

Cradle-to-Career Selection for Advisory Boards Committee

Staff Report

Date Report Issued: April 4, 2024
Attention: Members of Selection for Advisory Boards Committee
Subject: **Summary of the Data and Tools Advisory Board Selection Process**
Staff Contact: Angelique Palomar, Deputy Director of Communications and Marykate Cruz Jones, Chief of Strategic Initiatives and Partnerships

At this meeting, the Selection for Advisory Boards Committee (Committee) will have the opportunity to discuss the application, rubric, and selection process plan for new Data and Tools Advisory Board applicants.

Requested Action:

After review and consideration of the application, rubric, and selection process plan the Committee will determine what course of action it will like to pursue. Staff recommends that the Committee approve the proposed items.

- ❖ Move to approve the application, rubric, and selection process plan as presented.

Background:

The Data and Tools Advisory Board consists of 16 public members appointed by the Governing Board. Members include advocacy organization staff, community organization staff, and the end users of the data system, such as practitioners and researchers.

At the outset of the Cradle-to-Career Data's (C2C) development, all Advisory Board seats were appointed in staggered term lengths; however, after the initial year, all appointed positions serve three-year terms. The following members of the Data and Tools Advisory Board will cycle off the Board in August: Marshall

Anthony Jr., Lisa Chavez, Khathy Hoang, Brendan Livingston, and Jennifer Orlick, leaving five vacancies on the Data and Tools Advisory Board. The term for the vacancies will be from 2024 through 2027.

Vacancy Analysis:

As the Data and Tools Advisory Board faces vacancies, it is imperative to analyze how those impending openings will affect the Advisory Board as the new selection process begins. In terms of the five members that will be cycling off the Data and Tools Advisory Board, one member represents an advocacy organization, two members represent community organizations, and two members are practitioners. Given their departure and pending the new selection of members, the Data and Tools Advisory Board will be composed of two members that represent advocacy organizations, one member that represents a community organization, six practitioners, and two members that represent research organizations. A vacancy analysis can be found on Attachment C. The biographies of all current Data and Tools Advisory Board members can be found on Attachment D. More information regarding the breakdown of member term limits and representation can be found below:

| | 2024 | 2025 | 2026 |
|-------------------------|-------------|-------------|-------------|
| Advocacy Organization | 1 Vacancy | 1 Vacancy | 1 Vacancy |
| Community Organization | 2 Vacancies | - | 1 Vacancy |
| Practitioner | 2 Vacancies | 3 Vacancies | 3 Vacancies |
| Researcher Organization | - | 2 Vacancies | - |
| Student/ Families | - | - | - |

As the [Governance Manual](#) specifies, it is important for the Data and Tools Advisory Board to bolster the public's voice and cultivate a diversity of perspectives. Additionally, attention should be placed on recruiting members who have expertise in equity, and prioritizing community members who can be conduits of information to and from the data system's intended audiences.

Outreach:

In an effort to seat a diverse Advisory Board, the Office of Cradle-to-Career Data (Office) has drafted a comprehensive and strategic outreach plan. To publicize the application, the Office intends to capitalize on social media; leverage Data and Tools Advisory Board members to post flyers at local coffee shops, libraries, college campuses, and local education offices; and develop a communications toolkit in English and Spanish, which will be shared with collaborators for further dissemination. Through intentional and targeted advertisement, which will begin before the opening of the application, the Office would like to be deliberate about reaching various student populations and intends to work with various student groups and student ambassadors.

Additionally, to streamline the process for the public, the Office has developed a page on the C2C website to house all application resources and information. It serves as a static landing page that the Office will update every Spring with the new application for the Advisory Board. This year, the application will be featured in Spanish and English. The page will also highlight key information, such as when the application will open and close.

Lastly, the Office will look to Advisory and Governing Board members to assist in the process. The Office would like to work with members to ensure the information is shared with a diverse and inclusive audience, reflecting the breadth of perspectives and experiences within the State.

Application and Rubric:

The front section of the application details the authority of the Advisory Board, lays out membership and terms, provides insight into meeting logistics, member

expectations and responsibilities, and specifies desired characteristics for selection. The later half is the application, which contains 19 questions in total. Questions one through ten are standard. Questions 11 through 19 are substantive and the core of the application. The application can be found on Attachment A; please note that it is red-lined with suggested edits from the Office.

The red-lined application includes five new questions and three additional selection options for community affiliations. In response to Advisory Board Member feedback, the Office included additional community affiliations for potential applicants to self-identify as, in order to better reflect the diversity of stakeholders. In response to member feedback, questions five and six were included to gather educational insights, ensuring representation of the diverse educational backgrounds among our members. This information could be valuable in potential recruitment efforts for student-specific board seats. Additionally, questions 10, 15, and 16 were proposed by Advisory Board members. The Office seeks Committee member feedback on these new additions to the application.

The rubric works in conjunction with the application, highlighting the four main areas of criteria for selection which are representation, experience with C2C-relevant data sets, data alignment, and actionable experience. The rubric can be found on Attachment B.

Data and Tools Advisory Board Member Feedback:

At the March 5, 2024 Data and Tools Advisory Board meeting, members had the opportunity to provide input on the Advisory Board selection draft application, rubric, and member recruitment process. Data and Tool Advisory Board members had the following recommendations for consideration by the Committee.

Feedback related to the Application:

- On the application, consider condensing the higher education categories under the practitioner box into one category

Feedback related to Recruitment:

- Consider promoting the following communities to the Advisory Boards:
 - Early Learning and K-12
 - Health and Human Services
 - Adult Education and Workforce
 - Students
 - Geographic Diversity (i.e., Central Valley, etc)

Selection Process:

As the Governance Manual sets forth, the Office has documentation to publicize the opportunity to apply, including requirements for participation, anticipated activities, the selection rubric, and an application form. Through this meeting, the Committee will provide input to the Office on the application materials and the dissemination plan. From here, the Office will partner with Governing Board members, Advisory Board members, and community partners to recruit advisory board nominations and compile applications. The Committee will reconvene in a public meeting to score applications and discuss potential slates for the impending vacancies. A detailed overview of the timeline of activities and the selection process of new Advisory Board members can be found in the [Background of the Advisory Boards and Selection of New Members](#) staff report.

To facilitate the Committee's deliberation and ideation, the Office has compiled key questions for members to consider.

- What sector or population would the Committee like to see represented on the Data and Tools Advisory Board?

- Considering the scope of the Data and Tools Advisory Board, how will adding these sectors or populations increase the capacity of the Advisory Board?
- Should the red-lined edits be implemented and/or modified on the 2024 Data and Tools Advisory Board application?
- What improvements can be implemented to enhance the clarity and simplicity of the Data and Tools Advisory Board application?
- What can be done to ensure the criteria in the Data and Tools Advisory Board rubric is clear and understandable?



Cradle-to-Career Data and Tools Advisory Board Application

Thank you for your interest in serving on the Data and Tools Advisory Board for the Cradle-to-Career (C2C) Governing Board. Please complete and submit this questionnaire as part of the application and selection process. C2C will use this information to review your application and possible selection as a representative on the Advisory Board. Please ensure the information you provide is complete and accurate. Your name, organizational affiliation, and statement of qualifications will be shared in a public meeting.

Authority

The responsibility of the Data and Tools Advisory Board is to examine whether the data system is providing actionable information and identifying ways to improve access to that information.¹

Membership and Terms

The Data and Tools Advisory Board members shall consist of 16 public members, appointed by the Governing Board. The Data and Tools Advisory Board members will consist of end users of the data including practitioners, families, students, adult learners and workers, community organization staff, research organization staff, and advocacy organization staff.

Data and Tools Advisory Board members serve three year terms.

¹ Education Code Section 10865(b)(1)(A).

Representatives of specific institutions serve no more than one consecutive term and can only have one seat on the Data and Tools Advisory Board at a time.

Advisory Board members must be California residents² and shall be subject to the requirements of the California Political Reform Act, including the C2C's Conflict of Interest Policy, and Form 700 filing requirement.

Meetings

- Data and Tools Advisory Board meetings will occur at least ~~twice~~ **three times** a year.
- In addition to regular meetings, the Data & Tools Advisory Board may establish ad hoc committees as needed.
- All meetings are subject to the provisions of the Bagley-Keene Act.

Member Expectations and Responsibilities

All members of the Data and Tools Advisory Board are expected to attend meetings and advocate for the Cradle-to-Career System with key stakeholders.

Through feedback provided in meetings, the Data and Tools Advisory Board members will provide suggestions to the Governing Board and the Office, including, but not limited to:

- The usability, accessibility, and usefulness of dashboard visualizations
- Operational tools
- Data points to include in centralized data sets

Each year, the Data and Tools Advisory Board will also review all prior data requests from the researcher data request process to facilitate the continuous improvement of the data request process and ensure that it is clear, transparent, fair, and efficient, including identifying mechanisms that would enable appropriate data requests to be fulfilled.

² Government Code Section 1062.

When there are significant gaps regarding whether the data system is providing access to actionable information, the Data and Tools Advisory Board may develop recommendations for the Governing Board on which tools to provide or which data points to include in centralized data sets.

At the fall Advisory Board meeting, Advisory Board members may bring forward proposals for ways to address the significant gap.

At the spring Advisory Board meeting, the Office of Cradle-to-Career Data (the Office) will present on the feasibility studies. The Advisory Board will discuss the findings, amend the proposal if needed, and then vote on whether the proposal should be advanced to the Governing Board as a recommendation. The same voting protocol will be used as in the decision to implement a feasibility study.

Members will be required to:

- Attend ~~two~~ **three** in-person meetings in Sacramento per year (note: reimbursement will be provided for travel within the State of California. Reimbursement covers public transportation, mileage, parking, as well as airfare and hotel for those located more than 100 miles away.)
- Review draft documents in advance of meetings
- Gather input from and share information with other data experts
- **Complete all required paperwork and trainings forms to document any potential conflicts of interest**

Selection

Advisory Board members will be selected to ensure a broad representation of perspectives and expertise that will inform the resources developed by C2C.

Specific desired characteristics include:

- Experience with and understanding of how data and data tools impact the lived experiences of end users
- Familiarity with state data sets and the way information is gathered and ability to ensure that accurate and aligned data can be integrated into

the analytical tools (the dashboards, query builder tool, and data set available for research requests)

- Experience with conducting analyses using education-related data (particularly K-12, community colleges, universities, teacher training, and employment data)
- Ability to commit time to review materials, solicit input from other data experts, and participate in Advisory Board meetings
- Willingness to work collaboratively toward common solutions

Application

1. First Name
2. Last Name
3. Job Title
4. Organizational Affiliation
5. Education Completed
6. Currently Enrolled in Educational Programs or Pathways
 - No
 - Yes

If yes was selected, please explain:

7. Email Address
8. Phone Number
9. Please describe why you would like to join the Data and Tools Advisory Board.
10. Have you served or worked with Boards now or in the past? If so, please explain.
11. What communities are you affiliated with that will bring value to the Advisory Board (such as your experience being a student or teacher, or with regionally focused work)? Please select all categories that apply to your contributions, experience, and/or work.
 - Practitioner
 - Early Learning
 - K-12

- California Community Colleges
- California State University
- University of California
- Independent Institutions of Higher Education
- Private Postsecondary Educational Institutions
- Workforce Development
- Dual Enrollment
- Undocumented Students/Learners
- Adult Education

- Student
- Parent/Family Member
- Research Organization
- Advocacy Organization
- Community Organization
- Regional Level of Focus of Work
 - County
 - State-wide
 - Other [describe]
- Other [describe]

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

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

14. Can you discuss any initiatives or programs you have been involved in that successfully addressed the unique needs of specific student populations, and how would you apply lessons learned from these experiences to your role on the Data and Tools Advisory Board?

15. How do you plan to facilitate meaningful dialogues and collaborations between data users, practitioners, families, and students, to ensure that

their voices are heard in the decision-making process? **OR** As a member of the Data and Tools Advisory Board, how do you envision collaborating with other stakeholders to advance the overall mission of C2C and contribute to the improvement of educational and economic opportunities for all Californians?

16. What experience have you had supporting awareness of and access to data and data tools, and how have you seen the lived experiences of end users be impacted?
17. Do you know of any conflicts of interest that would prohibit you from serving on this Advisory Board?
18. If additional relevant information about you is available online, such as on a website or LinkedIn, please provide a link.
19. How did you hear about this position?

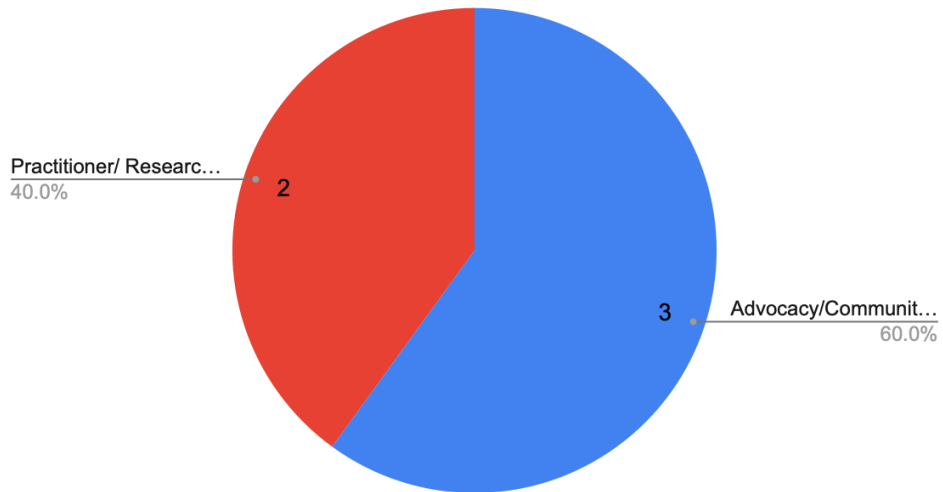
Cradle-to-Career Community Data and Tools Advisory Board Rubric

| Criteria | 1 point | 3 points | 5 points |
|-----------------------|--|--|---|
| Community affiliation | No description of affiliation with groups or communities relevant to C2C's work | Demonstrated affiliation with groups or communities relevant to C2C's work | Demonstrated affiliation with groups or communities that are currently unrepresented on the Advisory Board per the vacancy analysis. For example students and Community Colleges. |
| Data Sets | Little familiarity with C2C-relevant data sets, data analysis/visualization, and data collection processes described | Familiarity with some C2C-relevant data sets, data analysis/visualization, and data collection processes described | Significant experience with C2C-relevant data sets, data analysis/visualization, and data collection processes described |
| Data Alignment | No experience with data cleaning, data quality, or data alignment described | Some experience with data alignment and data quality efforts described | Significant experience data alignment and data quality efforts in C2C-relevant datasets and analyses described |
| Actionable Experience | No experience with connecting data tools to lived experiences relevant to C2C's work | Some experience with connecting data tools to lived experiences relevant to C2C's work | Extensive experience with connecting data tools to lived experiences relevant to C2C's work |

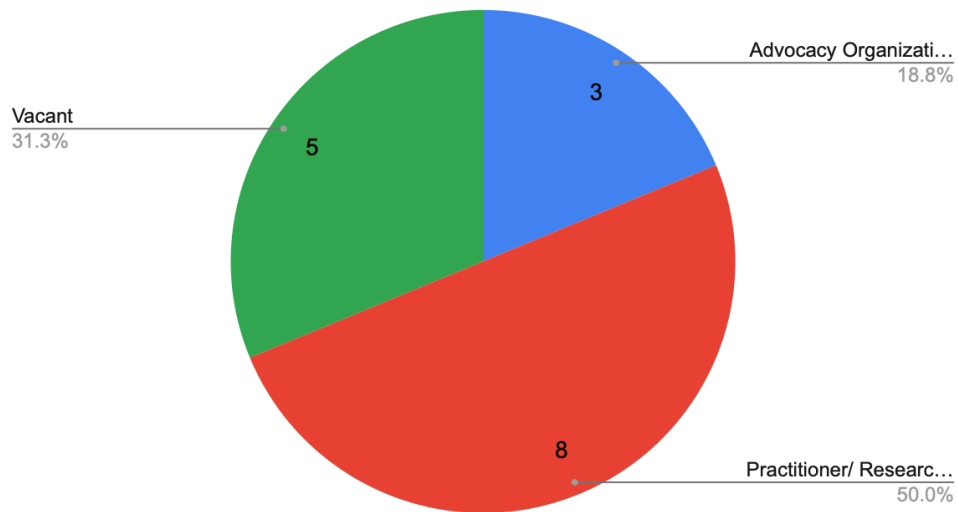


Cradle-to-Career Data and Tools Advisory Board Vacancy Analysis

Term Out 2024 Analysis



2024 Board Composition



Members Terming Out in 2024:

Marshall Anthony Jr. (Advocacy Organization)

Dr. Marshall Anthony Jr. directs the research agenda at The Institute for College Access and Success (TICAS), where he leads innovative work to ambitiously advance and radically reimagine a higher education system that equitably serves people from all walks of life. Marshall's personal and professional mission is to improve the educational and socioeconomic mobility of traditionally underrepresented communities. He has published for various public, policy, and academic audiences. Marshall's work and commentary has been featured in multi-media outlets, such as About Campus, Diverse Issues in Higher Education, Higher Ed Dive, Higher Education Today, Inside Higher Ed, NBC News, NerdWallet, Politico, RealClearEducation, SiriusXM, The Associated Press, The Chronicle of Higher Education, The Hechinger Report, The Journal of Blacks in Higher Education, and U.S. News & World Report. He has also testified before the U.S. House of Representatives. Before joining TICAS, Marshall served as the associate director of policy and advocacy for higher education at the Center for American Progress (CAP) as well as a higher education research analyst at The Education Trust. During his doctoral studies, Marshall was a Florida Gubernatorial Fellow of Class XIV at the Florida Department of Education, and he also served as a graduate research assistant and instructor in the inaugural Leadership Learning Research Center at Florida State University. Additionally, he has worked in other academic and student affairs functional areas at public and private institutions of various sizes. A native of Greensboro, North Carolina, Marshall holds a Ph.D. in higher education (public policy) from Florida State University. He also earned a master's degree in higher education administration, graduate certificate in teaching, training, and educational technology, bachelor's degree in business administration, and minors in accounting and Spanish from North Carolina State University.

Lisa Chavez (Community Organization)

Lisa Chavez is the Director of the Office of Research and Institutional Accountability at the State Bar of California. She has developed and led quantitative research initiatives for academic, non-profit, and public agencies such as EdSource, WestEd, San

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Francisco Unified School District, and the Warren Institute on Law and Social Policy at Berkeley Law School. Lisa has researched access to the University of California, Latino community college transfer students, school discipline, federal school accountability for English learners, immigration enforcement, and school integration. She has also lectured in the Chicano/Ethnic Studies department at UC Berkeley, teaching an upper-division undergraduate course, "Chicanos and the Education System." The common thread throughout her career has been her deep passion for promoting social justice through research and advocacy and partnering with executives, leaders, and team members to ensure research products have maximum social impact. A first-generation college graduate, Lisa earned her Bachelor's degree in Psychology from UC Santa Cruz and her Master's degree and Ph.D. in Sociology from UC Berkeley. She is a proud native of the San Gabriel Valley and currently lives in the San Francisco Bay Area with her husband and two daughters.

Khathy Hoang (Community Organization)

Khathy Hoang is the Associate Vice President of Community Impact & Development for the YMCA of Metropolitan of Los Angeles where she supports programmatic, evaluative, and foundation, government, corporate and other resource garnering efforts for the organization's nearly 30 locations throughout Southern California. Khathy holds a Master's degree in Community Public Health (California State University, Northridge) and Bachelor's degree from the University of California Los Angeles. Ms. Hoang currently sits on the State Bar of California's Closing the Justice Gap Working Group and has served in other leadership roles for different organizations. Khathy continues to be an advocate of diversity, equity, and inclusion work as she supports the YMCA's Cradle to Career Success pipeline and New American Welcome Centers as a Department of Justice accredited representative providing support for clients seeking citizenship application assistance, and is committed to better serving our community and future leaders!

Brendan Livingston (Practitioner)

Brendan Livingston is the Director of Enrollment Management Analytics (EMA) at the University of California, Davis. EMA provides critical data analysis and recommendations to campus leadership, allowing them to make informed

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data-driven decisions for the essential functions of enrollment management: Undergraduate Admissions, Financial Aid and Scholarships, and Office of the University Registrar.

Jennifer Orlick (Practitioner)

Jennifer Orlick is the Director of Innovation for the Campbell Union High School District, which serves roughly 8,500 high school students in Silicon Valley. She oversees data systems, research, and the development of the Local Control and Accountability Plan. Previously she worked at the Los Angeles Unified School District on human capital initiatives and performance management. She has also worked in the nonprofit sector, in public housing, and taught middle school English in Japan. She is excited to serve on the Cradle-to-Career Data & Tools Advisory Board to share perspectives from the K-12 landscape to inform the evolving design of longitudinal data systems in California.

Members Terming Out in 2025:

Jason Borgen (Practitioner)

Jason Borgen has worked in the K-12 environment for close to 20 years—First as a teacher focused on creating an environment beyond brick and mortar learning. Jason spent many years following by supporting school administrators across California with effective ways to leverage technology to lead 21st century schools as part of the statewide Technology Information Center for Administrative Leadership (TICAL) project as well training teachers in transformative practices in their classroom. Jason spent 3-years in leading curriculum and technology programs in a small school district in the Silicon Valley. Currently, Jason is leading Technology, Innovation, and Communication at the Santa Cruz County Office of Education as the Chief Technology & Innovation Officer and is the former president of the Board of CUE, INC. Board of Directors – a non-profit focused on inspiring innovation in education. Jason is Google Certified Trainer and Google Certified Innovator. He is also certified trainer in the Leading Edge Certification program and helped develop the curriculum for the program.

Tamika Connor (Practitioner)

Tamika Connor has a strong background in building sustainable partnerships with higher education institutions, community-based organizations, industries, and local

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government agencies. Her post-secondary education work includes private and public colleges (e.g., Stanford University, Santa Clara University, and California community colleges). Tamika is dedicated to using data-informed strategies to improve college access and student success with equitable outcomes. She has a broad range of experience in academia, including credit for prior learning, skill-based competency-based education, and equity-aligned community college initiatives such as AB 705, the new student-centered funding formula, Student Equity and Achievement Program, and Guided Pathways. Currently, Tamika serves as Senior Vice President at Calbright College and as a core team member of the California Community Colleges Chancellor's Office (IEPI) Strategic Enrollment Management Community of Practice program. She previously served as Acting Assistant Vice Chancellor of Enrollment Management, Department Chair, and Tenured Faculty at the Peralta Community College District/Laney College. She was also the Adult Education Director for the Chabot/Las Positas Community College District—Mid Alameda County Adult Education Consortium.

Regan Foust (Research Organization)

Regan Foust, PhD, is the Executive Director and a Senior Research Scientist at the Children's Data Network (CDN) at the University of Southern California. An experienced researcher, project manager, and data translator, she works closely with data, research, and funding partners to pursue and communicate the CDN's transdisciplinary research agenda, inform children's programs/policies, and build the capacity of government agencies to make better use of their own data. Formerly, as Senior Manager, Data and Research for the Lucile Packard Foundation for Children's Health, she managed kidsdata.org, guided development and implementation of child health and well-being initiatives, and stewarded strategic data and communication partnerships. She also comes with prior experience replicating effective youth development interventions and evaluating and improving child welfare and educational programs. Dr. Foust holds a doctorate in Educational Psychology from the University of Virginia and a B.A. in Psychology from U.C. Davis.

Heather Hough (Research Organization)

Heather Hough is the executive director of Policy Analysis for California Education (PACE). Dr. Hough's work focuses on using research and data to strengthen state and local structures supporting continuous improvement and to advance policies that support the whole child. Dr. Hough has 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. Dr. Hough received her PhD in education policy and her BA in public policy from Stanford University.

Laura Owen (Practitioner)

Dr. Laura Owen is the Executive Director for the Center for Equity and Postsecondary Attainment at San Diego State University. A prior urban school counselor, district counseling supervisor, and district crisis team lead for Albuquerque Public Schools, she is a passionate advocate for closing postsecondary opportunity gaps. Her research focuses on evaluating the impact of practices designed to address the systems, structures and policies needed to remove barriers for historically marginalized communities. Dr. Owen has researched interventions targeting FAFSA completion, the high school to college transition, virtual advising, the use of technology in college counseling, how students prefer to receive college and career information and the pandemic's impact on students' postsecondary choices. She is committed to the discovery of models that support access, retention and completion of postsecondary credentials aligned to the workforce and connected to high wage, high demand jobs.

Vikash Reddy (Advocacy Organization)

Vikash Reddy has over ten years of experience in higher education research, with particular expertise in outcomes-based funding policies and developmental education reforms. Prior to joining the Campaign, Vikash was a Policy Analyst at the California Policy Lab at UC Berkeley, where he worked with California government agencies including the California Community College Chancellor's Office and the California Student Aid Commission to analyze administrative data and evaluate pilot

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programs. Vikash previously worked at the Community College Research Center and the Center for the Analysis of Postsecondary Readiness at Teachers College, Columbia University, where he co-authored books and articles on performance funding in higher education, researched reforms in developmental education, and helped to create and evaluate multiple measures placement systems at the State University of New York. Vikash earned his PhD in Education Policy from Teachers College, Columbia University, where he was awarded a Department of Education Policy & Social Analysis Dissertation Fellowship for his dissertation, *From the Schoolhouse to the Statehouse: The Role of Teach for America and Its Alumni in Education Policy*. He holds a Masters Degree in Elementary Teaching from Pace University and a Bachelor's Degree in Government from Dartmouth College.

Members Terming Out in 2026:

Lisa Catanzarite (Advocacy Organization)

Lisa Catanzarite, Ph.D. is Vice President of Research and Evaluation at UNITE-LA, where she oversees research and evaluation activities in education and workforce development, focusing on anti-racism and equity in education and employment. Recent research projects include: challenges and supports for parenting students; teacher preparation at L.A.-area universities and teacher outcomes at LAUSD; labor market experience and aspirations of systems-involved individuals; talent needs of L.A. area tech employers; business organization interest and engagement in education and workforce issues; a supply and demand analysis of allied healthcare pathways for L.A. opportunity youth; and employment needs and aspirations of L.A. youth. Dr. Catanzarite's experience includes two decades as a professor and senior research sociologist at UCLA, UC San Diego, and Washington State University. Her published, peer-reviewed research on labor markets, education, and poverty centers on inequalities by gender, race/ethnicity, and immigration. Recent professional service activities include, among others: National Academy of Sciences, Engineering and Medicine Expert Panel on Evaluation of Equal Employment Opportunity Commission (EEOC) Compensation Data; Public Policy Institute of California Data Collaborative; and USC Sol Price Center Neighborhood Data for Social Change Steering Committee. Dr. Catanzarite completed a bachelor's degree in history, master's degrees in

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education and in sociology, and a Ph.D. in sociology at Stanford University, as well as a National Institute of Mental Health Post-Doctoral Fellowship in sociology at UCLA.

Diana Harlick (Practitioner)

Diana Harlick is the lead manager at the San Mateo County Office of Education (SMCOE) for The Big Lift – a countywide collective impact initiative to increase the percentage of children reading proficiently at third grade. Throughout the course of her career, Diana has led or co-led several multi-partner, multi-sector countywide early childhood initiatives and evaluation studies, combining partnership development, program development and data development seamlessly to scale high impact interventions for vulnerable and at-risk young children. She has built an integrated, 7-district preschool to third grade (P-3) data strategy that can serve as a model for other counties, and that provides actionable data and data tools for a range of local stakeholders. As a daughter of teen parents raised in a working class family, Diana has experienced the transformative power of education in her own life. She believes the key to unlocking the full potential of early childhood initiatives to close early achievement gaps in California lies in addressing existing multi-sector preschool through second grade data gaps. Diana holds a Master's degree in Public Administration from San Francisco State University and a Bachelor's degree in Sociology & French from the University of California, Davis.

Helen Norris (Practitioner)

Helen Norris is the Chief Information Officer and Vice President for Information Technology at Chapman University, where she is responsible for leading the university's information technology strategy and services, and oversight of the University Library. Ms. Norris joined Chapman in 2014 after holding technology leadership roles at California State University, Sacramento, and the University of California, Berkeley. Ms. Norris serves on several national non-profit boards. She serves as the board chair of EDUCAUSE, a non-profit whose mission is to advance higher education through the use of information technology. She is a trustee and past chair of the board of the National Endowment of Financial Education (NEFE), an operating foundation that champions financial education at a national level. She serves on the Dell Technologies Higher Education Advisory Board and as an advisor to Empowher Institute, whose mission is to

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empower girls in marginalized communities in Los Angeles through mentorship. Originally from Ireland, Ms. Norris earned a bachelor's degree in mathematics, with honors, from Trinity College, Dublin, Ireland, and a Master's degree in Computer Resource Management and Business Administration, with Distinction, from Webster University, St. Louis.

Diana Phuong (Community Organization)

Diana Phuong is the Executive Director of Braven in the Bay Area. She joined Braven at San José State as Site Director in January 2020 and in her first year, adapted the core Accelerator Course to an entirely virtual context to much success. Prior to Braven, Diana engaged counties, districts, and schools in integrated STEAM education by leveraging hands-on learning as a Partnership Director for a local nonprofit, RAFT. She launched a RAFT STEAM Summer Program through joint funding as a 4.0 Schools Tiny Fellow. Prior to that, Diana spent a decade in teaching and high school administration. Her teaching began as a Teach For America Fellow in Memphis, TN, where she taught 3rd-5th grade English as a Second Language. Diana earned her Bachelor's in English from the University of California-Irvine and a Master's in Education from Christian Brothers University. She is the first in her family to receive her Bachelors and Masters. Born and raised in the East Bay, she is the daughter of refugees who started over in America in the late 70s.

Jacob (Oliver) Schak (Practitioner)

Oliver Schak is a nationally recognized expert on higher education affordability and finance, and he has an extensive repertoire of working with education data for decision-makers, and shepherding data tools for consumers. He previously directed the College Insight website, a user-friendly college profile search tool developed by The Institute for College Access & Success (TICAS). At The Education Trust, he co-led the creation of the State Equity Report Card, which spotlighted each state's opportunity and success outcomes for Black and Latina/o students. One of his crowning achievements was helping to launch the U.S. Department of Education's College Scorecard. Oliver is currently a Senior Research and Evaluation Specialist for Santa Clara County's Behavior Health Services Department, where he creates data tools to inform stakeholders and provides statistical analysis to support program

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performance and improvement. For graduate school, Oliver completed his Master of Public Policy degree at the University of California — Berkeley's Goldman School of Public Policy. A native of Minneapolis, Oliver graduated from Carleton College with a bachelor's degree in economics.