

REED, LAUREN

DIRECTOR OF IMPACT & EVALUATION, OAKLAND PROMISE

POTENTIAL VACANCY CATEGORY

Advocacy

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

I am a mixed methods researcher, working as the lead evaluator for the nonprofit Oakland Promise. Oakland Promise is a cradle-to-career organization dedicated to equity and economic mobility through postsecondary education completion. I have been attending the webinars associated with the California Cradle to Career Data System, and been impressed with the thoughtfulness and collaboration that is going into building this system. I would like to lend my expertise and perspective towards making the data system as equitable and useful as possible. I am a developmental psychologist and social worker, and I have experience working in high school settings as a researcher and social worker, and as a professor in a large university. Now as a leader in a cradle-to-career organization, I have vested interest in cradle-to-career data specifically, and also close familiarity with the challenges it poses. I am interested in addressing issues of data fragmentation in education data in Oakland and across California. Through building strong data infrastructure, I hope we can better track outcomes for our students and families, working to remove structural barriers to allow students to thrive in their education and careers.

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)?

- Practitioner: K-12, University of California
- Parent/Family Member
- Research Organization
- Advocacy Organization
- Community Organization
- Regional Level Focus of Work: Regional Focus; Bay Area - Alameda, Contra Costa, Marin, Napa, San Mateo, Santa Clara, Santa Cruz, San Francisco, Solano, and Sonoma Counties
- I have experience as a professor in a large university setting.

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

Yes, I am a Director at Oakland Promise, a cradle-to-career organization. Oakland Promise is a member of the national organization Strive Together, which aims to bring together and uplift cradle-to-career organizations. I am one of the key holders of our

SHARE RELEVANT EXPERIENCE OR EXPERTISE THAT WILL MEANINGFULLY CONTRIBUTE TO THE ADVISORY BOARD. IN PARTICULAR, PLEASE SHARE IF YOU HAVE EXPERIENCE CONDUCTING DATA ANALYSIS OR DEALING WITH DATA ALIGNMENT ISSUES RELATED TO THE C2C'S DATA POINTS.

As the Director of Impact & Evaluation at Oakland Promise, I have worked for a year to put together data infrastructure for our organization that tracks students and families from when they first enroll in our programs from age 0-2, through their K-12 education in Oakland, through postsecondary education, and beyond. Therefore, I am extremely familiar with the complexities involved in building a linked dataset. I have experienced successes and challenges around building

databases that link students over time across schools, and grappling with ethical and legal issues around holding identifiable student data. As a leader in a nonprofit that is interested in using the California Cradle-to-Career Data System, I could lend my expertise in the kind of data we need to report to our funders, including the City of Oakland. Because we receive funding from city and federal sources, I have worked at the local and national level to gather, analyze, and report data on our activities and impact. I have encountered several challenges with data alignment in my position, particularly between public district schools, public charter schools, community partners, and the city. It has also been a high priority for me to design data collection and management processes that protect student data. I have experience building metrics to track cradle-to-career outcomes, building Salesforce dashboards to give live updates on metrics, and working with partners such as the National Student Clearinghouse to get data on our students in postsecondary. Finally, in my background as an academic researcher, I bring expertise related to positive youth development and youth participatory action research with a social justice lens.

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

I am an interdisciplinary mixed methods researcher, with a Joint Phd in Developmental Psychology and Social Work from the University of Michigan. I worked as a postdoctoral researcher at the University of California Santa Barbara, where I led a team of researchers to evaluate youth programs across the Central Coast. In this role, we had projects in the juvenile court system. Youth who are incarcerated are among the most vulnerable youth in California, and I saw directly how our work to create confidential youth advisory groups with girls in detention created a valuable means for girls to advocate for their basic needs and emotional needs in detention. We conducted focus groups with the girls in detention and taught them how data could be aggregated and presented in ways that would protect their privacy and safety while also giving them a voice. This project accelerated change in the Santa Barbara County juvenile detention system, contributing to a reduction in the overall detention population and diversion to community-based services.

Additionally, much of my academic research as a graduate student and as a tenure-track faculty member at Arizona State University School of Social Work used a youth participation action research framework. This approach believes that youth are the experts in their own lives and the issues they face in their communities. They also hold important answers to how to address social issues. Therefore, this approach trains youth to participate in every phase of a research process from project design to data analysis to disseminating findings. In a recent project, I trained high school students from an under-resourced school in a Phoenix neighborhood to take photographs as data to illuminate social issues during the COVID-19 pandemic that were impacting them and their communities. Therefore, I am grounded in a social justice lens when I approach designing and using data tools, and have seen how youth and their communities change when they are given a voice in the information that is collected and shared about them and the issues they are about most.

In my current position at Oakland Promise, much of work is building awareness among staff and community partners about the importance of and use of our data tools, namely Salesforce, California Department of Education data, and National Student Clearinghouse data to collect data and track student and family outcomes over time. Since I began, I have held trainings on survey design and data privacy, and have built a team to support training staff to utilize our data tools. These are the experiences and perspectives that I hope to bring to the Data and Tools Advisory Board.

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

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/lauren-reed-msw-phd-46827a7/>

HOW DID YOU HEAR ABOUT THE POSITION?

This opportunity was shared with me by a colleague.

ORTIZ VILLAR, MYRTHA

SENIOR MANAGER OF DATA STRATEGY AND INSIGHTS, STUDENTS RISING ABOVE (SRA)

POTENTIAL VACANCY CATEGORY

Community

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

I am eager to join the Data and Tools Advisory Board to influence the design and use of California's Cradle-to-Career Data System, ensuring it includes practitioners and community-based organizations. My journey as a data practitioner began as a first-generation student in a low-income community in Los Angeles navigating California's educational systems, giving me a deep understanding of the importance of actionable data in education. Over the past decade, I have also worked with numerous first-generation students of color across the K-12 and University of California systems, guiding them in the navigation of platforms and systems similar to CaliforniaColleges.edu. As someone committed to leveraging data and tools to empower marginalized communities, I look forward to collaborating with other practitioners, educators, and community advocates to enhance college and career outcomes in California and shape a data infrastructure that centers the communities most in the margins.

Joining the Data and Tools Advisory Board will broaden my impact in supporting educators and practitioners to access data tools that feel exciting. Collecting and analyzing longitudinal data is a goal I lead with intention at Students Rising Above (SRA) and would like to bring to the Advisory Board. As the Senior Manager of Data Strategy and Insights at SRA, I have personally witnessed the positive impact of having access to robust data infrastructures on our advisors. Our improved processes and systems have significantly improved their day-to-day work and roles. By having more live data at their fingertips, advisors and managers can better adjust their support to ensure all students have access to our college and career resources when they need it most.

After leading SRA's Key Performance Indicators (KPIs) implementation process, I became interested in how other community-based organizations decide on data points to collect from their students and how leaders decide to use data to make decisions. I want to bring my experience of fostering a data-driven culture that informs strategic decision-making to the Cradle-to-Career Data and Tools Advisory Board. I hope that our leadership in this advisory board can help influence more community-based organizations to have a "data first mentality," where instilling a data culture and using data tools more often positively affects their communities.

Finally, I am particularly excited about the opportunity to represent community-based organizations on the Advisory Board. Non-profits play a crucial role in supporting under-resourced communities in our state, and I am ready to advocate for their inclusion as critical stakeholders in the C2C data-sharing ecosystem. By amplifying the voices of organizations like SRA, we can ensure the C2C data system reflects the diverse college and career experiences of our state. I am committed to actively participating in the Advisory Board by gathering input from community organizations who, similar to SRA, are making an effort to understand their data better and ultimately can help shine a light on new strategies to make the C2C impactful for practitioners and educators.

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)?

- Practitioner: K-12, Workforce Development, Undocumented Students/Learners, Non-Traditional Students
- Community Organization

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

Students Rising Above is a steering and founding member of the Northern California College Promise Coalition (NCCPC). I previously served on the Campus Partnership Committee, where we explored support for students from community-based organizations at particular California colleges and universities and explored the success and challenges of data-sharing agreements with higher education institutions. I am currently on the Ad Hoc committee, where I contributed to the design of the Member Survey, in which NCCPC tracks the data related to the students served by member organizations. My involvement with NCCPC allows me to contribute to advancing the coalition's goals and initiatives to promote college access and success for students across the Bay Area. I am also connected to the Harvard Graduate School of Education as an alum volunteer. I first learned and engaged with the California Cradle-to-Career data system after meeting with leaders from the Massachusetts Department of Elementary and Secondary Education (DESE) Data System. By learning about the challenges universities on the East Coast face in getting data from community colleges, I became empowered to return to California and elevate the role of community colleges in our state in connection to UCs and CSUs. I believe my affiliation with my HGSE peers provides valuable opportunities for networking and collaboration.

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I began my professional career as a UC Berkeley Destination College Advising Corp and Early Academic Opportunity Program (DCAC/EAOP) advisor at De Anza High School in Richmond, CA. Through my advisor role, I leaned into various data tools both to plan my programming as well as advise students on their college application journey. Using data tools like the UC Information Center or California Community College's Salary Surfer helped me have accurate and relevant data to have productive conversations with my students and families. Additionally, I used our own Customer Relationship Management (CRM) system to create my own dashboards, reports, and analyses to track my progress against district-wide goals. These "data-first" experiences contributed to my interest in pivoting my career to focus solely on the use of data among education practitioners.

My most recent experience conducting analysis and dealing with data alignment issues is as Senior Manager of Data Strategy and Insights at SRA. In the last two years, I led the development and implementation of Key Performance Indicators (KPIs) and metrics to track student progress and program effectiveness. This process has enabled me to deeply understand data alignment issues, especially accurate reporting, and analysis of staff inputs and student outcomes. For example, we have revamped our GPA collection processes to align National Student Clearinghouse (NSC) data with student-reported information. Our new GPA data process allows our advisors to have more updated information on their student's academic challenges and better advise college students to persist to graduation successfully. We are now ensuring that our most vulnerable students are not falling into the cracks of our higher education system.

Lastly, I've worked closely with SRA's Program Managers to completely revamp our application processes and management of applicant data, making application seasons easier for both students and staff. We have moved from receiving applications on Google Forms and keeping data about our rubric scoring in Google Sheets to being able to fully engage with a Salesforce portal to score applications and keep longitudinal data. Under my leadership, the data team has created dashboards that contribute to more strategic outreach to particular high schools or regions based on trends from previous application cycles. In the past year, we have increased the number of applicants for both programs while maintaining the end-user experience of the application review process relatively seamless for the staff involved. Working with two different programs that serve students across the nation has strengthened my skills in understanding how various data points can be collected once but analyzed differently at various time points to tell us more about our students and their needs. We also now have more data to critically reflect on how equity-driven our application process actually is. I believe that my experience in leading SRA through the transition of our programs' application processes, as well as other data collection processes, will enable me to contribute valuable ideas and proposals for improvements to the C2C board.

quantitative data at the end of every semester. By providing this data to our team, we increased our awareness of student needs, especially during the COVID-19 pandemic.

Additionally, I've led the transition of various data collection processes across departments at Students Rising Above, to ensure data collected is accurate and actionable to improve our ability to support low-income, first-generation students more effectively. I created the first-ever organization-wide boilerplate, a dashboard with all current student demographic data, quarterly updates on our goals, and trends among our services. The boilerplate is a one-stop shop data tool for our organization to have relevant, accurate data for any use type. Our teams are moving from simple awareness of our data and impact to using data to better advocate for our students. One example of how the boilerplate is used is through the Development and Communications teams. They can now contextualize our organization's impact within national trends and better market our impact externally to potential partners and donors. My familiarity with state and national data has been crucial in making impactful changes within SRA's data infrastructure. Through my role, I have collaborated effectively with various stakeholders, including program managers, advisors, C-suite leadership, and donors, to drive a more significant impact on our students.

My experience as a data practitioner and former student-facing staff member uniquely positions me to understand the needs of educators, families, and community-based organizations in utilizing and interpreting data effectively. I have collaborated closely with program staff, conducted training sessions, and facilitated evaluation processes, bridging the gap between data insights and the real-world experiences of those supporting our students.

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

No.

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

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

HOW DID YOU HEAR ABOUT THE POSITION?

I heard about the position through the C2C Newsletter and NCCPC.

WHIPPS, MACKENZIE

EARLY CHILDHOOD PROGRAM OFFICER, FIRST 5 CONTRA COSTA

POTENTIAL VACANCY CATEGORY

Community

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

I am passionate about data science; moreover, I am a full-throated supporter of the idea that only good data can produce insights that are useful and actionable. My professional life has been spent working with data systems and data sources to tell stories, answer pressing questions, and to help practitioners, policy makers, and advocates make positive change for those in their communities.

As a current public agency employee, I am constantly seeking data that is useful to help my organization drive sustainable change, and deliver direct services to my community. Advising the larger team working to create and improve the Cradle-to-Career data system in California would be an honor and a privilege, and I would take that responsibility very seriously.

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)?

- Parent/Family Member
- Research Organization
- Community Organization

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

I am a member of the Early Learning Leadership Group (ELLG) in Contra Costa county, which is comprised of the core early childhood services entities in the county, including First 5, County Office of Education, the local Resources & Referral agency, Employment and Human Services Department, and local early education provider networks. I have also recently applied to join the Contra Costa County Local Planning Council for Early Care and Education (LPC - application currently pending Board of Supervisor approval).

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I have more than a decade of experience in collecting and analyzing data for research and evaluation purposes across multiple state, local, national, and institutional level data platforms. For example, I worked with Prenatal-to-3 Policy Impact Center and the Early Childhood Education and Care Dept of New Mexico to detail the state's linked database that connects k-12 education records with early education and care setting records and birth records, and made recommendations to the state on additional linkages and improvements that could be made to that system. That reporting was crucial in informing the evaluation strategy put forth by the state to understand the impact of a suite of policy reforms aimed at increasing access to high-quality and affordable child care.

My doctoral and post-doctoral training at NYU and UC Davis has given me tremendous insight into the ways that data constraints, challenges, and opportunities can impact the quality of the insights that can be made with that data. Moreover, in my current role as a Program Officer at First 5 Contra Costa, I use administrative data collected at the county

level on a daily basis, and am well acquainted with the intricacies of CA's 0-5 system (including direct experience with collecting, aligning, analyzing, and using data in the 0-5 early education space to make decisions that impact direct service in my county). I believe that this high data literacy and focus on the 0-5 age range makes my potential contribution unique and complementary to others on the Advisory Board who have more experience with the K-12 (and beyond) systems of data.

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

End users of data systems represent a diverse group of individuals, organizations, and systems, each with different needs and preferences, and each with their own ultimate goals for what they hope to accomplish with the data. I have been an "end user" of data systems in several of my professional roles, including in academia, non-academic research and evaluation centers, and within a CA public agency. I currently work to support the evaluation team at First 5 Contra Costa in their efforts bring the right pieces of data together to answer the very important questions that we have about our impact on the community and our stewardship of public funds. I relish that role, and have seen how finding the "right" data points can make all the difference in telling stories that are truthful, unbiased, and actionable.

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

No conflicts of interest to declare.

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/mackenzie-whipps-ph-d-2556a5290>

HOW DID YOU HEAR ABOUT THE POSITION?

Personal connection.

ALMERIDO, ABIGALE

ASSISTANT DIRECTOR, INTEGRATED DATA, SANTA CLARA COUNTY OFFICE OF EDUCATION

POTENTIAL VACANCY CATEGORY

Practitioner; K-12

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

I am eager to expand on the exceptional work being done within our region.

Our region has made significant strides in promoting collaboration and leveraging data to enhance educational pathways. I am particularly inspired by initiatives such as the California College Guidance Initiative (CCGI) and the tools offered through californiacolleges.edu, which have been instrumental in supporting students' college and career readiness.

I am committed to contributing my expertise and perspective to further advance these efforts. By harnessing the power of data and fostering collaboration among stakeholders, I believe we can make significant strides in improving outcomes for students in our region and beyond. I hope to help bridge the TK12 space with the higher education space with my knowledge of UPK, how CCI is being implemented and measured in the secondary spaces, and my deep understanding of data integration in K12. Additionally, our county office already has the infrastructure to develop such a connection between K12 and higher ed data sources.

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)?

- Practitioner: Early Learning, K-12, Workforce Development
- Research Organization
- Advocacy Organization
- Community Organization
- Regional Level Focus of Work: Regional Focus; Bay Area - Alameda, Contra Costa, Marin, Napa, San Mateo, Santa Clara, Santa Cruz, San Francisco, Solano, and Sonoma Counties

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

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Experience with problems identified:

Data are siloed - In my current role, I work with cross-functional teams to identify solutions through our county office's student data warehouse. This data warehouse brings in and conforms student data from every student information system within our county. This allows us to develop solutions to problems and issues that have complex data needs. For instance, FosterVision is an app that is built off our data warehouse. FosterVision creates student profiles of foster youth and youth on probation with data from the student's school district, the Department of Family and Children Services, and (where applicable) the juvenile probation department. These profiles are shared with the student's case manager and relevant county and district personnel to coordinate services and monitor progress for the student.

Communities lack equitable access - In 2020, during shelter in place, I was our county's digital and inclusion grant team lead, which resulted in executing grants distributing digital inclusion funds and devices to schools in the sum of \$4.4 million. This work depended on developing and maintaining strong relationships with community based organizations, funding organizations like CETF, and the grantors. I also partnered with City of San José staff to manage a hotspot program, which distributed 13,000 devices across the county. To get devices and connection in the houses of families who were underconnected also meant working closely with school districts and their technology leaders to ensure we were reaching the right members of their communities; facilitating connections between families and community based organizations so parents could receive appropriate support

Experience with planned solutions:

1 and 2) Build a linked analytical data set and Coordinate with partners to scale practical tools - My team is currently working on designs for dashboards to support high school districts in identifying students who are close to being eligible for the CTE Pathway State Seal. This valuable information could help schools provided targeted support to students on this pathway or close to it. We are currently in collaboration with our court school administrators and our CTE coordinators. Additionally, our team is working on designing an open portal integrating high school and unified districts graduation data with college enrollment data.

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

In addition to the data warehouse work already mentioned, I lead a team that works with districts to build strategy around data analysis using their instance of the analytics program our technology team deploys. We work on initiatives to decrease chronic absenteeism and goals related to district's LCAP (Local Control and Accountability Plan). Recently, I worked with a team to analyze their chronic absenteeism data trends. Together, we identified that 4th and 5th grade students were falling into chronic absenteeism due to excessive tardies. This prompted the team to engage in skills groups with these students to adjust how they prepare the nights and mornings before school. This intervention resulted in improved attendance after one month.

Throughout the year, I work with district partners as well as collaborators within my organization on appropriate and effective data analysis. I apologize for the haphazardness of these responses. I only learned about this opportunity this morning.

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

None

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

<https://www.linkedin.com/in/abigale-almerido/>

HOW DID YOU HEAR ABOUT THE POSITION?

LinkedIn

CHIATOVICH CLOUTIER, AMANDA

8TH GRADE MATH AND SCIENCE TEACHER, SNOWLINE JOINT UNIFIED SCHOOL DISTRICT

POTENTIAL VACANCY CATEGORY

Practitioner; K-12

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

I am currently a California Teach Plus Policy Fellow. Through the partnership with this organization, I have been able to research and review much of the benefits of the Cradle to Career Data System. The usability, accessibility, and usefulness of dashboard visualizations, its operational tools,

and additional data points have been of interest in assisting the creation and sustainability of a diverse teaching workforce. I hope my involvement with this Advisory Board will not only influence the board and data system, but indirectly influence my students and colleagues at a local level.

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)?

- Practitioner: K-12
- Parent/Family Member
- Advocacy Organization

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

I am a 2023-2024 California Teach Plus Policy Fellow.

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In my current work with Teach Plus, we are working with our organizations research team to better support the likes of SB1319. This past year of working with an advocacy group with knowledgeable and reliable resources have prepared me to support this data system that empowers individuals to reach their full potential and fosters evidence-based decision-making to help California build a more equitable future.

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

In recent years I have had the privilege of attending multiple professional development sources through my local school district that have afforded me the opportunity to learn the most current strategies and activities for students, their families, and our interactions with our community partners. I was able to not only attend but then debrief with my site and local teachers about the resources offered. I have also been working with our local union members about the current certificated contract and created a discussion with its district regarding healthcare, COLA, and student support services.

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

I foresee no conflicts of interest.

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

<https://teachplus.org/teacher/cloutier-amanda/>

HOW DID YOU HEAR ABOUT THE POSITION?

My Senior Fellow shared this opportunity with the fellowship.

PHAM, TAMMY

6TH-8TH GRADE COLLEGE READINESS (AVID) TEACHER, ENVIRONMENTAL CHARTER MIDDLE SCHOOLS & 23-24 TEACH PLUS CA POLICY FELLOW

POTENTIAL VACANCY CATEGORY

Practitioner; K-12 and Student (taking a computer science course)

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

I would like to join the Data and Tools Advisory Board because I am constantly reflective and aware of the systems in my school and the state of CA and how we can improve. I also am extremely interested in the state of our education and have been apart of the 2023-2024 Teach Plus CA Policy fellowship to learn better about CA policy, specifically when it comes to education and teachers. I am currently a teacher, but would like to get more involved with public policy and one day work for my city mayor.

I think if I can join the Data and Tools Advisory Board, it will be a dream come true and I will put in my best efforts to think critically, display my professionalism, and learn and provide input on the data collection system.

WHAT COMMUNITIES ARE YOU AFFILIATED WITH THAT WILL BRING VALUE TO THE ADVISORY BOARD (SUCH AS YOUR EXPERIENCE BEING A STUDENT OR TEACHER, OR WITH REGIONALLY FOCUSED WORK)?

- Student: I currently hold a B.A. in Elementary Education (Liberal Studies) from CSULB and intend to go back to school to get my M.S. in Political Science. I currently am attending a Computer Science (Scratch Jr, Python, and Networks) course at CSUDH to become authorized to teach coding to children aged K-12.
- Advocacy Organization

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

I am affiliated with the organization Teach Plus. My working group is the Teacher Prep and Retention group and we have met with C2C staff/members as well as written letters advocating for SB 1391. SB 1391 will ensure that C2C's Dashboard to include or provide data on the demographic makeup of the teacher workforce as well as the implications of the Legislature's teacher programs such as teacher prep programs, teacher residencies, classified employee credentialing programs, Golden State Teacher Grant, the National Board Certification Incentive Grant Program, and many more.

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I can contribute to the Advisory Board by my working knowledge of working within schools all over Los Angeles and dealing with data collection systems on learning platforms and analyzing data. I have had experience conducting data analysis in my fellowship working group as well as for my middle school course that I teach.

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

The experience I've had with supporting awareness of and access to data and data tools is understanding that we need data to inform us on the state of whatever it is we are aiming to improve upon. For example, I use data to collect on how teachers found professional development days and from that, we can see what needs to be improved upon.

I've seen the experiences of end users be impacted by data when it came to looking at learning software programs to see how students were performing in reading skills, math skills and it is a great tool for teachers to gage which students are behind in reading skills/math skills and to make sure to offer them that extra support. Data is truly the only way we can keep track or really know what students need.

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

None.

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

<https://www.linkedin.com/in/tammy-pham-694199107/>

HOW DID YOU HEAR ABOUT THE POSITION?

Through my fellowship (23-24 CA Teach Plus) leader, Joshua Salas

SHIPMAN-SMITH, KRISTINE

EXECUTIVE LEADERSHIP COACH- DATA AND IMPACT CENTER OF EXCELLENCE, SAN DIEGO
COUNTY OFFICE OF EDUCATION

POTENTIAL VACANCY CATEGORY

Practitioner; K-12

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

Through my role supporting the California System of Support through the Geographic Lead Agency work I have been in a capacity to develop a more robust understanding of the challenges facing our K-12 educational partners in building coherent data systems that bring together data from Early education through post-secondary. In my department at the San Diego County Office of Education we are working diligently to elevate these conversations at a statewide level and working to present viable solutions to unify our segmented data systems to be more supportive of the whole child across all entities in the State. By serving as an advisory board member I hope to bring my knowledge of the K-12 educational data environment, data sharing processes, and an awareness of how we are working to bring together data systems across agencies to provide input and feedback around shifting our entire Cradle to Career Data culture in California. I bring with me more than 15 years as a data professional in the K-12 space and having worked in a range of school districts and counties from Central to Southern California I believe that my background knowledge will be supportive of the overall work of the advisory committee.

I currently serve as a co-lead for the Southern California System of Support Data Workgroup where members from five county offices of education meet quarterly to discuss data projects to build coherence across the region. Additionally, I serve as a member of the statewide Data Visualization Network where members from all 54 county offices of education meet quarterly to explore leveraging common data tools and resources to address educational data needs in support of LEAs and community agencies across the state.

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)?

- Practitioner: K-12

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

While not formally part of the Advisory Committee, I work within the Innovation Division at the San Diego County Office of Education which spearheads our statewide CTE work and Cradle to Career Initiatives and collaborate with colleagues from the Career Technical Education Team and the Cradle to Career team. In terms of user groups, our Early Education data team is housed under the same department as my team and I work with them to understand the Quality Preschool Initiative data collection processes to ensure that our programs are aligned and highly functioning. In terms of membership organizations, I am a member of CASBO, CALSA, ACSA and ALAS. The agendas of each of these entities touch on aspects of work related to Cradle to Career but aren't formally considered affinity groups.

SHARE RELEVANT EXPERIENCE OR EXPERTISE THAT WILL MEANINGFULLY CONTRIBUTE TO THE ADVISORY BOARD. IN PARTICULAR, PLEASE SHARE IF YOU HAVE EXPERIENCE CONDUCTING DATA ANALYSIS OR DEALING WITH DATA ALIGNMENT ISSUES RELATED TO THE C2C'S DATA POINTS.

I bring more than 15 years of educational data expertise to this advisory board where my primary responsibility over the past 15 years has been in evaluating, developing, piloting, and scaling data solutions at the school site, district, county, and regional level. In alignment with the priorities outlined in the one pager, I strongly believe that my expertise in evaluating and scaling data tools will be a tremendous asset to this workgroup. My strengths in strategic thinking and my expertise in leading organizational change will be a supportive force for this group in thinking through the many nuances regarding data sharing, data governance, and user centered design. In my current role at the San Diego County Office of Education I am leading a multi-disciplinary team focused on much of the same work as the advisory group. Through my leadership of the District Success and Implementation team we have effectively launched a comprehensive and integrated approach to data quality management, data governance and data sharing. It would be an honor to bring this experience and expertise to a statewide level in support of California Cradle to Career Data Systems.

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

My experience with supporting awareness of and access to data and data tools began more than 15 years ago when I made the transition out of the classroom as a teacher into my first data role as a teacher on special assignment focused on implementing data driven decision making at my school site. In this role (which was the first of its kind) I was faced with introducing the concept of using evidence based decision making in an environment where this was a foreign concept. Over the course of my experience in this role, I focused on an empathy based approach and user centered design to prototype the development of dashboard, data protocols, prompts for reflective discussion, and talking points for leaders to take a holistic approach to developing data literacy and building a culture of data use.

My work in this space has continued throughout the span of my career whether it has been while I was a site leader, principal, central office administrators, consultant, or county office administrator. I have consistently focused on taking an empathy based, design thinking approach to working with groups of educators and end users to ensure that the data solutions, protocols and systems that are implemented focus on building capacity, are centered on principles of equity and access, and focus on an assets based lens of student opportunity.

In my current role at the San Diego County Office of Education I am leading a multi-disciplinary team focused on much of the same work as the advisory group. Through my leadership of the District Success and Implementation team we have effectively launched a comprehensive and integrated approach to data quality management, data governance and data sharing. It would be an honor to bring this experience and expertise to a statewide level in support of California Cradle to Career Data Systems.

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

No, I do not have any conflicts of interest

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

<https://www.linkedin.com/in/kristine-shipman-smith-ed-d-536381117/>

HOW DID YOU HEAR ABOUT THE POSITION?

I was encouraged to apply for this advisory committee by my county office leadership due to my role leading our District Success Team within the Data and Impact Center of Excellence at the San Diego County Office of Education

WATSON, JOHN

DATA SCIENTIST, SAN DIEGO COUNTY OFFICE OF EDUCATION

POTENTIAL VACANCY CATEGORY

Practitioner; K-12

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

I am dedicated to supporting student success in my local county and for every student in California. The San Diego County Office of Education (SDCOE) has an ambitious "North Star" goal to reduce this number from 51% in 2022-23 to 35% by the end of the 2029-30 school year. The North Star goal coupled with our SDCOE Equity Blueprint defines both the current status and a desired future state where students and families can succeed in our county and beyond. I believe in pursuing these worthwhile goals. Our county community needs the support of the education system.

I spent much of my youth in a single-parent household and understand the challenges our household faced. With the support of my family, our local community, and my education experience, I've been able to succeed in life. I relied on the support of the education system as a key component and contributor to my success and know what a positive impact the system has on lives.

The Cradle to Career Data System has shown in a few short years how the system can ease the complexity of high school students moving on to higher education and the workforce. I know the Cradle to Career Data System can do more, and I'm excited about the possibilities. I believe my background in regional and statewide data science, IT, and cross-sector data systems applied to my current SDCOE data and reporting efforts will not only provide useful information to our districts, students, and community, but will also contribute to the goals of the C2C Data and Tools Advisory Board.

WHAT COMMUNITIES ARE YOU AFFILIATED WITH THAT WILL BRING VALUE TO THE ADVISORY BOARD (SUCH AS YOUR EXPERIENCE BEING A STUDENT OR TEACHER, OR WITH REGIONALLY FOCUSED WORK)?

- Practitioner: Early Learning, K-12, California Community Colleges, California State University, Independent Institutions of Higher Education, Private PostSecondary Education Institutions, Workforce Development, Dual Enrollment, Undocumented Students/Learners, Adult Education
- Parent/Family Member
- Research Organization
- Advocacy Organization
- Community Organization
- Regional Level Focus of Work: Regional Focus; South Coast Region - Los Angeles, Orange, San Diego, Santa Barbara, and Ventura Counties

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

Member of these organizations: California CITE (California IT in Education), AERA (American Educational Research Association), AAAS (American Association for the Advancement of Science - advocacy group for STEM/STEAM in education), AESA (American Educational Service Agencies - organization advocating for excellence in regional education support). Active participation in projects related to these user/affinity groups: Ed-Fi Alliance (Interoperability data standards organization), Digital Promise.

SHARE RELEVANT EXPERIENCE OR EXPERTISE THAT WILL MEANINGFULLY CONTRIBUTE TO THE ADVISORY BOARD. IN PARTICULAR, PLEASE SHARE IF YOU HAVE EXPERIENCE CONDUCTING DATA ANALYSIS OR DEALING WITH DATA ALIGNMENT ISSUES RELATED TO THE C2C'S DATA POINTS.

I believe my experience and expertise tie directly to the problems C2C seeks to solve and the planned work to solve these problems as described in the one-page C2C description.

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

I have been working with various CALPADS ODS Extract files, student assessments, CCCCCO MIS, National Student Clearinghouse (NSC) and CSU, UC data for more than a decade. In the past several years, several of our SDCOE projects have involved California Healthy Kids survey data, Community College Guidance initiative data, with the goal to better understand student well-being and identify unique challenges and lived experiences facing underserved student groups towards identifying how the county may be able to help these students.

As a Trustee Advisory Committee (TAC) member with the San Diego Community College District, we have begun to understand barriers underserved students in our county face when considering and applying for community college. I am in hopes that we can leverage C2C and CCGI data to better address the issues identified.

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

- At SDCOE, we bring together data from CALPADS or student information systems and NSC data to answer questions about where students go after high school, and further work to determine which groups of student have lower success rates both in moving to higher education and succeeding once there. In the first years of this annual cycle, I developed data cleaning and alignment processes and tools. Descriptive reports are provided to districts.
 - Using NWEA MAP and iREADY assessment data, I was able to utilize several machine learning libraries (in R, with Python for automation) to predict student outcomes on the SBAC test. Results are presented in a Power BI visualization.
 - With the Linked Learning project, I prepared an analysis and dashboard showing whether students continued their selected HS pathways into community college, whether they were prepared once arriving and whether they persisted. In this example, the analysis included development of an OLAP cube, and the visualization included a list of questions the user could select from, each selection displaying a preconfigured solution in a cube browser.
- C2C will be bringing together siloed data (and systems). This poses both system interfaces and alignment challenges.
- Regarding systems, I am managing several data interoperability projects. One of these utilizes APIs between micro-stateless services and legacy systems to implement a blockchain-based student electronic records system we have developed at SDCOE. Due to the differences between systems, a new JSON transcript structure was created along with custom API's to shuttle packages between systems.
 - Another concern around alignment is solving the problem of descriptor mapping between systems. We encounter this between CALPADS and vendor data from assessment systems, for instance. Mapping always requires input from domain experts and data stewards to identify the appropriate solution.
 - At one point we performed a series of tests linking data from CALPADS, the CA Community Colleges (MIS), Linked Learning (CA initiative) and EDD labor data. That project required a complex series of data matching and deidentifying steps to obtain and marry data, while ensuring that each of the parties' data rules and processes were maintained.

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

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

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

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

No

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

Linkedin: <https://www.linkedin.com/in/johnbwatsonai/> and publications, presentations at: <https://tinyurl.com/nhamv9w8>

HOW DID YOU HEAR ABOUT THE POSITION?

Email announcement and emails from other county office of education staff

ZAMARRIPA, OMAR

HIGH SCHOOL SCIENCE TEACHER, PORT OF LOS ANGELES HIGH SCHOOL

POTENTIAL VACANCY CATEGORY

Practitioner

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

I would like to join the Data tools Advisory Board because my lived experiences in the classroom make me a valuable contributor. One reason why I want to join the board is because I am a recipient of the Golden State Teacher Grant. I am now a successful teacher in the classroom. I understand the importance of being able to have the data that is needed when making budget decisions on keeping certain programs alive. I think it's in the state's best interest to understand the impacts programs like GSTG have before making any budget decision. Without the data, the legislature is making decisions without looking at actual figures. I want to help the state in this effort. Being a science teacher, I am also passionate about data collection. It's something I teach my students how to do. I want the opportunity to bring my skills into something that has impacted me like the GSTG.

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)?

- Practitioner: K-12

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

I am affiliated with TeachPlus in California. We are a group of Teacher leaders in CA who want to help shape policy without leaving the classroom. We advocate essentially to improve student outcomes.

SHARE RELEVANT EXPERIENCE OR EXPERTISE THAT WILL MEANINGFULLY CONTRIBUTE TO THE ADVISORY BOARD. IN PARTICULAR, PLEASE SHARE IF YOU HAVE EXPERIENCE CONDUCTING DATA ANALYSIS OR DEALING WITH DATA ALIGNMENT ISSUES RELATED TO THE C2C'S DATA POINTS.

As a science teacher, I am data driven. I see the world around me in numbers and through this I am able to rationalize the world around me. My experience with mathematics and science allows me to provide careful attention to detail in any kind of work I do. Teaching science and engineering practices in the classroom gives me an upper hand when it comes to collecting and interpreting data. As a teacher, I'm constantly working with data especially statistics to forgive out what strategies are working in my classroom context and which are not. I will be able to do the same for the group.

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

I see this everyday in my classroom and the community I serve. As a teacher, I have to share information to students and parents whether it's academic statistical data such as grades or attendance. I also share information to them about other things.

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

No I do not.

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

<https://edsource.org/2024/we-need-to-track-how-californias-efforts-to-increase-teacher-diversity-are-working/708973>

HOW DID YOU HEAR ABOUT THE POSITION?

TeachPlus CA

DURDELLA, CAROLINE

EXECUTIVE DEAN, ACADEMIC AFFAIRS AND INSTITUTIONAL EFFECTIVENESS, RIO HONDO
COMMUNITY COLLEGE DISTRICT

POTENTIAL VACANCY CATEGORY

Practitioner; Community College

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

I would like to join the Data and Tools Advisory Board because I want to engage with communities, especially those that are first generation and their families, to raise awareness about data tools available to answer questions related to academic programs, career pathways, job opportunities and wages upon completion of credentials. I enjoy working with end users and gathering feedback regarding tools and the accessibility of the information contained in the tools for the communities that they are intended to serve. I feel I can really contribute in this area, as I have developed a great many data visualization tools on my own campus that required the input and feedback from many constituency groups -- faculty, counselors, student services, administrators, trustees, and classified staff, etc. Secondly, I feel I could also contribute to building data tools on priority topics. I have a lot of experience in this area, having built numerous tools at my campus. I know the importance of understanding end users and their needs, from program staff, to executives, and elected officials. I feel I could make a contribution in this way and would like to do so.

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)?

- Practitioner: California Community Colleges

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

I participate in the California Association of Institutional Research and have served as a Board member for the Research and Planning Group for the California Community Colleges.

SHARE RELEVANT EXPERIENCE OR EXPERTISE THAT WILL MEANINGFULLY CONTRIBUTE TO THE ADVISORY BOARD. IN PARTICULAR, PLEASE SHARE IF YOU HAVE EXPERIENCE CONDUCTING DATA ANALYSIS OR DEALING WITH DATA ALIGNMENT ISSUES RELATED TO THE C2C'S DATA POINTS.

I currently serve as my district's chief quantitative research officer. In this capacity, I developed our data warehouse/lake, data pipeline and suite of data visualization tools using Oracle, FME, and Tableau. Our data warehouse/lake is refreshed daily from our enterprise system and our visualizations provide end users access to information in visual format in the following conceptual areas: financial aid, dual enrollment, successful course completion, persistence, outcomes assessment data, completion data (by cohorts of students), enrollment data (headcount, FTES, and fill rates), we also provide data to support enrollment and financial planning for the Student Centered Funding Formula base/supplemental allocation and to track non-credit enrollments for Career Development and College Preparation (CDCP). Data are presented in a variety of different charts (tabular, linear, geographic) to provide end users with accessible and readily actionable information. Users can cut the data in multiple ways to suit their information and/or reporting needs. Data are also downloadable for additional manipulation. Our data visualizations allow us to create interventions to reduce achievement gaps as many of them are geared toward identifying specific courses with low success rates. Additionally, we have dashboards that allow us to work with faculty and examine success rates by course and faculty member

disaggregated by student demographic characteristics. These dashboards also allow for comparisons to all other faculty teaching the same course. In addition, our dashboards provide programs the ability to identify students using filters and produce contact lists that are used for outreach activities such as students who did not keep a registration appointment, stopped out, and who need to come in to complete a comprehensive educational plan. These contact list dashboards allowed the college to receive a commendation from our accrediting commission for the percentage of new students (approaching 90%) completing a comprehensive educational plan in their first semester.

With regard to analysis, I have spent more than 20 years as a quantitative researcher in the California Community Colleges. I am intimately familiar with the CCCCCO Management Information System data, IPEDS data, CBEDS data, etc. I have conducted a variety of descriptive and inferential analyses included peer institution analysis and comparisons, matriculation research, pre-requisite validation, predictive models for math success, etc. I have worked on AB 705 studies examining the success of students from a policy perspective as well as to identify variations in teaching practice that impact student outcomes. My experience with data alignment includes working with high schools to identify articulated classes in the career technical education areas as well as working with high school math course data for student placement into community college math courses.

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

In my work at Rio Hondo College, we develop and produce a variety of training sessions for our Tableau data visualization tools. We present our training in a variety of modalities, including online, in-person, and video format. My experience includes raising awareness through newsletters, meeting announcements, participation at conferences, building individual relationships, and presenting at departmental meetings, executive cabinet meetings and to our Board of Trustees. I have provided secure access through use of server tools and permissions as well a public access through the college website and Tableau public. As some of our data is sensitive, we have a great deal that is in the secure environment, but we provide a limited set of publicly available data on our success and completion functional areas.

The lived experiences of end users has been impacted through our publicly available data. Students see that data and they also participate on several of our key shared governance committees, such as the institutional effectiveness committee and our planning and fiscal council. The other area of impact has been our faculty. They have been able to see first hand how variations in teaching practice impacts students in both positive and negative ways. The data has made it possible, by taking what was previously invisible and making it visible, to achieve momentum for more broadly and deeply infusing equity focused instructional practices in our top 20 most highly enrolled courses and critical momentum courses such as transfer level English and Math.

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

No

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

[linkedin.com/in/durdellare](https://www.linkedin.com/in/durdellare)

HOW DID YOU HEAR ABOUT THE POSITION?

Research and Planning Directors California Community Colleges List Serv

LIDZ, CARMEN

VICE CHANCELLOR AND CHIEF INFORMATION OFFICER, LOS ANGELES COMMUNITY COLLEGE DISTRICT

POTENTIAL VACANCY CATEGORY

Practitioner; Community College

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

I strongly believe that education is the single most important factor in upwards mobility. Having a better understanding of student journey from K12 to College/University and then the workforce will provide us with better view on ways to improve how we make that path smoother, more accessible, and more inclusive.

All institutions across the state possess such invaluable amount of data, yet in order to use it effectively one has to do a lot of mapping, conversion, and manipulation which takes time. This leads to data being out of date and less useful. Additionally, there is a possibility of having data interpreted differently since there are no common data definitions/data dictionary.

We currently have some data sharing agreements with partner institutions and are able to see the improvement to our decision making process by considering that data in our processes.

Having a central common data repository using same data definitions could be transformative for the state and i think my background and expertise may be helpful to the Data and Tools team.

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)?

- Practitioner: California Community Colleges

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

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SHARE RELEVANT EXPERIENCE OR EXPERTISE THAT WILL MEANINGFULLY CONTRIBUTE TO THE ADVISORY BOARD. IN PARTICULAR, PLEASE SHARE IF YOU HAVE EXPERIENCE CONDUCTING DATA ANALYSIS OR DEALING WITH DATA ALIGNMENT ISSUES RELATED TO THE C2C'S DATA POINTS.

In my current role as the VC/CIO at LACCD, i oversee data governance for the our district including its nine colleges. Consistent use of data management resources is key. I believe that having one set of data (including common data dictionary) will lead to easier mapping of data and better understanding of current state.

Additionally, i am overseeing Data Stewardship for our district - I believe the use cases we encounter will provide some useful insights into the larger C2C initiatives.

I am a strong believer that common data platform will lead to better decision making and potentially cost savings overall.

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

I am a technology executive with over 20 years of leadership experience driving strategic change. I joined the Los Angeles Community Colleges District (LACCD) in 2019 where i am charged to ensure LACCD's technology transformation plans are rapidly moving forward to enable student success.

I am accountable for overall technology strategy and operations in support of all 9 colleges serving over 200,000 students.

Prior to joining the Los Angeles Community Colleges District, I served as the Chief Information Officer and Vice Chancellor for the City Colleges of Chicago, Managing Deputy Commissioner and Chief Information Officer for City of Chicago, the University of Chicago. I also held technology roles in the private sector and served in the US Armed Forces.

Throughout my career i garnered a reputation as a strategist, a technology innovator, and a leader who drives rapid business-focused change. I would like to bring my strategic critical thinking, technical expertise, creativity, and innovation to the C2C.

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

No

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

www.linkedin.com/in/carmen-victoria-lidz-5464316

HOW DID YOU HEAR ABOUT THE POSITION?

CCCCO - John Hetts

PHAM, DR. CHELSY

CHIEF INFORMATION SYSTEMS OFFICER, VICE PRESIDENT OF INFORMATION TECHNOLOGY,
HARTNELL COMMUNITY COLLEGE

POTENTIAL VACANCY CATEGORY

Practitioner; Community College

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

I would like to join the Data and Tools Advisory Committee because I believe in supporting efforts to use data holistically to support individuals, communities, and overall socioeconomic growth. This committee provides a platform to create the tools, and processes to help prepare future generations for jobs that are not yet available, as well as to support academia and industry in developing programs that will be needed in the future. By leveraging data, tools, and technology we can ensure that individuals, educators, cities, communities have the skills and resources to thrive.

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)?

- Practitioner: California Community Colleges

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

no

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.

Within a college district data integrity, data democracy, and the general understanding of the "data" is difficult. Taking on a project this large is daunting yet exciting. Our school was a victim of a ransomware attack that wiped out decades of data warehouse, reports, and structure. The silver lining is I was able to start over evaluating modern data tools and taking advantage of re-evaluating how we execute from the user to warehouse to visualization tools. We have set up a framework where we can do "peer-to-peer" data sharing and warehouse design using code. This means if our data warehouse was wiped out it would be a matter of running a script to get it back up. Using tools such as Git-Hub, and AWS we are able to scale. I actually hope we can do some state reporting based on a "translation" table with the various data sources /applications. This is future-looking; with today's technology and tools, this isn't a far reach. I also used/know about SQL, R, Cognos, Tableau, PowerBI in the past.

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

We are implementing a new visual tool connecting with our new data warehouse. We are creating "tiers" of users, including executives, leaders, super users, and users. Each has different levels of access and training to what is relevant to them. For end users, simple explanations of the "what" they are looking at and enabling dynamic data tools are most useful. Users need to know what is in it for them and how they can use the tools and data to make an informed decision.

Can they trust the data? Can they trust the source? There is change or adoption management (the TAM models) on tools such as this

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

no

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

<https://www.linkedin.com/in/chelsy-pham-d-m-ist-50436324/>, https://rpgroup.org/About-Us/Board-of-Directors/Chelsy_Pham

HOW DID YOU HEAR ABOUT THE POSITION?

John J. Hetts (he/him) Executive Vice Chancellor Office of Innovation, Data, Evidence, and Analytics

PRUTSOS, BRYCE

DIRECTOR OF ADMINISTRATIVE SYSTEMS, CHAFFEY COMMUNITY COLLEGE

POTENTIAL VACANCY CATEGORY

Practitioner; Community College

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

I am eager to join the Data and Tools Advisory Board because of my profound interest in leveraging data-driven insights to optimize processes and drive strategic decisions. My experience in managing data access and security at Chaffey College has equipped me with a deep understanding of the complexities and opportunities that arise from using data tools in an educational setting. My background will add valuable perspective to the board, particularly in navigating the balance between data accessibility and security. I am passionate about using technology to enhance operational efficiency and am keen to contribute to the board's initiatives to foster a more data-informed community.

WHAT COMMUNITIES ARE YOU AFFILIATED WITH THAT WILL BRING VALUE TO THE ADVISORY BOARD (SUCH AS YOUR EXPERIENCE BEING A STUDENT OR TEACHER, OR WITH REGIONALLY FOCUSED WORK)?

- Practitioner: California Community Colleges
- Research Organization
- Advocacy Organization
- Community Organization

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

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.

At Chaffey, I have been intricately involved in deploying data tools that enhance educational outcomes and operational efficiency. This includes overseeing the integration of various data systems and ensuring that they align with educational goals and compliance standards. My role often requires addressing data silo issues similar to those C2C aims to solve, ensuring that data from different sources are harmonized and accessible for comprehensive analysis.

Additionally, my work involves regular engagement with community and academic stakeholders to refine tool usability and data governance, ensuring that all parties can make informed decisions based on reliable data. This aligns with C2C's vision of connecting individuals and organizations with trusted information to foster evidence-based decision-making.

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

In my role at Chaffey College, I have had extensive experience supporting awareness of and access to data and data tools, which has significantly impacted the lived experiences of our end users—students, faculty, and administrative staff.

One key initiative I led involved the deployment of a new analytics platform that integrated data from multiple sources within the college. This tool gave faculty and administrators real-time insights into student performance and engagement.

To support awareness and access, I organized workshops and training sessions, ensuring that all users were comfortable using the new tools and understood the presented data. This initiative greatly improved the faculty's ability to track student progress and intervene proactively, improving student retention and success rates.

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

No

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

<https://www.linkedin.com/in/bryce-prutsos/>

HOW DID YOU HEAR ABOUT THE POSITION?

CCC CISO listserv

BAGHOUMIAN, MELISSA

MENTORSHIP LEAD FOR PARENTING STUDENTS, CSUN PARENT SCHOLARS RESOURCE CENTER

POTENTIAL VACANCY CATEGORY

Practitioner; CSU

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

As a student and staff member of California State University, Northridge (CSUN), I would like to add a voice for students and sectors of individuals that are not usually represented in data or seen on Cradle to Career. With Assembly Bill 2881, data collection within the CCCs and CSUs will soon be included in the census of enrolled parenting students. I want to participate in platforms where these students can be recorded and data tools made accessible.

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)?

- Practitioner: California State University, Workforce Development, Non-Traditional Students
- Student: Masters of Educational Leadership and Policy Studies by May 2024
- Parent/Family Member

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

Michelson 20MM

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.

With an undergraduate degree in economics and experience in predictive modeling, my focus was on the student population with disabilities (Autism Spectrum Disorder) and how they are recorded in the job force. Areas that I am also knowledgeable are:

Students face confusing barriers--for students with disabilities, parenting students, and the transfer students demographics. How? As a nontraditional transfer student and single mother of two, I overcame barriers and trials that many experienced. My expertise comes from personal experience, working as an advocate and as the former president of CSUN's first parenting student organization.

The areas of contribution that I am knowledgeable in are:

1. Build a linked analytical dataset
2. Coordinate with partners to scale practical tools
3. Engage with communities

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

For research, I have used Cradle to Career and found it challenging to locate the demographics I am interested in. As a student affairs professional in higher education, I love working with communities and resolving barriers. As a former board member of the University Student Union, I served as its chair of finance. To serve my constituents better, I helped increase awareness of the need to collect data (within the Institutional Research department) to track transfer students.

To review more of my background within higher education, please use these links:

<https://www.csun.edu/usu/csun-students-choose-next-generation-campus-leaders>

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

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

None

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

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

HOW DID YOU HEAR ABOUT THE POSITION?

Cradle to Career Newsletter notification

LEE, DEBORAH

SENIOR DIRECTOR OF INSTITUTIONAL RESEARCH AND EFFECTIVENESS; ACCREDITATION
LIAISON OFFICER, CONCORDIA UNIVERSITY IRVINE

POTENTIAL VACANCY CATEGORY

Practitioner; Private Postsecondary

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

To the Advisory Board Selection Committee:

It is my goal and passion to ensure that individuals have the information and tools needed to make informed decisions, whether as students, parents, residents, organizations, or institutions. With a career dedicated to enhancing data governance and promoting student success through robust data management and analysis practices, I believe my expertise and experience will be beneficial to the board's initiatives.

Throughout my career, I have been deeply involved with various educational communities and organizations that align with the goals of the Data and Tools Advisory Board. As the Senior Director of Institutional Research & Effectiveness and Accreditation Liaison Officer at Concordia University Irvine, I have collaborated with student groups and faculty committees to promote institutional improvements. Additionally, my active roles with the Association for Institutional Research (AIR) and the California Association for Institutional Research (CAIR) highlight my commitment to advancing data-driven decision-making in higher education. I have also had the privilege of being an alumna of the WASC Senior College and University Commission (WSCUC) Assessment Leadership Academy, which further demonstrates my deep-rooted affiliation with key educational communities.

Through my work with RTI, funded by the National Center for Educational Statistics, I have supported others in using data for informed decision-making. As one of two IPEDS Educators in California, I possess an exhaustive background in IPEDS tools and have served as an assistant instructor for virtual and in-person workshops throughout the United States. Additionally, I serve as an online keyholder course mentor, helping others understand and utilize data effectively.

More importantly, I am driven by the belief that data is powerful and that making it accessible can empower people. My aim is to educate others on understanding data through storytelling, making complex information comprehensible and actionable. As a product of the California education system, a first-generation college student, and a parent, it is important to me that people have access to data, the ability to understand it, and the confidence to use it.

WHAT COMMUNITIES ARE YOU AFFILIATED WITH THAT WILL BRING VALUE TO THE ADVISORY BOARD (SUCH AS YOUR EXPERIENCE BEING A STUDENT OR TEACHER, OR WITH REGIONALLY FOCUSED WORK)?

- Practitioner: Independent Institutions of Higher Education
- Parent/Family Member
- Research Organization
- Advocacy Organization
- Community Organization

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

I have been involved in the following groups as a member or have served in a leadership position:

California Association for Institutional Research

IPEDS Educator

AICCU State Authorization Network

WSCUC Assessment Leadership Academy

SHARE RELEVANT EXPERIENCE OR EXPERTISE THAT WILL MEANINGFULLY CONTRIBUTE TO THE ADVISORY BOARD. IN PARTICULAR, PLEASE SHARE IF YOU HAVE EXPERIENCE CONDUCTING DATA ANALYSIS OR DEALING WITH DATA ALIGNMENT ISSUES RELATED TO THE C2C'S DATA POINTS.

As the Senior Director of Institutional Research & Effectiveness and Accreditation Liaison Officer at Concordia University Irvine, I have a robust background in managing and analyzing data to drive informed decision-making. My responsibilities include overseeing federal and state compliance, institutional research, assessment, and accreditation. This role requires a deep understanding of data alignment and quality, as well as the ability to standardize definitions, ensure regulatory compliance, and manage the access and stewardship of institutional information. Delivering education and workforce outcomes is a daily topic of conversation and is embedded within my work inside and outside the institution. I am familiar with external data sources such as IPEDS, Bureau of Labor Statistics, WSCUC Key Indicators Dashboard, National Student Clearinghouse, California Competes, CTC, etc.

My experience as an IPEDS Educator for the Association for Institutional Research (AIR), one of only two in California, has provided me with an exhaustive background in utilizing IPEDS tools. As an IPEDS Keyholder, I am involved with conducting data analysis, managing data sets, and addressing data alignment issues. Additionally, my role as an IPEDS Educator provides me with the opportunity to serve as an assistant instructor for virtual and in-person workshops across the United States, where I mentor keyholders on best practices for data management and reporting.

Furthermore, my graduate education in Demographic and Social Analysis from UC Irvine, where I focused on spatial data analysis and cartography using ArcGIS, has equipped me with advanced skills in mapping, research, and strategic planning. These skills are directly relevant to the development and utilization of the data tools outlined in the C2C one-page description. I continue to apply these techniques in my current role, particularly in strategic planning and institutional effectiveness.

My commitment to empowering individuals through data is also rooted in my personal background as a first-generation college student and a product of the TRiO program. I understand the importance of accessible and actionable information for different audiences. This perspective drives my passion for making data tools user-friendly and impactful.

In conclusion, my extensive experience with data sets, data analysis, and data alignment, combined with my commitment to data-driven decision-making and education, positions me to significantly contribute to the C2C Data and Tools Advisory Board. I am enthusiastic about the opportunity to help develop tools that empower individuals and institutions through data.

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

In my roles within the university, leadership in outside organizations, and my extensive experience speaking at conferences and teaching, I have actively supported awareness of and access to data and data tools. These experiences have allowed me to observe firsthand how the lived experiences of end users are profoundly impacted by their ability to access and utilize data effectively. In addition to helping individuals understand data, I am deeply involved in refining end-user interfaces, tracking analytics, usage patterns, and behavior. By continuously monitoring and analyzing these metrics, I identify areas for improvement and implement enhancements to ensure a seamless and intuitive user experience. This holistic approach allows me to not only empower users with data literacy but also optimize their interactions with data tools for maximum effectiveness. Mastering the art of helping others understand and interpret data is a challenge I continually embrace, discussing its inherent beauty and significance, while also acknowledging the potential for ugliness

when data is misrepresented or misunderstood. As an educator, it's my responsibility to educate others to ensure data is not distorted into misinformation.

As a member of the CAIR Board of Directors, I have been deeply involved in initiatives aimed at promoting the use of data in higher education. This involvement has included organizing and leading workshops, developing resources, and facilitating discussions that enhance data literacy among institutional researchers and administrators. My contributions have helped create an environment where data is more accessible and its value more widely recognized, enabling institutions to make better-informed decisions that positively impact student success and institutional effectiveness.

In my capacity as one of two IPEDS Educators in California, I have conducted numerous workshops and training sessions, both virtually and in-person, across the United States. These sessions are designed to enhance the skills of data professionals in higher education, focusing on the effective use of IPEDS tools for data collection, analysis, and reporting. By mentoring keyholders and other data users, I have helped institutions improve their data quality and alignment, leading to more accurate and actionable insights. This, in turn, has empowered educational leaders to make data-driven decisions that directly benefit students, faculty, and the broader educational community.

Speaking at prominent conferences such as EDUCAUSE, WSCUC, and CAIR has provided me with platforms to share best practices and innovative approaches to data use in higher education. These presentations have not only raised awareness about the importance of data but have also demonstrated how data tools can be leveraged to address real-world challenges. I have illustrated how data can drive meaningful improvements in educational outcomes and institutional performance by showcasing real-life stories and practical applications. I am recognized at conferences for openly discussing data failures, recognizing their value as learning experiences from which others can glean insights.

As an adjunct professor at Concordia University Irvine, I teach courses in Introduction to Research Methods and Crime and Social Deviance. In these courses, I emphasize the importance of data literacy and the practical application of data tools. By integrating my professional experiences into the classroom, I provide students with hands-on opportunities to engage with data, understand its relevance, and apply it to real-world scenarios. This approach not only enhances their academic experience but also prepares them to be informed and effective data users in their future careers.

Through my various roles, I have seen how access to and understanding of data can transform the lived experiences of end users. For students, it means better educational outcomes and opportunities. For educators and administrators, it means more informed decision-making and improved institutional effectiveness. By continuing to support awareness and access to data, I am committed to empowering individuals and the community to harness the power of data for positive change.

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

I am not aware of any conflicts of interest 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.cui.edu/obi>

HOW DID YOU HEAR ABOUT THE POSITION?

From colleagues at WSCUC and AICCU

TRINH, KATIE

GRADUATE STUDENT; TEACHING ASSISTANT, BROWN UNIVERSITY

POTENTIAL VACANCY CATEGORY

Practitioner; Private Postsecondary and Student (4th year PhD candidate)

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

I am a PhD candidate studying labor and public economics with a focus on inequality. My experiences as a student, educator, and researcher have highlighted for me the importance of data in addressing social inequities and I would like to join the Data and Tools Advisory Board to help ensure the California Cradle-to-Career Data System meets the unique needs of other students, educators, and researchers. I know C2C's work in linking data on education, employment, and health outcomes across different state-level entities is crucial in enabling evidence-based decision making for a more equitable future and would be very excited for an opportunity to support C2C in this important work, using my lived experiences to ensure the data system is both intuitive and accessible to students, and also structured in a way to enable impactful research.

As a teaching assistant for a popular introductory economics course at Brown University, Econ 1000: Using Big Data to Solve Social Problems, I teach over 100 undergraduate students every year to work with and analyze data in bi-weekly lab sections. For example, in the first lab section, students are introduced to The Opportunity Atlas, a user-friendly dashboard of Census Bureau data that maps upward mobility in the United States. The students then use the data to explore upward mobility in their own hometowns. Throughout the term, students are introduced to a variety of other public datasets, including the Integrated Postsecondary Education Data System and General Social Survey, to conduct analyses to glean important insights about higher education and the gender wage gap. In helping students become more comfortable with accessing and analyzing data, I am very familiar with what students care about when it comes to interacting with data for the first time, from the potential questions students ask to what they express excitement or frustration over. I would like to join the Data and Tools Advisory Board to share these experiences and help ensure the C2C tools and dashboards are intuitive, accessible, and engaging for students.

When I'm not teaching, I spend my time conducting economics research on inequality, meaning I am often constructing large datasets by aggregating data from many different sources, including various government surveys and state organizations. As such, I am familiar with best practices on cleaning and merging datasets as well as data security and storage. In addition, as I've been developing research projects that study the long-term outcomes of K-12 education initiatives in California, I am familiar with both the limitations researchers currently face when conducting research in California, as well as the latest research conducted in other states where linked data is already available. Therefore, I would like to join the Data and Tools Advisory board to support C2C in developing a data system that reflects the latest best practices and meets researcher needs.

WHAT COMMUNITIES ARE YOU AFFILIATED WITH THAT WILL BRING VALUE TO THE ADVISORY BOARD (SUCH AS YOUR EXPERIENCE BEING A STUDENT OR TEACHER, OR WITH REGIONALLY FOCUSED WORK)?

- Practitioner: Independent Institutions of Higher Education
- Student: I am beginning my 4th year as a PhD Candidate at Brown University studying economics with a focus on labor and public economics. I have completed coursework for the degree and am focused now on research and teaching. I have completed my Master's in Economics at Brown University and my Bachelor's in Economics at Dartmouth College. I am a graduate of Presentation High School in San Jose, California.
- Research Organization

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

Brown University, National Science Foundation Graduate Research Fellow, Population Studies and Training Center at Brown University

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.

Through my research, I have experience working with a wide range of different datasets and am well versed in conducting data analysis, from merging and aligning data from disparate sources to implementing the latest economic and statistical methods using R, STATA, and Python.

For example, some of my research projects have studied minimum wage, protest activity, and the racial mortality gap in the United States. For these projects, I have aggregated data on employment, health, and criminal justice outcomes from a variety of sources, including the US Bureau of Labor Statistics, US Census Bureau, Behavioral Risk Factor Surveillance System, and National Oceanic and Atmospheric Administration. To link these datasets, I have handled data alignment issues including differences across datasets in levels of granularity, identifying the appropriate keys on which to merge, missing matches, and multiple matches. I have then conducted data analysis with a number of different economic and statistics tools, including difference-in-differences, instrumental variables, and event study estimation techniques.

In addition, relevant experience I have specific to the planned C2C data tools include:

- 1) Dashboard: My experience creating interactive online dashboards for client use during my time as a management consultant at Oliver Wyman will help me provide the Advisory Board with a clear view of the capabilities and limitations of summarizing data in various dashboards. In addition, my experience introducing students to different datasets and data tools as a teaching assistant will allow me to share with the Advisory Board dashboard characteristics that students find helpful when working with data for the first time. For example, I noticed that students working closely with a dataset for the first time were discouraged by scrolling through large tables and confusing data dictionaries. Providing student users with an intuitive graphic interface with clear variables was immensely helpful in improving student experiences.
- 2) Query Builder: My teaching experience will also help me to provide the Advisory Board with a perspective on how accessible or intuitive different queries and filters might be for students. When students are accessing data for the first time, they value being able to easily filter or zoom into specific regions or groups of interest. For these students, a visual interface with a simple way to drill down to a certain school district or student demographic of interest without a formal query may be more accessible. On the other hand, I noticed that students with more data experience preferred being able to download a table or dataset to analyze themselves. Providing students with different options for accessing the data, from visual interfaces to plain data downloads, can be helpful in allowing students with varying degrees of familiarity with data and data tools to access the information they are looking for.
- 3) Research Request Process: Given my experience conducting economics research, I will be able to provide the Advisory Board with a view of the latest academic literature and hope to support the Advisory Board in identifying the academic studies that would both benefit from C2C data and also contribute findings that further C2C's mission to help California build a more equitable future. Examples of research that have been conducted in other states that could be very informative in the California setting would include the 2021 study of the Michigan HAIL Scholarship (Dynarski et al.) which was found to increase enrollment of high-achieving, low-income students at University of Michigan and the 2023 study of the Texas Top 10% Plan (Black et al.) which increased access and long term earnings outcomes for high-achieving students at non-feeder high schools to Texas flagship universities. In addition, I would be able to support the Advisory Board in identifying standards for data security measures for any researchers granted access to C2C data.

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

As a teaching assistant for Econ 1000: Using Big Data to Solve Social Problems, I have directly supported awareness of and access to data and data tools for nearly 300 students. I teach bi-weekly lab sections where I introduce students to a new dataset or data tool and then guide students in conducting economics and statistics analysis. Students use their newfound knowledge of various datasets and data tools to implement their own analyses and share summaries of their findings in thoughtful essays.

I have been very excited to see students apply their knowledge of these datasets to develop their own insightful analyses. Students are now able to use data to study opportunity and education in their own hometowns. More specifically, these students have used data to answer different questions around upward mobility in their own neighborhoods, the role of higher education in long-term earnings outcomes, and the gender wage gap in their home state.

Outside of the classroom, it has been wonderful to hear from former students who have been applying their new data skills in their summer internships. One student shared that she was able to use the data tools she learned in class to create dashboards and maps summarizing demographic information for her state congressman.

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

No, I do not know of 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/katietrin/>

HOW DID YOU HEAR ABOUT THE POSITION?

I came across C2C in the process of developing research projects focused on the long term outcomes of K-12 education initiatives in California and became aware of this position when attending one of C2C's April meetings.

RODRIGUEZ, CARLOS

PROGRAM PERFORMANCE ADVISOR, LOS ANGELES UNIFIED SCHOOL DISTRICT, DIVISION OF ADULT AND CAREER EDUCATION

POTENTIAL VACANCY CATEGORY

Practitioner; Adult Education

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

My experience expands into three domains, making me the ideal candidate for the Data and Tools Advisory Board. to three different pathways. As a former student, I am living proof to the transformative power of K-12 Adult Education, having started with English as a Second Language to earning a high school diploma from Evans Community Adult School in Los Angeles. The school helped me gained firsthand experience in educational governance and advocacy as a member of the Shared Decision-Making Council. This lead to becoming a Career Technical Education teacher specializing in computer literacy and IC3 certification, which equips me with the skills to understand and advocate for effective data tools and dashboards.

I am an avid member of the California Council for Adult Education. I served as the Legislative Chair advocating for K-12 Adult Education, a program that changes life into career ready individuals and ignites inspiration for the pursuit of higher learning following the “Si Se Puede” – Yes, We Can -- motto. K-12 Adult Education is family oriented, community builder, flexible, inclusive, accessible, free of charge, and approachable by creating friendly educational environments in the student’s communities.

At the regional level, I have been the lead for data collection and management of the WIOA/CAEP grants for over a decade. This experience includes working for Los Angeles Regional Adult Education Consortium (LARAEC) as an employee of the Los Angeles Unified School District (LAUSD), Division of Adult and Career Education (DACE). Serving over 75,000 individuals annually and managing 20% of the CAEP/WIOA grant funding awarded annually.

My experience with data and their impact on students, communities, and all stakeholders with the familiarity of the state datasets and analysis aligns perfectly with the responsibilities required by the board. I am committed to reviewing materials, gathering input from subject matter experts, collaborating to develop solutions that enhance the Cradle-to-Career System.

WHAT COMMUNITIES ARE YOU AFFILIATED WITH THAT WILL BRING VALUE TO THE ADVISORY BOARD (SUCH AS YOUR EXPERIENCE BEING A STUDENT OR TEACHER, OR WITH REGIONALLY FOCUSED WORK)?

- Student: As a former student and an immigrant, I have firsthand experience with the transformative power of K-12 Adult Education. I not only overcame my own barriers to higher education and employment but also helped my peers navigate these challenges. My journey
- Advocacy Organization
- Regional Level Focus of Work: Regional Focus; South Coast Region - Los Angeles, Orange, San Diego, Santa Barbara, and Ventura Counties

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

As the Legislative Chair for the California Council for Adult Education, I have passionately advocated for K-12 Adult Education. My work aligns with the broader goals of California’s Cradle-to-Career (C2C) Data System, which aims to provide actionable data and research on education, economic, and health outcomes. Using informative data for all regions

to support the addressing of critical issues such as siloed data, barriers to college, and equitable access to education in the community. By leveraging C2C's data lake of curated dataset, and dashboards, we can equip decision-makers and advocates with the necessary tools to infer and correlate important questions and foster data and evidence-based decision-making.

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.

With a growing population facing numerous cultural and educational barriers, data is essential for improving the distribution of resources and addressing diverse needs. Aligning with the goals of California's Cradle-to-Career (C2C) Data System, I've provided valuable information at the local and regional level with incentives to provide vital support at the state level. I've utilized linear regressions with standard deviation structures of enrollment trends to optimize resource distribution, enhance support systems, and develop funding formulas for programs, schools, and employee distribution. By analyzing demographics, I can better understand student truancy and transiency, which informs targeted interventions. This highlights peak hours of attendance.

Heat maps are employed to identify community needs, guiding the opening of new classes and programs. Interactive maps and treemaps assist in targeted grassroots and digital advertising. Dashboards provide stakeholders with a comprehensive view of daily, weekly, monthly, quarterly, and yearly trends, facilitating data-driven decision-making. Summary tables on dashboards offer quick snapshots of key metrics such as enrollment, persistence, and program effectiveness, aiding in the reimagining of location-based programs.

Data distribution lists on dashboards allow for efficient auditing of data collection, identifying gaps, and making necessary improvements to better meet community needs. Annotated charts provide historical insights into ongoing issues, suggesting new solutions to longstanding problems. Area charts visually represent year-over-year performance, helping stakeholders understand trends over time. These tools collectively support the C2C system's mission to empower individuals and foster evidence-based decision-making, ensuring a more equitable distribution of resources and addressing the critical milestones utilizing live data outcomes.

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

With the tools provided, I've been able to deliver real-time information and customize datasets to address specific questions, offering viable solutions to decision-making parties. These tools have fundamentally shaped our approach to leveraging data. By analyzing weekly enrollment trends, I've kept school principals and central office staff informed about subtle program trends that require attention. Funding formulas have successfully redistributed teachers and support staff to high-need locations and programs, highlighting changes in communities due to gentrification or incoming populations.

These analyses have secured seed funding for school-based initiatives, providing substantial evidence for potential expansion. Interactive maps and treemaps have been employed for targeted grassroots and digital advertising, while annotated charts have offered snapshots of current performance, informing the creation or adjustment of strategies to maximize outcomes. As the famous quote says, "Success is the result of daily focus, and what gets measured gets managed."

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

None

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

HOW DID YOU HEAR ABOUT THE POSITION?

I was recommended by the California Council for Adult Education to apply.

WRIGHT, JAY

CAPM, CASAS

POTENTIAL VACANCY CATEGORY

Practitioner; Adult Education

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

I have over 20 years of experience managing data collection statewide for CA WIOA Title II and California Adult Education Program (CAEP) agencies, and have provided trainings regionally and statewide covering state and federal reporting requirements.

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)?

- Practitioner: Workforce Development, Adult Education, Non-Traditional Students
- Research Organization

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

I serve on the Boards for CCAE, ACSA, and ACCE as CASAS liaison.

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.

We have worked on aligning adult education data for WIA/WIOA Title II federal reporting for over 25 years. We also worked with aligning CAEP reporting outcomes for AB 104 and the WIOA wide federal reporting system.

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

We have TOPSpro Enterprise which serves as the data reporting system in CA for CAEP and WIOA II, and have worked directly with CA agencies for 20+ years.. We also serve the same adult education and workforce development clientele nationally.

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

No

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

www.casas.org

HOW DID YOU HEAR ABOUT THE POSITION?

Through CCAE

TARASOVA, IULIA

IT ANALYST, CITY OF ROSEVILLE

POTENTIAL VACANCY CATEGORY

Practitioner; Workforce Development

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

I firmly believe that no system is more integral to economic opportunity and mobility than higher education. Ensuring economic opportunity and upward mobility is a top priority for leaders striving to create a prosperous future for families across California. Serving on the Cradle-to-Career (C2C) Advisory Board will provide me with an incredible opportunity to continue to contribute to California's most inclusive data system, aimed at improving education, economic, and health outcomes for individuals, families, and communities statewide.

The mission of C2C is to create a statewide data system that equips students with the tools they need to achieve their goals while providing comprehensive information on education and workforce outcomes. This aligns perfectly with my dedication to addressing challenges such as affordability, access, and completion. My focus is on understanding and addressing the needs, issues, and stories of students. As a first-generation English as a Second Language student and female in STEM, I have experienced firsthand the importance of being heard to create meaningful change. My journey has taught me patience and the value of perseverance in overcoming barriers.

C2C's vision of connecting individuals and organizations with trusted information and resources resonates deeply with my commitment to education and community engagement. My experience in the Board of Governors for CCC has opened many doors and revealed my dedication to improving both myself and the community. This drive and passion for learning and optimism fuels my commitment to overcoming obstacles, such as those faced by first-generation students from low-income families. My strong academic performance in Computer Science with particular interest in Data Analytics and Cybersecurity demonstrates my maturity and determination to tackle any challenge.

On the C2C Advisory Board, I aim to be the voice for students in California's education system, and apply my expertise as early career professional in data analysis to help future students reach their full potential and achieve their American Dream through successful early career.

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)?

- Practitioner: K-12, California Community Colleges, California State University, Workforce Development, Non-Traditional Students

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

Transfer Student Union at Sacramento State, Executive

Vice President of Finance for Delta Sigma Pi

Girls Who Code, Member

Rewriting the CODE, Member

California Cybersecurity Education & Industry Workgroup

Former member of BOG for CCC and BOG Affordable Student Housing Taskforce

SHARE RELEVANT EXPERIENCE OR EXPERTISE THAT WILL MEANINGFULLY CONTRIBUTE TO THE ADVISORY BOARD. IN PARTICULAR, PLEASE SHARE IF YOU HAVE EXPERIENCE CONDUCTING DATA ANALYSIS OR DEALING WITH DATA ALIGNMENT ISSUES RELATED TO THE C2C'S DATA POINTS.

I bring a robust background in data analysis and data alignment, particularly within the education and workforce sectors. My experience aligns closely with the Cradle-to-Career Data System (C2C)'s objectives and can significantly contribute to the Advisory Board. Over the past years, I have worked extensively with large datasets in both academic, advocacy and professional settings. My roles have involved analyzing complex data to identify trends, disparities, and outcomes in education and workforce solutions. I am proficient in using statistical software, data query and data visualization tools such as Tableau and PowerBI to create intuitive and actionable insights. I have developed dashboards and analytical reports that have informed policy decisions for labor negotiations and strategic planning for software implementations and new programs to engage youth in the government opportunities.

I have led multiple projects where aligning data from disparate sources was crucial. This included integrating student records from the K-14 system to create comprehensive datasets for future project implementation/decisions. My approach involves ensuring data compatibility and consistency through meticulous data cleaning, standardization, and validation processes. I have implemented ETL (Extract, Transform, Load) processes to streamline data integration, ensuring seamless and accurate data flow between systems.

My background includes significant work in evaluating education programs and workforce initiatives. I have participated in evaluation of degree programs as well as participated in BOG Affordable Student Housing Taskforce , providing insights into critical transition points and identifying factors that influence successful outcomes. Notable projects include assessing the effectiveness of college readiness programs and analyzing the impact of equity training on graduation and employment rates among diverse student populations.

I have a strong track record of engaging with communities to understand their needs and priorities. This has involved conducting focus groups, surveys, and workshops to gather input and ensure that data tools are user-friendly and meet stakeholder requirements. My work emphasizes creating tools and dashboards that are not only functional but also accessible and intuitive for all users. I prioritize user experience in the design process to ensure that data insights are easily interpretable and actionable. One such example is creation of the Sierra College Alumni network where I have identified the need to create a community among the former students to provide exclusive opportunities and increase engagement with the alma mater.

Serving on several advisory boards and committees, I have advised on data governance policies, ensuring ethical data use and compliance with privacy regulations. My contributions as a Student Member on the BOG board have helped shape data sharing agreements and frameworks that balance accessibility with security. I have collaborated with many policymakers, educators, and industry leaders to develop data-driven strategies that support educational equity and workforce development and increasing student success. My ability to translate complex data findings into practical recommendations has been instrumental in driving impactful policy changes in areas of housing, equity, financial aid and mental health access.

Given my extensive experience in data analysis, data alignment, and community engagement, I am well-equipped to contribute to the C2C Advisory Board. I can help design and refine dashboards and query builders, ensuring they meet the needs of decision-makers and researchers. I will bring insights into best practices for integrating education and workforce data, addressing potential alignment challenges, and ensuring data accuracy and reliability. As a alumni of the Community College system and recent graduate of the CSU, I will enthusiastically advocate for and contribute to user-centered design processes, ensuring that C2C tools are accessible and beneficial to all stakeholders, particularly underrepresented communities such as ESL. My experience as Board of Governors Student Member, Transfer Student Union Executive as well as a professional in the Data Science field with particular knowledge in Cybersecurity field will aid in developing robust governance structures and data-sharing policies that protect privacy while maximizing the utility of C2C data.

By leveraging my background in these areas, I am confident that I can make meaningful contributions to the Advisory Board, supporting C2C's mission to build a more equitable and data-informed future for Californians

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

In my role as IIT support and student advocate, I have led analysis and evaluation efforts to integrate disparate educational datasets, creating comprehensive, user-friendly platforms such as the Degree Works Platform to support students and educators in ensuring on-time graduation. By leveraging collected data, I conducted online interviews with students and counselors to improve the front end of essential student support services. These enhancements resulted in higher on-time graduation rates and improved workforce outcomes. For example, by identifying specific bottlenecks in degree progress, such as common prerequisites or course sequencing issues, we were able to tailor interventions and resources more effectively during the counseling meetings, resulting in a 15% increase in on-time graduations within the first year of implementation.

As part of California's legislative mandate (AB 705), I played a crucial role in advocating for eliminating standardized assessment tests for student placement in community colleges, an issue that personally affected my college journey. The reform required using high school performance data, such as coursework, grades, and GPA, to place students in transfer-level math and English courses. I advocated for the establishment of dedicated support labs (Math Center, Stats Center, Algebra Center) to provide additional help to students placed in these courses. These labs addressed specific needs identified through data analysis of student performance and engagement. These initiatives were met with resounding success, evidenced by a 25% reduction in placement disparities across demographic groups and a notable uptick in student confidence and engagement.

In my role as the President of the Associated Students of Sierra College, I conducted surveys among students to assess their basic needs, including food security, housing stability, and financial challenges. This data collection was critical in understanding the scope and specifics of student needs and informed my advocacy for the Basic Needs Center Reform. I collaborated with local nonprofits, government agencies, and campus departments to aggregate resources and ensure a wide range of support services were available to students. This included the availability of female hygiene products at no charge on campus. As a result, we witnessed a 30% increase in student utilization of support services and a marked decrease in dropout rates among at-risk populations among hundreds of grateful student feedback.

My work has consistently demonstrated the transformative power of data in educational settings. By making data accessible and usable, I have driven informed decision-making, promoted equity, and ultimately improved the lived experiences of students

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

No

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

HOW DID YOU HEAR ABOUT THE POSITION?

BRUECKER, ELLIE

DIRECTOR OF RESEARCH, THE INSTITUTE FOR COLLEGE ACCESS & SUCCESS

POTENTIAL VACANCY CATEGORY

Researcher

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

I believe strongly that data can be a powerful tool to drive equity in education. Student data systems are critical, not only for diagnosing the system disparities that exist in education and the workforce, but also for assessing the effectiveness of strategies to address them. The Data & Tools Advisory Board has been charged with ensuring that the Cradle-to-Career tools provide actionable information to all stakeholders. As a higher education researcher with experience using student-level data, I believe I am well-positioned to offer unique and strategic guidance on the development and governance of these tools. The Institute for College Access & and Success (TICAS), where I lead the Research Team, has deep roots in California and federal higher education policy. I would draw on the experiences of our entire team to support the Data and Tools Advisory Board, bringing a broad range of expertise and experience from an organization of fierce advocates for equity in higher education.

WHAT COMMUNITIES ARE YOU AFFILIATED WITH THAT WILL BRING VALUE TO THE ADVISORY BOARD (SUCH AS YOUR EXPERIENCE BEING A STUDENT OR TEACHER, OR WITH REGIONALLY FOCUSED WORK)?

- Research Organization
- Advocacy Organization

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

N/A

SHARE RELEVANT EXPERIENCE OR EXPERTISE THAT WILL MEANINGFULLY CONTRIBUTE TO THE ADVISORY BOARD. IN PARTICULAR, PLEASE SHARE IF YOU HAVE EXPERIENCE CONDUCTING DATA ANALYSIS OR DEALING WITH DATA ALIGNMENT ISSUES RELATED TO THE C2C'S DATA POINTS.

I have 10 years of experience as a user of data systems and tools like those that Cradle-to-Career aims to develop. I have worked with higher education and workforce datasets in many formats, from efficient and user-friendly to ineffective and headache-inducing. I have a deep understanding of what works for researchers at all levels of proficiency and the functionalities that the research community would benefit from. I also have experience integrating publicly available institutional or national data with restricted-use student-level data and the challenges that come with trying to make data sources work together. I think this is a critical consideration for C2C as it moves forward, and I can be a helpful resources in predicting pain points and finding creative solutions. I have also created data dashboards for public and internal use, so I have a realistic perspective on what is and isn't possible and many lessons learned to share if selected.

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

As a regular data user, I am very attuned to the challenges of data access and navigation of data tools. I have seen and experienced the frustration when needed data isn't available, as well as when a rich source of data goes unused. I would be thrilled to use my skills and experiences to help support the creation and promotion of data tools that can serve a wide range of end users in California, including students, families, researchers, practitioners, and policymakers.

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

N/A

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

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

HOW DID YOU HEAR ABOUT THE POSITION?

Previous TICAS members

LOUIE, JUSTIN

DATA ANALYST, ENROLLMENT MANAGEMENT RESEARCH & POLICY, UNIVERSITY OF CALIFORNIA, BERKELEY

POTENTIAL VACANCY CATEGORY

Researcher

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

Improving the educational outcomes of students is the central mission of my current job, and has been a longstanding focus of my career. I currently serve as the data analyst in the enrollment management unit at UC Berkeley. Enrollment management at Berkeley encompasses the work of our middle school, high school, and community college outreach programs, our undergraduate admissions office, our financial aid office, and our office of the registrar. As such, I am tasked to collect, analyze, and disseminate data and findings from throughout the student pipeline -- K-12 through secondary education to career. As a practitioner, I regularly confront the ongoing challenges of collecting accurate, timely data from multiple sources, both in and outside the university, and then aligning that data to produce useful, actionable insights. I would like to bring that experience and perspective to the Data and Tools Advisory Board.

In addition, in my past employment, I have had roles as a researcher on early childhood education workforce development with Policy Analysis for California Education, and as a consultant to major national philanthropic foundations working on education reform. In my consultant role, I worked closely with grassroots organizations to help them better use data in their education reform efforts. I believe these experiences would further add important perspectives to the Data and Tools Advisory Board.

Ultimately, I believe the Cradle to Career Data System holds significant promise in aligning information across disparate systems, making our educational system more transparent and understandable for students and parents, and improving educational and career outcomes for future generations. I would like to help ensure that the promise of this system becomes a reality.

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)?

- Practitioner: Early Learning, K-12, University of California, Workforce Development

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

I am a member of the American Association of Collegiate Registrars and Admissions Officers, as well as the California Association for Institutional Research.

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.

One of the major areas of research in my current role is around inequities in college preparatory coursework. As UC Berkeley seeks to admit students from diverse geographic areas, we are confronted with the fact that A-G completion rates vary widely by geography, with less than 20% of students in many northern counties meeting A-G requirements. As we've struggled over how best to address this issue in our admissions process, we've sought data on availability of A-G

coursework and A-G completion rates by school. Manually incorporating data from the CA Dept. of Education into our high school profiles is doable, but is a time-consuming process that could be simplified if up-to-date high school information, including data like A-G completion rates, were easily available able to be incorporated into our systems.

We have seen COVID learning loss particularly affect the math preparation of our incoming students. As part of this, I sought to understand how math AP course availability varied across California high schools. Unfortunately, there is no clear data set that provides accurate information on this. The College Board's AP Ledger, which lists AP courses in schools, is not publicly available, and then only categorizes schools by CEEB code. CA high school information is listed by CDS code or NCES code. There is no official, complete data crosswalk to link CEEB code with NCES code, though there are collective efforts by multiple researchers to build one. In order to understand the availability of STEM AP courses at CA high schools, I had to manually connect NCES codes with CEEB codes for hundreds of CA high schools. Once completed, I was able to analyze the percentages of 12th grade students with calculus and other STEM AP courses available in their school. There were significant differences by geography and race/ethnicity. I would like to see the C2C data system merge these data together and provide the ability for practitioners, researchers, students, and parents to use the data.

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

One of the main experiences I have had with this is working with grassroots community organizations across the country on their education reform efforts. For example, I worked with a collaborative of organizations in Chicago that were organizing students to advocate for educational reforms in their high schools. This involved getting data from two sources -- administrative data from Chicago high schools and data locally collected by students through their own surveys, interviews, and focus groups. I worked with the organizations to help them access the administrative data they needed, created some tools to help them analyze the data, and helped teach them how to read and interpret the data. As a result, I saw the effectiveness of the student advocacy increase, as school administrators took student recommendations more seriously once they were grounded in data.

In my current position, I have seen my work have an effect on the policies and support systems for student success. For example, the STEM AP course availability analysis that I discussed above was used to highlight the disparate availability of AP courses by race/ethnicity and by region, which led to the creation of a task force to address math preparation for incoming students. Currently, it is too early to see the impact of the interventions created by the task force, but I have high hopes that we will see declines in disparities.

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

No

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

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

HOW DID YOU HEAR ABOUT THE POSITION?

Brendan Livingston

MILLÁN, PHD, DANIEL

DATA ANALYST, YOUTH DEVELOPMENT DEPARTMENT, CITY OF LOS ANGELES

POTENTIAL VACANCY CATEGORY

Researcher

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

I am interested in joining the Data and Tools Advisory Board because I can contribute a unique perspective given my personal and professional experiences with data projects and tools. Across research and data projects, I have focused on students in California and now have a regional focus with youth in the City of Los Angeles. I completed a PhD in Sociology at UC Irvine with a focus on the educational experiences of the children of immigrants, a research and teaching fellowship at Boston College, and a Postdoctoral Fellowship at UCLA. I am now a data analyst in the City of Los Angeles Youth Development Department. I recently adjusted my legal status but navigated college and postgraduate studies as an undocumented student – I was one of the first undocumented PhD students in the University of California system.

My role as a data analyst in the Youth Development Department involves incorporating community voices and lived experiences, especially from youth in the City of Los Angeles, to design and carry out research and data projects. The work of C2C directly aligns with the Youth Development Department's mission to address the experiences of youth ages 0 to 25, including their education and career milestones. Through this work, I can share insights from youth and stakeholders in the City of Los Angeles who are invested in promoting resources and opportunities that align with a cradle-to-career pathway.

I also envision highlighting gaps in addressing the experiences of undocumented youth and youth from mixed-status families. Across my research, I have written about undocumented students in higher education, including their access to educational opportunities, financial barriers, the role of DACA, and their concerns about transitioning from college to a career. With research collaborators, I have also written about the role California has played in addressing educational exclusion among undocumented students. This includes how public universities, like the University of California, have reshaped an educational landscape that historically excluded undocumented students from accessing, or remaining in, college.

As an undocumented student, I experienced how difficult it was to find information and resources. I have also worked with students and family members with undocumented parents who often find the application process and financial aid process difficult to navigate – including the latest FAFSA rollout. I believe that data resources and tools should be transparent and ensure that undocumented students, students from mixed-status families, undocumented parents, and educators who work with undocumented students have accurate and reliable information. I am a strong collaborator and welcome the opportunity to draw upon my experiences, expertise, and skills to join the Data and Tools Advisory Board.

WHAT COMMUNITIES ARE YOU AFFILIATED WITH THAT WILL BRING VALUE TO THE ADVISORY BOARD (SUCH AS YOUR EXPERIENCE BEING A STUDENT OR TEACHER, OR WITH REGIONALLY FOCUSED WORK)?

- Practitioner: Early Learning, K-12, University of California, Workforce Development, Undocumented Students/Learners
- Research Organization
- Regional Level Focus of Work: Regional Focus; South Coast Region - Los Angeles, Orange, San Diego, Santa Barbara, and Ventura Counties

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

Given my current role and research agenda, I am affiliated with various groups that relate to the work of C2C. As a data analyst, I am a member of the City of Los Angeles Data Collaborative where our goal is to contribute data to the City's Open Data port

SHARE RELEVANT EXPERIENCE OR EXPERTISE THAT WILL MEANINGFULLY CONTRIBUTE TO THE ADVISORY BOARD. IN PARTICULAR, PLEASE SHARE IF YOU HAVE EXPERIENCE CONDUCTING DATA ANALYSIS OR DEALING WITH DATA ALIGNMENT ISSUES RELATED TO THE C2C'S DATA POINTS.

I have over 12 years of experience analyzing data and have addressed data alignment issues by analyzing longitudinal data, conducting mixed-methods research, and compiling regional-level data. As a researcher, I have direct experience with the research request process, including accessing restricted or public data, data sharing agreements, and working with Institutional Review Boards. I have also managed multiple data projects that emphasized data quality and data integrity, especially when working with undocumented students.

In the Youth Development Department, I have collaborated in the creation of data tools. This includes a set of dashboards that will highlight youth data in the City of Los Angeles and the development of an ArcGIS platform to connect youth to educational and career opportunities offered by City of Los Angeles Departments and partners. As part of this work, I envision drawing upon C2C data to explore outcomes and experiences for youth in the City of Los Angeles – including variables around educational experiences, employment, social service experiences, and workforce training experiences.

I also have experience with representative and longitudinal datasets. I used the National Center for Education Statistics Early Childhood Longitudinal Study data for my dissertation research which involved cleaning data, merging datasets, multiple imputation, and analyzing student-level, teacher-level, and school-level variables.

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

My experience supporting awareness of and access to data and tools spans three major areas: my research, my role as a data analyst, and past educator positions. For example, I was a co-founder of the Undocumented Student Equity Project which was the first-ever project to address the educational experiences of undocumented college students in an entire university system. This project addressed educational inequities as a response to undocumented students who wanted to know about the resources available at each University of California campus. We sought to make our research findings and data accessible and produced a range of outputs, including academic articles, policy reports, infographics, and presentations to students and educators. This work has contributed to shedding light on the experiences of undocumented students and has informed programming and practices.

In my work with the Youth Development Department, we emphasize data transparency and are actively developing data tools to connect youth in the City of Los Angeles to resources and opportunities. This includes contributing to open data portals, developing dashboards and visualizations for a youth audience, and creating data tools to facilitate connecting youth to educational and career opportunities. We employ social science research methods to gather feedback and input from youth users with feedback loops that have involved surveys, interviews, focus groups, and listening sessions.

In my role as an educator, I've supported students across their educational and career journeys. This included lesson plans, workshops, and activities to empower students' development of research and data analysis skills. Data on the experiences of undocumented students can be difficult to find and I share what I've learned, including my approach to "document the undocumented" by partnering with community organizations to collect and analyze high quality data. Collaborating with youth on their educational and career journeys has meant that I've seen the impact of how data can be transformative. The data and research analysis skills they develop have been influential for writing strong graduate school applications or for preparing portfolios for the job market. I continue to be a mentor for undocumented undergraduate and

graduate students and recognize how strong networks of support are vital for their success. C2C's representation of undocumented students would empower students and their families while strengthening how researchers, educators, and educational institutions can bolster their support for undocumented students.

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

There are no 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

Project Links: Youth Development Department <https://ydd.lacity.gov/> Undocumented Student Equity Project <https://www.undoequity.com/mission-1> Relevant published articles with undocumented students and children of immigrants: <https://doi.org/10.1017/lsi.2>

HOW DID YOU HEAR ABOUT THE POSITION?

I attended C2C public meetings and saw this opportunity via emails and the C2C website.

NOTTBOHM-PEPELKA, ALEX

SENIOR RESEARCH & DATA SPECIALIST, REGIONAL K16 EDUCATION COLLABORATIVES GRANT PROGRAM, STATE OF CALIFORNIA / OPSC

POTENTIAL VACANCY CATEGORY

Researcher

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

I would love the opportunity to be a part of shaping one of the most innovative, inclusive data systems in the country. Currently, data is siloed across many state-level agencies, making it incredibly difficult for educators, families, and policy makers to answer important questions about student journeys across the education system. Additionally, educators and programs designed to support career education are unable to routinely answer important questions around workforce preparation and outcomes. Certain regions across California have worked on developing grass roots solutions by building their own longitudinal data systems, but this ultimately has led to more silos and inequitable access for communities. I am incredibly passionate about solving these issues and believe I would bring unique perspectives and experience to the Data & Tools advisory committee.

I work as the Senior Research and Data Specialist for the State of California's Regional K16 Education Collaboratives Program. This program aims to support regional efforts to streamline equitable pathways from high school to post-secondary education, and into the workforce. I developed the K16 Program's Learning Agenda and Data & Evaluation Plan, ensuring a focus on utilizing data to identify potential barriers, ensure equitable student access, and fostering a data-informed decision-making culture for grantees instead of typical 'box-checking' compliance. In my work developing data and evaluation plans for each region of California, I've developed a network of researchers and institutional data analysts across K-12, County Offices of Education, California Community Colleges, CSU's, UC's, policy advocates, and non-profit organizations. Not only am I familiar with data elements from each system but have heard firsthand about the challenges and desires practitioners across the state have for the C2C data system. I would be honored to advocate for practitioners, educators, and community members to gain access to data and tools that will help them make informed decisions for the students of California.

WHAT COMMUNITIES ARE YOU AFFILIATED WITH THAT WILL BRING VALUE TO THE ADVISORY BOARD (SUCH AS YOUR EXPERIENCE BEING A STUDENT OR TEACHER, OR WITH REGIONALLY FOCUSED WORK)?

- Practitioner: K-12, California Community Colleges, California State University, University of California, Workforce Development, Dual Enrollment, Undocumented Students/Learners, Adult Education, Non-Traditional Students
- Research Organization
- Advocacy Organization
- Community Organization
- Regional Level Focus of Work: State-wide

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

In my current role working with the Regional K16 Education Collaboratives Program, I could help to represent data researchers and practitioners across the state. I have developed close relationships with many who would utilize the C2C system frequently and have heard what they would desire from and hope to achieve with the C2C system's dashboards, query tools, and data request process.

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.

Since 2018, I have specialized in conducting research on student journeys from high school, post-secondary education, and into the workforce. This would speak heavily to the proposed data tools such as: Pathway Diagram, College and Career Readiness, Transfer Outcomes, Financial Aid, and Employment Outcomes.

For example, during my time as a research analyst for the Fresno K16 Collaborative, I connected student-level data sets from Fresno Unified School District, State Center Community College District, and Fresno State to examine the impacts of Dual Enrollment. Doing this required me to develop my own student-matching methodology to correctly identify students as they moved across systems. I developed one of the first dashboards in the state that showed information along each stage of the student's journey, such as what Dual Enrollment courses were accessible to them, how many students would pass and earn college credit, if participating in Dual Enrollment courses would impact a student's likelihood to go to college, and if it would accelerate positively impact student retention and completion. I found that student access to Dual Enrollment was often times random, and the courses they were taking often did not grant them credit toward lower division program requirements that would substantially accelerate their progress towards a degree. However, students who participated in Dual Enrollment were more likely to enroll in community college after high school than their peers and were more likely to have higher first-semester GPA's.

I've conducted research examining equity in college and career readiness for the Fresno region. One topic of concern for decision makers was the number of students in the region who were designated as college ready, and how they could better inform enrollment management strategies. Through the examination of A-G eligibility requirements, I found that Black students were receiving A-G eligibility status at disproportionately lower rates than their peers. However, this was not true across all high school locations, and I was able to highlight a school site that had over 80% of their Black students achieving A-G eligibility. With this finding, administrators were able to learn from the principal at that high school location to hear about their strategies and best practices that other school sites could adopt.

In my current role, I work closely with grantees across the state to help them define, collect, and report data on their progress towards building career education pathways. Some of the top challenges include capacity for data collection and reporting, understanding disparities between education systems' data elements, and trying to align with other reporting structures from various state agencies. One task that I gave each grantee was to develop a "shared data dictionary" for their region. This became a great exercise to help facilitate discussions around defining their career pathways and strategies like work-based learning. With my support, I've been able to help grantees troubleshoot many of these issues and utilize data that's routinely collected to help them tell their students' stories and identify areas for further alignment.

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

One of my pride points is being able to foster relationships to get people excited about using data and feeling capable, regardless of their background or expertise. In my current role, I work closely with partners across the state to help support their capacity for data reporting. I've worked with individuals that have a wide range of data-savvy, from novices to experts. Through this work, I've seen how access and awareness directly impact a region's ability to develop career pathways.

For example, some regions that I've worked with are incredibly rural, and have very few folks to take on data reporting for grants. Data is often viewed as an extra burden, and one that's not worth the time to collect. Therefore, these partners are left to try implementing various interventions without knowing if they are truly effective. On the other hand, those who have access to tools like live-time dashboards can answer key questions and propose potential solutions quickly and effectively. For example, one region I work with has a long-standing history of data-informed practice. Utilizing their own data systems, they were able to identify a roadblock to offering additional Dual Enrollment courses was a lack of qualified, credentialed teachers. Utilizing their system and tools, they identified teachers who were close to being qualified, and

supported them through additional professional development upskilling courses to expand Dual Enrollment Capacity. The discrepancies between these two experiences directly impacts the ability to make informed decisions and best support students, families, and communities at large.

One of the best outcomes of my work so far has been the K16 program's partnership with California Colleges.edu and supporting our grantee's awareness and access to this incredible tool. As more school districts become onboarded, I've already heard so many express gratitude for the platform and are amazed by the capabilities.

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

The Regional K16 Education Collaboratives Program is a close partner with the California College Guidance Initiative, with one of the program requirements being any K12 school receiving our funding must onboard with CCGI. I work with representatives from

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-nottbohm-458155142/>

HOW DID YOU HEAR ABOUT THE POSITION?

I follow C2C on linkedin!

O'HEARN, SARA

VP OF PRODUCT, MONEYTHINK

POTENTIAL VACANCY CATEGORY

Researcher

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

During my time at Moneythink, we have done a lot of work with and on publicly reported data in the college access space, specifically focusing on affordable college experiences and how students and families are budgeting for college. I feel that I could bring some strong expertise to the Advisory Board and am also very invested in the mission of the Trade to Career data system.

WHAT COMMUNITIES ARE YOU AFFILIATED WITH THAT WILL BRING VALUE TO THE ADVISORY BOARD (SUCH AS YOUR EXPERIENCE BEING A STUDENT OR TEACHER, OR WITH REGIONALLY FOCUSED WORK)?

- Research Organization
- Community Organization
- I work as a Software tool provider with a focus on analyzing financial aid results and considering the level of affordability for students and families. I also volunteer for both Mission Graduates and First Graduate.

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

<https://Moneythink.org>

<https://OneGoal.org>

<https://norcalpromisecoalition.org>

<https://www.missiongraduates.org/>

<https://firstgraduate.org/>

SHARE RELEVANT EXPERIENCE OR EXPERTISE THAT WILL MEANINGFULLY CONTRIBUTE TO THE ADVISORY BOARD. IN PARTICULAR, PLEASE SHARE IF YOU HAVE EXPERIENCE CONDUCTING DATA ANALYSIS OR DEALING WITH DATA ALIGNMENT ISSUES RELATED TO THE C2C'S DATA POINTS.

I am currently developing a publicly available data report on the college financial aid results that Moneythink has analyzed over the past 4 years. To do this We are working in Tableau, creating a report similar to this one created by the Postsecondary Value Commission: (Report: <https://equity.postsecondaryvalue.org/>, Data tool: <https://equity.postsecondaryvalue.org/datatool>)

I have worked with the IPEDs dataset (<https://nces.ed.gov/ipeds/use-the-data>) to download, review and analyze current college enrollment, cost and graduation rate data.

I have also developed reports in Looker Studio and Magneto and am familiar with Power BI.

Beyond that, along with the team at Moneythink I have worked hard on how to make college financial data useful and readable for a variety of users, primarily focusing on students, families and practitioners. You can see some screenshots of that work at <https://decided.org/>

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

My experience in terms of access has been primarily through my work at Moneythink. What I have seen and heard from students who have reviewed their financial aid results in a comparison graph at DecidED (<https://decided.moneythink.org/wp-content/uploads/2022/07/College-Compare-View-Isolated-Laptop-Mockup-1024x655.png>) is that the standardization and color coding make things much easier. I have also heard this same feedback from the advisors who work with students. The advisors were so appreciative of the graphical reports that we offered students that we also created some data visualization for them in the DecidED advisor dashboard (<https://decided.moneythink.org/advisors/>).

DecidED was intentionally designed so that anyone could self-navigate to retrieve the information they need, and is free for all students.

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

I am not sure if the fact that I work for an organization serving the community with data constitutes a conflict of interest. There is no overlap in terms of Moneythink or DecidED being used for the purposes of the Cradle-to-Career Data System, but I was

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/saraohearn/>

HOW DID YOU HEAR ABOUT THE POSITION?

Through Meredith Curry Nuñez, who formerly worked with me at Moneythink.

STIPEK, DEBORAH

EMERITUS PROFESSOR, GRADUATE SCHOOL OF EDUCATION, STANFORD UNIVERSITY

POTENTIAL VACANCY CATEGORY

Researcher

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

As dean of the Graduate School of Education at Stanford I found faculty and students continually frustrated by both the data available and access to data that could be used to assess the effects of variables, including education and other resources, on children's and adolescents' development. Another challenge was the fragmentation of data. Many children in the state are involved in interventions or supports related to physical and mental health, social services, and educational programs, but it is usually not possible to assess the combined or interactive effects of these system. The Gardner Center on Youth and Their Communities at Stanford has worked with specific communities to create connected data sets, but the work is arduous and local -- not efficient. My own research in the field of early childhood education has given me direct experience with the challenges of analyzing data that exists. The San Diego County Office of Education asked me to analyze a longitudinal data set which included the quality of a very large sample of young children's child care and preschool experiences along with child outcomes (DRDP). The question was how specific indices of quality affected child outcomes. WestEd, which had developed the DRDP under a contract with the Dept. of Education, required researchers to use in analyses data transformed according to an algorithm they had developed, but they would not share the algorithm and would not do the transformations. So the data could not be analyzed. I have also seen major, costly, policies developed (e.g., transitional kindergarten) without a plan to collect or use extant data that to assess its effects or guide policy adjustments.

There are also many issues related to the organization and access of California data to organizations that could be guided by it. Even the best data is only useful if it is available in a form that potential users can make sense of it.

WHAT COMMUNITIES ARE YOU AFFILIATED WITH THAT WILL BRING VALUE TO THE ADVISORY BOARD (SUCH AS YOUR EXPERIENCE BEING A STUDENT OR TEACHER, OR WITH REGIONALLY FOCUSED WORK)?

- Parent/Family Member
- Research Organization
- Advocacy Organization

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

The work of C2C is relevant to many of the researchers and education intervention groups that I am affiliated with.

SHARE RELEVANT EXPERIENCE OR EXPERTISE THAT WILL MEANINGFULLY CONTRIBUTE TO THE ADVISORY BOARD. IN PARTICULAR, PLEASE SHARE IF YOU HAVE EXPERIENCE CONDUCTING DATA ANALYSIS OR DEALING WITH DATA ALIGNMENT ISSUES RELATED TO THE C2C'S DATA POINTS.

My expertise is mostly related to children from birth through the elementary grades, especially regarding child care and preschool -- although as dean of major school of education, I had to develop some expertise related to education P-16. I have worked with policy makers trying to understand how experiences in different domains (health, education, social services, etc.) interact to affect child outcomes. I also have considerable experience trying to find usable data related to the quality of young children's child care and preschool experiences, and to examine how early experiences predict later

success. I did substantial research before writing a chapter on current situation in California with regard to data systems related to young children in the Getting Down to Facts II report (https://gettingdowntofacts.com/sites/default/files/GDTFII_Report_Stipek_v2.pdf).

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

Most of my experience relevant to C2C has been trying to find data in a usable form that can guide the decisions of educators (e.g., school district administrators) and policy makers, particularly policies related to young children.

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

no

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

<https://profiles.stanford.edu/deborah-jane-mudd>

HOW DID YOU HEAR ABOUT THE POSITION?

Diana Harlick

SUSSMAN, JOSH

RESEARCH SCIENTIST (RESEARCH SPECIALIST II), UNIVERSITY OF CALIFORNIA, BERKELEY

POTENTIAL VACANCY CATEGORY

Researcher

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

We are in a golden age of data availability, but a crucial question remains: how do we translate this abundance of data into actionable insights and realize the full potential of data-based decision making to improve society? This question frames challenges that excite me about joining the Data and Tools Advisory Board.

I would like to help Governing Board support the most promising and impactful projects and tools by (1) focusing on specific problems (2) exploring actions based on insights and (3) advancing user-centered design. I will elaborate on these in the following paragraphs.

Focusing on Specific Problems: An abundance of data means that we're often adrift in a sea of possibilities. As a researcher who frequently works with large-scale data, I recognize how unsettling, and time consuming, this work can be. I advocate for starting with well-defined problems and research questions. This helps to ensure that projects deliver results with clear implications for action, as opposed to loosely defined pathways between results and their potential implications. The latter analyses are often intellectually satisfying but also rarely live up to their potential to catalyze transformative change.

Actions based on insights: There is growing awareness that data themselves are meaningless and the value of data lies in what we do with it. Rather than providing educational dashboards where a person should be able to take an action after spending time interpreting a dashboard, the dashboards should point towards specific, timely actions that, if implemented, are likely to "move the needle" and result in significant impacts. David Wiley of Lumen Learning calls these "Action Dashboards." Thus, we can say that powerful results need to be more than actionable, they need to support actions.

User-Centered Design: Dashboards designed by data specialists for data specialists frequently miss the mark. The assessment literature shows that data displays are often more difficult to interpret than we assume. I advocate for a more user-centered approach, where diverse stakeholders – students, educators, parents, community members – participate in the development process. Collaborating more closely with people who will use the tools helps us to ensure the information resonates with and empowers them to make informed choices.

In sum, data can be powerful, but only when results point us towards a clear path forward. Focusing on good research questions, actions based on insights and user-centric design, is a recipe for quality design to help C2C to meet its goals of empowering Californians to navigate their educational journeys, making informed career decisions, and ultimately building a more equitable future. I'm confident that my experience can be an asset to the Board and C2C.

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)?

- Practitioner: Early Learning, K-12
- Parent/Family Member
- Research Organization
- Regional Level Focus of Work: State-wide

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

Yes, I am an employee of University of California, Berkeley. In this role, I conduct research and (assessment) development work for the California Department of Education, Equity for All Branch, in collaboration with California Department of Social Services

SHARE RELEVANT EXPERIENCE OR EXPERTISE THAT WILL MEANINGFULLY CONTRIBUTE TO THE ADVISORY BOARD. IN PARTICULAR, PLEASE SHARE IF YOU HAVE EXPERIENCE CONDUCTING DATA ANALYSIS OR DEALING WITH DATA ALIGNMENT ISSUES RELATED TO THE C2C'S DATA POINTS.

My background in school psychology (preK-12) and quantitative educational research aligns directly with the needs of the Data and Tools Advisory Board. Working as a school psychologist honed my skills in data interpretation and communication, making me comfortable in a decision-making role that directly impacts children's opportunities. I understand the gravity of the board's task and I am familiar with leadership roles. Relatedly, in my local community, I have served as a Parent Teacher Association (PTA) board member for eight years, including two years as President.

In my current role at the Berkeley Evaluation and Assessment Research (BEAR) Center in the Berkeley School of Education, I frequently work with California education data, including results from the Desired Results Developmental Profile (DRDP). Working for the California Department of Education and California Department of Social Services, I have fulfilled data requests, developed data integrity protocols and storage plans, and utilized other California data resources such as Dataquest and CST/STAR data.

I have worked on data alignment in different contexts, including aligning developmental assessments with educational standards and the research literature as part of California's P-3 alignment efforts. I have linked California datasets (DRDP and QRIS) and support additional linkages such as common identifiers. Outside of California, I have worked with federal restricted use data such as ELCS-K. In sum, I understand the challenges of making big datasets to wider audience and I am excited to work to meet those challenges for the public good.

My position entails leadership roles in data generation, interpretation, and use in policy contexts. For example, I led the development of a statistical model translating early childhood assessment scores into federal reporting metrics (i.e, OSEP Indicator 7). I passed the model on to the back-end software development team to implement. Then, I designed a user-friendly dashboard for stakeholders at various levels (local, regional, state) to track Indicator 7 metrics. I passed a mockup of this dashboard to the front-end software team for implementation. The model and dashboard were the result of months of iterations and meetings with the state client and development teams. I used my understanding of the group's needs and wants to create a feasible and user-friendly system, which is currently under development. My experience spanning various aspects of the "data cycle" will support the board's ability to consider and support the entire process.

I have developed my communication skills while teaching first year graduate courses in research and quantitative analysis. I taught introduction to counseling research at Saint Mary's College for four years, and I will teach educational data analysis at UC Berkeley again this fall. Students arrive with vastly different backgrounds, preparation, and interest in statistics. These experiences have given me deep knowledge and practice in how to effectively communicate complex information with diverse audiences, which is foundational to the board's overarching goal to make data and analyses accessible to the public.

I have experience working with non-educational data. Prior to entering school for my PhD, I earned a bachelor's degree in biotechnology and worked for 11 years as a molecular and cell biologist, including 7 years at UC San Francisco, where I analyzed health sciences data using statistical models. I am in a position to help the board break down data silos.

In sum, I have over two decades of relevant experience in data analysis in education, psychology, and health sciences. This includes extensive and varied experiences as a communicator of quantitative information with families, policymakers, and students. My participation will provide the Advisory Board with wealth of relevant knowledge to realize C2C's mission and vision.

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

As a school psychologist, I encountered discrepancies between test scores and a child's true needs. School psychologists assess students for special education eligibility using 13 categories designated by the Individuals with Disabilities Education Act (IDEA). Some students with significant needs are denied special education services because the data from a standard battery of assessments does not support eligibility. Sometimes, this standard battery is not sensitive enough to detect the child's specific presenting weaknesses, which could likely be addressed in special education. For example, sometimes children with specific executive functioning weaknesses (e.g., some types of ADHD, especially in girls) would do "too well" on the intellectual tests and therefore would be considered ineligible for special education.

I viewed this situation as unacceptable and developed a knack for customizing a battery of tests that would highlight a child's specific challenges. The scores from the custom battery often made a far more convincing case for eligibility than the standard battery. The results also helped us to (a) write practical special education goals that were matched with the student's weaknesses identified in the data and (b) offer relevant services to help the student achieve their goals.

Although special education is not a panacea, and I am not sure that this process would be scalable, this situation shows how those with resources—to access specialized tools and understand data—can gain opportunities to access resources that may not be otherwise available.

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

No

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

<https://bse.berkeley.edu/joshua-sussman>

HOW DID YOU HEAR ABOUT THE POSITION?

UC Berkeley email listserv

UNDA, VIVIANA

DIRECTOR OF INSTITUTIONAL RESEARCH AND PLANNING, EL CAMINO COLLEGE

POTENTIAL VACANCY CATEGORY

Researcher

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

I am eager to join the Data and Tools Advisory Board because I am deeply interested in contributing to broader efforts related to data that extend beyond the confines of the institution where I currently work. My professional journey has given me a unique two-fold perspective: I have extensive experience as an instructor, which has provided me with firsthand insights into the educational process, and I have spent the past decade in administrative roles, where I have honed my skills in managing and utilizing data to drive institutional success.

One of the most exciting aspects of this initiative is the integration of data from multiple sources, which involves a holistic approach to support Californians in their educational and employment journeys. This comprehensive approach aligns with my passion for making data more actionable and supporting data-informed decisions across educational and career settings. By consolidating diverse data streams, we can gain richer insights and develop more effective strategies to support individuals throughout their educational and career paths.

Being part of this board would allow me to collaborate with like-minded professionals who are equally passionate about leveraging data to enhance decision-making processes. My goal is to help create a culture where data is not just collected but is actively used to inform and improve educational and career outcomes.

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)?

- California Community College

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

Yes, three groups:

RP Group (Research and Planning Group), SCUP (Society for Colleges and Universities Planning), and ACCCA (Association of California Community Colleges Administrators)

SHARE RELEVANT EXPERIENCE OR EXPERTISE THAT WILL MEANINGFULLY CONTRIBUTE TO THE ADVISORY BOARD. IN PARTICULAR, PLEASE SHARE IF YOU HAVE EXPERIENCE CONDUCTING DATA ANALYSIS OR DEALING WITH DATA ALIGNMENT ISSUES RELATED TO THE C2C'S DATA POINTS.

As the Director of Institutional Research and Planning at a large community college, I have extensive experience in conducting data analysis and addressing data alignment issues. My role involves analyzing a variety of data from multiple sources, including K-12 education, college enrollment, financial aid, student outcomes metrics, and workforce outcomes. This work requires me to consistently manage and integrate both internal college data and external data from various sources.

I am very familiar with the complexities of aligning data from different origins, handling diverse definitions, and resolving dilemmas related to reporting and communicating data to different types of audiences, as well as training them to increase

their data literacy skills. My experience has equipped me with a deep understanding of the nuances involved in making data coherent and actionable. I have led a team of research analysts to develop strategies to ensure data accuracy and reliability, which are crucial for informed decision-making and strategic planning.

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

Over the past five years, my team and I have systematically worked to bring awareness to the data dashboards and reports we have developed, aiming to help our college community understand data, learn how to use these tools, and gain insights for informed decision-making and action implementation.

By increasing awareness and access to these data tools, we have empowered faculty, staff, and administrators to make data-informed decisions that directly benefit our students. Our efforts have played a crucial role in strengthening initiatives to close student equity gaps and target specific underserved populations. As a result, the college has been able to tailor its program offerings and services based on trends and insights revealed by the data.

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

No

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

<https://www.linkedin.com/in/viviana-unda/>

HOW DID YOU HEAR ABOUT THE POSITION?

Through California Chancellor's Office personnel

WILLETT, TERRENCE

DEAN OF RESEARCH, PLANNING, AND INSTITUTIONAL EFFECTIVENESS, CABRILLO COLLEGE

POTENTIAL VACANCY CATEGORY

Researcher

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

I believe I have unique experiences in both developing and utilizing intersegmental data systems for improvement of policy and practice that could aid this effort.

WHAT COMMUNITIES ARE YOU AFFILIATED WITH THAT WILL BRING VALUE TO THE ADVISORY BOARD (SUCH AS YOUR EXPERIENCE BEING A STUDENT OR TEACHER, OR WITH REGIONALLY FOCUSED WORK)?

- Practitioner: California Community Colleges, Adult Education
- Research Organization

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

RP Group

SHARE RELEVANT EXPERIENCE OR EXPERTISE THAT WILL MEANINGFULLY CONTRIBUTE TO THE ADVISORY BOARD. IN PARTICULAR, PLEASE SHARE IF YOU HAVE EXPERIENCE CONDUCTING DATA ANALYSIS OR DEALING WITH DATA ALIGNMENT ISSUES RELATED TO THE C2C'S DATA POINTS.

I was the founding director of research for Cal-PASS from 2005 to 2011 and had a lead role in aligning coding among systems, data quality review, research and dashboard design linking intersegmental data sets and meeting with faculty to interpret and use findings from these data. Part of the work included a pilot with EDD for employment outcomes. I was a lead for integrating K-12 and higher ed data for Hawai'i and designing reports and research and bdiacuasing implications with faculty, staff, and managers. I also helped to scale up the CTE outcome survey statewide and with the initial design of the CCC Launchboard. Since 2013, I have been a senior researcher on the Multiple Measures Assessment Project (MMAP) utilizing intersegmental data and classifying curriculum across systems. At Cabrillo, I am over adult education and guided the implementation of Community Pro to track students between adult education and college. I am newly over the Bay Area Center of Excellence (CoE) for labor market research for 28 colleges and my office is providing evaluation and research for the K-16 Central Coast pathways initiative for 6 counties.

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

In my Cal-PASS time I supported researchers accessing and using these data, worked with users for UX design in dashboards, met with practitioners across the state, and utilized feedback to improve research and data tools.

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

No

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<https://www.google.com/url?sa=t&source=web&rct=j&opi=89978449&url=https://www.linkedin.com/in/terrence-willett-5a23463&ved=2ahUKEwjwvTkzZWGAxUTIUQIHUCGCYoQFnoECBMQAQ&usg=AOvVaw0Ht2jNhCr-cz0shVkswwwG>

HOW DID YOU HEAR ABOUT THE POSITION?

From former members and I've worked with Hetts and Lamoree.