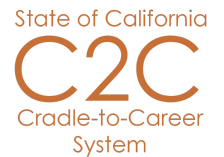




Final Slating Data and Tools
Advisory Board
August 2023

CATANZARITE, PH.D., LISA

UNITE-LA, VICE PRESIDENT, RESEARCH AND EVALUATION



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

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

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.

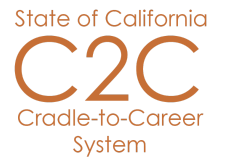
<https://www.linkedin.com/in/lisa-catanzarite-ph-d-3aa4052a/>

HOW DID YOU HEAR ABOUT THE POSITION?

PPIC Data Collaborative

PHUONG, DIANA

BRAVEN, EXECUTIVE DIRECTOR, BRAVEN BAY AREA



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 probability 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.

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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.

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 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.

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?

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.

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

HOW DID YOU HEAR ABOUT THE POSITION?

From the Northern California College Promise Coalition (NCCPC)

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.

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 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.

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.

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/>

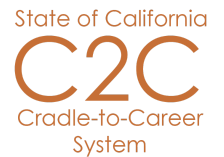
The San Mateo County

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.

NORRIS, HELEN

CHAPMAN UNIVERSITY, CHIEF INFORMATION OFFICER



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

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.

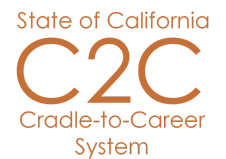
<https://www.linkedin.com/in/helennorris/>

HOW DID YOU HEAR ABOUT THE POSITION?

Email from Career-to-Cradle

SCHAK, JACOB (OLIVER)

SCHAK CONSULTING LLC, FOUNDER AND OWNER



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 vendors 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.

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 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 ways to improve the language and information on the consumer site. We focused on consulting 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 to enable access to the data through multiple formats, including an API.

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

None at this moment

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

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

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

HOW DID YOU HEAR ABOUT THE POSITION?

LinkedIn posting

Runner Up Applications

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.

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

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 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.

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?

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

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.

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 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.

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/xilonin/>

How Did YOU HEAR ABOUT THE POSITION?

C2C website and C2C email.