps me see how data can be better articulated and linked to moving the needle on outcomes that put children and families on the path toward economic mobility. I also hope to learn from other advisory board members across systems and institutions to help move this work forward.

WHAT COMMUNITIES ARE YOU AFFILIATED WITH THAT WILL BRING VALUE TO THE ADVISORY BOARD (SUCH AS YOUR EXPERIENCE BEING A STUDENT OR TEACHER, OR WITH REGIONALLY FOCUSED WORK)? PLEASE SELECT ALL CATEGORIES THAT APPLY TO YOUR CONTRIBUTIONS, EXPERIENCE, AND/OR WORK.

Practitioner - Early Learning, Practitioner - K-12, Practitioner - California Community Colleges, Practitioner - California State University, Practitioner - Workforce Development, Community Organization, Regional Level of Focus of Work - County, Regional

ARE YOU AFFILIATED WITH ANY MEMBERSHIP ORGANIZATIONS, USER GROUPS, OR AFFINITY GROUPS THAT RELATE TO THE WORK OF C2C? PLEASE ADD THEM HERE

CA Cradle-to-Career Coalition (https://cac2c.org/), California Promise Neighborhoods Network (https://capromisenetwork.org/), ALL In Alameda County Steering Committee (https://allin.acgov.org/), Northern California College Promise Coalition (https://norca

I have led college and career initiatives for first-generation and immigrant students at K-12 (charter and district) and postsecondary institutions (private and public) across San Francisco Bay Area communities, including East Palo Alto and East San Jose. I am currently leading a $30 million U.S. Department of Education-funded cradle-to-career collaborative in his hometown of Hayward, California. My current work monitors cradle-to-career data points, including Kindergarten Readiness (Kindergarten Observation Form, DRDP, ASQ), CAASPP, postsecondary data (National Student Clearinghouse), and local community surveys to assess community well-being, access to educational resources, and basic needs. During my time leading college success efforts in San José, I learned about the challenges of making data accessible to educators and practitioners, from linking classroom grades and transcripts and ensuring CALPADS data is aligned to increase the percentage of students who are college and career ready on the California school dashboard. I'm especially interested in understanding equity gaps for all subgroups of students. I have seen evidence of the successful closure of gaps around high school graduation for Black students in Hayward and increasing the number of first-generation students enrolling, persisting, and completing a postsecondary degree.

Additionally, I serve on Hayward city, Alameda County, state (including the Department of Social Services), and federal coalitions and advisory groups supporting student cradle-to-career outcomes. I understand the challenges, especially the early childhood education and postsecondary transition space. I trained in Results Based Accountability, intermediate educational statistical analysis, and qualitative research. I hope to contribute my experience working with teachers, administrators, faculty, parents, and elected officials and my technical expertise to support this advisory group to further California's cradle-to-career data system.

As the Executive Director of Hayward Promise Neighborhood (HPN), a place-based cradle-to-career initiative at Cal State East Bay working with 12 community and educational partners, I have the unique opportunity to work across systems and stakeholders. We engage community residents, especially Latinx, English Learners, African American, and immigrants, through programs and advisory boards to look at data and shared outcomes in the community. I also lead communities of practice with Hayward Unified School District, Chabot College, Eden Area ROP (CTE), and Cal State University East Bay to disaggregate data related to math and English test results, attendance/chronic absenteeism, high school graduation, workforce development, and college enrollment, persistence, and completion. Our work in the community reshaped how our programs support educational outcomes in the community, moving to a two-generation approach where we create educational and workforce development pathways that help students and their parents. Additionally, we look at individual student outcomes to understand how programs impact their academic success. Furthermore, our HPN initiative worked with our district, community college, and CSU to align individual student enrollment data locally to track college completion results where we've learned that students who graduate from our district

are outperforming their peers in terms of persistence, transferring, and completion rates compared at Cal State East Bay.

Additionally, my lived experience as an English Language learner, immigrant, and first-generation in my family to graduate from college, coupled with my experience in similar communities, allows me to offer technical and lived expertise.

DO YOU KNOW OF ANY CONFLICTS OF INTEREST THAT WOULD PROHIBIT YOU FROM SERVING ON THIS ADVISORY BOARD? IF SO, WHAT ARE THEY?

I do not have any known conflicts of interest.

IF ADDITIONAL RELEVANT INFORMATION ABOUT YOU IS AVAILABLE ONLINE, SUCH AS ON A WEBSITE OR LINKEDIN, PLEASE PROVIDE A LINK.

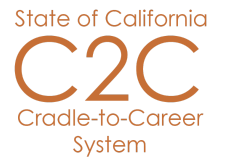https://www.linkedin.com/in/edxavez/

HOW DID YOU HEAR ABOUT THE POSITION?

As a steering committee member for the Northern California College Promise Coalition. I have collaborated with Meredith Curry Nuñez who is currently on the community engagement advisory group for this project.

CRANE, ELISE

CHILD CARE ALLIANCE OF LOS ANGELES, REGISTRY DIRECTOR

POTENTIAL VACANCY CATEGORY

Community

PLEASE DESCRIBE WHY YOU WOULD LIKE TO JOIN THE DATA AND TOOLS ADVISORY BOARD.

I am interested in the development of data infrastructure in California across agencies, departments for various stakeholder groups. I currently lead the development and implementation of the California Early Care and Education Workforce Registry ought to feed data into C2C database. I have 12 years experience in planning and operating the Registry including data collection, analysis, reporting, and developing tools to support various stakeholder groups. I have worked with various data collection in prior employment for the City and County of San Francisco where i developed and implemented workforce development and compensation programs for the early childhood field.

WHAT COMMUNITIES ARE YOU AFFILIATED WITH THAT WILL BRING VALUE TO THE ADVISORY BOARD (SUCH AS YOUR EXPERIENCE BEING A STUDENT OR TEACHER, OR WITH REGIONALLY FOCUSED WORK)? PLEASE SELECT ALL CATEGORIES THAT APPLY TO YOUR CONTRIBUTIONS, EXPERIENCE, AND/OR WORK.

Regional Level of Focus of Work - State-wide, Support local implementation and collect statewide data about the early learning workforce.

ARE YOU AFFILIATED WITH ANY MEMBERSHIP ORGANIZATIONS, USER GROUPS, OR AFFINITY GROUPS THAT RELATE TO THE WORK OF C2C? PLEASE ADD THEM HERE

Not sure about this question.

REVIEW THE ONE-PAGE DESCRIPTION OF OUR PLANNED DATA TOOLS (DASHBOARDS, QUERY BUILDERS, AND RESEARCH REQUEST PROCESS) AND SHARE RELEVANT EXPERIENCE OR EXPERTISE THAT WILL MEANINGFULLY CONTRIBUTE TO THE ADVISORY BOARD. IN PARTICULAR, PLEASE SHARE IF YOU HAVE EXPERIENCE CONDUCTING DATA ANALYSIS OR DEALING WITH DATA ALIGNMENT ISSUES RELATED TO THE C2C'S DATA POINTS.

I currently operate a database that supports individuals working in the early learning workforce. We provide tools for working adults to have an electronic portfolio that can be shared with employers and aggregate data about the workforce for the state. We collect training certificate and qualification, including coursework data, as well as information about employment in variously funded local, state and federally funded programs. We are working on tools to capture funding data so that information can be analyzed accrosss funding streams.

WHAT EXPERIENCE HAVE YOU HAD SUPPORTING AWARENESS OF AND ACCESS TO DATA AND DATA TOOLS, AND HOW HAVE YOU SEEN THE LIVED EXPERIENCES OF END USERS BE IMPACTED?

The California Early Care and Education Workforce Registry grew from 11k in late 2016 to over 142k users in 2023. We conducted outreach to users to get them engaged and to participate and used feedback from the various types of users to continuously improve the system. The site is mobile friendly and enables users to take photos of documents, such as transcripts and training certificates and upload them to the site for review. There are also a variety of on screen, print-ready, and video instructions on how to use the Registry. Individuals report that the Registry helps them hold all of their qualifications in one location which makes it easier to apply for money to support their ongoing professional development. This data also supports individuals that participate in various State funded initiatives and reduces the resubmission necessary without the system. There are additional elements that are in concept and development to will continue to support users. Additional data tools will be developed for various users as more information is available by the state.

DO YOU KNOW OF ANY CONFLICTS OF INTEREST THAT WOULD PROHIBIT YOU FROM SERVING ON THIS ADVISORY BOARD? IF SO, WHAT ARE THEY?

No. I believe my experience will be beneficial to the group and am excited about the development of this infrastructure.

IF ADDITIONAL RELEVANT INFORMATION ABOUT YOU IS AVAILABLE ONLINE, SUCH AS ON A WEBSITE OR LINKEDIN, PLEASE PROVIDE A LINK.

https://www.linkedin.com/in/elise-crane-1bb33915

HOW DID YOU HEAR ABOUT THE POSITION?

I am on the distribution list for C2C workgroup.

State of California
C2C
Cradle-to-Career
System

POTENTIAL VACANCY CATEGORY

Community

PLEASE DESCRIBE WHY YOU WOULD LIKE TO JOIN THE DATA AND TOOLS ADVISORY BOARD.

I have been very excited about the C2C data system and would like to help support its progress.

WHAT COMMUNITIES ARE YOU AFFILIATED WITH THAT WILL BRING VALUE TO THE ADVISORY BOARD (SUCH AS YOUR EXPERIENCE BEING A STUDENT OR TEACHER, OR WITH REGIONALLY FOCUSED WORK)? PLEASE SELECT ALL CATEGORIES THAT APPLY TO YOUR CONTRIBUTIONS, EXPERIENCE, AND/OR WORK.

Research Organization, Advocacy Organization, Community Organization, Regional Level of Focus of Work - Other [Describe], Inland Empire

ARE YOU AFFILIATED WITH ANY MEMBERSHIP ORGANIZATIONS, USER GROUPS, OR AFFINITY GROUPS THAT RELATE TO THE WORK OF C2C? PLEASE ADD THEM HERE

Our organization works with CCC, CSU, UC, and K12 partners and I am broadly familiar with their different data systems. I also previously volunteered on a C2C planning committee with Kathy Booth and WestEd.

REVIEW THE ONE-PAGE DESCRIPTION OF OUR PLANNED DATA TOOLS (DASHBOARDS, QUERY BUILDERS, AND RESEARCH REQUEST PROCESS) AND SHARE RELEVANT EXPERIENCE OR EXPERTISE THAT WILL MEANINGFULLY CONTRIBUTE TO THE ADVISORY BOARD. IN PARTICULAR, PLEASE SHARE IF YOU HAVE EXPERIENCE CONDUCTING DATA ANALYSIS OR DEALING WITH DATA ALIGNMENT ISSUES RELATED TO THE C2C'S DATA POINTS.

As a cradle-to-career nonprofit, GIA is excited about the future ability to do longitudinal research to understand student educational and workforce outcomes and how to better serve our region's residents. We have had difficulty gaining insights (that could be shared and scaled) into student experience due to the lack of a student-level integrated data system. Just one example is that we'd like to explore the details of student particpiation in dual enrollment and if/how/when/for whom this leads to better college access and outcomes.

WHAT EXPERIENCE HAVE YOU HAD SUPPORTING AWARENESS OF AND ACCESS TO DATA AND DATA TOOLS, AND HOW HAVE YOU SEEN THE LIVED EXPERIENCES OF END USERS BE IMPACTED?

GIA has partnered with CCGI (and funded regional access to additional California Colleges tools beyond those offered at no cost) and we have paid for high school districts in our region to access NSC's StudentTracker. We offer FAFSA/CADAA "Cash4College" workshops around the Inland Empire and understand how students' lives are shaped by their understanding of their postsecondary options. We partner with CSAC

and rely on their Race to Submit data, however we wish it were able to be disaggregated by student group (race/ethnicity, in particular).

No

https://www.linkedin.com/in/sorrel-stielstra-phd-7a194190/

Multiple places!

State of California
C2C
Cradle-to-Career
System

POTENTIAL VACANCY CATEGORY

Practitioner; Vendor

PLEASE DESCRIBE WHY YOU WOULD LIKE TO JOIN THE DATA AND TOOLS ADVISORY BOARD.

I have been working in the K12 Student Data Management space for the last 24 years. In that time, I've been involved in the designs and implementation of multiple CA State Student Reporting Data Systems, including the Aeries Student Information System, SRRTS and CALPADS. It is exciting to see the goals of C2C and I believe my unique experiences give me a perspective that would be very valuable. I believe that data can empower our schools and community to improve educational outcomes of students and should be able to help drive new educational concepts and show what works and doesn't work in our schools.

WHAT COMMUNITIES ARE YOU AFFILIATED WITH THAT WILL BRING VALUE TO THE ADVISORY BOARD (SUCH AS YOUR EXPERIENCE BEING A STUDENT OR TEACHER, OR WITH REGIONALLY FOCUSED WORK)? PLEASE SELECT ALL CATEGORIES THAT APPLY TO YOUR CONTRIBUTIONS, EXPERIENCE, AND/OR WORK.

Practitioner - K-12, Student, Parent/Family Member, K-12 Data Professional/Expert

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ARE YOU AFFILIATED WITH ANY MEMBERSHIP ORGANIZATIONS, USER GROUPS, OR AFFINITY GROUPS THAT RELATE TO THE WORK OF C2C? PLEASE ADD THEM HERE

None

REVIEW THE ONE-PAGE DESCRIPTION OF OUR PLANNED DATA TOOLS (DASHBOARDS, QUERY BUILDERS, AND RESEARCH REQUEST PROCESS) AND SHARE RELEVANT EXPERIENCE OR EXPERTISE THAT WILL MEANINGFULLY CONTRIBUTE TO THE ADVISORY BOARD. IN PARTICULAR, PLEASE SHARE IF YOU HAVE EXPERIENCE CONDUCTING DATA ANALYSIS OR DEALING WITH DATA ALIGNMENT ISSUES RELATED TO THE C2C'S DATA POINTS.

Over the past 2 decades, I have engaged with hundreds of CA school districts to determine their data analysis and visualization needs. After listening to counselors, teachers, principals and district administrators about their various needs, I have designed solutions and even programmed data analysis systems for these schools. I am also an expert at data available in K12 Student Information Systems as I designed and developed the leading SIS in CA: Aeries SIS. I am also an expert at CALPADS data reporting and have contributed extensively to the design and implementation of the CALPADS File Specification, Code Sets, and Data Guide in my role with Aeries and while engaging with the CDE and CSIS. I have also coordinated activities and designed systems along-side ETS regarding state testing data and data interoperability. Many years ago, I worked with the CCC Technology Center to integrate High School Transcripts with the eTranscript California system. Unfortunately, funding changes halted that project before completion.

For many years I have had a passion about sharing student data with parents. Many districts have policies that hide readily-available information from parents. I designed 2 key data awareness systems for parents and students that I'd like to highlight. The first is a Weekly Progress Report email sent to parents, a system I use today as a parent of a high school student in Yorba Linda. That Weekly Progress Report was developed because many parents are busy with their lives and find it difficult to find the time to proactively check their students' grades and attendance. In response, I designed and built this system to push an email and text message to parents weekly that contained information on current grades in every class, recently score assignments, and any upcoming assignments for their children. The 2nd system I designed was a 4-Year Plan system for students. This system was unique in that it allowed parents and students to actually build their own plan online and make changes to it throughout their time in high school. It also integrated the plan into a Graduation "On-Track" Analysis as well as a CSU and UC Readiness Analysis. These systems would integrate previously completed courses, current class schedules, and the remaining terms and years from the 4-Year Plan to give guidance to students on their progress towards meeting these readiness goals. I received an amazing email from a parent in San Juan Capistrano a few years ago thanking me for building the system and that their child would probably have not graduated if it wasn't for that system giving them guidance on how to get their academic progress back on track. It's those types of interactions with the public that has driven me to provide the best data awareness opportunities to everyone who can have an impact on a student's success.

DO YOU KNOW OF ANY CONFLICTS OF INTEREST THAT WOULD PROHIBIT YOU FROM SERVING ON THIS ADVISORY BOARD? IF SO, WHAT ARE THEY?

None

IF ADDITIONAL RELEVANT INFORMATION ABOUT YOU IS AVAILABLE ONLINE, SUCH AS ON A WEBSITE OR LINKEDIN, PLEASE PROVIDE A LINK.

https://www.linkedin.com/in/camden-iliff/

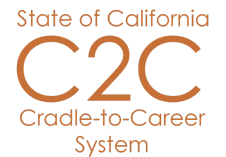https://www.google.com/search?q=camden+iliff+calpads&oq=camden+iliff+calpads

HOW DID YOU HEAR ABOUT THE POSITION?

LinkedIn

MONK, COURTNEY

1- SCHOOLYTICS | 2 - LOS GATOS UNION SCHOOL BOARD, 1 - COO | 2 - BOARD MEMBER

POTENTIAL VACANCY CATEGORY

Practitioner; Vendor

PLEASE DESCRIBE WHY YOU WOULD LIKE TO JOIN THE DATA AND TOOLS ADVISORY BOARD.

I want to join the Data and Tools Advisory Board because I love the mission of the C2C and I desperately want it to succeed. Being able to measure and evaluate our education system is so important to our collective future. Democratization of data -- getting data into the hands of more people who can use it to make better decisions -- is a key part of the process.

I have a wealth of knowledge and experience that is ideally matched to the mission of this Board. I have extensive experience and knowledge in the area of k12 education data and analytics, including data science, AI/ML, data engineering, data infrastructure, all through the lens of k12 student data and education contexts.

After completing a PhD in economics, I spent several years as a quantitative researcher in a k12 education non-profit organization (Teach For America) thinking about how to select teachers, and then as a data scientist at a large edtech company (Chegg) focused on higher ed skills acquisition. I then co-founded an edtech startup (Schoolytics), where we build managed data infrastructure and data analytics tools for k12 schools and districts. I am also an elected school board member (in my 2nd term) in the Los Gatos Union School District, and a parent of 5th and 7th graders in our public school system in California. In addition, I have served and continue to serve on non-profit boards that work to improve college access for underserved students in the Bay Area. Altogether, there are several dimensions of my professional and personal life where I represent the stakeholders that the C2C is trying to serve.

WHAT COMMUNITIES ARE YOU AFFILIATED WITH THAT WILL BRING VALUE TO THE ADVISORY BOARD (SUCH AS YOUR EXPERIENCE BEING A STUDENT OR TEACHER, OR WITH REGIONALLY FOCUSED WORK)? PLEASE SELECT ALL CATEGORIES THAT APPLY TO YOUR CONTRIBUTIONS, EXPERIENCE, AND/OR WORK.

Practitioner - K-12, Parent/Family Member, Research Organization, Advocacy Organization,

ARE YOU AFFILIATED WITH ANY MEMBERSHIP ORGANIZATIONS, USER GROUPS, OR AFFINITY GROUPS THAT RELATE TO THE WORK OF C2C? PLEASE ADD THEM HERE

School Board Member, Los Gatos Union School District

Board Member, Breakthrough Silicon Valley

Co-Founder, Schoolytics

Member, Leadership for Educational Equity

I founded an edtech startup to help k12 schools and districts address the lack of data and the big challenges associated with the lack of interoperability of edtech tools. I have firsthand, deep knowledge of how to build dashboards for educators, and bring together data from multiple systems (student information system, learning management system, assessment platforms, etc.). My mission in life is to bring actionable data to our education system, and help educators, students, and parents to use this data to improve outcomes for our students and promote educational equity.

I have been a vocal leader on the LGUSD School Board to bring data tools to the district so that administrators and teachers have data on students to make better instructional decisions. This is a radical change relative to four years ago.

As a parent of students in CA public schools, and with an insider's knowledge of the systems these schools use and the data locked inside of them, I am keenly aware of what's possible with data but is not yet provided to parents and students. I live these constraints every day.

At Schoolytics, I run our product development. It is literally my job to create data and dashboards for various k12 stakeholders: administrators, teachers, parents, and students themselves. I do quantitative data analysis and qualitative UX research continually to get feedback from users.

Schoolytics is a vendor working in the education data space, but we do not work for the C2C nor have any contracts with CA state entities.

https://www.linkedin.com/in/courtney-monk-2b1b9227/

Twitter post

State of California
C2C
Cradle-to-Career
System
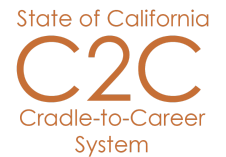
POTENTIAL VACANCY CATEGORY

Practitioner; Consultant

PLEASE DESCRIBE WHY YOU WOULD LIKE TO JOIN THE DATA AND TOOLS ADVISORY BOARD.

As a seasoned higher education thought leader, research wonk, and racial justice ally, I would like to democratize education data for leaders, practitioners, researchers, and the general public. Too much is at stake for our students and families for them not to have basic information about how well schools and colleges are educating and supporting students through the education pipeline. And not only should state data systems answer these critical questions, but they should empower stakeholders to use data to improve transparency and move the conversation forward on pressing issues. I would like to offer my expertise to the committee in finding ways to streamline access to secure data for researchers and state partners. I feel I would make a valuable contribution to this work, with a deep knowledge and expertise around state and federal data systems, and a strong commitment to advancing racial and economic equity.

WHAT COMMUNITIES ARE YOU AFFILIATED WITH THAT WILL BRING VALUE TO THE ADVISORY BOARD (SUCH AS YOUR EXPERIENCE BEING A STUDENT OR TEACHER, OR WITH REGIONALLY FOCUSED WORK)? PLEASE SELECT ALL CATEGORIES THAT APPLY TO YOUR CONTRIBUTIONS, EXPERIENCE, AND/OR WORK.

Research Organization, Advocacy Organization, Regional Level of Focus of Work - State-wide, Regional Level of Focus of Work - Other [Describe], Federal government / peer states / data stewards / open government data advocates

ARE YOU AFFILIATED WITH ANY MEMBERSHIP ORGANIZATIONS, USER GROUPS, OR AFFINITY GROUPS THAT RELATE TO THE WORK OF C2C? PLEASE ADD THEM HERE

I'm well-connected to decisionmakers and data power-users in government, non-profit, and philanthropic sectors. Previously represented TICAS at PostsecData workgroup.

REVIEW THE ONE-PAGE DESCRIPTION OF OUR PLANNED DATA TOOLS (DASHBOARDS, QUERY BUILDERS, AND RESEARCH REQUEST PROCESS) AND SHARE RELEVANT EXPERIENCE OR EXPERTISE THAT WILL MEANINGFULLY CONTRIBUTE TO THE ADVISORY BOARD. IN PARTICULAR, PLEASE SHARE IF YOU HAVE EXPERIENCE CONDUCTING DATA ANALYSIS OR DEALING WITH DATA ALIGNMENT ISSUES RELATED TO THE C2C'S DATA POINTS.

I have 10+ years of experience in higher education data analysis, and 4+ years working at the U.S. Department of education on analysis across the full education pipeline. I've frequently conducted complex analyses using IPEDS, College Scorecard, SHEF from SHEEO, Common Dataset, California segment administrative systems, Census surveys, and much more. I understand the power of data in helping to connect the dots. I have a

strong sense of what works and what may create barriers for researchers. Let me point out a few key projects I've worked on --

* Example of data analysis that integrates state and federal sources to answer pressing policy question: Getting Question 1 Right: Investment Options for Equity in Public Higher Education (Client: MassINC, 2023) Developed recommendations for how to use new tax revenue to help low-income students attend and graduate from college.

* Example of tackling challenges with data fragmentation and access: Developing a Framework for Sub-Baccalaureate Pathways (Client: The Education Trust, 2023)

On-going support to create a draft data framework on the types of programs students attend after high school. Exploring ways to access data from SLDS, higher education, and workforce administrative data systems.

* Example of conducting data analysis with multiple datasets: Annual Student Debt Report (TICAS, 2019-22)

Co-authored (1st author) two widely cited reports on college debt and its implications for graduating students.

* Example of conducting data analysis with state-level focus: Dismantling Dire Disparities (TICAS, 2019-22)

Authored report that examines funding and resource patterns from the Great Recession to the peak of the economic recovery. Highlighted the inadequacy of state and local funding for colleges that primarily educate Black and Latino/a/x students.

* Example of project to improve access to linkable data: College Insight website (TICAS, 2019-22)

Led management of the website, working with separate proprietary data venders and website developers. Easy to use tool for national, state, and institutional data covering topics in college access, affordability, and student success. Improved site usability and functionality based on user-testing and on-going user feedback.

* Example of project to improve access to linkable data: Helped coordinate, design, and implement the State Equity Report Card and data tools that advance conversations about equity in higher education. (Ed Trust, 2017-19)

* Example of creating dashboard with linkable data: Accreditor Dashboards, NACIQI Pilot (advisory committee) (awarded performance bonus for project) (U.S. Department of Education, 2013-17)

Created and published data set linking institutional accreditation information with measures on the College Scorecard.

* Example of aligning data and creating data tool based on user-input: College Scorecard: Consumer Choice and Data Tools (White House and U.S. Department of Education project, 2013-17)

Served as one of two primary data stewards for the College Scorecard and worked to institutionalize website updates. Responded to external data requests from researchers, White House, Congress, and journalists. Assisted in analyzing trends and patterns in web traffic on the Scorecard consumer and technical websites.

* Example of helping resolve data system alignment issues: Data Act Schema Version 0.1 (U.S. Treasury, 2015)

Drafted the initial version of the Data Act Schema for reporting and democratization of fully linkable federal spending data. Designed and visualized the reporting structure for Data Act that became the backbone of the

Version 1.0 (official) Schema. Consulted with stakeholders to inventory the metadata, definitions, and validation rules for DATA Act compliance.

I have worked to improve the functionality of data tools, including College Insight and the College Scorecard. On the College Scorecard, we conducted focus groups, user-research, and technical review panels to identify was to improve the language and information on the consumer site. We focused consulted with students enrolled in all higher education sectors, especially those attending community colleges, to determine what aspects of the College Scorecard best help inform college-going decisions. We regularly consulted research about how the College Scorecard may impact enrollment decisions of families and how prominently featured data may drive students and families to enroll at colleges with stronger outcomes. We also tracked research on how the consumer tool influenced the decisions of high-poverty students and people of color, in comparison to White and higher-income students.

We also consulted closely with the research and open data communities to make the data useable and accessible. We continually worked to improve data documentation, and we worked with IT specialists enable access to the data through multiple formats, including an API.

None at this moment

Please see my full portfolio: https://www.linkedin.com/in/schakj/

Please see interactive data tools I've creates with publicly available data: https://public.tableau.com/app/profile/j.oliver.schak

LinkedIn posting

Fatani, Serah

The Center for Early Learning Funding Equity, Senior Fellow

State of California
C2C
Cradle-to-Career
System

Potential Vacancy Category

Research

Please describe why you would like to join the Data and Tools Advisory Board.

As a strategy and operations executive with over 22 years of experience in the education sector, I am deeply committed to addressing equity gaps in educational access and attainment for underrepresented students. Joining the Data and Tools Advisory Board would allow me to contribute my expertise and insights to improve the accessibility and usefulness of data systems. I believe that actionable information empowers end users, including practitioners, families, students, and community organizations, to make informed decisions and advocate for equitable educational opportunities. By serving on the Advisory Board, I can actively contribute to enhancing data-driven practices and supporting the mission of Cradle-to-Career in promoting educational success for all students.

What communities are you affiliated with that will bring value to the Advisory Board (such as your experience being a student or teacher, or with regionally focused work)? Please select all categories that apply to your contributions, experience, and/or work.

Practitioner - Early Learning, Practitioner - K-12, Research Organization

Are you affiliated with any membership organizations, user groups, or affinity groups that relate to the work of C2C? Please add them here

No

Review the one-page description of our planned data tools (dashboards, query builders, and research request process) and share relevant experience or expertise that will meaningfully contribute to the Advisory Board. In particular, please share if you have experience conducting data analysis or dealing with data alignment issues related to the C2C's data points.

The California Cradle-to-Career Data System holds tremendous potential to address critical challenges faced by the education and workforce landscape in the state. Based on my experience and expertise, particularly in human-centered design thinking, data-driven practices, research, and stakeholder engagement, I believe I can make a meaningful contribution to the Advisory Board.

As the former Director of Enrollment and Strategic Growth at National Louis University, I successfully led initiatives to promote equity in bachelor's degree access and attainment. Using data tools and establishing strategic partnerships with parents, schools, and community-based organizations, we implemented a holistic student-centered outreach and enrollment philosophy. Our efforts included streamlining the application process, making college more affordable by aligning tuition with MAP and PELL, and providing clear and

transparent financial aid information. Moreover, we proactively engaged with local school districts and college access partners, fostering a coordinated system that supported students in their college application and decision-making process. These experiences have provided invaluable insights into the usability, accessibility, and effectiveness of data tools. Through data-informed practices, we achieved a fourfold increase in enrollment and cultivated a more equitable postsecondary environment.

As the Director of Program Quality and Systems at the Office of Early Childhood Education in Chicago Public Schools, I oversaw the design and implementation of a centralized preschool application process. This transformative initiative substantially enhanced enrollment rates among Black students and those from low-income neighborhoods, particularly in full-day pre-K programs. By collaborating with diverse stakeholders, we successfully eliminated confusion and disparities while prioritizing families in need. Our approach empowered parents to exercise school choice, facilitated transparency and equity in the placement process, and implemented a sliding scale mechanism to ensure expanded access. This experience has equipped me with expertise in optimizing application processes, providing schools with actionable information, and implementing equity-driven strategies.

Additionally, in my capacity as a Senior Research Analyst at Chicago Public Schools, I managed a diverse portfolio of over 23 external and internal program evaluations and research projects. Through close collaboration with external researchers, I facilitated research-related coordination and served on the Research Review Board for the district. Through this experience, I am familiar with IRB processes and procedures, as well as managing data sharing agreements and data requests.

Given my proficiency in analyzing data, promoting equitable access to information, and fostering user-centered design, I am confident that I can provide invaluable insights and recommendations to enhance the development and implementation of your data tools. I am genuinely passionate about equity and dedicated to achieving meaningful outcomes. My qualifications make me an ideal candidate to contribute effectively to the Advisory Board.

> WHAT EXPERIENCE HAVE YOU HAD SUPPORTING AWARENESS OF AND ACCESS TO DATA AND DATA TOOLS, AND HOW HAVE YOU SEEN THE LIVED EXPERIENCES OF END USERS BE IMPACTED?

While working at Chicago Public Schools, I participated in a collaborative research project focused on understanding chronic absenteeism among preschoolers. This project provided me with valuable opportunities to 1) foster collaboration between practitioners and researchers, 2) translate and disseminate research findings to diverse audiences, 3) generate and promote new data points, and 4) translate learnings into policy.

For context, the research findings revealed alarmingly high chronic absenteeism rates among CPS preschool students, with 45% of three-year-olds and 36% of four-year-olds experiencing chronic absences. Moreover, we discovered that lower preschool attendance was associated with lower kindergarten readiness outcomes across various domains. These insights prompted a series of initiatives to address chronic absenteeism in preschool children.

First and foremost, we introduced a standardized definition of chronic absenteeism to staff members, including Program Directors, Managers, teachers, and families. By effectively communicating comprehensive data and insights, we raised awareness among practitioners and families about the severity of chronic absenteeism, its underlying reasons, and its implications for children's learning.

Furthermore, we emphasized the integration of attendance data and the reasons for absenteeism into programmatic decision-making processes, such as allocating preschool seats throughout the city and creating full-day options. By incorporating these data points, we worked towards creating equitable access to early childhood education and reducing disparities across communities by responding to the needs of communities.

Furthermore, our work resulted in the development of the Early Childhood Good and Improved Attendance Guidelines, which served as a supplement to the CPS attendance policy, explicitly addressing the needs of preschoolers. We also created a pilot program to conduct a needs analysis in select schools and collaboratively develop targeted plans to support families based on actively monitoring chronic absenteeism data.

Through these efforts, we have made significant strides in raising awareness, promoting data-informed decision-making, and ultimately striving for a more inclusive and supportive early childhood education system.

DO YOU KNOW OF ANY CONFLICTS OF INTEREST THAT WOULD PROHIBIT YOU FROM SERVING ON THIS ADVISORY BOARD? IF SO, WHAT ARE THEY?

No

IF ADDITIONAL RELEVANT INFORMATION ABOUT YOU IS AVAILABLE ONLINE, SUCH AS ON A WEBSITE OR LINKEDIN, PLEASE PROVIDE A LINK.

In addition to my extensive experience in the education sector, I have a background in research psychology and hold a Ph.D. in Experimental Psychology. This training has equipped me with the skills to critically analyze data, design rigorous research stud

HOW DID YOU HEAR ABOUT THE POSITION?

California Cradle-to-Career Listserv

State of California
C2C
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System

CALIFORNIA DEPARTMENT OF EDUCATION, RESEARCH DATA SPECIALIST III

POTENTIAL VACANCY CATEGORY

Practitioner; K-12

PLEASE DESCRIBE WHY YOU WOULD LIKE TO JOIN THE DATA AND TOOLS ADVISORY BOARD.

I have 20 years of experience in state early learning and care data coordination and systems improvement. I am passionate about improving systems for better efficiency and service delivery for the state's youngest learners and their families.

WHAT COMMUNITIES ARE YOU AFFILIATED WITH THAT WILL BRING VALUE TO THE ADVISORY BOARD (SUCH AS YOUR EXPERIENCE BEING A STUDENT OR TEACHER, OR WITH REGIONALLY FOCUSED WORK)? PLEASE SELECT ALL CATEGORIES THAT APPLY TO YOUR CONTRIBUTIONS, EXPERIENCE, AND/OR WORK.

Research Organization, Advocacy Organization, Regional Level of Focus of Work - State-wide

ARE YOU AFFILIATED WITH ANY MEMBERSHIP ORGANIZATIONS, USER GROUPS, OR AFFINITY GROUPS THAT RELATE TO THE WORK OF C2C? PLEASE ADD THEM HERE

N/A

REVIEW THE ONE-PAGE DESCRIPTION OF OUR PLANNED DATA TOOLS (DASHBOARDS, QUERY BUILDERS, AND RESEARCH REQUEST PROCESS) AND SHARE RELEVANT EXPERIENCE OR EXPERTISE THAT WILL MEANINGFULLY CONTRIBUTE TO THE ADVISORY BOARD. IN PARTICULAR, PLEASE SHARE IF YOU HAVE EXPERIENCE CONDUCTING DATA ANALYSIS OR DEALING WITH DATA ALIGNMENT ISSUES RELATED TO THE C2C'S DATA POINTS.

In my experience as an employee at the California Department of Education and at First 5 California, I have led statewide data initiatives and co-developed multi-agency analysis and data displays. This experience includes review and analysis of data use protocols, data collection methods, and needs analysis to best understand how data is currently used and how it can be improved for the future. I have merged data sets from different entities to develop new methods to access information using administrative data sets.

WHAT EXPERIENCE HAVE YOU HAD SUPPORTING AWARENESS OF AND ACCESS TO DATA AND DATA TOOLS, AND HOW HAVE YOU SEEN THE LIVED EXPERIENCES OF END USERS BE IMPACTED?

I managed the California Early Care and Education Workforce Registry initiative contract for 6+ years in my experience at First 5 California. In this capacity, we developed plans to successfully expand the Registry to all 58 counties, with over 130,000 users, as a required component of the Quality Counts California investment. This single source of validated, reliable data will be used in the future to further expand data practices that save the state funds, develop efficiencies, and foster professionalization in the child care field.

DO YOU KNOW OF ANY CONFLICTS OF INTEREST THAT WOULD PROHIBIT YOU FROM SERVING ON THIS ADVISORY BOARD? IF SO, WHAT ARE THEY?

No

IF ADDITIONAL RELEVANT INFORMATION ABOUT YOU IS AVAILABLE ONLINE, SUCH AS ON A WEBSITE OR LINKEDIN, PLEASE PROVIDE A LINK.
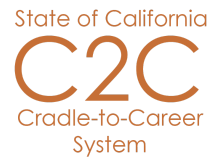
N/A

HOW DID YOU HEAR ABOUT THE POSITION?

C2C email

ALARCON, NATALIA CORDOBA-VELASQUEZ

SAN DIEGO COMMUNITY COLLEGE DISTRICT, NALARCON@SDCCD.EDU

State of California
C2C
Cradle-to-Career
System

POTENTIAL VACANCY CATEGORY

Practitioner; California Community Colleges

PLEASE DESCRIBE WHY YOU WOULD LIKE TO JOIN THE DATA AND TOOLS ADVISORY BOARD.

I have been working in Community Colleges for the last twenty years in many capacities, but mostly involved in the Institutional Effectiveness and Research departments. Data has been the central piece of my work and I have stood from the perspective of data miner (researcher). Even though I have been part of, and, witnessed a great array of advancement and evolution on institutional and education data and information practices, I believe we are still in an emerging stage when it comes to understanding the real use and application of data and tools within educational field.

I believe that being part of the Cradle-to-Career Data and Tools Advisory Board would enable me to support the process from the conceptual approach, but exercising my expertise in the field. I strongly believe that collaboration is key for us to support students' success and it is precisely at the "drawing table" that many impactful conversations would take place. I want to be actively present and guide, support, vet and facilitate to make sure the insights intended are not disproportionately impacting groups. I can support with the understanding about data use, access, helpfulness of the dashboards as well as with expertise about tools and most importantly how to connect efforts made (from the practitioners) to the data points that are used to show students' progress. I can also support reviewing request and prioritizing to ensure there is equitable support and access to information. It would be an honor to be part of this advisory board.

WHAT COMMUNITIES ARE YOU AFFILIATED WITH THAT WILL BRING VALUE TO THE ADVISORY BOARD (SUCH AS YOUR EXPERIENCE BEING A STUDENT OR TEACHER, OR WITH REGIONALLY FOCUSED WORK)? PLEASE SELECT ALL CATEGORIES THAT APPLY TO YOUR CONTRIBUTIONS, EXPERIENCE, AND/OR WORK.

Practitioner - California Community Colleges

ARE YOU AFFILIATED WITH ANY MEMBERSHIP ORGANIZATIONS, USER GROUPS, OR AFFINITY GROUPS THAT RELATE TO THE WORK OF C2C? PLEASE ADD THEM HERE

I collaborate with the Research and Planning Group and seeking to be member of Association for Institutional Research. I also attend to California Association for Institutional Research conferences regularly. I am part of the Black Students Success Workgr

The link did not work. I am answering only by reading the question:

During the last eight years, I have been working as a Director of Institutional Effectiveness and Research for three institutions. In my role as a Director of these departments, I have been in charge of designing processes to improve data tools. In my current role, I have supported the San Diego Community College District Office to evolve from a static reporting tool office to a dynamic hub of data tools, analytics and informational insights. I have led a team of seven to avoid data silo and to learn to connect efforts and maximizing their potential. The SDCCD district is one of the largest community colleges in the state, and I have supported from the central office, which interacts with the four Colleges.   I have learned to mitigate all our data disadvantages or limitations and to transform processes to improve data integrity, responsibility, availability and protection. Currently, my team and I are working towards a culture of evidence by establishing a data governance process and lead the team on the transition of new databases/analytics/systems.

During my time at Hartnell College I supported the development of data workgroup.

Before I became a Director, I worked as Research Analyst for about eight years, which gave me a big array of tools for data treatment and analysis. I also have a Bachelor in Psychology with emphasis in Organizational Psychology, Master in Business Administration and currently preparing to start a Doctoral in Education.

I believe that as an advisory board I can bring all the expertise to propel the tools, dashboards and develop strategies to leverage and to overcome any obstacles with any negative connotation around data and its usage.

One of the biggest culprits against data usage is the lack of support understanding it. Data can be a dangerous tool or it can be question, it can also become an ally. During my twenty years in Community Colleges I have supported institutions to use data as their allies. Even if these data are not providing a "pretty" picture. There is a fine line to misinterpret, reject or deny any data point. Thus, it is important to accompany the process by documenting, taking responsibility and creating spaces that allow people to know that data is only a vehicle, but not the end of the road. For the last five years in the SDCCD district we have been working towards a culture of inquiry. I have engaged my team so they recognize the importance to focus on those metrics that are still able to be impacted (leading indicators) rather than solely those that have already accounted or accrued for (lagging) and that only show those counts/students that make the "cut" .

I strongly believe that you have to immerse in the role as a data coach, in which the data is offered along with a conversation before, during and after. I have worked with several committees that have allowed this process slowly, the Student Equity Workgroup at Cabrillo College, back in 2012 when we were working on the plan. I enthusiastically walked us to bring both quantitative and also qualitative data. It was a painful process, but

after several work we were able to bring insights of Black and other groups that have been unheard of much: foster, veterans, students with reported disabilities, native indigenous. Most recently, I have supported the Black Student Success Workgroup on their efforts by developing a Research Agenda that has supported the transformation of the way we operate to support students' success. I have also supported to gather insights from LGBTQ+ communities.

DO YOU KNOW OF ANY CONFLICTS OF INTEREST THAT WOULD PROHIBIT YOU FROM SERVING ON THIS ADVISORY BOARD? IF SO, WHAT ARE THEY?

None. I also got approval from my Vice Chancellor (Institutional Innovation and Effectiveness) and she supports me fully.

IF ADDITIONAL RELEVANT INFORMATION ABOUT YOU IS AVAILABLE ONLINE, SUCH AS ON A WEBSITE OR LINKEDIN, PLEASE PROVIDE A LINK.
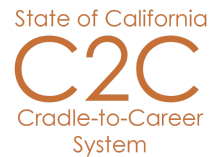
https://www.sdccd.edu/about/departments-and-offices/student-services-department/institutional-effectiveness-and-research/index.aspx

HOW DID YOU HEAR ABOUT THE POSITION?

Via RP Serv List by a post seconded by John Hetts , Executive Vice Chancellor, Office of Innovation, Data, Evidence, and Analytics

RIVERSIDE COMMUNITY COLLEGE DISTRICT, INSTITUTIONAL RESEARCH ANALYST

State of California
C2C
Cradle-to-Career
System

POTENTIAL VACANCY CATEGORY

Practitioner; California Community Colleges

PLEASE DESCRIBE WHY YOU WOULD LIKE TO JOIN THE DATA AND TOOLS ADVISORY BOARD.

My personal mission statement is to leverage high-tech/high-touch methods toward fostering student economic mobility and community enrichment, all while employing social justice, equity, and inclusion practices. The "why" of what I do revolves around creating a data culture and action plan that is founded in accurate information. But it is hampered when the most basic trend data is not being shared or looked at—or in many cases never even collected. Who bears the brunt of these inefficiencies? Unfortunately, the most marginalized, at-promise students suffer the consequences.

I am tired of hearing administrators blame the students for not overcoming barriers that are clearly institutional in nature, and I am fully committed to removing as many institutional barriers as possible. Cradle-to-Career's goal of building a system to help shape community outcomes by leveraging actionable information has a vision I also share. As part of the Data and Tools Advisory Board, I will be able to contribute what I have learned in making the data feedback loop work in my role as a community college research analyst.

WHAT COMMUNITIES ARE YOU AFFILIATED WITH THAT WILL BRING VALUE TO THE ADVISORY BOARD (SUCH AS YOUR EXPERIENCE BEING A STUDENT OR TEACHER, OR WITH REGIONALLY FOCUSED WORK)? PLEASE SELECT ALL CATEGORIES THAT APPLY TO YOUR CONTRIBUTIONS, EXPERIENCE, AND/OR WORK.

Practitioner - California Community Colleges

ARE YOU AFFILIATED WITH ANY MEMBERSHIP ORGANIZATIONS, USER GROUPS, OR AFFINITY GROUPS THAT RELATE TO THE WORK OF C2C? PLEASE ADD THEM HERE

No

REVIEW THE ONE-PAGE DESCRIPTION OF OUR PLANNED DATA TOOLS (DASHBOARDS, QUERY BUILDERS, AND RESEARCH REQUEST PROCESS) AND SHARE RELEVANT EXPERIENCE OR EXPERTISE THAT WILL MEANINGFULLY CONTRIBUTE TO THE ADVISORY BOARD. IN PARTICULAR, PLEASE SHARE IF YOU HAVE EXPERIENCE CONDUCTING DATA ANALYSIS OR DEALING WITH DATA ALIGNMENT ISSUES RELATED TO THE C2C'S DATA POINTS.

As a California community college researcher and supporter of Guided Pathways framework, I completely understand that students are facing unnecessary and confusing institutional barriers, particularly our most marginalized demographics.

I have worked with third-party vendors to set up accessing data infrastructures so that our college decision-makers could make data-informed decisions, vendors such as EduNav, Cleared4Work, and Ally Anthology Reports.

At a state level, the California Community Chancellor's Office (CCCCO) developed the CCC Data Warehouse. It was part of an effort to aggregate data across disparate systems onto an enterprise-level data warehouse. Because of my nimbleness with SQL and enterprise business intelligence reporting, I worked with CCCCO DW Direct Connection implementation for our local community college district and troubleshooted data-sharing obstacles so that all 113 CA community colleges could also leverage accessing data directly from the ODBC/JDBC connection option.

I also understand that we need better sharing practices across institutions, including K-12th, community colleges, and 4-yr universities. Part of the Doctorate in Educational Leadership program I am currently completing emphasizes collaboration between K-12th, community colleges, and 4-yr universities, because students can no longer be seen as isolated cases pertaining to one institution, and if we are to help students on their educational journeys, we need to be able to assess the entire educational pathway, from start to finish.

> WHAT EXPERIENCE HAVE YOU HAD SUPPORTING AWARENESS OF AND ACCESS TO DATA AND DATA TOOLS, AND HOW HAVE YOU SEEN THE LIVED EXPERIENCES OF END USERS BE IMPACTED?

When I began working at RCCD, I noticed a concerning trend: A lack of readily available and actionable data. Since I began, I have been working tirelessly to provide actionable data to our district and the three community colleges that we serve, Riverside City College, Moreno Valley College, and Norco College. I was able to set up databases and automate real-time data (through enterprise-level Business Intelligence Tools and SQL) that the college decision-makers can use, and do use on a daily basis. Since I began I have created over 70 data dashboards.

When the 2020 pandemic started, the district stakeholders necessitated a system of being able to validate fully-vaccinated face-to-face course registrations, as well as employee vaccination statuses. There was no easy way to do it with our current data infrastructure, but in a very short timeframe, I was able to provide a business systems solution. I created a series of automated reports with intricate fully vaccinated calculations, using time-intelligence technology, and mapped them out to our course enrollments, so that the VPs and decision-makers could manage the vaccination mandates. Per the request of the VC of Educational Services, I also developed a COVID-19 threat level indicator, that was updated daily and that demonstrated the threat level based on an RCCD level, Riverside County level, and a California state level, to paint a clearer picture of local and non-local ramifications. The business systems intelligence work he carried out led to decision-making regarding policy and best practices.

One of my favorite actionable data dashboard features I have created would have to be the student contact drill-through element. These dashboards are created for college outreach personnel (overseen by department chairs) to quickly engage students at key program pathway milestones. These dashboards also have a re-engagement component that provides a list of students who have just stopped-out by program so that specialized pathway folk can engage with students using this high-tech/high-touch approach at this critical juncture. I am most proud of these dashboards because they shift the onus of responsibility from the student to

the institution and can ensure student retention because students feel that there are dedicated college employees helping them along the way. Oftentimes, as a community college researcher, much of the reporting I do seems like an autopsy report (e.g., these are the amount of students we lost from attrition, or these are marginalized demographics of students who could have graduated, but did not), so it is refreshing to have built a tool that engages with students before they become a statistic.

DO YOU KNOW OF ANY CONFLICTS OF INTEREST THAT WOULD PROHIBIT YOU FROM SERVING ON THIS ADVISORY BOARD? IF SO, WHAT ARE THEY?

No

IF ADDITIONAL RELEVANT INFORMATION ABOUT YOU IS AVAILABLE ONLINE, SUCH AS ON A WEBSITE OR LINKEDIN, PLEASE PROVIDE A LINK.

https://www.linkedin.com/in/david-buitron-10914912a?trk=people-guest_people_search-card

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HOW DID YOU HEAR ABOUT THE POSITION?

Alex Adams shared this opening.

CAL POLY, SAN LUIS OBISPO, ASST. DIRECTOR FOR CA RECRUITMENT

State of California

C2C
Cradle-to-Career
System

POTENTIAL VACANCY CATEGORY

Practitioner; California State University

PLEASE DESCRIBE WHY YOU WOULD LIKE TO JOIN THE DATA AND TOOLS ADVISORY BOARD.

I am writing to express my strong interest in joining the Data and Tools Advisory Board. After thoroughly reviewing the board's objectives and considering my experience and qualifications, I believe I can make a significant contribution in leveraging data and tools to drive equitable outcomes and promote positive community transformation.

With my educational background, which includes a Doctorate of Educational Leadership (expected completion: Fall 2023) from the University of California, Davis, I am equipped with the necessary skills and knowledge to analyze data and approach research from an equity perspective. Throughout my academic journey, I have developed a solid foundation in research methodologies and data analysis, and I am eager to apply these skills to the board's initiatives.

In my current role as Assistant Director of California Recruitment at California State Polytechnic University, San Luis Obispo, I have successfully employed data-driven strategies and utilized various dashboards to analyze enrollment patterns and student outcomes. By examining data through an equity lens, I have been able to identify disparities and implement targeted interventions to support underrepresented students, resulting in increased student success and improved equity in educational opportunities.

Moreover, my proficiency in working with diverse data sets and utilizing visualization tools has enabled me to present complex information in a user-friendly manner, facilitating decision-making processes for stakeholders. I have effectively communicated research findings and data insights to diverse audiences, including university administrators, faculty, and community partners, to advocate for equitable policies and initiatives.

In my previous roles, including as a consultant for Madden Charities and as a Business Development Manager at the North San Diego Chamber of Commerce, I consistently applied an equity lens to data analysis and program development. I utilized dashboards and data-driven tools to assess community needs, identify areas for improvement, and design strategies that address systemic disparities. By leveraging data to inform decision-making, I successfully advanced equity and fostered positive change within the organizations I served.

I am deeply committed to the principles of diversity, equity, and inclusion, and I firmly believe that utilizing data and tools from an equity perspective is crucial in addressing disparities and achieving equitable outcomes. I am eager to collaborate with fellow board members to advance these principles and contribute my expertise in mining data, working with dashboards, and conducting research through an equity lens.

Thank you for considering my application. I look forward to the opportunity to join the Data and Tools Advisory Board and contribute to its mission of leveraging data and tools to drive positive change and promote equity in our community.

Practitioner - K-12, Practitioner - California Community Colleges, Practitioner - California State University, Practitioner - University of California, Student, Community Organization, Regional Level of Focus of Work - County, Regional Level of Focus of W

Community Equity Collaborative, EGUSD

Sacramento Chamber, Metro Edge

YouTube Committee, Cal Poly

Sacramento Urban League

Although the link for the one-page description is broken and would not allow me to see the plan, I would like to say that: In the field of admissions, our team has a keen interest in understanding how data impacts our overall process. We recognize the significance of data-driven decision-making and the role it plays in shaping our strategies and practices. With a strong emphasis on leadership, our senior team is deeply rooted in data systems and works collaboratively to meet the diverse data needs of our institution. This includes fulfilling intercampus wide data requests, managing communications requirements, and handling highly sensitive admission data for a significant volume of applications, totaling over 70,000.

Our commitment to data integrity and analysis allows us to gain valuable insights into the admissions landscape. By examining data points related to applicant demographics, academic performance, and various other factors, we can effectively evaluate and improve our admissions processes. This enables us to identify trends, patterns, and areas for enhancement, ultimately contributing to the development of equitable and efficient admission procedures. Our team recognizes the importance of using data to inform evidence-based decision-making and to ensure fairness and transparency throughout the entire admissions journey.

Throughout my experience working with admissions, mentorship programs, hiring committees, and state-wide CSU initiatives, I have actively supported the awareness of and access to data and data tools. In admissions, I have played a pivotal role in utilizing data and data tools to enhance our understanding of applicant demographics, enrollment trends, and student success indicators. By analyzing and presenting this data to various stakeholders, including faculty, staff, and administrators, I have fostered a culture of data-informed decision-making, ensuring that policies and practices are grounded in evidence.

Within mentorship programs, I have leveraged data and data tools to assess the effectiveness of our programs and measure the impact on mentees. By tracking key metrics such as academic performance, retention rates, and overall satisfaction, we have been able to identify areas for improvement and tailor our mentorship strategies to better meet the needs of our participants. This has resulted in increased engagement, improved outcomes, and a more positive experience for mentees.

In my involvement with hiring committees, I have utilized data tools to streamline the selection process, ensuring that decisions are fair, transparent, and based on objective criteria. By providing access to relevant data and analytics, we have been able to eliminate biases and promote diversity and inclusion in the hiring process. This has had a direct impact on the lived experiences of candidates, as they have been given equal opportunities to showcase their qualifications and contribute to our organization.

Through my engagement in state-wide CSU initiatives, I have witnessed firsthand the transformative power of data and data tools. By sharing aggregated data and research findings across institutions, we have been able to identify best practices, address equity gaps, and drive system-wide improvements. This collaborative approach has had a profound impact on the lived experiences of students, faculty, and staff, as it has led to more informed decision-making, targeted interventions, and a greater focus on achieving equitable outcomes for all members of our educational community.

Do you know of any conflicts of interest that would prohibit you from serving on this Advisory Board? If so, what are they?

No

If additional relevant information about you is available online, such as on a website or LinkedIn, please provide a link.

https://www.linkedin.com/in/chattman/

How Did you hear about the position?

Jackie Nevarez

University of La Verne, Dean, College of Business

State of California
C2C
Cradle-to-Career
System

POTENTIAL VACANCY CATEGORY

Practitioner; Private Post-Secondary Institute

PLEASE DESCRIBE WHY YOU WOULD LIKE TO JOIN THE DATA AND TOOLS ADVISORY BOARD.

I would be delighted and honored to help build a truly useful, actionable, transparent set of tools that can be used by students, parents, policymakers, and researchers.

WHAT COMMUNITIES ARE YOU AFFILIATED WITH THAT WILL BRING VALUE TO THE ADVISORY BOARD (SUCH AS YOUR EXPERIENCE BEING A STUDENT OR TEACHER, OR WITH REGIONALLY FOCUSED WORK)? PLEASE SELECT ALL CATEGORIES THAT APPLY TO YOUR CONTRIBUTIONS, EXPERIENCE, AND/OR WORK.

Practitioner - Independent Institutions of Higher Education, Parent/Family Member

ARE YOU AFFILIATED WITH ANY MEMBERSHIP ORGANIZATIONS, USER GROUPS, OR AFFINITY GROUPS THAT RELATE TO THE WORK OF C2C? PLEASE ADD THEM HERE

Academy of Management

American Conference of Academic Deans (ACAD)

AACSB Women Administrators in Management Education Affinity Group

American Psychological Association

Association for Psychological Science

European Marketing and Management Association Wom

REVIEW THE ONE-PAGE DESCRIPTION OF OUR PLANNED DATA TOOLS (DASHBOARDS, QUERY BUILDERS, AND RESEARCH REQUEST PROCESS) AND SHARE RELEVANT EXPERIENCE OR EXPERTISE THAT WILL MEANINGFULLY CONTRIBUTE TO THE ADVISORY BOARD. IN PARTICULAR, PLEASE SHARE IF YOU HAVE EXPERIENCE CONDUCTING DATA ANALYSIS OR DEALING WITH DATA ALIGNMENT ISSUES RELATED TO THE C2C'S DATA POINTS.

I've run up against the limits of public data while writing my career guide, No You Can't be an Astronaut: Why You Shouldn't Follow Your Dreams and What to Do Instead (https://mahinastate.org/no-you-cant-be-an-astronaut/). As a parent, a teacher, and now as a college administrator, I have welcomed the intent of accessible information sources such as the College Scorecard. But simply presenting salary outcomes sends the message that everyone should aim to be engineers and financial analysts, and no one should be a teacher or a social worker. The public deserves more complete and nuanced information than that.

I have been involved in assessment and assurance of learning both at the University of Hawaii (public) and the University of La Verne (private). I've learned that helping students build a satisfying and productive life is more complicated than simply telling everyone to go to college and major in whatever offers the highest starting salaries.

As a business school dean responsible for assessment and assurance of learning, both at a public and a private institution, I have led assessment and reaccreditation efforts and have seen how misleading limited data can be.

If we judge colleges and universities by their graduation rate, then all community colleges are "failure factories" and only the most selective schools have value.

If we just look the average college graduate vs. the average high school graduate, we conclude that because college grads earn more, everyone should now go to college. But what about those college dropouts who would have been financially better off starting work right after high school and who are now stuck paying off student loans?

People are not averages, which is why input-adjusted results are important. The right path for the hypothetical average person is not necessarily the right path for me.

And sometimes there are more structural factors at play. What are employers offering? What is the cost of living? How accessible is public transportation? Not everything can be controlled by individual choices.

No

https://www.linkedin.com/in/emdepillis/

AICCU

MT. SAN ANTONIO COLLEGE, EDUCATIONAL ASSESSMENT ANALYST

State of California
C2C
Cradle-to-Career
System

POTENTIAL VACANCY CATEGORY

Practitioner; California Community Colleges

PLEASE DESCRIBE WHY YOU WOULD LIKE TO JOIN THE DATA AND TOOLS ADVISORY BOARD.

More and more decision makers are utilizing data to determine their next course of action. It is imperative that the data stakeholders see publicly be accurate, timely, and relevant. Although the data available publicly gets better and better each year there is always room for improvement. I believe my past and present experiences uniquely qualify me to be a valuable asset to this board. My professional experiences truly span the cradle to career spectrum. I have been a daycare owner/operator (cradle). I have been an educator and institutional researcher for the k-12 world. I have also taught at DeVry and the University of North Texas and have been an institutional researcher at California Community Colleges for the past 15 years. Thus, I understand the experiences and needs of those who strive for student success. Additionally, I and my children have been recipients of California's educational system and my grandkids are currently beginning their educational journeys. This affords me yet another perspective on the future of data and education in California. Finally, for many years I have been heavily involved in the work of AANAPISIs (Asian American and Native American Pacific Islander-serving institutions) as well as HSIs (Hispanic Serving Institutions)and has provided me with a deeper understanding of these populations.

WHAT COMMUNITIES ARE YOU AFFILIATED WITH THAT WILL BRING VALUE TO THE ADVISORY BOARD (SUCH AS YOUR EXPERIENCE BEING A STUDENT OR TEACHER, OR WITH REGIONALLY FOCUSED WORK)? PLEASE SELECT ALL CATEGORIES THAT APPLY TO YOUR CONTRIBUTIONS, EXPERIENCE, AND/OR WORK.

Practitioner - Early Learning, Practitioner - K-12, Practitioner - California Community Colleges, Practitioner - Independent Institutions of Higher Education, Practitioner - Private Postsecondary Educational Institutions, Student, Parent/Family Member, Re

ARE YOU AFFILIATED WITH ANY MEMBERSHIP ORGANIZATIONS, USER GROUPS, OR AFFINITY GROUPS THAT RELATE TO THE WORK OF C2C? PLEASE ADD THEM HERE

RP Group, Mt. San Antonio College, and APAHE.

REVIEW THE ONE-PAGE DESCRIPTION OF OUR PLANNED DATA TOOLS (DASHBOARDS, QUERY BUILDERS, AND RESEARCH REQUEST PROCESS) AND SHARE RELEVANT EXPERIENCE OR EXPERTISE THAT WILL MEANINGFULLY CONTRIBUTE TO THE ADVISORY BOARD. IN PARTICULAR, PLEASE SHARE IF YOU HAVE EXPERIENCE CONDUCTING DATA ANALYSIS OR DEALING WITH DATA ALIGNMENT ISSUES RELATED TO THE C2C'S DATA POINTS.

Data are siloed, currently I am the lead researcher on a federally funded cooperative grant between Mt. San Antonio College and Cal Poly Pomona. One goal of this grant is to develop data sharing between our two

institutions. When I was a researcher at Rowland Unified School District the data was so siloed that a student could be enrolled at two campuses simultaneously, I developed ways to clean this data. At Mt. SAC I have also been responsible for providing data on our High School Outreach program and utilizing the National Clearinghouse database to attempt to uncover where our students came from and where they went. I have often created ways to join data that I needed for our local area. I would value being a part of any efforts to make data seamless throughout the state.

Students do face confusing barriers, as a parent of eight, now adult, children I have seen how the lack of communication between educational institutions and data gaps within the state makes things very difficult. Some students just give up or needlessly retake classes. These disconnects can also prevent students from receiving the financial supports they need to be successful.

In order to address equitable access, we must first have accurate data. The IPEDS method of race and ethnicity is not an accurate picture of our student population. This is one data element I hope we can improve.

I build datasets, dashboards, and reports for the college as my day to day work. It would be a dream to have data that informs us on the educational path and careers of our students after they leave our institution. I would enjoy being a part of this work.

> WHAT EXPERIENCE HAVE YOU HAD SUPPORTING AWARENESS OF AND ACCESS TO DATA AND DATA TOOLS, AND HOW HAVE YOU SEEN THE LIVED EXPERIENCES OF END USERS BE IMPACTED?

Much of my career has been devoted to supporting awareness and access to data and data tools. During this time I have presented at over 30 professional conferences or convenings about data in some way or another. I have often been told that my presentations have prompted similar activities at other institutions. My devotion to this effort makes it impossible to list or even remember all the ways I have promoted data to further student success. I have created numerous databases and methods to collect data so others could better understand their students and measure their efforts. I have always strived to make my reports and presentations understandable and engaging and have often been complimented on how proficiently I do just that. One small example is an infographic I created many years ago to explain disproportionate impact. I called it Old MacDonald's farm. In this document I used barnyard animals to help understand a somewhat complicated equation. I was later told this document made the rounds throughout the state because it was so easy to understand. More recently I have co-created dashboards that have allowed our college's programs to see their outcomes on four of the five SEAP metrics. A recent survey of user of these SEAP dashboards revealed that they are being used to better understand the students served and thereby adjust programming. I have also authored a set of twenty dashboards to demonstrate to our local high schools how many students have enrolled in our institution and their outcomes. This has helped to encourage participation by these schools in our outreach programs. Finally, I would like to mention a very recent way in which my data reporting has had an impact. An effort was underway to develop a program for our Native American students. Utilizing IPEDS methodology, there appeared to be less than 60 Native American students enrolled at our college. I knew that the categories of Hispanic/Latino as well as two or more races in this methodology may not reveal all the students who identify as Native American. So, I ran the data to extract all who identified as Native American or

any Native American tribe and suddenly we had over 1,000 students. We now have a First People's Center. I am told that the data I provided was a critical part in securing this new center.

I am not aware of any conflicts.

I do have a LinkedIn page https://www.linkedin.com/in/lisa-didonato-23037a88/.

RP Group Listserve

SOUTHERN CALIFORNIA UNIVERSITY OF HEALTH SCIENCES, DIRECTOR, INSTITUTIONAL RESEARCH, REPORTING, AND ACADEMIC COMPUTING

State of California
C2C
Cradle-to-Career
System

POTENTIAL VACANCY CATEGORY

Practitioner; Private Post-Secondary Institute

PLEASE DESCRIBE WHY YOU WOULD LIKE TO JOIN THE DATA AND TOOLS ADVISORY BOARD.

I am passionate about using data to improve educational outcomes for all students but especially to close achievement gaps.

WHAT COMMUNITIES ARE YOU AFFILIATED WITH THAT WILL BRING VALUE TO THE ADVISORY BOARD (SUCH AS YOUR EXPERIENCE BEING A STUDENT OR TEACHER, OR WITH REGIONALLY FOCUSED WORK)? PLEASE SELECT ALL CATEGORIES THAT APPLY TO YOUR CONTRIBUTIONS, EXPERIENCE, AND/OR WORK.

Practitioner - Independent Institutions of Higher Education, Student, Parent/Family Member, Advocacy Organization, K-12 School Board Trustee, Officer in county School Board Association

ARE YOU AFFILIATED WITH ANY MEMBERSHIP ORGANIZATIONS, USER GROUPS, OR AFFINITY GROUPS THAT RELATE TO THE WORK OF C2C? PLEASE ADD THEM HERE

AIR, CSBA, RCSBMA

REVIEW THE ONE-PAGE DESCRIPTION OF OUR PLANNED DATA TOOLS (DASHBOARDS, QUERY BUILDERS, AND RESEARCH REQUEST PROCESS) AND SHARE RELEVANT EXPERIENCE OR EXPERTISE THAT WILL MEANINGFULLY CONTRIBUTE TO THE ADVISORY BOARD. IN PARTICULAR, PLEASE SHARE IF YOU HAVE EXPERIENCE CONDUCTING DATA ANALYSIS OR DEALING WITH DATA ALIGNMENT ISSUES RELATED TO THE C2C'S DATA POINTS.

Your link is bad but I use R and PowerBI in my own work.

WHAT EXPERIENCE HAVE YOU HAD SUPPORTING AWARENESS OF AND ACCESS TO DATA AND DATA TOOLS, AND HOW HAVE YOU SEEN THE LIVED EXPERIENCES OF END USERS BE IMPACTED?

The first and hardest part is helping people think through what they are really wanting to know and how that can be operationalized. Then you gather the data, make the report, and call them back for a conversation about what the data mean. I have found that even when self-serve tools are available, the end users still want to talk. I got the faculty of a top 25 liberal arts college to address equity issues in their core curriculum.

DO YOU KNOW OF ANY CONFLICTS OF INTEREST THAT WOULD PROHIBIT YOU FROM SERVING ON THIS ADVISORY BOARD? IF SO, WHAT ARE THEY?

I work in private higher ed and was elected to the board of a public school district.

IF ADDITIONAL RELEVANT INFORMATION ABOUT YOU IS AVAILABLE ONLINE, SUCH AS ON A WEBSITE OR LINKEDIN, PLEASE PROVIDE A LINK.
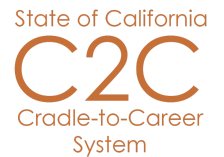
https://www.linkedin.com/in/ditwiler/

HOW DID YOU HEAR ABOUT THE POSITION?

email from AICCU

FLORES, LUIS ENRIQUE

MERCED COLLEGE, SENIOR RESEARCH ANALYST

POTENTIAL VACANCY CATEGORY

Practitioner; California Community Colleges

PLEASE DESCRIBE WHY YOU WOULD LIKE TO JOIN THE DATA AND TOOLS ADVISORY BOARD.

I provide a unique perspective that can be valuable to the state's (local, regional) efforts in creating a comprehensive, useable and dynamic C2C data warehouse. My wealth of lived experiences, working and living in a rural community, where data deserts exists and C/capital looks different, can help cast light on how to centralize current efforts surrounding data democratization, grounded in DEI and AA (access and action). I've virtually attended several C2C meetings in the past and am excited about this opportunity.

WHAT COMMUNITIES ARE YOU AFFILIATED WITH THAT WILL BRING VALUE TO THE ADVISORY BOARD (SUCH AS YOUR EXPERIENCE BEING A STUDENT OR TEACHER, OR WITH REGIONALLY FOCUSED WORK)? PLEASE SELECT ALL CATEGORIES THAT APPLY TO YOUR CONTRIBUTIONS, EXPERIENCE, AND/OR WORK.

Practitioner - California Community Colleges, Community Organization

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ARE YOU AFFILIATED WITH ANY MEMBERSHIP ORGANIZATIONS, USER GROUPS, OR AFFINITY GROUPS THAT RELATE TO THE WORK OF C2C? PLEASE ADD THEM HERE

1st Generation (to the States, college/higher education), English-language learner, LGBTIQ+Q. Served as a consultant for the Research and Planning Group (RP Group), CCCO through the Institutional Effectiveness Partnership Initiative (IEPI).

REVIEW THE ONE-PAGE DESCRIPTION OF OUR PLANNED DATA TOOLS (DASHBOARDS, QUERY BUILDERS, AND RESEARCH REQUEST PROCESS) AND SHARE RELEVANT EXPERIENCE OR EXPERTISE THAT WILL MEANINGFULLY CONTRIBUTE TO THE ADVISORY BOARD. IN PARTICULAR, PLEASE SHARE IF YOU HAVE EXPERIENCE CONDUCTING DATA ANALYSIS OR DEALING WITH DATA ALIGNMENT ISSUES RELATED TO THE C2C'S DATA POINTS.

The one-page description link appears to not work (as of Wednesday, 24 May 2023). Using context clues in the URL, this may be a good back-up link: https://sbud.senate.ca.gov/sites/sbud.senate.ca.gov/files/Item%205%20Handout%20-%20C2C%20informational%20one-pager%203.16.2023.pdf

I'm currently a Senior Research Analyst at a rural community college in California's Central Valley. In this capacity, I conduct a wide array of analysis using a variety of tools, including data visualization. This role has allowed me to acknowledge the silos that exist within institutions and across sectors (from CBOs to K-12, CSU/UC systems). As a former school board member, I know the importance of communicating and coordinating across silos to best inform and define decisions that improve community outcomes. My work on

other boards (including non-profits and planning commissions) have heightened the need to have a common understanding and access to data systems that can foster action and address needs.

My current institutional research (IR) role has allowed me to embark on 'data tours' where I (co)present different data and data tools to various stakeholders, on and off-campus. This year, for example, I piloted a 'what's going on with' data equity series, which were deep dives on certain student populations (parenting students, BIPOC, veterans) that may need additional institutional support. The data presentations are coupled with student voice narratives and facilitated conversations on how to leverage data to help support students and their learning/academic/career/personal journeys. Additionally, I previously served as a coach for the RP Group's Leading from the Middle (LFM) program, which helps support and "develop" middle leaders at the California Community College. One of LFM's tenets is to "examine data, research, and other forms of evidence to make informed decisions to advance" a systems- and campus-culture changing project. Here, I helped guide participants in equity and social justice-grounded conversations informed data (qualitative, quantitative) and by people's lived experiences.

DO YOU KNOW OF ANY CONFLICTS OF INTEREST THAT WOULD PROHIBIT YOU FROM SERVING ON THIS ADVISORY BOARD? IF SO, WHAT ARE THEY?

Not to my knowledge.

IF ADDITIONAL RELEVANT INFORMATION ABOUT YOU IS AVAILABLE ONLINE, SUCH AS ON A WEBSITE OR LINKEDIN, PLEASE PROVIDE A LINK.
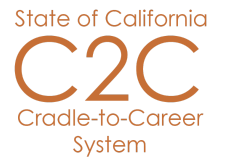
Not super relevant- I'm a previous 2019-20 California Education Policy Fellowship Program (EPFP) which lists more information: https://epfp.edinsightscenter.org/fellows/

Sending good decision-making vibes!

HOW DID YOU HEAR ABOUT THE POSITION?

RP Group Listserv

SANTA ROSA JUNIOR COLLEGE, COORDINATOR, CALIFORNIA COMMUNITY COLLEGES CTE EMPLOYMENT OUTCOMES SURVEY (CTEOS)

State of California
C2C
Cradle-to-Career
System

POTENTIAL VACANCY CATEGORY

Practitioner; California Community Colleges

PLEASE DESCRIBE WHY YOU WOULD LIKE TO JOIN THE DATA AND TOOLS ADVISORY BOARD.

I have served as the coordinator for the California Community Colleges CTE Employment Outcomes Survey (CTEOS)since September 2019. In this role, I work to provide data on employment to all 116 California Community Colleges as well as 2 stand-alone noncredit institutions. Most importantly, CTEOS data is also used statewide to assess if students are working in the field of study, part of the Chancellor's Office Vision for Success,the current Student Success Metric, and the Strong Workforce program. This work has provided me perspectives on the wide variety in both capacity and need of California Community Colleges across the state. Serving on this board will provide me an opportunity to share these perspectives while gaining professional development on work outside my normal scope. CTEOS is housed in The Office of Institutional Effectiveness, Research and Planning at Santa Rosa Junior College.

WHAT COMMUNITIES ARE YOU AFFILIATED WITH THAT WILL BRING VALUE TO THE ADVISORY BOARD (SUCH AS YOUR EXPERIENCE BEING A STUDENT OR TEACHER, OR WITH REGIONALLY FOCUSED WORK)? PLEASE SELECT ALL CATEGORIES THAT APPLY TO YOUR CONTRIBUTIONS, EXPERIENCE, AND/OR WORK.

Practitioner - California Community Colleges, Research Organization, Regional Level of Focus of Work - State-wide

ARE YOU AFFILIATED WITH ANY MEMBERSHIP ORGANIZATIONS, USER GROUPS, OR AFFINITY GROUPS THAT RELATE TO THE WORK OF C2C? PLEASE ADD THEM HERE

I currently serve as a regional board member for The RP Group, a non-profit, non-partisan working to increase the success of California Community Colleges and beyond. I will be moving to the executive team in July.

REVIEW THE ONE-PAGE DESCRIPTION OF OUR PLANNED DATA TOOLS (DASHBOARDS, QUERY BUILDERS, AND RESEARCH REQUEST PROCESS) AND SHARE RELEVANT EXPERIENCE OR EXPERTISE THAT WILL MEANINGFULLY CONTRIBUTE TO THE ADVISORY BOARD. IN PARTICULAR, PLEASE SHARE IF YOU HAVE EXPERIENCE CONDUCTING DATA ANALYSIS OR DEALING WITH DATA ALIGNMENT ISSUES RELATED TO THE C2C'S DATA POINTS.

California Community Colleges CTE Employment Outcomes Survey (CTEOS) provides data to all California Community Colleges. In my role I provide expertise on the analysis, reporting, and visualization of employment outcomes for every college in the system. I have knowledge of the different sources of data for employment outcomes, their strengths and limitations, the desires of practitioners in what data they believe would be most

helpful, along with how to support career education and non-credit students. I also have a decade of experience in K-12 education, supporting how data can used to ensure successful post-secondary transitions.

WHAT EXPERIENCE HAVE YOU HAD SUPPORTING AWARENESS OF AND ACCESS TO DATA AND DATA TOOLS, AND HOW HAVE YOU SEEN THE LIVED EXPERIENCES OF END USERS BE IMPACTED?

Prior to the COVID pandemic, CTEOS played an active role in attending conferences and presenting on employment data across the state. Since the pandemic, the majority of support given happens through 1 on 1 interactions and the professional development of research staff. Main areas of focus include where to access data, supporting accreditation reporting and understanding the strengths and weaknesses of CTEOS data and Employment Development Department Unemployment Insurance Wage File. This data can support program improvement as well as gain a deeper understanding of student's goals. Currently Santa Rosa Junior College is working on developing a better understanding of students who do not earn a credential or degree but still believe they were successful due to their mobility in the workforce.

DO YOU KNOW OF ANY CONFLICTS OF INTEREST THAT WOULD PROHIBIT YOU FROM SERVING ON THIS ADVISORY BOARD? IF SO, WHAT ARE THEY?

I have no know conflicts of interest at this time.

IF ADDITIONAL RELEVANT INFORMATION ABOUT YOU IS AVAILABLE ONLINE, SUCH AS ON A WEBSITE OR LINKEDIN, PLEASE PROVIDE A LINK.

https://www.linkedin.com/in/gehrke/

HOW DID YOU HEAR ABOUT THE POSITION?

Alex Adams / RP Listserv

GLYER-CULVER, BETTY

LOS RIOS COMMUNITY COLLEGE DISTRICT, DIRECTOR OF INSTITUTIONAL RESEARCH

State of California
C2C
Cradle-to-Career
System

POTENTIAL VACANCY CATEGORY

Practitioner; California Community Colleges

PLEASE DESCRIBE WHY YOU WOULD LIKE TO JOIN THE DATA AND TOOLS ADVISORY BOARD.

I have been a 'follower' of the Cradle to Career work since its formation but since my recent engagement with the K16 Regional Grant, most recently being asked to serve as co-chair of the Data group, my interest is sparked to send in my interest to join the Data and Tools Advisory Board. I would bring a wind ranging trove of research, data, and analytic experience to the conversation and work of the Data and Tools Advisory Board. Most importantly, I am excited for the opportunity to serve in this capacity to help build an infrastructure across and between the pipelines and pathways in our collective efforts to support students with a lens on equity and social justice. Thank you for the review of my qualifications and interest.

WHAT COMMUNITIES ARE YOU AFFILIATED WITH THAT WILL BRING VALUE TO THE ADVISORY BOARD (SUCH AS YOUR EXPERIENCE BEING A STUDENT OR TEACHER, OR WITH REGIONALLY FOCUSED WORK)? PLEASE SELECT ALL CATEGORIES THAT APPLY TO YOUR CONTRIBUTIONS, EXPERIENCE, AND/OR WORK.

Practitioner - California Community Colleges, Research Organization, Advocacy Organization, Regional Level of Focus of Work - County, Regional Level of Focus of Work - State-wide, Regional Level of Focus of Work - Other [Describe], Serve or served on vari

ARE YOU AFFILIATED WITH ANY MEMBERSHIP ORGANIZATIONS, USER GROUPS, OR AFFINITY GROUPS THAT RELATE TO THE WORK OF C2C? PLEASE ADD THEM HERE

K16 Grant: I am honored and humbled to currently serve as the Data and Innovation Co-Chair to the K16 Grant Collaborative for the greater Sacramento region. The goals of the partnership are wide ranging; telling the student educational and workforce story

REVIEW THE ONE-PAGE DESCRIPTION OF OUR PLANNED DATA TOOLS (DASHBOARDS, QUERY BUILDERS, AND RESEARCH REQUEST PROCESS) AND SHARE RELEVANT EXPERIENCE OR EXPERTISE THAT WILL MEANINGFULLY CONTRIBUTE TO THE ADVISORY BOARD. IN PARTICULAR, PLEASE SHARE IF YOU HAVE EXPERIENCE CONDUCTING DATA ANALYSIS OR DEALING WITH DATA ALIGNMENT ISSUES RELATED TO THE C2C'S DATA POINTS.

My approach to this question is to respond to the description in the C2C one page summary.

Mission: In my career I had had the opportunity to work within Los Rios but also with external partners to provide tools and data to inform conversations that promote student success across our region. But also provide data that is actionable not just data for the sake of providing data. From our local Los Rios work focused on data and analytics, to serving on partnerships similar to K16 Grant, or serving as a research resource to statewide

affinity conversations like the SOGI coalition, my lens is always on the student, their success and using data to tell the story.

Vision: Milestones are a focus of our research. Outreach and enrollment are critical to the student journey but institutions need equal focus on clear student pathways, retention and student persistence, which, upon completion will help students reach their educational and workforce goals. Data and analytics fuel the conversation as they identify success but also challenges students may face on the pathway; the work of C2C will foster an equity based data conversation to help students across the state succeed.

C2C as a Solution: The ability to share data and information across pipeline institutions is critical to the success of C2C. Currently so much data is 'siloed' and finding the ability to map information across the myriad of entities will provide opportunity to tell the stories of our diverse communities we are here to serve. As important is to ensure the information is transparent, easy to understand, navigate and provides useful and actionable information. A developed focus on the 'questions' we are trying to answer will help C2C stay on scope and I my experience developing smaller scale projects would be an asset to the C2C goals.

Dashboards: Currently in Los Rios we use Power BI Report Server supported by a SQL server backend. We have developed standard reporting dashboards that include information on enrollment, outcomes persistence, awards data with the ability to apply multiple filters by student demographics and attributes. Our dashboard library is widely used across the district as they are easy to use for those with data familiarity as well as those without. We provide dashboards on student groups like Dual Enrollment, Foster Youth, Veterans, and Adult Learners. We have developed daily dashboards that provide information on term to term persistence patterns with a 'tree' to filter by demographics. Analytic dashboards provide enrollment patterns plotted against a trained enrollment model based on ten year trends which includes race/ethnicity, age, gender and other trend lines. My background in dashboard development is fairly intensive and I would look forward to working with C2C in this capacity. Our recent high school and dual enrollment research includes mapping Los Rios enrollment proportions to the demographics of our local high schools. Unfortunately, with out the ability to map at the unitary student level we are limited in our capabilities to report on regional outreach and success. This is where C2C data sharing will be instrumental to change our research and information sharing environment in light of current limitations from high school, four year, and workforce data sharing. It is all very exciting.

Coordinate with partners and engage with community: I will bring extensive experience working with our k12 partners, four year partners, national initiative partners to help tell the student story with data and analytics. Some of the partnerships have been very successful but some have hit against some barriers (like unitary data sharing) and I can bring that historical knowledge to the C2C conversation in a lessons learned kind of conversation. The professional relationship built along the way will also contribute and be an asset to the mission and goals of C2C. I have presented data, evidence, and actionable findings to diverse audiences and this might be my favorite part of my current position. I love talking about data, explaining what we can learn from the data, going deep into data with my colleagues, but also stopping to listen and learn from those who are in the audience. I approach my work going deep into data analysis but then coming to the conversation to tell the story and learn, listen and hear the voices of the audience.

In my current role as Director of Institutional Research I have lead the development of our current Power BI dashboard library which presents data in simple to use dashboards but also the development of predictive analytics (focus on strategic enrollment management and persistence modeling) using our local data. I have presented data to our Board of Trustees, Executive Leadership, and our college communities including faculty. Some of the most positive conversations is presenting data to our student support services teams; from foster youth teams to those teams supporting our Veterans. Good strong research and data should promote conversation and more questions and that, I would suggest, is the primary example of the 'lived user experience'. It is not a one way conversation but a community of conversation all in our focused effort to support our students and their success.

DO YOU KNOW OF ANY CONFLICTS OF INTEREST THAT WOULD PROHIBIT YOU FROM SERVING ON THIS ADVISORY BOARD? IF SO, WHAT ARE THEY?

No, I do not see any conflicts of interest.

IF ADDITIONAL RELEVANT INFORMATION ABOUT YOU IS AVAILABLE ONLINE, SUCH AS ON A WEBSITE OR LINKEDIN, PLEASE PROVIDE A LINK.

https://www.linkedin.com/in/betty-glyer-culver-0b067b4/

HOW DID YOU HEAR ABOUT THE POSITION?

From multiple sources; from C2C postings and engagement, RP Group of California, CA Community College Chancellors Office email, Project Attain encouragement to apply as well as conversations amongst colleagues serving on the K16 Grant. Again thank you fo

GOWARD, SHONDA

San José State University, Associate Vice Provost for Undergraduate Advising and Success

State of California
C2C
Cradle-to-Career
System

Potential Vacancy Category

Practitioner; California State University

Please describe why you would like to join the Data and Tools Advisory Board.

I would like to joint he Data and Tools Advisory Board because Academic Advising is the bridge between the university and so many other aspects of student life a four-year institution. Yet, we struggle with supporting our students because we do not have enough information sharing between the K-12 system or the California Community Colleges System and the California State University System where I work. It is challenging to develop evidence based interventions that have longitudinal outcomes when we are only looking at a snapshot of data. For example, many CSU campuses are experiencing drastic enrollment declines, which are causing budget challenges, we may have been better prepared for these declines had we noticed the enrollment decline that is happening in the K-12 system. I want to be a part of creating a more seamless, and data informed, transition for college students.

What communities are you affiliated with that will bring value to the Advisory Board (such as your experience being a student or teacher, or with regionally focused work)? Please select all categories that apply to your contributions, experience, and/or work.

Practitioner - California State University

Are you affiliated with any membership organizations, user groups, or affinity groups that relate to the work of C2C? Please add them here

No, I am not.

Review the one-page description of our planned data tools (dashboards, query builders, and research request process) and share relevant experience or expertise that will meaningfully contribute to the Advisory Board. In particular, please share if you have experience conducting data analysis or dealing with data alignment issues related to the C2C's data points.

Academic advising and retention is the nexus for many of the data points the Cradle to Career Data System is aiming to solve. As students struggle with barriers to apply to college they then meet another wall of barriers when they decide to enroll, and then follow roadmaps to complete their degrees. For example, at SJSU we are working to codify into the catalog courses that qualify for certain majors that have existed solely as exception requests and substitutions for years. Many students do not know these exceptions exist, and thus, prior to this work, may have languished for years taking classes they did not need. The dataset will hopefully also support us in better planning for what courses to offer based on what majors students want. By projecting ahead of time we can better plan years in advance so that our offerings will reflect student demand and students are ready

for quality jobs sooner. Finally, I have experience working to build interventions at scale, and want to push that work further using the C2C system. On my campus we are redesigning our academic notice program using research from a sister CSU campus on a program that has been in existence for more than 20 years. I also worked with my data team to conduct an analysis of which courses, in combination, lead to students being placed on academic notice so we can be more mindful of how we advise students.

In addition to my full time role, I am also the Convening Director for the CSU Student Success Network, and will soon be the Advisory Board Chair for the Network. In my time as Convening Director, we have developed workshops on how to build equitable, evidence based, and data-informed interventions and practices. What we have noticed is that often practitioners build interventions without reading any academic literature or looking at data from successful institutions outside of the CSU. We have worked to shift thinking so that practitioners understand that yes, there are pressures to get things done, and get them done quickly, but long term success requires using data to build the intervention, and data collection is imperative to assess the intervention.

DO YOU KNOW OF ANY CONFLICTS OF INTEREST THAT WOULD PROHIBIT YOU FROM SERVING ON THIS ADVISORY BOARD? IF SO, WHAT ARE THEY?

I do not anticipate any conflicts of interest.

IF ADDITIONAL RELEVANT INFORMATION ABOUT YOU IS AVAILABLE ONLINE, SUCH AS ON A WEBSITE OR LINKEDIN, PLEASE PROVIDE A LINK.
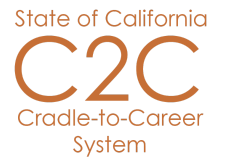
Website: https://www.shondagoward.com/ Linked In: https://www.linkedin.com/in/shondagoward

HOW DID YOU HEAR ABOUT THE POSITION?

I heard about the position through the C2C listserv.

State of California
C2C
Cradle-to-Career
System

POTENTIAL VACANCY CATEGORY

Practitioner; California Community Colleges

PLEASE DESCRIBE WHY YOU WOULD LIKE TO JOIN THE DATA AND TOOLS ADVISORY BOARD.

I would like to join this Advisory Board as a way to provide input into the development and continuous improvement of C2C data and tools from the perspective of an institutional researcher at the community college level. Because community colleges have a very unique, often "non-traditional", student population, institutional researchers at this level are constantly charged with reimagining what is considered to be student success and operationalizing these definitions in ways that produce actionable data for our respective colleges.

By being part of this Advisory Board, I would be able to offer insight into how California Community College researchers currently use publicly accessible datasets in conjunction with their local data as well as provide feedback on how C2C data/tools could potentially impact the institutional research end user at the Community College level and how C2C data tools and visualizations can be developed and refined to ensure their usability, accessibility, and usefulness for institutional researchers who work with "non-traditional" college student populations.

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Practitioner - California Community Colleges

ARE YOU AFFILIATED WITH ANY MEMBERSHIP ORGANIZATIONS, USER GROUPS, OR AFFINITY GROUPS THAT RELATE TO THE WORK OF C2C? PLEASE ADD THEM HERE

N/A

REVIEW THE ONE-PAGE DESCRIPTION OF OUR PLANNED DATA TOOLS (DASHBOARDS, QUERY BUILDERS, AND RESEARCH REQUEST PROCESS) AND SHARE RELEVANT EXPERIENCE OR EXPERTISE THAT WILL MEANINGFULLY CONTRIBUTE TO THE ADVISORY BOARD. IN PARTICULAR, PLEASE SHARE IF YOU HAVE EXPERIENCE CONDUCTING DATA ANALYSIS OR DEALING WITH DATA ALIGNMENT ISSUES RELATED TO THE C2C'S DATA POINTS.

I am currently a Senior Research Analyst at Modesto Junior College. My work in this position primarily focuses on quantitative and qualitative research, evaluation, data reporting, and data visualization. The data analyses I conduct in this position are very closely related to many of the C2C data points including (but not limited to) data related to transfer, employment, financial aid, special populations, demographics, basic needs,

retention/success/persistence, and dual enrollment. I also frequently conduct disproportionate impact analyses on many of these metrics to ensure the production of actionable data through an equity lens.

In addition to my experience as an institutional researcher at the Community College level, I have a background in experimental psychology with over seven years of experience in psychological research primarily centered around behavioral economics and human factors.

> WHAT EXPERIENCE HAVE YOU HAD SUPPORTING AWARENESS OF AND ACCESS TO DATA AND DATA TOOLS, AND HOW HAVE YOU SEEN THE LIVED EXPERIENCES OF END USERS BE IMPACTED?

In my current role as a Senior Research Analyst, a large part of my job is to increase awareness of the types of data our office can provide, what local data tools our campus community has access to, and what publicly accessible datasets/tools are available at a county, region, state, and national level. I also work to provide responsible access to data as needed by our campus community and work with many of our constituency groups and various professional roles across campus to develop data tools (e.g. dashboards, customizable data queries, forecasters, etc.) that best fit their needs.

Because the lived experiences of end users are so important to consider when developing and improving data tools, I make sure to include intended end users throughout the design process to ensure the data tool actually addresses their needs and is developed in a way that is sensitive to their lived experiences within their professional role. Listening to users' lived experiences and incorporating them into the design process (whether that be user personas, focus groups, usability tests, etc.) ultimately creates a product that is more usable, accessible, and useful to its intended audience. Allowing end users the opportunity to access the useful, actionable data they need in a way that is intuitive to them is crucial for having a positive impact on their lived experiences.

> DO YOU KNOW OF ANY CONFLICTS OF INTEREST THAT WOULD PROHIBIT YOU FROM SERVING ON THIS ADVISORY BOARD? IF SO, WHAT ARE THEY?

N/A

> IF ADDITIONAL RELEVANT INFORMATION ABOUT YOU IS AVAILABLE ONLINE, SUCH AS ON A WEBSITE OR LINKEDIN, PLEASE PROVIDE A LINK.

N/A

> HOW DID YOU HEAR ABOUT THE POSITION?

California Community Colleges Chancellor's Office & RP Group Listserv

GULATI, GHAZAL

Alliance College Ready-Public Schools, Director, Data & Systems

State of California
C2C
Cradle-to-Career
System

POTENTIAL VACANCY CATEGORY

Practitioner; K-12

PLEASE DESCRIBE WHY YOU WOULD LIKE TO JOIN THE DATA AND TOOLS ADVISORY BOARD.

I have followed C2C's journey since its inception in 2019 and truly believe in its vision of promoting evidence-based decision-making and breaking down silos of information and data access across the state of CA.

As a data practitioner with 10+ years of experience in education, I have often wrestled with the question of how best to analyze, visualize, and provide data and tools that support end-users (specifically young adults and families) in making crucial decisions. Our systems need to provide a strong foundation that students and families can leverage to help them achieve their dreams. Instead, our current siloed data systems and tools are failing the end users they were designed to support. In my current professional role as the Director of Data and Systems at the largest charter school network in the Los Angeles area, I often see students and families struggle to navigate these systems and fail to leverage all the information to its true potential.

This is an incredible opportunity for me to use my experience and expertise to have an impact at the state level and engage with the larger data community. I am passionate about designing systems and tools that are equitable and reflect their end-users' experiences and needs. This advisory board is an avenue for me to pursue that passion and contribute to building a system which students and families will be able to truly trust and rely on to guide them to the best possible outcomes for themselves.

WHAT COMMUNITIES ARE YOU AFFILIATED WITH THAT WILL BRING VALUE TO THE ADVISORY BOARD (SUCH AS YOUR EXPERIENCE BEING A STUDENT OR TEACHER, OR WITH REGIONALLY FOCUSED WORK)? PLEASE SELECT ALL CATEGORIES THAT APPLY TO YOUR CONTRIBUTIONS, EXPERIENCE, AND/OR WORK.

Practitioner - K-12

ARE YOU AFFILIATED WITH ANY MEMBERSHIP ORGANIZATIONS, USER GROUPS, OR AFFINITY GROUPS THAT RELATE TO THE WORK OF C2C? PLEASE ADD THEM HERE

None

I have 8 years of international experience in data analysis, dashboard design and data support in the K-12 space, including 5 years in the State of California.

The specific examples in my answer are based on the resources linked here (https://c2c.ca.gov/resources/) as the linked document in the form gave me an error. In my current role I lead the analysis of key performance indicators identified by Alliance leadership, ensuring that decision makers can quickly access attainment and growth data across all 26 schools.I have set up a system across my team of data analysts to ensure consistent and accurate data reporting across metrics such as average daily attendance, chronic absenteeism, suspensions, high school graduation, academic assessment and high school graduation.

I rehauled the design of our data reports to ensure that users can see data across identified subgroups (e.g., English Learners, Scholars with Disabilities, our Black scholar population and Foster/ Homeless youth). Users can then identify if our identified subgroup populations are experiencing life at school differently than those in the majority. Our team also manages a ticketing system where users can submit any data or research requests. As the data lead, I collect these requests, work with users to understand their needs and our team's capacity to prioritise and complete requested analysis.

Data is collected across different systems in our network. For example, schools have the ability to view attendance data across multiple different data tools, including historical data released by the CDE on DataQuest. I maintain business rules across key performance indicators to ensure that data across different data tools/ dashboard for the same metrics are consistent. I have also instituted a process of data audits for all data points we submit to CALPADS to ensure that our internal student information system always aligns with what is being submitted to the CDE through CALPADS.

I started my data career in India where, as a teacher, I submitted annual data for a school to the Indian version of CALPADS. I was puzzled by the metrics being collected and often wondered what decisions could even be taken on the sparse school-level data being collected. In this situation, as a teacher and policy enthusiast, I was the end user and saw the lack of comprehensive data collection and analysis. It was this experience that motivated me to pursue a career in data analysis for education. As a senior research associate with J-PAL South Asia (https://www.povertyactionlab.org/south-asia) I visited many rural schools and got to interact with families and students from disadvantaged communities in one of the largest states in India. It was frustrating to watch parents and families struggle to make decisions about the schooling of their children due to low data literacy and access to information.

Life brought me to Los Angeles and in the last five years I have led the Data and Systems team at Alliance College-Ready Public Schools to create awareness of the data and tools for school leaders, district staff, teachers, families and scholars to use these data effectively. Under my leadership, we migrated to our internal data website to host data reports on key metrics being tracked (attendance, scholar demographics, student

achievement and growth). This ensured a single source of truth for the metrics we had identified as important, and was key to achieving our long-term aspirations as a school district.

We annually conduct end-user interviews and school visits to understand how school staff use data to support scholars and families. This in turn informs us of the gaps in our current data systems and tools. We create annual goals and plans based on the gaps that have been identified as high-priority. I regularly conduct trainings for our district and school staff to use our data tools to address the data questions they regularly have.

Do you know of any conflicts of interest that would prohibit you from serving on this Advisory Board? If so, what are they?

None

If additional relevant information about you is available online, such as on a website or LinkedIn, please provide a link.

https://www.linkedin.com/in/ghazalgulati/

How Did you hear about the position?

Twitter

HARLICK, DIANA

SAN MATEO COUNTY OFFICE OF EDUCATION, MANAGER, EARLY LEARNING INITIATIVES & EVALUATION (THE BIG LIFT)

State of California
C2C
Cradle-to-Career
System

POTENTIAL VACANCY CATEGORY

Practitioner; Early Learning and K-12

PLEASE DESCRIBE WHY YOU WOULD LIKE TO JOIN THE DATA AND TOOLS ADVISORY BOARD.

My professional passion is to improve, integrate, link and align data across the service systems for young children, particularly children ages 0-8, and to use that data to identify and scale initiatives closing early equity opportunity and achievement gaps. In service of this passion, I have spent the last twenty years leading early childhood through third grade data quality improvement efforts in San Mateo County and leveraging that data to move outcomes for kids.

I believe that the State of California will not fully realize the promise of high quality early childhood education until the early childhood education and K-12 data spheres are linked, and more valid and reliable assessments are used in the early grades than are currently in place. I am eager to be a thought partner and action oriented contributor to the State's plan to meaningfully connect these systems. I have the education data knowledge and systems lens to make this happen, and have been a local pioneer in this space.

WHAT COMMUNITIES ARE YOU AFFILIATED WITH THAT WILL BRING VALUE TO THE ADVISORY BOARD (SUCH AS YOUR EXPERIENCE BEING A STUDENT OR TEACHER, OR WITH REGIONALLY FOCUSED WORK)? PLEASE SELECT ALL CATEGORIES THAT APPLY TO YOUR CONTRIBUTIONS, EXPERIENCE, AND/OR WORK.

Practitioner - Early Learning, Practitioner - K-12, Research Organization, Community Organization, Regional Level of Focus of Work - County

ARE YOU AFFILIATED WITH ANY MEMBERSHIP ORGANIZATIONS, USER GROUPS, OR AFFINITY GROUPS THAT RELATE TO THE WORK OF C2C? PLEASE ADD THEM HERE

I was part of the state workgroup that explored early childhood integrated data systems opportunities in California, and which resulted in the following report. I represented San Mateo County: Parent Portal & Early Childhood Integrated Data System (ECI

REVIEW THE ONE-PAGE DESCRIPTION OF OUR PLANNED DATA TOOLS (DASHBOARDS, QUERY BUILDERS, AND RESEARCH REQUEST PROCESS) AND SHARE RELEVANT EXPERIENCE OR EXPERTISE THAT WILL MEANINGFULLY CONTRIBUTE TO THE ADVISORY BOARD. IN PARTICULAR, PLEASE SHARE IF YOU HAVE EXPERIENCE CONDUCTING DATA ANALYSIS OR DEALING WITH DATA ALIGNMENT ISSUES RELATED TO THE C2C'S DATA POINTS.

I established the foundation for a countywide preschool to third grade (P-3) data strategy by launching San Mateo County's first centralized, multi-partner use, cloud based early learning database during the era of First 5

funded universal preschool initiatives. When we pivoted locally to expand that focus from preschool all the way through third grade in a collective impact effort called The Big Lift (www.thebiglift.org), I worked with a variety of partners to expand the scale and reach of the data strategy to enable tracking of both services and outcomes through grade three. This involved managing a number of moving parts, including the following: 1) Assigning Statewide Student Identifiers (SSIDs) in both local education agency (LEA) and non-LEA preschools to follow kids across the P-3 spectrum, 2) Working with nine school districts to build consensus on and launch a valid and reliable universal kindergarten readiness assessment, 3) Launching original data collection to capture missing P-3 data elements (e.g. preschool status, income, and other fields), 4) Pivoting to a new multi-partner use database better able to accommodate the scale and complexity of The Big Lift, 5) Leveraging existing K-3 data via a network of data use agreements, and 5) Leading the design and management of an independent external evaluation effort with national early childhood researchers at the RAND Corporation. This data strategy, in turn, allowed us to unlock the strategies that were closing kindergarten readiness gaps by the biggest margins. By carefully keeping our community's focus on data, I helped our executive leadership and funded stakeholders understand the particular types of practice that were moving kindergarten readiness, and in turn that hold the promise for moving third grade reading as well. Over a period of two years, I slowly built consensus for acting on these data – which involved a methodical process of engaging with philosophical and pedagogical arguments against change. Ultimately, I was successful in getting approval for and launching two new evidence-based efforts – Reading Corps and FluentSeeds - that are beginning to scale these signature practices in preschool programs across San Mateo County. In the next phase of this work that will begin in FY 2023-24, we are utilizing our linked, integrated, 7-district preschool to third grade data to scale aligned literacy practices all the way through third grade, in partnership with the science of reading movement.

My work in this space achieves at the county level what the Cradle-to-Career Data System hopes to achieve statewide: to link early childhood education and K-12 data, two systems that are completely siloed. It has been humbling to see how few low-income children of color leaving state-subsidized preschool in San Mateo County meet kindergarten readiness thresholds, much less third grade reading proficiency (the ultimate goal of our 7-district initiative). Yet, across this state, almost no other locality has similar data to fully understand this issue. The impact of state funded child care and preschool (Title V programs) – at least as currently implemented - is being vastly overestimated in most conversations across California. In the absence of quality data on the early experiences of children – and a mechanism to follow these children through kindergarten, third grade and beyond, a true examination of what is working and not working cannot occur. California cannot meet its education related equity goals without a data driven approach to early equity gaps. As research tells us time and time again, acting early is essential to closing these gaps in any substantial way.

In order for the Cradle-to-Career Data System to meet its five year goal of adding early childhood education data to its P-20 data set, planning needs to start now. A critical issue will be determining the preschool experiences of children entering the K-12 system, and not just for those participating in Title V or state subsidized programs. I believe a mechanism for this exists through Title 22 licensing, but it will indeed be a big lift to put the infrastructure in place to make this happen. As stated above, I am eager to support this work.

I have many types of experiences making data actionable in community based settings. I'll speak to two more recent experiences. One is the creation of our local data dashboards, a version of which can be found here: https://tinyurl.com/KRASanMateoCo These dashboards have greatly demystified the use of kindergarten readiness data for a wide range of partners, including school district and nonprofit based preschool programs, K-12 administrators, local policymakers, elected officials, and funders. The dashboards are interactive and allow users to filter by a number of different variables. The dashboards have challenged widely held assumptions about how children are doing, and prompted deep reflection in the community on implications for education practice. The resulting conversations are sometimes uncomfortable, but necessary – and always collaborative and asset based. Preschool teachers, K-12 administrators, funders, and elected officials alike in our county have embraced the dashboards for their transparency and clarity. Celebrations of impact – for example in the area of social-emotional development - have occurred side by side with conversations on where expectations are not being met (academic-cognitive development) – resulting in deeper partnerships and a reinforced commitment to The Big Lift's common goal of increasing third grade reading proficiency for all kids.

The second example is the rollout of a new assessment – called the Individual Growth and Development Indicators (IGDIs) in our local state-subsidized and Head Start preschool programs, which is just beginning. The ability to launch this supplemental assessment in preschool across San Mateo County is possible due to a couple of different factors – the first being years of relationship building and collaborative work with our provider community, and the second being stagnating outcomes (available from the P-3 data strategy described above) demonstrating the need for something different. The new assessment provides what the current state required preschool assessment (DRDP) does not: valid and reliable information on children's early language and literacy skills. In order to implement more differentiated and specific early language and literacy practices in preschool, having valid assessment data is critical. This type of assessment is a monumental shift in practice for early childhood practitioners, and rubs up against deeply held (and outdated) philosophical views about assessment in early childhood. In my role, I navigate this terrain delicately by meeting providers where they are at, and approaching implementation incrementally. This includes strategies such as starting with only one or two items from the assessment and/or utilizing outside assessor support if needed to decrease the burden on teachers. Using this collaborative and individualized approach allows time to build buy-in before a larger shift is made. Teachers are beginning to see the value of the data, and many are surprised to learn exactly where children are behind. They are eager and energized to support children's progress in developmentally appropriate ways now that they are armed with more accurate information on how children are doing. It is an exciting time for our Big Lift preschool community as we reinforce our commitment to addressing the early opportunity gap through authentic, specific, and research based assessment and instructional practices.

I am not aware of any conflicts of interest.

IF ADDITIONAL RELEVANT INFORMATION ABOUT YOU IS AVAILABLE ONLINE, SUCH AS ON A WEBSITE OR LINKEDIN, PLEASE PROVIDE A LINK.

The Big Lift collective impact initiative web page: www.thebiglift.org (please see Leadership, Impact Reports, and High Quality Preschool pages)

Diana Harlick's Linkedin profile: https://www.linkedin.com/in/diana-harlick-2232b010/

The San Mateo County

HOW DID YOU HEAR ABOUT THE POSITION?

I have been following the progress of the Cradle-to-Career Data System for over a year. I learned about this specific opening through Linkedin and the C2C email listserv.

INCIONG, DENICE

SOUTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT, DISTRICT DIRECTOR, RESEARCH, PLANNING, AND DATA MANAGEMENT

POTENTIAL VACANCY CATEGORY

Practitioner; California Community Colleges

PLEASE DESCRIBE WHY YOU WOULD LIKE TO JOIN THE DATA AND TOOLS ADVISORY BOARD.

I would very much like to join the Data and Tools Advisory Board as I see the critical need to support this work for California. I have been following the Cradle to Career legislation and the development of the C2C System over the last several years and I feel I would bring a breadth of experiences and knowledge of the community college perspective. I have almost two decades of experience in managing data at the local community college district where I work, as well as supporting our state chancellor's office data system. Additionally, I have been involved in advising and assessing the California Community College Data Warehouse over the last four years. I am versed not only in the technical and research aspects of building analytical databases and user-friendly dashboards, but I also understand the data capacity and potential to address the California community college constituent groups and their educational data information needs.

WHAT COMMUNITIES ARE YOU AFFILIATED WITH THAT WILL BRING VALUE TO THE ADVISORY BOARD (SUCH AS YOUR EXPERIENCE BEING A STUDENT OR TEACHER, OR WITH REGIONALLY FOCUSED WORK)? PLEASE SELECT ALL CATEGORIES THAT APPLY TO YOUR CONTRIBUTIONS, EXPERIENCE, AND/OR WORK.

Practitioner - California Community Colleges, Student, Parent/Family Member, Research Organization, Regional Level of Focus of Work - County, Regional Level of Focus of Work - State-wide

ARE YOU AFFILIATED WITH ANY MEMBERSHIP ORGANIZATIONS, USER GROUPS, OR AFFINITY GROUPS THAT RELATE TO THE WORK OF C2C? PLEASE ADD THEM HERE

California Community College Chancellor's Office

Research and Planning Group of California Community Colleges,

REVIEW THE ONE-PAGE DESCRIPTION OF OUR PLANNED DATA TOOLS (DASHBOARDS, QUERY BUILDERS, AND RESEARCH REQUEST PROCESS) AND SHARE RELEVANT EXPERIENCE OR EXPERTISE THAT WILL MEANINGFULLY CONTRIBUTE TO THE ADVISORY BOARD. IN PARTICULAR, PLEASE SHARE IF YOU HAVE EXPERIENCE CONDUCTING DATA ANALYSIS OR DEALING WITH DATA ALIGNMENT ISSUES RELATED TO THE C2C'S DATA POINTS.

For over 15 years, I have led, managed, and maintained our community college's data warehouse which includes a nightly ETL from our ERP and other 3rd party data systems that create structured and unstructured data tables in multiple databases and includes our business intelligence toolsets. My team has developed our systems using Microsoft BI SQL, SSRS, PowerPivot, SharePoint, R, SPSS, and Tableau. Our data systems encompass instructional and student services data. Our data warehouse and analytical tools sets support

institutional, state, and federally mandated reporting, including the following: California Community College Chancellor's Office (CCCCO) Management Information System (MIS) reporting, CCFS 320 (fiscal apportionment report), Student-Centered Funding Formula (SCFF), Scorecard and Institutional Effectiveness goals, IPEDS, Perkins Title IC, and Strong Workforce Reporting.

Our work is defined and prioritized by our state chancellor's office which focuses our local work around the Vision for Success, or student success outcomes such as degree completion, transfer, certification, and career education development. We have built dashboards to monitor our strategic goals that focus on equity gaps in achievement, dual enrollment in feeder K-12 districts, persistence, success, transfer, and career outcomes. I lead several monthly district-wide institutional research and reporting meetings that include major stakeholders (including but not limited to the colleges' offices of Research, Planning, and Accreditation, Instruction, Student Support Services, Admission, and Records, Financial Aid, Counseling and Matriculations, Veterans, Athletics, Honors, Disabled Students Office, and Strong Workforce).

> **WHAT EXPERIENCE HAVE YOU HAD SUPPORTING AWARENESS OF AND ACCESS TO DATA AND DATA TOOLS, AND HOW HAVE YOU SEEN THE LIVED EXPERIENCES OF END USERS BE IMPACTED?**

In my position in my district, one of my primary responsibilities is to create reports and dashboards that are designed and continually improved with our user community. Our data warehouse is accessible to all employees and community members needing data. I have developed user training and onboarding materials for the use of the data warehouse reports, dashboards, and self-service portal. An example of a lived experience of end users being impacted is my team and I also push out over 1,000 class profile reports each semester for faculty to review their class demographic and academic profiles. We have sent out this dashboard for over a decade and continue to receive positive feedback on how helpful this information is for faculty in the preparation of their classes and students. Another example is the dashboard we have designed called "Student Footprint." This dashboard encompasses our student's data footprint from various data sources - application, enrollment, counseling services, educational plans, participation in programs, and transfer databases. We developed this report for counselors to assist students in their success planning and it continues to be a key dashboard for advisors to utilize and help students navigate our colleges for their desired goals.

> **DO YOU KNOW OF ANY CONFLICTS OF INTEREST THAT WOULD PROHIBIT YOU FROM SERVING ON THIS ADVISORY BOARD? IF SO, WHAT ARE THEY?**

No

> **IF ADDITIONAL RELEVANT INFORMATION ABOUT YOU IS AVAILABLE ONLINE, SUCH AS ON A WEBSITE OR LINKEDIN, PLEASE PROVIDE A LINK.**

https://www.linkedin.com/in/denice-inciong-8b83382/

> **HOW DID YOU HEAR ABOUT THE POSITION?**

Email list-serve for California Community Colleges' Institutional Research and Planning Offices

SAN JOAQUIN DELTA COLLEGE, RESEARCH ANALYST
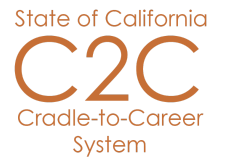
State of California
C2C
Cradle-to-Career
System

POTENTIAL VACANCY CATEGORY

Practitioner; California Community Colleges

PLEASE DESCRIBE WHY YOU WOULD LIKE TO JOIN THE DATA AND TOOLS ADVISORY BOARD.

To be part of the exciting work to make data more actionable.

WHAT COMMUNITIES ARE YOU AFFILIATED WITH THAT WILL BRING VALUE TO THE ADVISORY BOARD (SUCH AS YOUR EXPERIENCE BEING A STUDENT OR TEACHER, OR WITH REGIONALLY FOCUSED WORK)? PLEASE SELECT ALL CATEGORIES THAT APPLY TO YOUR CONTRIBUTIONS, EXPERIENCE, AND/OR WORK.

Practitioner - California Community Colleges, Research Organization

ARE YOU AFFILIATED WITH ANY MEMBERSHIP ORGANIZATIONS, USER GROUPS, OR AFFINITY GROUPS THAT RELATE TO THE WORK OF C2C? PLEASE ADD THEM HERE

RP Group

REVIEW THE ONE-PAGE DESCRIPTION OF OUR PLANNED DATA TOOLS (DASHBOARDS, QUERY BUILDERS, AND RESEARCH REQUEST PROCESS) AND SHARE RELEVANT EXPERIENCE OR EXPERTISE THAT WILL MEANINGFULLY CONTRIBUTE TO THE ADVISORY BOARD. IN PARTICULAR, PLEASE SHARE IF YOU HAVE EXPERIENCE CONDUCTING DATA ANALYSIS OR DEALING WITH DATA ALIGNMENT ISSUES RELATED TO THE C2C'S DATA POINTS.

Link would not open.

WHAT EXPERIENCE HAVE YOU HAD SUPPORTING AWARENESS OF AND ACCESS TO DATA AND DATA TOOLS, AND HOW HAVE YOU SEEN THE LIVED EXPERIENCES OF END USERS BE IMPACTED?

I create data dashboards and visualizations for my college.

DO YOU KNOW OF ANY CONFLICTS OF INTEREST THAT WOULD PROHIBIT YOU FROM SERVING ON THIS ADVISORY BOARD? IF SO, WHAT ARE THEY?

No

IF ADDITIONAL RELEVANT INFORMATION ABOUT YOU IS AVAILABLE ONLINE, SUCH AS ON A WEBSITE OR LINKEDIN, PLEASE PROVIDE A LINK.
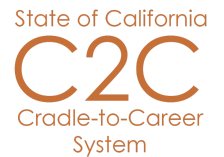
n/a

How Did you hear about the position?

Listserve

KOWARSCH, DANDAN

LA SIERRA UNIVERSITY, INSTITUTIONAL RESEARCH DIRECTOR

State of California
C2C
Cradle-to-Career
System

POTENTIAL VACANCY CATEGORY

Practitioner; Private Post-Secondary Institute

PLEASE DESCRIBE WHY YOU WOULD LIKE TO JOIN THE DATA AND TOOLS ADVISORY BOARD.

My expertise in computational simulation modeling in social science and data science.

WHAT COMMUNITIES ARE YOU AFFILIATED WITH THAT WILL BRING VALUE TO THE ADVISORY BOARD (SUCH AS YOUR EXPERIENCE BEING A STUDENT OR TEACHER, OR WITH REGIONALLY FOCUSED WORK)? PLEASE SELECT ALL CATEGORIES THAT APPLY TO YOUR CONTRIBUTIONS, EXPERIENCE, AND/OR WORK.

Practitioner - Private Postsecondary Educational Institutions, Student, Parent/Family Member

ARE YOU AFFILIATED WITH ANY MEMBERSHIP ORGANIZATIONS, USER GROUPS, OR AFFINITY GROUPS THAT RELATE TO THE WORK OF C2C? PLEASE ADD THEM HERE

I don't think so

REVIEW THE ONE-PAGE DESCRIPTION OF OUR PLANNED DATA TOOLS (DASHBOARDS, QUERY BUILDERS, AND RESEARCH REQUEST PROCESS) AND SHARE RELEVANT EXPERIENCE OR EXPERTISE THAT WILL MEANINGFULLY CONTRIBUTE TO THE ADVISORY BOARD. IN PARTICULAR, PLEASE SHARE IF YOU HAVE EXPERIENCE CONDUCTING DATA ANALYSIS OR DEALING WITH DATA ALIGNMENT ISSUES RELATED TO THE C2C'S DATA POINTS.

I have experience with tracking student enrollment and building student enrollment dashboard, courses dashboard, and a dashboard for tracking student appointment with university's writing center. Dashboards help stakeholders and policymakers have intuitive understanding of dynamic changes. The combination of tabulates and visualizations help identify areas where the university or students may be struggling and develop targeted interventions to improve the status quo.

My expertise in SQL and data visualization tools like Power BI, Tableau, and Excel will be valuable in creating linked analytical datasets for C2C.

I prioritize communication with department stakeholders and work to reframe research questions. My part-time job is teaching both undergraduates and graduate students business analytics and statistics. This experience gives me insight into the gaps and barriers that can impact learning and teaching. My teaching experience also helps me improve my prediction models for student persistence, which helps the university develop strategies to ensure that all students are able to successfully complete their studies.

I would like to share the IPEDS training programs to my assistant and staff who also work on IPEDS surveys. I enjoy discussing the pros and cons of new data tools introduced by vendors with colleagues. I build quarterly enrollment dashboard in Tableau for the president and provost. My quarterly enrollment reports for School of Arts and Sciences provides accurate numbers of enrollment and help the Chairs track changes in enrollment in a timely manner and make informed inform decisions regarding course offerings and scheduling.

DO YOU KNOW OF ANY CONFLICTS OF INTEREST THAT WOULD PROHIBIT YOU FROM SERVING ON THIS ADVISORY BOARD? IF SO, WHAT ARE THEY?

I don't think so.

IF ADDITIONAL RELEVANT INFORMATION ABOUT YOU IS AVAILABLE ONLINE, SUCH AS ON A WEBSITE OR LINKEDIN, PLEASE PROVIDE A LINK.

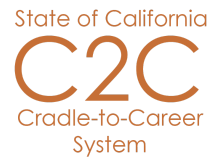https://www.linkedin.com/in/dandan-karina-kowarsch/

HOW DID YOU HEAR ABOUT THE POSITION?

email from AICCU

LANEY, TANYSHA

PASADENA CITY COLLEGE, RESEARCH ANALYST

POTENTIAL VACANCY CATEGORY

Practitioner; California Community Colleges

PLEASE DESCRIBE WHY YOU WOULD LIKE TO JOIN THE DATA AND TOOLS ADVISORY BOARD.

I would like to help the board develop tools and a process to collect data from elementary schools, high schools and colleges to track the educational journey for students in California.

WHAT COMMUNITIES ARE YOU AFFILIATED WITH THAT WILL BRING VALUE TO THE ADVISORY BOARD (SUCH AS YOUR EXPERIENCE BEING A STUDENT OR TEACHER, OR WITH REGIONALLY FOCUSED WORK)? PLEASE SELECT ALL CATEGORIES THAT APPLY TO YOUR CONTRIBUTIONS, EXPERIENCE, AND/OR WORK.

Practitioner - California Community Colleges, Practitioner - Independent Institutions of Higher Education, Parent/Family Member, Research Organization

ARE YOU AFFILIATED WITH ANY MEMBERSHIP ORGANIZATIONS, USER GROUPS, OR AFFINITY GROUPS THAT RELATE TO THE WORK OF C2C? PLEASE ADD THEM HERE

I do not have any affiliations that would relate to the work of C2C.

REVIEW THE ONE-PAGE DESCRIPTION OF OUR PLANNED DATA TOOLS (DASHBOARDS, QUERY BUILDERS, AND RESEARCH REQUEST PROCESS) AND SHARE RELEVANT EXPERIENCE OR EXPERTISE THAT WILL MEANINGFULLY CONTRIBUTE TO THE ADVISORY BOARD. IN PARTICULAR, PLEASE SHARE IF YOU HAVE EXPERIENCE CONDUCTING DATA ANALYSIS OR DEALING WITH DATA ALIGNMENT ISSUES RELATED TO THE C2C'S DATA POINTS.

As a research analyst, I utilize and build dashboards. I collected and analyzed data for the Los Angeles Regional Consortium. This involved collecting data from K-12 school districts and community colleges. Plus, I reported this information to the California Department of Education. Moreover, my current responsibilities allow me to work with and analyze data. Plus, I create surveys to provide information so key stakeholders could make decisions.

WHAT EXPERIENCE HAVE YOU HAD SUPPORTING AWARENESS OF AND ACCESS TO DATA AND DATA TOOLS, AND HOW HAVE YOU SEEN THE LIVED EXPERIENCES OF END USERS BE IMPACTED?

As an adjunct professor, I encourage my students to review the dashboards created by the California Community College Chancellor's Office. Plus, I present workshops to encourage colleagues to utilize the data resources provided by the state of California which includes the Launchboard, Perkins V Core Indicators and Student Success Metrics. I am currently working a data coaching program to help colleagues and constituents utilize data.

DO YOU KNOW OF ANY CONFLICTS OF INTEREST THAT WOULD PROHIBIT YOU FROM SERVING ON THIS **A**DVISORY **B**OARD? **I**F SO, WHAT ARE THEY?

No, I do not have any conflict of interest.

IF ADDITIONAL RELEVANT INFORMATION ABOUT YOU IS AVAILABLE ONLINE, SUCH AS ON A WEBSITE OR **L**INKED**I**N, PLEASE PROVIDE A LINK.

I do not have additional information.

HOW **D**ID YOU HEAR ABOUT THE POSITION?

I heard about this position from the C2C website.

ORANGE COUNTY DEPARTMENT OF EDUCATION, COORDINATOR, K-12 SCHOOL COUNSELING SERVICES

State of California
C2C
Cradle-to-Career
System

POTENTIAL VACANCY CATEGORY

Practitioner; K-12

PLEASE DESCRIBE WHY YOU WOULD LIKE TO JOIN THE DATA AND TOOLS ADVISORY BOARD.

I want to support the work of advancing the Cradle to Career data system.

WHAT COMMUNITIES ARE YOU AFFILIATED WITH THAT WILL BRING VALUE TO THE ADVISORY BOARD (SUCH AS YOUR EXPERIENCE BEING A STUDENT OR TEACHER, OR WITH REGIONALLY FOCUSED WORK)? PLEASE SELECT ALL CATEGORIES THAT APPLY TO YOUR CONTRIBUTIONS, EXPERIENCE, AND/OR WORK.

Advocacy Organization, Regional Level of Focus of Work - County

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ARE YOU AFFILIATED WITH ANY MEMBERSHIP ORGANIZATIONS, USER GROUPS, OR AFFINITY GROUPS THAT RELATE TO THE WORK OF C2C? PLEASE ADD THEM HERE

Teach Plus, Aeries Student Success Advisory Board, American School Counselor Association, Parent Teacher Association, UC application reader, dissertation committee, Church Scholarship Committee

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REVIEW THE ONE-PAGE DESCRIPTION OF OUR PLANNED DATA TOOLS (DASHBOARDS, QUERY BUILDERS, AND RESEARCH REQUEST PROCESS) AND SHARE RELEVANT EXPERIENCE OR EXPERTISE THAT WILL MEANINGFULLY CONTRIBUTE TO THE ADVISORY BOARD. IN PARTICULAR, PLEASE SHARE IF YOU HAVE EXPERIENCE CONDUCTING DATA ANALYSIS OR DEALING WITH DATA ALIGNMENT ISSUES RELATED TO THE C2C'S DATA POINTS.

In my role as school counselor I would analyze transcript, input data in SIS (Synergy), process reports and data from California Student Aid Commission, Webgrants, CA Dashboard, CCGI, UC, CSU, Common ap.

WHAT EXPERIENCE HAVE YOU HAD SUPPORTING AWARENESS OF AND ACCESS TO DATA AND DATA TOOLS, AND HOW HAVE YOU SEEN THE LIVED EXPERIENCES OF END USERS BE IMPACTED?

In completing my dissertation I gathered data and checked the sources for validity. I lead the charge for my district increasing FAFSA/CADAA submissions by downloading and sharing reports. I encouraged incentivizing submission and following up with students 1:1. More students made the decision to complete their FAFSA/CADAA as a result

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DO YOU KNOW OF ANY CONFLICTS OF INTEREST THAT WOULD PROHIBIT YOU FROM SERVING ON THIS ADVISORY BOARD? IF SO, WHAT ARE THEY?

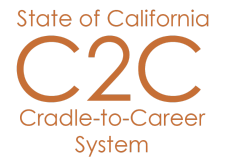No

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https://www.linkedin.com/in/noaveyarlee/

How Did you hear about the position?

Attending a webinar from CCGI, C2C virtual meetings and social media.

LEE, BETTY

FREMONT UNION HIGH SCHOOL DISTRICT, STUDENT DATA SYSTEMS MANAGER

State of California
C2C
Cradle-to-Career
System

POTENTIAL VACANCY CATEGORY

Practitioner; K-12

PLEASE DESCRIBE WHY YOU WOULD LIKE TO JOIN THE DATA AND TOOLS ADVISORY BOARD.

I am familiar with CALPADS reporting and data gathering by school districts. I have been managing school/district data for over 20 years. Because we are a district with five high schools, I have knowledge of all types of data related to students. I am very much interested in a system that will help all students with easy accessibility to the college process with the focus on helping students whose parents are unfamiliar with navigating through the college process. I immigrated as a child, and my parents did not speak English. Therefore, I had to navigate through the college application with no guidance. I hope to be part of the C2C and its mission.

WHAT COMMUNITIES ARE YOU AFFILIATED WITH THAT WILL BRING VALUE TO THE ADVISORY BOARD (SUCH AS YOUR EXPERIENCE BEING A STUDENT OR TEACHER, OR WITH REGIONALLY FOCUSED WORK)? PLEASE SELECT ALL CATEGORIES THAT APPLY TO YOUR CONTRIBUTIONS, EXPERIENCE, AND/OR WORK.

Practitioner - K-12, Parent/Family Member

ARE YOU AFFILIATED WITH ANY MEMBERSHIP ORGANIZATIONS, USER GROUPS, OR AFFINITY GROUPS THAT RELATE TO THE WORK OF C2C? PLEASE ADD THEM HERE

I am not sure if my participation in any groups are directly related to C2C.

REVIEW THE ONE-PAGE DESCRIPTION OF OUR PLANNED DATA TOOLS (DASHBOARDS, QUERY BUILDERS, AND RESEARCH REQUEST PROCESS) AND SHARE RELEVANT EXPERIENCE OR EXPERTISE THAT WILL MEANINGFULLY CONTRIBUTE TO THE ADVISORY BOARD. IN PARTICULAR, PLEASE SHARE IF YOU HAVE EXPERIENCE CONDUCTING DATA ANALYSIS OR DEALING WITH DATA ALIGNMENT ISSUES RELATED TO THE C2C'S DATA POINTS.

My experience at my district began as a data analyst which involved using SPSS to analyze and disseminate demographic, assessment, and survey data. I have since become manager of student systems which include management of all student data points. I have twenty years of experience with CALPADS and CRDC reporting. Our district shares data with the National Student Clearinghouse to find college enrollment and pathways for our high school students. Our district also uses Naviance to help students navigate the college preparation process. Other data tools that I have used are Microsoft Access, some Tableau/BI and SQL database tables and queries.

WHAT EXPERIENCE HAVE YOU HAD SUPPORTING AWARENESS OF AND ACCESS TO DATA AND DATA TOOLS, AND HOW HAVE YOU SEEN THE LIVED EXPERIENCES OF END USERS BE IMPACTED?

I have experience taking my district through the beginnings of CSIS and then CALPADS and even before when all reporting was on paper forms. DataQuest, then CA Dashboard, EdData, along with Ed Facts make data easily available to the public, research organizations, as well as school/district administrators. The data has enabled districts and organizations to easily access data points to help with program and policy changes. Our district uses data often to support implementation of programs to help the under-performing and/or struggling students.

DO YOU KNOW OF ANY CONFLICTS OF INTEREST THAT WOULD PROHIBIT YOU FROM SERVING ON THIS ADVISORY BOARD? IF SO, WHAT ARE THEY?

I am not aware of any conflicts of interest except that I am still employed at a high school district.

IF ADDITIONAL RELEVANT INFORMATION ABOUT YOU IS AVAILABLE ONLINE, SUCH AS ON A WEBSITE OR LINKEDIN, PLEASE PROVIDE A LINK.

None

HOW DID YOU HEAR ABOUT THE POSITION?

I learned of this position as a subscriber to the C2C email list.

SADDLEBACK COLLEGE, SENIOR RESEARCH & PLANNING ANALYST

State of California
C2C
Cradle-to-Career
System

POTENTIAL VACANCY CATEGORY

Practitioner; California Community Colleges

PLEASE DESCRIBE WHY YOU WOULD LIKE TO JOIN THE DATA AND TOOLS ADVISORY BOARD.

I have extensive experience working with data and data tools, and have worked in the California Community College system for 7 years, and have an understanding of the challenges and barriers to connecting data systems and structures across multiple institutions and levels of education. I have a strong interest in moving forward towards greater integration of data systems to improve outcomes for our students and employees in California's labor market.

WHAT COMMUNITIES ARE YOU AFFILIATED WITH THAT WILL BRING VALUE TO THE ADVISORY BOARD (SUCH AS YOUR EXPERIENCE BEING A STUDENT OR TEACHER, OR WITH REGIONALLY FOCUSED WORK)? PLEASE SELECT ALL CATEGORIES THAT APPLY TO YOUR CONTRIBUTIONS, EXPERIENCE, AND/OR WORK.

Practitioner - California Community Colleges, Research Organization, Community college research and planning

ARE YOU AFFILIATED WITH ANY MEMBERSHIP ORGANIZATIONS, USER GROUPS, OR AFFINITY GROUPS THAT RELATE TO THE WORK OF C2C? PLEASE ADD THEM HERE

RP Group

REVIEW THE ONE-PAGE DESCRIPTION OF OUR PLANNED DATA TOOLS (DASHBOARDS, QUERY BUILDERS, AND RESEARCH REQUEST PROCESS) AND SHARE RELEVANT EXPERIENCE OR EXPERTISE THAT WILL MEANINGFULLY CONTRIBUTE TO THE ADVISORY BOARD. IN PARTICULAR, PLEASE SHARE IF YOU HAVE EXPERIENCE CONDUCTING DATA ANALYSIS OR DEALING WITH DATA ALIGNMENT ISSUES RELATED TO THE C2C'S DATA POINTS.

I have extensive experience building dashboards, linking data from multiples sources, and working with other institutions such as local high schools to increase use of data between institutions.

WHAT EXPERIENCE HAVE YOU HAD SUPPORTING AWARENESS OF AND ACCESS TO DATA AND DATA TOOLS, AND HOW HAVE YOU SEEN THE LIVED EXPERIENCES OF END USERS BE IMPACTED?

I have extensive experience working within my institution at increasing awareness of, access to, and use of data tools such as dashboards designed for ease of comprehension and use by the end users. This has led (along with other, similar efforts in our research office) to a substantial increases in the use of data being used to inform and guide decision-making.

DO YOU KNOW OF ANY CONFLICTS OF INTEREST THAT WOULD PROHIBIT YOU FROM SERVING ON THIS ADVISORY BOARD? IF SO, WHAT ARE THEY?

No.

IF ADDITIONAL RELEVANT INFORMATION ABOUT YOU IS AVAILABLE ONLINE, SUCH AS ON A WEBSITE OR LINKEDIN, PLEASE PROVIDE A LINK.
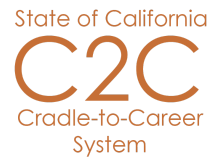
https://www.linkedin.com/in/jared-lessard-773524a/

HOW DID YOU HEAR ABOUT THE POSITION?

RP Listserv (Alex Adams)

POTENTIAL VACANCY CATEGORY

Practitioner; California Community Colleges

PLEASE DESCRIBE WHY YOU WOULD LIKE TO JOIN THE DATA AND TOOLS ADVISORY BOARD.

I have worked in research for the California Community Colleges for over 30 years and have seen many discussions on this topic begin but then fade. Other data sharing initiatives, such as CalPASS and Student Clearinghouse PDP, have shown the benefit of sharing data across systems. I also have a strong interest in the career portion of this initiative. I have personally worked with files from Equifax and Lightcast (formerly EMSI) on this issue and it is a crucial missing piece for our state. I also build dashboards for public consumption and hold the principles advocated by The Association of Institutional Research (AIR) as my guide.

WHAT COMMUNITIES ARE YOU AFFILIATED WITH THAT WILL BRING VALUE TO THE ADVISORY BOARD (SUCH AS YOUR EXPERIENCE BEING A STUDENT OR TEACHER, OR WITH REGIONALLY FOCUSED WORK)? PLEASE SELECT ALL CATEGORIES THAT APPLY TO YOUR CONTRIBUTIONS, EXPERIENCE, AND/OR WORK.

Practitioner - California Community Colleges

ARE YOU AFFILIATED WITH ANY MEMBERSHIP ORGANIZATIONS, USER GROUPS, OR AFFINITY GROUPS THAT RELATE TO THE WORK OF C2C? PLEASE ADD THEM HERE

Research and Planning Group of the California Community Colleges (RP Group), California Association of Institutional Research (CAIR), Association of Institutional Research (AIR)

REVIEW THE ONE-PAGE DESCRIPTION OF OUR PLANNED DATA TOOLS (DASHBOARDS, QUERY BUILDERS, AND RESEARCH REQUEST PROCESS) AND SHARE RELEVANT EXPERIENCE OR EXPERTISE THAT WILL MEANINGFULLY CONTRIBUTE TO THE ADVISORY BOARD. IN PARTICULAR, PLEASE SHARE IF YOU HAVE EXPERIENCE CONDUCTING DATA ANALYSIS OR DEALING WITH DATA ALIGNMENT ISSUES RELATED TO THE C2C'S DATA POINTS.

I build dashboard with both local data and with Management Information Systems (MIS) data that community colleges provide to the state chancellor's office. I use Power BI that allows for data processing within the dashboard so that another program is not necessary and which could introduce error in the transfer of data. I have a PhD in Education and used data from the NCES for my dissertation. In my years of research work, I have combined from the National Student Clearinghouse, IPEDS, MIS, Lightcast, and Equifax to name a few. Aligning data between MIS and local systems is challenging enough, let alone the other systems. I've been at Santa Ana College for less than a year and a majority of my time has been aligning data between MIS and the local system so that our reports can align. My philosophy in building dashboards is that they are only as good as they are useful, so I always design them with the user in mind and welcome feedback so that I can make adjustments as necessary to increase trust in the information being presented.

WHAT EXPERIENCE HAVE YOU HAD SUPPORTING AWARENESS OF AND ACCESS TO DATA AND DATA TOOLS, AND HOW HAVE YOU SEEN THE LIVED EXPERIENCES OF END USERS BE IMPACTED?

This has been the focus of my work for at least 10 years. Dashboards provide access to information that cannot otherwise be seen. One of the reasons I use dashboards so much is that users know their information better than I do and will go to their discipline or course to see if the data are correct. All users are my editors and they keep me honest. In return, I am transparent with how the information is presented and where the data originated. My work supports the work of administrators and faculty who work directly with students. One of my favorite professional moments came as I was building a dashboard for a manager. She didn't like what I had built originally and I was working her to try to display the information she needed. After three or four iterations, I made a change and her immediate response was, "I need to make a change to my program." She saw what she needed to see and it immediately resonated with her. That, to me, is the goal of creating dashboards.

DO YOU KNOW OF ANY CONFLICTS OF INTEREST THAT WOULD PROHIBIT YOU FROM SERVING ON THIS ADVISORY BOARD? IF SO, WHAT ARE THEY?

No.

IF ADDITIONAL RELEVANT INFORMATION ABOUT YOU IS AVAILABLE ONLINE, SUCH AS ON A WEBSITE OR LINKEDIN, PLEASE PROVIDE A LINK.

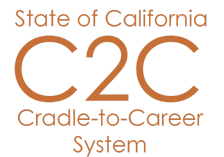https://www.linkedin.com/in/daniel-martinez-institutional-research

HOW DID YOU HEAR ABOUT THE POSITION?

A message from Alex Adams who is currently on the board who shared the opportunity on the RP Group Listserv.

MASSIE, JOHN

San Bernardino County Superintendent of Schools Office, Program Manager, Assessment, Data Analysis and Evaluation

POTENTIAL VACANCY CATEGORY

Practitioner; K-12

PLEASE DESCRIBE WHY YOU WOULD LIKE TO JOIN THE DATA AND TOOLS ADVISORY BOARD.

Getting the right data, in the right hands, at the right time, has been the mantra throughout my 30 years in K-Adult education. I have been had many roles over the years, classrooom teacher, site admin, district admin, and COE admin. In my current position we primarily work with state and local data to support our 33 districts and almost 400,000 students. We have also built an open data portal and other resources that make data accessible, easy to understand, and hopefully actionable. I believe that I can provide insight and experience to this project and enjoy building systems that can improve teaching and learning.

WHAT COMMUNITIES ARE YOU AFFILIATED WITH THAT WILL BRING VALUE TO THE ADVISORY BOARD (SUCH AS YOUR EXPERIENCE BEING A STUDENT OR TEACHER, OR WITH REGIONALLY FOCUSED WORK)? PLEASE SELECT ALL CATEGORIES THAT APPLY TO YOUR CONTRIBUTIONS, EXPERIENCE, AND/OR WORK.

Practitioner - K-12, Parent/Family Member, Regional Level of Focus of Work - County

ARE YOU AFFILIATED WITH ANY MEMBERSHIP ORGANIZATIONS, USER GROUPS, OR AFFINITY GROUPS THAT RELATE TO THE WORK OF C2C? PLEASE ADD THEM HERE

CERA, CCEE

REVIEW THE ONE-PAGE DESCRIPTION OF OUR PLANNED DATA TOOLS (DASHBOARDS, QUERY BUILDERS, AND RESEARCH REQUEST PROCESS) AND SHARE RELEVANT EXPERIENCE OR EXPERTISE THAT WILL MEANINGFULLY CONTRIBUTE TO THE ADVISORY BOARD. IN PARTICULAR, PLEASE SHARE IF YOU HAVE EXPERIENCE CONDUCTING DATA ANALYSIS OR DEALING WITH DATA ALIGNMENT ISSUES RELATED TO THE C2C'S DATA POINTS.

I have experience in collecting, analyzing, and visualization of data. While I often say that I was a principal, not a programmer, I have had to become proficient in SQL, R, PowerBi, and more in order to complete projects. I know firsthand how to being together multiple datasets from state and local sources, and how to resolve the issues that will occur. I keep the end user in mind which helps in transforming the data and building the data model. Whether it is creating a report that a student will share at a parent-student conference, or analysis of student academic performance for the county superintendent. The C2C project is an ambitious and necessary project that California needs to not just improve teaching and learning, but student outcomes in a wide range of areas.

In building our Open Data Portal (https://ed-data-sbcss.opendata.arcgis.com/) the goal is to make data accessible and interactive so that users can select variables to answer their "What if" questions. ODP also supports data literacy in our county for any, not just educators. Looking back, I think the moment that showed me the power of data was watching middle school students explaining to their parents the data on their performance (Grades, attendance, test scores, etc) over the three years that they were at my school and hear their goals as they moved on to high school. Creating the database to hold the data, collecting the data, creating reports that took hours and days was always worth it.

No

https://www.linkedin.com/in/john-massie-53074218

The C2C Board meeting. I watch them to keep up with the progress when I can.

MEHTA, RENAY SEHGAL

CHINO VALLEY CHAMBER OF COMMERCE, DIRECTOR OF WORKFORCE DEVELOPMENT

State of California
C2C
Cradle-to-Career
System

POTENTIAL VACANCY CATEGORY

Practitioner; Workforce Development

PLEASE DESCRIBE WHY YOU WOULD LIKE TO JOIN THE DATA AND TOOLS ADVISORY BOARD.

I am genuinely passionate and eager to join the Cradle-to-Career Data and Tools Advisory Board for the following reasons:

Influence and Advocacy: As a board member, I recognize the opportunity to advocate for the Cradle-to-Career System with key stakeholders and partnerships. I am motivated to be part of a vital team that plays a significant role in shaping the development and implementation of education and workforce career pathways and outcomes.

Feedback and Suggestions: With a strong interest in data visualization, operational tools, and data analysis, I bring three years of experience in data collection and two years in analytics related to workforce and education outcomes. By joining the Advisory Board I would be able to contribute valuable insights and recommendations. I am committed to enhancing the usability, accessibility, and usefulness of dashboard visualizations, operational tools, and the effective and efficient utilization of essential data on education and workforce initiatives so that the data created is impactful to multiple organizations in different levels and creates impactful outcomes and programs.

Continuous Improvement: I have been actively involved in the Chino Valley Unified School District Local Control and Accountability Plan for the past two years and as the Director of Workforce Development at the Chino Valley Chamber, I understand the need for continuous improvement. I am engaging extensively in data collection and analytics to develop programs and create career pathways for high school, college students and the Inland Empire workforce. I am certified by the US Chamber of Commerce Talent Pipeline Management Program. The TPM approach focuses on creating a strategic alignment between classroom and career, addressing the skills gap in the economy, and building external pipelines to adequately prepare talent for future job opportunities. This approach provides long-term strategies for backfilling, upskilling, career pathway development, and succession planning. The program generates granular, actionable data on employer demand and provides a structured process for collective action and decision-making.

I am dedicated to ensuring clarity, transparency, fairness, and efficiency in data collection and access.

Addressing Data System Gaps: Through my affiliation with the Chamber of Commerce, representing over 475 businesses and more than 40,000 members of the workforce in the Chino Valley region, I understand the critical relationship and partnership between education, workforce training, social services, and employment. Leveraging this perspective, I can assist in identifying significant gaps within the data system's ability to provide

essential information. By suggesting the provision of appropriate tools and the inclusion of relevant data points in centralized data sets, we can work together to bridge these gaps and achieve successful outcomes.

Overall, my desire to join the Data and Tools Advisory Board stems from the opportunity to have a direct impact on the development and improvement of the Cradle-to-Career System. It provides a platform for me to contribute my expertise, influence decision-making processes, and ensure the optimization of usability, accessibility, and the establishment of sustainable partnerships throughout the Cradle-to-Career System.

> WHAT COMMUNITIES ARE YOU AFFILIATED WITH THAT WILL BRING VALUE TO THE ADVISORY BOARD (SUCH AS YOUR EXPERIENCE BEING A STUDENT OR TEACHER, OR WITH REGIONALLY FOCUSED WORK)? PLEASE SELECT ALL CATEGORIES THAT APPLY TO YOUR CONTRIBUTIONS, EXPERIENCE, AND/OR WORK.

Practitioner - K-12, Practitioner - California Community Colleges, Practitioner - Workforce Development, Parent/Family Member, Advocacy Organization, Community Organization, Regional Level of Focus of Work - County, Regional Level of Focus of Work - State

> ARE YOU AFFILIATED WITH ANY MEMBERSHIP ORGANIZATIONS, USER GROUPS, OR AFFINITY GROUPS THAT RELATE TO THE WORK OF C2C? PLEASE ADD THEM HERE

California Community Colleges, San Bernardino County Superintendent of Schools, and California Labor and Workforce Development Agency.

> REVIEW THE ONE-PAGE DESCRIPTION OF OUR PLANNED DATA TOOLS (DASHBOARDS, QUERY BUILDERS, AND RESEARCH REQUEST PROCESS) AND SHARE RELEVANT EXPERIENCE OR EXPERTISE THAT WILL MEANINGFULLY CONTRIBUTE TO THE ADVISORY BOARD. IN PARTICULAR, PLEASE SHARE IF YOU HAVE EXPERIENCE CONDUCTING DATA ANALYSIS OR DEALING WITH DATA ALIGNMENT ISSUES RELATED TO THE C2C'S DATA POINTS.

In my role as the Director of Workforce Development at the Chino Valley Chamber and through active participation in the Chino Valley Unified School District Local Control and Accountability Plan, I have gained extensive experience in conducting data analysis and addressing data alignment issues related to the Cradle-to-Career (C2C) initiative. My focus has been on developing programs and creating career pathways for high school, college students, and the broader Inland Empire workforce.

To support my work, I am working on obtaining certification from the US Chamber of Commerce Talent Pipeline Management (TPM) Program. This program emphasizes the strategic alignment between classroom education and career preparation, aiming to bridge the skills gap in the economy. By establishing external pipelines, the TPM approach ensures that talent is adequately prepared for future job opportunities. It provides a comprehensive framework for long-term strategies, including backfilling, upskilling, career pathway development, and succession planning.

Through the TPM program, I have gained proficiency in collecting granular and actionable data on employer demand. This data enables informed decision-making and supports the implementation of targeted initiatives that align with workforce needs. By analyzing this data, I have developed insights and strategies to address

data alignment issues, ensuring that the C2C system effectively captures and utilizes the relevant data points required for success.

My experience in conducting data analysis and working with the TPM program has equipped me with a deep understanding of the importance of continuous improvement in the C2C system. I recognize the need to align data effectively to drive informed decision-making and to create meaningful connections between education and the workforce. Through my expertise and knowledge, I am dedicated to contributing to the improvement of data alignment within the C2C initiative, ensuring that it remains responsive to the needs of students, educational institutions, and employers.

WHAT EXPERIENCE HAVE YOU HAD SUPPORTING AWARENESS OF AND ACCESS TO DATA AND DATA TOOLS, AND HOW HAVE YOU SEEN THE LIVED EXPERIENCES OF END USERS BE IMPACTED?

As the Director of Workforce Development at the Chino Valley Chamber of Commerce, I have used data and data tools to create successful programs and career pathways for our community. The goal in mind is creating more equitable futures for our community and students. It is important for stakeholders to become more informed about the types of data that exist, how it can be collected, and the potential insights it can provide. This increased awareness helps end users understand the value of data and fosters a culture of data utilization. Stakeholders can utilize the available data to gain insights into workforce trends, skill gaps, industry demands, and talent supply. Data-driven insights help identify the specific needs, preferences, and aspirations of individuals within the talent pipeline. This enables stakeholders to develop targeted interventions, such as customized training programs, apprenticeships, and career counseling, to address the unique challenges and goals of end users. By analyzing data and assessing the impact of various initiatives, adjustments can be made to ensure that end users benefit from more effective programs, increased job placements, higher retention rates, and improved career advancement opportunities. This informed decision-making process helps align educational programs, workforce development initiatives, and career pathways with the needs of employers and the labor market, ultimately benefiting job seekers and learners with diversity, equity and inclusion as the primary focus.

DO YOU KNOW OF ANY CONFLICTS OF INTEREST THAT WOULD PROHIBIT YOU FROM SERVING ON THIS ADVISORY BOARD? IF SO, WHAT ARE THEY?

No conflicts of interest.

IF ADDITIONAL RELEVANT INFORMATION ABOUT YOU IS AVAILABLE ONLINE, SUCH AS ON A WEBSITE OR LINKEDIN, PLEASE PROVIDE A LINK.

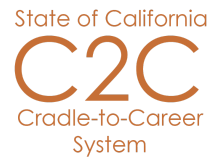https://www.linkedin.com/in/renay-sehgal-mehta-mba/

HOW DID YOU HEAR ABOUT THE POSITION?

I follow Cradle to Career Linkedin Page

MICKEY-PABELLO, DAVID

UNIVERSITY OF CALIFORNIA LOS ANGELES AND HARVARD UNIVERSITY, POSTDOCTORAL FELLOW

State of California
C2C
Cradle-to-Career
System

POTENTIAL VACANCY CATEGORY

Practitioner; University of California

PLEASE DESCRIBE WHY YOU WOULD LIKE TO JOIN THE DATA AND TOOLS ADVISORY BOARD.

I care a lot about having high quality data products available for public research. I think these tools are invaluable for researchers such as my self, but I also see the tremendous value of informing public policies that ultimately impact students and communities.

WHAT COMMUNITIES ARE YOU AFFILIATED WITH THAT WILL BRING VALUE TO THE ADVISORY BOARD (SUCH AS YOUR EXPERIENCE BEING A STUDENT OR TEACHER, OR WITH REGIONALLY FOCUSED WORK)? PLEASE SELECT ALL CATEGORIES THAT APPLY TO YOUR CONTRIBUTIONS, EXPERIENCE, AND/OR WORK.

Practitioner - University of California, Practitioner - Private Postsecondary Educational Institutions, Research Organization, Advocacy Organization, Regional Level of Focus of Work - State-wide, Regional Level of Focus of Work - Other [Describe], Nationa

ARE YOU AFFILIATED WITH ANY MEMBERSHIP ORGANIZATIONS, USER GROUPS, OR AFFINITY GROUPS THAT RELATE TO THE WORK OF C2C? PLEASE ADD THEM HERE

The Civil Rights Project at UCLA

REVIEW THE ONE-PAGE DESCRIPTION OF OUR PLANNED DATA TOOLS (DASHBOARDS, QUERY BUILDERS, AND RESEARCH REQUEST PROCESS) AND SHARE RELEVANT EXPERIENCE OR EXPERTISE THAT WILL MEANINGFULLY CONTRIBUTE TO THE ADVISORY BOARD. IN PARTICULAR, PLEASE SHARE IF YOU HAVE EXPERIENCE CONDUCTING DATA ANALYSIS OR DEALING WITH DATA ALIGNMENT ISSUES RELATED TO THE C2C'S DATA POINTS.

I have experience using data sets for intergenerational mobility, and also panel data sets that follow that same cohorts of students across time. I also do a lot of GIS work and know the importance of being able to geo-track students over time.

WHAT EXPERIENCE HAVE YOU HAD SUPPORTING AWARENESS OF AND ACCESS TO DATA AND DATA TOOLS, AND HOW HAVE YOU SEEN THE LIVED EXPERIENCES OF END USERS BE IMPACTED?

I am a professional researcher and user of data tools. I have also worked as a survey analyst, have worked for the Census, and worked as an evaluation analysts for the Office of Student Life at the University of Michigan.

DO YOU KNOW OF ANY CONFLICTS OF INTEREST THAT WOULD PROHIBIT YOU FROM SERVING ON THIS ADVISORY BOARD? IF SO, WHAT ARE THEY?

None

If additional relevant information about you is available online, such as on a website or LinkedIn, please provide a link.

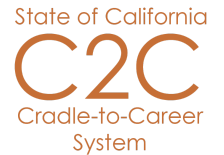https://scholar.harvard.edu/dmickeypabello/home

How Did you hear about the position?

Through Chris Nellum at Education Trust - West

Newnam, Jonathan

American River College, IT Business/Technical Analyst I

State of California
C2C
Cradle-to-Career
System

Potential Vacancy Category

Practitioner; California Community Colleges

Please describe why you would like to join the Data and Tools Advisory Board.

I am interested in anything that has data for our students. I used to do the calpads submissions in a K-8 school district in Modesto, CA. Now I am in institutional research at American river college in sacramento. I have attended some of the meetings for C2C and think I would be a good asset given my knowledge of student data.

What communities are you affiliated with that will bring value to the Advisory Board (such as your experience being a student or teacher, or with regionally focused work)? Please select all categories that apply to your contributions, experience, and/or work.

Practitioner - K-12, Practitioner - California Community Colleges, Student, Parent/Family Member, Research Organization

Are you affiliated with any membership organizations, user groups, or affinity groups that relate to the work of C2C? Please add them here

I have attended a few C2C webinars and am an RP group member

Review the one-page description of our planned data tools (dashboards, query builders, and research request process) and share relevant experience or expertise that will meaningfully contribute to the Advisory Board. In particular, please share if you have experience conducting data analysis or dealing with data alignment issues related to the C2C's data points.

yes lots of data analysis at the community college level and K-8

What experience have you had supporting awareness of and access to data and data tools, and how have you seen the lived experiences of end users be impacted?

Lots. My current office has a data visualization tool made for community colleges called precision campus. I do lots of training for all users at our campus with this tool. I see the impact all the time. Decisions should be made with data and the scientific method not anecdotes as they often are.

Do you know of any conflicts of interest that would prohibit you from serving on this Advisory Board? If so, what are they?

No

IF ADDITIONAL RELEVANT INFORMATION ABOUT YOU IS AVAILABLE ONLINE, SUCH AS ON A WEBSITE OR LINKEDIN, PLEASE PROVIDE A LINK.
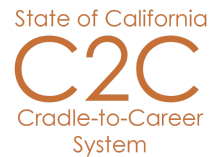
https://www.linkedin.com/in/jonathan-newnam-714b1ba7/

HOW DID YOU HEAR ABOUT THE POSITION?

RP group listserv

CHAPMAN UNIVERSITY, CHIEF INFORMATION OFFICER

State of California
C2C
Cradle-to-Career
System

POTENTIAL VACANCY CATEGORY

Practitioner; Private Post-Secondary Institute

PLEASE DESCRIBE WHY YOU WOULD LIKE TO JOIN THE DATA AND TOOLS ADVISORY BOARD.

In 2020 I served as a member of the Technology and Security Subcommittee of the Cradle-to-Career Working group that launched this effort. I was excited to see the impact that work has already had, and I would like to further contribute to this important effort.

WHAT COMMUNITIES ARE YOU AFFILIATED WITH THAT WILL BRING VALUE TO THE ADVISORY BOARD (SUCH AS YOUR EXPERIENCE BEING A STUDENT OR TEACHER, OR WITH REGIONALLY FOCUSED WORK)? PLEASE SELECT ALL CATEGORIES THAT APPLY TO YOUR CONTRIBUTIONS, EXPERIENCE, AND/OR WORK.

Practitioner - Independent Institutions of Higher Education, Parent/Family Member

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ARE YOU AFFILIATED WITH ANY MEMBERSHIP ORGANIZATIONS, USER GROUPS, OR AFFINITY GROUPS THAT RELATE TO THE WORK OF C2C? PLEASE ADD THEM HERE

I work at Chapman University, which is a member of AICCU

REVIEW THE ONE-PAGE DESCRIPTION OF OUR PLANNED DATA TOOLS (DASHBOARDS, QUERY BUILDERS, AND RESEARCH REQUEST PROCESS) AND SHARE RELEVANT EXPERIENCE OR EXPERTISE THAT WILL MEANINGFULLY CONTRIBUTE TO THE ADVISORY BOARD. IN PARTICULAR, PLEASE SHARE IF YOU HAVE EXPERIENCE CONDUCTING DATA ANALYSIS OR DEALING WITH DATA ALIGNMENT ISSUES RELATED TO THE C2C'S DATA POINTS.

I have worked at three different Universities: UC Berkeley, California State University, Sacramento and Chapman University. At each institution I have managed a data warehouse that supports student data, as well as other administrative data. My teams have built dashboards, queries and reports to support student success. For example, we recently created a dashboard that shows trends of students who still need to complete some general education milestones in order to graduate by class standing. I have deep familiarity with student data at the university level. I have also supported faculty researchers in managing and storing data, and understand the privacy and security issues related to student data. I have managed all aspects of Information Technology, and am deeply familiar enterprise systems that manage the student experience and student data, as well as learning management systems. Additionally, I oversee the cybersecurity program at Chapman University, and have thorough understanding of security issues.

WHAT EXPERIENCE HAVE YOU HAD SUPPORTING AWARENESS OF AND ACCESS TO DATA AND DATA TOOLS, AND HOW HAVE YOU SEEN THE LIVED EXPERIENCES OF END USERS BE IMPACTED?

As noted above, I have supported data and data tools for over 25 years in a university setting. I have delivered data that has allowed students to make decisions regarding which classes or programs they should enroll in. I have designed dashboards that allow our Deans to determine how many faculty they need to hire to provide the appropriate environment for students. My team has also provided predictive analytics that allow faculty the opportunity to consider making changes in the courses offered to ensure that students can learn more effectively. In addition to the academic examples listed above, during the pandemic, my group created dashboards for use by students, parents and faculty that provided actionable information to them regarding vaccination and Covid positivity rates in their area so that they could make decisions regarding their own safety during the pandemic.

DO YOU KNOW OF ANY CONFLICTS OF INTEREST THAT WOULD PROHIBIT YOU FROM SERVING ON THIS ADVISORY BOARD? IF SO, WHAT ARE THEY?

No

IF ADDITIONAL RELEVANT INFORMATION ABOUT YOU IS AVAILABLE ONLINE, SUCH AS ON A WEBSITE OR LINKEDIN, PLEASE PROVIDE A LINK.

https://www.linkedin.com/in/helennorris/

HOW DID YOU HEAR ABOUT THE POSITION?

Email from Career-to-Cradle

CALIFORNIA STATE UNIVERSITY, NORTHRIDGE, SENIOR DIRECTOR, INSTITUTIONAL RESEARCH

POTENTIAL VACANCY CATEGORY

Practitioner; California State University

PLEASE DESCRIBE WHY YOU WOULD LIKE TO JOIN THE DATA AND TOOLS ADVISORY BOARD.

As the lead data officer on a CSU campus, I understand the value added of the C2C data system, as well as the need to create the data tools carefully and thoughtfully. I feel that my experience and expertise can support this process and that my participation on the advisory board can allow me to inform my colleagues in the CSU about its progress.

WHAT COMMUNITIES ARE YOU AFFILIATED WITH THAT WILL BRING VALUE TO THE ADVISORY BOARD (SUCH AS YOUR EXPERIENCE BEING A STUDENT OR TEACHER, OR WITH REGIONALLY FOCUSED WORK)? PLEASE SELECT ALL CATEGORIES THAT APPLY TO YOUR CONTRIBUTIONS, EXPERIENCE, AND/OR WORK.

Practitioner - California State University, Parent/Family Member, Researcher

ARE YOU AFFILIATED WITH ANY MEMBERSHIP ORGANIZATIONS, USER GROUPS, OR AFFINITY GROUPS THAT RELATE TO THE WORK OF C2C? PLEASE ADD THEM HERE

California State University (campus: Northridge)

REVIEW THE ONE-PAGE DESCRIPTION OF OUR PLANNED DATA TOOLS (DASHBOARDS, QUERY BUILDERS, AND RESEARCH REQUEST PROCESS) AND SHARE RELEVANT EXPERIENCE OR EXPERTISE THAT WILL MEANINGFULLY CONTRIBUTE TO THE ADVISORY BOARD. IN PARTICULAR, PLEASE SHARE IF YOU HAVE EXPERIENCE CONDUCTING DATA ANALYSIS OR DEALING WITH DATA ALIGNMENT ISSUES RELATED TO THE C2C'S DATA POINTS.

I was not able to access the description (error message). I have been running the Institutional Research on our campus for 7 years and have extensive experience with all sorts of data tools, as well as various types of data analyses and data alignment issues.

WHAT EXPERIENCE HAVE YOU HAD SUPPORTING AWARENESS OF AND ACCESS TO DATA AND DATA TOOLS, AND HOW HAVE YOU SEEN THE LIVED EXPERIENCES OF END USERS BE IMPACTED?

In running the Institutional Research office on our campus, I am the primary leader for the creation and dissemination of data and data tools on our campus. I have also led a variety of data literacy efforts, including our Data Champions program and hands-on inquiry-based data workshops. We have seen a huge change in stakeholders use of and access to data since I took on my role.

DO YOU KNOW OF ANY CONFLICTS OF INTEREST THAT WOULD PROHIBIT YOU FROM SERVING ON THIS ADVISORY BOARD? IF SO, WHAT ARE THEY?

NA

IF ADDITIONAL RELEVANT INFORMATION ABOUT YOU IS AVAILABLE ONLINE, SUCH AS ON A WEBSITE OR LINKEDIN, PLEASE PROVIDE A LINK.

https://www.linkedin.com/in/janet-s-oh/

HOW DID YOU HEAR ABOUT THE POSITION?

Email from C2C

OJEDA, MARCO

USC CENTRAL IT, MANAGER OF ANALYTICS

State of California
C2C
Cradle-to-Career
System

POTENTIAL VACANCY CATEGORY

Practitioner; Private Post-Secondary Institute

PLEASE DESCRIBE WHY YOU WOULD LIKE TO JOIN THE DATA AND TOOLS ADVISORY BOARD.

Advanced Analytics and Data Science are powerful and emerging capabilities that can help the student and staff experience. Would like to be involved as to what other institutions are doing and collaborate with fellow peers and leaders.

WHAT COMMUNITIES ARE YOU AFFILIATED WITH THAT WILL BRING VALUE TO THE ADVISORY BOARD (SUCH AS YOUR EXPERIENCE BEING A STUDENT OR TEACHER, OR WITH REGIONALLY FOCUSED WORK)? PLEASE SELECT ALL CATEGORIES THAT APPLY TO YOUR CONTRIBUTIONS, EXPERIENCE, AND/OR WORK.

Practitioner - Independent Institutions of Higher Education, Parent/Family Member, Research Organization

ARE YOU AFFILIATED WITH ANY MEMBERSHIP ORGANIZATIONS, USER GROUPS, OR AFFINITY GROUPS THAT RELATE TO THE WORK OF C2C? PLEASE ADD THEM HERE

No

REVIEW THE ONE-PAGE DESCRIPTION OF OUR PLANNED DATA TOOLS (DASHBOARDS, QUERY BUILDERS, AND RESEARCH REQUEST PROCESS) AND SHARE RELEVANT EXPERIENCE OR EXPERTISE THAT WILL MEANINGFULLY CONTRIBUTE TO THE ADVISORY BOARD. IN PARTICULAR, PLEASE SHARE IF YOU HAVE EXPERIENCE CONDUCTING DATA ANALYSIS OR DEALING WITH DATA ALIGNMENT ISSUES RELATED TO THE C2C'S DATA POINTS.

I have a team of highly talented advanced analytics and data scientists that can bring value to the C2C. We have created a framework relating to vision, management, and implementation that have brought awareness to the power of data and insights to the university. I think there tremendous value that can still be brought to our students and staff.

We have various stages of use case analysis, data prep, statistical analysis, construction of models, and delivery of insights in collaboration with business/trusted partners to deliver outcomes that can change policy and student outcomes.

WHAT EXPERIENCE HAVE YOU HAD SUPPORTING AWARENESS OF AND ACCESS TO DATA AND DATA TOOLS, AND HOW HAVE YOU SEEN THE LIVED EXPERIENCES OF END USERS BE IMPACTED?

Using latest technologies like Hadoop and AWS, leveraging Python/R technologies we have brought together decentralized data into a common area to blend data to support a diversity of use cases and outcomes. We

have also integrated with Data Governance and also integrated with any HIPPA/PII related data to protect student and sensitive information.

No conflicts

https://www.linkedin.com/in/marco-ojeda-a768a81/
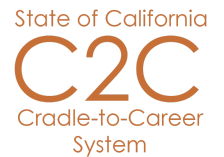
Member of the Financial Aid Team at USC

PEREZ, VICTORIA

YALE UNIVERSITY SCHOOL OF PUBLIC HEALTH, STANFORD VISITING PROFESSOR AT THE STANFORD INSTITUTE FOR ECONOMIC POLICY RESEARCH, ASSISTANT PROFESSER

State of California
C2C
Cradle-to-Career System

POTENTIAL VACANCY CATEGORY

Practitioner; Private Post-Secondary Institute

PLEASE DESCRIBE WHY YOU WOULD LIKE TO JOIN THE DATA AND TOOLS ADVISORY BOARD.

As an applied economist specializing in health economics and public finance, my interest in joining the Community Engagement Advisory Board stems from my deep commitment to making data-driven decisions that improve outcomes for vulnerable populations. I am particularly interested in the opportunity to work with the Cradle-to-Career Data System (C2C) to analyze the intertwined aspects of education, economic, and health outcomes. My experience in analyzing systemic factors affecting healthcare access, Medicaid design, and public finance outcomes, as well as school-based investments and their impact on education and workforce, aligns with the mission and vision of C2C.

The identified problems C2C aims to solve resonate with my own experience in research. The siloed nature of data is a hindrance in our understanding of the complete picture, particularly when studying the impact of policies on population outcomes. By helping to build a linked analytical dataset that connects existing state-level data on education and job outcomes, I hope to contribute to the creation of a more comprehensive and actionable data system.

My role as an Assistant Professor at the Yale School of Public Health has equipped me with the necessary skills to critically examine and improve access to information, a primary responsibility of the Data and Tools Advisory Board. I can bring to the table my experience in conducting analyses using education-related data, particularly in the context of health outcomes. Moreover, I have a strong understanding of how data and data tools impact the lived experiences of end users, and a deep familiarity with the ways information is gathered and the mechanisms to ensure accurate and aligned data integration.

Additionally, my work within the academic and research communities has provided me with a network of data experts from whom I can gather input and share information, fostering a collaborative approach that aligns with the Advisory Board's expectations.

In terms of commitment, I am willing to invest the required time to review materials and participate in Advisory Board meetings, understanding the importance of regular and active engagement for the success of this role. I am ready to attend the two in-person meetings in Sacramento per year, and am willing to advocate for the Cradle-to-Career System with key stakeholders.

Finally, I am excited by the prospect of being part of a board that values the principles of evidence-based decision-making, aiming to build a more equitable future for California. I believe my unique mix of economic, health, and public finance expertise, along with my commitment to improving outcomes for vulnerable

populations, will offer a valuable perspective to the Community Engagement Advisory Board. I look forward to the potential opportunity to contribute to the important work of the C2C Data System.

WHAT COMMUNITIES ARE YOU AFFILIATED WITH THAT WILL BRING VALUE TO THE ADVISORY BOARD (SUCH AS YOUR EXPERIENCE BEING A STUDENT OR TEACHER, OR WITH REGIONALLY FOCUSED WORK)? PLEASE SELECT ALL CATEGORIES THAT APPLY TO YOUR CONTRIBUTIONS, EXPERIENCE, AND/OR WORK.

Practitioner - Independent Institutions of Higher Education, Practitioner - Private Postsecondary Educational Institutions, Parent/Family Member, Research Organization, Regional Level of Focus of Work - County, Regional Level of Focus of Work - State-wide

ARE YOU AFFILIATED WITH ANY MEMBERSHIP ORGANIZATIONS, USER GROUPS, OR AFFINITY GROUPS THAT RELATE TO THE WORK OF C2C? PLEASE ADD THEM HERE

Yes, my professional affiliations that relate to the work of C2C include:

1. American Society of Health Economists (ASHE): As a member of ASHE, I have actively participated in discussions and conferences centered around health economics. This society is

REVIEW THE ONE-PAGE DESCRIPTION OF OUR PLANNED DATA TOOLS (DASHBOARDS, QUERY BUILDERS, AND RESEARCH REQUEST PROCESS) AND SHARE RELEVANT EXPERIENCE OR EXPERTISE THAT WILL MEANINGFULLY CONTRIBUTE TO THE ADVISORY BOARD. IN PARTICULAR, PLEASE SHARE IF YOU HAVE EXPERIENCE CONDUCTING DATA ANALYSIS OR DEALING WITH DATA ALIGNMENT ISSUES RELATED TO THE C2C'S DATA POINTS.

Throughout my career, I have consistently engaged in data analysis within health economics and public finance, handling large and complex datasets often related to education, workforce outcomes, and healthcare access. This work, which has involved significant data alignment and harmonization, has given me valuable experience and expertise that will be directly applicable to the Advisory Board's focus areas.

In terms of relevant experience:

1. **Research on systemic healthcare factors:** My research on the impact of systemic factors on healthcare access for vulnerable populations involves handling and analyzing large datasets. This includes Medicaid data and public finance outcomes, where I have had to work extensively on data alignment and standardization to ensure accuracy in my findings. This experience will be particularly relevant for the C2C's goal of creating an integrated data system.

2. **Analysis of provider competition and healthcare fraud:** In this work, I have dealt with complex and often disparate data sources, requiring careful alignment and processing. This has provided me with a deep understanding of the challenges and solutions involved in integrating data from multiple sources, a key aspect of the C2C initiative.

3. **Work on school-based investments in human capital development:** This research has involved analyzing educational data and relating it to workforce outcomes. Again, I have had to address data alignment issues and ensure that the data I am working with accurately represents the populations and factors I am studying.

In terms of expertise:

1. **Data Analysis:** My academic and professional career has provided me with strong data analysis skills. I am proficient in using statistical software packages such as R and STATA, and I am experienced in applying advanced econometric techniques to analyze data.

2. **Data Alignment and Integration:** As a researcher, I have frequently had to align and integrate data from different sources and in different formats. I am familiar with the challenges this presents and have developed effective strategies for overcoming these issues.

3. **Knowledge of Relevant Data Points:** In my research, I have used many of the same data points that C2C will be dealing with, including education, health, and economic outcomes. I understand the importance of these data points, how they are collected and used, and potential pitfalls in their analysis and interpretation.

4. **Communication of Data and Findings:** My work often involves communicating complex data and research findings to diverse audiences, including policymakers, practitioners, and academics. This skill will be useful in advising on the development of dashboard visualizations and operational tools for C2C.

In conclusion, I believe my extensive experience in conducting data analysis, dealing with data alignment issues, and understanding the importance of data points within the context of health economics and public finance will be a valuable contribution to the Advisory Board and the C2C initiative.

> WHAT EXPERIENCE HAVE YOU HAD SUPPORTING AWARENESS OF AND ACCESS TO DATA AND DATA TOOLS, AND HOW HAVE YOU SEEN THE LIVED EXPERIENCES OF END USERS BE IMPACTED?

Over the course of my career, I have consistently worked to improve awareness of and access to data and data tools, both through my academic research and through my engagement with professional networks. Here are some examples:

1. **Teaching and Mentoring:** As an Assistant Professor, I have had the opportunity to educate many students on the significance of data, how to access it, and how to use data tools effectively. I have witnessed first-hand how access to and understanding of data can impact the trajectory of a student's academic and professional career. This experience has driven home the importance of data literacy and the need to make data and data tools accessible to a wider audience.

2. **Publications and Conferences:** Through publishing my research and presenting at conferences, I have worked to raise awareness of the importance of data and data tools among academics, policymakers, and practitioners. By presenting my findings in an accessible manner, I aim to demonstrate the power of data analysis in understanding and addressing real-world problems.

3. **Working with Policymakers:** In my research on healthcare access and public finance, I have frequently worked with policymakers to help them understand and use data more effectively. For instance, I have assisted in interpreting data on healthcare access and outcomes, helping to shape policies that directly affect the lives of vulnerable populations.

4. **Collaboration with Community Organizations:** I have collaborated with elementary school educators to help them use data to inform their strategies and initiatives. This collaboration led to the organization adjusting their strategies, ultimately benefiting the students they serve.

In terms of how these efforts have impacted the lived experiences of end users, I have seen a variety of outcomes. For students, enhanced data literacy and access to data tools have opened up new opportunities for research and have empowered them to make evidence-based arguments in their work. For policymakers and practitioners, greater awareness and understanding of data have led to more informed and effective decision-making. For community organizations, access to and understanding of data have allowed them to better serve their communities. For the individuals and communities impacted by these decisions, these changes can lead to improved health, educational, and economic outcomes.

In summary, I believe that improving awareness of and access to data and data tools can have a significant impact on the lives of individuals and communities. I am committed to continuing this work and look forward to the opportunity to do so as a member of the C2C Advisory Board.

DO YOU KNOW OF ANY CONFLICTS OF INTEREST THAT WOULD PROHIBIT YOU FROM SERVING ON THIS ADVISORY BOARD? IF SO, WHAT ARE THEY?

I have no conflicts of interest to report.

IF ADDITIONAL RELEVANT INFORMATION ABOUT YOU IS AVAILABLE ONLINE, SUCH AS ON A WEBSITE OR LINKEDIN, PLEASE PROVIDE A LINK.

https://www.linkedin.com/in/victoria-perez-48b04031

HOW DID YOU HEAR ABOUT THE POSITION?

Email listserv

Ransom, Michelle

UC San Diego, Interim Associate Director of Operations

State of California
C2C
Cradle-to-Career
System

Potential Vacancy Category

Practitioner; University of California

Please describe why you would like to join the Data and Tools Advisory Board.

I oversee incoming application data for our campus as well as incoming transcripts. Over the last 10 years I have worked to upgrade our processes to be digital with as much ease of use as possible. I find the idea of a data exchange between all levels of education within the state very exciting and would like to be involved in bringing it to fruition.

What communities are you affiliated with that will bring value to the Advisory Board (such as your experience being a student or teacher, or with regionally focused work)? Please select all categories that apply to your contributions, experience, and/or work.

Practitioner - University of California

Are you affiliated with any membership organizations, user groups, or affinity groups that relate to the work of C2C? Please add them here

I am the chair of the e-TranscriptsCA Steering Committee

Review the one-page description of our planned data tools (dashboards, query builders, and research request process) and share relevant experience or expertise that will meaningfully contribute to the Advisory Board. In particular, please share if you have experience conducting data analysis or dealing with data alignment issues related to the C2C's data points.

I am responsible for the import and export of undergraduate admissions data across our many data systems. I coordinate with our campus IT to get the data into our SIS. I oversee the import of the application data into our CRM. I work with the UC Office of the President for the importing of the application data as well as reporting back our application outcomes. In my role I am also tasked with querying our student data looking for trends, results and various attributes. This often involves analyzing the data looking for relevance to the request.

What experience have you had supporting awareness of and access to data and data tools, and how have you seen the lived experiences of end users be impacted?

When I first started in my position over 10 years ago, nearly all of our processes were paper based. In that time, I have automated and digitized over 80% of our processes and last year we reached a milestone of 75% of our incoming transcripts were e-transcripts. The automation and digitizing of our processes has significantly reduced

the workload of our staff as well as provided better customer service to our incoming students by reducing wait times.

No, I am not aware of any conflicts.

https://act.ucsd.edu/directory/faculty_staff?list_code=17052&blinkref=&entryparam=ransom

Mark Cohen with the CCC Tech Center

State of California
C2C
Cradle-to-Career
System

POTENTIAL VACANCY CATEGORY

Practitioner; California Community Colleges

PLEASE DESCRIBE WHY YOU WOULD LIKE TO JOIN THE DATA AND TOOLS ADVISORY BOARD.

I believe that accurate data and metrics that help the community understand our work is vital for the improvement of education.

WHAT COMMUNITIES ARE YOU AFFILIATED WITH THAT WILL BRING VALUE TO THE ADVISORY BOARD (SUCH AS YOUR EXPERIENCE BEING A STUDENT OR TEACHER, OR WITH REGIONALLY FOCUSED WORK)? PLEASE SELECT ALL CATEGORIES THAT APPLY TO YOUR CONTRIBUTIONS, EXPERIENCE, AND/OR WORK.

Practitioner - California Community Colleges

ARE YOU AFFILIATED WITH ANY MEMBERSHIP ORGANIZATIONS, USER GROUPS, OR AFFINITY GROUPS THAT RELATE TO THE WORK OF C2C? PLEASE ADD THEM HERE

ASCCC

REVIEW THE ONE-PAGE DESCRIPTION OF OUR PLANNED DATA TOOLS (DASHBOARDS, QUERY BUILDERS, AND RESEARCH REQUEST PROCESS) AND SHARE RELEVANT EXPERIENCE OR EXPERTISE THAT WILL MEANINGFULLY CONTRIBUTE TO THE ADVISORY BOARD. IN PARTICULAR, PLEASE SHARE IF YOU HAVE EXPERIENCE CONDUCTING DATA ANALYSIS OR DEALING WITH DATA ALIGNMENT ISSUES RELATED TO THE C2C'S DATA POINTS.

I have been part of groups that developed the Student Success Scorecard, the CCCCO Student Success Metrics and the dashboard that displays them, the development of new data elements for CCCCO MIS, and worked on the analysis of systemwide data related to placement and assessment.

WHAT EXPERIENCE HAVE YOU HAD SUPPORTING AWARENESS OF AND ACCESS TO DATA AND DATA TOOLS, AND HOW HAVE YOU SEEN THE LIVED EXPERIENCES OF END USERS BE IMPACTED?

I have been a data advocate for much of my career. I was a representative that presented about the Student Success Scorecard. I have worked with WestEd to help colleges properly code their curriculum to provide accurate code information. I helped develop and train faculty to use new data elements for the tracking of AB 705.

DO YOU KNOW OF ANY CONFLICTS OF INTEREST THAT WOULD PROHIBIT YOU FROM SERVING ON THIS ADVISORY BOARD? IF SO, WHAT ARE THEY?

None

https://www.linkedin.com/mwlite/in/craig-rutan-461b691b

Shared with Academic Senate Presidents by ASCCC

SMITH, WAYNE

CALIFORNIA STATE UNIVERSITY, NORTHRIDGE, LECTURER

State of California
C2C
Cradle-to-Career
System

POTENTIAL VACANCY CATEGORY

Practitioner; California State University

PLEASE DESCRIBE WHY YOU WOULD LIKE TO JOIN THE DATA AND TOOLS ADVISORY BOARD.

Learn from colleagues; Offer broad suggestions on Data, Analytics, Infrastructure, Access, Interoperability, Reproducibility/Reuse for the CA educational community

WHAT COMMUNITIES ARE YOU AFFILIATED WITH THAT WILL BRING VALUE TO THE ADVISORY BOARD (SUCH AS YOUR EXPERIENCE BEING A STUDENT OR TEACHER, OR WITH REGIONALLY FOCUSED WORK)? PLEASE SELECT ALL CATEGORIES THAT APPLY TO YOUR CONTRIBUTIONS, EXPERIENCE, AND/OR WORK.

Practitioner - California State University, Regional Level of Focus of Work - State-wide

ARE YOU AFFILIATED WITH ANY MEMBERSHIP ORGANIZATIONS, USER GROUPS, OR AFFINITY GROUPS THAT RELATE TO THE WORK OF C2C? PLEASE ADD THEM HERE

SoCal Chapter of the American Statistical Association (officer), LA R Steering Committee (former member)

REVIEW THE ONE-PAGE DESCRIPTION OF OUR PLANNED DATA TOOLS (DASHBOARDS, QUERY BUILDERS, AND RESEARCH REQUEST PROCESS) AND SHARE RELEVANT EXPERIENCE OR EXPERTISE THAT WILL MEANINGFULLY CONTRIBUTE TO THE ADVISORY BOARD. IN PARTICULAR, PLEASE SHARE IF YOU HAVE EXPERIENCE CONDUCTING DATA ANALYSIS OR DEALING WITH DATA ALIGNMENT ISSUES RELATED TO THE C2C'S DATA POINTS.

The link in this question prompt didn't work for me. I helped create multiple dashboards for the Dept. of Corrections and Rehabilitation many years ago (they were my client on strategy-related issues). At CSUN, we have extensive dashboards, even down to instructor-level. Within the CSU, we have extensive dashboards, especially related to Graduation Rates and Equity Gaps. I have worked with both of the the PIs that developed the calstatepays.org site. I have accessed and used PISA data. I have accessed and used NCES (IPEDS) data.

WHAT EXPERIENCE HAVE YOU HAD SUPPORTING AWARENESS OF AND ACCESS TO DATA AND DATA TOOLS, AND HOW HAVE YOU SEEN THE LIVED EXPERIENCES OF END USERS BE IMPACTED?

I work at the 2nd most diverse University in the country. And I've been there 42 years in multiple roles (staff, administrator, faculty). I assist historically underrepresented individuals succeed in multiple ways each day. I co-manage the Data Science and Analytics activities on campus, and I am an active participant in the UC Berkeley West Big Data Hub. I help judge multiple Data-oriented competitions such as the UCLA DataFest for

SoCal undergraduates and the Regeneron International Science and Engineering Fair (for High School students).

Do you know of any conflicts of interest that would prohibit you from serving on this Advisory Board? If so, what are they?

I am a colleague of Dr. Rick Moore (he is on one of the other C2C boards). He will be fully retired by December, 2023. Also, I have attended, as a guest, a couple of open C2C meetings as a guest. I attended because the work is both interesting and impo

If additional relevant information about you is available online, such as on a website or LinkedIn, please provide a link.

just education (https://ocw.smithw.org)--resume is available under separate cover

How Did you Hear about the position?

email from C2C

SAN DIEGO COMMUNITY COLLEGE DISTRICT, RESEARCH & PLANNING ANALYST

State of California
C2C
Cradle-to-Career
System

POTENTIAL VACANCY CATEGORY

Practitioner; California Community Colleges

PLEASE DESCRIBE WHY YOU WOULD LIKE TO JOIN THE DATA AND TOOLS ADVISORY BOARD.

I have worked with longitudinal datasets for many years, including for the original Cal-PASS, where we had data from all of the community colleges, many of the larger K-12 districts, and a significant portion of the CSU and UC data systems.

Additionally, I have been a data analyst and/or Director of Institutional Research at every level of education, including Head Start, K-12 (through Cal-PASS), Community College, California State University, and several private professional schools.

I think this breadth of experience gives me a unique insight to the Cradle to Career project. I would like to bring my experience to this worthwhile endeavor.

Thank you for your consideration

WHAT COMMUNITIES ARE YOU AFFILIATED WITH THAT WILL BRING VALUE TO THE ADVISORY BOARD (SUCH AS YOUR EXPERIENCE BEING A STUDENT OR TEACHER, OR WITH REGIONALLY FOCUSED WORK)? PLEASE SELECT ALL CATEGORIES THAT APPLY TO YOUR CONTRIBUTIONS, EXPERIENCE, AND/OR WORK.

Practitioner - Early Learning, Practitioner - California Community Colleges, Practitioner - California State University, Practitioner - Independent Institutions of Higher Education, Practitioner - Private Postsecondary Educational Institutions, Student, P

ARE YOU AFFILIATED WITH ANY MEMBERSHIP ORGANIZATIONS, USER GROUPS, OR AFFINITY GROUPS THAT RELATE TO THE WORK OF C2C? PLEASE ADD THEM HERE

No

REVIEW THE ONE-PAGE DESCRIPTION OF OUR PLANNED DATA TOOLS (DASHBOARDS, QUERY BUILDERS, AND RESEARCH REQUEST PROCESS) AND SHARE RELEVANT EXPERIENCE OR EXPERTISE THAT WILL MEANINGFULLY CONTRIBUTE TO THE ADVISORY BOARD. IN PARTICULAR, PLEASE SHARE IF YOU HAVE EXPERIENCE CONDUCTING DATA ANALYSIS OR DEALING WITH DATA ALIGNMENT ISSUES RELATED TO THE C2C'S DATA POINTS.

I have worked in Institutional Research Offices for 30 years. During this time, I have worked at all levels of education, from Early Childhood Education to doctoral level institutions. I have experience in all kinds of data analysis, including intersegmental research to answer many of the questions stated in your mission.

My experience includes 6 years at the original Cal-PASS where data alignment issues were something we dealt with on a daily basis.

I have been an advocate for data governance for most of my time as a research analyst. I am currently pushing my district to implement a data governance policy.

As a community college researcher, we are always asking questions about where our students came from and what happened to them after they leave us. Having this system will answer many of those questions, and lead to better outcomes for our students.

In addition, I have had three children go through the higher education system in California, and have seen how they have struggled with conflicting information which delayed them from reaching their goals.

DO YOU KNOW OF ANY CONFLICTS OF INTEREST THAT WOULD PROHIBIT YOU FROM SERVING ON THIS ADVISORY BOARD? IF SO, WHAT ARE THEY?

No conflicts that I know of

IF ADDITIONAL RELEVANT INFORMATION ABOUT YOU IS AVAILABLE ONLINE, SUCH AS ON A WEBSITE OR LINKEDIN, PLEASE PROVIDE A LINK.

https://www.linkedin.com/in/brian-stern-ph-d-9891b75/

HOW DID YOU HEAR ABOUT THE POSITION?

Email solicitation

ORANGE COAST COLLEGE, DEAN, RESEARCH, PLANNING & INSTITUTIONAL EFFECTIVENESS

State of California
C2C
Cradle-to-Career
System

POTENTIAL VACANCY CATEGORY

Practitioner; California Community Colleges

PLEASE DESCRIBE WHY YOU WOULD LIKE TO JOIN THE DATA AND TOOLS ADVISORY BOARD.

Currently, there is a lack of broad-based community to higher education framework and supporting data system to support Californians. As part of the California Community College system, I see the immense resources provided to support students entering the higher education pipeline as well as the dedicated faculty, staff and management providing quality education and services. The ability for each segment in the California education system to have an understanding of and access to community and system related information to better target services and serve members of their communities is thwarted by the lack of a cohesive framework and supporting data system. Based on my doctoral studies in educational leadership and social justice, it is imperative for the system to understand the impact and influence of the socioeconomic, societal, community, and diversity/equity on those in our communities and systems of higher education.

WHAT COMMUNITIES ARE YOU AFFILIATED WITH THAT WILL BRING VALUE TO THE ADVISORY BOARD (SUCH AS YOUR EXPERIENCE BEING A STUDENT OR TEACHER, OR WITH REGIONALLY FOCUSED WORK)? PLEASE SELECT ALL CATEGORIES THAT APPLY TO YOUR CONTRIBUTIONS, EXPERIENCE, AND/OR WORK.

Practitioner - California Community Colleges

ARE YOU AFFILIATED WITH ANY MEMBERSHIP ORGANIZATIONS, USER GROUPS, OR AFFINITY GROUPS THAT RELATE TO THE WORK OF C2C? PLEASE ADD THEM HERE

My college is a member of the RP Group

REVIEW THE ONE-PAGE DESCRIPTION OF OUR PLANNED DATA TOOLS (DASHBOARDS, QUERY BUILDERS, AND RESEARCH REQUEST PROCESS) AND SHARE RELEVANT EXPERIENCE OR EXPERTISE THAT WILL MEANINGFULLY CONTRIBUTE TO THE ADVISORY BOARD. IN PARTICULAR, PLEASE SHARE IF YOU HAVE EXPERIENCE CONDUCTING DATA ANALYSIS OR DEALING WITH DATA ALIGNMENT ISSUES RELATED TO THE C2C'S DATA POINTS.

Professionally, I have been in the research field in higher education for 26 years as research analyst, research director, and dean of institutional effectiveness within the California Community Colleges. Prior to positions in higher education, I worked in marketing research. Additionally, I attended masters programs in psychology (focused on research) and adult education and evaluation. Last, I completed a doctorate in higher education leadership with a focus on social justice with my dissertation testing statistical models to conduct intersectional analyses on student characteristics to predict educational outcomes. In terms of data alignment issues, I have worked with institutional data systems for 26 years, navigating the transition from the use of flat files to relational data structures for reporting and analysis. Part of this is utilizing reporting tools that connect to the live data to

the use of operational data stores, data warehouses, and data lakes. Inherent in this is understanding the relationship between internal data sources as well as how external data sources align and/or relate (or not). I have taken formal classes in SQL and relational databases as well as utilized tools. such as ARGOS, SQL Developer, and PowerBI, to access and report data in addition to software tools, such as SPSS and SPSS Modeler, for statistical and predictive analysis.

> WHAT EXPERIENCE HAVE YOU HAD SUPPORTING AWARENESS OF AND ACCESS TO DATA AND DATA TOOLS, AND HOW HAVE YOU SEEN THE LIVED EXPERIENCES OF END USERS BE IMPACTED?

As the dean of institutional effectiveness, I am responsible for not only providing access to data reporting and analysis to our college but also the continuous improvement processes (e.g., program review/evaluation, strategic planning, operational planning, and outcomes assessment for courses and services). Within these processes, institutional data is embedded as an evaluative component for department faculty, staff, and management to assess to determine areas of improvement needed. As such, me and my office (consisting of research analysts and faculty coordinators) develop processes supported by data, including the reports, dashboards, and/or analyses needed. These processes include access to the data, understanding of the data, and prompts for their analysis of the data using their practitioner lens. A strong element of our processes is to identify gaps in outcomes or services by different student characteristics/demographics. We utilize not only quantitative data but also qualitative data to better portray the lived experiences of our students, which is also a focus of the prompts. My office is always working with faculty, staff, and management to identify critical data to bring the student voice and lived experiences into our processes as an analysis point. The ability to merge quantitative data and qualitative data to identify where gaps exist in student outcomes, access, and/or service is a vital aspect of our programs developing action plans to mitigate these gaps. These data sources include not only institutional data, but other data such as student engagement and basic needs (e.g., financial, housing, food, and health insecurity). In terms of our end users, it is imperative that the data sources provide reliable and accurate data, clearly defined data elements, and easily accessible dashboards/reports that is actionable and can be disaggregated by appropriate elements. Providing this type of resource to our end users allow them to develop more robust plans to improve their courses, programs, and services targeted around those populations who need support the most. We have seen these plans improve retention, persistence, and completion of our students in addition to positively impacting critical aspects of their lives in basic need areas.

> DO YOU KNOW OF ANY CONFLICTS OF INTEREST THAT WOULD PROHIBIT YOU FROM SERVING ON THIS ADVISORY BOARD? IF SO, WHAT ARE THEY?

No

> IF ADDITIONAL RELEVANT INFORMATION ABOUT YOU IS AVAILABLE ONLINE, SUCH AS ON A WEBSITE OR LINKEDIN, PLEASE PROVIDE A LINK.

None

RP Group newsletter

State of California
C2C
Cradle-to-Career
System

POTENTIAL VACANCY CATEGORY

Practitioner; K-12

PLEASE DESCRIBE WHY YOU WOULD LIKE TO JOIN THE DATA AND TOOLS ADVISORY BOARD.

Joining the Data And Tools Advisory Board of Cradle to Career can provide me with an opportunity to contribute my knowledge and expertise in data analysis and technology to a cause that is focused on improving educational outcomes of students. As a member of advisory board, I can collaborate with other experts to develop innovative solutions that can help communities make better decision by leveraging data-driven insights.

WHAT COMMUNITIES ARE YOU AFFILIATED WITH THAT WILL BRING VALUE TO THE ADVISORY BOARD (SUCH AS YOUR EXPERIENCE BEING A STUDENT OR TEACHER, OR WITH REGIONALLY FOCUSED WORK)? PLEASE SELECT ALL CATEGORIES THAT APPLY TO YOUR CONTRIBUTIONS, EXPERIENCE, AND/OR WORK.

Practitioner - K-12, Parent/Family Member

ARE YOU AFFILIATED WITH ANY MEMBERSHIP ORGANIZATIONS, USER GROUPS, OR AFFINITY GROUPS THAT RELATE TO THE WORK OF C2C? PLEASE ADD THEM HERE

No

REVIEW THE ONE-PAGE DESCRIPTION OF OUR PLANNED DATA TOOLS (DASHBOARDS, QUERY BUILDERS, AND RESEARCH REQUEST PROCESS) AND SHARE RELEVANT EXPERIENCE OR EXPERTISE THAT WILL MEANINGFULLY CONTRIBUTE TO THE ADVISORY BOARD. IN PARTICULAR, PLEASE SHARE IF YOU HAVE EXPERIENCE CONDUCTING DATA ANALYSIS OR DEALING WITH DATA ALIGNMENT ISSUES RELATED TO THE C2C'S DATA POINTS.

I have more than 10 years working with students, parents, school admin, board of education through out various positions in K-12 public Local Education Agencies. I started my work in education service as a Para-educator/Vietnamese translator supporting Newcomers in classroom and engaging with school district's families. I then become a Data technician at a high school where I managed student data and master scheduling for the school site. I then transition to Database System Specialist who provided support for teacher and district staff in the use of student information systems. After 2 years in that role, I became Educational Data Manager who in charge of school district' data and systems and CALPADS data reporting. After about many years in data entry and technical supports, I now has transition to Assessment and Accountability for a different school district. Working my ways up from front end data entry position to technical support roles as well as management roles, I have seen many instances of data not aligned between different school districts (such as A-G credits for courses between different district), within the schools in the district (such as transferring partial credits between schools) or between district and the CALPADS (such as foster and free/reduced meal data).

Through many roles as data, technical and accountability supports for schools districts, I have experience the impact of the data inconsistency and the struggle of end users having to navigate different system to get information needed. I have performed good amount of presentation to school district staff, district Admins and board members about the different data points that are showing different results depending which system they are looking at. For example, in order to get a completed list of Foster students in the district, one would have to get the list of Foster students by running a list by district liason from district's SIS, an excel spreadsheet from County liason, and then download a Foster list identified through CALPADS monthy extract. Without someone with knowledge and experience in retrieving data from different sources, district would be facing difficulty in access data many different accountability purpose.

DO YOU KNOW OF ANY CONFLICTS OF INTEREST THAT WOULD PROHIBIT YOU FROM SERVING ON THIS ADVISORY BOARD? IF SO, WHAT ARE THEY?

No.

IF ADDITIONAL RELEVANT INFORMATION ABOUT YOU IS AVAILABLE ONLINE, SUCH AS ON A WEBSITE OR LINKEDIN, PLEASE PROVIDE A LINK.
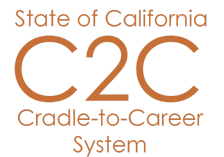
www.linkedin.com/in/"jenny"-phuong-t-1a808b155

HOW DID YOU HEAR ABOUT THE POSITION?

Linkedin

WATSON, JOHN

SAN DIEGO COUNTY OFFICE OF EDUCATION, DATA SCIENTIST

State of California
C2C
Cradle-to-Career
System

POTENTIAL VACANCY CATEGORY

Practitioner; K-12

PLEASE DESCRIBE WHY YOU WOULD LIKE TO JOIN THE DATA AND TOOLS ADVISORY BOARD.

I believe my background in statewide cross-sector data systems and current experience and planning in our data work in a CA County Office of Education to support our districts, students, and community will contribute to the Advisory Board.

WHAT COMMUNITIES ARE YOU AFFILIATED WITH THAT WILL BRING VALUE TO THE ADVISORY BOARD (SUCH AS YOUR EXPERIENCE BEING A STUDENT OR TEACHER, OR WITH REGIONALLY FOCUSED WORK)? PLEASE SELECT ALL CATEGORIES THAT APPLY TO YOUR CONTRIBUTIONS, EXPERIENCE, AND/OR WORK.

Practitioner - California State University, Practitioner - University of California, Practitioner - Independent Institutions of Higher Education, Practitioner - Private Postsecondary Educational Institutions, Parent/Family Member, Research Organization, C

ARE YOU AFFILIATED WITH ANY MEMBERSHIP ORGANIZATIONS, USER GROUPS, OR AFFINITY GROUPS THAT RELATE TO THE WORK OF C2C? PLEASE ADD THEM HERE

California CITE, AERA (American Educational Research Association)

REVIEW THE ONE-PAGE DESCRIPTION OF OUR PLANNED DATA TOOLS (DASHBOARDS, QUERY BUILDERS, AND RESEARCH REQUEST PROCESS) AND SHARE RELEVANT EXPERIENCE OR EXPERTISE THAT WILL MEANINGFULLY CONTRIBUTE TO THE ADVISORY BOARD. IN PARTICULAR, PLEASE SHARE IF YOU HAVE EXPERIENCE CONDUCTING DATA ANALYSIS OR DEALING WITH DATA ALIGNMENT ISSUES RELATED TO THE C2C'S DATA POINTS.

My background includes design and development of automated data file submissions systems with data quality checking, data warehouse design (including staging, ETL, warehousing, data stores, data marts and APIs in SQL Server), analytical processes and data reporting/visualization (Power BI, Dundas BI, Looker), user documentation and training. I have managed cross-sector data analysis projects at the regional and state level within California, Texas and Hawaii.

I have been working with various CALPADS ODS Extract files, student assessments, CCCCO MIS, National Student Clearinghouse (NSC) and CSU, UC data for more than a decade. In the past several years, several of our SDCOE projects have involved California Healthy Kids survey data, Community College Guidance initiative data.

Data analysis projects involve data acquisition, data cleaning and shaping, analysis and reporting or visualization. Examples include:

- At SDCOE, we bring together data from CALPADS or student information systems and NSC data to answer questions about where students go after high school, and further work to determine which groups of student have lower success rates both in moving to higher education and succeeding once there. In the first years of this annual cycle, I developed data cleaning and alignment processes and tools. Descriptive reports are provided to districts.

- Using NWEA MAP and iREADY assessment data, I was able to utilize several machine learning libraries (in R, with Python for automation) to predict student outcomes on the SBAC test. Results are presented in a Power BI visualization.

- With the Linked Learning project, I prepared an analysis and dashboard showing whether students continued their selected HS pathways into community college, whether they were prepared once arriving and whether they persisted. In this example, the analysis included development of an OLAP cube, and the visualization included a list of questions the user could select from, each selection displaying a preconfigured solution in a cube browser.

C2C will be bringing together siloed data (and systems). This poses both system interfaces and alignment challenges.

- Regarding systems, I am managing several data interoperability projects. One of these utilizes APIs between micro-stateless services and legacy systems to implement a blockchain-based student electronic records system we have developed at SDCOE. Due to the differences between systems, a new JSON transcript structure was created along with custom API's to shuttle packages between systems.

- Another concern around alignment is solving the problem of descriptor mapping between systems. We encounter this between CALPADS and vendor data from assessment systems, for instance. Mapping always requires input from domain experts and data stewards to identify the appropriate solution.

- At one point we performed a series of tests linking data from CALPADS, the CA Community Colleges (MIS), Linked Learning (CA initiative) and EDD labor data. That project required a complex series of data matching and deidentifying steps to obtain and marry data, while ensuring that each of the parties' data rules and processes were maintained.

> WHAT EXPERIENCE HAVE YOU HAD SUPPORTING AWARENESS OF AND ACCESS TO DATA AND DATA TOOLS, AND HOW HAVE YOU SEEN THE LIVED EXPERIENCES OF END USERS BE IMPACTED?

In my county role, much of the work around data literacy, data use and data science comes down to relationships, awareness of systems and tools, and providing support and direction to recognize and realize benefits. Parents, students and education professions alike often approach data tools with trepidation, wondering whether data provided will be kept secure, whether a data tool or system can really contribute to improving student outcomes, or may not know how to tie a data tool to processes. We live this every day, and seek to identify and build systems that truly make a difference. The interface between we and the systems, and support for users from students to professionals requires use of good design principles, producing reliable ease-to-use and accurate tools, and importantly, building relationships with users, providing tutorials and professional development, and being there as a person to assist when help is needed.

Regarding live experiences, in a project several years ago related to admissions requirements and A-G information specifically, I met with counselors and school leaders to understand the challenges graduating students had when applying to UC/CSU schools and attempting to show they met A-G requirements. Basically, I identified that simple errors at the schools site or with the UCOP A-G portal school/district course entry were preventing students from applying. The anecdotes included that students would reach a point in the process where they were informed by an automated system that they did not meet requirements. In an alarming number of cases, the student actually had completed requirements, yet the experience left them with little clear resource and this caused them take a different education/work path. Our data systems have impact, positive and negative.

No

Linkedin: https://www.linkedin.com/in/johnbwatsonai/

Publications, Presentations: https://tinyurl.com/nhamv9w8

Received an email from C2C listserv.

State of California
C2C
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System

POTENTIAL VACANCY CATEGORY

Practitioner; California Community Colleges

PLEASE DESCRIBE WHY YOU WOULD LIKE TO JOIN THE DATA AND TOOLS ADVISORY BOARD.

As a practitioner, I am highly interested in the future of the Cradle to Career data system. I have been a researcher in the California Community College system for six years and experience firsthand the siloed nature of California's data systems. I am often asked to provide information on topics that I simply cannot address accurately using currently available tools. I have worked at two different colleges serving vastly different regions, student populations, and distinct end user data needs, and thus feel equipped to over a broad perspective. Additionally, I have been active within both the California Association for Institutional Research and the Research and Planning Group for the California Community Colleges. I utilize both of these organizations' listservs and am experienced and equipped to solicit input from my institutional research peers. Finally, I have been a lifelong student within California's education system and frequently conduct qualitative research with current students; I view it as my obligation to advocate for students in any of California's data initiatives.

WHAT COMMUNITIES ARE YOU AFFILIATED WITH THAT WILL BRING VALUE TO THE ADVISORY BOARD (SUCH AS YOUR EXPERIENCE BEING A STUDENT OR TEACHER, OR WITH REGIONALLY FOCUSED WORK)? PLEASE SELECT ALL CATEGORIES THAT APPLY TO YOUR CONTRIBUTIONS, EXPERIENCE, AND/OR WORK.

Practitioner - California Community Colleges, Practitioner - Private Postsecondary Educational Institutions, Student

ARE YOU AFFILIATED WITH ANY MEMBERSHIP ORGANIZATIONS, USER GROUPS, OR AFFINITY GROUPS THAT RELATE TO THE WORK OF C2C? PLEASE ADD THEM HERE

I have been a researcher in the California Community College system for six years and participate often in events hosted by the Research and Planning Group for the California Community Colleges. I have worked at two different college serving different reg

REVIEW THE ONE-PAGE DESCRIPTION OF OUR PLANNED DATA TOOLS (DASHBOARDS, QUERY BUILDERS, AND RESEARCH REQUEST PROCESS) AND SHARE RELEVANT EXPERIENCE OR EXPERTISE THAT WILL MEANINGFULLY CONTRIBUTE TO THE ADVISORY BOARD. IN PARTICULAR, PLEASE SHARE IF YOU HAVE EXPERIENCE CONDUCTING DATA ANALYSIS OR DEALING WITH DATA ALIGNMENT ISSUES RELATED TO THE C2C'S DATA POINTS.

I am a researcher working in a medium-sized college database and have daily experience writing queries and building dashboards for end users, including faculty, college staff, students, and members of the public. I have daily experience conducting user experience research and training related to the dashboards and other data

tools that I provide. I also see myself as a community advocate who often uses data to advocate for students' needs. Additionally, I am myself a user of disparate external data sources, both raw and in dashboard form (Census, transfer data, community college MIS data, local high school data, statewide high school data, local transportation data, and more).

My research office provides a plethora of data dashboards and other data tools for various college stakeholders. We provide dashboards that are unique to individual faculty, managers, members of the public, student services, and campus-wide stakeholders. I would estimate that I conduct about three trainings per month on these tools, whether for groups of stakeholders or individuals. I also lead a course for our faculty and staff on data literacy, coaching faculty and staff on the various internal and external data tools that are available to them and providing the skills and knowledge for these stakeholders to feel more comfortable using these data to make decisions. I have seen first-hand how designing data tools in a silo without input from end users can render a tool completely meaningless. On the flip side, I have seen how democratized data can lead to powerful advocacy and change within organizations. I have witnessed college stakeholders use data dashboards to advocate for: specific bus routes for students centralized in certain locations, basic needs and housing supports, the creation of programs that align with local industry needs, and more. I find this use of data very compelling and I am most gratified in my work when I can work with stakeholders to uncover hidden student needs and share those discoveries with decision-makers.

DO YOU KNOW OF ANY CONFLICTS OF INTEREST THAT WOULD PROHIBIT YOU FROM SERVING ON THIS ADVISORY BOARD? IF SO, WHAT ARE THEY?

None

IF ADDITIONAL RELEVANT INFORMATION ABOUT YOU IS AVAILABLE ONLINE, SUCH AS ON A WEBSITE OR LINKEDIN, PLEASE PROVIDE A LINK.

https://www.linkedin.com/in/katyannewilson

HOW DID YOU HEAR ABOUT THE POSITION?

The Research and Planning Group listserv for the California Community Colleges (shared by John Hetts)

State of California
C2C
Cradle-to-Career
System

POTENTIAL VACANCY CATEGORY

Research

PLEASE DESCRIBE WHY YOU WOULD LIKE TO JOIN THE DATA AND TOOLS ADVISORY BOARD.

I believe in the power of data to improve an institution's impact on the individuals who rely on it. I have focused my career on the many facets of this important relationship. I began researching the psychological impact of organizational functioning on an individual's health and functioning. I then expanded to policy development and analysis to aid in the design of human-centered initiatives. In the most recent stage of my career, I have focused on the design and development of secure and sustainable data systems to promote organizational transparency, accountability, and the democratization of data. Starting from this human-centered perspective and growing outward to policy and then to information technology has allowed me to adopt a holistic perspective when imagining and implementing data solutions for public good.

Perhaps most importantly, I strongly believe in the power and possibility of education. It is through my own educational opportunities that I have been able to lift my family out of economic hardship. I have committed myself into making sure our educational institutions fulfill this potential for all students, especially the ones who need it most. I believe data to be a usual tool in cultivating equitable and healthy organizations that serve as the catalyst for positive human growth and development.

WHAT COMMUNITIES ARE YOU AFFILIATED WITH THAT WILL BRING VALUE TO THE ADVISORY BOARD (SUCH AS YOUR EXPERIENCE BEING A STUDENT OR TEACHER, OR WITH REGIONALLY FOCUSED WORK)? PLEASE SELECT ALL CATEGORIES THAT APPLY TO YOUR CONTRIBUTIONS, EXPERIENCE, AND/OR WORK.

Practitioner - Independent Institutions of Higher Education, Student, Research Organization

ARE YOU AFFILIATED WITH ANY MEMBERSHIP ORGANIZATIONS, USER GROUPS, OR AFFINITY GROUPS THAT RELATE TO THE WORK OF C2C? PLEASE ADD THEM HERE

I am not at this time.

REVIEW THE ONE-PAGE DESCRIPTION OF OUR PLANNED DATA TOOLS (DASHBOARDS, QUERY BUILDERS, AND RESEARCH REQUEST PROCESS) AND SHARE RELEVANT EXPERIENCE OR EXPERTISE THAT WILL MEANINGFULLY CONTRIBUTE TO THE ADVISORY BOARD. IN PARTICULAR, PLEASE SHARE IF YOU HAVE EXPERIENCE CONDUCTING DATA ANALYSIS OR DEALING WITH DATA ALIGNMENT ISSUES RELATED TO THE C2C'S DATA POINTS.

My focus here is to start with the end in mind – data itself is only a vehicle for others to gain insight and take informed action. To accomplish this, I center my work on the stakeholders – what are the questions they will ask? What is the narrative they are going to tell? What levers do they possess for spurring action and creating

change? Once the answers to these questions become clear, I can proceed with data integration and analysis.

As a data scientist for the University of Southern California, I have had many experiences merging divergent data sources across systems and governing bodies to create harmonized data sets that provide a more complete picture of the population we are assisting. Once this foundation is laid, I turn my attention to the cultivation and presentation of data narratives through whatever modality best connects with my audience – including reports, dashboards, research studies, and web applications.

My most recent project involves an empowering data analysis web application, taking the user on a journey with their own data. Here they craft a research question by selecting key metrics and outcomes. They view their data through univariate and multivariate analyses and the visualization of data. The story takes shape through the interpretation of regression analyses, and the resulting development of scenarios allowing for forecasting and decision making. I love making data analysis tools and processes come alive by offering them to value-driven people on a mission for positive change.

WHAT EXPERIENCE HAVE YOU HAD SUPPORTING AWARENESS OF AND ACCESS TO DATA AND DATA TOOLS, AND HOW HAVE YOU SEEN THE LIVED EXPERIENCES OF END USERS BE IMPACTED?

In addition to my own analyses and development, I support several university-wide enterprise data solutions. I serve as a catalyst for data dissemination and tool use facilitation. I have seen first-hand how developing easy-to-use systems enable data users to focus on their tasks with more efficiency and clarity, which in turn better supports staff, faculty, and students. I have been on several organizational change management initiatives working to raise awareness of tool usage and resulting data-driven decision-making. I utilize modeling of student outcomes to provide senior leadership with data and recommendations for programming in supporting student academic success. I also work to bring in external governmental databases to aid in providing an equity-based lens to causal models and outcomes, providing new perspectives for understanding and action.

DO YOU KNOW OF ANY CONFLICTS OF INTEREST THAT WOULD PROHIBIT YOU FROM SERVING ON THIS ADVISORY BOARD? IF SO, WHAT ARE THEY?

I know of no conflicts of interest at this time.

IF ADDITIONAL RELEVANT INFORMATION ABOUT YOU IS AVAILABLE ONLINE, SUCH AS ON A WEBSITE OR LINKEDIN, PLEASE PROVIDE A LINK.

LinkedIn: https://www.linkedin.com/in/goldberg-robyn/

Website: https://www.robynmgoldberg.com

HOW DID YOU HEAR ABOUT THE POSITION?

This position was forwarded to me through my institution (University of Southern California) through via a correspondence through the Association of Independent California Colleges and Universities (AICCU).

ADAN, SARA

FOUNDATION FOR CALIFORNIA COMMUNITY COLLEGES, SUCCESS CENTER, SR. DATA SPECIALIST

State of California
C2C
Cradle-to-Career
System

POTENTIAL VACANCY CATEGORY

Research

PLEASE DESCRIBE WHY YOU WOULD LIKE TO JOIN THE DATA AND TOOLS ADVISORY BOARD.

I want to join the board because data is essential to make good policy decisions. More importantly, while data alone cannot solve problems, they can identify barriers across a student's educational journey, which can lead to equitable solutions. That said, data is only as good as its construction and ease of use. I want to utilize my knowledge and experience to ensure the metrics are measuring what we intend them to, that they can be disaggregated to identity equity gaps, and that the public can easily access and make meaning of the data.

WHAT COMMUNITIES ARE YOU AFFILIATED WITH THAT WILL BRING VALUE TO THE ADVISORY BOARD (SUCH AS YOUR EXPERIENCE BEING A STUDENT OR TEACHER, OR WITH REGIONALLY FOCUSED WORK)? PLEASE SELECT ALL CATEGORIES THAT APPLY TO YOUR CONTRIBUTIONS, EXPERIENCE, AND/OR WORK.

Research Organization, Regional Level of Focus of Work - State-wide

ARE YOU AFFILIATED WITH ANY MEMBERSHIP ORGANIZATIONS, USER GROUPS, OR AFFINITY GROUPS THAT RELATE TO THE WORK OF C2C? PLEASE ADD THEM HERE

California Community Colleges Chancellor's Office

REVIEW THE ONE-PAGE DESCRIPTION OF OUR PLANNED DATA TOOLS (DASHBOARDS, QUERY BUILDERS, AND RESEARCH REQUEST PROCESS) AND SHARE RELEVANT EXPERIENCE OR EXPERTISE THAT WILL MEANINGFULLY CONTRIBUTE TO THE ADVISORY BOARD. IN PARTICULAR, PLEASE SHARE IF YOU HAVE EXPERIENCE CONDUCTING DATA ANALYSIS OR DEALING WITH DATA ALIGNMENT ISSUES RELATED TO THE C2C'S DATA POINTS.

While working at the California Community College Chancellor's Office (CCCCO) I participated in the Metrics Simplification Workgroup, which was charged with developing a smaller set of systemwide metrics to improve student outcomes. This required understanding the unique journeys of community college students, ensuring equity was at the heart, and debating the pros and cons of certain metrics and how they were defined. From this work, the CCCCO's Student Success Metrics dashboard was created. I also developed and coded California Competes' metrics for their Postsecondary to Prosperity Dashboard. This required identifying metrics that would be useful for the general public, as well as legislative staff. These metrics were constructed from a variety of publicly available data including UC, CSU, and Census data.

I also have extensive data analysis experience using student-level data. I have extensive knowledge and experience analyzing the CCCCO student-level administrative data. I've conduct descriptive analyses on a variety of topics such as dual enrollment, transfer, completion of college-level math and English, and award

attainment. I'm currently working on the feasibility to use the new expanded racial/ethnic categories in CCCApply as a way to understand the variation within larger racial/ethnic categories like Asian and Latine/x.

I also have experience using CDE and CSAC student-level data. While working as Michal Kurlaender's PhD student, I had the opportunity to merge CSAC and CDE data together to better understand which high school seniors submit a FAFSA and where equity gaps exist. This was novel given CSAC did not know the racial/ethnic make-up of students who submitted a FAFSA.

Together, my metric development and data analysis experiences using a variety of student-level administrative data afford me a unique perspective on data and data tools. Lastly, I take a QuantCrit approach with data which will be valuable in advisory board's work. I will be sure to be the voice to raise that:

1.   Data are not neutral and we must be careful in how we construct the metrics

2.   Demographic categories are socially constructed so we must disaggregate as much as possible to ensure certain students are not made invisible.

3.   Intersectionality is essential to better understand barriers and bright spots. At a minimum I believe we should disaggregate by race/ethnicity and gender.

4.   Data cannot speak for themselves, so it is important we provide as much context as possible so users to not misunderstand the data and develop racist or sexist conclusions if they see a certain group not doing as well as another.

WHAT EXPERIENCE HAVE YOU HAD SUPPORTING AWARENESS OF AND ACCESS TO DATA AND DATA TOOLS, AND HOW HAVE YOU SEEN THE LIVED EXPERIENCES OF END USERS BE IMPACTED?

My experience is mostly letting fellow researchers and students where they can find publicly available data to answer specific questions they have. This can be sending them links to CSU's dashboards, IPEDS, or Data Mart.

DO YOU KNOW OF ANY CONFLICTS OF INTEREST THAT WOULD PROHIBIT YOU FROM SERVING ON THIS ADVISORY BOARD? IF SO, WHAT ARE THEY?

No.

IF ADDITIONAL RELEVANT INFORMATION ABOUT YOU IS AVAILABLE ONLINE, SUCH AS ON A WEBSITE OR LINKEDIN, PLEASE PROVIDE A LINK.
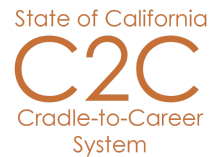
https://www.linkedin.com/in/sara-adan-bb403b56/

HOW DID YOU HEAR ABOUT THE POSITION?

RP Listserv

THE RESEARCH AND PLANNING GROUP FOR CALIFORNIA COMMUNITY COLLEGES (RP GROUP), DIRECTOR OF RESEARCH, EVALUATION, AND DEVELOPMENT

State of California
C2C
Cradle-to-Career
System

POTENTIAL VACANCY CATEGORY

Research

PLEASE DESCRIBE WHY YOU WOULD LIKE TO JOIN THE DATA AND TOOLS ADVISORY BOARD.

I firmly believe in the power of data-driven decision-making and believe that longitudinal data systems have an incredible power to drive research that can not only uncover the roots of systemic barriers to success but solutions too. Early on in my academic career in education, while working for the NYC Department of Education, I was lucky enough to be part of a team that was linking K-12 data with postsecondary data across the CUNY systems, helping launch GraduateNYC (https://graduatenyc.org/about-us/mission/) and sitting on numerous advisory groups that approached the linkage from various user angles. I also had the good fortune to be mentored by Jennifer Bell-Ellwanger, now CEO of the Data Quality Campaign. It was incredibly enlightening to realize the politics driving decisions and how that needed to be reconciled with what would be most valuable from a research perspective. I have long kept my eye on the work of the Cradle to Career project as I believe it has amazing potential and would be grateful for the opportunity to provide my own insights -- both harkening back to my NYC days as well as leveraging the knowledge I have specifically of the California Community College (CCC) data systems. CCCs are such a critical piece of the K-20 pipeline for so many in California, so it's imperative that the new data system keeps in mind the perspectives and needs of those doing research in that space. Our organization works very closely with individual colleges and districts (as well as the Chancellor's Office), so I feel I have a unique perspective to bring to the table.

WHAT COMMUNITIES ARE YOU AFFILIATED WITH THAT WILL BRING VALUE TO THE ADVISORY BOARD (SUCH AS YOUR EXPERIENCE BEING A STUDENT OR TEACHER, OR WITH REGIONALLY FOCUSED WORK)? PLEASE SELECT ALL CATEGORIES THAT APPLY TO YOUR CONTRIBUTIONS, EXPERIENCE, AND/OR WORK.

Parent/Family Member, Research Organization

ARE YOU AFFILIATED WITH ANY MEMBERSHIP ORGANIZATIONS, USER GROUPS, OR AFFINITY GROUPS THAT RELATE TO THE WORK OF C2C? PLEASE ADD THEM HERE

n/a

REVIEW THE ONE-PAGE DESCRIPTION OF OUR PLANNED DATA TOOLS (DASHBOARDS, QUERY BUILDERS, AND RESEARCH REQUEST PROCESS) AND SHARE RELEVANT EXPERIENCE OR EXPERTISE THAT WILL MEANINGFULLY CONTRIBUTE TO THE ADVISORY BOARD. IN PARTICULAR, PLEASE SHARE IF YOU HAVE EXPERIENCE CONDUCTING DATA ANALYSIS OR DEALING WITH DATA ALIGNMENT ISSUES RELATED TO THE C2C'S DATA POINTS.

Unfortunately, the link appears to be broken, but I will try to answer as best I can.

While working for the NYCDOE, I oversaw the Institutional Review Board (IRB) and data-request process for researchers seeking to leverage public data. I managed hundreds of data requests per year, instituting standardized systems for requests. Further, during my time working with GraduateNYC as the K-20 data system was being developed, I also worked on a team responsible for developing a data request process that suited the needs/requirements of both stakeholders on the K-12 side as well as the postsecondary side.

Also during this time, my team and I developed the 'Where Are They Now?' reports for the 1,600 public schools across NYC wherein they could access data regarding the academic success of their students after they left the school (e.g., elementary schools would get a report on how their former students fared in middle school, middle schools would get a report on how their former students fared in high school). While these were ultimately phased out (https://ny.chalkbeat.org/2014/11/19/21092731/amid-data-reboot-city-scraps-where-are-they-now-reports), they were a valuable tool in providing school administrators with an additional piece of data that held them accountable to student success not only when they were with them.

Now, as a researcher in the community college space, I have an understanding of CCC data systems that I believe will allow me to meaningfully contribute to conversations regarding data alignment and the various challenges that exists when linking such data to other systems.

WHAT EXPERIENCE HAVE YOU HAD SUPPORTING AWARENESS OF AND ACCESS TO DATA AND DATA TOOLS, AND HOW HAVE YOU SEEN THE LIVED EXPERIENCES OF END USERS BE IMPACTED?

Before joining The RP Group in 2019, I worked for seven years at a non-profit that relied heavily on the use of city and state K-12 data systems for the purposes of data-driven decision-making. One of my key roles as VP of Research was to ensure that practitioners working on the ground with youth were both aware of and could easily access the various data systems and tools available to them. I regularly conducted trainings, not just on how to use the various systems but how to leverage the data provided within them to make actionable plans to support student success. Through this process, we developed feedback loops wherein action plans were put into practice, and then we would revisit new data to assess the impact of the plans and set new goals and metrics. Through this process, I was able to see the direct impact of using data to drive practice and, ultimately, impact students' lives.

DO YOU KNOW OF ANY CONFLICTS OF INTEREST THAT WOULD PROHIBIT YOU FROM SERVING ON THIS ADVISORY BOARD? IF SO, WHAT ARE THEY?

Not that I know of

IF ADDITIONAL RELEVANT INFORMATION ABOUT YOU IS AVAILABLE ONLINE, SUCH AS ON A WEBSITE OR LINKEDIN, PLEASE PROVIDE A LINK.

https://www.linkedin.com/in/katie-brohawn-phd-5931462/

HOW DID YOU HEAR ABOUT THE POSITION?

Direct email as I follow the project

State of California
C2C
Cradle-to-Career
System

POTENTIAL VACANCY CATEGORY

Research

PLEASE DESCRIBE WHY YOU WOULD LIKE TO JOIN THE DATA AND TOOLS ADVISORY BOARD.

I am applying to join the C2C Data and Tools Advisory Board out of a desire to be part of the effort to create the most inclusive, user-friendly data system in the nation to improve California's cradle-to-career educational system. With fifteen years of experience in education policy research in California, I am very familiar with many of the state's education datasets and their strengths and limitations; I also know how good data—when made easily accessible and digestible—can transform institutions and the work of educators, while also leading to improved outcomes for students. As a representative of a research institute at UC Berkeley, I also know that clean, detailed data coupled with powerful analysis can also bring transparency and solutions to important policy problems.

The research institute I work for—the Berkeley Institute for Young Americans (BIFYA)—has a research agenda very aligned with the goals of C2C. BIFYA's aim is to produce path-breaking research to create a sustainable, equitable policy infrastructure to improve the well-being of current and future generations in California. To this end, our current research focuses on the sustainability and equity of school finance in California, as well as the success of young adults in the labor market once they graduate from the state's K-12 system or higher education institutions.

Notably, our research institute recently participated in a statewide initiative, California 100, to think through the future of education in California over the next century. As the principal investigator of the project, I worked with a team of researchers to write a report about the state's early care education, K-12, and higher education systems—including their governance and finance structures—and we analyzed several California-specific datasets to create figures describing leading trends. As a representative of the C2C Data and Tools Advisory Committee, I would share insights from our experience accessing the state's education data sources and how they were used to advance our understanding of the state's cradle-to-career pipeline.

In addition, I would personally bring over a decade of research experience in California schools and community colleges to the conversation. Prior to my employment at BIFYA, I earned a PhD in Education Policy at UC Berkeley where I studied federal and state education policy as it applies to the California context. My dissertation focused on the education accountability debate in California as part of the transition from No Child Left Behind to the Every Student Succeeds Act. As part of this work, I interviewed leading policymakers and advocacy groups pushing for different accountability models; I am intimately familiar with the debate for local control, and the state's vision for leveraging the California school dashboard for technical assistance and capacity building. In addition, early on in my career, I was a researcher at MDRC where I evaluated programs at several community colleges in California, including efforts to create 'data-driven institutions' through the

Achieving the Dream initiative. Collectively, these experiences would make me an asset to the C2C advisory committee for Data & Tools.

WHAT COMMUNITIES ARE YOU AFFILIATED WITH THAT WILL BRING VALUE TO THE ADVISORY BOARD (SUCH AS YOUR EXPERIENCE BEING A STUDENT OR TEACHER, OR WITH REGIONALLY FOCUSED WORK)? PLEASE SELECT ALL CATEGORIES THAT APPLY TO YOUR CONTRIBUTIONS, EXPERIENCE, AND/OR WORK.

Research Organization

ARE YOU AFFILIATED WITH ANY MEMBERSHIP ORGANIZATIONS, USER GROUPS, OR AFFINITY GROUPS THAT RELATE TO THE WORK OF C2C? PLEASE ADD THEM HERE

The Berkeley Institute for Young Americans is a member of the Education Trust-West C2C coalition.

REVIEW THE ONE-PAGE DESCRIPTION OF OUR PLANNED DATA TOOLS (DASHBOARDS, QUERY BUILDERS, AND RESEARCH REQUEST PROCESS) AND SHARE RELEVANT EXPERIENCE OR EXPERTISE THAT WILL MEANINGFULLY CONTRIBUTE TO THE ADVISORY BOARD. IN PARTICULAR, PLEASE SHARE IF YOU HAVE EXPERIENCE CONDUCTING DATA ANALYSIS OR DEALING WITH DATA ALIGNMENT ISSUES RELATED TO THE C2C'S DATA POINTS.

Recently, I have worked with several datasets from the California Department of Education that currently exist in 'silos', including: the Standardized Account Code System (SACS), Current Expense of Education (ADA) data, enrollment data, J-90 data, English Learners data, Free and Reduced Price Lunch data, basic aid district data, and fiscal interim reports. Our team downloaded historical data for each dataset going back to 2003, cleaned each of the datasets, and merged them into one large 'school finance' database that allows us to analyze school district financials by student characteristics. The project was a very significant undertaking as each of the datasets required intensive cleaning in order to be merged with others.

I would imagine that this sort of dataset would be available at the state level through C2C but with even more data inputs (i.e. it would also include achievement data, graduation rates, information about A-G courses, teacher data, college-going rates, etc.). The school finance database our team created would make a great case study for the advisory board of the issues our team ran into when creating the dataset, and I could provide important insights to how the process could be streamlined going forward.

At the Berkeley Institute for Young Americans, we also know how important data visualization is as we strive to produce easily readable, visually appealing figures for all our work, while also providing interactive data tools and visualizations on our website. To this end, I could share insights about how we communicate 'big data' in digestible formats to end-users.

WHAT EXPERIENCE HAVE YOU HAD SUPPORTING AWARENESS OF AND ACCESS TO DATA AND DATA TOOLS, AND HOW HAVE YOU SEEN THE LIVED EXPERIENCES OF END USERS BE IMPACTED?

When I was a researcher for MDRC (a random assignment evaluation non-profit), I was part of a team that evaluated the implementation of the Achieve the Dream (AtD) initiative. AtD is an ongoing program funded by the Lumina Foundation and other philanthropies to help leaders of community colleges learn how to collect

and analyze student performance data in order to build a "culture of evidence" to develop institutional reform strategies aimed to help students succeed academically. To date, AtD has been implemented at hundreds of community colleges across the country, including in California.

While working on this project, I experienced firsthand how some leaders and faculty at community colleges leveraged the power of accessible, clear, and up-to-date data to improve institutional conditions for student academic success. For example, several of the community colleges I visited had developed sophisticated data dashboards that were made available to all faculty and staff. During interviews with database managers, I saw the backend of how the datasets were created, the programming interface that was used to create the dashboard, and learned about the strategies for rolling out the dashboards campus-wide. In the successful cases, interviews with administrators and faculty confirmed that they not only knew how to access and navigate the dashboard, but were using the information to inform their classroom practices or design campus-wide student success strategies.

During graduate school, I was also part of a team of researchers to evaluate the federal Teacher Incentive Fund (TIF) at three Oakland high schools. Part of my role was to get feedback from teachers about summative feedback evaluations—in other words, the high-stakes evaluations of teacher performance that were required several times throughout the school year as part of the TIF program. One of the most common complaints from teachers was that they would not receive any feedback until months after their evaluation had taken place. Teachers were disappointed that the feedback was received so late that they could not use it to help improve their teaching practices. In addition, teachers complained that they had very little access to data, in general, to improve the workings of their classroom. Many pointed to the state's accountability system, noting that regardless of how their students scored on the state's standardized tests, there was nothing they could do about their students' performance since their students would advance to the next grade-level before results were made public. Teachers in this case were calling for real-time, up-to-date data that they could use in their classrooms to improve instruction, but they were hard-pressed to find it.

Both of these experiences illustrate the importance of having clear, up-to-date, and easily accessible data to improve classroom instruction and institutional culture. As a Data & Tools advisory board member, I would draw on these experiences to help design data systems that would be used within the classroom walls to improve instruction and ultimately student learning.

DO YOU KNOW OF ANY CONFLICTS OF INTEREST THAT WOULD PROHIBIT YOU FROM SERVING ON THIS ADVISORY BOARD? IF SO, WHAT ARE THEY?

N/A

IF ADDITIONAL RELEVANT INFORMATION ABOUT YOU IS AVAILABLE ONLINE, SUCH AS ON A WEBSITE OR LINKEDIN, PLEASE PROVIDE A LINK.

https://www.linkedin.com/in/erin-heys-phd-1b9aa041/

Recommendation from Education Trust-West

State of California
C2C
Cradle-to-Career
System

POTENTIAL VACANCY CATEGORY

Research

PLEASE DESCRIBE WHY YOU WOULD LIKE TO JOIN THE DATA AND TOOLS ADVISORY BOARD.

I have followed the California Cradle to Career initiative and participated in some of the working groups that were charged with informing what kinds of data tools would best serve CA. I presented to the working group and had several conversations with Kathy Booth from WestEd to share my knowledge about online data analysis tools and platforms. At RTI International, I am the technical director and project director for the National Center for Education Statistic's (NCES) DataLab. I worked closely with NCES to identify user personas and design a modern platform to safely disseminate data to the public. In addition, I worked closely with the National Science Foundation (NSF) to establish requirements, design, and develop the RDAS which disseminates data for the Survey of Earned (SED) doctorates. I designed a now extant tool for the University of California of the President (UCOP) that provided a wizard-type platform for users to build tables on applicant and admissions data to the UC system schools. That tool was called Statfinder. Last, but certainly not least, I have two children who are receiving their education through CA public schools. I have been involved in PTAs and various other organizations to support my kid's education.

WHAT COMMUNITIES ARE YOU AFFILIATED WITH THAT WILL BRING VALUE TO THE ADVISORY BOARD (SUCH AS YOUR EXPERIENCE BEING A STUDENT OR TEACHER, OR WITH REGIONALLY FOCUSED WORK)? PLEASE SELECT ALL CATEGORIES THAT APPLY TO YOUR CONTRIBUTIONS, EXPERIENCE, AND/OR WORK.

Parent/Family Member, Research Organization

ARE YOU AFFILIATED WITH ANY MEMBERSHIP ORGANIZATIONS, USER GROUPS, OR AFFINITY GROUPS THAT RELATE TO THE WORK OF C2C? PLEASE ADD THEM HERE

I am not.

REVIEW THE ONE-PAGE DESCRIPTION OF OUR PLANNED DATA TOOLS (DASHBOARDS, QUERY BUILDERS, AND RESEARCH REQUEST PROCESS) AND SHARE RELEVANT EXPERIENCE OR EXPERTISE THAT WILL MEANINGFULLY CONTRIBUTE TO THE ADVISORY BOARD. IN PARTICULAR, PLEASE SHARE IF YOU HAVE EXPERIENCE CONDUCTING DATA ANALYSIS OR DEALING WITH DATA ALIGNMENT ISSUES RELATED TO THE C2C'S DATA POINTS.

As mentioned earlier, I am the technical director and was involved in the creation of NCES's DataLab, NSF's RDAS, and CA UCOP's Statfinder (no longer exists). For NCES's DataLab we have a Trend function for cross-sectional surveys like the School Survey on Crime and Safety (SSOCS) and the National Teacher and Principal Survey (NTPS). We have to map like variables together so that users don't have to do the work or figure out how a variable has changed over time. I work closely with a team of analysts to ensure that the data are

correctly mapped across different survey administrations. I have a minor in Statistics and also have statistical training through my Master's degree program. I am very familiar with simple statistical procedures like cross tabs, means, medians, t-test, ANOVAs and more sophisticated statistical methods like linear and logistic regression.

With NCES's DataLab tool, we have seen an explosion in the number of datasets that NCES is releasing through the tool. We built confidence among NCES and other interested parties that we can build a tool to safely disseminate restricted use data. The underlying data is micro-level, but we only provide aggregate level information and apply suppression procedures to analysis with small cell sizes. The open access to data has been a game changer to the general public, researchers, students working on advanced degrees, and the media. Providing a platform that is intuitive to a user base with a very wide range of statistical capabilities is a must and has proven very successful for NCES and NSF in increasing the use of their data. In addition to my work on data tools, I also manage a user help desk for NCES where I regularly interact with data users and I am familiar with many of the issues they encounter and the value they add in the feedback loop for improving tools.

NSF has been loathe to disseminate data for the Survey of Earned Doctorates (SED) data that they collect. We worked closely with NSF to build a dataset and tool they were confident that would protect the underlying data. We created a sub-sample of the SED data and created sampling weights that serve as the underlying data in the RDAS. In this case, we thought outside of the box, so we could provide useful data to Institution coordinators and researchers who don't always have the statistical know how to analyze the data. This was a big win for NSF and their data users.

DO YOU KNOW OF ANY CONFLICTS OF INTEREST THAT WOULD PROHIBIT YOU FROM SERVING ON THIS ADVISORY BOARD? IF SO, WHAT ARE THEY?

No

IF ADDITIONAL RELEVANT INFORMATION ABOUT YOU IS AVAILABLE ONLINE, SUCH AS ON A WEBSITE OR LINKEDIN, PLEASE PROVIDE A LINK.

https://www.linkedin.com/in/stephanie-nevill-15485756/

https://www.rti.org/expert/stephanie-nevill

HOW DID YOU HEAR ABOUT THE POSITION?

Through your email newsletter.

State of California
C2C
Cradle-to-Career
System

POTENTIAL VACANCY CATEGORY

Research

PLEASE DESCRIBE WHY YOU WOULD LIKE TO JOIN THE DATA AND TOOLS ADVISORY BOARD.

Primarily, my worldview places significant importance on education and health equity; I believe data integration efforts such as this will help decision-makers see a more accurate and humanistic (whole-person) story. Secondarily, I can bring in my experiences living and working in the Central Valley - a region that suffers from large disparities in educational and economic outcomes. Lastly, I can lend my data and statistical expertise to this effort.

WHAT COMMUNITIES ARE YOU AFFILIATED WITH THAT WILL BRING VALUE TO THE ADVISORY BOARD (SUCH AS YOUR EXPERIENCE BEING A STUDENT OR TEACHER, OR WITH REGIONALLY FOCUSED WORK)? PLEASE SELECT ALL CATEGORIES THAT APPLY TO YOUR CONTRIBUTIONS, EXPERIENCE, AND/OR WORK.

Practitioner - California Community Colleges, Practitioner - California State University, Student, Research Organization, Regional Level of Focus of Work - Other [Describe], Regional - San Joaquin Valley/Central Valley

ARE YOU AFFILIATED WITH ANY MEMBERSHIP ORGANIZATIONS, USER GROUPS, OR AFFINITY GROUPS THAT RELATE TO THE WORK OF C2C? PLEASE ADD THEM HERE

I was formerly involved with C2C in Fresno County through my former employer (the Fresno County Preterm Birth Initiative). I am currently employed at a public health consortium. I am also a lecturer at CSU, Fresno, and a former lecturer at Clovis Communit

REVIEW THE ONE-PAGE DESCRIPTION OF OUR PLANNED DATA TOOLS (DASHBOARDS, QUERY BUILDERS, AND RESEARCH REQUEST PROCESS) AND SHARE RELEVANT EXPERIENCE OR EXPERTISE THAT WILL MEANINGFULLY CONTRIBUTE TO THE ADVISORY BOARD. IN PARTICULAR, PLEASE SHARE IF YOU HAVE EXPERIENCE CONDUCTING DATA ANALYSIS OR DEALING WITH DATA ALIGNMENT ISSUES RELATED TO THE C2C'S DATA POINTS.

I have substantial experience (5+ years) with data analysis and visualizations. A large portion of my work has dealt with utilizing publicly available datasets related to education and/or health, sharing data with various stakeholders, and assisting in making data-driven decisions (e.g., prioritizing a health outcome for which data shows a large disparity in a particular area, investigating drivers, and strategizing). I have experience creating basic data dashboards in platforms like Tableau. I do not have experience creating query builders, but have been and end user.

As mentioned previously, I have worked a lot with publicly available data sources. The intended end users of these platforms, in my experience, has been CBO's, public health officials, policy-makers, and other decision makers. In this way, the "the lived experiences of end users" may or may not be impacted. The intended impact, however, is likely to those in our communities. I have definitely seen data in our region used to drive resources to a particular location or community. A solid example of this would be that Fresno County saw an increase in preterm births around 2015 and the disparity in preterm births between Black women and women of other race/ethnicities was growing. In turn, a great amount of resources and efforts were put into a collective impact initiative. Our community's lived experience changed in a few notable ways, including youth's experience with sex education (which was expanded on during these efforts) and women's experience of prenatal care (a group prenatal care model was piloted and still being implemented/studied today).

DO YOU KNOW OF ANY CONFLICTS OF INTEREST THAT WOULD PROHIBIT YOU FROM SERVING ON THIS ADVISORY BOARD? IF SO, WHAT ARE THEY?

No

IF ADDITIONAL RELEVANT INFORMATION ABOUT YOU IS AVAILABLE ONLINE, SUCH AS ON A WEBSITE OR LINKEDIN, PLEASE PROVIDE A LINK.
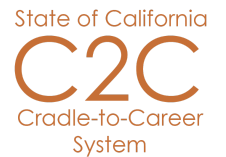
Here is my LinkedIn Profile: https://www.linkedin.com/in/ambershaver/   Here is my Research Gate Profile: https://www.researchgate.net/profile/Amber-Shaver-2

HOW DID YOU HEAR ABOUT THE POSITION?

LinkedIn

SHASTA COLLEGE - NORTH STATE TOGETHER, REGIONAL DIRECTOR - DATA STRATEGIES

State of California
C2C
Cradle-to-Career
System

POTENTIAL VACANCY CATEGORY

Research

PLEASE DESCRIBE WHY YOU WOULD LIKE TO JOIN THE DATA AND TOOLS ADVISORY BOARD.

I have been working data from the State of California for almost 30 years, mostly in the California Community College system. Over the last few years I have transitioned to a grant funded program at Shasta College called North State Together. We are a Cradle to Career backbone organization for 10 counties in far northern California. We were recently awarded the State's K-16 Pathways grant. Being a part of creating this C2C Data System ties directly to what we are working on and I would love to be involved and be the voice for far northern California.

WHAT COMMUNITIES ARE YOU AFFILIATED WITH THAT WILL BRING VALUE TO THE ADVISORY BOARD (SUCH AS YOUR EXPERIENCE BEING A STUDENT OR TEACHER, OR WITH REGIONALLY FOCUSED WORK)? PLEASE SELECT ALL CATEGORIES THAT APPLY TO YOUR CONTRIBUTIONS, EXPERIENCE, AND/OR WORK.

Practitioner - K-12, Practitioner - California Community Colleges, Research Organization, Advocacy Organization, Community Organization, Regional Level of Focus of Work - County, Regional Level of Focus of Work - Other [Describe], Data advocate for Shasta

ARE YOU AFFILIATED WITH ANY MEMBERSHIP ORGANIZATIONS, USER GROUPS, OR AFFINITY GROUPS THAT RELATE TO THE WORK OF C2C? PLEASE ADD THEM HERE

StriveTogether, Partners for Rural Impact, California Cradle to Career Coalition

REVIEW THE ONE-PAGE DESCRIPTION OF OUR PLANNED DATA TOOLS (DASHBOARDS, QUERY BUILDERS, AND RESEARCH REQUEST PROCESS) AND SHARE RELEVANT EXPERIENCE OR EXPERTISE THAT WILL MEANINGFULLY CONTRIBUTE TO THE ADVISORY BOARD. IN PARTICULAR, PLEASE SHARE IF YOU HAVE EXPERIENCE CONDUCTING DATA ANALYSIS OR DEALING WITH DATA ALIGNMENT ISSUES RELATED TO THE C2C'S DATA POINTS.

I have been working with CA Community College data for almost 30 years; many of which involved research, analysis, querying, and creating dashboards and reports for users. I have been working with California K-12 data for the past 4 years providing dashboards and insights to our county partners. Through the K-16 grant, I am working with CCGI and our county partners to implement CaliforniaColleges.edu.

WHAT EXPERIENCE HAVE YOU HAD SUPPORTING AWARENESS OF AND ACCESS TO DATA AND DATA TOOLS, AND HOW HAVE YOU SEEN THE LIVED EXPERIENCES OF END USERS BE IMPACTED?

As a trusted data advisor for our county partners, I am relied upon to provide timely and actionable data and advice. Much of my data visualization work can be found here: https://northstatetogether.org/regional-data/

Our county networks and other partners that we work with often call upon me to provide support for their needs; from board reports to grant applications, I am one of their "go-to" people.

DO YOU KNOW OF ANY CONFLICTS OF INTEREST THAT WOULD PROHIBIT YOU FROM SERVING ON THIS ADVISORY BOARD? IF SO, WHAT ARE THEY?

No

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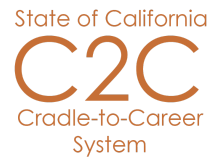
Bio: https://northstatetogether.org/about-us/meet-the-team/james-crandall/

LinkedIn: https://www.linkedin.com/in/james-crandall-40779135/

Tableau Portfolio: https://public.tableau.com/app/profile/james.crandall

HOW DID YOU HEAR ABOUT THE POSITION?

From a colleague.

State of California
C2C
Cradle-to-Career
System

POTENTIAL VACANCY CATEGORY

Practitioner; Workforce Development

PLEASE DESCRIBE WHY YOU WOULD LIKE TO JOIN THE DATA AND TOOLS ADVISORY BOARD.

I am very interested in joining the Data and Tools Advisory Board for California's Cradle to Career (C2C) System because I firmly believe in the transformative power of data-driven decision-making. Data, when used effectively, can help identify the root causes of complex issues, provide insights into effective strategies, and guide resource allocation to where it's needed most. It also empowers us to track our progress and continually refine our efforts.

As the Executive Director of the Workforce Investment Board of Tulare County, I have extensive experience in using data and tools to inform strategic planning, evaluate program funding requests, monitor contract compliance, and ensure program effectiveness. This involves a deep understanding of various data sets and the capacity to interpret complex laws, regulations, and contracts. I have a long-standing commitment to workforce development, and I am always looking for ways to leverage data to enhance our services and outcomes.

Through my professional journey, I have come to recognize the critical importance of ensuring data accessibility and usability for a wide array of stakeholders. I am eager to bring this perspective to the Advisory Board. The opportunity to contribute to the discussions on the usability of dashboard visualizations, operational tools, and the inclusion of data points in centralized data sets is a challenge that I find both professionally and personally rewarding.

Additionally, I am excited about the prospect of collaborating with other data experts and stakeholders to promote the Cradle-to-Career System, and ensuring that the data and tools provided through the system can effectively drive action towards enhancing education and career opportunities for all Californians. I am committed to using my experience and expertise to support the board's mission and make a meaningful impact on the communities we serve.

WHAT COMMUNITIES ARE YOU AFFILIATED WITH THAT WILL BRING VALUE TO THE ADVISORY BOARD (SUCH AS YOUR EXPERIENCE BEING A STUDENT OR TEACHER, OR WITH REGIONALLY FOCUSED WORK)? PLEASE SELECT ALL CATEGORIES THAT APPLY TO YOUR CONTRIBUTIONS, EXPERIENCE, AND/OR WORK.

Practitioner - Workforce Development, Parent/Family Member, Regional Level of Focus of Work - County, Regional Level of Focus of Work - State-wide

I am on the Executive Committee of the California Workforce Association and am on the Leadership Council for the Tulare-Kings College and Career Collaborative

With a career spanning over 25 years in workforce development, I've extensively used base wage data to guide program impact and investment. This experience has honed my skills in data analysis and interpretation. As a member of the Tulare-Kings College and Career Collaborative, I've grappled with the challenges of tracking student outcomes across different educational systems into the workforce, enhancing my understanding of data alignment issues. The tools envisioned by the C2C Data System align well with those I've used professionally, and I'm confident my experience will contribute meaningfully to the development of these resources. I am excited to leverage my expertise to further the goals of the Data and Tools Advisory Board.

In my role, I have made it a priority to present tangible wage outcome data to business and community leaders, demonstrating the direct impact of public investments on workforce development. This data transparency fosters understanding of the effectiveness and equity in service delivery, allowing us to pinpoint and address disparities. We have used this information to adjust our approaches and ensure all workers have the chance to prosper. Through these efforts, I've seen how increased data accessibility can empower decision-makers, subsequently enhancing the lived experiences of end users in our community.

I have no known conflicts.

https://www.linkedin.com/in/adam-peck-b059b19/

www.tularewib.org

I learned about the opportunity when visiting the web site.