Data and Tools Advisory Board: Finalists and Runners Up

Advocacy

Anthony Jr., Marshall

Organizational Affiliation

The Institute for College Access & Success (TICAS)

Job Title

Research 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 Data & Tools Advisory Board.

I am a fierce higher education equity advocate and trained applied researcher who employs quantitative techniques to analyze real-world postsecondary issues. It would be ideal if the adage of education as "the great equalizer" were true. But unfortunately, deep racial, gendered, and economic historical inequities prevent said ideal from being a tangible reality across the educational pipeline. My work aims to interrogate, complicate, and problematize systemic educational disparities to improve the educational and socioeconomic mobility of traditionally underrepresented communities, and I'm very excited about the groundbreaking work California is undertaking with the Cradle-to-Career (C2C) System. From my past fellowship in Florida, I believe higher education has the greatest impact at the state-level for the very reason that C2C envisions for the state of California: fostering evidence-based decision-making to help Californians build more equitable futures and empower individuals to reach their full potential. During my time with the community college system in Florida, California was (and still is) one of the few states we looked to in order to inform our work on access, affordability, quality, and the workforce. Therefore, I know first-hand that C2C's impact on postsecondary success will not only be beneficial to California, but it will also influence a new era of evidence-based decision-making across the country, and I very much look forward to joining that pursuit.

What types of analyses have you conducted using data that will be available in the C2C analytical tools?

At TICAS, we've done several analyses on college affordability in California that would've greatly benefited from the C2C analytical tools. For example, in our community college financial aid factsheets (May 2021), we took the aggregate amount of financial aid from various categories that students received and estimated how much students obtained on an individual basis, by race/ethnicity, age, and region. In the future, C2C would be helpful in providing more accurate estimates of student-level financial aid amounts for a more comprehensive depiction of college affordability. In another recent example, also in May 2021, we estimated the number of Pell-eligible students who did and didn't apply for federal financial aid. C2C would've been vital in helping us examine some additional data points, such as type of financial aid received, estimated family contribution (EFC) for students who applied and received federal financial aid, and eligibility for state financial aid (aligning Cal Grant eligibility with Pell eligibility). Lastly, I believe that TICAS' College Insight webtool would be a really useful model for C2C. College Insight is a user-friendly platform to help students, parents, researchers, advocates, and other stakeholders find concrete data on higher education issues quickly and easily. It also employs multiple combined datasets, at various levels of data aggregation (national, sector, and state).

Which state-level data sets do you have experience with, and how familiar are you with the way information is gathered and processed for each data set?

I used institution-level data to conduct my dissertation on the retention of college students identified as first-generation and low-income, a much more robust data system than the federal data I use now. I also did a year-long fellowship in the Division of Florida Colleges (Community College System) of the FLDOE, where I merged publicly available data from the Integrated Postsecondary Data System (IPEDS) and suppressed state-level data from the FLDOE's internal P20 Education Reporting and Accessibility (PERA) office to make data-informed decisions. Specifically, I partnered with PERA for state-level data on course enrollment as well as other topical issues for internal and external audiences. I'm most familiar with data from IPEDS (and other postsecondary surveys, such as NPSAS and BLS) as well as Census data. Typically, I layer Census data on top of higher education data systems to capture a more comprehensive examination of socioeconomic contexts (e.g., educational attainment, demographics, income, etc.).

What experience have you had with addressing accuracy and alignment of data, particularly regarding teacher training programs, K-12, and postsecondary?

I primarily use postsecondary data. Working on various projects using institutional, state, and federal data systems, I've learned that socioeconomic contexts are usually limited or absent across those data sets. My hope is that as data systems evolve, they will adequately account for the experiences, conditions, and needs of traditionally marginalized populations in a way that's digestible to all consumers. As a researcher, I depend on my scholastic knowledge to help fill in those gaps, but even with my academic background, the comprehensive lack of disaggregated data still presents a challenge. Improved data systems will allow consumers (students, parents, researchers, advocates, and other stakeholders) to make better evidence-based data-informed decisions about the individual and public benefits of a postsecondary education.

What types of membership organizations, user groups, or affinity groups do you have access to that could support gathering input from other data experts?

Since 2015, I've been a member of the Association for the Study of Higher Education (ASHE), with more recent involvement in the Council on Public Policy in Higher Education (CPPHE) pre-conference. When I joined the DC higher education policy space in 2019, I participated in various capacities on the Postsecondary Data Collaborative (PostsecData). PostsecData is a coalition of advocates committed to high-quality postsecondary data in order to (1) support students and families, (2) inform federal, state, and institutional policies, and (3) help college administrators and faculty. In early 2021, I co-wrote a piece (and joined various subsequent sign-on letters) advocating for better data related to pandemic funds, specifically the Higher Education Emergency Relief Fund (HEERF).

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

I'm a trained applied researcher who uses quantitative techniques to analyze real-world issues in postsecondary education. My training is two-fold: (1) academic, as I possess a Ph.D. in higher education (public policy), and (2) a decade of experience at the institution, state, and federal level. Additionally, I've conducted numerous state-by-state analyses on college affordability and degree attainment.

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

N/A

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

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Guillen, Liz

Organizational Affiliation

Public Advocates Inc.

Job Title

Of Counsel

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

One Year

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

I have committed my professional life to ensuring that communities of color and immigrant communities are part of making education policy and practice that affects them. Like so many Californians, I am the daughter of immigrants—Hispanic American and Filipino. Upon reaching law school, it became clearer to me that my experience in America's public education system was not what it should have been, and it burned a desire in me to make it better for future generations. From my work at MALDEF in the 90's to 2001, pushing for our state's first Dream Act (AB 540 Firebaugh) to my tenure at Public Advocates the last twenty years, I focused on K-12 education policy with an emphasis on finance and accountability. I have learned how critical actionable information and data are in making education policy change.

It is an incredible time to collaborate with an Administration that has the foresight to understand the importance of an information system to making policy changes for improvement. My colleagues at Public Advocates and I were ecstatic with Governor Newsom's proposal for a Cradle to Career Data System, especially as we have long experience with the development and funding of the K-12 system, California Longitudinal Pupil Achievement Data System (CALPADS), at this time the state's best example of a longitudinal data system in education. We participated consistently in advocating to support funding the Cradle-to-Career Data System. We have expertise in other K-12 education information systems, such as the California School Dashboard and the School
Accountability Report Card (SARC). My colleagues and I participated in stakeholder groups that the California Department of Education (CDE) consulted to improve the SARC. We worked on SB 687 (Simitian 2005) to add a first-in-nation reporting of actual school site per-pupil expenditures based on schools' actual personnel salaries. We have long advocated for the state to report more inputs/opportunity to learn (OTL) data and establish an OTL index alongside outputs/test score data. This vision to marry opportunity inputs with outcomes accountability was eventually in many ways realized with the LCFF accountability system and the CA School Dashboard.

During my tenure at Public Advocates, we supported legislation (AB 1061 Mullin 2007) to streamline the SARC and require LEAs to publish their SARCs by February 1 each year—in time for parents to make decisions during the open enrollment period. We have spent much time helping our community organization partners learn about these information systems to inform their local advocacy and build their own community power. Public Advocates' teacher quality agenda focuses on creating robust teacher data that will serve the goals of expanding and diversifying the educator workforce and strengthening the educator pipeline to facilitate the entry of more well-prepared and effective educators in California's classrooms. These priorities grow out of nearly thirty years of advocacy to reverse the inequitable reality that low-income students of color (including English learners and students with disabilities) are taught by our state's least prepared and experienced teachers. We were sorry to see the California Longitudinal Teacher Integrated Data Education System (CALTIDES) defunded by the last Administration. We were strong supporters of AB 1219 (Jones-Sawyer 2019) to develop the California

State Assignment Accountability System (CalSAAS) and are currently working to ensure it will support transparency about where teacher support and training is needed so that the school system can ensure that every student has a fully credentialed and properly assigned teacher.

Public Advocates' own change-making strategy includes community partnership which we have practiced and refined for two decades. I have worked on data policy and systems for two decades with a goal of ensuring the data is accessible to all communities in a way that supports their informed participation in personal and public decision making. I was honored to represent Public Advocates as a member of the Policy & Analytics Advisory Group to support the Work Group in identifying how the data system could address research, evaluation, public accountability, and use publicly funded services at the system level. I was also a frequent participant at the Community Engagement Subcommittee meetings and a consistent voice in urging the Work Group to adopt the Community Engagement Subcommittee's recommendations to the Legislature. It would be an honor to continue my wor k in this area on the Data & Tools Advisory Board--this is where the rubber meets the road!

What types of analyses have you conducted using data that will be available in the C2C analytical tools?

My work has focused on making effective use of the analyses of education researchers in our advocacy to improve resources for the neediest students and communities and to improve the capacity of the public school system to make continuous improvement. I have used data in CDE's CALPADS and CTC's CalSAAS, as well as data from individual School Accountability Report Cards (some of which is in CalPADS). I have and continue to incorporate these data tools in my local and state policy advocacy as well as capacity building work with grassroots community partners—from student groups, district advisory committees, local district board members, parents and students. I have used survey data from teacher surveys by William Harris about working conditions in schools in my advocacy for teacher preparation and supports needed to support settlement legislation in Williams v. State (2004), data from the Center for the Future of Teaching & Learning, Learning Policy Institute, and Education Trust-West to support our advocacy in legislation to improve information about teacher assignments, teacher preparation, and teacher recruitment and retention. I consult with data researchers to inform our advocacy around the Williams school conditions (teachers, facilities, instructional materials) oversight process by County Offices of Education in the lowest performing schools.

Which state-level data sets do you have experience with, and how familiar are you with the way information is gathered and processed for each data set?

I have experience with education data sets, mostly in K-12, and have some familiarity with community college fiscal data, having served on the California Community College Student Success Funding Formula Oversight Committee.

What experience have you had with addressing accuracy and alignment of data, particularly regarding teacher training programs, K-12, and postsecondary?

My colleagues at Public Advocates and I have engaged in many conversations and meetings about data accuracy and alignment regarding K-12 teacher quality and education outputs. We have worked closely with organizations that focus on teacher preparation such as the Learning Policy Institute and the Center for the Future of Teaching and Learning. We have long advocated that the neediest students should be provided with fully prepared and credentialed teachers and were lead counsel in Williams v. State filed in 2000, settled through legislation in 2004, and currently being implemented through LCFF Priority 1 (conditions of learning: teachers, instructional materials and facilities) and CalSAAS reporting to CTC and CDE. We understand the importance of valid and reliable data for policy decision- making.

What types of membership organizations, user groups, or affinity groups do you have access to that could support gathering input from other data experts?

Public Advocates is a lead organization in the LCFF Equity Coalition, a coalition of over thirty community and advocacy organizations that formed to ensure enactment by the California Legislature and Governor of the Local Control Funding Formula (LCFF) and its accompanying accountability system. In our fifty-year history, Public Advocates has worked with many community-based organizations, as well as advocacy and research organizations, for increased and equitable funding for the public school system and improved access to meaningful opportunities to learn, especially for students and communities of color, low-income and English learners. In this work, we have collaborated with research experts and organizations, as well as school system associations and other education advocates, lobbyists and policymakers.

Public Advocates is also an anchor organization in the Partnership for the Future of Learning, a statewide alliance of community organizing and advocacy groups, working to advance a shared vision of a transformational, racially just education system. The lead organizations include Public Advocates, Californians for Justice, PICO California, and Advancement Project California, and involves over a dozen grassroots, research and philanthropic partners.

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

I have worked at Public Advocates for twenty years and in California education policy advocacy for thirty years. My current work at Public Advocates focuses on fiscal transparency and accountability, community engagement and promoting equitable access for low-income students, students of color, and immigrant students. I represent Public Advocates and our community partners and advocacy coalitions that advocate before state administrative agencies. I also monitor legislative and administrative policy developments related to K-12 education (school finance, data and accountability, parent/student/community engagement) and post-secondary education (school finance and data). I support team members and community partners in planning, and developing state policy advocacy strategies while contributing to team and organizational culture and development initiatives (e.g., planning, budgeting, hiring, diversity and inclusion initiatives, teambuilding, workload management). Currently, my position is Of Counsel, and it is a part-time position.

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.publicadvocates.org/team/liz-guillen/

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Keller, Andrew

Organizational Affiliation

California School Boards Association

Job Title

Senior Director, Executive Office Operations & Strategic Initiatives

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

One Year

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

I've devoted my career to helping decision-makers in education better understand the data and technology tools at their disposal. I have held a wide range of data-specific positions at the level of analyst, legislative advocate, supervisor, manager, director, and senior director that all fall under the scope of the C2C stakeholders. My long-term goal is to A) help create a clear technical definition of data equity for students and B) push the state to adopt that model as a fundamental right of both students and parents. With that clear definition and clear state-level accountability in place, I want to help California build standardized data intake tools designed for quick & easy access by parents that feed valid, accurate, consistent, unique, timely, and complete student data to LEA student information systems and SEA systems like the C2C.

I view a position on this advisory board as a key stepping stone to helping the state move toward this goal. The C2C has the unique opportunity to create demand for high quality datasets and simultaneously highlight the wildly varying and abysmal quality of available data collected across LEAs. As someone who has overseen data collection and reporting efforts across the country first-hand, I want to join this advisory board to help surface those issues to people who can begin to make a difference.

I want this project to be the "shining city on a hill" that it has the potential to be, rather than another cautionary tale of prioritizing analysis and tools ahead of data quality. Garbage in, garbage out.

What types of analyses have you conducted using data that will be available in the C2C analytical tools?

Meta data analysis, large scale data quality analysis, data equity analysis, CALPADS LEA and SELPA submission error analyses, and ad hoc analyses in operational areas such as race/ethnicity disaggregation, chronic absenteeism, discipline, language assessments, student device distribution, technology access surveys, and student enrollment reporting. Too many to list.

Which state-level data sets do you have experience with, and how familiar are you with the way information is gathered and processed for each data set?

CALPADS and CRDC most relevantly, along with state level data sets from other SEAs like Rhode Island, Oklahoma. I most recently supervised the state reporting and data integration staff at San Francisco Unified from 2019-2021.

What experience have you had with addressing accuracy and alignment of data, particularly regarding teacher training programs, K-12, and postsecondary?

Over 10 years directly working on this problem with a data standards and data governance perspective in K-12, at the LEA, SEA, for-profit, and non-profit level. I currently serve on the board of a teacher training non-profit, Trellis Education, that focuses on training & supporting STEM teachers of color in the first five

years of their career. We partner with teacher prep programs, although my work does not explicitly address data accuracy & alignment.

What types of membership organizations, user groups, or affinity groups do you have access to that could support gathering input from other data experts?

I have deep relationships with the Ed-Fi Alliance and its partner organizations, including foundation officers and thought leaders at the Gates Foundation, Dell Foundation, and Chan Zuckerberg Initiative. I also have connections through my former supervisees at SFUSD to a wide range LEA data managers.

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

Beyond everything above, I also served on the SSPI Improving Data Collection workgroup in 2019

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/andrew-m-keller/

Reddy, Vikash

Organizational Affiliation

Campaign for College Opportunity

Job Title

Senior Director of Policy Research

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

Three Years

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

The Cradle to Career data system will provide Californians with an unprecedented and unparalleled resource to better understand the the state's educational landscape. As a researcher who regularly uses data collected by the University of California, the California State University, the California Community Colleges, as well as other state and federal bodies as it relates to the educational access, support, and success of students attending California's public institutions.

As a researcher who routinely uses this data to support policy efforts, I believe my perspective and experience will be useful to this board. I hope my experiences into the challenges faced by analysts who rely on data pertaining to educational trajectories and enrollment patterns can help inform the work of the Governing Board as it oversees the roll out of this ambitious project.

What types of analyses have you conducted using data that will be available in the C2C analytical tools?

Over the span of my career in education research in both New York and California, I have worked extensively with the types of data that will feed into the Cradle to Career data system. These studies and analyses have used student-level, institution-level, system-level, and statewide data to address both descriptive and causal questions. In addition, I have worked with statewide systems outside of California, which

In New York, I worked on projects that merged community college data with data on students' high school outcomes to create a multiple measures placement algorithm using a data-analytics approach. In California, I have worked with student-level data from the California Community Colleges, examining geographic variation in outcomes. More recently, we have been using student-level data from the community colleges to examine variation within Asian American, Native Hawaiian, and Pacific Islander students.

In addition to studies employing student-level data, I have worked with data provided by all three public systems to the general public at the system, district, and institutional levels. These analyses have shown the disparities in opportunity by race and ethnicity in California on matters ranging from access to college to access to financial aid.

Which state-level data sets do you have experience with, and how familiar are you with the way information is gathered and processed for each data set?

Since joining the cadre of researchers focused on California higher education in 2017, I have worked with data from all of the major contributors to the Cradle to Career data system.

At the California Policy Lab, I used data student-level from the California Community Colleges, working as

a partner with the Chancellor's Office on internal work to examine variation in community college outcomes. I also worked with the California Student Aid Commission, using student-level data to examine take-up of the Cal Grant. This project also involved extensive work with CSAC on modifying their data collection procedures, a process through which I learned a great deal about California's education data infrastructure and data collection processes.

More recently, I have used data from the California Department of Education, in particular data related to k-12 demographics at the state and sub-state levels, high school completion, the completion of the A-G college-prep curriculum, and enrollment in college. I have also used datasets from all three public higher education segments in California. These research projects use primarily public data from the three segments, though the Campaign for College Opportunity is preparing to publish a report on variation within the Asian American, Native Hawaiian, and Pacific Islander populations that includes student-level data from teh community college system.

What experience have you had with addressing accuracy and alignment of data, particularly regarding teacher training programs, K-12, and postsecondary?

In research in both New York and California, I have needed to merge data across multiple systems, while ensuring high quality entity resolution (ie ensuring accurate matches when merging multiple datasets) and properly aligned data definitions.

While the Cradle To Career system will have the advantage of high quality student identifiers, concepts related to data linking and entity resolution will still be important. Work I have done on this topic (https://www.capolicylab.org/linking-administrative-data/) gives me a valuable perspective on this topic.

What types of membership organizations, user groups, or affinity groups do you have access to that could support gathering input from other data experts?

I am a member of the American Education Research Association and the Association for Education Finance and Policy. These associations are both national organizations, with memberships that include researchers, data analysts, and policymakers from across the country. The relationships I have formed at these associations will be valuable at times when the Cradle to Career governing board seeks information on alternative techniques or strategies that have been employed in other states.

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

Beyond my work as a researcher, I have experience teaching at both the elementary and postsecondary levels. These experiences have helped form my perspective on the value of data, but they have also given me insights into both the burdens and the blessings experienced by the educators who often feel the pressure of both collecting and answering for data.

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/vikash-reddy/

Thompson, Samantha

Organizational Affiliation

The Education Trust-West

Job Title

Associate Director of Early Learning Policy

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

No Preference

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

The Early Education committee is often overlooked and underrepresented when talking about early education data and tools and with over 15 years as a Early Education administrator overseeing countywide programs focused on data and planning, I believe I would be an asset to the board. As Associate Director of Early Learning Policy at the Education Trust West, I am also committed to ensuring that data collection is transparent and tells a complete story about equity in educational settings and working toward transforming delivery systems so that educational opportunities are available to black and brown students and the black and brown workforce who support them.

What types of analyses have you conducted using data that will be available in the C2C analytical tools?

I served as a Centralized Eligibility List, Local Planning Council coordinator and QRIS administrator and I am readily familiar about the data collection in early learning settings for those seeking early learning and care services, the demands for care and the quality indicators for the diverse delivery system of early education systems and can contribute to integrating these approaches into a K-12 system.

Which state-level data sets do you have experience with, and how familiar are you with the way information is gathered and processed for each data set?

QRIS data and I am very familiar with the data collection and process for data sets and the way the State sets up data systems for local levels.

What experience have you had with addressing accuracy and alignment of data, particularly regarding teacher training programs, K-12, and postsecondary?

My experience as a QRIS administrator and LPC coordinator has allowed me to interface with K-12 through P-16 Council at local levels to discuss a continuum of the education system and data collection used at a local level. I also participated as an early education leader to analyze data on a local coalition for the Council on African American Student Success to evaluate educational equity for black students.

What types of membership organizations, user groups, or affinity groups do you have access to that could support gathering input from other data experts?

CAPPA, Every Child California, Early Edge, Advancement Project, Black Californians United for Early Care and Education, WestEd, California Child Care Coordinators Association, and the robust research team and the Education Trust West

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

I have served on a variety of policy committees for statewide early learning associations. I was the lead administrator on the RTT-ELC for Merced County. I have over 12 years experience as a parent on School Site Councils. And, I was community college faculty for over 10 years.

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.

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Community Organization

Chavez, Lisa

Organizational Affiliation

State Bar of California

Job Title

Director of Research

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

Two Years

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

The Data and Tools Advisory Board presents an excellent opportunity to leverage my successful career as a research director, 20+ years of experience conducting actionable quantitative research, and my unwavering commitment to promoting improved outcomes in California. The common thread in my career has been my deep passion for illuminating educational inequities through research and advocacy and partnering with executives, leaders, and team members across the organization to ensure research products have maximum social impact. As a first-generation college graduate, I feel deeply about the Cradle-to-Career System's challenge to collect crucial information on my home state's students and adults to inform strategies on improved outcomes. I would be honored to join the Data & Tools Advisory Board to contribute to its continued success and innovation.

What types of analyses have you conducted using data that will be available in the C2C analytical tools?

Throughout my career, I have conducted extensive research and analyses on school discipline, English Learners, school integration, access to higher education, and community college transfers using data that will be available it the C2C analytical tools. I provide summaries of these analyses below.

Suspension Rates. While at EdSource, Louis Freedberg and I analyzed district-level suspension rates using data provided to the organization prepared by the UCLA Civil Rights Project.

English Language Learners. Using California Department of Education data files, I generated the number of English language learners enrolled in California public schools who were not "counted" in the No Child Left Behind (NCLB) accountability system. Public Advocates cited this statistic in amicus briefs submitted in Horne v. Flores, a case before the Supreme Court under the Equal Educational Opportunities Act.

Completed High School: I conducted extensive analyses on high school graduation rates while at the San Francisco Unified School District.

Ninth Grade Math Course, Math Units Completed in High School. I explored both topics in my Sociology dissertation titled "Access to Advanced Math for Latino High School Graduates: The Role of Gatekeeping Math Course."

Completion of A-G Requirements. I led a team of graduate and undergraduate students at UC Berkeley on a study of four-year college preparation and entry rates among San Francisco Bay Area public high school graduates.

Racial and Socioeconomic Composition of Schools.
Using district-level data, I analyzed the racial and socioeconomic composition of Berkeley Unified School District to determine whether it is meeting its desegregation goals.

Racial Composition of Schools in UC Applications. I analyzed the relationship between the racial composition of schools and the proportion of seniors who applied to the University of California for a conference on Proposition 209 hosted by Berkeley Law school.

Community College Students and Transfer. I analyzed community college student course-taking and transfer outcomes using the California Community College "Student Right to Know" database. Specific data elements include student goals, enrollment, and completion of basic skills and transfer-level courses, transfer preparation level, and outcomes (transfer to a four-year college, associate degree).

Which state-level data sets do you have experience with, and how familiar are you with the way information is gathered and processed for each data set?

• California Basic Educational Data System
• Standardized Account Code Structure Unaudited Actual Financial Data files
• Data sets on postsecondary entry made available by the California Postsecondary Education Commission
• California Community College Student Right to Know Database

While a Research Manager at the San Francisco Unified School District, I learned how school districts submit information for CBEDS, CALPADS, and the Financial Data sets. I am not familiar with how the California Department of Education processes the information it receives. Given my extensive research experience, I sincerely appreciate the work involved in processing data received from many different local education agencies.

What experience have you had with addressing accuracy and alignment of data, particularly regarding teacher training programs, K-12, and postsecondary?

As a quantitative researcher with over 20 years of experience, I have extensive experience reviewing and addressing data accuracy and alignment because it is the first step in the research process when working with primary and secondary data sources. For example, I analyzed the California Community College "Student Right to Know" database for a study of community college students and outcomes. The transcript data was essential to my analysis of basic skills and transferable coursework, and I engaged in extensive data "clean up" due to inconsistencies across campuses.

What types of membership organizations, user groups, or affinity groups do you have access to that could support gathering input from other data experts?

I have an extensive network of colleagues in university settings, non-profit, government agencies who are quantitative researchers.

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

I have developed and led research initiatives through data-driven analysis to drive change and social impact for academic, non-profit, and public agencies throughout my career. For example, I started my career at WestEd, researched and wrote reports with Louis Freedberg at EdSource, and spent five years conducting evaluation research at the San Francisco Unified School District. In each of these roles, I brought my passion for solving complex problems and keen ability to see the big picture and dig deep into the data. In most projects, I worked with secondary research data files, so I have a profound understanding of the importance of the C2C data system.

Currently, I lead the Office of Research and Institutional Accountability at the State Bar of California. I partner with C-level executives and department leaders to ensure the development and execution of policy studies, operational reports, and evaluation research that supports the organization's strategic direction. One of my areas of expertise is creating, tracking, and reporting Key Performance Indicators to measure progress and outcomes. I'm highly analytical—leveraging quantitative and qualitative data to draw insights, provide recommendations, and provide leaders with information to make better decisions. As a result, I've earned a reputation for solving complex problems, having strong attention to detail, and identifying gaps.

Above all else, I am a skilled relationship builder who cultivates a collaborative environment.

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/lisa-chavez-phd/

Hoang, Khathy

Organizational Affiliation

YMCA OF METROPOLITAN LOS ANGELES

Job Title

Associate Vice President of Community Impact & 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 Data & Tools Advisory Board.

I would like to join the Data & Tools Advisory Board to use my expertise and understanding of cradle to career success evaluation and tools to develop and improve the state's dashboard and process. Particularly after this pandemic, when our students and families will undergo healing, they will need all the support they can access, which includes having access to meaningful data that can be used to inform their decisions on their future trajectories.

As an advocate of diversity, equity, and inclusion as well as public health, I would like to support this group in developing the evolving standard for what students, academic institutions, and community based organization can use to orient and guide students and their families towards cradle to career success, and ultimately economic mobility and stability. In short, I would like to lend my expertise to be part of the collective transformative change that will happen in California as a model to better serve our community!

What types of analyses have you conducted using data that will be available in the C2C analytical tools?

At the YMCA of LA organization, encompassing nearly 30 locations, I have support the following evolutions:
- Enhancing data collection processes from paper-based to electronic, sharable, and convenient tools
- Adapted validated program evaluation tools to be used for Cradle to Career Success programming, including for early learning readiness, middle school programs, and teen and college readiness programs
- Drafted a community-based/nonprofit College Readiness/Career Success scoring tool with the understanding that community-based/nonprofit cannot use the same tools as academic institutions
- Conducted a needs assessment with YMCAs across the United States and other organizations across Los Angeles on the development of the first community-based/nonprofit College Readiness/Career Success scoring tool and formula for youth participants
- Performed general data analysis on program evaluation assessment responses
- Developed partnerships in the community and provided youth workforce development opportunities for students at local universities to develop: A) statistical analyses of quantitative and qualitative program data (UCLA), B) fine arts data visualizations for using program evaluation data to turn into a story and for easy understanding
- And more.

Which state-level data sets do you have experience with, and how familiar are you with the way information is gathered and processed for each data set?

At the LA YMCA, I often utilize the aggregated and de-identified State of CA Department of Education data that is shared on Data Quest in order to understand associations and health outcome trends among the schools that the LA Y contracts with. Beyond this system, I am confident that I will be able to utilize or understand any state-level dataset, how the data is gathered, and how it is processed.

What experience have you had with addressing accuracy and alignment of data, particularly regarding teacher training programs, K-12, and postsecondary?

I have experience with the network of 30 YMCAs in Los Angeles County and addressing accuracy and alignment of data for the YMCA's various programs and services along the Cradle to Career program continuum. It is an opportunity area to create or adapt tools and processes for use with post-secondary program participants, family members, and special populations. I am confident that I will be able to support data projects regarding teacher training programs, K-12, and postsecondary and would like to approach this advisory group through the lens of a nonprofit/community-based organization leader as well.

What types of membership organizations, user groups, or affinity groups do you have access to that could support gathering input from other data experts?

The LA Y is a partner in the Southern California College Access Networks, and will work with the California Cradle-to-Career Data System, as part of its developing, planning, and expansion of the Cradle to Career Success evaluation in conjunction with Achieve LA. Available information that will be part of the monitoring and evaluation of the Y's programs include individual-level student data that are submitted local educational agencies (LEAs), including student enrollment, demographics, course enrollments, discipline data, chronic absenteeism data, graduate and dropout data, and college enrollment and persistence data. By connecting data, the LA Y will be able to make decision on, and identify, types of supports that help more students learn, stay in school, prepare for college, graduate, and secure a job.

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

Khathy Hoang, MPH: Khathy Hoang is the Associate Vice President of Community Impact & Development leading Data Collection, Program Evaluation, and Development for the YMCA of Metropolitan of Los Angeles where she supports programmatic, evaluative, and foundation, government, corporate and other grant writing efforts for the organization's nearly 30 locations throughout Southern California. She has served with the Southern California Society for Public Health Education as the President (2016-2017) and Continuing Education Chair (2013-2015). Khathy holds a Master's degree in Community Public Health (California State University, Northridge) and Bachelor's degree in Environmental Science with a minor in Geography (University of California Los Angeles). Her public health contributions to the community include co-authoring "Innovative Strategies Designed to Improve Pneumococcal Immunizations" in the Journal of Population Health Management, (December 2015) and "Innovative Strategies to Improve Care Transitions" in the Journal of Ambulatory Care Management, (January 2014), in addition to serving as a judge in the Institute for Healthcare Advancement's Health Literacy Conference. Ms. Hoang currently sits on the State Bar of California's Closing the Justice Gap Working Group that is leading the charge to develop equitable solutions for community members accessing low- or no-cost legal services in California that can be a model for other states. Khathy celebrates a Vietnamese-American heritage--Her family came to the United States from Vietnam as refugees and settled here in SoCal, where Khathy became a first generation college graduate, is reaching financial stability, and is climbing the economic mobility ladder. Khathy continues to be an advocate for translating her own experiences to support the advancement of others and is a champion for diversity, equity, and inclusion work as she supports community through all of the above appointments as well as through the YMCA's New American Welcome Centers as a Department of Justice accredited representative providing support for clients seeking citizenship application assistance. She is the co-chair of the LA Y's Asian, Asian American, and Pacific Islander Employee Resource Group (API ERG) where transformative change will happen that will empower our API leaders to better serve our community! Khathy's next endeavor will be to support the State of California through the development, implementation, and evaluation of the Cradle to Career Dashboard Tool in order to make more possible for future students in CA and their families.

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/khathy

In 2014, the LA Y began dedicating resources to building a robust and sustainable Cradle to Career Success ("C2CS") program model – a continuum that spans developmental needs from birth to the building of college and career skills – in vulnerable high-need communities. Today, the C2CS model is firmly in place and has proven to work at the Y's urban branches.
- Early Learning – 100% of ELR families test as ready for school
- Body & Mind – 67% of the Y's C2C youth test as in the Healthy Fitness Zone (HFZ) for their age, which is 10% higher than the results for LAUSD youth as a whole.
- Youth Development Programming – the LA Y has adopted the SCALED Learning Curriculum, a Y holistic before and after-school curriculum, that presents kids with new challenges as they reach each stage of their development through STEM, hands-on arts, literacy, career-connected learning, diversity and global education, social development, and fun. Past outcomes include 68% improve their homework completion and class participation, and 50% of students improve their math and reading grades.
- Teen Enrichment - 88% of the Y's participating teens earn a bachelor's degree, compared with 25% of the general population, with a remarkable 96% of alumni registering to vote, over 90% reporting an increase in self-empowerment skills and life skills necessary to succeed in college, and 78% show increasing student performance in STEM subjects along with increasing awareness of and interest in STEM careers.

The C2CS program continuum has become the anchor of LA Y programming, and the priority focus for impact as the Y moves into the community recovery phase.

Looking ahead, the Y is focusing on impact to ensure the LA Y is the best investment for Los Angeles. General operating support funding now will ensure the Y fully rebounds from the pandemic, reengaging youth, families and seniors and setting the Y up for expanded impact into the future. In the longer term, the Y is specifically aiming to create a strong data tracking system to monitor, assess, and evaluate community-level, longitudinal impact along the Cradle to Career Success pipeline. The five strategic areas for impact are:
- Youth & Teens: The Y has always been for youth development, and with this generation of youth facing unprecedented challenges, the LA Y will be the go-to resource for youth and teen initiatives that will better young people's futures.
- Education: The Y has been on the frontlines in addressing the digital divide and fighting against educational inequities; the LA Y will continue to ensure that every child in LA has the right tools and support to get the education they need.
- Sports: The LA Y is a provider for and champion of the joy that sports bring to LA's communities.
- Food Insecurity: The Y stepped into emergency response over the last 15 months and intends to continue being a key driver in eliminating food insecurity.
- Healthy Living: The LA Y is a trusted partner for individuals, families, and communities, making the LA Y the first choice for creating and sustaining a healthy spirit, mind, and body.

Malik, Semra

Organizational Affiliation

OneGoal (We are a nonprofit supporting postsecondary access and completion that partners with high schools in the Bay Area; we also have school and district partners across six other states.)

Job Title

Senior Director, Strategic Analytics

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

No Preference

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

As a frequent user of California's publicly available postsecondary data, I've been following the development of the C2C system with great interest and was thrilled when the opportunity arose to contribute to this important effort via the advisory board. As an analytics professional who has worked for over a decade in education nonprofits and a community college system, I've seen the tremendous impact of accessible and actionable data provided by state agencies, as well as missed opportunities where those resources are limited. My particular area of interest and expertise is making complex data easier to interpret and use, a skill which I first developed as a research analyst and now use to develop user-centered data visualizations and tools. I believe my passion for educational opportunity and equity along with my professional experience could be a strong fit for this board, and I hope to get the chance to contribute to a project that I believe will greatly benefit California students and families and serve as a model for other states.

What types of analyses have you conducted using data that will be available in the C2C analytical tools?

The analyses I've conducted (and related visualizations and data tools) have been primarily used for strategic decision-making as well as informing how to create, improve, and evaluate student supports and institutional policies. I have conducted analyses using descriptive and inferential statistical methods to answer a range of questions like:
-What is the postsecondary enrollment trajectory for students by school district and by high school?
-Do student outcomes vary by demographic characteristics and how are differences between groups changing?
-Where are students who transfer from our community college system going, and where are they succeeding?
-Which postsecondary institutions have the highest completion rates for under-represented students?
-What are the most diverse teacher preparation programs and how diverse are they (compared to ours)?

Which state-level data sets do you have experience with, and how familiar are you with the way information is gathered and processed for each data set?

For my organization's work in California, I primarily use the California Department of Education downloadable public datasets and DataQuest tool. I also have extensive experience using state secondary and postsecondary education datasets from Texas, New York, Massachusetts, Illinois, and Georgia. I have used state-provided data tools, and I've also downloaded datasets to conduct analyses and build data tools for my organization.

When I work with state datasets, I acquire a basic understanding of how the information is gathered and processed (e.g. how and when it's collected, how the data is structured, how missing data is handled).

While I'm not deeply familiar with how the California state datasets are produced, I think my professional experiences collecting and preparing data for analysis have given me the broad understanding to contribute to the advisory board on this topic; I'm also willing to learn in order to contribute.

What experience have you had with addressing accuracy and alignment of data, particularly regarding teacher training programs, K-12, and postsecondary?

I have experience with testing and validating data as part of the development process for creating datasets and data reporting products. These steps help ensure accuracy and have been especially critical when joining multiple datasets from different sources, e.g. joining the California DOE annual enrollment dataset, FRPM dataset, and postsecondary enrollment dataset to create one school-level dataset and report. My experience has primarily been with K-12 and postsecondary data, although I did also work with data about teacher preparation programs earlier in my career.

What types of membership organizations, user groups, or affinity groups do you have access to that could support gathering input from other data experts?

The organization where I'm employed has staff with a range of expertise in analytics, education research, and program evaluation. We have relationships with data experts at organizations across the country, like NCAN (National College Attainment Network), UChicago Consortium on School Research (whose To & Through Project is a great example of a public-facing data tool), and Achieve Atlanta to name a few. My professional network also includes education data professionals who work at other nonprofit organizations, foundations, and schools and colleges.

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

Relevant job experience:
--(Current) Senior Director, Strategic Analytics at OneGoal: I help build OneGoal's capacity to more efficiently learn from and act on its data. This includes (1) partnering with teams to conduct analysis, visualize & interpret data, and provide coaching and thought partnership, (2) developing user-centered analytical resources and tools, primarily in Power BI, and (3) helping develop and implement an org-wide BI tool rollout strategy that leverages our new data warehouse.
--Senior Analyst, Office of Student Success & Completion for Lone Star Community College System (TX): I provided research and analytical expertise for leadership. I analyzed and interpreted system-wide student success data, evaluating the effectiveness of initiatives and policies, reporting results, and making recommendations. I served as a liaison to the Texas Higher Education Coordinating Board for the state's 60x30TX initiative.
--Research Partnerships team, Teach For America: I interpreted academic research on the impact of TFA's program for a general audience and conducted an analysis on diversity in teacher preparation programs.

Presented at the 2021 NCAN Annual Conference (session title: "From Spreadsheets to Insights: A Roadmap to Modernize Your Organization's Analytics Infrastructure").

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.

LinkedIn: https://www.linkedin.com/in/semramalik/
OneGoal: https://www.onegoalgraduation.org/our-model/

Silver, David

Organizational Affiliation

Oakland Mayor's Office

Job Title

Director of Education

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

No Preference

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

Throughout my 20+ year career in Education, I have been driven by one strong desire: to do all I can to close equity gaps and increase opportunities for students and families that have been traditionally disenfranchised.

In every role I have played (teacher, teacher trainer, founding college prep school Principal, Non-profit CEO, founder of a College Promise program, Education Director for a City) I have seen how data is key to setting impactful goals and driving how to meet them. I have been a major user of data and have seen the results that can be accomplished using a data-driven approach. We cannot learn from this work, make data-driven changes and innovations, and ensure the success of these efforts long-term without effective data systems

I see the Data and Tools Advisory Board as a way to leverage all that I've learned, the network of practitioners I've developed, and my ability to design effective data systems --- and focus on closing the equity gaps we still face. I would like to make a contribution to the development of the Cradle-To-Career data system so that it is highly effective, at a practical level.

In addition, I would like to join this Advisory Board and meet/learn from other innovators in the data space.

What types of analyses have you conducted using data that will be available in the C2C analytical tools?

As the Founding Principal of Think College Now (TCN) I conducted ongoing analysis of data to inform building a college-going culture (utilized metrics related to family and students' attitudes and college-going expectations, working in partnership with UC Berkeley). In addition, we analyzed data for our students from kindergarten through college, to measure the efficacy of our education program and school culture. We found that 31/40 of our inaugural 2nd grade class actually attended a college and matriculated. The data was specific to students who attended TCN.

As the CEO of College Track, we engaged and supported high school students for a 10-year period, with services aimed at supporting them through high school, application to college, and completion of college. The data analyses were different and broader than the analysis I did at TCN. I worked with analyzing data at a "macro" level, tracking key metrics related to college applications, college enrollments, college persistence, and college completion. By tracking the progress of cohorts of students that were regionally based, we could improve services in order to reach goals relating to those key metrics. As a result, we dramatically increased the % of students who applied, enrolled, and persisted through college.

At Oakland Promise (OP, a cradle-to-career program), our analyses spanned multiple programs over the

lifecycle of our students – Ranging from our Brilliant Baby program, through subsequent PK-16 programs, using specific benchmarks for each age group. This further broadened the kind of analyses I was engaged in. In order to ensure the rigor of our data analyses, we partnered with an expert external evaluation company (National Opinion Research Center, located at the University of Chicago). A sample of outcomes includes:

14% increase in African-American 4-year student enrollment for OP schools (in initial cohort) compared to staying flat in non-OP schools

11% increase in Latinx 2 or 4 year college enrollment (in initial cohort) compared to decrease in non-OP schools

78% Brilliant Baby families participating in financial coaching

25,000 Oakland elementary school students with a $100 K2C Early College Scholarship Fund

$2.5M total in OP scholarships awarded to kindergarten students

88% of OP Scholars persisted from first year to second year of college (2019 data)

79% Class of 2016 OP Scholars who have obtained or are actively pursuing a postsecondary degree.

At Teachers Rooted in Oakland (TRIO), a joint initiative between the Oakland Mayor's Office and the Oakland Unified School District (OUSD), we performed analysis of teacher recruitment and retention in order to impact the following results: 3x increase in OUSD Teacher Residents from 8 to 24 in two years, 3.6x increase in OUSD Teacher Residents of Color from 5 to 18, 4000+ more students with fully credentialed STEM and SpEd teachers. In addition, during my three years at Teach for America, as a Regional Program and School Director, analysis of teacher recruitment and retention was an integral part of my job, driving program activities.

Finally, in my current role as a founder and steering committee chair at the Northern California College Promise Coalition (NCCPC) I have been engaged in developing the underlying data sharing agreements between our members and University partners, so as to provide analyses capability to track high school through college metrics. These are new kinds of data sharing agreements that will further enable us to critically look at how effective our student support work is, and how to best measure it.

Which state-level data sets do you have experience with, and how familiar are you with the way information is gathered and processed for each data set?

CST data and state-aligned benchmark data.

What experience have you had with addressing accuracy and alignment of data, particularly regarding teacher training programs, K-12, and postsecondary?

As a Principal of a Title 1 school (with a student population of over 90% free and reduced lunch and students of color), we conducted data goals conferences, analyzing state testing results and aligned benchmarks. We specifically created action plans to increase test results, academic results, and data results based not just on the data overall, but specifically on disaggregated data (i.e., LEP, Latinx, African-American, low-income) to ensure we are closing equity gaps and aiming to eliminate disparities.

By sticking to an ongoing protocol for data analyses that informed action plans, we were able to deliver impressive results. During my 8-year tenure as founding principal at Think College Now, we went from:

10% of students reading at grade level to 60%

23% of students at grade level in math to 80%

…. and became the first Title 1 school in the Fruitvale neighborhood – chosen because of our results in closing achievement gaps. As a result of this experience, I was invited to present to congress on the issue of data alignment.

What types of membership organizations, user groups, or affinity groups do you have access to that could support gathering input from other data experts?

In my capacity as Director of Education for Mayor Schaaf, we have the opportunity to work in close collaboration with the Education Trust–West (ETW), West Ed, universities like the UC Office of the President, and community college presidents (ex: Peralta). All of these organizations have data experts we can call on for help.

In addition, for Mayor Schaaf, over the last 7 years we have created collective impact initiatives deeply entrenched in the community, bringing together diverse stakeholders such as community-based organizations like the NAACP, Latino Education Network, The Unity Council, Oakland REACH, etc. I also ensured we engaged parent organizations, student-led organizations (All City Council student government of Oakland), Oakland Youth Advisory Council (student city government), etc.

Even though these organizations may not include many "data experts", per se, these represent a broad set of community members that can help our data experts understand on-the-ground user needs.

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

I have presented at conferences for the National League of Cities, NTIA in Washington, DC, and to Congress on how to turn around schools utilizing data and data structures

In collaboration with local, state and national leaders, community-based organizations, students, families, educators, funders and other organizational partners, I have been working on initiatives like Northern CA College Promise Coalition, #OaklandUndivided, Teachers Rooted in Oakland, and Oakland Promise. In addition, I co-chair the Education Committee for Oakland Thrives, working with elected officials to identify key metrics of success for Oakland to be a model city to address social determinants of health for youth

I am on the board of National Equity Project (VP), on the Advisory Board of Youth Law Academy (Centro Legal de la Raza), and an ex-officio member of the Oakland Promise Board.

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/davidasilver/

Practitioner

Adams, Alex

Organizational Affiliation

Fresno City College

Job Title

Senior Director, Institutional Research, Planning, and Effectiveness

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

No Preference

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

I would like to join the Data & Tools Advisory Board because I am deeply invested in making sure that the data and tools in the Cradle to Career (C2C) system are useful for practitioners in our state, especially for California Community Colleges (CCC). I have been closely following the development of the C2C over the last several years because I know how powerful and transformational this data could be for my work in Institutional Research and for the CCC system. Frequently, our discussions at the college about student outcomes become stalled due to lack of information about where students started or about post college outcomes. In fact, I have devoted a significant amount of time to developing relationships with high school partners and other higher education institutions, MOU's for data sharing, and infrastructure for sharing data. I look forward to being able to use the C2C for these types of data, but I worry that the data and tools will not be optimized for community college use cases. Consequently, I would like to join the Data & Tools Advisory Board to provide feedback and recommendations about how best to optimize C2C data and tools for CCC use cases.

What types of analyses have you conducted using data that will be available in the C2C analytical tools?

I have conducted both student level and aggregate analysis using descriptive, bivariate, and muti-variate statistical methods with the types of data that will be available in the C2C analytic tools. For example, I have evaluated the effectiveness of a University Transfer program and our K-12 dual enrollment efforts using student level data obtained from a regional data sharing agreement. These analyses used bivariate and multi-variate statistics to assess the effect of the interventions on student success. In both cases, I found the interventions to be positively correlated with student success. I have much more experience using aggregated data since it is so much easier to obtain for the K-12, CSU, and UC institutions. For example, I have worked on reports about service area high school enrollment and achievement disaggregated by common student equity groups that were used by our outreach teams to do targeted enrollment campaigns. Additionally, many of our college key performance indicators are related to transfer to four year universities. Consequently, I have pulled data from both CSU and UC publicly available dashboards to inform our goal setting and planning around transfer.

Which state-level data sets do you have experience with, and how familiar are you with the way information is gathered and processed for each data set?

I am extremely familiar with the California Community College Chancellor's Office (CCCCO) state-level community college datasets. I frequently use the student level system files, Management Information Systems (MIS), to validate CCCCO dashboards by comparing with local student information. Additionally, I spent many hours in the MIS data dictionary and working with our district MIS contacts to understand

how the data is gathered and processed for this essential data set for California Community Colleges. Finally, I do have have some familiarity with UC and K-12 data and the CSU common data set due to regional data sharing and experience pulling data from the publicly available data dashboards.

What experience have you had with addressing accuracy and alignment of data, particularly regarding teacher training programs, K-12, and postsecondary?

Much of my job revolves around addressing issues of accuracy and alignment of data. Internally, at our district we do not have strong data governance or standard/documented operating procedures. Consequently, my first couple of years at the district were spent tracking and validating data and learning the business processes feeding our student information system. This work included becoming familiar with external data sources including the CCCCO Management Information Systems data sets and reporting tools (Student Success Scorecard, now Student Success Metrics, Data Mart, and Data on Demand). While all of the data is similar, none of it matches due to timing of data pulls, data definitions, etc., which has made it a necessity for me to understand all of the nuance to our data. As I have moved from classified to administration and taken on more leadership at the district, I have been working to improve our data infrastructure in my district to improve accuracy and alignment of data. This has included applying for and receiving a grant to improve our data infrastructure, working with other Institutional Researchers in the district to agree to data definitions, and working with external partners on data sharing projects.

What types of membership organizations, user groups, or affinity groups do you have access to that could support gathering input from other data experts?

In my region, I have been involved with a data collaborative that includes representatives from local K-12 districts, CSU-Fresno, and UC Merced. This work started from a College Future's Foundation grant over five years ago. This group still meets and was the basis for a K-16 Collaborative grant to increase this local data sharing. At the state level, I'm very involved with The RP Group, including participation in their Leading from the Middle and Summer Institute professional development work groups. Through these work groups and attendance at regional and statewide events, I have developed relationships with many California Community College data experts. If selected for the Data & Tools Advisory Board, I would definitely ensure that these two group's input was included in my work on the advisory board.

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

I have fifteen years experience in social science research, including seven years in Institutional Research in California Community Colleges. Additionally, my graduate education specialized in quantitative methodology. My educational and professional experience will help me be a valuable member of the Data & Tools Advisory Board.

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

No, I do not have any 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.

https://www.linkedin.com/in/alex-adams-268160b/

https://www.fresnocitycollege.edu/faculty-and-staff/institutional-research-and-effectiveness/institutional-research/index.html

Ayon, Steve

Organizational Affiliation

Riverside County Office of Education

Job Title

Data & Analytics Administrator

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

Three Years

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

In my current role I consume CALPADS and public CDE data files to develop reports and visualizations that support improvement and the development of strategic plans such as LCAP and SPSA. My data visualizations that use CDE public data files have garnered over 41,000 views since 2017 (https://public.tableau.com/profile/rcoe).

I also support Riverside County LEAs with the data integration and analysis of sources that include district SIS, assessment vendor files, NSC StudentTracker, CCGI, and College Board.

What types of analyses have you conducted using data that will be available in the C2C analytical tools?

I have analyzed the impact of A-g completion, AP course taking, and CTE Pathway completion on post-secondary attendance using CALPAD and StudentTracker files.

I developed the Needs Assessment Tool (NAT) promoted by School services of California before the California School Dashboard Existed to support LCAP development. This included data from CALPADS and CDE's public data files.

Which state-level data sets do you have experience with, and how familiar are you with the way information is gathered and processed for each data set?

I have extensive knowledge of the following from CDE, including how the data is gathered and processed:
CAASPP
California School Dashboard Data Files
Absenteeism
Accountability
Annual Enrollment
Assessment
CALPADS Unduplicated Pupil Count (UPC)
Discipline
English Learners
Foster Youth
Free or Reduced-Price Meal (FRPM)
Graduate and Dropout
Post-Secondary Enrollment
Public School and District
Stability Rate Data
Staff and Course Enrollment

What experience have you had with addressing accuracy and alignment of data, particularly regarding teacher training programs, K-12, and postsecondary?

I have supported districts in correcting their cohort outcome data in CALPADS. Recently, I developed an automated report that utilizes CALPADS 15.2 Cohort reports to assist districts in identifying and locating lost transfers so that they can be properly coded and not be counted as dropouts.

I also supported districts in properly identifying A-g completers so that is accurately reflected in their SIS and CALPADS.

What types of membership organizations, user groups, or affinity groups do you have access to that could support gathering input from other data experts?

I lead the County Office of Education Data Visualization Network and am a member of CERA and multiple data related slack channels.

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

I have over 20 years of experience using a variety of database, data integration and data visualizations tools.

Previously, I was the Business Intelligence Architect and Cal Poly Pomona (CPP) where I developed their student and finance data warehouses. At CPP I gathered requirements, modeled data, developed ETL scripts, and conducted user acceptance testing. I also developed reports, visualizations, interactive dashboards, and operational analytics.

Prior to that, I was a Decision Support Analyst/Business Planning Administrator at Toyota Motor Sales where I developed data products and reporting solutions to support operations and continuous improvement. I also have a Business Analysis Certification.

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

None to my knowledge.

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

Most of my visualizations include data for the entire state of California.

This visualization in particular demonstrates my ability to display equity gaps using CDE public data files with some of additional calculations:
https://public.tableau.com/app/profile/rcoe/viz/CaliforniaK-12Indicators/CAK-12Indicators

I developed all the reports in the Tableau Profile below. They demonstrate my ability to integrate and utilize CDE public data files in multiple ways:
https://public.tableau.com/app/profile/rcoe

LinkedIn:
https://www.linkedin.com/in/steveayon/

Borgen, Jason

Organizational Affiliation

Santa Cruz County Office of Education

Job Title

Chief Technology & Innovations 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 Data & Tools Advisory Board.

As a former science teacher, TK-8 curriculum director, and currently overseeing PK-career data sets, my passions and skills are around using data to drive decisions and provide rich information to guide student success. Santa Cruz County is currently working to develop local partnerships with early childhood programs and community colleges to minimize any data loss when students move through our educational systems. I would love to offer guidance and engage with peers across the state to assist in the development of the C2C system to better serve our students across the state.

What types of analyses have you conducted using data that will be available in the C2C analytical tools?

From college going rates to access to college applications, I have been involved with assisting in gathering and analyzing data to support students' trajectories towards careers. As the lead LCAP author in a TK-8 district we readily used the metrics to develop future actions for our district in academic achievement, student wellness, and deeper learning. In my current role we look I have been involved in the statewide Strong Workforce Grant to analyze career pathways in high school and post secondary. We have developed a data dashboard at https://dataportal.santacruzcoe.org to curate our data sets.

Which state-level data sets do you have experience with, and how familiar are you with the way information is gathered and processed for each data set?

I am familiar with the entire K-12 California School Dashboard data sets as well as direct focus on CAASPP, CASAs, CALPADS, SARCs, DRDP. I am aware of the work schools and districts put into the reporting and collection of these elements as a lead administrator at a small district and a county office of education employee.

What experience have you had with addressing accuracy and alignment of data, particularly regarding teacher training programs, K-12, and postsecondary?

Focusing on objective data sets, I have been chair for the best 2 years on Data Share Consortium called DataShare Santa Cruz County - https://www.datasharescc.org/- - this consortium looks at all equity-focused data across our county from food insecurity to educational achievement. We advise on data quality and data set crosswalks to other initiatives. Prior to this, I helped lead the efforts in a TK-8 district around creating a Data and Assessment Implementation plan focused on creating standardized data sets, standards-based grading, and aligned data analysis with educators across the district.

What types of membership organizations, user groups, or affinity groups do you have access to that could support gathering input from other data experts?

Data Share Santa Cruz, as a member of the organization, I am connected with several local and statewide government agencies, community-based organizations and non-profits that focus on data. As the former CUE, Inc. Board President I also have direct connection to educators across a 25,000 member

organization that focuses on innovation. Partnering with UCSC and Cabrillo College (our local University and Community College), we also have many connections to these educational sectors. As a COE we have onsite the Child Development Resource Center that is the statewide liaison for all early childcare facilities.

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

Chair of Data Share Santa Cruz Data Sub Committee
Member of Data Share Santa Cruz Steering Committee
Member of California County Superintendents Educational Services Association (CCSESA) Technology Steering Committee
Former Board Member of CUE, Inc.
Former Director of the Statewide Projects, Technology Information Center for Administrative Leadership (TICAL)
District Consultant on Technology Planning

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/jason-borgen-5461555

Connor, Tamika

Organizational Affiliation

Calbright College

Job Title

Senior Vice President of Strategic Initiatives

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

Three Years

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

Interest includes enhancing our employment outcome data metrics and increasing our DI data and the integration of adult education schools from cradle to career.

What types of analyses have you conducted using data that will be available in the C2C analytical tools?

Launch board for California Adult Education Program (CAEP), K-12 dual enrollment and college access, MIS reporting, NOVA, Strategic Enrollment Management planning and District Stragetic Plan, Accreditation

Which state-level data sets do you have experience with, and how familiar are you with the way information is gathered and processed for each data set?

Responsible for MIS, Launchboard, CAEP enrollment data, FTES Community College funding and enrollment, Enrollment Management data (success metric), SCFF. High levels of familiarity for California Community Data and CAEP, K-12 dual enrollment data and college access DI data

What experience have you had with addressing accuracy and alignment of data, particularly regarding teacher training programs, K-12, and postsecondary?

I have over 20 years of addressing accuracy and alignment of data. Most recently, as the Accreditation Liaison Officer for Calbright College, I spearhead the development of the institution's institutional effectiveness data tracking metrics for competency skills based programs.

What types of membership organizations, user groups, or affinity groups do you have access to that could support gathering input from other data experts?

The RP Group, CAEP, CBEN, DEAC, ACCCA, CCCCO, the Foundation of California Community College Workforce Development Office, Centers of Excellence, PPIC, WestEd.

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

Oct 2019 - Present
Senior Vice President of Strategic Initiatives
Calbright College, Online California College District, CA

2017 - present:
Educational Consultant
California Community Colleges Chancellor's Office, IEPI Strategic Enrollment Management Core Team Member.

June 2016 - July 2018

Assistant Vice-Chancellor of Enrollment Management
Peralta Community College District, Oakland, CA

Dec 2018 - Feb 2020
Adult Education Director
Consortium for Adult Education (CAEP), Dublin, CA

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/tamikaconnor/

Davis, Anthony

Organizational Affiliation

Kern County Superintendent of Schools

Job Title

Chief Technology 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 Data & Tools Advisory Board.

I am extremely passionate about education and public service. I believe that one of the most valuable tools we have to improve outcomes in education is the data that is collected. But collecting the data is a complicated process and by itself is doesn't solve any problems. But collecting the data correctly is the first step needed in a more powerful solution. After proper collection, analysis can performed and data driven decisions can be made. I also have a great deal of passion and experience working with data collection and manipulation. Prior to completing my MBA and moving into leadership in Technology, I was a private sector database administrator, software developer, web developer, server administrator and network engineer. During my tenor in those positions I worked in a large agriculture firm and in Healthcare. Data played a crucial role in all of those industries.

What types of analyses have you conducted using data that will be available in the C2C analytical tools?

I am familiar with and can articulate most if not all the types of data analysis. I also know when they should be used (Descriptive Analysis, Exploratory Analysis, Inferential Analysis, Predictive Analysis, Causal Analysis and Mechanistic Analysis). I can work with and create various charts and visualizations. I have training and expertise in root cause analysis and the continuous improvement process.

Which state-level data sets do you have experience with, and how familiar are you with the way information is gathered and processed for each data set?

In education, I have only worked with DataQuest, California School Directory and CALPADS. I have a minimal knowledge on the back end of these systems. But I have worked with districts export their CALPADS data. We work with Aeries and Powerschool with our internal programs at KCSOS.

What experience have you had with addressing accuracy and alignment of data, particularly regarding teacher training programs, K-12, and postsecondary?

I did not participate in the decisions made around teacher training programs. However, I have experience forming and working with our KERN KIDS data warehouse (https://kernkids.org/). That included working with our team and some of the participating districts in aligning data sets into the data warehouse, but also included determining some of our first data driven dashboards for districts to use to make data driven decisions about K-12 teacher effectiveness. Accuracy and alignment was a key part of that county wide data warehouse work as we had to insure that we were comparing apples to apples. It was crucial as datasets were coming from different districts, different student information systems, different implementations styles and different levels of attention detail and that can be very arduous to align.

What types of membership organizations, user groups, or affinity groups do you have access to that could support gathering input from other data experts?

I am a member of CITE, a member of CCSESA Technology Steering Committee, I was a charter member of the Kern ISSA group, I currently co-chair the legislative subcommittee of the CCSESA TSC.

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

I participated in the development of the HIPAA security rule in Washington DC. I have database management experience with HL7 interfaces in large hospital environments as well as working with the collection of data from multiple hospitals and clinics into a single data warehouse. In my tenor at KCSOS I also worked to help design and implement our county wide student data warehouse. In my distant past I wrote server applications and databases for several large scale implementations. That includes the system that ran the DMV for the country of Uganda. I also developed an application and database system for the World Health Organization to track and report on TB vaccinations in northern and eastern regions of the African continent. I am an expert and former Excel instructor. I have an in depth knowledge of Excel formulas, functions and can program in VBA. I was a certified MS SQL database administrator and have experience manipulating data using transact SQL programing. In addition, I have used Qlik, Tableau, Microsoft Power BI, Oracle and have a working knowledge of Python. Besides the use of tools I am a numberphile and enjoy physics and mathematics. I often watch Youtube videos on mathematic formulas, statistical analysis for entertainment. I am a former paramedic firefighter, foster parent of 50 children and father of three adoptive children. All born with special needs. I have in the past volunteered for Boy Scouts and church youth programs. I am currently an assistant coach on a youth flag football team and volunteer for a youth baseball league. I have a passion for service and the children of my community and state.

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

The only concern I can think of is that my county has a relationship with FCMAT and CSIS and I know Amy Fong. However, I dont work with her or her team directly.

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/anthonywdavis/

Jacobo, Amber

Organizational Affiliation

Fresno County Superintendent of Schools

Job Title

Director, Integrated Data Systems

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

No Preference

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

I work with a variety of school districts and community partners (gov't agencies, higher ed, CBOs, 0-5) and our goal has been to connect data across systems to provide actionable data. I'm very interested in how the State system will do this as well!

What types of analyses have you conducted using data that will be available in the C2C analytical tools?

I have collected preschool data to look at the "predictive validity" of Kindergarten readiness tools in predicting 3 grade reading (also looked at prek as a predictor of 3rd grade reading). In support of (and funded by) our local K-16 Collaborative, we are currently looking at dual enrollment students and what happens as they transition into higher ed (e.g., are they successful compared to non-DE? What DE courses help to prepare students to do well in higher level math/science courses?) We have also pulled all the school data together to support districts in a number of ways (e.g., what school that looks like mine is successful in assisting EL students succeed in 3rd grade reading? LCAP dashboard supports districts in pulling together standardized data sets year over year) Where do we need to add more ECE slots? (map of need compared to low income/CSPP slots available)

Which state-level data sets do you have experience with, and how familiar are you with the way information is gathered and processed for each data set?

All the school dashboard datasets, SBAC data, Chronic Absenteeism, Advanced Placement, Stability, Staffing, Course data from CALPADS

What experience have you had with addressing accuracy and alignment of data, particularly regarding teacher training programs, K-12, and postsecondary?

Teacher training program data? I'm not familiar with any of that. In general, my experience with accuracy is typically with K-12 - working with school districts to display data and then discuss accuracy, data processes, where they need improvement processes/policies, etc

What types of membership organizations, user groups, or affinity groups do you have access to that could support gathering input from other data experts?

I am part of a data group for other COEs. I am the data manager for a local group called Fresno Cradle to Career (group of cross sector leaders who work to solve common problems). Through Cradle to Career I connect with leaders and data staff in higher ed, K-12, ECE, County (DPH, DBH, DSS) and CBOs. I also work closely with the President of CERA

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

I have 15 years of experience in K-12 research and program evaluation. I teach research methods to upcoming educational leaders at our local CSU. I train a variety of school and district leaders on how to use data in an actionable way and have been doing this since 2006 (first at Fresno Unified, now at FCSS)

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/amber-jacobo-edd-70b4aa20/

Livingston, Brendan

Organizational Affiliation

UC Davis

Job Title

Director of Enrollment Management Analytics

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

No Preference

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

I would like to join the Data & Tools Advisory Board to provide my expertise on combining University of California (UC) Undergraduate Application and UC Financial Aid data together in order to help California high school students make decisions about applying to college and obtaining Financial Aid. At UC Davis, I lead a data science team that works directly with the offices of Undergraduate Admissions and Financial Aid to improve decision making by university administrators through analytics. I would like to expand that analytics knowledge to help students in the K-12 system to better inform their decisions about these complex issues.

I am an economist by training, and received my doctorate from the University of Arizona in 2011. C2C fits with what I love about economics and using data to optimize decisions. As I have seen in higher education during the last 10 years, students struggle to understand the costs and benefits of where to attend college, if they should take out loans to fund their education, and what majors they should pursue. I think a centralized tool will help standardize (and hopefully simplify) this analysis leading to less debt and better happiness for Californians around their educational choices.

What types of analyses have you conducted using data that will be available in the C2C analytical tools?

In my job as an Institutional Researcher at UC Davis, I build statistical models to predict the probability of enrollment at UC Davis given the characteristics of high school and community college students. This frequently involves connecting data about the student (GPA, language, programs involvement) with CDE data (type, funding, ranking of schools) to better predict enrollment. I also have done research on Financial Aid topics such as why UC Davis students are not taking their Pell Award and how ethnicity is correlated with having large amounts of debt at graduation. In addition, I award grants that combine UC Admission's data with Financial Aid data to better target populations of interest.

Which state-level data sets do you have experience with, and how familiar are you with the way information is gathered and processed for each data set?

I use CDE high school data and have some familiarity with the process, but my main focus is on FAFSA and the UC Application data.

What experience have you had with addressing accuracy and alignment of data, particularly regarding teacher training programs, K-12, and postsecondary?

The office that I lead, frequently conducts accuracy checks on UC Application data of 100,000 students annually and a panel data set of 1,000,000+ observations. Financial Aid checks are more difficult, with awards paid quarterly, but the team does checks on FAFSA completion and types of grants.

What types of membership organizations, user groups, or affinity groups do you have access to that could support gathering input from other data experts?

I have access to other Institutional Researchers at the University and across the UC System - particularly those in Enrollment Management.

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

I'm a Ph.D. Economist that works for UC Davis to conduct research on student enrollment and financial aid issues. My current work is on the impact of increasing financial aid awards to low income students from low ranked California high schools in order to improve graduation rates and reduce student debt. This research required constructing randomized treatment and control groups based on California Department of Education (CDE) high school data combined with student financial aid information. Conducting research in Financial Aid requires a significant understanding of not only research methods, but also the process of collection and the shortfalls of financial aid information in general. Luckily, I have an amazing team of analysts whose combined knowledge of processes and programing allows for insightful research not possible with only myself.

The team is also in charge of answering ad-hoc requests for student data at UC Davis. We typically receive 300+ requests per year ranging from aggregate enrollment requests to individual level student financial aid information. Being in charge of data distribution has given me a better appreciation behind all of the mechanics of sharing information with both researchers and the public.

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.

Office I lead on Campus: Enrollment Management Analytics (https://ema.ucdavis.edu/)

UC Davis Data Request ticketing system: (https://sis.ucdavis.edu/dataRequest/)

Public facing Financial Aid dashboards: (https://aggiedata.ucdavis.edu/#financial_aid) Unfortunately, many of our Undergraduate Admissions dashboards are internal use only.

Orlick, Jennifer

Organizational Affiliation

Campbell Union High School District

Job Title

Director of Strategy, Accountability, and Innovation

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

No Preference

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

I have worked with K-12 educational data systems for over a decade and have a deep passion for developing tools that provide clear, actionable data. I think we can accomplish a lot as a state to connect each of our data systems meaningfully to learn about opportunity and success for our students. I have a deep knowledge of our K-12 systems, both what is reported for accountability purposes and what is collected and monitored locally to make decisions. I also have expertise as an analyst and researcher, working in nonprofit and school district settings to collect, analyze, and present data to various educational partners.

I have worked in LAUSD, California's largest system, and am currently in a smaller system, and the data challenges are similar. In my current role at the Campbell Union High School District, I rely on numerous data sources to lead our community through an annual Local Control and Accountability Plan. We also utilize the National School Clearinghouse data, which is my only reliable source of post-secondary outcomes. I oversee our district's CALPADS and CRDC submissions, and ensure that climate surveys are administered on a regular basis. All of these reporting structures require staff time and attention, and represent opportunities to pause and reflect on our system and structures.

I believe I would add considerable value to the advisory board and am committed to listening, learning, and providing my insights in an honest and collaborative way. This system is greatly needed in California if we are to learn more about how to help students navigate and succeed across systems and over time.

What types of analyses have you conducted using data that will be available in the C2C analytical tools?

I regularly conduct analysis on various data sources that will be incorporated into C2C, including: transcript analysis, on track for graduation, on track for A-G, participation in career technical education programs, participation in college readiness programs (AVID), staffing, suspensions, attendance, opportunity gap analysis, college entrance test score analysis (Advanced Placement), dual enrollment course analysis, college enrollment data, college persistence data, demographics analysis, enrollment analysis, and many others.

Which state-level data sets do you have experience with, and how familiar are you with the way information is gathered and processed for each data set?

I have deep experience and knowledge of the gathering and processing of data for the following: CALPADS datasets, Dataquest datasets, California School Dashboard datasets, CAASPP, and ELPAC.

What experience have you had with addressing accuracy and alignment of data, particularly regarding teacher training programs, K-12, and postsecondary?

I have over a decade of experience addressing the accuracy and alignment of data across K-12 systems, and also postsecondary data via the National Student Clearinghouse datasets.

What types of membership organizations, user groups, or affinity groups do you have access to that could support gathering input from other data experts?

American Educational Research Association
National Association of Testing Professionals
The Education Trust-West
Equal Opportunity Schools

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

UCLA Women's School Leadership Academy
Education Policy Fellow Program

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/jenniferorlick/

Owen, Laura

Organizational Affiliation

San Diego State University

Job Title

Executive Director, Center for Equity and Postsecondary Attainment

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

Three Years

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

I was on the subcommittee prior to the advisory board being named and my work is committed to the use of these data. I work in a center where these data are central to our work and I lead a college and career access program in City Heights, the most diverse community in San Diego.

What types of analyses have you conducted using data that will be available in the C2C analytical tools?

My work is centered in postsecondary attainment. All the data College Planning and Application Tools (college enrollment, persistence and completion, FAFSA completion) and workforce and labor data will be important for our work. Also, I am looking at national data sets to see the impact Covid is having on student's postsecondary decisions. The analytic tools provided by CCGI will be important as well. I did a formative evaluation of CCGI in 2015.

Which state-level data sets do you have experience with, and how familiar are you with the way information is gathered and processed for each data set?

Very familiar with Ed Data.org, Race to Submit and have used this in tracking/measuring postsecondary and student academic outcomes, evaluating opportunity gaps and looking at trends across time.

What experience have you had with addressing accuracy and alignment of data, particularly regarding teacher training programs, K-12, and postsecondary?

Much of my work has been with national FAFSA and National Student Clearinghouse data. These data sets are messy and incomplete. Undocumented students are not captured in these data sets, multiple last/middle names lead to mismatched batches of data, etc. Even a simple comparison by school of the aggregate FAFSA national vs California data illuminate an alignment issue. Seeking secondary methods of verification, looking at district/school attendance and enrollment data can give a quick indication of how large your missing data set is. Also, I have extensive experience with large data sets cleaning files. Most of my quantitative research has been with samples ranging from 2K to 150K student files. I have one study with 5 million student profiles.

What types of membership organizations, user groups, or affinity groups do you have access to that could support gathering input from other data experts?

AERA, Society for Research on Educational Effectiveness, National Association for College Admission Counseling, National College Attainment Network, National Career Development Association, National Student Clearinghouse, Association for Counselor Education and Supervision, American School Counselor Association, San Diego Unified School District

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

Co-led the San Diego White House Convening on Strengthening School Counseling and College Advising and planned/spoke at 5 more white house convenings for the Reach Higher Initiative, Inaugural Director for the Center for Postsecondary Readiness and Success in Washington DC which was the first center in the US to focus on bridging research, policy and practice for K-12 postsecondary advising and counseling, Executive Director for the Center for Equity and Postsecondary Attainment at San Diego State University, Co-Editor of the Journal of College Access, Prior service on the Governor's Community Engagement Subcommittee - California Cradle to Career Data System (2021), received over 20 million dollars to investigate postsecondary strategies connected to college and career advising.

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://linktr.ee/SDSUCEPA, https://www.linkedin.com/in/drlauraowen/

Persons, Chris

Organizational Affiliation

Kern County Superintendent of Schools

Job Title

Director of College and Career Programs & Management Analyst for Local Control and Accountability

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

No Preference

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

As a career practitioner in secondary education in the classroom as an school site administrator, and now as a county level administrator, I know first hand that access to accurate data that has been well visualized leads to change. Throughout my career, I have been exposed to effective and ineffective versions of data visualizations. In this unique time in educational history and educational funding, we have a once-in-a-lifetime opportunity to change the narrative about career preparedness. College is not a plan after high school.
We all land in industry, it just is a matter of when. Well designed data tools and visualizations are critical to capitalizing on this opportunity. I want to join the advisory board to offer my perspective to assist with providing high quality data to the field to support improved outcomes for all students and I know that if chosen, I will increase my capacity to support Kern County after learning from the other advisory members.

What types of analyses have you conducted using data that will be available in the C2C analytical tools?

I have had the opportunity at the site and now the county to conduct and analyze many types of data to serve a variety of purposes as the leader and a participant. have conducted short and long term topical studies regarding many areas of education including, attendance, grades, enrollment, ethnicity, student group information, school comparison, teacher effectiveness, discipline, crime rate, parent education level, and many other topics. These data projects led to adaptations in practice and policy to improve student outcomes at the school level and were noted and tracked generally through the SPSA.
My position at KCSOS affords me the opportunity to support LEAs who qualify for Differentiates Assistance, CSI, and ATSI through our Continuous Improvement Process. This process focuses on system level change of complex adaptive problems that are generally reported on the CA School Dashboard CA DataQuest. These progresses include facilitation and analysis of the LEA Self-Assessment (LEASA), the Fidelity Integrity Assessment (FIA), and the Special Education Assessment of Basic Levels (SEABL). These systems level assessments require a more complex assembly and visualization of the resulting data.
Additionally, through my post-graduate work, I have experience with both qualitative and quantitative data collection and visualization including the use of SPSS and Nvivo.

Which state-level data sets do you have experience with, and how familiar are you with the way information is gathered and processed for each data set?

My most fluent area currently is the CA School Dashboard (ELA, Math, Graduation Rate, College and Career Indicator, CA DataQuest, CALPADS, Special Education State Performance Plan Indicators, Pathway Completion Data, and ADA. I am very fluent with how the data is collected and processed to report to the field.

What experience have you had with addressing accuracy and alignment of data, particularly regarding teacher training programs, K-12, and postsecondary?

I am a co-lead of the Kern Educational Pledge - College and Career Readiness Work Group. The Kern Pledge is an agreement between all 46 LEAs and all 5 post-secondary providers in Kern to provide cradle to career support for all students in Kern to improve career readiness and improve student outcomes related to employment, access to healthcare and life span. The College and Career Workgroup works through a Strong Workforce Grant to improve awareness and completion of pathways through post secondary preparation to enter the workforce with more skills. Thus our focus in alignment of data and resources K-16. I have a high level of comfort and familiarity with this area.

What types of membership organizations, user groups, or affinity groups do you have access to that could support gathering input from other data experts?

While I belong to several professional organizations, the groups that apply here I believe are the State System of Support Geographic Leads, System Improvement Leads, Data Visualization subgroup for Geographic Leads, and a variety of local analysts within my organization.

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

I serve as a co-lead for the Geo Leads for Continuous Improvement for the Valley to Coast Collaborative (VALCO), member of the Students with Disabilities Collaborative through CCEE/CDE, and deep experience with CA school Dashboard and associated sites. I also have completed a Doctorate in Educational Leadership where my dissertation included a qualitative and qualitative study of hundreds of students across the state. I am passionate about data being well visualized to guide improvement work.

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

Not that I am aware of at this time, no.

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

N/A

Van Natten, Liberty

Organizational Affiliation

California Department of Education

Job Title

Education Research & Evaluation Administrator

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

Three Years

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

My current position with the California Department of Education (CDE) as an Education Research and Evaluation Administrator is directly funded with Cradle-to-Career Data System funds. In this position I oversee the Data Access and Strategy Office which is responsible for managing and aligning the internal Cradle-to-Career work within the CDE which includes the work around data sharing agreements, data transfers, communications, and collaboration with external entities. In addition to this direct connection to the Cradle-to-Career Data System, my experience with K-12 and post-secondary educational data is extensive and would be invaluable to the Data & Tools Advisory Board and would also support my work at the CDE in relation to Cradle-to-Career. For the last twenty years I have worked in multiple public education sectors including at the high school, local educational agency (LEA), county office of education (COE), and California community college levels, as well as in both the CSU and UC systems. I have served as the CDE's Foster Youth Data Liaison supporting schools, LEAs, and COEs with the identification of foster youth, collaborating with colleagues at the California Department of Social Services (CDSS) on data used to identify foster youth, and analyzing data systems and policies which serve to ensure our students with the highest needs receive the supports and services to which they are entitled. As a member of the Data & Tools Advisory Board I would provide first-hand knowledge and insight into the different data which will be included in the Data System, and my expertise in all aspects of K-12 educational data including understanding how data are received and reported by the CDE, accessing and analyzing data from the California Longitudinal Pupil Achievement and Data System (CALPADS), analyzing and implementing policies around K-12 data, conducting research and evaluation related to high-needs student populations, and ensuring all state and federal laws related to student data are followed is essential.

What types of analyses have you conducted using data that will be available in the C2C analytical tools?

I have conducted a variety of analysis using data that will be available in the C2C analytical tools. This includes participating in the Coleridge Initiative's Applied Data Analytics program and conducting analysis using linked, longitudinal Child Welfare, Education, and Workforce data to better understand the relationships between students' experiences in the Child Welfare system and public K-12 schools and wage earnings and employment attainment. This experience provided a unique opportunity to not only work with and analyze individual-level data from multiple California state agencies, it also allowed me to work directly with individuals from different agencies to specifically gain an understanding of how their data are collected. This level of understanding was essential in order to conduct meaningful analysis. At the LEA level I conducted internal program evaluations; developed internal data dashboards linking real-time data from personnel, budget, and geographic/school site data systems; and created data collection tools administered to over 40,000 students and their families. At the CDE I have extensive experience analyzing K-12 educational data. More recently I led an internal CDE workgroup in the development of a new School Stability measure and report which is now published on the CDE's public data reporting

system, DataQuest. In short, I have a deep understanding of and experience with analyzing data from multiple systems at the local and statewide levels to support research and policy development.

Which state-level data sets do you have experience with, and how familiar are you with the way information is gathered and processed for each data set?

My current position and work as an Education Research and Evaluation Administrator requires being directly connected to how data from CALPADS are gathered and processed including data on enrollment, behavior, attendance, assessment, special education, school completion, and more. As such I have deep understanding of how these data are collected at LEAs, reported to the CDE, and how that information is then shared back to LEAs and aggregated into public reports. As the CDE's Foster Youth Data Liaison I have worked directly with the CDSS on their Child Welfare System Case Management System (CWS/CMS) data and understand what those data are and how those data are reported by counties into CWS/CMS. As mentioned earlier, I also have experience working with workforce data through the Coleridge Initiative's Applied Data Analytics program including learning about existing limitations in data including, for example, what we are not able to see about Californian's work experiences such as military experience, out-of-state work, or working "under-the-table." I also have knowledge and experience with complex teacher data sets from the Commission on Teacher Credentialing as well as pre-school data.

What experience have you had with addressing accuracy and alignment of data, particularly regarding teacher training programs, K-12, and postsecondary?

My research and evaluation work at the CDE is directly related to accuracy and alignment of K-12 data. As an example, I have worked for several years supporting alignment of data and definitions related to K-12 students in foster care. This work has been and is essential to ensuring the correct students are identified as foster youth in schools in order to receive the supports and services to which they are entitled and their educational outcomes are monitored and reported. This includes working directly with LEAs on support tickets in CALPADS and working with the CDSS to align definitions of students in foster care between California's Education Codes and Welfare and Institutions Codes, federal definitions in the Every Student Succeeds Act, and the data systems that identify these children and youth. Additionally, I have worked directly with the California Student Aid Commission (CSAC) and COEs on identifying and supporting students in foster care who have completed either the Free Application for Federal Student Aid (FAFSA) or the California Dream Act Application (CADAA).

What types of membership organizations, user groups, or affinity groups do you have access to that could support gathering input from other data experts?

My work within the CDE and with other state agencies will be essential to support the work of gathering input from other data experts. I am currently a member of the California Foster Youth Education Task force and serve as the co-chair of the Foster Youth Data Subcommittee. I participate and represent the CDE in the California Child Welfare Council Data Linkage and Information Sharing Committee. I have been a guest presenter at the monthly Child Welfare Policy Round Table and many other statewide organizations which focus on the needs of students in foster care. My staff and I are directly connected to a myriad of other state committees and workgroups specific to the California School Dashboard, alternative schools, charter schools, and advocacy groups, to name a few. As such, my participation in, representation on, and access to these committees, subcommittees, and groups will serve as valuable experience in the work needed to gather input from other data experts from different fields.

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

In addition to the membership and participation experiences listed above. For over ten years I taught English to Speakers of Other Languages at the secondary and post-secondary levels. I was also a volunteer instructor to adults in the California prison system. I have conducted a variety of research including studies on implicit linguistic and cultural bias in standardized K-12 assessments, on the

language of explanation in high school math classrooms, and on observing linguistic variation and change in social media. My research experience has required me to use, understand, and appreciate small and large qualitative and quantitative data sets. These work and research experiences make me well suited to participate in and positively contribute to the work of the Data and Tools Advisory Board.

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.

My Linked-in page: https://www.linkedin.com/in/liberty-vannatten/

Watson, John

Organizational Affiliation

San Diego County Office of Education

Job Title

Data Scientist

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

Three Years

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

The skills and experience I have garnered over several decades of work with data in education will provide well-reasoned contributions to the advisory board based on technical knowledge and experience, a history of innovating and because of a personal interest to see all in education succeed from teachers and administrators to the students we serve.

My background includes design and implementation of cross-sector systems at the regional and state level with California, Texas and Hawaii, delivering reports and analytics using technologies from OLAP cubes to statistical analysis and major data visualization platforms.

Prior to cross-sector data and analytics work, I earned a Ph.D, in Education focusing research on data and technologies to detect metacognitive awareness in students, designed a curriculum alignment application, an assessment and classroom walkthrough/observation system and an award-winning math product that adapted content to specific student needs.

Having been in the role of data scientist for the San Diego County Office of Education since 2019, I appreciate the C2C system's promise to provide needed insights around students as they progress from early education to higher education and into the workforce. I firmly recognize that having good data can assist both students individually as they move towards their goals while helping schools and districts to improve education. Conversely, I have also witnessed how the lack of data and analytics stymies forward progress towards important goals.

What types of analyses have you conducted using data that will be available in the C2C analytical tools?

I have prepared countywide analysis of CDE public data sets, predominantly for trend analysis and to identify areas where additional county office of education support may be needed. As Director of IT and Analytics over almost 7 years for the Cal-PASS and Linked Learning projects, oversaw analysis projects including student-record-matching between K12, community college, CSU and UC data sets, Linked Learning student learning pathways data analysis and reporting, California Community Colleges student-athlete analysis, K12-to-community college content alignment and data support for professional learning communities. Work described above required knowledge of K12 CALPADS data, the California Community College Chancellor's Office MIS data and University of California Office of the President Doorways/CMP data. Further, with the Cal-PASS project, we ran tests matching student data with EDD data for the purpose of understanding workforce outcomes and salaries of community college students in certain programs. I am excited that our county districts are beginning to participate in the Community Colleges Guidance Initiative (CCGI) and look forward to adding these data as a source to assist students as they progress from high school to higher education and workforce.

Beyond California, I managed and contributed to the design and implementation of Hawaii Department of Education's P-20 reporting system from 2016-2018, and there are aspects of this system, its combined cross-sector data and goals for reporting that mirror many aspects of the technologies and scale of the C2C system.

Which state-level data sets do you have experience with, and how familiar are you with the way information is gathered and processed for each data set?

Working with school districts in San Diego County on data projects, I understand the processes and systems involved in generating CALPADS submissions to CDE and sources of issues that occur around data quality with these data.

I have personally contributed to every phase of the data life cycle across multiple projects including the CALPASS state-level system and its various functions from establishing and maintaining data sharing agreements; conducting data security and integrity reviews; developing and operating loading, data matching and data analysis systems; and designing and implementing research projects.

Additionally, I designed and developed a database schema and data gathering analytical system for Texas using the state's K12 PEIMS and college CBM data. This system included cross-sector student identification and data matching, production of data visualization, and reporting on student preparedness for community college and identification of student enrollment patterns.

What experience have you had with addressing accuracy and alignment of data, particularly regarding teacher training programs, K-12, and postsecondary?

In my current position with a county office of education and within the CalPASS program previously, I've directed and provided technical contributions to projects to detect and resolve data quality and accuracy issues. Moreover, I established needed processes and tools to detect anomalies across the continuum from data collection through processing and analytics through final reporting.

I have contributed to research and the evolution of technologies within the U.S. Statewide Longitudinal Data System community with 4 presentations over the span of a decade at the National Center for Education Statistics' (NCES) STATS-DC Data Conference on topics such as student records matching techniques.

Current projects include establishing a method for determining whether equity bias exists in teacher training, developing cross-sector metrics and indicators focusing on transitions of students between education sectors, and utilizing blockchain technology towards giving both individual students the ability to tell their own education story and to transfer critical information between K12 and higher education.

What types of membership organizations, user groups, or affinity groups do you have access to that could support gathering input from other data experts?

I am a member in good standing with the following organizations, most having affinity or user groups that intersect technical themes embodied in the Cradle to Career Data System: American Educational Research Association (AERA), Institute of Electrical and Electronics Engineers (Senior member of IEEE), American Association for Artificial Intelligence (Life member of AAAI), California IT in Education (CITE), and the American Association for the Advancement of Science (AAAS). Additionally, I have been on the technical advisory group over the past two years for the Ed-Fi data standard.

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

As an associate professor at National University I taught and managed the software engineering program, developed a 2+2 program with local community college districts and was a member of the university's assessment and institutional research board committees.

I currently volunteer as a program committee member for the Classroom of the Future Foundation and have volunteered in the past to assist small colleges with institutional research needs.

As for education background, I have a bachelor's degree in Economics from UCSD where my interest was in mathematics modeling, a masters in liberal arts with a project on artificial intelligence system project from San Diego State University and a Ph.D. in education with research on using software to detect metacognitive awareness in middle school students.

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.

Linkedin: https://www.linkedin.com/in/johnbwatsonai/
Publications, Presentations: https://tinyurl.com/nhamv9w8

Research Organization

Foust, Regan

Organizational Affiliation

The Children's Data Network at the University of Southern California

Job Title

Executive Director and Senior Research Scientist

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

No Preference

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

Data has been the through-line connecting my passions and pursuits throughout my career. Over the years, I have moved from micro to macro in terms of my interests and experiences. I went from using data to help one or two clients (as a Program Evaluator and Research Specialist), to using data to develop and improve programs, policies, and processes to the benefit all Californians first, through my management of kidsdata.org, and now, as the Executive Director and Senior Research Scientist at the Children's Data Network.

I have rigorous research and evaluation training and extensive experience applying research insights to improve programs for children and youth. I earned my doctorate in Educational Psychology from the University of Virginia and am, notably, leading a longitudinal cohort study involving linked birth, education, child protection, Medi-Cal, and developmental services records that incorporates many of the same analytic fields slated for inclusion in the C2C Data System (please see below for more details). In addition, I have extensive experience working with colleagues at the state of California at the intersection of linked administrative data and government innovation. Since 2016, I have been working to develop and then implement annual "record reconciliations" that link, organize, and analyze administrative, client-level records across major CalHHS programs. Resulting in the creation of Common Client Identifiers (CCIs), this ongoing data integration effort, now in its fourth year, facilitates the generation of statistical information concerning common clients as separately governed by the CHHS Intra-Agency Global Data Sharing Agreement and has fomented the development of a secure, cloud-based research enclave for hosting record-level research data sets and accompanying linkage keys (the Agency Data Exchange). I am currently working with John Ohanian and the CDII team to transition the data integration activities back to the state, ensure sustainability, and uphold the high quality and accuracy expected by our department colleagues, and with the AB-2083 team to facilitate the linkage and generation of foundational findings to respond to this legislation.
My active leadership in these and other data integration projects has placed me at the intersection of children and youth, administrative record linkage, government operations, education, and human services in California – a position that would serve me well as an incoming C2C Advisory Board Member.

What types of analyses have you conducted using data that will be available in the C2C analytical tools?

In partnership with CDE, we are exploring resilience among vulnerable students in California (https://www.datanetwork.org/research/exploring-resilience-among-vulnerable-students-in-california/). Through a linkage of birth, educational, and child protection records, we are able to calculate the cumulative prevalence (as opposed to annual counts) of specific academic vulnerabilities among the

entire population of public school students in California (i.e., homelessness, special education, and identification as a foster youth), and explore overlap in designation. In addition, we are better characterizing the relationship between sociodemographic characteristics at birth and 5th grade standardized test scores and the role that child protection interactions during childhood may play in academic achievement later in elementary school. In addition, we were asked by our CDE partners to generate findings related to the academic achievement and kindergarten matriculation pre- vs. post-COVID.

Which state-level data sets do you have experience with, and how familiar are you with the way information is gathered and processed for each data set?

I have experience gathering, processing, and generating findings from government data both as an external university researcher and as an extension of California State Government. I have worked with CALPADS (CDE), almost all datasets collected and managed by CalHHS (e.g., Medi-Cal, CalWORKs, CalFresh, Child Protection, DDS, vital birth/death, WIC, child care licensing, HCAI, etc.), ACHS and MACR (DOJ), and CDCR datasets, and many open datasets as part of my management of kidsdata.org (https://www.kidsdata.org/).

What experience have you had with addressing accuracy and alignment of data, particularly regarding teacher training programs, K-12, and postsecondary?

Not much, unfortunately.

What types of membership organizations, user groups, or affinity groups do you have access to that could support gathering input from other data experts?

AERA, SSWR, ISCI, IPSCAN, APHA, SRCD, and our diverse and powerful group of funders.

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

I had the privilege of playing a role in the rapid development and operation of mychildcare.ca.gov, a searchable, web-based interface that connects essential workers across the state of California to quickly find timely, accurate information about the availability of local, licensed child care slots (https://covid19.ca.gov/childcare/), among other data visualization projects, including the California Strong Start Index (https://strongstartindex.org/map).

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

All of my work with pubic sector partners is supported through private foundation funding, so I don't perceive any conflict that would prohibit me from serving.

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

linkedin.com/in/regan-clark-foust-ph-d-38b2208

Hahnel, Carrie

Organizational Affiliation

The Opportunity Institute

Job Title

Senior Director of Policy and Strategy

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

No Preference

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

The C2C tools have the potential to drive better and more equitable decision making and engagement in California. I am interested in joining the Data & Tools Advisory Board because I have the perspective and expertise to support the C2C in realizing that potential. As a self-professed data evangelist, I believe in the power of data to affect change for good. I have worked with a variety of stakeholders, from teachers to community advocates, to use data to improve educational practice and policy, and I have also worked in the nuts and bolts of data tool development and analytics. I understand the link between quality tools and meaningful engagement with data, and I would bring that perspective to the advisory board.

What types of analyses have you conducted using data that will be available in the C2C analytical tools?

Through my work with The Opportunity Institute, The Education Trust–West, Policy Analysis for California Education, KIPP, and other education nonprofit organizations in California, I have used data on K-12 student characteristics, K-12 student opportunities and outcomes, K-12 teachers, K-12 finances, postsecondary financial aid applications, and postsecondary success to construct analyses for research reports, policy briefs, data visualizations, presentations, and infographics. I have conducted original research that has informed state policy discussions and have also summarized, designed, and presented data to make it accessible to advocates, community members, and practitioners.

Which state-level data sets do you have experience with, and how familiar are you with the way information is gathered and processed for each data set?

I have worked extensively with much of the California Department of Education's (CDE's) publicly available data, including its downloadable research files on students and teachers, DataQuest, Ed-Data, and SACS. I am familiar with the California School Dashboard and its underlying data as well as data found in other reports like the School Accountability Report Card and the Local Control and Accountability Plan. As a consumer of these data, I am more familiar with the data output and data definitions than I am with the technical details of how these data are collected, processed, and warehoused by the CDE. I have also worked, to a lesser extent, with publicly available financial aid data available through the California Student Aid Commission and publicly available postsecondary data available through the California State University and California Community College systems.

What experience have you had with addressing accuracy and alignment of data, particularly regarding teacher training programs, K-12, and postsecondary?

As research director for both KIPP and the Education Trust–West, I was responsible for data quality, which meant ensuring data accuracy and cleanliness, as well as analytic integrity. I have also helped design data warehouses and data applications, which has given me basic proficiency in concepts of data alignment and relational data design.

What types of membership organizations, user groups, or affinity groups do you have access to that could support gathering input from other data experts?

In my work at The Opportunity Institute and in partnership with Policy Analysis for California Education, I collaborate with education researchers and policy analysts who have data expertise and who rely upon quality education data in California. The Opportunity Institute, through its connections to the UC system, also has access to faculty and student researchers. In addition, I have extensive professional networks with advocacy partners who bring expertise as consumers and users of California education data.

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

I am currently senior director of policy and strategy at The Opportunity Institute and senior research and policy fellow at Policy Analysis for California Education. I have consulted with organizations that use California education data to inform practice and policy, including Pivot Learning, CORE, Schoolzilla, Public Advocates, and others. I have served as deputy director of research and policy at The Education Trust–West and director of research and evaluation at the KIPP Foundation. In addition, I have served on various relevant committees including:
• Alameda Unified School District, Measure A/B1 oversight committee, 2016-current
• The Campaign for College Opportunity, research faculty advisory board, 2013-2019
• California Charter Schools Association, research and accountability advisory committee, 2015-2017

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/carrie-hahnel-5967a03/

Hough, Heather

Organizational Affiliation

Policy Analysis for California Education

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 Data & Tools Advisory Board.

I believe that I am uniquely qualified to support the implementation and continuous improvement of the Cradle-to-Career Data System as a member of the Data & Tools Advisory Board. I currently serve as the executive director of Policy Analysis for California Education (PACE); PACE bridges the gap between research, policy, and practice, working with scholars from California's leading universities and with state and local decision-makers to achieve improvement in performance and more equitable outcomes at all levels of California's education system, from early childhood to postsecondary education and training. Robust data systems and effective data use are at the center of both PACE's mission and my own personal research expertise. Over the course of my career, I have written dozens of publications and done extensive outreach demonstrating 1) the importance of a statewide longitudinal system, 2) how educators and leaders can use data to drive continuous improvement, and 3) how data can be leveraged to produce necessary information about system effectiveness and student outcomes.

California's continued public investment in the development of a longitudinal data system will be essential for guiding efforts to improve students' experiences and outcomes in California schools in the wake of the COVID-19 pandemic. I would like to serve on this Advisory Board both to support the state in implementing the C2C vision and also to leverage PACE's research and partnerships in ways that support effective use of the data in the medium- and long-term. Equally important to the technical design and development of a longitudinal database is the capacity of leaders, practitioners, and community stakeholders in California's education system to access and use data to inform decision making and to support educational improvement. Continued support for data access, use, and accountability will need to focus on building capacity in the System of Support, local governance, and clarifying of the appropriate role of schools, districts, counties, and the state in supporting educational improvement at scale.

What types of analyses have you conducted using data that will be available in the C2C analytical tools?

My research and analytic approach focuses on how data can inform our collective understanding of student learning, teacher and system performance, and the efficacy of programs and policies through the use of a wide range of data on student outcomes, including academic learning, health and well-being, and student experience. To this end, I have experience using a wide range of individual-level data elements, including summative and interim assessment data; student, parent, and teacher survey reports on social emotional learning and school culture/climate; course taking and grades; behavioral indictors such as attendance and suspension; and graduation and college readiness data. In my research I also utilize and publicly available, school- and district-level data such as accountability measures, school finance, and teacher qualification data. I have also conducted research on what makes data elements accessible to diverse users, and what kinds of supports and structures are needed to build the capacity for effective use. I believe that my unique combination of expertise working directly with data to conduct research and

studying effective data use can be helpful in informing our collective thinking about what kinds of measures and tools should be included in the C2C data system moving forward.

Which state-level data sets do you have experience with, and how familiar are you with the way information is gathered and processed for each data set?

I have deep familiarity with the K12 administrative data that is part of the CALPADS system, as PACE manages the data for the research partnership with the CORE Data Collaborative. I was the founding director of the CORE-PACE research partnership, and was personally responsible for building the relationships, agreements, and data infrastructure that undergird the partnership, as well as conducting original research with the data. In our partnerships, PACE collects, merges, cleans, documents, and manages research projects using the same files that are included in the state's data, so we fully understand the way information is gathered and processed for each data set. While I do not have personal experience working with the intersegmental data, I am very familiar with the processes for gathering and analyzing the data via our partnership with the California Education Lab at UC Davis, which combines data from CDE, CCC, CSU, and UC to conduct analyses on educational equity and opportunity.

What experience have you had with addressing accuracy and alignment of data, particularly regarding teacher training programs, K-12, and postsecondary?

As discussed above, I have extensive personal experience collecting, merging, cleaning, documenting, and conducting analysis with various student-level K12 data, and I have a strong understanding of the processes and challenges in aligning data between K12 and postsecondary via our partnership with the California Education Lab at UC Davis. While I have never worked with teacher training data personally, my understanding of data systems and alignment more generally would certainly be useful in working through emerging challenges as the data systems are integrated.

What types of membership organizations, user groups, or affinity groups do you have access to that could support gathering input from other data experts?

A central tenet of our strategy at PACE is to leverage partnership and collaboration to drive system improvement, and we do so by serving as a connector at the intersection of research, policy, and practice. If selected to serve on the Advisory Committee, I would leverage our relationships to gather input from data experts to inform the development and continued improvement of the C2C data system in three key ways. First, we regularly work closely with education leaders and advocates and groups representing teachers, administrators, students, and families to ensure that evidence is comprehensible and utilized in every phase of decision-making and implementation. For example, PACE recently co-led the Reimagine and Rebuild campaign in close partnership with Education Trust-West and Californians for Justice, which established consensus on the evidence-based district practices needed statewide to lay the groundwork for recovery. Over 40 organizations signed on to the vision, including the California Teachers Association, the Association for California School Administrators, the California School Boards Association, the California PTA, and others representing educators and system leaders, research institutes, and civil rights and equity organizations. Second, PACE currently has two formal Research Practice Partnerships with networks that support district improvement: the CORE Districts and California Education Partners, which together represent districts serving the majority of the state's students across diverse geographic regions. Data use and continuous improvement are at the center of these groups' work, and we can ensure that their voices are represented in the development of the C2C data system and tools. Third, our research is conducted in partnership with university-based faculty and researchers across California; we have over 100 scholars actively involved with PACE and can engage their expertise as needed.

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

Prior to my current role as Executive Director of Policy Analysis for California Education (PACE), I worked in a variety of capacities to support policy and practice in education, including as an improvement advisor at the Carnegie Foundation for the Advancement of Teaching and as a researcher at the Public Policy Institute of California, the Center for Education Policy Analysis at Stanford University, and the Center for Education Policy at SRI International. I hold a PhD in education policy and a BA in public policy from Stanford University. I have served on many statewide committees and workgroups, most relevant for this application are the California Data System Policy & Analytics Advisory Group, the School Conditions and Climate Workgroup, and the Alliance for Continuous Improvement. In addition, I am a public school parent and have served multiple terms on the School Site Council of my children's elementary school.

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://edpolicyinca.org/about/authors/heather-j-hough

Hyland, Roberta

Organizational Affiliation

National Student Clearinghouse

Job Title

Chief Data 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 Data & Tools Advisory Board.

I am passionate about data being used to help organizations and learners. This means that data need to be accessible, understood, and effectively leveraged. Not only are the data and the tools important, but also data literacy and data governance. I would be honored to serve on this Advisory Board to assist California in its efforts.

What types of analyses have you conducted using data that will be available in the C2C analytical tools?

In various roles at the Clearinghouse I have been responsible for enabling analyses around longitudinal data from K12 to Postsecondary to Workforce. The data have been supplied by multiple different sources and some of the data have been more experiential in nature. I have explored retention and persistence, completion, graduation, transition, longitudinal weaving of traditional education and credentials with industry credentials and labor data.

Which state-level data sets do you have experience with, and how familiar are you with the way information is gathered and processed for each data set?

Specific to California, I have worked with matching CalGrant data to Clearinghouse data sets. Similarly I have worked with matching California Community Colleges system data, CSU system data, and UC system data and matching it to Clearinghouse data. I have some knowledge of idiosyncrasies with various California-sourced data through these experiences. I have also worked with other states' data in similar ways.

What experience have you had with addressing accuracy and alignment of data, particularly regarding teacher training programs, K-12, and postsecondary?

As the Clearinghouse works with Colleges, Universities, States, High Schools, High School Districts, and a vast number of other education organizations, I have worked with numerous, varied stakeholders regarding accuracy and alignment of data. This work has both been first-hand and by providing advice to organizations on how to improve internal systems and processes. I do not have first-hand experience with teacher training program data, but have advised holders of teacher training program data on approaches to linking that data to other data sources.

What types of membership organizations, user groups, or affinity groups do you have access to that could support gathering input from other data experts?

I am a member of the Gartner Data and Analytics Advisory Board and the Gartner Data and Analytics Conference Board. I am well-networked with other Chief Data Officer through Chief, Evanta, and other data networking groups. I am also a member of the Credential As You Go Advisory Board.

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

I have served in variety of different roles at the National Student Clearinghouse including Chief of Staff, Government Relations, Education Finance Industry Relations, and Research Operations. I have also taught as an Adjunct Instructor in the Master of Science in Higher Education (MSHE) program at Drexel University. I received the Alumni Outstanding Educator Award from Drexel University for my work. I have a lifelong commitment to education through my volunteer work with high schools and high school students in the area of speech and debate. Lastly, in 2021, I was named to CDO Magazine's 2021 Global Data Power Women List.

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/roberta-hyland-7825bb5/

Jackson, Jacob

Organizational Affiliation

PPIC

Job Title

Research Fellow

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

No Preference

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

PPIC researchers have been invested in the creation of the Cradle to Career data system for many years. We routinely produce rigorous research on higher education and K-12 topics and recognize the current disconnects in the data, and we connect data across education and workforce systems when we can. We believe the state will benefit from the connection of high-quality data for analysis and from the publicly available tools that will provide information and guidance to students, families, and educators. I believe my experience in working with data across education and the workforce as well as my connection to my colleagues within PPIC and through a larger coalition of research, policy, and advocacy organizations of the California Education Data Collaborative, will help me serve on the Data and Tools Advisory Board as it advises the Governing Board on how to integrate the data and produce a data set and tools that will move California forward.

What types of analyses have you conducted using data that will be available in the C2C analytical tools?

Through agreements with the California Department of Education, California Community College Chancellor's Office, Employment Development Department, University of California, and individual universities throughout the state, our organization has performed quantitative descriptive and regression analyses with protected student-level data on numerous occasions. In addition, PPIC researchers regularly works with publicly available data from many education sectors to produce analyses and reports about K-12 and higher education in California. I have worked with data from California Community College Chancellor's Office and Employment Development Department, as well as student-level and course-level data from and individual universities throughout the state.

Which state-level data sets do you have experience with, and how familiar are you with the way information is gathered and processed for each data set?

I have worked with data from California Community College Chancellor's Office and Employment Development Department. I am familiar with how information is gathered and processed for those two particular data sets.

What experience have you had with addressing accuracy and alignment of data, particularly regarding teacher training programs, K-12, and postsecondary?

I have had no experience with teacher training program data. We did align data from the California Community College Chancellor's Office with earnings data from the Employment Development Department to analyze returns to career education fields. That same linkage looks to be an extension of the teacher training program proof of concept.

What types of membership organizations, user groups, or affinity groups do you have access to that could support gathering input from other data experts?

As a part of PPIC, I help convene the California Education Data Collaborative, a group of research, policy, and advocacy organizations focused on the implementation of C2C.

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

I was a member of the Policy and Analytics Advisory Group during the Cradle to Career Data Set workgroup process.

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

No, however Lande Ajose from PPIC already serves on the Governing Board.

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

https://www.ppic.org/person/jacob-jackson/

Noel, Jeffrey

Organizational Affiliation

Department of Defense - Education Activity

Job Title

Chief of Education Research, Accountability, Evaluation

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

No Preference

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

I believe that my background in researching and overseeing the development of data and tools for a wide variety of education systems as well as overseeing SLDS would add value to this process. I am a California resident and a parent of a student with special needs, and I want to ensure all school leaders, researchers, educators, and members of the P-20 spectrum have access to information that will help them make impactful decisions to improve the outcomes of California children and youth.

What types of analyses have you conducted using data that will be available in the C2C analytical tools?

I have overseen applied research efforts for two state education agencies (District of Columbia and Department of Defense), that have conducted a wide variety of P20 analysis - including descriptive work, quasi-experimental & experimental design, cluster analysis, and development of predictive indicators aligned to major outcomes. My personal research work has focused on experimental analysis of use of data tools - and how support infrastructure can change interpretations.

Which state-level data sets do you have experience with, and how familiar are you with the way information is gathered and processed for each data set?

I have oversee SLDS work with "state level" data sets crossing the P-20 educational spectrum including childcare systems, school based, postsecondary, workforce training, and adult education. I had also built relationships with other major data sets including vaccination, TANF/SNAP enrollment, behavioral health, medicaid enrollment, juvenile justice system, and services for homeless students. As a part of this work we build new linkages, and used the data connections to develop specific tools for individual use cases and to support cross disciplinary partnerships that respected individual privacy.

What experience have you had with addressing accuracy and alignment of data, particularly regarding teacher training programs, K-12, and postsecondary?

I have overseen numerous data quality efforts for other state education agencies, including data audits, policy development, establishing monitoring systems, creating data quality guidance, and developing estimates of missing data.

What types of membership organizations, user groups, or affinity groups do you have access to that could support gathering input from other data experts?

I have a broad range of professional connections to education researchers and applied research departments in California and around the nation. I have connections to the charter school community from my experience in D.C. I can connect to members of the Department of Defense community to reflect the needs and opportunities for military connected students.

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

In addition to work leading longitudinal data system development for Department of Defense Education Activity and the District of Columbia, I have served on numerous multi-state communities working to develop common approaches and share strong practices for data reporting.

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.

linkedin.com/in/jeffrey-noel-76b42817

Student

Vo, Davis

Organizational Affiliation

UCLA

Job Title

Phd Student

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

No Preference

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

The Cradle-to-Career Data System is a systems change that has the potential to transform the way that the California education system operates and improve the students, families, educators, researchers, and policymakers, and it would be a privilege to participate as a Data & Tools Advisory Board member. I am currently a PhD student in UCLA's Higher Education & Organizational Change program and my research interests include the application of asset-based frameworks, data science, and behavioral insights to transform our community college system towards equitable outcomes. I have approximately 7 years of research and 4.5 years of education practitioner experience, and have worked within the non-profit sector, as well as the K-12, community college, and public/private university systems, in California. This unique blend of professional experiences allows me to contribute to the Data & Tools Advisory Board as I can directly speak to the ways that our new statewide system addresses early education, primary school intervention, college & career readiness, transfer outcomes, financial aid, and employment outcomes.

What types of analyses have you conducted using data that will be available in the C2C analytical tools?

In my roles as a college adviser for a high school, an institutional research analyst for a community college, and as a PhD student working with community college data, I have conducted descriptive, inferential, and predictive analyses and presented the data in tables, figures, infographics, and dashboards. As a college adviser, I conducted descriptive analysis by aligning multiple K-12 data sources to generate real-time insights for myself and other practitioners to document and track students' progress through the college enrollment pipeline. As an institutional researcher, I worked with K-12 and community college datasets to conduct descriptive and inferential analysis of how the reimagination of English/ESL curricular structures post-AB 705 implementation are related to transfer-level English completion. As an academic researcher, I have used machine learning algorithms, such as k-means clustering, to make sense of community college students' enrollment patterns and their relationship to student pathways and outcomes.

Which state-level data sets do you have experience with, and how familiar are you with the way information is gathered and processed for each data set?

I have had direct experiences with the metrics across K-12 institutions, postsecondary institution types, secondary school experiences, postsecondary experiences, financial aid experiences, employment variables, and student characteristics categories that are in the Cradle-to-Career Data System query builder variables. My experience with community college data gave me a unique opportunity to see the data flow before (K-12) and after (employment or transfer to university). As an institutional researcher, I also consistently interacted with the community college data, such as the CCCCO's MIS Data Mart,

LaunchBoard/Cal-PASS Plus, National Student ClearingHouse, to extract, wrangle, analyze, and disseminate data for the internal and external needs of my campus for statewide initiatives and policies (e.g., Guided Pathways, AB 705, Student Equity Plan, Vision for Success, Student-Centered Funding Formula). I am familiar with most data elements and definitions for metrics for the California Community Colleges' Management Information System and Student Success Metrics. As a college adviser, I had access to the high school's internal student information system and also extracted data from California student Aid Commission (CSAC), CollegeBoard, ACT, California state University Institutional Research & Analyses Dashboards, and the University of California Information Center to expand the site's understanding of their students from a micro and macro perspective.

What experience have you had with addressing accuracy and alignment of data, particularly regarding teacher training programs, K-12, and postsecondary?

As an institutional researcher at a community college, part of my role was to conduct data validation. While the CCCCO provides individual college and district data for metrics relating to initiatives and policies such as Student-Centered Funding Formula, Vision for Success, and Student Equity, I conducted data validation to ensure accuracy and alignment of statewide reported data and internal institutional data. I have also worked to ensure accuracy and alignment of data internally: in updating/managing prior data processes and working with the other institutional research offices within the district. The process of addressing accuracy and alignment of data includes, but is not exclusive to, understanding data elements and the possibilities/rationale of diverse methodologies, developing/applying checks and logic systems, and communicating with practitioners, researchers, and stakeholders to understand the implications and make meaning of varying methodologies and data.

What types of membership organizations, user groups, or affinity groups do you have access to that could support gathering input from other data experts?

Given my diverse professional experiences, I have access to organizations and groups that span from the K-12, community college, and university systems, and includes practitioners and researchers. As a board member, I would work to ensure that I am informed and represent the interests of the various educators across the state. As a board member, I would proactively create a mechanism for feedback (forms, open forums, etc.) with the following organizations to which I have previously or am currently affiliated with:

- RP Group: Organization for institutional researchers and planners across the California Community Colleges
- American Education Research Association: Organization for academic education researchers
- USC Rossier School of Education
- UCLA School of Education & Information Systems
- College Advising Corps: A college access program that partners with universities and high schools across the state to improve college enrollment. The College Advising has partnered with six universities in California–USC, UCLA, UC Merced, UC Santa Barbara, UC Santa Cruz, UC Berkeley–to improve college enrollment at 119 high schools across the state.

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

Given my professional experiences, I can contribute to the Data & Tools Advisory Board. One of the first tasks for the Data & Tools Advisory Board in 2022-23 will be to consider the implications of how data points will be defined and data sets will be structured, and as a data-informed practitioner and institutional researcher, I have had experiences with both and did so with data relating to the sectors that the Cradle-to-Career will cover. I am guided by asset-based frameworks and equity-mindedness in how I think about data and how we describe the lived experiences of students and households–how we decide what counts, who counts, how we count, and what is worth measuring.

In my student-facing roles as a college adviser, student success coach, or faculty member, my practices were informed by my data and this gives me insight on how data can be actionable. This meant collecting internally and publicly available data, by aligning multiple data sources and generating/managing new actionable data, and engaging in practices and experimenting with practices that would positively predict student outcomes. In all my student-facing roles, I was recognized as an innovative leader in the ways that I utilized data to improve student outcomes. As an institutional researcher, I collected, wrangled, analyzed, validated, and disseminated (e.g., dashboards) to support campus needs, and constructed new ways to think about students and institutional practices using multiple statewide datasets. Such practices took place in my roles as the Co-Chair of the Professional Learning Task Force and as a classified professional or research representative in committees and councils where I worked directly with the community college president, vice presidents, and deans. These gave me experiences in thinking about alignment of data sets and to consider how dashboards are structured for scalability, automation, replicability, and public-facing use.

Ultimately, in my work, my goal has been to support students and consider the ways that data can be used to foster equitable academic, social, and economic outcomes. I am excited by the opportunity to contribute to this advisory board by bringing my unique combination of professional experiences across the California education system. Thank you for taking the time to review my application.

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

N/A

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

www.linkedin.com/in/davisvo