

Community Advisory Board Applicants: Proposed Slate and Runners Up

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Advocacy

Alvarado, Anna

Organizational Affiliation

CA EDGE Coalition

Job Title

Policy Director

Do you have a preference for the number of years you will serve?

One Year

Please describe why you would like to join the Community Engagement Advisory Board.

I would like to join the Community Engagement Advisory Board to continue providing input and recommendations on how to engage the public, in particular underserved adult learners and opportunity youth who face significant barriers to education and workforce training opportunities. As the policy director for the CA EDGE Coalition (EDGE), I bring a unique perspective of statewide education and workforce policy lens centered on ensuring all Californians have access to economic mobility - meaning access to quality education/training programs that lead to good, family-sustaining jobs. As a woman of color and daughter of immigrants, racial equity is very important to me, particularly the work I do in advocacy to address gaps and disparities within our education and workforce systems. Being engaged from start to finish during the C2C workgroup process, I look forward to remaining active in implementation efforts and provide feedback to ensure accessibility and equity remains at the forefront.

What communities would you represent on the advisory board (such as a racial/ethnic group, a region, or an experience such as being a student or teacher)?

As Policy Director for EDGE, I would represent a unique coalition of labor, business, education, social justice, and workforce development leaders, with a focus on the needs of adult learners and opportunity youth. The coalition includes the California Labor Federation, Career Ladders Project, California Workforce Association, PolicyLink, California Manufacturers and Technology Association, California Hospital Association, Coalition for Humane Immigrant Rights (CHIRLA), Small Business Majority, and State Building and Construction Trades Council. These key players provide me and the organization with expertise and feedback on how to improve education and training pathways that lead individuals to good jobs, including strengthening career tech education programs, earn and learn models, and other work-based learning programs.

Our board understands the importance of collecting and synthesizing quality data and the impact it has on policy making. Over the last two years, our board has approved a policy priority to support and establish a longitudinal data system with the goal to help ensure the integration of statewide data across education, workforce, and human services systems is public-facing, transparent, secure, inclusive

of adult learner and worker voice, and leads to policy change and investments that lead to improved workforce development outcomes. View EDGE's 2022 policy agenda: <https://caedge.org/policy-agenda/>

How are you currently engaged with these communities, which would enable you to solicit input from and share information with others?

As policy director for EDGE, I work closely with our board members that represent labor, social justice, education, employers, and workforce sectors, which they also directly engage with their local membership as we develop and engage in statewide advocacy efforts. If selected to serve on the advisory board, I will continue to solicit input from our board who are experts in the field and who also have access to their own local memberships, will greatly benefit from the data system.

In addition to having access to our board and network, I played a key role in developing content for social media outreach targeting social justice, labor and employer groups to garner support and engagement from these groups and raise awareness about the importance of the data system. EDGE was also able to distill complex information developed by the C2C workgroup in order to engage various groups and make it simple and easy to understand. I look forward to the opportunity to continue uplifting ideas and recommendations that seek to engage the public and make the data system approachable, accessible, and understandable for undeserved Californians.

In addition to the expertise provided by EDGE board members, our organization also has a large network, specifically a fairly large e-mail list serve where we distill complex legislation and budget proposals and provide advocacy opportunities and tools to empower our network. We also operate, in partnership with the National Skills Coalition, the Skills for CA network, which also consists of statewide and local community partners that come together with the goal to advance workforce development policies. The data system was also a key priority for the Skills for CA network.

Social media outreach link: https://docs.google.com/document/d/1tD3_XrfIBSvRBXzbzhsxx-Snia_HI-P8-1SVsQ04TTI/edit

Skills for CA: <https://www.skillsforca.org/>

What experience have you had supporting awareness of and access to analytical data sets like dashboards, particularly regarding K-12, college, and teacher training programs?

Representing EDGE, I served on the Cradle-to-Career Community Engagement Subcommittee where I provided input on the approved plan that outlines key strategies, such as ensuring the system is working with community-based organizations to conduct outreach, provide resources in various languages, and implementing strategies related to the use of social media and other materials to inform the public. Additionally, I uplifted the importance of ensuring all messaging is in plain language so more Californians can understand how to access college readiness information and also take into account populations, such as parents and older adult learners, that may not be so comfortable with the use of technology - the simpler the better! Digital literacy is an issue and as broadband services rolls out with new state funding, we hope to see improvements in internet accessibility and computer training in underserved communities.

I also played a role in the development and distribution of key messaging for business, labor, and social justice groups through webinars, updates in newsletters, and calls to action. I supported the content development for two webinars focused on the data system which were Education-to-Employment data for California's Industry and All Data is Local: How local data collection and sharing can impact and inform the cradle-to-career data system.

Key messaging link: <https://caedge.org/cradle-to-career-data-system-ongoing-engagement-throughout-implementation/>

Education to Employment Data Webinar: <https://caedge.org/education-to-employment-data-for-californias-industry/>

All Data is Local Webinar: <https://caedge.org/all-data-is-local/>

What experience have you had supporting awareness of and access to student and educator tools, particularly regarding college, career, and financial aid planning?

I have supported raising awareness through advocacy of critical access to data set tools that provide communities with information to make decisions on college readiness, student financial aid planning, employment and earnings outcomes, and pathways in career technical education that provide credit and noncredit pathways to degrees, credentials and certificates. I developed advocacy strategies to support Cal Grant funding expansion by removing barriers to eligibility via the 2021 state budget process. With new investments in the Cal Grant program, it is imperative that more students apply for financial aid and that the data system plays a key role in informing the public of new eligibility standards. I look forward to continuing advocating for tools that are accessible and understandable in order to help families, adult learners, and dislocated workers make informed decisions of their education and training planning.

List any other experiences that would be relevant for your work on the Community Engagement Advisory Board, such as jobs, volunteer work, professional credentials, or past service on committees.

- Served as a member on the Cradle-to-Career Community Engagement Subcommittee where I provided feedback and recommendations to ensure access for adult learners, including immigrant communities, English language learners, dislocated workers, employers, and raised the importance of conducting outreach to community-based organizations which are oftentimes trusted groups amongst communities of color.

- Prior to EDGE, I worked as a contract lobbyist where I advocated on behalf of higher education institutions on issues, specifically on student financial aid access and also mental health services. Worked as a Policy Analyst in the California State Senate where I worked on K-12 and higher education issues, including immigrant, workforce, special education, and mental health issues.

- Bachelor's Degree in Political Science and Master's of Public Policy & Administration.

- Worked as a student tutor throughout my high school experience for elementary school students. After earning my bachelor's degree, I became an after-school 5th grade instructor for students in an

underserved community.

- Lived experience: first-generation college graduate, daughter of Mexican immigrant parents, English as a Second Language, born and raised in an underserved community in San Jose. I saw first hand the obstacles my immigrant parents and our family had to go through to access basic necessities such as health care, food, unemployment insurance benefits, internet access - all things that continue to impact families across California. I also experienced lack of support to access student financial aid and oftentimes had to research on my own how to fill out the FAFSA, for example, and other grants or loans I could access in order to complete my education, without much help from school officials throughout my journey.

Do you know of any conflicts of interest that would prohibit you from serving on this advisory board?

None at this moment.

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

Anna Alvarado biography: <https://caedge.org/anna-alvarado/>

Blake, Stephen

Organizational Affiliation

Children Now

Job Title

Senior Advisor

Do you have a preference for the number of years you will serve?

Three Years

Please describe why you would like to join the Community Engagement Advisory Board.

Throughout my 30+ year career in education and governmental policy and finance -- and particularly during the most recent eight years in which I've been affiliated with Children Now -- I have been focused on promoting equitable opportunities and outcomes for California's children, families, and communities. I also have worked with legislation and policy specifically related to data systems since my first year in Sacramento. From this experience, I know that the key to promoting equity is gathering and analyzing appropriate data to, at minimum, better inform understanding of children's conditions; transparently monitor the allocation of resources and opportunities to effectively address those conditions and meet children's needs; identify the cross-sector factors contributing to or impeding children's success; coordinate services; and analyze the effectiveness of various strategies the state and local entities administer on behalf of those children. Without this, our plan for serving amounts to little more than applying generalized "best practices" and hoping.

From my 30 years' experience, I also know that those data systems which we do have are (a) limited in their scope and utility, and (b) designed by and for institutions and their needs/prerogatives. Often they are not accessible/usable by parents, students, teachers, or other service providers who could better support children and youth through effective use and analysis of data. To wit, R1 university researchers complain about being unable to find relevant data about schools' offerings via such instruments as the SARC; even if community outreach guides a parent/student to that mechanism, they are likely to find it impenetrable. Nor do these systems regularly collect the array of data that could answer the questions that are most pressing for those participating users. So, when I think of "community outreach", my perspective goes far beyond the important steps of informing them and providing support so that they can use critical tools or service or opportunities. It also must include reaching out early in the process to develop trust and understanding and through it learning what community members want for their children, their neighborhood, their local school.

My career experience and win-win approach to problem-solving situate me to provide a bridge between communities of interest in the critical dialogues ahead, which can help ensure that C2C -- and the individual data systems that will be integrated into/by it -- evolves in ways that are truly responsive to end users and their needs, and leads to improved service and outcome.

What communities would you represent on the advisory board (such as a racial/ethnic group, a region, or an experience such as being a student or teacher)?

I myself am Black, from a lower-middle class upbringing. But more importantly, because my career has been focused on equity, I have a long history of attempting to understand the perspectives of multiple communities and experiences, of including them, and of ensuring that their interests and needs are heard in efforts to meet them.

How are you currently engaged with these communities, which would enable you to solicit input from and share information with others?

In my current role, I am intensely engaged in partnerships with other advocacy groups that serve targeted communities, as we collaboratively seek to promote the interests and well being of their members. As a result, I have a strong network of engaged community leaders who can provide me with trusted/trusting access to community members, in addition to conveying their organizational perspectives on the communities' needs. Moreover, those groups' mailing and call lists can be leveraged to get the word out, as well as to seek inputs, and even create focus groups at the right moment, to ensure that community voice and community need are shaping data policy, data system development, and the use of data and analytics to improve services and outcomes.

What experience have you had supporting awareness of and access to analytical data sets like dashboards, particularly regarding K-12, college, and teacher training programs?

In my role at Children Now, I was instrumental in the early design of the California School Dashboard, which, among other data, includes school and district level information on college and career readiness. I also wrote a white paper on the possibilities that accountability and an accessible dashboard could bring to family engagement and educator understanding, both of which could lead to improvements in children's education and lives. In this role, I worked with the Children Now team to create sample prototypes to promote a Dashboard-based approach to accountability, as well as to facilitate stakeholder engagement in the State's deliberation process. This work was especially helpful because the original authorizing legislation called for an "evaluation rubric" and not for a more user-friendly Dashboard design. In one-on-one and group stakeholder meetings, I used these prototypes to demonstrate how communities could be more effectively engaged if the data interface were more intuitively constructed. In addition, through this work, we successfully introduced the concept of integrating both a status measure that provided contextualized information on absolute outcomes, as well as a measure of year-to-year growth. Ultimately, this information was made available on the dashboard – disaggregated by student subgroup, color-coded, and further contextualized with state averages – all in an attempt to highlight equity needs and make the information accessible and useful for all stakeholders, including students, parents, and educators.

What experience have you had supporting awareness of and access to student and educator tools, particularly regarding college, career, and financial aid planning?

I spent some eight years working to promote awareness and understanding of new tools and instructional approaches to improve the teaching of Science, Technology, Engineering, and Math (STEM), and the new science standards (NGSS) within that. I served on statewide committees, and engaged in public speaking, podcast, and other events focused on (a) promoting awareness of the existence of these new contents and pedagogies; (b) promoting understanding of the brain-research-demonstrated power of strong, new STEM and NGSS programs to overcome some social and educational barriers to learning and thus to foster improved equity for children; (c) helping district leaders understand the positive impacts of incorporating these programs and strategies, so that they would modify resource allocations; and more.

List any other experiences that would be relevant for your work on the Community Engagement Advisory Board, such as jobs, volunteer work, professional credentials, or past service on committees.

I served six years as Chief Consultant to the Legislature's Joint Committee to Develop a Master Plan for Education; as well as three years as the Executive Director of the Governor's Committee on Education Excellence. In those nine years of developing and implementing changes to policy, finance, and practice for California's education system, we continually relied on both internal and external analyses of existing data from systems in California, as well as other states and countries, to analyze existing challenges within the system and promising approaches to resolve them. In fact, it was the Governor's Committee that commissioned and defined the scope of 22 public education research studies that became known as

"Getting Down to Facts". The driving ethos of those enterprises was always "what do we already know and understand (from data), and what more do we need to know (via newly gathered data and analyses) in order to promote improvement -- and to do that we continually pushed data gatherers, "providers", and analytical capacities.

Moreover, one of the first acts the Joint Committee undertook was to create seven citizens' Advisory Working Groups, consisting of almost 200 members from community, school, business, local government, faith, professional association, and other arenas. They analyzed all pertinent issues from a rich breadth of experience and perspective and then brought their informed recommendations to the legislative committee to ponder from a more political perspective. I and those with whom I've partnered have always understood and valued the importance of including broad community voice in the deliberations that are intended to serve those communities.

Another critical aspect of the C2C and its advisory bodies that goes far beyond understanding data and its uses will be navigating the interpersonal and political dynamics involved in attempting to achieve compromise among parties with divergent interests and priorities. In managing both enterprises cited here, I placed a premium on fostering successful collaborations among people from all points on the political spectrum and always attempted to draw out sustainable compromises that could push the greater objective forward. Through years of great mentorship I have developed a collaborative style and genuine appreciation of what it takes to make people feel heard and valued, which is a most effective way to get a group of people to 'yes'. Finally, I would note that my career experiences have given me a knowledge of strategy and planning, communications, and public outreach – and an understanding of the importance of all these factors to advancing a collaborative project. I believe that all of these perspectives and skills would serve the C2C's mission and objectives quite well.

Do you know of any conflicts of interest that would prohibit you from serving on this advisory board?

No

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

<https://www.childrennow.org/team/stephen-blake/>

<https://www.linkedin.com/in/stephen-blake-58463b31/>

Jodaitis, Nancy

Organizational Affiliation

Immigrants Rising

Job Title

Director of Higher Education

Do you have a preference for the number of years you will serve?

Two Years

Please describe why you would like to join the Community Engagement Advisory Board.

I am deeply committed to increasing educational pathways into higher education for undocumented students in California. As the Director of Higher Education at Immigrants Rising, I am part of a group of educators statewide dedicated to increasing access to higher education. But in order to make that happen, we need data. It is an invaluable tool to advancing equity. We also need resources that make higher education more understandable, useful, and accessible.

The Cradle to Career program is striving to develop the components necessary to meet statewide needs for data, tools and training across colleges and universities in California. Its value lies in streamlining because it informs our decisions. And I want to support its development and work to ensure that the needs of undocumented students are considered and met. I am excited to be able to be a part of expanding our collective ability to analyze comprehensive information about student outcomes, monitor student success and increase access to state based financial aid. entering and succeeding in college. We also need to be able to

What communities would you represent on the advisory board (such as a racial/ethnic group, a region, or an experience such as being a student or teacher)?

I would bring awareness, subject matter expertise and research directly from the undocumented student population, as well as the educators that serve them at higher education institutions in California. I have over 25 years of experience as a professional within higher education directly supporting underrepresented populations and determined to close equity gaps. For the past 15 years working directly with and for undocumented immigrants in California and the educators who serve them.

How are you currently engaged with these communities, which would enable you to solicit input from and share information with others?

I work directly with on a statewide with educators, administrators, financial aid counselors, admissions personnel, an undocumented student personnel at CCCs CSUs, & UCs and private schools who are deeply committed to equity issues. I would also be able to solicit input from undocumented individuals who are entering or seek to enter higher education. Additionally, I would be able to solicit input from UndocuEducators serving students as professionals and role models.

What experience have you had supporting awareness of and access to analytical data sets like dashboards, particularly regarding K-12, college, and teacher training programs?

I am deeply familiar with educational issues for community colleges, and universities. As well as adult schools and noncredit programs. In order to build better collective solutions, I have actively promoted the use of the California Immigrant Data Portal, especially the Educational Attainment tables with campus partners to identify equity gaps and expand educational pathways for current and prospective students. As the lead researcher and analyst for the CCC Dreamer's Project, I sought community engagement and

developed analytical data sets and tools. This was a statewide landscape assessment undertaken by the CCCs & Immigrants Rising in 2018. I have also collected data from California colleges and universities pertaining to in-state tuition. And worked with CSAC to review data from the CA Dream Act application. These findings have been used to address the diminishing access to CADAA and AB 540 statewide.

I have consistently used the Race to Submit Dashboard. This tool helps drive a statewide campaign to increase the number of financial aid applications (FAFSA/CADAA) for California high school seniors. And most recently, I have been promoting Ed Trust West's Data Tools, especially the racial disparities in financial aid completion data set. I also proposed to EdTrust West that we collaborate to strengthen their reported outcomes for undocumented students within their portal.

I am excited to strengthen my familiarity with CaliforniaColleges.edu and Increase the awareness of its college, career and financial aid tools. I would also like to work to ensure tools to address the unique needs of undocumented student information and interests are accurately reflected on this powerful tool.

What experience have you had supporting awareness of and access to student and educator tools, particularly regarding college, career, and financial aid planning?

I have developed an entire library of educational resource materials for students and educators who serve them to increase access regarding college access/admissions, financial aid, scholarships, and most recently guides to elevate promising practices institutions can undertake to support undocumented students. I am the editor and primary author of Educational Resource Binder: College Access for Undocumented Students in California (link: <https://immigrantsrising.org/resource/educational-binder/>), which is updated each year.

I also regularly conduct trainings on a statewide level with educators, administrators, financial aid counselors, admissions officers and personnel directly supporting undocumented students at the CCCs, CSUs & UCs. Our goal is to increase awareness of available resources and build institutional practices that increase the educational attainment of undocumented students. We also provide trainings for high school educators and college access organizations.

List any other experiences that would be relevant for your work on the Community Engagement Advisory Board, such as jobs, volunteer work, professional credentials, or past service on committees.

Committees: 1) AB 540/SB 68 Equitable Implementation Intersegmental Workgroup (statewide CA); 2) Supporting Undocumented Students College and Career Equity: Strategies for Success Planning Committee (National); 3) CCC Dreamers Project (statewide CA); 4) SF State AB 540 Taskforce (CSU, campus)

Jobs/Volunteer: See resume (link) https://docs.google.com/document/d/1hYjQoyd70wRYxnhS-yXH1_1JCGEsYT7Xi8dUR-zKj0/edit?usp=sharing

Do you know of any conflicts of interest that would prohibit you from serving on this advisory board?

None. I do not know of any, nor do I foresee any conflicts of interest that would prohibit me from serving on the advisory board.

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

<https://immigrantsrising.org/staff/nancy-jodaitis/>

<https://www.linkedin.com/in/nancy-jodaitis-3146b8143/>

Nellum, Christopher J.

Organizational Affiliation

The Education Trust—West

Job Title

Executive Director

Do you have a preference for the number of years you will serve?

Three Years

Please describe why you would like to join the Community Engagement Advisory Board.

I am interested in joining the Community Engagement Advisory Board because, in addition to building the data system, I believe the system's long-term success will hinge on the ability of people to use the underlying data and tools to make decisions and act.

In addition, since arriving at Ed Trust—West nearly five years ago, I have led the policy advocacy and community engagement aspects of our 'Data for the People' Campaign, now in its tenth year. The focus of that effort continues to be advocating at the state level for more integrated data and throughout the state on encouraging communities to interact with, understand, and use education data in their lives via our Data Equity Walks. You can learn more about that Campaign at: <http://eddataforthepeople.org/>

What communities would you represent on the advisory board (such as a racial/ethnic group, a region, or an experience such as being a student or teacher)?

Our partnerships and feedback loops at Ed Trust—West are strongest with a network of community-based organizations (i.e., ETW's Community Partner Program) led primarily by Californians of color and queer Californians engaged in P-16 education direct service and advocacy. In addition, we facilitate an Educator Advisory Council (EAC) and, upon invitation, provide sustained, long-term technical assistance (TA) and support to several schools, districts, county offices of education, and colleges across the state. The Community Partner Program, EAC, and TA opportunities give me and the organization ample opportunities to engage meaningfully with teachers, administrators, and community leaders, primarily those who are Black, Latinx, and Asian or Asian American.

How are you currently engaged with these communities, which would enable you to solicit input from and share information with others?

As I mention above, I currently engage these communities via Ed Trust—West's Community Partner Program, Educator Advisory Council, and technical assistance opportunities. We have many touchpoints for input, feedback, and information sharing throughout the year. We also host the annual Education Equity Forum, which attracts over 400 advocates for information sharing and strategizing around California education issues.

What experience have you had supporting awareness of and access to analytical data sets like dashboards, particularly regarding K-12, college, and teacher training programs?

As part of Ed Trust—West's 'Data for the People' Campaign, we regularly design and facilitate Data Equity Walk (DEW) sessions to provide community members and education leaders with opportunities to learn about available California education data, tools, and dashboards so that they can better answer questions about local and statewide education issues, challenges, and bright spots. As part of these DEWs, we often cover K-12, financial aid, college access & success, finance, and educator training, and diversity data and issues. I have facilitated over three dozen of these DEW sessions for parent groups,

schools, philanthropic boards, and others in the last five years in my role at Ed Trust—West; participants report leaving these sessions with greater awareness of available California data and tools and greater confidence in their ability to advocate for issues in their local communities. You can learn more about DEWs here: <https://west.edtrust.org/data-equity-walk-toolkit/>

What experience have you had supporting awareness of and access to student and educator tools, particularly regarding college, career, and financial aid planning?

[same as above] As part of Ed Trust—West's 'Data for the People' Campaign, we regularly design and facilitate Data Equity Walk (DEW) sessions to provide community members and education leaders with opportunities to learn about available California education data, tools, and dashboards so that they can better answer questions about local and statewide education issues, challenges, and bright spots. As part of these DEWs, we often cover K-12, financial aid, college access & success, finance, and educator training, and diversity data and issues. I have facilitated over three dozen of these DEW sessions for parent groups, schools, philanthropic boards, and others in the last five years in my role at Ed Trust—West; participants report leaving these sessions with greater awareness of available California data and tools and greater confidence in their ability to advocate for issues in their local communities. You can learn more about DEWs here: <https://west.edtrust.org/data-equity-walk-toolkit/>

List any other experiences that would be relevant for your work on the Community Engagement Advisory Board, such as jobs, volunteer work, professional credentials, or past service on committees.

I have advocated for and provided input about the C2C data system at every step of its evolution over the last several years. Most recently, I served on the WestEd Policy & Analytics Advisory Group.

I also volunteer with the Northern California College Promise Coalition (NCCPC) and am a member of my local branch of the NAACP, two networks I believe can be better involved and informed about the C2C data system efforts and tools moving forward.

Do you know of any conflicts of interest that would prohibit you from serving on this advisory board?

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/cnellum/>

Perez, Sasha

Organizational Affiliation

Campaign for College Opportunity

Job Title

Public Affairs Director

Do you have a preference for the number of years you will serve?

No Preference

Please describe why you would like to join the Community Engagement Advisory Board.

As the Public Affairs Director for the Campaign for College Opportunity and a community leader, I understand how critical community engagement is to informing policy decisions. I regularly engage with students, educators, and community-based organizations across California to inform them about current higher education issues and gather feedback on their communities needs. I have experience hosting focus groups between undocumented students to develop qualitative reports on their needs, gathering student leaders from across segments and region to communicate their most urgent needs during the COVID-19 pandemic and facilitating discussions between regional community based-organizations to develop strategy and action plans. As a member of the Community Engagement Advisory Board, I believe I'd bring the experience, relationships, and knowledge necessary to ensure our board hosts robust outreach to a regionally and demographically diverse group of stakeholders.

What communities would you represent on the advisory board (such as a racial/ethnic group, a region, or an experience such as being a student or teacher)?

I am a Latina, a higher education advocate with the Campaign for College Opportunity, a graduate of Cal State LA(2015) and a proud product of the public school system. I am a lifelong Los Angeles County resident, specifically from the City of Alhambra. The City of Alhambra is a majority minority city, with a majority of residents identifying as Asian American Pacific Islander's or Latinxs.

How are you currently engaged with these communities, which would enable you to solicit input from and share information with others?

Latinas: I'm currently a part of HOPE Leadership Institute Class of 2022, with a network of over 600 women in diverse regions and sectors across the state.

Higher Education Advocate: I regularly engage with student leaders from the Student Senate for California Community Colleges, Cal State Student Association and UC Student Association. I also regularly work with K-12 community based organizations in the Los Angeles, Inland Empire and Central Valley regions. I also serve on the board of GenUp, a non-profit that advocates for education through the power of youth voices. This group has campus affiliate organizations at K-12 institutions across the state.

Alhambra/San Gabriel Valley: I'm a city councilmember in the City of Alhambra. I have strong relationships with our local school district, Alhambra Unified School District, and regularly partner with their teachers and Superintendent on events. I also have strong relationships with other leaders throughout the San Gabriel Valley because I serve on the Asian Youth Center board, a non-profit dedicated to empowering low-income, immigrant, and at-risk youth and families, of all communities, to overcome barriers to success through culturally and linguistically competent education, employment, and social services

Cal State LA: I have very strong relationships with professors from CSULA.

What experience have you had supporting awareness of and access to analytical data sets like dashboards, particularly regarding K-12, college, and teacher training programs?

The Campaign for College Opportunity has long advocated for a statewide longitudinal data system to answer critical questions about student pathways and outcomes. In my role as Public Affairs Director for the Campaign for College Opportunity, I've made several presentations to stakeholders across the state about the need for California to build a student-centered data system to answer critical questions about K-12, postsecondary and workforce outcomes.

Additionally, the Campaign for College Opportunity has promoted the use of the California Community College Chancellor's Office data dashboard "Student Success Metrics" to community-based organizations looking to examine their regional college's transfer and completion rates. We've hosted virtual meetings to show CBO's how to navigate these dashboards and interpret data.

What experience have you had supporting awareness of and access to student and educator tools, particularly regarding college, career, and financial aid planning?

As the Public Affairs Director for the Campaign for College Opportunity, I regularly make presentations to high school seniors and college students about financial aid planning and recent changes to financial aid policies.

List any other experiences that would be relevant for your work on the Community Engagement Advisory Board, such as jobs, volunteer work, professional credentials, or past service on committees.

GenUP, Board Member, 2022 - Present

- Supported GenUP in meeting its mission to advocate for education through the power of youth voices

California 100 Commission, Commissioner, 2021-Present

- Advance the Commission's vision and strategy for California's next century by providing strategic feedback and hosting listening sessions across the state

Asian Youth Center, Board Member, 2019- Present

- Supported the Asian Youth Center in meeting its mission to empower low-income, immigrant, and at-risk youth and families, of all communities, to overcome barriers to success through culturally and linguistically competent education, employment, and social services

Do you know of any conflicts of interest that would prohibit you from serving on this advisory board?

No, I do not have any conflict of interest that would prohibit

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/sasha-renee-perez-424a96a9/>

Viveros-Walton, Sbeydeh

Organizational Affiliation

Public Advocates

Job Title

Director of Higher Education

Do you have a preference for the number of years you will serve?

Three Years

Please describe why you would like to join the Community Engagement Advisory Board.

C2C is poised to be a powerful tool that students, families, educational institutions and researchers can use to make decisions about their individual futures and their communities. I would like to serve in the Community Engagement Board to contribute to the successful implementation of the C2C Data system by bringing my community relations and outreach cross-sector experience.

I've dedicated my professional career to connecting people and institutions and have extensive experience in equity based program development and P-16 education public policy research using qualitative and quantitative data. I've personally experienced the limitations of independent state data systems in my various roles in the public and nonprofit sectors when building equity based programming ranging from place based cradle to career education initiatives and workforce development and training.

I also have deep experience in marketing, communications and community relations. I practiced these skills when I served as the Mayor's Deputy Chief of Staff managing town-gown community relations and cradle to career education and health initiatives. I also served as Public Information Officer in local government where I focused on immigrant community outreach, multilingual marketing and non-english and ethnic media outreach.

In my current role as the Director of Higher Education at Public Advocates and as member of the K-16 Education Equity Team, I can lean on our statewide community partnerships and coalitions to help shape the implementation of C2C.

What communities would you represent on the advisory board (such as a racial/ethnic group, a region, or an experience such as being a student or teacher)?

As a first-generation Latina college student and a proud graduate of all three public segments, I can personally attest to the need for C2C. Because of my experience, I've dedicated my professional and volunteer leadership to equity-driven organizations in the East Bay (SF Bay Area).

Currently, I'm a member of the following coalitions and groups:

- * Policy Committee Co-Chair and Founding Member of the Northern California College Promise Coalition (representing 58,000 students in 12 counties in Northern California)
- * KQED Community Advisory Board, Executive Committee and DEI Lead (Northern California)
- * UC Berkeley, Chicano Latino Alumni Association
- * Volunteer Higher Education Advisor to the Mexican Consulate in San Francisco and IME Becas (Scholarship) Committee

How are you currently engaged with these communities, which would enable you to solicit input from and share information with others?

I serve in leadership positions in the organizations listed above and meet with them regularly on joint projects. These organizations are committed to equity initiatives and have a wide reach in communities that may be of interest to C2C.

What experience have you had supporting awareness of and access to analytical data sets like dashboards, particularly regarding K-12, college, and teacher training programs?

For 6 years, I led a place based cradle to career initiative focused on educational equity. Nine indicators were created to benchmark progress ranging from kindergarten readiness to college and Career readiness and success. The K-12 indicators included: K-Universal screening, 3rd grade reading proficiency, mastery of 9th grade math, attendance, student and parent engagement, disproportionality in suspensions and police contacts. The initiative relied on state data such as CALPADS, California School Dashboard and the School Accountability Report Card (SARC) to create the benchmarks and track success as well as areas of improvement.

The initiative was also responsible for translating these indicators into easy to understand public dashboards to keep the community at-large abreast of challenges and success.

What experience have you had supporting awareness of and access to student and educator tools, particularly regarding college, career, and financial aid planning?

The "College and Career Readiness and Success" indicator benchmarked A-G completion, financial aid application rates and college enrollment and persistence. The initiative relied on CSAC data, national student clearinghouse and UC's Transcript Evaluation Service among others.

This initiative was instrumental in understanding what data was available to track community indicators but it also made it clear why a comprehensive longitudinal data system such as C2C is necessary for community reporting, institutional accountability and community engagement.

List any other experiences that would be relevant for your work on the Community Engagement Advisory Board, such as jobs, volunteer work, professional credentials, or past service on committees.

I believe that my unique professional experience in communications, community relations, legislative affairs, equity-forward programming, P-16 education public policy research can be of service to the C2C Community Engagement Board. In addition to the roles I mentioned throughout his application, I also serve in other capacities that complement my application to this board. They are as follows:

* Founding Director of Government Relations and Policy for a student direct service non profit organization. In this role I learned first hand how low-income and first generation families navigate the current post-secondary ecosystem and the network of support needed to successfully graduate from a post-secondary institution.

* Chief of Staff at Goodwill Industries. In this role, I learned about workforce development strategies for people with barriers of entry into the workforce and traditional post-secondary education. I believe C2C can benefit from engagement with organizations like Goodwill that have deep relationships with their regional workforce development boards and County services.

* Peralta Colleges Foundation, Interim Executive Director and Board Chair: I had the privilege of serving students in a multi-college community college district through the foundation. We secured a scholarship endowment and worked with regional industry partners to support the neediest students wanting to pursue their post-secondary goals.

Do you know of any conflicts of interest that would prohibit you from serving on this advisory board?

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/sviveroswalton/>

Community Organization

Chavez, Patricia

Organizational Affiliation

Parent Institute for Quality Education

Job Title

V.P. External Relations

Do you have a preference for the number of years you will serve?

No Preference

Please describe why you would like to join the Community Engagement Advisory Board.

Family perspectives and insights is a beneficial component to community engagement. I had the opportunity to sit in the first cohort of community engagement advisors. Providing narratives about how families can assist students and utilize this wonderful online tool to support both their students and school was helpful. I'd love to continue my support and provide a family's view as we all navigate effective and efficient engagement measures.

What communities would you represent on the advisory board (such as a racial/ethnic group, a region, or an experience such as being a student or teacher)?

I work for a CA statewide organization that specialized in family engagement and would represent CA families who are English Learners, immigrants, refugees and low incomes.

How are you currently engaged with these communities, which would enable you to solicit input from and share information with others?

PIQE serves more than 18,000 California families annually through hands on family engagement workshops. In addition, we offer families additional opportunities to be involved in their community such as meeting with leadership, presentation training, webinars, and ongoing communication about happenings via social media and PIQE APP. We also provide digital literacy and adoption training and opportunities.

What experience have you had supporting awareness of and access to analytical data sets like dashboards, particularly regarding K-12, college, and teacher training programs?

PIQE administers various statewide surveys annually. Sharing data and offering families a way to use data for their student's future plan is part of our work. We also share data with school and civic leaders for discussion on policy and other systemic solutions. PIQE utilizes various communication modes such as website, social media, PIQE app, webinars, facebook lives, tabling, presentations, text and individualized phone calls.

What experience have you had supporting awareness of and access to student and educator tools, particularly regarding college, career, and financial aid planning?

PIQE offers Bridge to College, STEM and Middle and High School family engagement workshops that focus on college planning, financial aid, and more.

List any other experiences that would be relevant for your work on the Community Engagement Advisory Board, such as jobs, volunteer work, professional credentials, or past service on committees.

I earned a Bachelors in Public Relations from SDSU and Master's in Communication Management from USC. I have been a communication practitioner for nearly 30 years working in public, private and non-profit settings. I served as City Councilmember for City of Chula Vista and on various boards.

Do you know of any conflicts of interest that would prohibit you from serving on this advisory board?

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/pattychavez/>

Cheang, Michelle

Organizational Affiliation

LA Promise Fund

Job Title

Chief Advancement Officer

Do you have a preference for the number of years you will serve?

Three Years

Please describe why you would like to join the Community Engagement Advisory Board.

The C2C Office is leading important work to provide tools and information to make data-driven decisions that affects all California residents. In order for these resources to have the impact we need (e.g. decrease equity gaps, provide appropriate and timely interventions, improve education/workforce/public systems, streamline the C2C pipeline, institutionalize strategic partnerships, etc.), the tools and resources must be utilized. As part of the Community Engagement Advisory Board, I am confident that I can represent the community and engage folks throughout the process--from understanding the purpose/goals, creating buy-in for engagement, ensuring dashboards are user-friendly, communicating its uses, and continuous improvement. On a personal and professional level, I am excited and interested to be part of such a critical project that has the opportunity and obligation to help students reach their goals.

What communities would you represent on the advisory board (such as a racial/ethnic group, a region, or an experience such as being a student or teacher)?

I represent the following communities through my professional and personal experience:

- Bilingual Chinese-Mexican
- Immigrant family and grew up in border town
- Southern California (Los Angeles, San Diego, Imperial Valley, & Inland Empire)
- Public K-12 & UC and CSU alumni
- Current non-profit executive, served as a Dean in the Los Angeles Community College District
- Current consultant with community colleges (Los Angeles & Inland Empire)
- Work with over 200 schools in Los Angeles County (LA Unified, Charters, & LA County Office of Ed) - managed education programs for students, as well as family engagement
- Work with employers and workforce systems
- Data Teams - managed data team for organization

How are you currently engaged with these communities, which would enable you to solicit input from and share information with others?

I am actively engaged with the communities described in the previous question. I have meetings, share newsletters, consult, and/or manage.

Students - Access via programs offered (afterschool & during school)

Parents - Access via programs offered (pantry, parent centers, noncredit community classes)

K-12 Teachers- Access via programs & professional development offered

Community College Administrators/Faculty/Staff - Access as consultant and professional/personal relationships

K-12 Admin - Access via programs & professional/personal relationships when I was dean overseeing all dual enrollment for LA Trade Tech College

City and County Workforce systems - Access professional/personal relationships when I operated

YouthSource and WorkSource Centers
Nonprofits - Access via current partnerships & personal relationships

What experience have you had supporting awareness of and access to analytical data sets like dashboards, particularly regarding K-12, college, and teacher training programs?

In general, my experience supporting awareness of and access to analytical data sets has been primarily for faculty and staff.

2008 - 2012: Worked with K-12 parents, students, teachers, and administrators to share information and provide data, individual and aggregate, regarding students' fitnessgram test results in comparison to program interventions (Nine K-12 schools in LA)

2010: Worked closely with Director of Data & Evaluation to create universal intake, canvas community, and design data system for the organization to streamline the acquisition, storing, reporting, and utilization of data (currently working on this for my organization)

2012-2014: Design, implement, & oversight of programs in which Pupil Services & Attendance Counselor, GED Coordinator, Alternative Ed K-12 Partner, Case Managers and Students/Guardians created individualized plans (academics & support services) based on intakes & academic data (attendance, credits, test scores)

2014-2019: Worked with college faculty to evaluate programs based on data - created tool to easily filter data based on class, semester, faculty for continuous improvement (i.e. faculty assignments, pre-req student learning outcomes & preparation for success, etc.); Worked closely with VP of Pathways Innovation & Institutional Effectiveness to design and inform dashboards used for enrollment management

2019: Worked with all Career Technical Education department chairs and created a tool to support with scheduling, planning, and projecting FTES

2020 - 2021: Oversight of Family & Community Engagement Team that provided workshops for parents in English and Spanish on using powerschools to access information and communicate with students

What experience have you had supporting awareness of and access to student and educator tools, particularly regarding college, career, and financial aid planning?

Embedding tools in student, teacher, and parent programs during orientations, informational sessions, curriculum, courses, workshops, and/or professional development. Although I have not facilitated such sessions recently, I oversee staff that integrate such tools. I work with staff to identify schedule, modality, and partners.

List any other experiences that would be relevant for your work on the Community Engagement Advisory Board, such as jobs, volunteer work, professional credentials, or past service on committees.

Bilingual - English & Spanish

2021: Led Virtual Biotech Summit for over 6,000 students and educators in California

2018-2020: Board Secretary for a Los Angeles K-8 Charter School

2016-2018: South LA Transit Empowerment Zone - Education Work Group; Established Avanza Los Angeles noncredit program for immigrant community; Launched largest dual enrollment program and adult education program in the history of the college; Teamster Union Campus Representative

2016: Dissertation: Community college and community-based nonprofit partnerships: Supporting the

college pipeline for opportunity youth

2015-2018: Program Review & Assessment Committee at LA Trade Tech College

2010-2014: Lead organizer and founder for Annual Family Summit that served over 3,000 K-12 parents and students, focus on health & wellness & college readiness/access

2008-2010: Facilitated parent workshops in English & Spanish across 9 LA K-12 schools; Behavior Consultant for Latinx Spanish-speaking families referred by the North LA Regional Center

Do you know of any conflicts of interest that would prohibit you from serving on this advisory board?

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/drmichellecheang/>

Curry, Meredith

Organizational Affiliation

Northern California College Promise Coalition (NCCPC)

Job Title

Executive Director

Do you have a preference for the number of years you will serve?

No Preference

Please describe why you would like to join the Community Engagement Advisory Board.

I am excited at the opportunity to take my networks, learnings, insights, and deep knowledge of California college access and success issues and opportunities to build a more equitable future in California. I was the founding Director of Operations for the California College Guidance Initiative (CCGI) and completed my journey with them as the Director of Content & Data Management. It is with great pride and hope for the future that I've witnessed and contributed to CCGI flourishing to now become a key piece to the Cradle-to-Career Data System. Since I left CCGI, I continue to be a huge champion of it. Everyday I meet people, organizations, students, and families who don't know about CaliforniaColleges.edu and I take every opportunity to teach them about it. Because of that experience, I am deeply familiar with the pain points that our students experience across the cradle to career continuum, from lack of understanding around A-G that is needed as early as middle school, to lack of financial aid planning acumen that is needed to apply to college, optimize financial aid, and make affordable college decisions. I have experience making information about education more understandable and useful, whether it's the design of a tool or app, framing and writing of content, or presenting the information live or in video formats.

What communities would you represent on the advisory board (such as a racial/ethnic group, a region, or an experience such as being a student or teacher)?

NCCPC is a coalition of 34 cities, mayors, college promises, access and success programs, and individual advocates all working together to strengthen the conditions for first-gen, low income, and students of color to get to and through college and into careers. As the Executive Director, I represent the experiences of those who work directly with students as they pursue their academic and career goals. I represent a regional community that spans 12 counties: the 9 Bay Area counties, Sacramento, San Joaquin, and Tulare. Over the course of my career, I have worked directly with thousands of CA students (K-12) as they navigated college and financial aid applications and enrollment. I also worked directly with hundreds of college students (2-year, 4-year, and graduates) supporting them through persistence, completion, and their post-graduate placements (fellowships, graduate school, employment). As a result of this experience, I feel I can represent the interests of such students.

On a personal note, I have lived as a mixed-race (Black/Filipina) woman and have the perspective of being a part of both cultures. I am on the board of LEAD Filipino, and serve on a statewide Filipino policy committee called FIERCE, so I can also represent the Filipinx group.

How are you currently engaged with these communities, which would enable you to solicit input from and share information with others?

My primary mechanism for engagement is through the NCCPC committee structure. I play a heavy facilitation role in each committee, and through our committee leaders, I can solicit input from our 34 members. These committees are 1) Policy, 2) Campus Partnerships, 3) Workforce Development, and 4) Communities of Practice, or simply Practice. Each committee meets at least every two months and are

led by individuals who have extensive networks that we can tap for input.

The Practice committee is where I already facilitate conversations about what tools, content, and strategies work and don't work. CaliforniaColleges.edu, as well as other tools like LetsGoToCollegeCA.org, AssistHub, uAspire, and DecidED.org, are already part of our ongoing discussions. Each committee offers opportunities to solicit input from community members, but the Practice committee is the ideal community to engage and solicit input, and they meet monthly. This committee also experiences the most external guests that include teachers, counselors, and even funders. This committee in particular gives us access to a broad spectrum of input to tap into as needed with insights from leaders who work along the K-20 continuum.

What experience have you had supporting awareness of and access to analytical data sets like dashboards, particularly regarding K-12, college, and teacher training programs?

I am well-versed in the tool CaliforniaColleges.edu, helped build the 6th-12th grade curriculum, supported the integrations with CalState Apply, OpenCCCApply, and CSAC for FAFSA/CADAA tracking, and have trained dozens of schools and districts and thousands of educators and students on how to use the tool. I helped to design, test, and implement the CaliforniaColleges.edu reports and dashboards, including internal dashboards that measured implementation and student training successes and milestones.

As an example, I built the internal dashboards for the CCGI team to measure outreach using Salesforce. This helped us understand how and where to improve our outreach strategies in those communities, and then amplify that learning for the larger statewide community. We could track usage by county, by district partner, by implementation year, and by implementation model (e.g. with LinkedLearning Pathways).

And when building the external dashboards for the school and district partners, I considered who will run the reports and query the dashboards, the frequency and timing to be the most impactful, and the training needed to make that data useful to teams and to students. Reports and dashboards were designed for district level leaders versus school administrators versus counselors. I ensured that the design of the reports were intuitive, that testing included stakeholders like students and counselors, and the dashboards portrayed the most critical metrics to lead to data-informed decisions and practice change.

As a Salesforce Administrator since 2008 that has helped over 10 nonprofits build and manage their Salesforce instances including CCGI, I have developed Salesforce reports and dashboards that combined data sets across K-12, college, and career. While I do not have experience with teacher training programs, I do have experience with CaliforniaColleges.edu and other training programs such as DecidED powered by Moneythink. I am also a 10-year veteran as a Cash4College volunteer and have participated and engaged in financial aid application and award letter review training, both as a student and a trainer. I've also helped inform Google Analytics reports and dashboards.

What experience have you had supporting awareness of and access to student and educator tools, particularly regarding college, career, and financial aid planning?

While on the CCGI team, my role was to be part of strong feedback loops with tool and data users (students AND teachers). I developed the procedures and activities to get feedback from students and educators while translating their feedback to education technology vendors.

I was part of the leadership team that ensured CaliforniaColleges.edu's content and our implementation approach incorporated evidence-based decision-making. As one of the first practitioners on the team, it was part of my personal and professional dream to see the tool used by community programs and for its data to be accessible for all those that work with students along the cradle to career continuum. This included ensuring parents had access to their students' accounts, engaging families through lesson plans, and even presenting at college fairs in LA and parents' nights in San Jose.

Through my activities as a trainer in the areas of college, career and financial aid planning, I have been able to stay grounded in the reality of current practices, and use those experiences to continually improve the tools we developed: I participated in several CSU, UC, and CCC counselor conferences tabling and presenting on CaliforniaColleges.edu, and as the prior Director of Education for Moneythink, I led several dozen trainings on financial aid planning, award letter comparison, and affordable college decision-making to audiences that included students, parents, educators, college administrators, advisors, and volunteer coaches.

List any other experiences that would be relevant for your work on the Community Engagement Advisory Board, such as jobs, volunteer work, professional credentials, or past service on committees.

I am an National College Attainment Network (NCAN) Advocacy Task Force member for 2022 and was a 2020-21 NCAN Federal Advocacy Fellow.

I am the external Salesforce Administrator for the UC Office of the President working with Transcript Evaluation Service (TES), Graduate Undergraduate & Equity Affairs (GUEA), and Mathematics Engineering Science Achievement (MESA).

I was a freshman application reader for UCLA for 3 years.

I am a product of all 3 public higher ed segments: I received my BA in English from UCLA, my MBA from CSU Long Beach, and received continuing education from different community colleges including El Camino in LA and Evergreen in San Jose.

Boards, Commissions, and Collaboratives:

- Board Member | LEAD Filipino from January 2021 to present.
- Chair/Commissioner | SCC Commission on the Status of Women from May 2019 to present.
- Work Smart + Start Smart Committee Member | AAUW San Jose from February 2020 to present.
- Steering Committee member | Southern CA College Access Network from June 2009 – Dec 2016.
- Chair & Member | Women Development & Earth Foundation USA from Dec 2008 – Dec 2014.
- Founder and Facilitator | College Access Brain Trust (Los Angeles) from Nov 2010 – Dec 2014.

Do you know of any conflicts of interest that would prohibit you from serving on this advisory board?

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/meredithdcurry/>

Montes, Marcos

Organizational Affiliation

Southern California College Access Network

Job Title

Policy and Strategic Initiatives Consultant

Do you have a preference for the number of years you will serve?

No Preference

Please describe why you would like to join the Community Engagement Advisory Board.

The Cradle-to-Career data system is a pivotal step in achieving educational equity in California, promoting upward mobility for hundreds of thousands of Californians, and meeting the State's workforce needs. As a longtime advocate for and champion of this data system, I was thrilled when it finally became a reality under the leadership of Governor Newsom and the California State Legislature. I would like to be part of the Community Engagement Advisory Board because I want the data system to be successful and impact positive change. I believe in advocacy efforts that empower beneficiaries and allow them to participate in every step of the decision-making process. My hope is that the Cradle-to-Career data system can serve as an open door for community members to influence our education system by better understanding it and influencing evidence-based solutions. The data system will be successful if all who are interested in using the data system can have equitable access to it.

I am also applying to this advisory board because one of my biggest passions is youth empowerment. I believe the education system in our state needs to empower all Californians to be their best selves. Our education system needs to uphold its promise to level the playing field for all of California's youth and not perpetrate longstanding inequalities. In order to achieve this, it is critical to have a data-system that works and engages all stakeholders in the process.

What communities would you represent on the advisory board (such as a racial/ethnic group, a region, or an experience such as being a student or teacher)?

As a member of the advisory board, I would represent first-generation Latinx college students, who recently navigated California's educational system as undocumented immigrants and/or as systematically marginalized student leaders. I was the first in my family to graduate from college in this country. As a low-income student, I became overwhelmed by having to finance my education without access to financial aid programs and ultimately had to take a leave of absence from my studies. When I was able to return to college, I decided to get involved and make a difference through student government. I had very little knowledge about the structure and process of being a student government representative; I just knew I wanted to create change for myself and my fellow students. Fortunately, I was elected to serve as an executive board member for Cal State LA's Associated Students, Inc. This position allowed me to represent the Cal State LA's student body as a board member of the Cal State Student Association (CSSA). Eventually, I moved my way up at CSSA to become the Vice President of Legislative Affairs.

I will also serve on the advisory board as an advocate for educational equity and college attainment. I would represent a diverse community of higher education policy advocates and college access professionals. In addition, I believe I will represent a vibrant community of student advocates. Through my work, I have been able to sustain a strong relationship with former and current student advocates.

How are you currently engaged with these communities, which would enable you to solicit input from and share information with others?

As the policy consultant for the Southern California College Access Network (SoCal CAN), I represent the network in multiple coalitions and manage several programs that give me access to important stakeholders such as students, college access and success professionals, and advocates. I am the co-lead of the California Undocumented Higher Education Coalition convened by the Campaign for College Opportunity and I serve as a SoCal CAN representative on statewide coalitions such as Californians for College Affordability, the California College for All Coalition, and the Community Engagement for College Success Network convened by the College Futures Coalition and Jobs for the Future. In addition, I manage multiple programs that allow me to continue to be connected to and serve marginalized communities such as underrepresented students and college access and success professionals. I manage SoCal CAN's premier student advocacy program, SoCal CAN Changemakers, and other student advocacy programs focused on specific issues that are priority to our students and network members such as basic needs, undocumented student success, and digital equity. I am honored to be considered one of the leading experts in the State on student advocacy and student engagement.

What experience have you had supporting awareness of and access to analytical data sets like dashboards, particularly regarding K-12, college, and teacher training programs?

I created an interactive map for the CA Undocumented Higher Education Coalition. The California Undocumented Student Resources Map was created so that students and allies can find information about undocumented student resource centers, support programs, website addresses, undocumented student organizations, and contact information of undocumented allies and liaisons. The map lists all community colleges, CSU campuses, UC campuses, and independent non-profit colleges in California. The map has received almost 25,000 visits since its launch in December of 2018. I continue to make updates to the map and consult with campus contacts and stakeholders to ensure that we have the most up to date information. In addition, I am the SoCal CAN point of contact for the campaign that was launched to connect prospective community college students with their one-stop website of information and resources: icangotocollege.com. We are sharing this tool with students to increase community college enrollment and share resources.

In addition, I am in charge of bringing awareness and promoting engagement with online data tools like the National College Attainment Network's FAFSA Tracker, The Education Trust-West's Data for the People Hub, TICAS' College Insight data tool, uAspire's College Cost Calculator, and Moneythink's College Affordability Tool. My role has been to bring awareness to these data tools as a partner and make sure that students, parents, and college access professionals are aware of these tools and inform their work using them. I have actually had the opportunity to participate in sessions where I got to provide feedback and evaluation of these tools with their respective creators.

What experience have you had supporting awareness of and access to student and educator tools, particularly regarding college, career, and financial aid planning?

As a consultant for the Southern California College Access Network, I serve as Program Manager for Let's Go To College CA. Let's Go is a student-led virtual hub and community that prioritizes student needs during COVID-19 and promotes resources to support all students on their journey to pursue higher education. We focus on four key areas: applying for college, paying for college, online learning, and mental health and self-care. We launched this project when the pandemic started; and we are continuously adapting the program to meet students' evolving needs and to support the State's pandemic recovery efforts.

We ensure that students and advisors engage with our resources by hosting them on a central website and implementing a robust social media strategy. You can find us on TikTok, Discord, Instagram, Facebook and Twitter. We also host internship and fellowship opportunities for students who are interested in work. Our tools/resources are helpful to students who are seeking persistence support and advisors/counselors who are looking for complementary tools/resources to make their work with students more effective and efficient.

Let's Go To College CA has become a statewide and national program model. We have organizations across the state (North State, Bay Area, Los Angeles, and Inland Empire) who are activating their networks to provide Let's Go to College CA resources to students in their respective regions. Our work has been presented at national conferences such as the National College Attainment Network Annual's Conference. As a result, partners in states like Texas have started creating something similar to Let's Go in their state.

Finally, one of my main goals for the Let's Go website and content is for all content to be user-friendly and easy to understand. Let's Go content is created and curated by a team of students with support and supervision by me to ensure that it is informative, accessible, and comprehensible. We regularly solicit feedback from our users via surveys, focus groups, and one-on-one meetings to ensure that our program is truly serving our community members.

List any other experiences that would be relevant for your work on the Community Engagement Advisory Board, such as jobs, volunteer work, professional credentials, or past service on committees.

I believe that my work experience as a consultant for SoCal CAN (managing the network's policy agenda, student-led virtual hub of college resources, and student advocacy programs) would make me a great match for this opportunity. Managing our policy agenda has given me the opportunity to expand my knowledge on issues such as college affordability, basic needs, student well-being and mental health, racial equity, and undocumented students. I have implemented community engagement, outreach and public relations strategies that allow our network to make strong connections that facilitate program creation. Examples of these strategies include program design and evaluation, managing social media communications, and overseeing both paid and organic marketing campaigns.

I am also a volunteer for the Chicano Latino Youth Leadership Project, Inc. that hosts leadership conferences for high school juniors and seniors each year that focus on four key pillars: culture, community, college, and career. CLYLP is currently celebrating 40 years of hosting the Statewide Leadership Conference and 15 years of hosting the Los Angeles Leadership Institute. I am honored to serve as co-coordinator of the Los Angeles Institute for 3 years now. In addition, I believe that my past experience as a Vice President for External Affairs of Associated Students Inc. at Cal State LA and Vice President of Legislative Affairs for the Cal State Student Association equipped me with multi-year experience of serving on boards. During my time in these two roles, I was a pioneer for campaigns such as the Fix Financial Aid which was a call for our state to fix our financial aid programs, Back to Basics which brought attention and championed solutions to food insecurity, student homelessness and mental health supports, and Choose CSU which called for the state to fully fund the CSU to avoid further tuition increases. In 2017, I was selected as CSSA's Student Advocate of the Year and in 2018 I was honored with a State Resolution authored by Speaker Anthony Rendon and Assemblymember Bill Dodd for my accomplishments by serving 3 years as a student government representative.

Do you know of any conflicts of interest that would prohibit you from serving on this advisory board?

There are no conflicts of interest of which I am aware.

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

My linked in profile can be found here: <https://www.linkedin.com/in/montes58marcos/>

More about my role with SoCal CAN can be found here: <https://socialcollegeaccess.org/ourteam/>

The website for the virtual hub I manage can be found here: <https://letsgotocollegeca.org/> and here <https://www.instagram.com/gotocollegeca>

Palter, David

Organizational Affiliation

Silicon Valley Leadership Group

Job Title

Sr. Director, Education and Workforce Development

Do you have a preference for the number of years you will serve?

No Preference

Please describe why you would like to join the Community Engagement Advisory Board.

Professionally, it has been a privilege to advocate for a longitudinal data system since 2018, and to work with advocacy organizations, electeds, the governor's office, the private sector and education to help C2C come to fruition. Despite the good arguments in its favor - that California is one of only eight states without a data system to track students' educational and career pathways; that stakeholders lack the ability to monitor how students fare during key transition points; that we can't assess the long-term efficacy of interventions or investments - the reviewers of this application know that C2C was never a fait accompli. Now that the effort has been funded, I would feel equally privileged to work alongside those who understand that the hard work of creating an effective and truly accessible system is still in front of us. Personally, as someone who benefited from public resources - free school lunch and in-school support services - I want to help inform a tool that can ensure underserved students benefit from targeted funding and programs.

What communities would you represent on the advisory board (such as a racial/ethnic group, a region, or an experience such as being a student or teacher)?

As the workforce development lead for a membership-based business organization and former teacher, I believe I am well positioned to represent both business and education. My work and passion is to translate between our member companies, K-12 LEAs, nonprofits, colleges, and universities, all of whom operate within different linguistic and cultural milieu. I am blessed to learn constantly from a disparate set of actors, each with their own pacing, their own sector-specific operating procedures and expectations - and my job is to bridge gaps, to provide what these many sides will see as workable solutions to shared goals. I would also be representing as a parent of two children enrolled in our public schools.

How are you currently engaged with these communities, which would enable you to solicit input from and share information with others?

I am in daily contact with business and education professionals of every stripe, from contract recruiters to CEOs on the business side, and adjunct lecturers to presidents and chancellors on the education side. My portfolio depends on building and sustaining relationships across multiple layers specifically so that I can make the right connections in a timely manner between private-sector member companies, electeds, education leaders, and community partners. I would be honored to leverage these networks in support of C2C directives, knowing that C2C will be a value add to their work as well. I am also the staff lead for a monthly committee composed of 200 business and education professionals. Committee members have asked that I keep them informed as C2C develops, so I know there is significant interest on their part.

What experience have you had supporting awareness of and access to analytical data sets like dashboards, particularly regarding K-12, college, and teacher training programs?

As a bridge between business and education, I have had multiple opportunities to support awareness of and use of analytical data sets. Over the past six years, I have consistently brought in partners from

EdTrust-West, WestEd, PPIC, CA Edge Coalition, California Competes and data professionals from the UC, CSU, and CCCC to speak to our private-sector members in one-one-one conversations, small gatherings, and large industry conferences. Additionally, I have participated in ideation sessions with colleges, the CCCC, Centers of Excellence, donor and advocacy groups around tracking Strong Workforce funding and student pathways (regarding both Launchboard and more localized tracking), worked with workforce boards to better communicate labor statistics to employers, and hosted an information session for the Bay 28 community colleges on a student career platform.

What experience have you had supporting awareness of and access to student and educator tools, particularly regarding college, career, and financial aid planning?

I served on the College Affordability Work Group for the SSPI Transition team, under the direction of LeAnn Fong-Batkin, and my group's contributions focused on Cal Grant reform and establishing a FAFSA communications toolkit for parents.

List any other experiences that would be relevant for your work on the Community Engagement Advisory Board, such as jobs, volunteer work, professional credentials, or past service on committees.

I currently serve on the West Valley College Business Advisory Board and the Evergreen Valley College Commission.

Do you know of any conflicts of interest that would prohibit you from serving on this advisory board?

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-palter-712b0b96>

Salazar, Mckenna

Organizational Affiliation

Tulare Kings College & Career Collaborative

Job Title

Director

Do you have a preference for the number of years you will serve?

No Preference

Please describe why you would like to join the Community Engagement Advisory Board.

Data and strategic conversation language can be hard for community members to understand; Having an advisory board dedicated to ensuring community partners voices are heard, considered and valued is key when developing initiatives. My background and education have helped me to learn to speak with others, listen for understanding, and share messages in a clear and concise manner. Serving on the Community Engagement Advisory Board would allow me the opportunity to connect with our community partners in a different way.

What communities would you represent on the advisory board (such as a racial/ethnic group, a region, or an experience such as being a student or teacher)?

My current role provides me access to community members of the southern Central Valley Region of California (Tulare and Kings Counties), 15 K-12 District partners, 4 Community College partners, 2 4 year Universities and numerous industry partners; all dedicated to the Cradle to Career initiatives.

How are you currently engaged with these communities, which would enable you to solicit input from and share information with others?

Leading a college and career collaborative in our region allows me regular access to partners in which feedback and communication can occur in many different venues.

What experience have you had supporting awareness of and access to analytical data sets like dashboards, particularly regarding K-12, college, and teacher training programs?

While working in the Community College System, I learned to use dashboards to gauge student success and retention. I have since taken that knowledge of data and analyzing to my current role in K-12 at a County Office of Education where we work with K-12 and Post-Secondary. We use data sets to measure success and identify areas of opportunity and celebration. These data sets help to guide in decision making processes.

What experience have you had supporting awareness of and access to student and educator tools, particularly regarding college, career, and financial aid planning?

In my training to become an Improvement Science Coach, reviewing, understanding, and utilizing different tools has been an everyday practice. Our work in the collaborative relies on helping educators find ways to improve college going and career ready rates both in preparation, planning, and finally the transition. Attending many different professional learning and networking opportunities to remain knowledgeable and aware of initiatives has helped to launch this work and be proactive to different items of implementation.

List any other experiences that would be relevant for your work on the Community Engagement Advisory Board, such as jobs, volunteer work, professional credentials, or past service on committees.

Director of Academic Affairs at California Health Sciences University
Director of Dual Enrollment and CTE at Porterville Community College
College & Career Engagement Specialist at Tulare County Office of Education
Director of the Tulare-Kings College & Career Collaborative
CTE Leadership Development Institute Participant
Improvement Science Coach

Do you know of any conflicts of interest that would prohibit you from serving on this advisory board?

Our Collaborative is applying for the Regional K-16 Collaborative Grant - TKCCC and Fresno K-16 are partnering on this effort but we are the only application out of our CERF region that has been identified.

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

<https://tkccc.org/>

<https://www.linkedin.com/in/mckenna-salazar-149a4430/>

Sandhu, Sara

Organizational Affiliation

GO Public Schools

Job Title

Communications Director

Do you have a preference for the number of years you will serve?

One Year

Please describe why you would like to join the Community Engagement Advisory Board.

One of the core functions of my role as a Communications Director is to make information accessible to the families my organization serves in the Bay Area and Central Valley. More often than not, the materials I've created for families include some form of local and/or state-level student outcome data. I feel that my role, my reach, and my experience could be a valuable asset to an advisory board focused on 1) sharing more information about the C2C data system and 2) ensuring it's actionable and accessible. And, to be candid, creating access to data is a passion project of mine!

What communities would you represent on the advisory board (such as a racial/ethnic group, a region, or an experience such as being a student or teacher)?

In my role I have the privilege of working alongside parent and community leaders in Fresno, West Contra Costa, and Oakland. The majority of GO's parent leaders identify as low-income people of color. To add, I have extensive experience in both the K-12 and higher education space (community colleges specifically): I've taught in after-school programs, project managed career pathway initiatives, and supported first-generation students through college.

How are you currently engaged with these communities, which would enable you to solicit input from and share information with others?

I am constantly meeting and writing for and with the communities I've referenced above. If information about the C2C data system needed to be shared or input gathered, my organization has the capacity (and interest) to reach over 10,000 subscribers by email alone. Student data and data-driven decision-making are topics we reference frequently in our network emails, so the addition of a C2C data system survey, for example, would not appear out of place.

What experience have you had supporting awareness of and access to analytical data sets like dashboards, particularly regarding K-12, college, and teacher training programs?

I've ghost-written editorials about the California School Dashboard, helped demystify student growth data for families through one-pagers, and co-authored at least 3 different family-facing student outcomes reports (one of which was a finalist for a Most Actionable Research award).

What experience have you had supporting awareness of and access to student and educator tools, particularly regarding college, career, and financial aid planning?

I wrote a comprehensive guide to help families navigate the FAFSA and California Dream Act Application. This bilingual resource has reached over 6,000 families across California. I have coordinated, and in some cases led, dozens of sessions to reach high school counselors, families, students, and community partners. I am currently in the process of designing additional family-facing resources to support deciphering financial aid award letters and selecting the best-fit college.

List any other experiences that would be relevant for your work on the Community Engagement Advisory Board, such as jobs, volunteer work, professional credentials, or past service on committees.

I have worked in education (K-12 and higher education) for well over a decade. I stay plugged into current initiatives, I know the jargon, and I know how to communicate about the education policy world in a way that is accessible to target audiences (from families to policymakers to decision-makers).

Do you know of any conflicts of interest that would prohibit you from serving on this advisory board?

None that I'm aware 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/sara-sandhu-43b044103/>

Practitioner

Asher, Lauren

Organizational Affiliation

LJA Strategies

Job Title

Principal

Do you have a preference for the number of years you will serve?

Two Years

Please describe why you would like to join the Community Engagement Advisory Board.

I care deeply about increasing equity in college access and outcomes; know that more and better K12, post-secondary, and workforce data are essential to improving relevant policy and practice; and can draw on decades of experience developing and advocating for actionable information and accessible tools -- about federal and California financial aid as well as other complex processes and topics -- for students and families, as well as for counselors and educators, advocates, researchers, policymakers, and the media. I want to join this advisory board to help the C2C reach its potential to inform evidence-based decisions, most especially by individuals, communities, and organizations that don't have sufficient access to relevant data and tools.

What communities would you represent on the advisory board (such as a racial/ethnic group, a region, or an experience such as being a student or teacher)?

Advocates and service providers for low-income, first-generation, and minoritized students, with a focus on increasing equity in college access, affordability, and outcomes.

How are you currently engaged with these communities, which would enable you to solicit input from and share information with others?

As a consultant, I help California nonprofits, foundations, and institutions develop data-informed strategies and services to increase equity in college access, affordability, and outcomes. These are a few representative examples: College Futures Foundation, Opportunity Institute, California College Guidance Initiative, and Calbright College. As a WSCUC Commissioner, I draw on a wide range of data to represent the interests of students and taxpayers in setting accreditation policies and evaluating California institutions. In addition, I volunteer as a college access coach for first-generation students in the Bay Area, helping students, their families, and other coaches find and interpret relevant data. And I stay in close contact with current and former clients plus a broad network of California and national advocates, researchers, service providers, and reporters built over my many years leading The Institute for College Access & Success (TICAS).

What experience have you had supporting awareness of and access to analytical data sets like dashboards, particularly regarding K-12, college, and teacher training programs?

College Insight, College Scorecard, KID,

What experience have you had supporting awareness of and access to student and educator tools, particularly regarding college, career, and financial aid planning?

As TICAS I oversaw the creation of TICAS' College Insight data tool (<https://college-insight.org/>); provided detailed recommendations for the development of and improvements to the federal College Scorecard; led a 7-years of research, modeling, and advocacy that resulted in students being able to electronically transfer their IRS information directly into the FASFA; and developed the first consumer information and tools for federal income-driven repayment plans. Most recently, I served on the WSCUC working group for what become the Key Indicators Dashboard (<https://www.wscuc.org/resources/kid/>) and worked with CCGI to create user-friendly lessons and tools on college affordability and applying for financial aid.

List any other experiences that would be relevant for your work on the Community Engagement Advisory Board, such as jobs, volunteer work, professional credentials, or past service on committees.

Please see all the experiences referenced in the responses above.

Do you know of any conflicts of interest that would prohibit you from serving on this advisory board?

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/ljasher/>

Bedford, Brian

Organizational Affiliation

Sac State

Job Title

Associate Dean, Strategic Initiatives

Do you have a preference for the number of years you will serve?

No Preference

Please describe why you would like to join the Community Engagement Advisory Board.

I am native Sacramentan with extensive community relationships, lived experience, work experience in this region.

What communities would you represent on the advisory board (such as a racial/ethnic group, a region, or an experience such as being a student or teacher)?

I don't know that I would represent Black people as much as I would be able to share input and provide feedback from the lens of an experienced Black man.

How are you currently engaged with these communities, which would enable you to solicit input from and share information with others?

I regularly volunteer and support community organizations in addition to mentor members of my community.

What experience have you had supporting awareness of and access to analytical data sets like dashboards, particularly regarding K-12, college, and teacher training programs?

I have experience in the corporate sector leading teams using data. Particularly, I have spent the past 14 years in higher education and about half of that as an administrator gaining experience using data and dashboards.

What experience have you had supporting awareness of and access to student and educator tools, particularly regarding college, career, and financial aid planning?

I have much experience creating awareness about values and virtues of achieving an education both as a faculty member and as an administrator.

List any other experiences that would be relevant for your work on the Community Engagement Advisory Board, such as jobs, volunteer work, professional credentials, or past service on committees.

I spent 10 years as a volunteer at the Black Chamber of Commerce, I have served on several local non-profit board of directors, and I have more than 20 years of work experience in the corporate sector and in higher education.

Do you know of any conflicts of interest that would prohibit you from serving on this advisory board?

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/brian-bedford-edd-a81645ab?trk=public_profile_browsemap

Edic Bryant, Jennifer

Organizational Affiliation

K-12 District administrator Azusa USD (retired); Facilitator and Lead Community Engagement Initiative PLLN

Job Title

Director Metrics & LCAP (retired)

Do you have a preference for the number of years you will serve?

No Preference

Please describe why you would like to join the Community Engagement Advisory Board.

Our communities are critical to the success of California's students, in particular those who have been historically underserved. In my extensive career as a teacher and district administrator in California K-12 school districts, I have successfully engaged with parents, families, students, and community members to improve outcomes for students. While I have much to offer in terms of insights and experience, I also know there is always more to learn and always ways to grow and improve. As a participant and facilitator for the California Community Engagement Initiative, I've had an opportunity to impact community engagement in schools across the state. I desire to join the Community Engagement Advisory Board because it will allow me an opportunity to offer my knowledge and experience to the entire California education system as well as continue my own cycle of improvement and growth as a public educator.

What communities would you represent on the advisory board (such as a racial/ethnic group, a region, or an experience such as being a student or teacher)?

I represent a suburban community in Southern California that serves students who primarily come from families who are socio-economically disadvantaged. During my career as a teacher and administrator, I've served in schools and districts where students and families need increased opportunities for engagement and success. I represent the voice and experience of public educators who desire to advocate for those who may not have the opportunity to do so for themselves.

How are you currently engaged with these communities, which would enable you to solicit input from and share information with others?

I am currently a member of the California Community Engagement Initiative where I have the honor of leading the district team in Azusa Unified School District. I am able to partner with district teams across California in this capacity which gives me access to a broad range of people in different roles and with different perspectives. The CEI Professional Leading and Learning Network provides a forum for parents, students, district and school administrators, teachers, community engagement staff, and community partners who work together toward improved community engagement. This diverse group is a great resource from which to solicit input and share information.

What experience have you had supporting awareness of and access to analytical data sets like dashboards, particularly regarding K-12, college, and teacher training programs?

In my role as a district administrator, I served as the California (CA) School Dashboard Coordinator which included providing workshops and presentations to the Board of Education, staff, parents/families, and students. I have deep knowledge and understanding of the CA School Dashboard and the metrics from which it pulls to develop the indicators, including the Local Indicators submitted annually by districts. In my role overseeing our district's LCAP, I built capacity in our Parent Advisory Committee Plus to use the dashboard data to inform decisions and input on the LCAP. Furthermore, in Azusa Unified, I oversaw the

development and use of a local dashboard that contained our LCAP metrics. I have experience and skill in developing, analyzing, and using data measures.

What experience have you had supporting awareness of and access to student and educator tools, particularly regarding college, career, and financial aid planning?

I have not had as much experience with college, career, and financial aid planning tools. I am familiar with Naviance and its use in helping students prepare for college and careers. I've facilitated the development of a Senior Survey in Naviance for a school district use as well.

List any other experiences that would be relevant for your work on the Community Engagement Advisory Board, such as jobs, volunteer work, professional credentials, or past service on committees.

*District lead and state-wide network facilitator for the California Community Engagement Initiative-Professional Leading and Learning Network.

*Co-presented with the California Department of Education and WestEd to share promising practices of developing community engagement in creating and reporting the Local Indicators and LCAP process.

*Participant and presenter for the California LCFF Test Kitchen, a two-year state project focused on improved community engagement around the LCAP.

*Board of Directors, Bourne Family Services, Inc. Bourne Family Services provides temporary out-of-home care, and therapeutic 24-hour care and supervision that stabilize high-needs youth leading to transitions to permanent, supportive family placement.

*Provide ongoing, international teacher training and support for Literacy International and Literacy Benin-non-profit organizations expanding literacy in multiple languages, including ESL.

*Presenter at the California Council for Teacher Education- "Mentoring to Build Great Teachers".

*Doctorate in Educational Leadership, University of Southern California, concentration: Teacher Education in Multicultural Societies/Leading Instructional Change

Do you know of any conflicts of interest that would prohibit you from serving on this advisory board?

None

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

[linkedin.com/in/dr-jennifer-edic-bryant-83b81577](https://www.linkedin.com/in/dr-jennifer-edic-bryant-83b81577)

James, Tenisha

Organizational Affiliation

Norco College (RCCD)

Job Title

Dean of Student Services

Do you have a preference for the number of years you will serve?

No Preference

Please describe why you would like to join the Community Engagement Advisory Board.

As an administrative lead for Guided Pathways and Student Equity in a community college setting, I understand the value of equipping students with tools to assist in the college and career decision-making process, providing educators with actionable data that can be translated into supporting high-impact practices, and comprehensive and timely student data to drive policy and funding. Our educational systems, and particularly our intersegmental pipelines, pose barriers to students navigating complex processes, as well as practitioners who are working within broken and disconnected systems as they serve students. The challenges inherent in the educational landscape have a direct impact on the operational work of those in the field, like myself, who are tasked with creating student centered innovation aimed at addressing systemic issues. My passion for education is rooted in the idea that education facilitates and supports the economic mobility of students, and that our community college are specifically tasked with doing so for our historically oppressed and minoritized students. I am interested in joining the Community Engagement Advisory Board to bring perspective from a practitioner having worked on both sides of the secondary-postsecondary pipeline as a former High School Counselor in LAUSD and currently as an Administrator in a community college setting in Riverside County leading student success and equity. I seek to make connections between the C2C work and the Guided Pathways, and Student Equity work to strengthen high school to college transitions, and postsecondary success with a focus on career outcomes. The work on the dashboards, query tools, and data sets will be extremely foundational to this work and will inform how we transform our institutions through the use of data that is actionable, meaningful, and comprehensive to inform policy and practice at the institutional level. More importantly, the work to equip students and practitioners through collaborative engagement will help ensure that the tools and data meet their needs so our educational institutions can fulfill their promise of serving all students well holistically in their pursuit of their educational and career goals.

What communities would you represent on the advisory board (such as a racial/ethnic group, a region, or an experience such as being a student or teacher)?

I represent the California Community College Region 9, with extensive engagement in Guided Pathways regionally and the regional Student Equity Planning Institute as a Dean of Student Services. Particularly, my location in region 9 is meaningful given the challenges in college access and completion rates in the Inland Empire. I also have administrative oversight for Counseling areas, Equity Programs, such as TRIO Student Support Services, Umoja and Puente, and Career and Transfer services at my institution. These key areas are strongly tied to supporting students in and through educational pipelines and into living wage careers. I serve as a lead for our Equity Transfer Initiative between the district and CSU San Bernardino. I am active in several professional organizations that provide support and training to community college staff and administrators, such as Association of California Community College Administrators (ACCCA), and RCCD Management Leadership Association. Lastly, I am one of the leads for the CCC Foundation's REACH Program at the college. Personally, as an African American woman, I bring a passion and commitment for student equity and specifically Black and economically oppressed

student success, to my work and to this advisory board. I believe that community colleges are vital in addressing critical economic inequities in our state.

How are you currently engaged with these communities, which would enable you to solicit input from and share information with others?

I am currently serving as a Mentor/Resource in our Regional Guided Pathways efforts, and bring voice to our regional Student Equity work and it's integration with Guided Pathways. I am currently supporting several community college leaders within Region 9 in their implementation of Guided Pathways and integration of student equity. Other regional engagement has been through College Futures Foundation, Growing Inland Achievement, and the California Guided Pathways Project Cohort II. Additionally, I serve as a lead on district wide taskforces around student success and equity, oversee all counseling and advising services, supervise equity programs, collaborate with Dual Enrollment, and lead the college's Student Equity and Achievement (SEA) strategic alignment and operational activities. I am active on Guided Pathways forums, Equity forums, and TRIO forums, and subscribe to several state-wide listservs. I am also very involved in statewide professional development/conferences. I have had the privilege to present to peers across the state through conferences/training such as CCCC Equity Series, AHSIE, ACCCA, etc.

What experience have you had supporting awareness of and access to analytical data sets like dashboards, particularly regarding K-12, college, and teacher training programs?

I have supported awareness and access to data sets at the community college level through my involvement in regional Guided Pathways work, regional Student Equity work, and most recently through leadership for the REACH/SEM Collaborative. My experience in this area has been at the local and regional level in partnership with Offices of Institutional Effectiveness. This includes advocacy for particular data sets, assisting peers/colleagues in operationalizing data, using data to drive change at the institutional level, providing annual data updates for student success and equity initiatives, and connecting operational activity to strategic outcomes. I've also led/assisted in providing data access to project team/operational leads in order to support high impact practices that are data informed.

What experience have you had supporting awareness of and access to student and educator tools, particularly regarding college, career, and financial aid planning?

My professional experiences in higher education have been focused on providing tools to students and educators in order to close our equity gaps. Examples include the Norco College's Holistic Student Support Survey, and Financial Freedom program, both of which are designed to support the successful transition of first-time college students into Norco College. We've also built a Developmental Career Advising framework that draws upon existing data and tools, such as O*Net, that our counselors and advisors have deployed to strengthen student connections to career outcomes. There is ongoing professional development to help counselors and advisors navigate all of the available resources and data sets in order to best serve students, which include regional labor market information, CCCC MIS data, meta major data, etc.

List any other experiences that would be relevant for your work on the Community Engagement Advisory Board, such as jobs, volunteer work, professional credentials, or past service on committees.

Professional experiences include: High School College Counselor (Crenshaw HS/LAUSD), Project Manager for TRIO (Compton College), Adjunct Counselor/Coordinator for Umoja (Riverside City College), Director of Student Support Services (RCC), Dean of Student Services (Norco College - Current). In my current role I am the administrative lead for Student Equity and Achievement, which includes oversight for Guided Pathways and Student Equity, as well as equity programs, counseling, career, and transfer. Extensive experience managing and leading federal and state grants. I volunteer at my local church in Moreno Valley, CA, and served on the Board for the First Christian Nursery School for 3 years. I hold an

Ed.D in Education, Leadership, and Policy from Pepperdine University. My dissertation topic was Perceptions of Cultural Congruity and Academic Self-Concept of African American Students in a Community College Setting. I recieved my BA in Psychology & Social Behavior from UC Irvine, with a minor in African American Studies, and in Education, and my MA degree in Counseling from CSU Dominguez Hills.

Do you know of any conflicts of interest that would prohibit you from serving on this advisory board?

I do not have, nor am I familiar with, any potential conflicts of interest that would prohibit me from serving on this advisory board.

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

Not applicable

Krumpe, Kati

Organizational Affiliation

Torrance Unified School District

Job Title

Chief Academic Officer

Do you have a preference for the number of years you will serve?

No Preference

Please describe why you would like to join the Community Engagement Advisory Board.

This is an opportunity to help guide the development of the C2C data systems by sharing my experiences of the families, students, and educators that I work with each day. Throughout my 30+ year career (and 25 years as an administrator), I have worked with students at all levels of PK-12 education to prepare them for college and career. As a parent myself, and as a teacher, administrator and most recently Chief Academic Officer for Torrance Unified School District I live this work every day. My professional experiences would be helpful and valuable to the C2C work, especially my focus on the use of data to help people understand, at all levels, what goes into college and career access and readiness.

What communities would you represent on the advisory board (such as a racial/ethnic group, a region, or an experience such as being a student or teacher)?

- Students and families, including thousands of low income Students, foster youth, and English learners
- Teachers, counselors, and site leaders
- District leaders and governing board members
- Residents of South Bay Los Angeles County

How are you currently engaged with these communities, which would enable you to solicit input from and share information with others?

As the Chief Academic Officer for Torrance Unified School District, I represent the students, staff, and community of Torrance, California. For the past 6 years, I have led the strategic planning of the district through the LCAP and (in my previous position as an Assistant Superintendent for Culver City Unified), participated in the original planning of the LCAP including LCAP Accountability at the state level.

-Through my work as CAO I regularly meet with teachers, principals, Board members, students, and their families to increase student engagement, achievement, and college/career readiness. Some of my responsibilities include:

- Facilitating the writing of, and implementation of school achievement plans, and assisting with the design and review of a more efficient school improvement plan.
- Designing and monitoring a professional development plan for all staff.
- Providing training for all staff on effective data analysis that will affect instruction.
- Assessing individual school's achievement needs and assists in securing resources to meet those needs.
- Ensuring the effective implementation of district instructional and educational policies of principals, directors, and staff under my supervision.
- Supervising Assessment and Evaluation in accordance with legislative mandates and District policies.
- Coordinating private, federal, and state grant applications.
- Coordinating Special Projects reports, documents, and plans in accordance with legislative mandates and District policies.

-Facilitating the sharing of dashboard and other data with key community and parent groups to provide awareness and gather feedback to best help students.

What experience have you had supporting awareness of and access to analytical data sets like dashboards, particularly regarding K-12, college, and teacher training programs?

In my daily role as the CAO, I lead data analytics, presentations, and reporting for accountability. This means that I am responsible for interpreting statewide accountability mandates and teaching our local community and educators how that impacts and guides their work. I teach teachers, principals, the Board members and others about local and State data to provide awareness throughout the community. I also participate in a regional network of Educational Services leaders in which Assistant Superintendents from multiple districts come together to learn. In that network, I often provide guidance to my peers, to help them interpret policies and implement practices related to student data.

What experience have you had supporting awareness of and access to student and educator tools, particularly regarding college, career, and financial aid planning?

Along with the information provided above, I led the work in TUSD to implement a data analytics software, brought the Cradle to Career implementation model to the district, facilitated the California College Guidance Initiative (CCGI), innovated communications to staff and families through infographics, started a new data management department, and also lead the work to bring additional data management systems to TUSD for our staff, students, and families. In fact, was part of the pilot of CCGI when this support tool was first implemented/piloted in the 2014-2015 school year (while the Assistant Superintendent in CCUSD). It is exciting as up to this point, we have had to utilize multiple tools to analyze A-G, college going, and FAFSA completion data.

List any other experiences that would be relevant for your work on the Community Engagement Advisory Board, such as jobs, volunteer work, professional credentials, or past service on committees.

- Ed.D in Educational Leadership for Social Justice
- Data Advisory board to Power School (helping to create better Data systems and access)
- South Bay Chief Academic Officers Consortium
- Alpha Sigma Nu Honor Society
- Advisor, Torrance education Foundation
- Advisor, El Camino College Early College Program
- Speaker, California School Boards Association

Do you know of any conflicts of interest that would prohibit you from serving on this advisory board?

none

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

<https://www.tusd.org/district/people/657193/dr-kati-krumpe>

Largo, Orquidea

Organizational Affiliation

UC MERCED

Job Title

Interim Associate Vice Chancellor

Do you have a preference for the number of years you will serve?

Three Years

Please describe why you would like to join the Community Engagement Advisory Board.

As a tenured administrator at the University of California, Merced and administrator of the Center for Educational Partnerships (CEP), our work is centered in addressing equity, access, and social justice barriers for student success, particularly in grades 7-12. As a postsecondary professional serving K-12, we have designed robust data systems aimed to support K-12's assessment of student data in-real time for K-12 leader's prompt intervention. I believe our experience serving K-12 through data systems that help inform K-12 leaders decision making would be of great value to the advisory group.

What communities would you represent on the advisory board (such as a racial/ethnic group, a region, or an experience such as being a student or teacher)?

Can represent South, Central, and Northern San Joaquin Valley (CEP's service region), LCFF as a service provider, and student case management

How are you currently engaged with these communities, which would enable you to solicit input from and share information with others?

Since UC Merced's CEP's establishment in 2002, administrator since 2004, and unit lead since 2009, our work is grounded at the K-12 level, serving grades 7-12. The CEP is currently in longstanding partnerships with the 15 districts in the Norther, Central, and Southern regions of the San Joaquin Valley, representing rural, suburban, and urban schools and diverse student population.

What experience have you had supporting awareness of and access to analytical data sets like dashboards, particularly regarding K-12, college, and teacher training programs?

The UC Merced CEP has prioritized the establishment of a data analysis & evaluation unit supporting its student, parent, and district-centered efforts guided by an equity and access philosophy. CEP's has made data systems, assessment, and evaluation a priority that has led to the development of robust indicator systems, district and counselor dashboards, early warning systems, and student information systems that allow for real-time data.

What experience have you had supporting awareness of and access to student and educator tools, particularly regarding college, career, and financial aid planning?

Every aspect of UC Merced's CEP's work is centered on student success, ensuring that students have access, preparation, and supports to complete the a-g subject requirements, with an emphasis on college and career services, and the financial resources (FAFSA or CA Dream Act) to pursue a postsecondary education.

List any other experiences that would be relevant for your work on the Community Engagement Advisory Board, such as jobs, volunteer work, professional credentials, or past service on committees.

- American Leadership Forum (ALF) Great Valley Chapter, Fellow
- K-12 Academic Preparation Leadership Council (APLC)
- National Academy Assembly Council Member, The College Board
- P20 Statewide Council, Chair
- Tulare-Kings (TK) Collaborative Member
- Chief Outreach Officer, University of California, Merced
- Merced County P-16 Education and Community Council Member

Do you know of any conflicts of interest that would prohibit you from serving on this advisory board?

Not that I am aware of, my participation would need the approval of UC Merced Chancellor Munoz.

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

<https://www.linkedin.com/feed/>

Loverin, Paige

Organizational Affiliation

Visalia Unified School District

Job Title

District Counselor College and Career Readiness

Do you have a preference for the number of years you will serve?

Two Years

Please describe why you would like to join the Community Engagement Advisory Board.

I am currently in charge of rolling out CaliforniaColleges.edu for VUSD. During this process I have designed and produced several videos to help push out student lessons and incorporated activities on CaliforniaColleges.edu. I believe I bring a unique perspective on how districts are implementing CCGI. This link will take you to one of the videos we are using with juniors:
https://www.youtube.com/watch?v=pFZ8Woo1R_g&t=55s

What communities would you represent on the advisory board (such as a racial/ethnic group, a region, or an experience such as being a student or teacher)?

I currently serve as a counselor in the College and Career Readiness Office at the district office. I oversee the high school counselors and work with the assistant principals at all VUSD high schools and middle schools. I also am charged with student and parent outreach for College and Career. Thirty-nine out of 41 of our schools are Title 1 schools, and we are a predominantly Hispanic serving district.

How are you currently engaged with these communities, which would enable you to solicit input from and share information with others?

I am actively plan and run parent and student engagement events in the area of College and Career Readiness. I also serve on our Linked Learning Leadership Team. I direct monthly meetings with student services staff.

What experience have you had supporting awareness of and access to analytical data sets like dashboards, particularly regarding K-12, college, and teacher training programs?

I work in partnership with my direct supervisor on collecting data for the California Dashboard. I responsible for training teachers, counselors, and administration on CaliforniaCollege.edu.

What experience have you had supporting awareness of and access to student and educator tools, particularly regarding college, career, and financial aid planning?

I am in charge of the rollout of CaliforniaColleges.edu for our school district. I am also in charge of planning and running trainings and workshops for students and parent on college, career and financial aid. I direct and coordinate large events of 900+ for career awareness for our school district. The website I have designed for our students will show a small sample of my work:
<https://sites.google.com/vusd.us/vusd-ccr/college-career-readiness>

List any other experiences that would be relevant for your work on the Community Engagement Advisory Board, such as jobs, volunteer work, professional credentials, or past service on committees.

I possess a Master's Degree in Education and Student Services and PPS credential. I have 26 years experience in student services specifically focused on college and career readiness. I have five years

community college teaching experience. I served on many committees throughout my career including WASC, FASA, ELAC, and Linked Learning.

Do you know of any conflicts of interest that would prohibit you from serving on this advisory board?

None that I am aware.

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

<https://sites.google.com/vusd.us/vusd-ccr/college-career-readiness>

Nevarez, Jackie

Organizational Affiliation

Elk Grove Unified School District

Job Title

College and Career Pathways Counselor

Do you have a preference for the number of years you will serve?

Three Years

Please describe why you would like to join the Community Engagement Advisory Board.

I have been a trailblazing advocate and network team member in advancing CaliforniaColleges.edu as a platform of equity and educational reformation. I feel that my historical knowledge, "boots on the ground" experience, and innovative mindset make me a valuable voice as we progress with the charge of providing C2C structuring for the state of California. I would love to continue to contribute to this revolutionary work of supporting our students and communities through data-driven, targeted approaches.

What communities would you represent on the advisory board (such as a racial/ethnic group, a region, or an experience such as being a student or teacher)?

I have been a high school counselor for a decade and a half as well as a mental health counselor serving birth to middle age individuals for a decade. Additionally, I have been a county foster parent and a job coach for individuals with developmental delays. Finally, I have researched (and co-authored a research project) on resiliency factors in adolescents with physical challenges, children impacted by the 1994 Northridge Earthquake, and elderly adults.

How are you currently engaged with these communities, which would enable you to solicit input from and share information with others?

As a College and Career Pathways Counselor, I am actively involved with students and staff from the 5th largest school district and have developed myself to be a trustworthy advocate whom others come to with great frequency. Furthermore, I have supervised CSUS and other Counselor Education Program interns for almost two decades so have a broad reach in the state as these interns have moved across the region into their own secure positions. Lastly,

I have initiated numerous intersegmental meetings to support the recently incarcerated, youth in the juvenile justice system, current and former military and have supported CaliforniaColleges.edu in numerous public events (CSU Counselor Conferences, District to District Mentoring, AB469 workshops, and in the upcoming CSAC Affordability Summit)

What experience have you had supporting awareness of and access to analytical data sets like dashboards, particularly regarding K-12, college, and teacher training programs?

I worked with the International Baccalaureate (IB), University of California Office of the President (UCOP) and EGUSD to increase alignment for IB across the state

Additionally, I worked with UCOP to regulate Curriculum Providers (Ex. College Board/Project Lead The Way) CMP coding

Moreover, I coordinated with UCOP and California State University Sacramento (CSUS) to illuminate the California State University (CSU) Application Math Validation issues for the year 2020

I also wish to address out-of-district A-G coding, help create uniform systems for the analysis of out-of-state, out-of-country and variable credits to create equity in college application processing.

I have also coordinated meetings between Norco Community College, Saddleback College and

Congressman LaMalfa's office to investigate the use of the Military Articulation Platform as a basis for work based learning or CTE certification CCC translation.

Finally, I initiated a brainstorming session on dual enrollment that included West Ed, Career Ladder's Project, CaliforniaColleges.edu, UCOP, TES, LEAS, CCCs, and Foundation for CA Community College.

What experience have you had supporting awareness of and access to student and educator tools, particularly regarding college, career, and financial aid planning?

I have completed the following:

Coordinated CSUS/ASVAB/UC/CCC District Wide workshops for students

Lead implementation of CaliforniaColleges.edu at the district and state level

Coordinated CSUS/ASVAB/UC/CCC District Wide workshops for students

Coordinated CCGI with AVID/Get Focused Stay Focused

Supported district level Cash 4 College workshop with CaliforniaColleges.edu integration

Organized College/Career Fairs (virtual and in-person)

Initiated Inter-district CSU Take Over Tuesdays with 19/23 CSU campuses

CMP Next Level Thinking Trainings

Presented at Assembly member McCarty's Financial Aid Tools Workshop

Will be a presenter at the upcoming 3rd CSAC Affordability Summit

List any other experiences that would be relevant for your work on the Community Engagement Advisory Board, such as jobs, volunteer work, professional credentials, or past service on committees.

Community Membership Participation:

Cradle-to-Career Data System Community Engagement Subcommittee Member

U.S. Army NorCal Community Relations Board Member

Nor California College Promise Coalition

Timothy Tuition Scholarship Board

Former Laguna Creek High School IB Parent Organization President/VP

Coordinator of Inter-District Social Media Safety Nights/Events with UCOP's Victim's Of Crime/Golden

1/Sac. County Probation/ Burning Bush Moments/Courage House/U.S. Marine Cyber Experts

Facilitated Armed Services Nights

I have two Masters, one in School Counseling and one in Marriage, Family, and Child Counseling

Do you know of any conflicts of interest that would prohibit you from serving on this advisory board?

I do not have any that I am aware of at this point.

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

CREDIT WHERE CREDIT IS DUE:<https://www.youtube.com/watch?v=9zK1XUDeJJw>

CaliforniaColleges.edu:<https://www.youtube.com/watch?v=w9iVE4MICj8>

Rodriguez, Lisa

Organizational Affiliation

Kings County Office of Education

Job Title

Director of Student Services

Do you have a preference for the number of years you will serve?

Three Years

Please describe why you would like to join the Community Engagement Advisory Board.

As a professional that works with College and Career Data on a daily basis I am excited about the opportunity to help advise the implementation or design of the Cradle to Career Data system. I work alongside districts in their work with the College and Career Indicator with Differentiated Assistance. I believe the Cradle to Career Data System will be instrumental in measuring the success of the labor market pipeline as this work starts in early childhood educations and extends through the labor market.

What communities would you represent on the advisory board (such as a racial/ethnic group, a region, or an experience such as being a student or teacher)?

As a county office employee I would represent a multitude of rural central valley communities. The vast majority of students these communities serve come from socio-economically disadvantaged backgrounds. As a classroom teacher I taught CTE in a rural unified district whose student populations was 96.3% SED and over 45% English Learners. I also work as the Foster Youth Coordinating Services Program and McKinney Vento - Educating Homeless Children and Youth Coordinator. I am also currently an administrator of Kings ROP. I work along side our court and community principal to develop an Arts, Media and Entertainment CTE pathway at our Juvenile Hall for incarcerated youth.

How are you currently engaged with these communities, which would enable you to solicit input from and share information with others?

I currently serve as a director of the Tulare Kings College and Career Collaborative which represents 14 K-12 LEA's, 4 Community College, 2 4 year Universities, 2 County Workforce Investment Boards, and many Industry Partners. I believe this a consortium that I could be able to solicit input from and share information with as we have regularly scheduled meeting through out the school year. Through this collaborative I serve as the Data Integration workgroup Chair where we work alongside our partners to gather data for the measurement of success towards our 3 priorities. We utilize data systems such as, but not limited to: Cal Pass Plus, CCGI, Pilots with Educational Results Partnership, and National Clearinghouse. I also serve as the Chair of the ACSA CTE Council where we advocate for policy that will help to measure the success of our students. I sit on a Alternative Education CTE Community of Practice that could provide valuable insight for this work.

What experience have you had supporting awareness of and access to analytical data sets like dashboards, particularly regarding K-12, college, and teacher training programs?

I am a member of the county LCAP and Differentiated Assistance team where I have experience with the CA School Dashboard where I support districts on data analyses so that they can engage in the continuous improvement model while making data driven decisions. I have utilized data mart (CCCCO) data system to pull data for a current pilot project through ARCHES and the College and Career Support Network around backwards mapping the talent pipeline from Career back to K-12.

What experience have you had supporting awareness of and access to student and educator tools, particularly regarding college, career, and financial aid planning?

I have experience supporting access to student aid through the web grants portal for Foster and Homeless students. As a teacher I assisted students in launching and completing college applications for both public and private institutions. I have assisted many students in completing financial aid applications. I have experience in helping LEA's design stakeholder feedback sessions to provide input on their LCAPs. I lead a Strong Workforce Program Grant in collaboration with multiple community colleges. Streamlining the data will be an invaluable opportunity for our state.

List any other experiences that would be relevant for your work on the Community Engagement Advisory Board, such as jobs, volunteer work, professional credentials, or past service on committees.

I serve on various CTE advisory committees throughout Kings County. My experience as a student, college student, teacher, parent, and administrator will help me to involve all educational partners in this work that is vital for College and Career Readiness in the State of California.

Do you know of any conflicts of interest that would prohibit you from serving on this advisory board?

There are none that I am aware 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/lisa-rodriguez-118ab7174/>