

GEORGIEV, KATHERINE

SENIOR PROGRAM OFFICER, EDUCATION, TIPPING POINT COMMUNITY

POTENTIAL VACANCY CATEGORY

Advocacy

PLEASE DESCRIBE WHY YOU WOULD LIKE TO JOIN THE COMMUNITY ENGAGEMENT ADVISORY BOARD.

I have dedicated my career to building educational systems and teams that make the Bay Area more equitable and just. In my experience as a first-generation college graduate, a former high school teacher and principal, and now an advocate and funder for educational equity and poverty-fighting solutions in the Bay Area, I believe in the potential and impact of the Cradle-to-Career Data System and want to support the work of the team by creating strong feedback loops, supporting evidence-based decision making, and ensuring equitable access to information.

As a first-generation college graduate, educational equity advocate, and parent of elementary school-aged children, it is important to me that all groups have equitable access to data the Cradle-to-Career Data System can provide, and are equipped to use that day to inform the development or equitable educational interventions and poverty-fighting solutions.

Finally, collaboration and working in teams is core to all that I do. I would value the opportunity to work collaboratively toward common solutions and share lived experiences that can be beneficial to the 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)? PLEASE SELECT ALL CATEGORIES THAT APPLY TO YOUR CONTRIBUTIONS, EXPERIENCE, AND/OR WORK.

- Practitioner: K-12
- 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

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

I work closely with community-based organizations and their leaders to ensure quality K-12 schools and increase the number of first-generation, low-income students who attend college and graduate with a Bachelor's Degree. I'm closest in proximity to low-income, first-generation students and their families in the SF Bay Area (Marin County, SF County, Contra Costa County, Alameda County, San Mateo County, and Santa Clara County). I am also a former high school teacher and administrator and a first-generation college graduate.

HOW ARE YOU AN AMBASSADOR IN THE COMMUNITY OR COMMUNITIES THAT YOU ENGAGE WITH? HOW COULD YOU SOLICIT INPUT FROM COMMUNITIES OR DRAW FROM YOUR OWN LIVED EXPERIENCE TO SHARE NEEDS AND CONCERNS THAT ARE RELEVANT TO C2C?

In my work as a Senior Program Officer for Education at Tipping Point Community, I engage regularly with community-based organizations and school leaders to improve educational equity and educational outcomes for low-income, first-generation students in the Bay Area. I deeply engage with organization leaders supporting low-income students and their families to understand the issues they face and the most promising solutions to advancing educational equity. In addition, I work closely with organizations to understand and measure the impact of their work on student learning outcomes and economic mobility and understand the unique opportunities and complexities involved in doing so. I am in the unique position to be able to convene leaders of these organizations and solicit input from those working closest with these communities.

In addition, I can draw from my own lived experience as a first-generation college graduate, former high school teacher and administrator, and current parent of elementary school-aged children.

WHAT EXPERIENCE HAVE YOU HAD SUPPORTING AWARENESS OF AND ACCESS TO STUDENT AND EDUCATOR TOOLS, PARTICULARLY REGARDING COLLEGE, CAREER, AND FINANCIAL AID PLANNING?

I have deep experience supporting this work as a former high school teacher and administrator, charged with ensuring my students graduated from high school and were eligible for and enrolled in college. I built advisory tools for my staff and leveraged data to inform advising practices for diverse students and also helped design parent and student information sessions to ensure equitable access to information and clear pathways for postsecondary options.

In my current role, I have purview into the work of direct service organizations and policy advocates who are similarly designing tools to ensure all Californians have access to information and support that will empower their educational and career choices.

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

No.

HOW DID YOU HEAR ABOUT THE POSITION?

I closely follow the work of the Cradle-to-Career Data System and saw a LinkedIn post that shared this particular opportunity.

JOHNSON, MARISA

SENIOR MANAGER OF POLICY IMPACT, CAMPAIGN FOR COLLEGE OPPORTUNITY

POTENTIAL VACANCY CATEGORY

Advocacy

PLEASE DESCRIBE WHY YOU WOULD LIKE TO JOIN THE COMMUNITY ENGAGEMENT ADVISORY BOARD.

Last year, I led the Campaign for College Opportunity's 2023 Listening In Tour. We connected with over 300 advocates, students, faculty, counselors, campus leaders, K-12 stakeholders, and workforce leaders. I had the privilege to be at each of the 12 sessions that took place across the state, but something that stuck with me is how few stakeholders in education have access to data. We offered a handful of data points gathered from dashboards provided by the California Department of Education, the California Community Colleges, California State University, University of California, and the California Student Aid Commission. These high-level data points were new information to most attendees and illuminated how challenging it is for people who care about students across the state to access critical information about their community. The vision for the Cradle To Career Data System to be a conduit of this vital information and to empower all stakeholders with the tools to make evidence-based decisions is essential to future of California. It would be an honor to serve on the Advisory Board that focuses on empowering the community with these tools designed for them and contribute to this landmark work.

WHAT COMMUNITIES ARE YOU AFFILIATED WITH THAT WILL BRING VALUE TO THE ADVISORY BOARD (SUCH AS YOUR EXPERIENCE BEING A STUDENT OR TEACHER, OR WITH REGIONALLY FOCUSED WORK)? PLEASE SELECT ALL CATEGORIES THAT APPLY TO YOUR CONTRIBUTIONS, EXPERIENCE, AND/OR WORK.

- Student: I recently graduated from my Master's program.
- Advocacy Organization
- Regional Level Focus of Work: State-wide; Regional Focus; Central Region - Fresno, Kern, Kings, Madera, Mariposa, Merced, Monterey, San Benito, San Luis Obispo, Stanislaus, Tulare, and Tuolumne Counties; Inland Deserts Region - Imperial, Inyo, Mono, Riverside, and San Bernardino Count

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

Through my work at the Campaign for College Opportunity I work with and am connected to many affinity groups that relate to the work of C2C. We are deeply connected with students who have a variety of backgrounds, experiences, and identities. This includes historically minoritized, non-traditional, undocumented, transfer, and formerly incarcerated students. We find it critical to center student voices and experiences and do so through collaborating with individual students, student leadership groups, student programs, and our Student Leadership Institute. Additionally, we are connected to leadership, practitioners, and students at the California Community Colleges, California State University, University of California, and Association of Independent California Colleges and Universities. I engage with institutional stakeholders on items such as common course numbering, transfer, articulation, guaranteed admissions, student supports, and equitable placement and completion.

HOW ARE YOU AN AMBASSADOR IN THE COMMUNITY OR COMMUNITIES THAT YOU ENGAGE WITH? HOW COULD YOU SOLICIT INPUT FROM COMMUNITIES OR DRAW FROM YOUR OWN LIVED EXPERIENCE TO SHARE NEEDS AND CONCERNS THAT ARE RELEVANT TO C2C?

As the Senior Manager of Policy Impact at the Campaign for College Opportunity, my role requires me to engage with and create feedback loops on policy with higher education leaders, faculty, counselors, students, and advocates. This engagement spans from offering guidance on how to put policy into practice to receiving feedback and insights on how the execution of those policies is working. In my role being a true ambassador for change requires me to distill complex information to trusted messengers, while created a safe space for people to offer honest feedback and criticism. While this is no easy feat, this is a well-practiced skill. With my education in social work for both my undergrad and graduate degrees, I have a lot of experience in working with a wide variety of communities in three different states. My passion for connecting with people begun when I was growing up in rural Hollister, California. I was raised by a single mother with a strong conviction for serving the community. These experiences are brought with me in my advocacy, as I work to ensure those who may be overlooked have the tools to achieve their dreams.

WHAT EXPERIENCE HAVE YOU HAD SUPPORTING AWARENESS OF AND ACCESS TO STUDENT AND EDUCATOR TOOLS, PARTICULARLY REGARDING COLLEGE, CAREER, AND FINANCIAL AID PLANNING?

With my role at the Campaign for College Opportunity being focused on policy implementation, I spend a lot of my time supporting awareness of and access to student and educator tools related to college, career, and financial aid planning. I do this work in a number of ways including providing additional written tools, having individual conversations, facilitating and participating in planning discussions, and presenting. Often, I am providing this support to individuals who are going to pass it along to their communities or the people they serve, requiring me to provide clear, comprehensive, and transferable information. In my personal capacity, I have provided informal mentorship on these topics through the Hispanas Organized for Political Equity (HOPE) network remaining engaged following my completion of their HOPE College Leadership Program. I also have provided the same informal mentorship through Young Invincibles, staying connected with the organization following my completion of their Young Advocates Program. Providing guidance through mentorship is something near and dear to my heart, as a Latina finding strength in community has been critical to my success, and something I continue to pay forward.

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 have no conflicts of interest.

HOW DID YOU HEAR ABOUT THE POSITION?

By other education advocacy organizations and on LinkedIn

JONES, DAR'RELL

CAREER PATHWAYS COORDINATOR, BLU EDUCATIONAL FOUNDATION

POTENTIAL VACANCY CATEGORY

Advocacy

PLEASE DESCRIBE WHY YOU WOULD LIKE TO JOIN THE COMMUNITY ENGAGEMENT ADVISORY BOARD.

As a Black man growing up in the Inland Empire and being a first generation college student, I understand firsthand the complexities and intimidation behind planning out "what's next" after high school. I believe that California's Cradle to Career Data System can be an incredible resource for students like me who need help navigating the education to employment pipeline. I love that California has taken the first step by creating this resource, but I know that there is a persistent gap between available resources and awareness of those resources especially for underrepresented students. I personally would like to join the Community Engagement Advisory Board to provide a lens on how to effectively get this resource in the hands of parents and students who need it most. Far too often we utilize cursory communication efforts that leave vulnerable student populations in the dark. I believe my five years of experience serving and building relationships with students and families in the Inland Empire can serve as a great asset to this 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)? PLEASE SELECT ALL CATEGORIES THAT APPLY TO YOUR CONTRIBUTIONS, EXPERIENCE, AND/OR WORK.

- Advocacy Organization
- Community Organization
- Regional Level Focus of Work: Regional Focus; Inland Deserts Region - Imperial, Inyo, Mono, Riverside, and San Bernardino Counties

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

Ed Trust West - Communities Organizing for Racial Equity in Education (CORE) Collective

The Campaign for College Opportunity - Inland Empire Higher Education Engagement Hub

Growing Inland Achievement (GIA) - Equity Task Force

The California Student Opportunity and Access Program (Cal-SOAP)

Community Engagement for College Success Network (CECSN)

Inland Empire Black Workers Center

Just San Bernardino - Purposeful Pathways Initiative

Alpha Phi Alpha Fraternity Inc., - Go To High School, Go To College

HOW ARE YOU AN AMBASSADOR IN THE COMMUNITY OR COMMUNITIES THAT YOU ENGAGE WITH? HOW COULD YOU SOLICIT INPUT FROM COMMUNITIES OR DRAW FROM YOUR OWN LIVED EXPERIENCE TO SHARE NEEDS AND CONCERNS THAT ARE RELEVANT TO C2C?

Those who are closest to the problem often tend to be closer to the solution. That being said, I can draw on my experience as a first generation college student, a prior College Advisor, and my current experience as a Career Pathways Coordinator to shed light on the gaps of awareness for students and families who are not taking advantage of the C2C Data system. I also am actively engaged in and have relationships with various organizations and coalitions that reach our students and families. Some ways I can solicit input from these groups include focus groups, town halls and listening sessions which we have done before as an individual organization through our programming and in partnership with other organizations.

Reach parents through

- Our organizations African American Parent Leadership Training (AAPLT)
- African American Parent Advisory Councils (AAPAC) and District African American Advisory Councils (DAAAC) across the Inland Empire
- English Learner Advisory Committee (ELAC)

Reach students through

- Our organization's College Exodus Project which currently provides college and career advising to students in 6 schools across the Inland Empire and will be expanding to 10 this upcoming Fall.

WHAT EXPERIENCE HAVE YOU HAD SUPPORTING AWARENESS OF AND ACCESS TO STUDENT AND EDUCATOR TOOLS, PARTICULARLY REGARDING COLLEGE, CAREER, AND FINANCIAL AID PLANNING?

I have spent the past 5 years working at BLU Educational Foundation and prior to my current role, I was first hired on as a College Advisor. My primary focus was supporting a caseload of underrepresented students and specifically those struggling to meet A-G requirements. Being on the ground with students allowed me to have consistent meetings relating to college, career and financial aid planning. In order to work efficiently with my caseload, I not only had to be abreast on the student and educator tools available to me but I also had to encourage students to utilize those resources. Myself and other staff members in my organization use tools such as the California College Guidance Initiative's CaliforniaColleges.edu website to help not only seniors apply to college but also allow underclassmen to dive into career exploration and early college planning. Recently, we have also adopted another platform called DecidED that analyzes award letters and helps students compare their financial aid packages across the schools that they have been accepted to. As we continue to make students aware of the tools that are available to them, it increases their sense of self efficacy and empowers them to make informed decisions regarding their future.

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

I have no conflicts of interest that would prohibit me from serving on the Advisory Board

HOW DID YOU HEAR ABOUT THE POSITION?

I recently joined the Data For the People coalition and learned about it in the first meeting that I was able to attend.

OWEN-REINWALD, RACHELL

EXTERNAL AFFAIRS OFFICER, CALIFORNIA STATE TREASURER'S OFFICE

POTENTIAL VACANCY CATEGORY

Advocacy

PLEASE DESCRIBE WHY YOU WOULD LIKE TO JOIN THE COMMUNITY ENGAGEMENT ADVISORY BOARD.

With extensive experience in community advocacy, cross-collaboration, and education, I am confident that my skills and background align well with the goals of the Cradle to Career program. My commitment to fostering equity, enhancing analytical capacity, and promoting evidence-based decision-making positions me as an ideal candidate to contribute meaningfully to this initiative.

A. Relevant Experience and Contributions

1. California CalKIDS Children's Savings Account Program:

I assisted in the launch of the CalKIDS program, which provides post-secondary education funds to over 2.4 million low-income, foster, and homeless students and 400,000 newborns in California. This initiative has given me a deep understanding of the necessary infrastructure and strategic outreach required to effectively engage various stakeholders, including Local Educational Authorities (LEAs).

Through this program, I have demonstrated my ability to create and sustain partnerships that deliver substantial value to diverse audiences, particularly underserved communities, who are the primary beneficiaries of these educational tools and dashboards.

2. ScholarShare Investment Board:

My five-year tenure with the ScholarShare Investment Board has honed my expertise in financial wellness and literacy. I have developed and implemented supportive tools that educate families and students about financial planning, enhancing their ability to make informed decisions about their futures. This role has also involved collaboration with LEAs to ensure these tools are accessible and effective.

This role has strengthened my capacity to communicate complex financial concepts in accessible terms, ensuring all community members can understand and benefit from available data and resources.

3. CalSTRS Pension Benefits Counselor:

As a CalSTRS Pension Benefits Counselor, I have a proven track record of explaining investment complexities and compliance issues in layman's terms. This experience is crucial in helping end-users, including educators and community members, understand the structural factors influencing educational and workforce outcomes.

My work with CalSTRS reflects my lifelong passion for holistic life wellness and equity, reinforcing my commitment to successfully helping individuals navigate their educational and career paths. My familiarity with K-12 education, community colleges, universities, and teacher training programs through personal and professional experience has deepened my understanding of education issues at various levels.

4. State Treasurer's External Affairs Officer:

As the current External Affairs Officer for the State Treasurer, I bring a wealth of experience in government operations and policy. This role has provided me with deep insights into the intricacies of public administration and the importance of effective communication and collaboration across government entities.

My work involves coordinating with various stakeholders, managing public relations, and ensuring the dissemination of critical information. These responsibilities have equipped me with the skills to effectively engage with diverse audiences, including LEAs, and advocate for policies that support educational and workforce development.

B. Alignment with Cradle to Career Goals

The Cradle to Career Data System's mission to provide tools that help students reach their goals and deliver insights into education and workforce outcomes resonates deeply with my professional and personal values. My experiences have equipped me with practical skills that complement the program's objectives, particularly in:

1. Professional Development and Technical Assistance: I am adept at developing models that foster evidence-based decision-making and strengthen analytical capacities. My initiatives have consistently enabled end-users, including those in LEAs, to understand and leverage data tools effectively.

2. Communication Structures: I have established robust communication frameworks that ensure a wide range of Californians are aware of and utilizing available tools. My outreach efforts have always prioritized inclusivity, ensuring broad engagement across diverse communities.

3. Feedback Loops: My work emphasizes creating feedback loops that guarantee meaningful and equitable public input. I strive to ensure that all community members have access to and can utilize the information provided by data systems to influence policy and practice.

C. Vision for the Future

The Cradle to Career Data System represents a groundbreaking approach to uniting technical and community expertise to drive continued advancement. By bringing together various agencies and stakeholders, this initiative sets a trend for other states to model, showcasing the impact of state investments in its communities and people. I am eager to contribute to

this effort by leveraging my background in financial literacy, community advocacy, and strategic outreach to help paint the story that will drive policy for future generations.

Thank you for considering my application. I am excited about the possibility of serving on the Community Engagement Advisory Board and contributing to the transformative work of the California Cradle 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)? PLEASE SELECT ALL CATEGORIES THAT APPLY TO YOUR CONTRIBUTIONS, EXPERIENCE, AND/OR WORK.

- Practitioner: Early Learning, Early Learning, K-12
- Parent/Family Member
- Advocacy 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?

Through my professional experiences, I am affiliated with several membership organizations and affinity groups that align with the goals and work of the California Cradle to Career Data System:

1. Association of Independent California Colleges and Universities (AICCU)
2. California State University (CSU)
3. University of California (UC)
4. California Community Colleges (CCCCO)
5. Foundation for California Community Colleges (FoundationCCC)
6. Association of California Community College Administrators (ACCCA)
7. California Educational Research Association (CERA)
8. Community Engagement Network (CEN)
9. Association of California School Administrators (ACSA)
10. California School Employees Association (CSEA)

These affiliations allow me to bring diverse perspectives and insights to the work of the C2C Data System, enhancing our collective efforts to support California's students from cradle to career.

HOW ARE YOU AN AMBASSADOR IN THE COMMUNITY OR COMMUNITIES THAT YOU ENGAGE WITH? HOW COULD YOU SOLICIT INPUT FROM COMMUNITIES OR DRAW FROM YOUR OWN LIVED EXPERIENCE TO SHARE NEEDS AND CONCERNS THAT ARE RELEVANT TO C2C?

1. As an ambassador through my profession and personal engagement with community leaders across the region, I have cultivated deep connections and a nuanced understanding of our communities' diverse needs and concerns.

Building Trust and Relationships:

I prioritize building strong relationships with community members, organizations, and leaders. I create avenues for open dialogue and collaboration by fostering trust and rapport.

Listening and Empathy:

I listen attentively to community members' concerns, needs, and aspirations. I ensure that their voices are heard and valued through empathy and understanding.

Communication and Advocacy:

I communicate community needs and concerns effectively to relevant stakeholders, including policymakers, government agencies, and decision-makers. I work towards positive change and equitable outcomes by advocating for community interests.

Collaboration and Partnerships:

I collaborate with diverse stakeholders to develop inclusive solutions that address community challenges. By fostering partnerships and collective action, I amplify the impact of community-driven initiatives.

Cultural Competence and Sensitivity:

I approach community engagement with cultural competence and sensitivity, respecting diverse perspectives, values, and identities. Recognizing and honoring cultural diversity ensures that all community members feel included and represented.

2. Drawing from my own lived experience and community engagement, I can solicit input from communities and share relevant needs and concerns with the California Cradle to Career (C2C) Data System in the following ways:

Storytelling and Narrative Sharing:

Share community members' stories and experiences to highlight the impact of education and workforce outcomes. Use storytelling as a powerful tool to advocate for policy change and resource allocation.

Community Listening Sessions:

Organize and facilitate listening sessions with diverse community members to gather their input, experiences, and priorities related to education and workforce development.

Participatory Action Research:

Engage community members in participatory action research projects to co-create knowledge, identify priorities, and develop solutions to address education and workforce challenges.

By leveraging my role as a community ambassador and drawing from lived experiences, I can ensure that the voices, needs, and concerns of diverse communities are central to the work of the California Cradle to Career Data System. This approach will foster greater equity, inclusivity, and effectiveness in addressing educational and workforce disparities.

WHAT EXPERIENCE HAVE YOU HAD SUPPORTING AWARENESS OF AND ACCESS TO STUDENT AND EDUCATOR TOOLS, PARTICULARLY REGARDING COLLEGE, CAREER, AND FINANCIAL AID PLANNING?

I have extensive experience supporting awareness of and access to student and educator tools, particularly regarding college, career, and financial aid planning, through various professional roles and advocacy efforts:

A. Launch of the CalKIDS Program: As a key figure in launching the CalKIDS program, I played a pivotal role in providing post-secondary education funds to over 2.4 million low-income, foster, and homeless students, as well as 400,000 newborns in California. This initiative emphasized the importance of financial planning for educational goals and facilitated access to critical resources for students and families.

B. External Affairs Officer for the State Treasurer: In my capacity as an External Affairs Officer for the State Treasurer, I have been actively involved in promoting awareness of financial aid planning tools and resources among students, educators, and families statewide. Through strategic communication efforts and partnerships with educational institutions and community organizations, I have worked to ensure that individuals have access to the information and support they need to navigate the college and career planning process successfully.

C. Experience as an Education Advocate: I have been a dedicated education advocate throughout my career, championing initiatives and policies that support student success and access to educational opportunities. This advocacy work has included collaborating with stakeholders, policymakers, and community leaders to raise awareness of college and career planning tools, advocate for increased funding for education, and address systemic barriers to access and equity in education.

Through these experiences, I have demonstrated a commitment to supporting awareness of and access to student and educator tools for college, career, and financial aid planning. My efforts have focused on empowering individuals with the information and resources they need to make informed decisions about their educational and career pathways, ultimately promoting greater educational equity and opportunity.

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

No.

HOW DID YOU HEAR ABOUT THE POSITION?

I learned about this position through my active engagement with the California Cradle to Career (C2C) Data System website and as a subscriber and follower of C2C. Additionally, my interactions with existing board members.

RIVAS MIER Y TERAN, IRERI

PROGRAM OFFICER, ECMC FOUNDATION

POTENTIAL VACANCY CATEGORY

Advocacy

PLEASE DESCRIBE WHY YOU WOULD LIKE TO JOIN THE COMMUNITY ENGAGEMENT ADVISORY BOARD.

I am excited about California's C2C data system and looking forward to the information that it will make available, not just for the sake of data but to make data-informed decisions that impact Californians across a lifetime. The state is in such a unique position to equip decisionmakers, advocates and individuals in shaping the future that is best for them and their families and this data system can be a powerful tool to do so. In my current role, I'm exploring ways to support other states data systems in advancing the use of the postsecondary level data they gather to improve student outcomes. I am interested in joining the Community Engagement Advisory Board as a way to continue my engagement in the world of statewide data systems, to share what I'm learning from other states doing similar work, sharing my expertise as a higher education professional with years of experience in student-facing roles and to give back to the beautiful state of California. I believe my background and current efforts can be an asset to the group. My higher education experience is mainly around efforts that ensure the success of first-generation, lower-income and undocumented students and students of color, I have also worked within institutional and systems structures to implement changes that drive student success and to broaden my ability to think about systems change and long-term impact. I also offer skills in fostering relationships with large and diverse groups of stakeholders and in building buy-in around collectively shared goals and strategies, which I initially developed as a community organizer and have grown throughout my professional career. Finally, I can provide a birds' eye view of what other states are doing, learning and considering given the work in my current role. In this role, I've led the organization in focusing on state data systems as an important tool for systems change, accountability, quality improvement and innovation. I will continue with this work and would be happy to extend what I'm learning and any connections that are relevant to this group. California has so much rich data to tell the complex and interesting stories of our communities, it would be an honor to play a small role in ensuring this data is used to the best of its potential to make our state even more vibrant.

WHAT COMMUNITIES ARE YOU AFFILIATED WITH THAT WILL BRING VALUE TO THE ADVISORY BOARD (SUCH AS YOUR EXPERIENCE BEING A STUDENT OR TEACHER, OR WITH REGIONALLY FOCUSED WORK)? PLEASE SELECT ALL CATEGORIES THAT APPLY TO YOUR CONTRIBUTIONS, EXPERIENCE, AND/OR WORK.

- Other: Funder supporting similar types of data systems.

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

Unclear if my affiliations overlap, but in the interest of full transparency, below are my current affiliations:

Advisory Committee Member, Los Angeles Postsecondary Education Funders Collaborative

Steering Committee Member, Southern California Latinx in Philanthropy

Member, Grantmakers for Education

Member, Southern California Grantmakers

HOW ARE YOU AN AMBASSADOR IN THE COMMUNITY OR COMMUNITIES THAT YOU ENGAGE WITH? HOW COULD YOU SOLICIT INPUT FROM COMMUNITIES OR DRAW FROM YOUR OWN LIVED EXPERIENCE TO SHARE NEEDS AND CONCERNS THAT ARE RELEVANT TO C2C?

In my day-to-day, I mostly engage with lower-income, first-generation and/or undocumented postsecondary students through connections from my grantees--institutions, state systems, national organizations and nonprofits working directly to improve these students outcomes. I am also an active member of other affinity groups, where we regularly engage with students with similar backgrounds as noted above to learn first-hand about their current realities and experiences across their higher education journey. Additionally, I remain well-connected to undocumented student advocate networks and student affairs professional networks where I could (and often do) easily solicit input, feedback, insights directly from students, alumni and their families. I could easily draw from my own experience as a first-generation college graduate and immigrant and as a higher education practitioner. However, I do prefer to use my personal experience as a jumping off point to then focus more on what students are experiencing now, from their own perspective.

WHAT EXPERIENCE HAVE YOU HAD SUPPORTING AWARENESS OF AND ACCESS TO STUDENT AND EDUCATOR TOOLS, PARTICULARLY REGARDING COLLEGE, CAREER, AND FINANCIAL AID PLANNING?

As a community organizer, in the early 2000s, I was part of a statewide campaign (in Nevada) to raise awareness of a scholarship opportunity for undocumented students. It was an important campaign because the opportunity wasn't explicit in undocumented student eligibility by design, so messaging and outreach had to be done carefully in consideration of politics and sentiment at the time.

Once I started working in student affairs, I mainly engaged in sharing information and raising awareness of college-going tools with families (lots of it with mixed-status families and lower-income families). I did my best in sharing information that considered a holistic view of higher education, not just the costs or the degree-to-career connection but also the multiple factors to consider when making a decision, such as supports offered to students, location, internship opportunities, out-of-pocket requirements, insurance requirements, etc. As such, a lot of it also ended up focusing on financial aid planning and this also included financial considerations and options for graduate school. I co-led a series of workshops for undocumented students considering graduate school and could easily share what I know about this student population.

Now, in my current role, my focus has been broadly on college affordability, with a focus on transfers from 2-year to 4-year institutions and supports to meet students basic needs. There are so many students and families who fall off into the abyss of transfer. If we could help with that cliff, so many people could be empowered to complete their degrees with fewer or no debt.

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

Not to my knowledge.

HOW DID YOU HEAR ABOUT THE POSITION?

Through the C2C LinkedIn page. I've been following the work for a few months now and am excited about the opportunity to actively contribute. Thank you for considering my application!

RODRIGUEZ, MANNY

DIRECTOR OF POLICY & ADVOCACY, CA, TICAS

POTENTIAL VACANCY CATEGORY

Advocacy

PLEASE DESCRIBE WHY YOU WOULD LIKE TO JOIN THE COMMUNITY ENGAGEMENT ADVISORY BOARD.

As a first-generation son of Mexican immigrants, raised in a low-income, mixed-status family, joining a Community Engagement Board embodies my personal mission to dismantle barriers that I once faced. My intimate understanding of the challenges encountered by students from similar backgrounds fuels my passion to build an education ecosystem that makes my success the norm, not the exception. My commitment to racial equity and educational justice is not just theoretical but rooted in a profound belief in informed decision-making and evidence-based advocacy. I saw this firsthand through my parent's service and leadership in my middle school and high school English Learners Advisory Committee (ELAC) where they engaged with teachers and administrators, took workshops, gathered information and mobilized local Latino parents to advocate for positive changes, programs, and services for their children. That experience showed me that when community is engaged authentically they can understand complex factors and be a voice at the table advocating for positive changes. For me, this is not just a professional endeavor; this reflects my life's journey and comes from my dedication to uplift communities that mirror my own upbringing.

WHAT COMMUNITIES ARE YOU AFFILIATED WITH THAT WILL BRING VALUE TO THE ADVISORY BOARD (SUCH AS YOUR EXPERIENCE BEING A STUDENT OR TEACHER, OR WITH REGIONALLY FOCUSED WORK)? PLEASE SELECT ALL CATEGORIES THAT APPLY TO YOUR CONTRIBUTIONS, EXPERIENCE, AND/OR WORK.

- Research Organization
- Advocacy Organization
- Community Organization

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

Gus Chavez Educational Leadership Institute; Vice President of Nu Alpha Kappa Fraternity Inc. Alumni Association at Sonoma State; Advisory for San Cirense Unidos de San Diego; The Institute for College Access & Success (TICAS)

HOW ARE YOU AN AMBASSADOR IN THE COMMUNITY OR COMMUNITIES THAT YOU ENGAGE WITH? HOW COULD YOU SOLICIT INPUT FROM COMMUNITIES OR DRAW FROM YOUR OWN LIVED EXPERIENCE TO SHARE NEEDS AND CONCERNS THAT ARE RELEVANT TO C2C?

I serve as an ambassador to the communities I engage with by informing them and supporting them in navigating the educational institutions and public benefits programs that aim to support them. For example, with the San Cirense Unidos group I serve as a translator and advisor for parents and students so they navigate educational issues ranging from filling out a FAFSA or CADAA, choosing colleges, understanding their award letters, filing out PJ or EFC appeals, and even helping one of them complete an intradistrict transfer form. Within the Alumni Association I help young college men navigating Sonoma State as undergrads by providing them mentorship pre- and post-graduation, helping them fundraise to put on community events and philanthropical events in the County, and conduct annual person and professional growth workshop to help them learn everyday skills while in college. The primary way by which I would solicit input from my communities would be through community forums, surveys, and direct outreach. Additionally, I would draw

from my own lived experience and ensure that the voices of low-income and historically marginalized students are heard and integrated into C2C's strategies.

WHAT EXPERIENCE HAVE YOU HAD SUPPORTING AWARENESS OF AND ACCESS TO STUDENT AND EDUCATOR TOOLS, PARTICULARLY REGARDING COLLEGE, CAREER, AND FINANCIAL AID PLANNING?

Being the first in my family to attend and graduate college I am often called upon by my tio, tias, and family friends to help them and their kids answer questions about college readiness, options after high school and at times helping them in more direct ways such as filling out a FAFSA or CADAA, choosing colleges, understanding their award letters, filing out PJ or EFC appeals, and completing an intradistrict transfer form. Furthermore, within my position at TICAS I have been entrusted to give many presentations to students and parents from groups such as GO Public Schools, PIQE, or BLU Educational Foundation on the latest and greatest pertaining to financial aid planning and how to navigate the process. Of course, through all these experiences I never claim to know everything so I have also built my own professional and personal networks to know the right experts who can help when my knowledge base has reached its limit.

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

None that I know of.

HOW DID YOU HEAR ABOUT THE POSITION?

Parshan Khosravi and other partners/friends

COUNTRYMAN, LISA

CEO, JEWISH VOCATIONAL SERVICE (JVS)

POTENTIAL VACANCY CATEGORY

Community

PLEASE DESCRIBE WHY YOU WOULD LIKE TO JOIN THE COMMUNITY ENGAGEMENT ADVISORY BOARD.

As CEO of Jewish Vocational Service, I have led strategic initiatives that have increased JVS's service footprint across the state and have broken down barriers for underrepresented communities to access no-cost training in tech, healthcare, and skilled trades. At JVS, we are a data-driven organization and have demonstrated how integral data is to providing highly effective programs; we have used data to inform our 10 year strategic plan and are using it to guide our efforts to achieve 100x impact by 2032. I proudly supported the creation of Cradle to Career because it will allow students, families, nonprofits, educators, and others to leverage state data to make decisions that have the potential to improve the lives of millions of Californians.

It would be an honor to serve on the Cradle to Career Community Advisory Board and be a voice for the workforce development community. If selected, I would be an ambassador for Cradle to Career and advocate for the expanded use of state data to support continued investment in programs that will break down barriers to employment and create systems-level change.

WHAT COMMUNITIES ARE YOU AFFILIATED WITH THAT WILL BRING VALUE TO THE ADVISORY BOARD (SUCH AS YOUR EXPERIENCE BEING A STUDENT OR TEACHER, OR WITH REGIONALLY FOCUSED WORK)? PLEASE SELECT ALL CATEGORIES THAT APPLY TO YOUR CONTRIBUTIONS, EXPERIENCE, AND/OR WORK.

- Practitioner: Workforce Development, Non-Traditional Students
- Advocacy Organization
- Community Organization
- Regional Level Focus of Work: State-wide; Regional Focus; Bay Area - Alameda, Contra Costa, Marin, Napa, San Mateo, Santa Clara, Santa Cruz, San Francisco, Solano, and Sonoma Counties; Inland Deserts Region - Imperial, Inyo, Mono, Riverside, and San Bernardino Counties; 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?

I proudly serve on several committees at the state, regional and local levels, including serving on the Executive Committee and Stakeholder group for the California Worker Equity Initiative, the UCSF Anchor Institution Initiatives Subcommittee on Workforce Evaluation, and the UCSF Healthforce Pathfinder Council.

JVS is an active member of the National Skills Coalition, and served as the Northern California Delegation Lead for NSC's 2024 Skills Summit. Additionally, I previously served on ReWork the Bay's Equity at Work Initiative and in 2018, I was appointed to serve as Commissioner on Apprenticeship (IACA) under the Department of Industrial Relations, to inform the creation of apprenticeships in non-traditional sectors and occupations. These roles provide me with an opportunity to work collaboratively with other workforce stakeholders to identify barriers and create systems-level change throughout the workforce pipeline.

JVS has built a robust internal data infrastructure and evaluation capacity, which has allowed us to engage in meaningful data-centered partnerships with influential funders such as Tipping Point and the Irvine Foundation, as well as with evaluation firms like MDRC. With our deep expertise in program assessment and long history of leveraging public funding, we are well positioned to add value to the C2C conversation from the perspective of a workforce development non-profit.

HOW ARE YOU AN AMBASSADOR IN THE COMMUNITY OR COMMUNITIES THAT YOU ENGAGE WITH? HOW COULD YOU SOLICIT INPUT FROM COMMUNITIES OR DRAW FROM YOUR OWN LIVED EXPERIENCE TO SHARE NEEDS AND CONCERNS THAT ARE RELEVANT TO C2C?

If selected to participate on the Cradle to Career Community Advisory Board, I would serve as an ambassador in the committees I serve on as well as through the various partnerships I have developed to advance workforce initiatives across sectors and throughout the state. These include employers in the tech, healthcare, and skilled trades industries as well as the workforce development community of nonprofits and advocacy organizations, with which we partner. I also anticipate incorporating the Cradle to Career dashboards in our programmatic work by utilizing data from the C2C dashboards to understand the path our jobseekers take as they navigate their careers. As a Community Advisory Board member, I would leverage these partnerships to create a feedback loop for the C2C board and staff to understand how data from Cradle to Career is leveraged to increase the workforce development communities' impact.

WHAT EXPERIENCE HAVE YOU HAD SUPPORTING AWARENESS OF AND ACCESS TO STUDENT AND EDUCATOR TOOLS, PARTICULARLY REGARDING COLLEGE, CAREER, AND FINANCIAL AID PLANNING?

While my expertise is focused on supporting jobseekers who have been systematically excluded from the workforce, I have a deep understanding of how to utilize state data systems to inform programs and can draw on that knowledge as a member of the Cradle to Career Advisory Board.

Since 2017, JVS has worked in partnership with Tipping Point and EDD to integrate EDD quarterly earnings data into JVS's data management system in an effort to help us measure the effectiveness of the programs we provide and educate our jobseekers on the earning potential they might expect once they complete our programs. That effort ultimately showed us that 5 years after completing a program, placed JVS participants saw an average increase of 135% in earnings.

These findings increased our understanding of the return on investment of robust workforce development programs in ways that we believe will advance our advocacy for stronger investments in high quality programs with robust supportive services. Access to that data has been game changing for the way we approach our work, and clearly demonstrates the benefit of leveraging state data systems to inform programming. We anticipate utilizing data from the Cradle to Career dashboards to further support our jobseekers as they navigate their career path.

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

no

HOW DID YOU HEAR ABOUT THE POSITION?

Eric Flores, Deputy Director of Legislative Affairs, Cradle to Career

GONZALEZ, NATALIA

COMMUNITY ENGAGEMENT AND PARTNERSHIP REPRESENTATIVE, RIVERSIDE COUNTY OFFICE OF EDUCATION

POTENTIAL VACANCY CATEGORY

Community and Student (Doctoral Student)

PLEASE DESCRIBE WHY YOU WOULD LIKE TO JOIN THE COMMUNITY ENGAGEMENT ADVISORY BOARD.

I am eager to join the Community Engagement Advisory Board because of my deep-rooted commitment to enhancing community engagement and leveraging partnerships to improve educational and workforce outcomes. My role as a partnership representative for the Riverside County Office of Education, combined with my educational background—an undergraduate degree in Political Science from UCLA, a Master's in Communications from CBU, and current doctoral studies at USC—has equipped me with a robust skill set in policy analysis, strategic communication, and research. Growing up in the Eastern Coachella Valley and being a native of the Inland Empire, I understand the unique challenges and opportunities within our communities. I am passionate about utilizing the California Cradle-to-Career Data System to create strong feedback loops with data users, support evidence-based decision-making, and bolster analytical capacity, all of which are critical for helping students achieve their goals. My background and commitment make me an ideal candidate to contribute meaningfully to the board's objectives.

WHAT COMMUNITIES ARE YOU AFFILIATED WITH THAT WILL BRING VALUE TO THE ADVISORY BOARD (SUCH AS YOUR EXPERIENCE BEING A STUDENT OR TEACHER, OR WITH REGIONALLY FOCUSED WORK)? PLEASE SELECT ALL CATEGORIES THAT APPLY TO YOUR CONTRIBUTIONS, EXPERIENCE, AND/OR WORK.

- Student: I am currently pursuing my doctoral studies at the University of Southern California (USC), where I am deeply engaged in research and academic exploration in the field of educational leadership. This phase of my educational journey builds on a strong foundation that includes an undergraduate degree in Political Science from UCLA and a Master's in Communications from California Baptist University (CBU).
- Advocacy Organization
- Community Organization
- Regional Level Focus of Work:

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

I am actively involved with several organizations that align closely with the objectives of the California Cradle-to-Career Data System. I currently work for the Riverside County Superintendent of Schools, Dr. Edwin Gomez, where I lead external affairs, partnerships, and community engagement initiatives across all 23 school districts. This role provides me with a unique perspective on the educational landscape and the specific needs of our diverse student populations.

Additionally, I serve on the Desert Recreation Board of Directors, which is the largest park and recreation district in California. In this capacity, I am deeply involved in efforts to expand green spaces, parks, and recreational programming tailored to students and children. These initiatives not only enhance community well-being but also contribute to the overall educational and developmental success of our youth. My experience in these roles underscores my commitment to fostering environments that support equitable access to resources and opportunities for all students, making me a valuable asset to the Community Engagement Advisory Board.

HOW ARE YOU AN AMBASSADOR IN THE COMMUNITY OR COMMUNITIES THAT YOU ENGAGE WITH? HOW COULD YOU SOLICIT INPUT FROM COMMUNITIES OR DRAW FROM YOUR OWN LIVED EXPERIENCE TO SHARE NEEDS AND CONCERNS THAT ARE RELEVANT TO C2C?

In my capacity as the lead for external affairs for the Riverside County school districts, I serve as an ambassador by fostering collaborative relationships with a wide array of stakeholders, including school districts, nonprofits, and elected officials across various fields. My leadership role involves actively engaging these groups to ensure their voices and needs are considered in educational policies and initiatives.

To solicit input from communities, I leverage both formal and informal settings to facilitate open dialogues, ensuring all perspectives are heard and valued. Drawing from my own lived experience growing up in a low-income community of farm workers in the Inland Empire, I have a deep understanding of the challenges faced by similar communities, including those in neighboring border areas like the Imperial Valley. This background equips me with the insight to effectively communicate the unique needs and concerns of these underserved populations.

My approach would directly contribute to the objectives of the California Cradle-to-Career Data System by ensuring that the data collected and the insights generated are truly reflective of and beneficial to the diverse communities we aim to serve. This aligns with the system's goal to provide tools that help students reach their educational and workforce outcomes, making sure that the feedback loops we create are strong and effectively support evidence-based decision-making and equitable access to actionable information.

WHAT EXPERIENCE HAVE YOU HAD SUPPORTING AWARENESS OF AND ACCESS TO STUDENT AND EDUCATOR TOOLS, PARTICULARLY REGARDING COLLEGE, CAREER, AND FINANCIAL AID PLANNING?

In my role at the Riverside County Office of Education, I have been instrumental in promoting financial literacy through our initiative aligned with the state's CalKIDS program, which encourages families to start planning and saving for college early. This program is part of our broader effort to increase college readiness among students. I actively inform the community about various tools and resources available for college, career, and financial aid planning.

My responsibilities include collaborating with local community colleges and four-year universities within the Inland Empire, enhancing accessibility to higher education for our students. I have established strong relationships with these institutions, leading to numerous presentations in classrooms, to parents, and in broader community settings. These efforts are aimed at not only raising awareness but also facilitating direct access to educational and financial planning tools that are vital for students and educators. This experience has equipped me with a deep understanding of the necessary strategies to effectively support and promote educational tools within diverse communities, directly contributing to the goals of the California Cradle-to-Career Data System.

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

No

HOW DID YOU HEAR ABOUT THE POSITION?

LinkedIn

MELETLIDIS, LOUIE

DIRECTOR OF CLOUD BUSINESS STRATEGY AND ALLIANCES, CBTS

POTENTIAL VACANCY CATEGORY

Community

PLEASE DESCRIBE WHY YOU WOULD LIKE TO JOIN THE COMMUNITY ENGAGEMENT ADVISORY BOARD.

Dear Selection Committee,

Thank you for the opportunity to respond. I am writing to express my interest in joining the Advisory Board for the California Cradle to Career (C2C) project. I believe that my unique blend of experiences, professional history, and passion for education make me an ideal candidate for this role.

I would like to give you some background on myself.

First, I'm a parent of a 18yr old who is on the Autism spectrum. My passion for the EDU system in California has been driven by this experience my family and I live daily. I'm also an ex-Microsoft employee who covered the EDU system years ago before the C2C was born and helped the city/state and Microsoft, start early conversations about the importance of building such a project.

I have a strong ability to support community engagement with both analytical data sets and educational tools. I also have worked for Reltio which is a MDM (Master Data Management) organization, which provided me deeper insights to the significance of data. My experience in data analysis and visualization will be beneficial in creating and interpreting dashboards. Additionally, I have been involved in developing resources for students and educators, such as college and financial aid applications, which I believe will be valuable for the C2C project.

Understanding the needs and concerns of community members is a strength I bring to the table. I have served as an ambassador to specific groups and communities, and I am adept at bridging the gap between diverse stakeholders. For example, I created and administer an Autism & Special Needs "NextDoor" community group of over 140+ neighbors who seek support in this broad area that ties directly into Education guidance. This experience will enable me to effectively represent the interests of various groups within the C2C project.

My familiarity with education issues spans K-12, community colleges, universities, and teacher professional development training. This knowledge, gained through both personal and professional experiences, provides me with a comprehensive understanding of the education landscape in California.

One of my key skills is the ability to make information about education more understandable, useful, and relatable. I believe that clear and effective communication is crucial in any educational initiative, and I am committed to ensuring that the resources developed by C2C are accessible and beneficial to all stakeholders.

I understand the commitment required for this role and am ready to dedicate time to review materials, solicit input from community members, and participate in Advisory Board meetings. I am a team player who values collaboration and believes in working together towards common solutions.

Lastly, I am eager to share my lived personal and business experiences that can be beneficial to the Advisory Board. I believe that these experiences provide me with unique insights that can contribute to the richness of the board's discussions and decisions.

Thank you for considering my application. I am excited about the possibility of contributing to the C2C project and look forward to the opportunity to discuss my candidacy further.

Sincerely,

Louie Meletlidis

WHAT COMMUNITIES ARE YOU AFFILIATED WITH THAT WILL BRING VALUE TO THE ADVISORY BOARD (SUCH AS YOUR EXPERIENCE BEING A STUDENT OR TEACHER, OR WITH REGIONALLY FOCUSED WORK)? PLEASE SELECT ALL CATEGORIES THAT APPLY TO YOUR CONTRIBUTIONS, EXPERIENCE, AND/OR WORK.

- Parent/Family Member
- Advocacy Organization
- Community Organization

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

Not directly but as a parent, community member and Special Needs/Autism advocate, I have extensive knowledge of this project.

HOW ARE YOU AN AMBASSADOR IN THE COMMUNITY OR COMMUNITIES THAT YOU ENGAGE WITH? HOW COULD YOU SOLICIT INPUT FROM COMMUNITIES OR DRAW FROM YOUR OWN LIVED EXPERIENCE TO SHARE NEEDS AND CONCERNS THAT ARE RELEVANT TO C2C?

In response to your question, I have been actively involved in my community in various capacities that make me a suitable candidate for the C2C Advisory Board.

As an ambassador in my community creating and running an over 140+ neighborhood program for Special Needs/Autism families, I have been instrumental in fostering relationships and building bridges between different groups. I have served on local committees, participated in community and church events, and volunteered for causes that are close to my heart. This has given me a deep understanding of the needs and concerns of community members, and I have used this knowledge to advocate for them effectively.

In terms of soliciting input from communities, I believe in the power of open dialogue and active listening. I have organized and facilitated numerous community meetings and forums, providing a platform for individuals to voice their opinions, share their experiences, and contribute to the decision-making process. I am confident in my ability to bring these skills to the C2C Advisory Board, ensuring that the voices of our community are heard and their needs are addressed.

Drawing from my own lived experience, I understand the challenges and opportunities that come with education. I have firsthand experience with the K-12 system, community colleges, and universities, both as a student and as a professional. This has given me a unique perspective on education issues, which I believe will be valuable in informing the resources developed by C2C. As mentioned previously, being a parent of a Special Needs child, has provided me 'hands-on' experience working with, teachers, students, staff, faculty and various government agencies employees across a vast amount of education areas.

I am committed to making information about education more understandable, useful, and relatable. I have a knack for breaking down complex concepts into simple, digestible information, and I am skilled at using various tools and platforms to disseminate this information effectively.

I understand the time commitment required for this role and am prepared to review materials, solicit input from community members, and participate in Advisory Board meetings. I am also willing to work collaboratively towards common solutions and share my lived experiences that can be beneficial to the Advisory Board.

I am excited about the possibility of contributing to C2C's mission and look forward to the opportunity to serve on the Advisory Board.

WHAT EXPERIENCE HAVE YOU HAD SUPPORTING AWARENESS OF AND ACCESS TO STUDENT AND EDUCATOR TOOLS, PARTICULARLY REGARDING COLLEGE, CAREER, AND FINANCIAL AID PLANNING?

In response to your question, I have had extensive experience in supporting awareness of and access to student and educator tools, particularly in the areas of college, career, and financial aid planning.

As a parent and in my previous roles, I have worked closely with students and educators to provide them with the necessary tools and resources to navigate the complexities of college and career planning. I have conducted workshops and seminars on topics such as college application processes, financial aid options, and career exploration. These initiatives have helped students and educators gain a better understanding of the opportunities available to them and how to leverage these opportunities to their advantage.

Leveraging my previous employment at Microsoft covering the EDU industry for California, I have also been involved in the development and implementation of analytical data sets like dashboards. These dashboards have been instrumental in providing students and educators with real-time information on various aspects of education, such as student performance, college acceptance rates, and financial aid availability. This has enabled them to make informed decisions and plan effectively for their future.

Furthermore, working for Reltio (a Master Data Management) organization, I have used my understanding of community member needs and concerns to tailor these tools and resources to meet their specific needs. I have served as an ambassador to specific groups and communities, ensuring that their voices are heard and their needs are addressed in the development and implementation of these tools.

I am confident in my ability to bring these skills and experiences to the C2C Advisory Board, and I am committed to working collaboratively towards common solutions and sharing my lived experiences that can be beneficial to the 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

HOW DID YOU HEAR ABOUT THE POSITION?

I follow the newsletter on the project and community on LinkedIn

MOCK, WILLIAM

DIRECTOR OF SOCIAL ENTERPRISE AND PARTNERSHIPS, STUDENTS RISING ABOVE

POTENTIAL VACANCY CATEGORY

Community

PLEASE DESCRIBE WHY YOU WOULD LIKE TO JOIN THE COMMUNITY ENGAGEMENT ADVISORY BOARD.

My commitment to helping communities access, understand and utilize data is deeply personal, inspired by my personal background as a first generation college student and child of immigrants, as well as my professional life scaling quality education through technology and human relationships. I've actively engaged with diverse communities, developing user-centric learning processes that are scalable and impactful. My affiliation with non-profit organizations through the Northern California Promise Coalition and through my program evaluation focused research at Stanford's Graduate School of Education allowed me to evaluate educational technology interventions worldwide, bringing a global perspective to local community needs. These experiences have equipped me with the skills to ensure representation and support for underrepresented communities on the 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)? PLEASE SELECT ALL CATEGORIES THAT APPLY TO YOUR CONTRIBUTIONS, EXPERIENCE, AND/OR WORK.

- Practitioner: Early Learning, Early Learning, K-12, Workforce Development, Undocumented Students/Learners, Adult Education, Non-Traditional Students
- Community Organization
- Regional Level Focus of Work: State-wide; Regional Focus; Bay Area - Alameda, Contra Costa, Marin, Napa, San Mateo, Santa Clara, Santa Cruz, San Francisco, Solano, and Sonoma Counties; Central Region - Fresno, Kern, Kings, Madera, Mariposa, Merced, Monterey, San Benito, San Luis Obispo, Sanislaus, Tulare, and Tuolumne Counties

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

Northern California Promise Coalition Steering Committee

Northern California Promise Coalition Financial Literacy Ad Hoc Committee

Students Rising Above

Boys and Girls Club - Silicon Valley

Personally:

First generation college student, immigrant background, Chinese American

HOW ARE YOU AN AMBASSADOR IN THE COMMUNITY OR COMMUNITIES THAT YOU ENGAGE WITH? HOW COULD YOU SOLICIT INPUT FROM COMMUNITIES OR DRAW FROM YOUR OWN LIVED EXPERIENCE TO SHARE NEEDS AND CONCERNS THAT ARE RELEVANT TO C2C?

I work directly with almost 1000 students through Students Rising Above and its partners, developing responsive content. SRA's recent mission and encompasses scaling impact, and we're committed to bringing these resources to the students we represent as well as greater college access communities.

Additionally, my prior work in the private sector as an edtech founder and Kindergarten teacher emphasize the importance of data influencing early education decisions for families and educators. I hope to be an advocate for the whole K-12 spectrum in both using and benefiting from C2C. I would solicit input from the community through virtual and physical advertisement, leaning on California social media companies for advertisement grants so we can target specific areas for tests, then roll out proven strategies to wider regions. I would create the marketing funnel with the rest of the board, and then respond to user data through A/B tests and commit to winning strategies. In person, I hope to use conventional advertisement such as multilingual take home flyers and non traditional, such as QR codes direct to neighborhoods.

WHAT EXPERIENCE HAVE YOU HAD SUPPORTING AWARENESS OF AND ACCESS TO STUDENT AND EDUCATOR TOOLS, PARTICULARLY REGARDING COLLEGE, CAREER, AND FINANCIAL AID PLANNING?

In my role as Chief Academic Officer at AIC Education, I developed and managed a learning platform that provided students and educators with essential tools for college, career, and financial aid planning. This involved iterating on our consulting services based on user feedback and running user tests to ensure the platform met the evolving needs of our clients. Additionally, at Stanford's Graduate School of Education, I collaborated with two non-profit organizations to evaluate the efficacy of educational technology interventions, enhancing access to these tools in dozens of countries worldwide.

As a Kindergarten teacher in Washington, D.C., I implemented user-centric learning processes to support student engagement and success. My experience extends to managing UI/UX design teachers at Springboard, where I facilitated the creation of empathetic and efficient interfaces for educational tools. These roles have equipped me with the skills to develop, promote, and improve access to resources that aid students and educators in their college, career, and financial aid planning journeys.

At Students Rising Above, my main focus is creating tools and products that allow our advisors to spend more time with students, and student-facing products that delight and retain engagement. One such product is a job board that tracks user career progress and enables CBOs to work more closely with students, with AI tools and other scaffolded draws which encourage student use.

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

No

HOW DID YOU HEAR ABOUT THE POSITION?

Website

RAPHAEL, SABRINA

FOUNDER AND ADVISOR OF NEVER TOO LATE PROJECT, JUNIOR LEAGUE OF SAN FRANCISCO, CALSPAC (JUNIOR LEAGUES OF CALIFORNIA STATE PUBLIC AFFAIRS COMMITTEE), DRESS FOR SUCCESS SAN FRANCISCO/SAN JOSE, SMART (SCHOOLS, MENTORING AND RESOURCE TEAM, INC.), FINE ARTS MUSEUMS OF SAN FRANCISCO, SAN FRANCISCO SYMPHON

POTENTIAL VACANCY CATEGORY

Community

PLEASE DESCRIBE WHY YOU WOULD LIKE TO JOIN THE COMMUNITY ENGAGEMENT ADVISORY BOARD.

My passion for education and community engagement stems from my diverse professional and volunteering background, and I am deeply committed to making a positive impact through data-driven strategies. I believe joining the Community Engagement Advisory Board aligns perfectly with my experience and aspirations. Here's why:

Commitment to Educational Pathways and Equity: With 15 years of experience across various sectors, I have seen firsthand how crucial it is to support and optimize educational pathways from early childhood through postsecondary education. I am particularly drawn to the Board's goals of clarifying educational pathways and addressing differential outcomes for various student populations. My role as a Founder & Advisor at the Never Too Late Project Consulting has equipped me with the skills to offer guidance and support to students and professionals from diverse backgrounds, including those who are neurodiverse, which directly ties into the Board's focus on inclusive educational outcomes.

Expertise in Data and Policy Analysis: My professional journey has provided me with extensive experience in data and policy analysis, strategic planning, and program evaluation. I have led cross-functional teams and driven integrated business planning initiatives, ensuring that strategies are not only data-driven but also aligned with organizational goals. This experience is critical in reviewing and utilizing the data produced by the Cradle-to-Career System to inform decision-making and improve educational outcomes.

Advocacy for Resources and Equity Gaps: My involvement in various advisory and leadership roles, such as with Dress for Success and SMART, has given me a strong foundation in advocating for resources and addressing equity gaps. I have developed and executed strategies to support diverse student populations and foster equitable educational opportunities. The Board's commitment to highlighting equity gaps and supporting advocacy for resources resonates with my professional and personal mission.

Volunteer Experience and Community Engagement: My volunteer work with organizations like the Junior League of San Francisco, SF Metropolitan Club, and San Francisco Symphony League has honed my skills in community engagement, event organizing, and program development. I have successfully led initiatives that support educational and professional development, which aligns with the Board's objectives of building awareness and fostering community support for educational programs.

Innovative Program Design and Evaluation: I have a proven track record of designing, evaluating, and optimizing programs that drive growth and success. My role as Customer Service Manager at ifiGOURMET, where I executed change management and led market expansion projects, exemplifies my ability to manage and improve complex

programs. I am confident that my expertise in program design and evaluation will contribute to the Board's efforts in creating and visualizing effective educational dashboards.

Collaborative Leadership and Cross-Functional Experience: Leading cross-functional teams and collaborating with various stakeholders has been a cornerstone of my career. I understand the importance of integrating perspectives from different constituencies to achieve common goals. My experience working with teams across purchasing, finance, sales, and marketing will be invaluable in supporting the Board's goal of fostering greater awareness about the interconnection between education, employment, and living wages.

Joining the Community Engagement Advisory Board would be an honor and an opportunity to contribute to a mission that I am deeply passionate about. I am eager to bring my skills, experience, and dedication to support the Board's goals and make a meaningful impact on educational pathways and outcomes for all students.

WHAT COMMUNITIES ARE YOU AFFILIATED WITH THAT WILL BRING VALUE TO THE ADVISORY BOARD (SUCH AS YOUR EXPERIENCE BEING A STUDENT OR TEACHER, OR WITH REGIONALLY FOCUSED WORK)? PLEASE SELECT ALL CATEGORIES THAT APPLY TO YOUR CONTRIBUTIONS, EXPERIENCE, AND/OR WORK.

- Research Organization
- Advocacy Organization
- Community Organization

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

I am affiliated with several organizations and groups that align closely with the mission and objectives of the Cradle-to-Career (C2C) initiative. My memberships and active participation in these organizations have enabled me to contribute to and stay informed about key educational and career pathways, fostering greater equity and success for diverse populations. Here are some of the affiliations:

Junior League of San Francisco (JLSF)

Role: Incoming Co-Chair of CalSPAC, Member of Advocacy Committee, Chair of Professional Women's Interest Group

Involvement: I engage in advocacy for education and professional development, which aligns with C2C's goals of supporting educational pathways and employment outcomes.

Dress for Success San Francisco

Role: Career Advisor, Past Vice Chair of Holiday Soiree Committee

Involvement: I advise women on career advancement and job mobility, supporting C2C's objectives of improving employment outcomes and economic stability through education.

Community Music Center SF

Role: Co-Chair of Auction Committee, Previously Host Committee

Involvement: I contribute to fundraising and community outreach efforts that support music education, emphasizing the importance of arts in the educational continuum.

San Francisco Symphony League

Role: Audience Development Committee Member

Involvement: I work on initiatives to develop and engage diverse audiences, fostering an appreciation for cultural education that complements traditional academic pathways.

SMART (Schools, Mentoring and Resource Team)

Role: Volunteer & Mentor

Involvement: I mentor students during critical application periods, assisting with college applications and personal insight questions, directly supporting C2C's focus on educational attainment and success.

I am affiliated with several organizations and groups that align closely with the mission and objectives of the Cradle-to-Career (C2C) initiative. My memberships and active participation in these organizations have enabled me to contribute to and stay informed about key educational and career pathways, fostering greater equity and success for diverse populations. Here are some of the affiliations:

Junior League of San Francisco (JLSF)

Role: Member of Advocacy Committee, Chair of Professional Women's Interest Group

Involvement: I engage in advocacy for education and professional development, which aligns with C2C's goals of supporting educational pathways and employment outcomes.

Dress for Success San Francisco

Role: Career Advisor, Past Vice Chair of Holiday Soiree Committee

Involvement: I advise women on career advancement and job mobility, supporting C2C's objectives of improving employment outcomes and economic stability through education.

Community Music Center SF

Role: Co-Chair of Auction Committee, Previously Host Committee

Involvement: I contribute to fundraising and community outreach efforts that support music education, emphasizing the importance of arts in the educational continuum.

San Francisco Symphony League

Role: Audience Development Committee Member

Involvement: I work on initiatives to develop and engage diverse audiences, fostering an appreciation for cultural education that complements traditional academic pathways.

SMART (Schools, Mentoring and Resource Team)

Role: Volunteer & Mentor

Involvement: I mentor students during critical application periods, assisting with college applications and personal insight questions, directly supporting C2C's focus on educational attainment and success.

These affiliations reflect my commitment to enhancing educational and career outcomes, addressing equity gaps, and supporting lifelong learning and development, all of which resonate with the goals of the Cradle-to-Career system.

HOW ARE YOU AN AMBASSADOR IN THE COMMUNITY OR COMMUNITIES THAT YOU ENGAGE WITH? HOW COULD YOU SOLICIT INPUT FROM COMMUNITIES OR DRAW FROM YOUR OWN LIVED EXPERIENCE TO SHARE NEEDS AND CONCERNS THAT ARE RELEVANT TO C2C?

To be an effective ambassador in the communities I engage with, I leverage my active participation in various organizations and my lived experiences to understand and address community needs and concerns. Here's how I approach this role and how I can contribute to the Cradle-to-Career (C2C) initiative:

Acting as an Ambassador through Advocacy and Representation:

Junior League of San Francisco (JLSF): Through my roles in the Advocacy Committee and as Chair of the Professional Women's Interest Group, I advocate for policies and initiatives that support educational and career development, ensuring the voices and needs of the community are represented.

Dress for Success San Francisco: As a Career Advisor and past Vice Chair of the Holiday Soiree Committee, I help women achieve economic independence, directly addressing employment barriers and advocating for professional development opportunities.

Community Engagement:

Community Music Center SF: My involvement in fundraising and outreach helps support music education, providing a platform for community members to engage with the arts, which is an essential component of holistic education.

San Francisco Symphony League: Working on the Audience Development Committee, I help engage diverse audiences, ensuring that cultural education is accessible and valued in the community.

Mentorship and Support:

SMART (Schools, Mentoring and Resource Team): As a volunteer and mentor, I guide students through critical application periods, offering personalized support and insights to help them achieve their educational goals.

Soliciting Input from Communities through Community Forums and Meetings:

I organize and participate in community forums and meetings where members can voice their concerns and needs. This direct engagement helps me understand the specific challenges and opportunities within the community.

Surveys and Feedback Mechanisms:

Implementing surveys and feedback tools allows community members to share their experiences and suggestions anonymously, providing valuable data that can inform C2C strategies.

One-on-One Conversations:

I make time for individual conversations with community members to hear their stories and understand their perspectives. This personal approach helps uncover nuanced issues that broader surveys might miss.

Drawing from Lived Experience & Personal Educational Journey:

Reflecting on my educational path from community college to MBA, I can identify systemic barriers and opportunities that I encountered, providing insights into how C2C can address similar challenges for others.

Professional Experience:

My professional journey has exposed me to various sectors, allowing me to share practical insights into career development and the skills needed to succeed in diverse fields.

Volunteer Work:

My hands-on work with organizations like Dress for Success and SMART has given me a deep understanding of the obstacles faced by individuals from underrepresented backgrounds, enabling me to advocate for effective solutions.

By combining my roles in community organizations, my commitment to advocacy, and my personal and professional experiences, I can effectively serve as an ambassador for C2C. This holistic approach ensures that I can solicit input, understand community needs, and advocate for relevant and impactful solutions.

WHAT EXPERIENCE HAVE YOU HAD SUPPORTING AWARENESS OF AND ACCESS TO STUDENT AND EDUCATOR TOOLS, PARTICULARLY REGARDING COLLEGE, CAREER, AND FINANCIAL AID PLANNING?

My experience in supporting awareness of and access to student and educator tools, particularly in the areas of college, career, and financial aid planning, spans several roles in various organizations. As a member of the Junior League of San Francisco, I have participated in advocacy initiatives and led the Professional Women's Interest Group, organizing workshops and seminars focused on career development and educational resources. Additionally, through my role as a career advisor at Dress for Success San Francisco, I have provided one-on-one counseling and workshops to help women understand and utilize resources for career planning and further education. My volunteer work with SMART involves directly mentoring students, guiding them through the college application process and financial aid options.

I have also developed and distributed resource guides and toolkits for students and educators, ensuring they have the necessary information for college and career planning. These efforts include hosting workshops on choosing the right college, understanding admissions processes, writing personal statements, and exploring financial aid opportunities. By collaborating with local schools, community centers, and educational nonprofits, I have worked to make these resources widely available and effectively utilized, enhancing the support network for students and educators in the community.

Through these initiatives, I have seen a significant increase in awareness and access to college, career, and financial aid planning tools among students and educators. Many of the individuals I have mentored have successfully gained admission to their chosen colleges and secured financial aid, while others have found meaningful employment opportunities. Educators have also reported feeling more equipped to guide their students through these complex processes. My commitment to these efforts has positively impacted numerous individuals, helping them navigate their paths towards successful and fulfilling futures.

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

No

HOW DID YOU HEAR ABOUT THE POSITION?

California Community Colleges

SIAPNO, JON

VICE PRESIDENT OF PRODUCT INNOVATION, MAKING WAVES EDUCATION FOUNDATION

POTENTIAL VACANCY CATEGORY

Community

PLEASE DESCRIBE WHY YOU WOULD LIKE TO JOIN THE COMMUNITY ENGAGEMENT ADVISORY BOARD.

I would like to join the Community Engagement Advisory Board to add my perspective as a former college and career counselor. What makes me different is that I led a high-performing college counseling program at a public charter school and am now trying to replicate parts of that program using artificial intelligence. My AI project has recently gained national recognition, earning the grand prize in the 2024 ASU+GSV Summit's Education Innovation Showcase's idea category.

WHAT COMMUNITIES ARE YOU AFFILIATED WITH THAT WILL BRING VALUE TO THE ADVISORY BOARD (SUCH AS YOUR EXPERIENCE BEING A STUDENT OR TEACHER, OR WITH REGIONALLY FOCUSED WORK)? PLEASE SELECT ALL CATEGORIES THAT APPLY TO YOUR CONTRIBUTIONS, EXPERIENCE, AND/OR WORK.

- Practitioner: K-12, Workforce Development, Adult Education, Non-Traditional Students
- Community Organization
- Regional Level Focus of Work: State-wide; Regional Focus; Bay Area - Alameda, Contra Costa, Marin, Napa, San Mateo, Santa Clara, Santa Cruz, San Francisco, Solano, and Sonoma Counties; Central Region - Fresno, Kern, Kings, Madera, Mariposa, Merced, Monterey, San Benito, San Luis Obispo, Stanislaus, Tulare, and Tuolumne Counties; Inland Deserts Region - Imperial, Inyo, Mono, Riverside, and San Bernardino Counties; North Central Region - Sacramento, San Joaquin, El Dorado, Lake, Nevada, Placer, Sierra, Sutter, Plumas, Yolo, and Yuba Counties; South Coast Region - Los Angeles, Orange, San Diego, Santa Barbara, and Ventura Counties
- Other: I'm building a direct-to-consumer product that provides education-to-employment coaching for young people.

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

I am affiliated with 3 organizations that relate to the work of C2C: the Bay Area College Success Network, the California Charter Schools Association, and the Northern California Charter Schools Association. Additionally, while not "cradle-to-career" related, I am affiliated with 1 tech nonprofit organization that relates to the work of public data systems: Fast Forward.

HOW ARE YOU AN AMBASSADOR IN THE COMMUNITY OR COMMUNITIES THAT YOU ENGAGE WITH? HOW COULD YOU SOLICIT INPUT FROM COMMUNITIES OR DRAW FROM YOUR OWN LIVED EXPERIENCE TO SHARE NEEDS AND CONCERNS THAT ARE RELEVANT TO C2C?

Drawing on my experience as a product developer where I regularly conduct interviews with young people about their education and employment aspirations, I can offer the C2C Community Engagement Advisory Board valuable insights into the diverse needs and concerns of students and young workers, ensuring that their perspectives are effectively represented in our discussions and decisions.

WHAT EXPERIENCE HAVE YOU HAD SUPPORTING AWARENESS OF AND ACCESS TO STUDENT AND EDUCATOR TOOLS, PARTICULARLY REGARDING COLLEGE, CAREER, AND FINANCIAL AID PLANNING?

Over the past year, I successfully promoted \$300,000 in college scholarships for Bay Area students using a comprehensive grassroots strategy. My approach combined social media campaigns, local events, and direct communication through email and text messaging.

Some highlights include a TikTok video I created that attracted 77,000 views from students and a LinkedIn article that was well-received among Higher Ed professionals. At college fairs, such as those held at Cal, the Black College Expo, and various local high schools including Pittsburg, Fremont, and Independence, I personally met thousands of college-hopefuls and their family members while distributing bags of free "Blue Takis," which were immensely popular. Additionally, I personally placed scholarship flyers in local businesses in Downtown Pittsburg, like grocery stores, bakeries, hair salons, a bookstore, a pizza shop, and a donut shop.

The entire \$300,000 in scholarships were successfully awarded to the Class of 2024!

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

No

HOW DID YOU HEAR ABOUT THE POSITION?

Google

ALEXANDER, CAROL

DIRECTOR A-G INTERVENTION AND SUPPORT, LOS ANGELES UNIFIED SCHOOL DISTRICT

POTENTIAL VACANCY CATEGORY

Practitioner; K-12

PLEASE DESCRIBE WHY YOU WOULD LIKE TO JOIN THE COMMUNITY ENGAGEMENT ADVISORY BOARD.

I would like to join the Community Engagement Advisory Board to support an effective and usable cradle to career dashboard that can be used by multiple stakeholder groups to contribute to the improvement and effectiveness of the dashboard to make evidence-based decision-making. I have been excited about the development of this Cradle to Career dashboard since learning about it a few years ago. I have been engaged in the study of postsecondary access since 2015 and completed two dissertations on college and career readiness, a Ed.D. from Walden University in 2020 and a Ph.D. from Claremont Graduate University in 2022. Having access to this data will inform and potentially transform student outcomes not only for our district but statewide.

WHAT COMMUNITIES ARE YOU AFFILIATED WITH THAT WILL BRING VALUE TO THE ADVISORY BOARD (SUCH AS YOUR EXPERIENCE BEING A STUDENT OR TEACHER, OR WITH REGIONALLY FOCUSED WORK)? PLEASE SELECT ALL CATEGORIES THAT APPLY TO YOUR CONTRIBUTIONS, EXPERIENCE, AND/OR WORK.

- Practitioner: K-12, Dual Enrollment, Undocumented Students/Learners, Adult Education, Non-Traditional Students
- Student: I completed my EdD from Walden University in 2020 and my PhD from Claremont Graduate University in May, 2022.
- 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 am affiliated with AERA, NACAC, NCAN, CORE, CARPE Collaborative (San Diego's High Tech High Graduate School of Education), and the National Postsecondary Strategy Institute out of Chicago.

HOW ARE YOU AN AMBASSADOR IN THE COMMUNITY OR COMMUNITIES THAT YOU ENGAGE WITH? HOW COULD YOU SOLICIT INPUT FROM COMMUNITIES OR DRAW FROM YOUR OWN LIVED EXPERIENCE TO SHARE NEEDS AND CONCERNS THAT ARE RELEVANT TO C2C?

As part of my role as A-G Director, I am an ambassador of college and career readiness and college access in all four geographic regions of LAUSD. I regularly engage with Cal Soap, Unite LA, and LACCD, and over 80 community-based organizations that work with our school communities. I am uniquely positioned to solicit input from multiple stakeholders and have over 30 years experience in private and public education.

WHAT EXPERIENCE HAVE YOU HAD SUPPORTING AWARENESS OF AND ACCESS TO STUDENT AND EDUCATOR TOOLS, PARTICULARLY REGARDING COLLEGE, CAREER, AND FINANCIAL AID PLANNING?

As Director of A-G in LAUSD, I have introduced and implemented the use of data to inform college and career readiness. I have led the implementation of the Naviance platform for grades 6-12 to build college knowledge and support students and families with the college application process. I developed the College and Career Readiness Guide tool to monitor and inform high school students' progress towards graduation and postsecondary access. I participated in the development of the LAUSD "Whole Child" dashboard. This is a series of data analytic dashboards uniquely designed for school-based users to apply continuous, incoming data to monitor student progress, personalize instruction, and identify effective practices. The dashboards are tailored to specific roles, and designed to promote data collaboration, strengthen school support systems and improve data coherence around the District Strategic Plan. I have led multiple differentiated trainings for district and school staff, counselors, families, and community-based organizations. I have developed resources and job aides to support the use of data as part of a cycle of continuous improvement.

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

none

HOW DID YOU HEAR ABOUT THE POSITION?

a colleague at work

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 COMMUNITY ENGAGEMENT ADVISORY BOARD.

I am currently a California Policy Fellow with Teach Plus. My cohort's focus this year is creating and sustaining a diverse teaching workforce. The Cradle to Career Data System, its interactions, and the data available from the program have been projected to help our goal. The ability to use my prior knowledge of local needs coupled with our work this past year match the data system's engagement with its data sets for students and educators. I have been able to participate and research in Cradle to Career projections and look forward to assisting in the development of this beneficial program.

WHAT COMMUNITIES ARE YOU AFFILIATED WITH THAT WILL BRING VALUE TO THE ADVISORY BOARD (SUCH AS YOUR EXPERIENCE BEING A STUDENT OR TEACHER, OR WITH REGIONALLY FOCUSED WORK)? PLEASE SELECT ALL CATEGORIES THAT APPLY TO YOUR CONTRIBUTIONS, EXPERIENCE, AND/OR WORK.

- Parent/Family Member
- Advocacy Organization
- Community Organization

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

2023-2024 California Teach Plus Policy Fellow (SB1391)

HOW ARE YOU AN AMBASSADOR IN THE COMMUNITY OR COMMUNITIES THAT YOU ENGAGE WITH? HOW COULD YOU SOLICIT INPUT FROM COMMUNITIES OR DRAW FROM YOUR OWN LIVED EXPERIENCE TO SHARE NEEDS AND CONCERNS THAT ARE RELEVANT TO C2C?

Professionally I am currently lead in my department overseeing and carrying leadership titles as well as a COST representative with interactions with local LEA, SELPA, Hazel Health, and other third-party student-centered organizations. In addition, I am a co-coordinator for my site and tri-county science fair - working with representatives from our county office, families, and cross-curricular teachers to help our students.

I have also had the opportunity to volunteer with the San Bernardino County Sheriff's Department as member and ex-officio with the West Valley Mounted Posse and current Commander for the Medical Reserve Corps. Opportunities that have led to exposure to units, working with Public Health offices, county Emergency Operations Division, and national Medical Reserve Corps partnerships.

WHAT EXPERIENCE HAVE YOU HAD SUPPORTING AWARENESS OF AND ACCESS TO STUDENT AND EDUCATOR TOOLS, PARTICULARLY REGARDING COLLEGE, CAREER, AND FINANCIAL AID PLANNING?

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 do not believe there will be any conflicts of interest regarding my service on this Advisory Board.

HOW DID YOU HEAR ABOUT THE POSITION?

My Teach Plus Senior Fellow introduced me to this opportunity.

CHOPRA, CRISTINE

EXECUTIVE DIRECTOR, SANTA CRUZ COUNTY COLLEGE AND CAREER COLLABORATIVE, SANTA CRUZ COUNTY OFFICE OF EDUCATION

POTENTIAL VACANCY CATEGORY

Practitioner; K-12

PLEASE DESCRIBE WHY YOU WOULD LIKE TO JOIN THE COMMUNITY ENGAGEMENT ADVISORY BOARD.

I have worked in all segments of education such as college access program administrator, high school teacher, university lecturer, and county office executive director. I have my Ph.D in Educational Leadership and Policy Studies and have a keen interest in how access to timely and accurate data can support traditionally marginalized student populations.

I have struggled over the years to string together various data points to assist counselors and educators in gaining immediate and actionable data as well as longitudinal data to portray accurate stories or pictures of our students' educational progression through school and into the workforce. This data would also be particularly helpful to adult learners as they navigate on ramps and off ramps between education and employment.

I believe too many people, especially under-resourced populations, have little access to relevant data that can be used to inform daily decisions and policy development.

I have been following the progression of C2C since its inception and am eagerly anticipating this system! I would welcome the opportunity to tap into the communities with whom I work to help inform this endeavor.

WHAT COMMUNITIES ARE YOU AFFILIATED WITH THAT WILL BRING VALUE TO THE ADVISORY BOARD (SUCH AS YOUR EXPERIENCE BEING A STUDENT OR TEACHER, OR WITH REGIONALLY FOCUSED WORK)? PLEASE SELECT ALL CATEGORIES THAT APPLY TO YOUR CONTRIBUTIONS, EXPERIENCE, AND/OR WORK.

- Practitioner: K-12, California Community Colleges, California State University, University of California, Dual Enrollment, Non-Traditional Students

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

Santa Cruz County Data Share Board Member

Your Future is Our Business Board Member

AERA Member

ASCD Member

Central Coast K-16 Collaborative Steering Committee Member

Latino Role Models Conference Committee Member

HOW ARE YOU AN AMBASSADOR IN THE COMMUNITY OR COMMUNITIES THAT YOU ENGAGE WITH? HOW COULD YOU SOLICIT INPUT FROM COMMUNITIES OR DRAW FROM YOUR OWN LIVED EXPERIENCE TO SHARE NEEDS AND CONCERNS THAT ARE RELEVANT TO C2C?

I serve 10 school districts in Santa Cruz County. In this role, I work with administrators, teachers, and school counselors who interface regularly with community members and families. I collect and share multiple data portfolios with stakeholders and rely heavily on state data platforms to inform my work and to inform the work of our districts. Additionally, I work intersegmentally with our three local postsecondary institutions to share data and to work to bridge the data-sharing divide between institutions in an effort to better serve our students. Within our county office we have a student engagement coordinator as well as a family engagement coordinator who could also assist in gathering community feedback.

WHAT EXPERIENCE HAVE YOU HAD SUPPORTING AWARENESS OF AND ACCESS TO STUDENT AND EDUCATOR TOOLS, PARTICULARLY REGARDING COLLEGE, CAREER, AND FINANCIAL AID PLANNING?

I have been in my role for 8 years. During that time I have advocated and succeeded in getting all our schools to use National Student Clearinghouse Student Tracker for High Schools and assisted them in unpacking their students' postsecondary success and persistence data. We conduct equity-focused A-G transcript analysis with many of our districts to analyze student eligibility to apply to CSUs and UCs. I have been tracking student FAFSA completion by site for several years now, long before it was a graduation requirement, and share monthly updates with sites. Further, I have succeeded in bringing our districts to consider and sign up to use CCGI (California College Guidance Initiative) as their school counseling platform. All these efforts and data are shared regularly with superintendents, administrators, and school counselors.

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

No

HOW DID YOU HEAR ABOUT THE POSITION?

I am signed up for the C2C newsletters and sit in on broadcasted meetings.

JUAREZ-MENDOZA, SARA

HIGH SCHOOL RESOURCE SPECIALIST TEACHER, ALLIANCE COLLEGE-READY SCHOOLS

POTENTIAL VACANCY CATEGORY

Practitioner; K-12

PLEASE DESCRIBE WHY YOU WOULD LIKE TO JOIN THE COMMUNITY ENGAGEMENT ADVISORY BOARD.

Joining the Community Engagement Advisory Board would provide me with a platform to address critical issues I know of and have witnessed as a K-12 teacher in the classroom. Joining the Community Engagement Advisory Board would significantly benefit and complement the advocacy work I am contributing to my working group in Teach Plus, an educational policy fellowship. Through my fellowship, I've learned how important it is to have comprehensive and meaningful data. Data regarding families, students, educators, and policymakers is essential to make informed decisions when it comes to our education system. With this in mind, being a part of the C2C Community Engagement Advisory Board has the potential to be a transformative tool for improving educational equity by listening to what community stakeholders have to say. I envision myself being able to become a liaison between my own educational community and the C2C Advisory Board in order to help this dashboard fulfill its potential.

Moreover, as a K-12 teacher I have firsthand experience with the educational issues that impact students and educators daily in the classroom. One pressing issue is teacher retention, which has become increasingly challenging amid the current national teacher shortage. This shortage disproportionately affects students like mine, who are predominantly people of color and from low-income backgrounds. The board's focus on community engagement aligns with my goal of initiating and sustaining conversations about retaining a diverse and effective teacher workforce. By sharing insights and data about our schools, I believe we can collaboratively develop strategies to improve teacher retention and, consequently, student outcomes. This is an exciting opportunity to help shape the C2C's community engagement and I hope it would also empower me to advocate for meaningful changes that support educators and students across 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)? PLEASE SELECT ALL CATEGORIES THAT APPLY TO YOUR CONTRIBUTIONS, EXPERIENCE, AND/OR WORK.

- Practitioner: K-12
- Advocacy Organization

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

User groups that would relate to the work of the C2C would definitely include students/families, educators, advocates, and researchers.

Since I am a High School teacher, I work with students/families and other educators daily. Moreover, as a High School RSP teacher I constantly collaborate with other members such as our College Counselors and Counseling team. Lastly, through my educational policy fellowship I have access to conversing with educators from other districts, advocates, and even researchers.

HOW ARE YOU AN AMBASSADOR IN THE COMMUNITY OR COMMUNITIES THAT YOU ENGAGE WITH? HOW COULD YOU SOLICIT INPUT FROM COMMUNITIES OR DRAW FROM YOUR OWN LIVED EXPERIENCE TO SHARE NEEDS AND CONCERNS THAT ARE RELEVANT TO C2C?

As a High School Resource Specialist Teacher, I serve as an ambassador in my community by actively advocating for the needs and concerns of students with disabilities and their families. My role extends beyond the classroom, as I am deeply committed to fostering strong relationships and open communication with various community stakeholders to ensure that our students receive the support they need.

One way I act as an ambassador is by connecting my students and their families with community resources. For instance, I work closely with the Department of Rehabilitation (DOR) to provide students with disabilities access to services that support their transition from high school to post-secondary education and employment. By facilitating these connections, I help bridge the gap between educational needs and community resources. This is especially needed at schools like mine where students and families might not have knowledge or access to such resources.

To solicit input from the communities I engage with, I regularly communicate and even contribute to the creation of meetings/workshops that benefit our school's community. For example, I consistently engage in communicating with the families in my caseload to ensure we are working as a team to best support each respective student. This can look like academic updates and social-emotional check-ins when I touch base with the families of my students. Additionally, I help my Special Education Department organize and create sessions for our students and families about different topics such as, but not limited to, transition services and accommodations in the college setting. These sessions provide a platform for the delivery of important information and create an open dialogue for students and their families to ask questions. I also conduct surveys and informal feedback sessions to gather insights on specific issues affecting our community, such as access to college and career planning resources.

Drawing from my own lived experience as an educator and advocate, I am acutely aware of the challenges faced by students with disabilities and their families as well as other historically marginalized subgroups. This perspective allows me to empathize with their struggles and advocate effectively on their behalf. For example, I know how the lack of accessible financial aid information can be a barrier for many families. Furthermore, these observations quickly emerge as patterns when collaborating and holding discussions with other educators such as the ones in my fellowship. By sharing these kinds of concerns with organizations like C2C, I can help highlight the need for more inclusive and accessible resources. By leveraging my lived experience and actively seeking input from those I serve, I can effectively communicate the needs and concerns of my students and their families to organizations like C2C, and in turn, contribute to the development of more inclusive and supportive educational environments for students like mine.

WHAT EXPERIENCE HAVE YOU HAD SUPPORTING AWARENESS OF AND ACCESS TO STUDENT AND EDUCATOR TOOLS, PARTICULARLY REGARDING COLLEGE, CAREER, AND FINANCIAL AID PLANNING?

As a High School Resource Specialist Teacher, my primary goal is to ensure that education is accessible to the students I work with. A significant part of my role involves connecting students and their families to vital resources, particularly those that support college, career, and financial aid planning. One key example of my work in this area is my collaboration with the Department of Rehabilitation (DOR), an organization dedicated to serving people with disabilities, including students with Individualized Education Programs (IEPs), 504 plans, and general disabilities. The DOR provides a wide range of services that are crucial for the successful transition from high school to college and careers. These services include post-secondary counseling, financial aid guidance, employment support, and more.

Through my skills in collaboration and facilitation, I have successfully informed students and their families about the comprehensive support available through the DOR. I ensure that they understand these services by breaking down the information into manageable and accessible segments. I connect students and families to the DOR during IEP meetings that I schedule and facilitate, making the process as seamless as possible. Furthermore, I assist students and their families in navigating the DOR's website and guide them through the application process for these essential services. This hands-on support helps to demystify the resources available and ensures that families can take full advantage of the opportunities provided by the DOR.

Overall, my experience in connecting students and families to resources like the DOR exemplifies my commitment to supporting awareness and access to tools that enhance college, career, and financial aid planning. My goal is always to empower students and their families by making these critical resources both understandable and accessible.

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

I do not have any conflicts of interest that would prohibit me from serving on this advisory board.

HOW DID YOU HEAR ABOUT THE POSITION?

I heard about this opportunity through my fellowship advisors and peers at Teach Plus.

MCCLAIN, ADELE

COORDINATOR, APPLE VALLEY ADULT SCHOOL AND VICTOR VALLEY COLLEGE

POTENTIAL VACANCY CATEGORY

Practitioner; K-12

PLEASE DESCRIBE WHY YOU WOULD LIKE TO JOIN THE COMMUNITY ENGAGEMENT ADVISORY BOARD.

I have over 20 years of experience designing programs and serving on various school and workforce teams and planning committees. I was on the Feild team for AEBG/CAEP for the state of California . I served on the Strong Workforce local board for San Bernadino County. I have been on the integrated service delivery team for San Bernadino County's AJCC. I currently have a WIOA grant and I have an additional MOU as a customer connection site. My program offers certificates in partnership with the local carpenter's union 909. I have 2 articulated courses where adult students receive high school and college credits through articulation agreements.

I also serve on the board of the Association of California School Administrators, the California Council for Adult Education, and the California Adult Administrators Association. I have experience working for k12 schools, the community college, and the California State University system. I have been a partner to workforce for over 20 years. I have worked on an overseen numerous grants including k12 Strong Workforce, Perkins Pathways the Bridge program, community toolbox . I have worked with several apprenticeship programs for construction nursing and General Atomics.

WHAT COMMUNITIES ARE YOU AFFILIATED WITH THAT WILL BRING VALUE TO THE ADVISORY BOARD (SUCH AS YOUR EXPERIENCE BEING A STUDENT OR TEACHER, OR WITH REGIONALLY FOCUSED WORK)? PLEASE SELECT ALL CATEGORIES THAT APPLY TO YOUR CONTRIBUTIONS, EXPERIENCE, AND/OR WORK.

- Practitioner: Early Learning, Early Learning, K-12, California Community Colleges, California State University, Workforce Development, Dual Enrollment, Undocumented Students/Learners, Adult Education, Non-Traditional Students
- Advocacy Organization
- Community Organization
- Regional Level Focus of Work: State-wide; Regional Focus; Central Region - Fresno, Kern, Kings, Madera, Mariposa, Merced, Monterey, San Benito, San Luis Obispo, Stanislaus, Tulare, and Tuolumne Counties; Inland Deserts Region - Imperial, Inyo, Mono, Riverside, and San Bernardino Counties

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

I serve on the board of the Association of California School Administrators, the California Council for Adult Education, and the California Adult Administrators Association. I have also served on the advisory panel for k12 strong workforce and Victor Valley Colleges Perkin's advisory .

HOW ARE YOU AN AMBASSADOR IN THE COMMUNITY OR COMMUNITIES THAT YOU ENGAGE WITH? HOW COULD YOU SOLICIT INPUT FROM COMMUNITIES OR DRAW FROM YOUR OWN LIVED EXPERIENCE TO SHARE NEEDS AND CONCERNS THAT ARE RELEVANT TO C2C?

I am an administrator for a k12 school. My institution also partners with several non-profits that provide legal services to immigrants such as TODEC, Catholic Charities, and Transitional Age Youth Canters. I have partnerships with the Carpenters Union 909. St. Mary's Hospital and their nursing union.

WHAT EXPERIENCE HAVE YOU HAD SUPPORTING AWARENESS OF AND ACCESS TO STUDENT AND EDUCATOR TOOLS, PARTICULARLY REGARDING COLLEGE, CAREER, AND FINANCIAL AID PLANNING?

I was a Bridge counselor that completed student educational plans for k12 and college students from 2007-2015. After becoming an Administrator I still volunteer creating transition plans and assisting with FAFSA applications as well as Dreamer applications. I still work closely with both as a k12 administrator with college articulated courses. I organized and continued to help with the regional graduations with articulated pathways.

My institution also partners with several non-profits that provide legal services to immigrants such as TODEC, Catholic Charities, and Transitional Age Youth Centers. I have partnerships with the Carpenters union 909. St. Mary's Hospital and their nursing union.

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

None

HOW DID YOU HEAR ABOUT THE POSITION?

I was at the first regional C2C meeting. I was sent this application link by several colleagues that asked me if I would apply.

RAFFERTY-ANDERSON, MEGAN

GROWTH LEAD, AIR TUTORS

POTENTIAL VACANCY CATEGORY

Practitioner; K-12

PLEASE DESCRIBE WHY YOU WOULD LIKE TO JOIN THE COMMUNITY ENGAGEMENT ADVISORY BOARD.

My firm belief is that a system like C2C, with its ability to illuminate data and promote data-informed decision-making, could be a game-changer for educational systems, the labor market, and the lives of students across California by increasing access to high-quality education and aligning the education-to-workforce pipeline. As a member of the Community Advisory Board, I look forward to being a champion for C2C in my community, and across 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)? PLEASE SELECT ALL CATEGORIES THAT APPLY TO YOUR CONTRIBUTIONS, EXPERIENCE, AND/OR WORK.

- Practitioner: K-12, Dual Enrollment, Undocumented Students/Learners, Non-Traditional Students
- Parent/Family Member
- 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?

- a. Traditional school districts
- b. County offices of education
- c. Charter school organizations

HOW ARE YOU AN AMBASSADOR IN THE COMMUNITY OR COMMUNITIES THAT YOU ENGAGE WITH? HOW COULD YOU SOLICIT INPUT FROM COMMUNITIES OR DRAW FROM YOUR OWN LIVED EXPERIENCE TO SHARE NEEDS AND CONCERNS THAT ARE RELEVANT TO C2C?

I serve as a representative in my community and professional network for high-quality educational programs designed to level the playing field for students, particularly those belonging to priority populations. In my community and professional work, I engage with various stakeholders, including traditional school districts, county offices of education, charter schools, researchers, county government representatives, and government agencies, all invested in enhancing education-to-workforce pipelines. As a committed advocate for C2C, I welcome opportunities to collaborate with stakeholders and initiate conversations to raise awareness of this initiative. I aim to foster greater engagement and participation in C2C by bringing various stakeholders in to help build the table.

As a parent and educator, I am dedicated to advancing the cause of high-quality educational programs that promote equal access and opportunities for all students. I look forward to continuing my work in this field. I advocate for high-quality

academic programs that create equal opportunities for all students, particularly those from priority populations. In my community and profession, I collaborate with stakeholders such as traditional school districts, county offices of education, charter schools, researchers, county government representatives, and government agencies to improve education and workforce pipelines. I am willing to work with various stakeholders and initiate conversations to raise awareness about C2C and encourage their participation in this initiative.

WHAT EXPERIENCE HAVE YOU HAD SUPPORTING AWARENESS OF AND ACCESS TO STUDENT AND EDUCATOR TOOLS, PARTICULARLY REGARDING COLLEGE, CAREER, AND FINANCIAL AID PLANNING?

I began my career in education in the classroom at Aspire Public Schools in South Stockton, CA, as a special educator. I have a decade of regional and national work supporting educational organizations and practices through qualitative research, elevating public school board practices, developing organizational partnerships, providing outreach for Cal-PASS Plus, supporting college access, and serving as a board member for a California charter school organization. I currently lead growth for Air Tutors in the Mountain West and am focused on building partnerships focused on closing learning and equity gaps.

The experience I gained as a consultant for Educational Results Partnership (ERP) to increase access and engagement to the Cal-PASS Plus data system ignited my passion for education data systems. It also helped me understand the power of data systems if they engaged and provided the data stories that could support data-informed decision-making. That work also taught me how siloed the education segments are and the divide between policy and practice. The data stories provide the opportunity to create conversations across systems and help bridge the gap between policy and practice..

During my time with ERP, I facilitated regional meetings and summits and worked with the Community Colleges Foundation and WestEd staff to increase alignment of K-12, Community college systems, and the workforce through the LaunchBoard. Additionally, we did extensive work to encourage K-12 systems to opt their data into the system and provide 4th-year math with increased preparedness for both college and career in mind.

As assistant director of the College Board, I had the opportunity to work with large districts like Fresno Unified and San Diego Unified and gain a deep understanding of the role PSAT, SAT, National Merit Scholarship, and AP play in helping students reach their college goals. My work for the College Board across the Central Valley, Ventura, and San Diego counties to increase access to PSAT/SAT prep, PSAT/SAT during the school day, leading counselor workshops, and expand access to AP courses for all students by working with educators to break down barriers and open up enrollment for students not typically identified for those courses.

As the Growth Lead for Air Tutors, I am privileged to collaborate with school districts, charter schools, government agencies, and community-based organizations to close learning gaps through high-quality learning acceleration.

My work spans California, Colorado, Oregon, New Mexico, and Hawaii, as Growth Lead of Air Tutors. I work with school districts, charter school organizations, government agencies, and community-based organizations across the Mountain-West region to increase access for K-12 students and young adults to high-quality learning acceleration to help improve access to stackable career ladders. Most of my work is focused on California and increasing high-quality educational opportunities and post-secondary opportunities for all students, especially vulnerable populations in traditional district and charter school organizations from Los Angeles County to Siskiyou County. The detrimental impact of school closures on student learning underscores the urgency of our work.

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

None that I am aware of.

HOW DID YOU HEAR ABOUT THE POSITION?

I have been following the development of C2C's data system through their newsletters and saw the call for applications for the Community Advisory Board.

SIMEON, MONICA

HIGH SCHOOL COUNSELOR/ED.D. GRADUATE STUDENT AT UC DAVIS, VALLEJO HIGH SCHOOL/UC DAVIS (CANDEL)

POTENTIAL VACANCY CATEGORY

Practitioner; K-12 and Student (graduate student)

PLEASE DESCRIBE WHY YOU WOULD LIKE TO JOIN THE COMMUNITY ENGAGEMENT ADVISORY BOARD.

As a first-generation college student who returned back to my former high school, Vallejo High, I have the great honor and privilege of working alongside my own former high school counselor who inspired me to attend college and become a counselor. We are two of the four counselors who share the same lived experience as the first generation in our family to attend college. This guides our comprehensive school counseling program, aligned with the American School Counselor Association (ASCA) national model, as we make data-driven decisions to ensure that all students receive access to the best quality services to assist with their academic, college & career, and personal/social development. Intentional guidance through classroom presentations, targeted small-group meetings, and individual meetings are necessary to ensure that our diverse population of African-American, Latinx, Filipino, low-income, English Language Learners, McKinney Vento, Foster Youth, and undocumented students is served. We make it a priority to keep updated on the latest research and new policy changes to ensure that we are providing the best services possible with a focus on equity. Recently, data published by the University of California demonstrates that Vallejo HS has the highest admit rate to the UC of public high schools in Solano County, third only to a private school and charter school! I was an early advocate for implementing CCGI's californiacolleges.edu at our school since mid 2010s and this past year, Vallejo City Unified School District became a partner district. Without even having the formal training, we have already provided lessons to half of our student population to set up their accounts, use the academic planner function, and create a career profile. This year, our seniors used californiacolleges.edu to launch their financial aid applications and to launch their UC, CSU, and/or community college applications. After having taught kindergarten for three years in North Richmond through Teach for America before becoming a school counselor for the last 16 years, I recently returned back to graduate school to pursue an doctorate in Educational Leadership at UC Davis in order to establish myself as a transformational leader, focused on making system changes.

I am most interested in joining the Community Engagement Advisory Board as I am truly interested in ensuring that the tools we use in monitoring our data are safe, provide accurate data, are user-friendly, and are accessible by the diverse needs of our students in California. I am always interested in trying out new technology and the ways we can create more efficient systems through technology, especially in the ways that counselors are better able to assess the status of application launch and completion for financial aid and colleges/universities. I am very excited to see the direction that the state will be headed with the new C2C 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)? PLEASE SELECT ALL CATEGORIES THAT APPLY TO YOUR CONTRIBUTIONS, EXPERIENCE, AND/OR WORK.

- Practitioner: K-12, Undocumented Students/Learners
- Parent/Family Member

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 California Association of School Counselors (CASC), American School Counselor Association (ASCA), Solano County Office of Education (SCOE) Counselor Consortium, and our district is a partner with CCGI (californiacolleges.edu). On the Vallejo HS campus, we have the following Community-Based Organizations: CalSoap/East Bay Solano County Consortium, Upward Bound UC Davis, Upward Bound UCSF, and PACT, Inc.

HOW ARE YOU AN AMBASSADOR IN THE COMMUNITY OR COMMUNITIES THAT YOU ENGAGE WITH? HOW COULD YOU SOLICIT INPUT FROM COMMUNITIES OR DRAW FROM YOUR OWN LIVED EXPERIENCE TO SHARE NEEDS AND CONCERNS THAT ARE RELEVANT TO C2C?

As a school counselor, I work regularly with students through intentional guidance in one-on-one meetings, targeted small groups, and classroom presentations. I also hold afterschool workshops for college applications and financial aid application assistance. In these meetings, parents/guardians are also invited to attend. Feedback is almost always collected through a survey to assess the helpfulness of the services and any changes which need to be made, including the user friendliness of the technology. In addition, school counselors are the liaison between students, parents/guardians, teachers, site administrators, and district administrators. In my position as a school counselor and as a doctoral student in the Ed.D. program at UC Davis, I interface with various people in the community and would be able to elicit feedback from a very diverse population. With my clinical training, my strengths include building rapport, encouraging reflection, and developing an open dialogue.

WHAT EXPERIENCE HAVE YOU HAD SUPPORTING AWARENESS OF AND ACCESS TO STUDENT AND EDUCATOR TOOLS, PARTICULARLY REGARDING COLLEGE, CAREER, AND FINANCIAL AID PLANNING?

As a high school counselor for the last 17 years, I am proud of the ASCA-aligned comprehensive school counseling program we have implemented at Vallejo HS. (Here is a link to our handbook: https://docs.google.com/document/d/1ZavNzw6O4IU9_d89NLKJuTXR0l-LgMDzfaffgDx-Hhl/edit?usp=sharing_) This annual program outlines the multi-tiered, multi-domained systems of support we provide at each grade level. Our department has created our own tools through Google apps and have also used readily available tools in the academic and college & career planning activities and events we complete with our students and families. I have helped students complete college applications through the various application portals including CalStateApply, the UC portal, CommonApp, CommonBlackCollegeApp, and CCCapply.org (CA Community Colleges) through three afterschool workshops and two all-day workshops held annually. I am also well-versed in dual enrollment at the community college. I have held the role as the financial aid site administrator for Vallejo HS, managing the CSAC CalGrant GPA uploads each year and institutional user accounts, as well as planning the three annual Cash 4 College events held at our school. I am also very familiar with CollegeBoard's tools as I am the PSAT administrator on our site and regularly help students complete SAT/ACT registration. We also promote College Board's BigFuture college planning and scholarship tools, as well as the goingmerry.com scholarship website. We are proud to have advocated to be one of the first school districts in our county to be a CCGI partner district and have used californiacolleges.edu to help students understand financial aid, complete career interest inventories, complete the A-G academic planner, and utilize the major/college/career search tools. We know how confusing all of the websites, apps, and portals can be for students so we make ourselves readily available during lunchtime/afterschool for drop-in visits for assistance, along with regular twice annual lessons showing students how to use the college & career tools.

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

At this time, I have reviewed my personal and work calendars with the dates listed on this website and am not aware of any conflicts that would prohibit me from serving on this Advisory Board.

HOW DID YOU HEAR ABOUT THE POSITION?

I learned about this position from the c2c.ca.gov website after completing some research about this legislation, as I was searching for updates to the "Cradle 2 Career" bill.

WADE, AMANDA

COORDINATOR, COMMUNITY SCHOOLS PARTNERSHIP, RIVERSIDE COUNTY OFFICE OF EDUCATION

POTENTIAL VACANCY CATEGORY

Practitioner; K-12 and Student (doctoral student)

PLEASE DESCRIBE WHY YOU WOULD LIKE TO JOIN THE COMMUNITY ENGAGEMENT ADVISORY BOARD.

I am interested in participating in the Community Engagement Advisory Board because it relates directly to my work in education and I feel I could bring multiple perspectives to the work. As a former educator and school administrator, I am well versed in K-12 data systems and feedback loops, and as a Community Schools Coordinator I am privileged to understand how community engagement is a pivotal piece in the transformational change of California's public education system. Additionally, as the Commissioner for the Riverside County Juvenile Justice and Delinquency Prevention Commission, I bring an additional lens through which to view data for our at-promise student populations.

WHAT COMMUNITIES ARE YOU AFFILIATED WITH THAT WILL BRING VALUE TO THE ADVISORY BOARD (SUCH AS YOUR EXPERIENCE BEING A STUDENT OR TEACHER, OR WITH REGIONALLY FOCUSED WORK)? PLEASE SELECT ALL CATEGORIES THAT APPLY TO YOUR CONTRIBUTIONS, EXPERIENCE, AND/OR WORK.

- Practitioner: K-12
- Student: I am currently enrolled as a doctoral student with the University of California, Los Angeles in their Educational Leadership Program.
- Parent/Family Member
- Community Organization
- Regional Level Focus of Work: Regional Focus; Inland Deserts Region - Imperial, Inyo, Mono, Riverside, and San Bernardino Counties

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

I currently am an employee of the Riverside County Office of Education, a member of ACSA Region 19, a commissioner for Riverside County, a student of UCLA, and a parent of K-12 education students.

HOW ARE YOU AN AMBASSADOR IN THE COMMUNITY OR COMMUNITIES THAT YOU ENGAGE WITH? HOW COULD YOU SOLICIT INPUT FROM COMMUNITIES OR DRAW FROM YOUR OWN LIVED EXPERIENCE TO SHARE NEEDS AND CONCERNS THAT ARE RELEVANT TO C2C?

I am an ambassador, advocate, and ally for at-promise and marginalized youth. My work and my life revolve around placing them at the center of community engagement. In my role as both commissioner and Community Schools Coordinator, I am well-connected to my community, our K-12 partners and our post-secondary partner organizations like Project Rebound and Rising Scholars. I regularly interact with K-12 leaders and their communities in the work I do daily and I regularly interact with incarcerated youth and the governmental bodies who are responsible for them.

WHAT EXPERIENCE HAVE YOU HAD SUPPORTING AWARENESS OF AND ACCESS TO STUDENT AND EDUCATOR TOOLS, PARTICULARLY REGARDING COLLEGE, CAREER, AND FINANCIAL AID PLANNING?

As a former high school administrator of 6 years, and as a student myself, I have had experience in helping students and families access resources for financial aid and college applications, in helping families understand state testing and college entrance requirement, and have helped students to understand the benefit of college and career through the work I have done in CTE and CPA pathways.

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

No

HOW DID YOU HEAR ABOUT THE POSITION?

Instagram

ZUCHOWICZ, MATT

DIRECTOR, COLLEGE AND CAREER READINESS, ILEAD CALIFORNIA

POTENTIAL VACANCY CATEGORY

Practitioner; K-12

PLEASE DESCRIBE WHY YOU WOULD LIKE TO JOIN THE COMMUNITY ENGAGEMENT ADVISORY BOARD.

I believe my unique career experience would help the Community Engagement Board to create strong feedback loops with data users of the C2C data system.

I have spent my entire career as a preK-12 educator, first as a paraprofessional working with special education preschool students, then as a bilingual elementary teacher, assistant principal, and principal. I also ran the Computer for Families project, working with the community to ensure that every 4th grader would have the technology and internet access to succeed. I transitioned to oversee the Beginning Teacher Support and Assessment program, working with the special education committee to create a preliminary credential program for Santa

Barbara County. From there, I managed the Educational Technology Services Department, working with colleagues statewide to implement best practices. Most recently, I have shifted into the K12 Pathway Coordinator role, working to bridge career pathways from K-12 to community colleges. All of these experiences have required me to work collaboratively with these different communities.

Thank you for your consideration.

WHAT COMMUNITIES ARE YOU AFFILIATED WITH THAT WILL BRING VALUE TO THE ADVISORY BOARD (SUCH AS YOUR EXPERIENCE BEING A STUDENT OR TEACHER, OR WITH REGIONALLY FOCUSED WORK)? PLEASE SELECT ALL CATEGORIES THAT APPLY TO YOUR CONTRIBUTIONS, EXPERIENCE, AND/OR WORK.

- Practitioner: Early Learning, Early Learning, K-12, California Community Colleges, Workforce Development, Dual Enrollment, Undocumented Students/Learners, Non-Traditional Students
- Parent/Family Member
- Advocacy Organization
- Regional Level Focus of Work: State-wide; 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?

South Central Coast Regional Consortium: serves to facilitate and promote effective regional educational initiatives for its member colleges and key stakeholders in support of local, regional, and statewide workforce development efforts.

CS for CA: coalition of educators, industry leaders, non profit organizations and higher education institutions advocating for equitable computer science education for all.

Statewide Pathway Coordinator Meetings: meet regularly with other Pathway Coordinators to plan professional development for the group representing the K12 and community colleges in California.

CTE Month Subcommittee Co chair: Subcommittee of Statewide Pathway Coordinator group to promote Career Technical Education during February, CTE month.

California County Educational Technology Consortium, former Chairperson: Consortium of 16 county education offices dedicated to providing high-quality, digital resources to enhance teaching and learning.

SCALE-CA- Supporting Computer Science Access, Leadership in California- represented Santa Barbara County in a research practice partnership with UCLA's Center X to expand equitable computer science education across California.

HOW ARE YOU AN AMBASSADOR IN THE COMMUNITY OR COMMUNITIES THAT YOU ENGAGE WITH? HOW COULD YOU SOLICIT INPUT FROM COMMUNITIES OR DRAW FROM YOUR OWN LIVED EXPERIENCE TO SHARE NEEDS AND CONCERNS THAT ARE RELEVANT TO C2C?

I am an ambassador for Career Technical Education for K-12, Community Colleges, Industry Partners, students and parents. I regularly meet with constituents in each of these communities, and would add updates from C2C to the SCCRC, Statewide Pathway Coordinator meetings, and to the network of iLEAD schools. In terms of my own lived experience, I am bilingual and bicultural, arriving in the United States in the fourth grade. I have also seen, and lived the powerful transformation that education can make in one's life, and I am a lifelong learner.

WHAT EXPERIENCE HAVE YOU HAD SUPPORTING AWARENESS OF AND ACCESS TO STUDENT AND EDUCATOR TOOLS, PARTICULARLY REGARDING COLLEGE, CAREER, AND FINANCIAL AID PLANNING?

In my current role as iLEAD's Director, College and Career Readiness, my focus is to support students, educators, and families in their College and Career Path. I have enrolled high school students, and middle school students, in Santa Barbara City College's dual enrollment program. I also work very closely with the lead counselor at iLEAD, as well as the counselor collaborative at iLEAD. In addition, I work with 5 community colleges to bridge career education programs to K-12 communities.

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

No

HOW DID YOU HEAR ABOUT THE POSITION?

My supervisor saw this application and given my experience in Career Technical Education, and my long experience as a preK-12 educator at various roles, believe, as I do, that I would make a strong candidate.

CARMICHAEL, TRACY

CHIEF INNOVATION OFFICER, LONG BEACH CITY COLLEGE

POTENTIAL VACANCY CATEGORY

Practitioner; Community College

PLEASE DESCRIBE WHY YOU WOULD LIKE TO JOIN THE COMMUNITY ENGAGEMENT ADVISORY BOARD.

The mission of Community Engagement Advisory Board aligns seamlessly with my personal and professional connection to advocacy, specifically as it relates to equitable access in educational systems. I began my career as an evaluator and researcher for federal college outreach programs before transitioning to the non-profit field to build supplemental educational programs that provided opportunity in historically underserved regions across California.

Now, as Chief Innovation Officer (CIO) at Long Beach City College, my office works to close systemic equity gaps at the college. We pilot innovative programming and assess progress in real time; with the goal of institutionalizing programs and policies that we know are effective in breaking down systemic barriers to equitable access and opportunities for our students.

As a member of the Community Engagement Advisory Board, I would plan to bring that same purpose and vision and to contribute to the work on a larger scale for students statewide.

WHAT COMMUNITIES ARE YOU AFFILIATED WITH THAT WILL BRING VALUE TO THE ADVISORY BOARD (SUCH AS YOUR EXPERIENCE BEING A STUDENT OR TEACHER, OR WITH REGIONALLY FOCUSED WORK)? PLEASE SELECT ALL CATEGORIES THAT APPLY TO YOUR CONTRIBUTIONS, EXPERIENCE, AND/OR WORK.

- Practitioner: California Community Colleges, University of California
- Parent/Family Member
- Advocacy Organization
- Community Organization
- Regional Level Focus of Work: State-wide; 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?

Relationships that I would be proud to leverage in these efforts:

California Community Colleges

California State University, Long Beach

UC Irvine (Alumni Chapter President, School of Education)

Think Together

City of Long Beach

Long Beach Unified School District

Long Beach Mayor's Fund for Education (Board Member)

HOW ARE YOU AN AMBASSADOR IN THE COMMUNITY OR COMMUNITIES THAT YOU ENGAGE WITH? HOW COULD YOU SOLICIT INPUT FROM COMMUNITIES OR DRAW FROM YOUR OWN LIVED EXPERIENCE TO SHARE NEEDS AND CONCERNS THAT ARE RELEVANT TO C2C?

Over the scope of my career, I have built relationships across all sectors of education, and with community-based organizations across the state. In terms of soliciting feedback, I would anticipate that many of those institutions and organizations would be willing to provide insights to our collective work.

My own lived experience is a unique blend of data collection, systems-integration, community-building, fundraising, and strategic planning. Each of those elements will inform my lens to this work.

WHAT EXPERIENCE HAVE YOU HAD SUPPORTING AWARENESS OF AND ACCESS TO STUDENT AND EDUCATOR TOOLS, PARTICULARLY REGARDING COLLEGE, CAREER, AND FINANCIAL AID PLANNING?

Awareness and access have been consistent strategic pillars of my career since my first full-time job after graduate school. As a Research Director for the one of the nation's largest educational nonprofits, our team built out a statewide data sharing platform across 20 unified school districts, across various Student Information Systems. As head of fundraising for the same organization, it was my job to tell the stories behind our student data. Now as an executive at an institute of higher education, the data tell us what moves to make next as it relates to enrollment, student services, financial aid awards and transfer rates.

Most recently, I joined the board for the Long Beach Mayor's Fund. A central initiative has been the creation and implementation of an early learning data hub that is now being utilized by the city, school district and community members at large throughout the city. Further, the intellectual property and user platform is in the process of being patented and purposed for adoption in other areas in Los Angeles County.

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

HOW DID YOU HEAR ABOUT THE POSITION?

Dr Mike Munoz, Superintendent-President, Long Beach City College

MAHARAJ, PETER

ASSOCIATE VICE CHANCELLOR, INFORMATION TECHNOLOGY SERVICES, SAN DIEGO
COMMUNITY COLLEGE DISTRICT

POTENTIAL VACANCY CATEGORY

Practitioner; Community College

PLEASE DESCRIBE WHY YOU WOULD LIKE TO JOIN THE COMMUNITY ENGAGEMENT ADVISORY BOARD.

I am excited and will be honored to join the Community Engagement Advisory Board because I believe my extensive experience in higher education, spanning 25 years in various roles within California, positions me well to contribute effectively to the Office of Cradle-to-Career Data. My background includes Student Services, information technology, and educational program development for the US Military. These roles have provided me with a comprehensive understanding of the educational landscape and the importance of data in driving meaningful change.

In my prior roles, examining feedback loops and supporting evidence-based decision-making to create strong feedback loops with data users resonates with my professional experience. In my previous roles, I have actively engaged with diverse stakeholders, ensuring that their input is not only heard but also integrated into decision-making processes. I am committed to supporting the C2C in establishing robust feedback mechanisms that facilitate evidence-based decision-making and enhance analytical capacity. My experience in information technology equips me with the skills to understand and leverage data tools, ensuring that actionable information is accessible to all users.

Additionally, throughout my career, I have developed and implemented professional development and technical assistance models. These initiatives have focused on fostering evidence-based decision-making, strengthening analytical capacity, and helping end users comprehend structural factors influencing outcomes. I am eager to bring this expertise to the Advisory Board, assisting C2C in designing and delivering programs that empower data users with the knowledge and skills they need to make informed decisions.

These efforts are successful through effective communication to ensure that a wide range of Californians know and utilize the available data tools. My experience in educational program development has honed my ability to create communication strategies that reach diverse audiences. I am passionate about ensuring equitable access to information and am dedicated to developing communication structures that inform and engage all communities.

Finally, I understand the significance of identifying and addressing gaps in feedback loops, evidence-based decision-making, and equitable access to actionable information. My background in higher education and commitment to community engagement equip me with a unique perspective to contribute to the Advisory Board's efforts. I am prepared to collaborate with other members to make formal recommendations to the Governing Board, aiming to improve the community engagement framework and ensure that all voices are heard and valued.

In summary, my extensive experience in higher education and dedication to fostering evidence-based decision-making and equitable access to information make me a strong candidate for the Community Engagement Advisory Board. I am eager to contribute to the C2C mission and support the development of strategies that enhance the use and impact of data tools for all Californians.

WHAT COMMUNITIES ARE YOU AFFILIATED WITH THAT WILL BRING VALUE TO THE ADVISORY BOARD (SUCH AS YOUR EXPERIENCE BEING A STUDENT OR TEACHER, OR WITH REGIONALLY FOCUSED WORK)? PLEASE SELECT ALL CATEGORIES THAT APPLY TO YOUR CONTRIBUTIONS, EXPERIENCE, AND/OR WORK.

- Practitioner: California Community Colleges, Workforce Development, Dual Enrollment, Undocumented Students/Learners, Adult Education, Non-Traditional Students
- Student: I am a product of the California Community College system and have also attained two graduate degrees and a doctoral degree from the University of Southern California. I am currently a CC student pursuing my interests in music and fire science.
- Research Organization
- Community Organization
- Regional Level Focus of Work: State-wide; 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?

I am not, however, I sit on several other task forces, including the Chief Information Systems Officers Association and the Universal Design Learning taskforce for the Community College system and my district, San Diego Community College District.

HOW ARE YOU AN AMBASSADOR IN THE COMMUNITY OR COMMUNITIES THAT YOU ENGAGE WITH? HOW COULD YOU SOLICIT INPUT FROM COMMUNITIES OR DRAW FROM YOUR OWN LIVED EXPERIENCE TO SHARE NEEDS AND CONCERNS THAT ARE RELEVANT TO C2C?

My journey as an international student and my extensive educational and professional background uniquely position me as an ambassador within the communities I engage with. Having attended community college, obtained my undergraduate degree from CSU Long Beach, earned a Master's from National University, completed an MBA from the University of California, Irvine, and achieved a doctorate from the University of Southern California, I have a comprehensive understanding of the various educational pathways and the challenges students face.

My role as an ambassador is grounded in my lived experiences and dedication to serving diverse populations. As an international student who navigated the complexities of the US education system, I understand the importance of accessible, supportive, and equitable educational environments. Additionally, my work with US Military branches across the country in program development has honed my ability to meet the needs of service members and their families, ensuring they have the necessary resources and support for success.

To effectively solicit community input, I would leverage my extensive network within higher education and military circles. I plan to organize focus groups, town hall meetings, and surveys to gather diverse perspectives. My experience in student services and program development equip me with the skills to create inclusive forums where community members feel valued and heard.

My experience as a former international student and my professional roles allow me to identify and articulate the needs and concerns of various communities. I can provide insights into the challenges faced by non-traditional students, military families, and first-generation college students. These groups often encounter barriers such as navigating financial aid, accessing mental health services, and balancing academic and personal responsibilities. By sharing these experiences, I can ensure that the Cradle-to-Career Data (C2C) framework addresses their unique needs.

My educational journey across multiple institutions and my work with military families have taught me the importance of bridging gaps between diverse groups. I am committed to fostering environments where all voices are heard and considered in decision-making. By engaging directly with community members and stakeholders, I can facilitate meaningful discussions that lead to actionable insights and improvements in the C2C data framework.

In conclusion, my role as an ambassador is deeply rooted in my personal and professional experiences. I am dedicated to ensuring that the needs and concerns of diverse communities are represented and addressed within the C2C system. Drawing from my lived experiences and actively soliciting input, I am confident that I can create a more inclusive, equitable, and effective educational landscape for all Californians.

WHAT EXPERIENCE HAVE YOU HAD SUPPORTING AWARENESS OF AND ACCESS TO STUDENT AND EDUCATOR TOOLS, PARTICULARLY REGARDING COLLEGE, CAREER, AND FINANCIAL AID PLANNING?

My extensive background in higher education and commitment to supporting technology resources and funding allocation has given me valuable experience in promoting awareness and access to student and educator tools, particularly in college, career, and financial aid planning.

In my various roles within higher education, I have been directly involved in enhancing technology resources to aid students and educators. By implementing and maintaining state-of-the-art digital platforms, I have ensured students' access to essential academic and career-planning tools. For instance, I have overseen the integration of learning management systems that provide students with access to college and career planning resources, financial aid information, and academic advising tools. These platforms have made it easier for students to navigate their educational pathways and make informed decisions about their futures.

Understanding the critical role funding plays in ensuring equitable access to educational resources; I have actively participated in securing and allocating funds to support student success initiatives. My efforts have included working on grant proposals and budget planning to ensure adequate resources are directed toward programs that help students with college and career readiness. By strategically allocating funds, I have helped create scholarship programs, financial aid workshops, and career counseling services that are accessible to all students, particularly those from underrepresented communities.

Raising awareness about available tools and resources is crucial to my work. I have organized outreach campaigns, workshops, and information sessions to educate students, parents, and educators about the various tools available for college, career, and financial aid planning. These initiatives have included collaborating with local schools, community organizations, and military bases to ensure comprehensive outreach. I have effectively increased awareness and utilization of these critical resources by leveraging multiple communication channels, including social media, newsletters, and community events.

My experience serving the US Military branches across the country has further solidified my commitment to meeting the needs of diverse communities. I have developed and implemented educational programs that cater to the unique requirements of service members and their families, ensuring they have access to resources that support their educational and career aspirations. This work has included tailored financial aid counseling and career planning services that address military families' specific challenges.

In conclusion, my dedication to supporting technology resources and funding allocation and my proactive approach to promoting awareness and access have enabled me to effectively support students and educators in college, career, and financial aid planning. I have created a more informed and empowered community capable of making well-informed decisions about their educational and career paths by ensuring that these tools and resources are readily available and widely known.

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

No.

HOW DID YOU HEAR ABOUT THE POSITION?

Notice from Dr. John Hetts of the Chancellors Office of Innovation, Data, Evidence, and Analytics.

MASCHKE, UTE

DIRECTOR, CONTINUING EDUCATION, PALOMAR COLLEGE

POTENTIAL VACANCY CATEGORY

Practitioner; Community College

PLEASE DESCRIBE WHY YOU WOULD LIKE TO JOIN THE COMMUNITY ENGAGEMENT ADVISORY BOARD.

The challenge to "connect individuals and organizations with trusted information and resources, providing insights into critical milestones in the pipeline from early care to K–12 to higher education, skills training, and employment" is an important, albeit oft-repeated and not always comprehensively and holistically addressed one. One key player is often not considered (enough) when the call is going out: Adult education that is not situated in two- or four-year degree programs but at K-12 adult schools or in Continuing Education (noncredit) programs. Adult ed has never been one size fits all. Different models exist across the state that do not easily (or conveniently) fit into the cradle-to-career model but play a crucial role in workforce ecosystems. Adult (working) learners are too often left behind when we talk about "pipelines" and pathways; non-linear trajectories that encompass their needs and point to critical milestones on their journey are often not considered (enough). I believe I can share valuable insights and contributions to the board's discussions from educational and training spaces outside of the (more linear) K-12 to higher ed trajectory, bring the adult learners' voices to the conversation and help shape strategies that encompass the needs of all community members. By serving on this board, I see an opportunity to advocate for resources, programs, and policies that facilitate the educational and personal growth of adults in our community, ultimately fostering a more inclusive and vibrant learning environment for all.

WHAT COMMUNITIES ARE YOU AFFILIATED WITH THAT WILL BRING VALUE TO THE ADVISORY BOARD (SUCH AS YOUR EXPERIENCE BEING A STUDENT OR TEACHER, OR WITH REGIONALLY FOCUSED WORK)? PLEASE SELECT ALL CATEGORIES THAT APPLY TO YOUR CONTRIBUTIONS, EXPERIENCE, AND/OR WORK.

- Practitioner: California Community Colleges, Workforce Development, Dual Enrollment, Undocumented Students/Learners, Adult Education, Non-Traditional Students
- Community Organization
- Regional Level Focus of Work: State-wide; 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?

CCCAOE, CCAE/CAEAA, CAEP, Strong Workforce, Adult Ed Dual Enrollment, WIOA Title I and II (workforce board), Refugee Resettlement

HOW ARE YOU AN AMBASSADOR IN THE COMMUNITY OR COMMUNITIES THAT YOU ENGAGE WITH? HOW COULD YOU SOLICIT INPUT FROM COMMUNITIES OR DRAW FROM YOUR OWN LIVED EXPERIENCE TO SHARE NEEDS AND CONCERNS THAT ARE RELEVANT TO C2C?

Across San Diego and Imperial Counties, I am actively engaged in initiatives/projects/consortia that bring together community stakeholders (adult learners, business, government, CBOs, etc) to create more accessible learning opportunities in more diverse learning environments: I co-lead a noncredit/adult ed workgroup at the regional Strong Workforce Consortium; participate in the "super region" of five adult ed consortia - often as an advocate for regional approaches (such as course and program alignment across institutions); represent adult ed in regional dual enrollment

conversations; and develop program in collaboration with the San Diego Workforce Partnership. Regionally, I am engaging with colleges, K-12 adult schools and CBOs as Palomar College's Director of Continuing Education. At the statewide-level, I have been a trainer for CALPRO and a co-facilitator of a community of practice for the implementation of SB 554. In all those instances, I advocate on behalf of adult ed learners (in CAEP consortia, at K-12 adult schools and noncredit programs at community colleges) and for their voices and experiences with education being considered/valued as an essential factor for any future initiatives. For me, soliciting input is always preceded by a "why" - sharing more about C2C and why and how it might benefit adult education (or what C2C risks "getting wrong" if adult ed input is not shared) would come first.

WHAT EXPERIENCE HAVE YOU HAD SUPPORTING AWARENESS OF AND ACCESS TO STUDENT AND EDUCATOR TOOLS, PARTICULARLY REGARDING COLLEGE, CAREER, AND FINANCIAL AID PLANNING?

I have been a CAEP consortium manager for 7 years, developed regional strategic plans that foster transitions for adult learners to meaningful careers and lives, and designed and implemented tools tailored to adult learners needs, goals, and sense of urgency. I have designed and implemented transition support services that support adult learners in gaining the skills necessary to navigate complex educational and governmental systems. Across the region, I have convened community, education, and business leaders to discuss resources, options, and opportunities. I have facilitated communities of practice and summits to bring together adult learners and education and training partners. As mentioned above, I have been a trainer for CALPRO and a co-facilitator of a community of practice for the implementation of SB 554.

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

no

HOW DID YOU HEAR ABOUT THE POSITION?

CCAE/CAEAA leadership team reached out to me.

RAWLINS, JIM

ASSOCIATE VICE CHANCELLOR OF ENROLLMENT MANAGEMENT, UNIVERSITY OF CALIFORNIA - SAN DIEGO

POTENTIAL VACANCY CATEGORY

Practitioner; University of California

PLEASE DESCRIBE WHY YOU WOULD LIKE TO JOIN THE COMMUNITY ENGAGEMENT ADVISORY BOARD.

I take a great interest in any project that informs educational practice, and that uses well-shared information to improve awareness and outcomes. In my role, I regularly have occasion to discuss educational improvement goals with my own sector (university education), community colleges, and secondary educators. One common theme to what I encounter in these conversations is that our sectors aren't having nearly enough dialogue to be effective across them; and the C2C project seems designed with that very thing in mind.

In my role at UC San Diego, I oversee the work of Financial Aid, Admissions, the Registrar's Office, and the CalSOAP office for our part of the state (which is also tied to CSAC). Additionally, I have the role of Chief Outreach Officer for the campus; in that capacity, I represent us in systemwide discussions on a number of fronts related to college access and readiness, and also have a strong connection with the five grant-funded SAPEP programs on my campus devoted to that work, whether for high school students, transfers, or students aspiring to graduate school.

I see this Board as an ideal place to make sure these C2C tools being developed are truly useful to colleagues across this wide range of roles and sectors in education; and my own personal experience and capabilities are such that I can speak very effectively to the topics of actionable information, tying to other data users, and the creation and maintenance of a robust and thorough data environment. While in that regard, I could be an effective member of the Data and Tools group as well, my drive is best suited to the socialization of this tool, and advocacy for it serving the segments of the state who could benefit the most from 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)? PLEASE SELECT ALL CATEGORIES THAT APPLY TO YOUR CONTRIBUTIONS, EXPERIENCE, AND/OR WORK.

- Practitioner: K-12, California Community Colleges, University of California, Workforce Development, Dual Enrollment
- Research Organization
- Advocacy Organization

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

Two groups I have joined put me in an unusual position to regularly interact with leaders from other sectors.

- I am permanently part of a monthly meeting group of all Community College presidents in my region, and I regularly get to discuss issues of access and the data surrounding it with them; and

- At this time, I am the only higher education representative on a large task force regarding updates to high school graduation requirements for the San Diego Unified School District. SDUSD is the second-largest district in the entire state, and my conversations here have led to a variety of connections and projects we are pursuing related to the use and sharing of data related to outcomes and readiness.

Regarding Workforce Development, I have become involved in our region's K-16 Collaborative Project, and regularly discuss various aspects of the project with the primary grant contacts, as well as multiple constituents within my own campus. We have worked on ways to better understand how data sharing informs our reporting plans.

And in regard to Dual Enrollment, I am part of a group at UC San Diego engaged in regular conversations with area CC and secondary colleagues around how dual enrollment relates to student readiness, admissions requirements, and preparation for various majors. I am well-connected to many colleagues in a way that would support our efforts toward strong feedback loops on this topic as well as all the others.

HOW ARE YOU AN AMBASSADOR IN THE COMMUNITY OR COMMUNITIES THAT YOU ENGAGE WITH? HOW COULD YOU SOLICIT INPUT FROM COMMUNITIES OR DRAW FROM YOUR OWN LIVED EXPERIENCE TO SHARE NEEDS AND CONCERNS THAT ARE RELEVANT TO C2C?

I have served the college admission counseling community for decades, as everything from a planning committee member to a regional and national president, mentor/trainer, legislative advocate.

In all my circles, I am known not just as a leader, but as one who sees the vital need for data to inform decision-making. I also model this through providing new ways of seeing data to my colleagues in both higher and secondary education, such as combinations of UC enrollment data with federal financial aid data during the current FAFSA crisis. I lead the collection of regular higher education information regarding admissions and access for a group of over 70 of my counterparts around the US in peer institutions. For the last few years, I have co-directed an annual institute on the strategic use of data in decision-making for my national professional association, NACAC, and am in a unique position to collect feedback – and encourage discussion – among a wide range of colleagues both within California and beyond. Last, in my work as Chief Outreach Officer for UCSD, I am regularly engaged in the work of our partnership in this region's K-16 Collaborative, which has an expectation of C2C use.

My resume/portfolio and background as an ambassador and community convener is extensive, and one of the personal prides of my professional path.

WHAT EXPERIENCE HAVE YOU HAD SUPPORTING AWARENESS OF AND ACCESS TO STUDENT AND EDUCATOR TOOLS, PARTICULARLY REGARDING COLLEGE, CAREER, AND FINANCIAL AID PLANNING?

As an example beyond the others already provided above, I made my campus the first in the state to sponsor HS-side participants in the WACAC College Counseling Education Program (CCEP) because I believe so strongly in supporting counseling colleagues in their efforts to utilize a variety of tools in their work. Just as I firmly hold that the C2C tools will never address that entire set of needs, I see it becoming an indispensable part of their arsenal and am regularly asking my HS-side colleagues to let me know how they are using these various tools, and what could go better. In that regard, I anticipate my service on this Board would include ensuring their feedback makes it to the attention of the C2C team.

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

No, no conflicts; and my contacts at the UC Office of the President agree with me that it would be optimal to have me join these conversations.

HOW DID YOU HEAR ABOUT THE POSITION?

I first heard of this through UCOP colleagues who had been told to pass along news of the opportunity by Brendan Livingston at UC Davis, and currently serving on your governing board. Since then, I have also talked with Catalina Cifuentes to learn more ab

HILL, JERELL

CO- INTERIM, VICE PRESIDENT ACADEMIC AFFAIRS AND DEAN, SCHOOL OF HUMAN DEVELOPMENT AND EDUCATION, PACIFIC OAKS COLLEGE

POTENTIAL VACANCY CATEGORY

Practitioner; Private Postsecondary

PLEASE DESCRIBE WHY YOU WOULD LIKE TO JOIN THE COMMUNITY ENGAGEMENT ADVISORY BOARD.

I want to learn more about the work supporting the connections between K-12, Higher Ed., and the workforce. Throughout my career, I have focused on building strong connections between educational institutions and the diverse communities they serve. I deeply believe that colleges are responsible for being true partners with local organizations, understanding and responding to community needs, and working together to expand opportunities for all. Serving on this advisory board would allow me to apply my knowledge and experience to ensure Pacific Oaks makes a meaningful, positive impact through strategic community engagement initiatives.

WHAT COMMUNITIES ARE YOU AFFILIATED WITH THAT WILL BRING VALUE TO THE ADVISORY BOARD (SUCH AS YOUR EXPERIENCE BEING A STUDENT OR TEACHER, OR WITH REGIONALLY FOCUSED WORK)? PLEASE SELECT ALL CATEGORIES THAT APPLY TO YOUR CONTRIBUTIONS, EXPERIENCE, AND/OR WORK.

- Practitioner: Private PostSecondary Education Institutions

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

Not at this time.

HOW ARE YOU AN AMBASSADOR IN THE COMMUNITY OR COMMUNITIES THAT YOU ENGAGE WITH? HOW COULD YOU SOLICIT INPUT FROM COMMUNITIES OR DRAW FROM YOUR OWN LIVED EXPERIENCE TO SHARE NEEDS AND CONCERNS THAT ARE RELEVANT TO C2C?

I serve on the board at the local Boys and Girls Club of Pasadena, and I support several local school districts with teacher recruitment, social justice, anti-bais curriculum, and various other projects. I recently participated in the Rites of Passage, celebrating Black Student Success. To complement this community input, I would draw upon my own experiences as a first-generation college student, educator, and man of color. I intimately understand many of the challenges and inequities our students and families face in accessing opportunities. I've witnessed how educational systems can perpetuate disparities without intentional intervention and community partnership. Throughout my career, I've also seen the transformative impact of programs that provide holistic, culturally responsive support. My experiences have underscored the importance of engaging whole families, providing social-emotional and wraparound services, and creating seamless educational and career pathways. I would leverage my understanding of evidence-based practices through an equity lens to help inform C2C strategies and investments.

WHAT EXPERIENCE HAVE YOU HAD SUPPORTING AWARENESS OF AND ACCESS TO STUDENT AND EDUCATOR TOOLS, PARTICULARLY REGARDING COLLEGE, CAREER, AND FINANCIAL AID PLANNING?

I have worked with the CCGI tool through the CaliforniaColleges.edu portal. This tool helps students and their families navigate the college application process and prepare for life after high school. In addition, I have participated in several FASFA workshops and have supported students with the California Golden State Teacher Grant.

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

not at this time

HOW DID YOU HEAR ABOUT THE POSITION?

LinkedIn

ANASSERI, NEDA

ADULT ED. TECHNOLOGY PROJECTS COORDINATOR, SACRAMENTO COUNTY OFFICE OF ED. - OUTREACH AND TECHNICAL ASSISTANCE NETWORK (OTAN)

POTENTIAL VACANCY CATEGORY

Practitioner; Adult Education

PLEASE DESCRIBE WHY YOU WOULD LIKE TO JOIN THE COMMUNITY ENGAGEMENT ADVISORY BOARD.

I am deeply committed to advancing educational equity and excellence for all members of our community. Throughout my career, I have witnessed firsthand the transformative power of education in shaping lives and communities. However, I also recognize the persistent challenges and disparities that exist within our educational systems.

By serving on the Advisory Board, I see an opportunity to contribute my knowledge, skills, and experiences to support the development of effective strategies that promote community engagement, data-driven decision-making, and equitable access to educational opportunities. I am particularly passionate about ensuring that the voices of all stakeholders, including practitioners, families, students, and community organizations, are heard and valued in the decision-making process.

I believe that my background in adult education, educational leadership, program management, and technology integration uniquely positions me to offer valuable insights and perspectives to the Advisory Board. I am dedicated to fostering collaboration, promoting transparency, and driving positive change within our education system (Birth+).

I am inspired by the mission of the Community Engagement Advisory Board and the opportunity to work alongside other dedicated individuals to create meaningful impact in our community. I am committed to actively contributing to the Board's efforts to strengthen feedback loops, support evidence-based decision-making, and ensure equitable access to actionable information for all Californians.

WHAT COMMUNITIES ARE YOU AFFILIATED WITH THAT WILL BRING VALUE TO THE ADVISORY BOARD (SUCH AS YOUR EXPERIENCE BEING A STUDENT OR TEACHER, OR WITH REGIONALLY FOCUSED WORK)? PLEASE SELECT ALL CATEGORIES THAT APPLY TO YOUR CONTRIBUTIONS, EXPERIENCE, AND/OR WORK.

- Practitioner: K-12, Adult Education
- Parent/Family Member
- Advocacy Organization
- Community Organization

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

EdTech Organization: As a board member (23-26) of an CUE.org (EdTech organization), I am actively involved in promoting the use of technology in education to enhance teaching and learning outcomes. Our organization focuses on bridging the gap between technology and education, which aligns with the goals of C2C in leveraging data and technology to support student success.

Advocacy Group: I am a member/president of a regional northern section CA Council on Adult Ed. group that works to address adult education-related issues and promote collaboration among adult students, stakeholders, educators, administrators, and community organizations. Our group aims to ensure that diverse voices are represented in decision-making processes, which aligns with the mission of C2C to engage with end users of the data system.

Educational Leadership Network: I am part of the Association of CA School Administrators (ACSA) educational leadership network comprised of professionals from various educational institutions and organizations. Through this network, we share best practices, and resources, and collaborate on initiatives aimed at improving educational outcomes for all students. Our collective expertise and experiences can contribute to the efforts of C2C in supporting evidence-based decision-making and advancing educational equity.

Diversity, Equity, and Inclusion Task Force: I am involved in a task force focused on promoting diversity, equity, and inclusion in education. This group works to address systemic inequities and barriers to access and success in education, which aligns with C2C's goal of ensuring equitable access to actionable information for all Californians.

These affiliations provide me with valuable connections, resources, and perspectives that I can bring to the Community Engagement Advisory Board to support its mission and objectives.

HOW ARE YOU AN AMBASSADOR IN THE COMMUNITY OR COMMUNITIES THAT YOU ENGAGE WITH? HOW COULD YOU SOLICIT INPUT FROM COMMUNITIES OR DRAW FROM YOUR OWN LIVED EXPERIENCE TO SHARE NEEDS AND CONCERNS THAT ARE RELEVANT TO C2C?

By building relationships: I actively engage with community members, educators, families, and stakeholders to build strong relationships based on mutual respect and understanding. By participating in community events, meetings, and forums, I create opportunities for dialogue and collaboration.

By listening and providing empathy: I listen attentively to the needs, concerns, and experiences of community members with empathy and compassion. Through active listening and open-mindedness, I strive to understand the diverse perspectives and lived experiences of individuals within the community.

Through advocacy and representation: I advocate for the voices of marginalized or underrepresented groups within the community, ensuring that their concerns and perspectives are heard and valued. I actively seek out opportunities to amplify the voices of those who may face barriers to participation.

Through information sharing and education: I share relevant information, resources, and educational opportunities with community members to empower them to make informed decisions and access available support services. I prioritize transparency and clarity in communication to ensure that information is accessible and understandable to all.

With collaboration and partnership: I collaborate with community organizations, educational institutions, and stakeholders to address shared challenges and work towards common goals. By fostering partnerships and collaboration, I facilitate collective action and community-driven solutions.

Drawing from my own lived experiences and engaging with diverse communities, I can solicit input relevant to C2C in the following ways:

Through community forums and listening sessions: Organizing community forums, focus groups, or listening sessions to gather input from community members on their needs, priorities, and concerns related to education and data usage.

Through surveys and feedback: Developed surveys or feedback mechanisms to collect input from community members on specific topics or initiatives relevant to C2C's mission and objectives.

Through Storytelling and Sharing: Sharing personal stories, anecdotes, or testimonials from community members to highlight their experiences, challenges, and successes in accessing educational resources and opportunities.

With cultural competency and sensitivity: Demonstrating cultural competency and sensitivity in engaging with diverse communities to ensure that their perspectives and voices are respected and valued.

By collaborative decision-making: Involving community members in collaborative decision-making and processes and co-designing solutions that address their needs and priorities effectively.

By leveraging my role as an ambassador and drawing from my own lived experiences and community engagement efforts, I am committed to soliciting input and advocating for the needs and concerns of communities in a manner that is inclusive, equitable, and empowering.

WHAT EXPERIENCE HAVE YOU HAD SUPPORTING AWARENESS OF AND ACCESS TO STUDENT AND EDUCATOR TOOLS, PARTICULARLY REGARDING COLLEGE, CAREER, AND FINANCIAL AID PLANNING?

I have extensive experience supporting awareness of and access to student and educator tools, particularly in the areas of college and career planning. Here are some key aspects of my experience:

Educational Technology Integration: In my role as a Technology Projects Coordinator, I have been responsible for overseeing statewide education technology training programs and managing online curriculum offerings for educators. Through these initiatives, I have worked to ensure that educators have access to tools and resources that support college and career readiness, including digital platforms for career exploration, college application assistance, and financial aid planning.

Professional Development Design: I have designed and delivered education technology professional development programs that focus on equipping educators with the knowledge and skills to effectively utilize student and educator tools for college and career planning. These programs include training sessions on using online resources for research, applications, federal deliverables, and career pathway exploration.

Partnership Development: I have cultivated partnerships with key organizations involved in college and career readiness (workforce), such as college access programs, organizations, and career counseling services. By collaborating with these organizations, I have facilitated access to resources and tools that support students and educators in their college and career planning efforts.

Technology Implementation: I have overseen the rollout of statewide initiatives, such as Learning Management Systems, which provide educators and students with centralized platforms for accessing college and career planning resources. By managing the implementation of these technologies, I have ensured that they are user-friendly, accessible, and aligned with the needs of educators and students.

Data-driven decision-making: I have utilized data from educator needs assessments and student technology intake surveys to inform the design and implementation of student and educator tools for college and career planning. By collecting and analyzing feedback from stakeholders, I have been able to identify areas for improvement and make data-driven decisions to enhance access and usability.

My experience supporting awareness of and access to student and educator tools for college and career planning has been multifaceted, with technology integration, professional development, partnership development, technology implementation, and data-driven decision-making. I am committed to leveraging this experience to contribute to the goals of the Community Engagement Advisory Board and support the mission of C2C in promoting educational equity and excellence.

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

HOW DID YOU HEAR ABOUT THE POSITION?

Encouraged to apply by Adriana Sanchez-Aldana Executive Director - California Council for Adult Education

CASTO, CARRIE

PRINCIPAL, SANTA CLARA ADULT EDUCATION

POTENTIAL VACANCY CATEGORY

Practitioner; Adult Education and Student (doctoral student)

PLEASE DESCRIBE WHY YOU WOULD LIKE TO JOIN THE COMMUNITY ENGAGEMENT ADVISORY BOARD.

I would like to join the Community Engagement Advisory Board because of my commitment to continuous improvement practices in adult education and my dedication to addressing barriers faced by non-traditional students, which can inform more inclusive policies and programs that benefit all ages groups. By its very nature, adult education is a space where some of the most vulnerable members of our community are offered a chance at economic and social mobility. The adult school and consortium where I work serves adult English language learners of immigrant or refugee backgrounds, community members over the age of 18 who have not obtained a high school diploma, and low income adult learners who wish to improve their workforce skills. The school has demonstrated a commitment to serving these very populations in the English Language Acquisition, Adult Secondary Education, and Career Technical Education programs, successfully graduating students and setting them on a path towards educational, career and community success. We also offer several additional important and unique adult education programs, including: Independence Network, a program for adults with disabilities; Skills Plus, a program that serves stroke survivors and those with neurological impairments; Exercise and Wellness classes for adults of all ages; as well as various enrichment programs with many community classes. Lastly, to support parents and their children, the Parent Education program at my school is embedded in a preschool. At the preschool parents actively participate in their child's classroom once a week. Through their participation, parents learn ways to foster their children's social, emotional, physical, intellectual, and creative development putting them on a path towards K-12 success.

My experience in adult education provides me with a unique perspective on the lifelong learning continuum, understanding the diverse needs of learners from early childhood to adult. I think it would be important for me to continue this work in an advisory role on a larger platform.

WHAT COMMUNITIES ARE YOU AFFILIATED WITH THAT WILL BRING VALUE TO THE ADVISORY BOARD (SUCH AS YOUR EXPERIENCE BEING A STUDENT OR TEACHER, OR WITH REGIONALLY FOCUSED WORK)? PLEASE SELECT ALL CATEGORIES THAT APPLY TO YOUR CONTRIBUTIONS, EXPERIENCE, AND/OR WORK.

- Practitioner: Early Learning, Early Learning, K-12, Workforce Development, Dual Enrollment, Undocumented Students/Learners, Adult Education, Non-Traditional Students
- Student: I am currently finishing my second year at Santa Clara University's Educational Doctorate Program in Social Justice Leadership.

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

Steering Committee member of the South Bay Consortium for Adult Education (SBCAE). SBCAE's mission is to deliver innovative student-centered programs designed with human-centered values, and realize an effective, more easily navigable system, where there are safe and supportive spaces, and where there is literally no wrong door (sbcae.org). As a member of the SBCAE Steering Committee I am actively involved in data communities of practice for continuous improvement by reviewing the California Adult Education Program (CAEP) on the Adult Education Pipeline Launch board.

Principal in Santa Clara Unified School District. Although I work at the adult school I work closely with my colleagues and leadership in our school district. I recently was the Co-Chair of the SCUSD Equity Committee that developed an Equity Framework draft which was recently approved by the school board. I also attend the Secondary Principal and General Administrator Meetings in the district, and I am a member of the Santa Clara Unified Management Association and the Association of California School Administrators Association (ACSA)

HOW ARE YOU AN AMBASSADOR IN THE COMMUNITY OR COMMUNITIES THAT YOU ENGAGE WITH? HOW COULD YOU SOLICIT INPUT FROM COMMUNITIES OR DRAW FROM YOUR OWN LIVED EXPERIENCE TO SHARE NEEDS AND CONCERNS THAT ARE RELEVANT TO C2C?

Every day, I serve as an ambassador for adult education, a field that has long been referred to as "the best kept secret". I feel there is a significant lack of understanding of who we serve and what we do as educators. I take every opportunity to voice the needs of our students within our school, with our Site Leadership Team (SLT), to our school district administration and school board, and with the state legislature. My job is to work as the representative for all the diverse programs at our school. Some examples include, moderating the Adult Education Student Panel for the SBCAE annual Professional Development Day at West Valley College, writing letters and calling state legislatures to emphasize the importance of funding adult education, representing K12 success programs at Early Learning events, and developing and maintaining community partnerships.

I could solicit input from communities through our SLT, partnership meetings, student advisory groups, and input from my district and consortium colleagues. Additionally, the research for my dissertation will include student interviews around their educational journeys as non-traditional students and their trajectory to career or college. Student voice is most critical.

WHAT EXPERIENCE HAVE YOU HAD SUPPORTING AWARENESS OF AND ACCESS TO STUDENT AND EDUCATOR TOOLS, PARTICULARLY REGARDING COLLEGE, CAREER, AND FINANCIAL AID PLANNING?

The state requires adult education programs and community colleges to collaborate through the consortium model and create pathways and transitions for students in multiple program areas to career or college. All the schools in our consortium agreed to employ a Transition Specialist (TS) whose work is designed to create support services and provide access for adult education students on a path to career or college. I work closely with the TS and administrators to develop and strengthen a system to serve students and provide a warm handoff to a college or career training program. We are currently developing a Transition Center on campus for students with hours in the morning and evenings. The center will provide orientations for the Adult Secondary Education, Career Training, and English Learner programs. Support services offered in the center included CalWORKS and NOVAworks representatives, an Adults with Disabilities Specialist, and the Transition Specialists from three of the colleges in the consortium to support with CCCapply and the FASFA. I feel that my leadership has proven to prioritize reducing barriers and increasing access for all learners that enroll in our school.

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

No

HOW DID YOU HEAR ABOUT THE POSITION?

Cohort member in the Educational Leadership for Social Justice Doctorate program at Santa Clara University

RUBLAITUS, DR. THOIBI

DIRECTOR, ADULT EDUCATION, CORONA NORCO UNIFIED SCHOOL DISTRICT

POTENTIAL VACANCY CATEGORY

Practitioner; Adult Education

PLEASE DESCRIBE WHY YOU WOULD LIKE TO JOIN THE COMMUNITY ENGAGEMENT ADVISORY BOARD.

I would like to join the Community Engagement Advisory Board because I understand the importance of creating strong feedback loops with data users and I represent a very critical part of education providers whose data is significantly missing in the Cradle to Career project, currently. In terms of equitable access to actionable information, the adult education community in California serves underserved and immigrant populations by providing integrated education training and short-term career technical education that transitions adult learners into livable wage jobs and on a career pathway. Through the organizations I represent, I bring with me evidence-based analytical components of career education pathways structures that address brain gain potential by tapping into the immigrant population and addressing labor market fulfillment and education employer networks.

WHAT COMMUNITIES ARE YOU AFFILIATED WITH THAT WILL BRING VALUE TO THE ADVISORY BOARD (SUCH AS YOUR EXPERIENCE BEING A STUDENT OR TEACHER, OR WITH REGIONALLY FOCUSED WORK)? PLEASE SELECT ALL CATEGORIES THAT APPLY TO YOUR CONTRIBUTIONS, EXPERIENCE, AND/OR WORK.

- Practitioner: K-12, Workforce Development, Dual Enrollment, Undocumented Students/Learners, Adult Education, Non-Traditional Students

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

Yes, I am a member of California Council for Adult Educators (CCAE) and California Adult Education Administrator's Association (CAEAA). I am also the president of the Adult Education Council, Association of California School Administrators (ACSA).

HOW ARE YOU AN AMBASSADOR IN THE COMMUNITY OR COMMUNITIES THAT YOU ENGAGE WITH? HOW COULD YOU SOLICIT INPUT FROM COMMUNITIES OR DRAW FROM YOUR OWN LIVED EXPERIENCE TO SHARE NEEDS AND CONCERNS THAT ARE RELEVANT TO C2C?

As an executive board member in three adult education associations in California, I serve as an ambassador by actively engaging with the community stakeholders, including students, local businesses, nonprofit organizations, and government agencies. Adult education schools are funded minimally; therefore, optimum utilization of limited resources and leveraging resources through partnerships are our modus operandi. As such, soliciting input from communities are our forte. We bring education to where the students are. We build connections and hold our students accountable to themselves and to the society. Drawing from my own journey of humble beginnings as an immigrant, I emphasize the importance of education in career transitions.

WHAT EXPERIENCE HAVE YOU HAD SUPPORTING AWARENESS OF AND ACCESS TO STUDENT AND EDUCATOR TOOLS, PARTICULARLY REGARDING COLLEGE, CAREER, AND FINANCIAL AID PLANNING?

I have been a part time teacher at a K-12 adult school, an adjunct instructor at three community colleges, and occasionally a summer school instructor at a university for ten years before becoming an administrator. I am deeply involved in college and career transition activities and am aware of and have to student and educator tools firsthand. In the last seven years as an adult school administrator, I have seen that although adult learners are interested in furthering their education, life comes in their way. They have families to feed and bills to pay; education is expensive and career education can be manageable with employer input and partnerships as a source of financial aid planning. I have been able to do with my school in significant ways. I have also secure Employment Development Department to offer more integrated education training for English Language Learner students thus providing opportunities to break the poverty cycle for many immigrant students.

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

None.

HOW DID YOU HEAR ABOUT THE POSITION?

Through the California Council for Adult Educators and California Adult Education Administrators' Association Advocacy Advisor.

TORREZ, ED.D., LARRIANN

DIRECTOR OF ADULT EDUCATION, PORTERVILLE ADULT SCHOOL FOR PORTERVILLE UNIFIED SCHOOL DISTRICT

POTENTIAL VACANCY CATEGORY

Practitioner; Adult Education

PLEASE DESCRIBE WHY YOU WOULD LIKE TO JOIN THE COMMUNITY ENGAGEMENT ADVISORY BOARD.

As a long time Adult Education Director, I would like to join the Community Engagement Advisory Board to help with the significant gaps within our current systems and be part of the solutions. I had the opportunity to attend the Master Plan for Career Education in Fresno, CA on Friday, March 5, 2024, and would like to be part of the conversation and work to create strong feedback loops with data users, support evidence based decision making and analytical capacity, and ensure equitable access to information regarding Cradle-to-Career (C2C).

I would also like to join because I am very familiar with the Adult Education issues (particularly K-12 Adult Education) through serving on the state California Council for Adult Education (CCAEE) and the national Coalition on Adult Basic Education (COABE) Boards. I was part of the restructuring of California's Adult Education Programs in 2013 through current and would like to continue to be at the table. I have the ability to make information about K-12 Adult Education and the work that we do b more understandable, useful, and relatable.

WHAT COMMUNITIES ARE YOU AFFILIATED WITH THAT WILL BRING VALUE TO THE ADVISORY BOARD (SUCH AS YOUR EXPERIENCE BEING A STUDENT OR TEACHER, OR WITH REGIONALLY FOCUSED WORK)? PLEASE SELECT ALL CATEGORIES THAT APPLY TO YOUR CONTRIBUTIONS, EXPERIENCE, AND/OR WORK.

- Practitioner: Dual Enrollment, Undocumented Students/Learners, Adult Education, Non-Traditional Students
- Regional Level Focus of Work: State-wide; Regional Focus; Central Region - Fresno, Kern, Kings, Madera, Mariposa, Merced, Monterey, San Benito, San Luis Obispo, Stanislaus, Tulare, and Tuolumne Counties

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

I am affiliated with a variety of Adult Education membership organizations that include the Association of California School Administrators (ACSA) Tulare Chapter Vice President of Membership, the California Council for Adult Education (CCAEE), and the California Adult Education Administrators Association (CAEAA), the Coalition on Adult Basic Education (COABE), the Kern Adult Education Consortium (member), and the Sequoias Adult Education Consortium (partner).

I am also affiliated with the following community organizations that include the 19 partners of the Employment Connection/America's Job Center (MOU partner), the Porterville Chamber of Commerce (Board Member), Zonta Club of Porterville (Board Member), the Kings-Tulare Healthcare Partnership, and the Tulare County Hispanic Leadership Network.

All the organizations that I am affiliated with are related to Cradle-2-Career (C2C) in some capacity. The C2C initiative is particularly relevant in this region due to the diverse and often underserved populations. Central California's economic and

educational challenges make the Cradle to Career framework vital for addressing educational disparities and promoting economic mobility.

HOW ARE YOU AN AMBASSADOR IN THE COMMUNITY OR COMMUNITIES THAT YOU ENGAGE WITH? HOW COULD YOU SOLICIT INPUT FROM COMMUNITIES OR DRAW FROM YOUR OWN LIVED EXPERIENCE TO SHARE NEEDS AND CONCERNS THAT ARE RELEVANT TO C2C?

I am very engaged and involved in the communities that I live and serve in which includes the entire Central Region of California. As the Director of Porterville adult School, I am engaged at the local, state, and national level in Adult Education. I am also involved in my community as a Porterville Chamber of Commerce Board Member and Board Member of the Zonta Club of Porterville.

Soliciting input from members and partners of various adult education communities and organizations on needs and concerns related to the Cradle-2-Career (C2C) initiative can be approached through a strategic and inclusive process. Here are several methods that I could use to effectively solicit input:

- (1) Surveys and Questionnaires-Design online surveys, use various platforms to create detailed surveys. Ensure the questions cover various aspects of the C2C initiative, such as early education, career readiness, access to higher education, and workforce entry. Send the survey links through email newsletters, social media channels, and partner networks. Encourage participation by highlighting the importance of their input for improving educational outcomes.
- (2) Focus Groups-Organize Focus Group Sessions, Conduct virtual or in-person focus group discussions with representatives from different adult education organizations. These sessions can provide in-depth qualitative data and insights into specific concerns and needs.
- (3) Town Hall Meetings-Host Town Hall Meetings. Arrange regular town hall meetings, either virtually or in person, where community members and partners can voice their concerns and suggestions. Utilize interactive platforms like Zoom or Microsoft Teams that allow for Q&A sessions, polls, and breakout rooms to foster interactive discussions.
- (4) Workshops and Collaborative Sessions-Conduct Workshops. Organize workshops that focus on specific areas of the C2C initiative. These workshops can include brainstorming sessions, SWOT analysis, and action planning. Use collaborative tools such as Miro or Trello to facilitate real-time input and feedback during the workshops.
- (5) Advisory Committees-Establish Advisory Committees: Form committees that include members from various adult education organizations. These committees can regularly meet to discuss ongoing needs and provide continuous feedback on the C2C initiative. Ensure that the advisory committees have a structured reporting system to share their findings and recommendations with the larger community.
- (6) Digital Platforms and Forums-Creat Online Forums. Set up dedicated online forums or discussion boards where members can post their concerns, suggestions, and ideas related to C2C. Actively monitor these platforms and engage with participants to gather actionable insights.
- (7) Leverage Existing Feedback Mechanisms. Use existing feedback from adult education programs, such as end-of-course evaluations or student satisfaction surveys, to identify recurring themes and areas for improvement.

(8) Collaborative Research Projects-Partner with Educational Institutions. Collaborate with local universities and research organizations to conduct studies on the effectiveness of the C2C initiative and gather data-driven insights.

(9) Launch Social Media Campaigns-Use social media platforms to run campaigns that encourage community members to share their thoughts on C2C. Use hashtags, polls, and live sessions to increase engagement.

(10) Maintain Open Communication-Ensure there are regular newsletters, email updates, and communication channels where updates on the C2C initiative are shared, and feedback is solicited.

By utilizing these methods, you can ensure a comprehensive and inclusive approach to gathering input, which will help in tailoring the C2C initiative to better meet the needs and concerns of the adult education community.

WHAT EXPERIENCE HAVE YOU HAD SUPPORTING AWARENESS OF AND ACCESS TO STUDENT AND EDUCATOR TOOLS, PARTICULARLY REGARDING COLLEGE, CAREER, AND FINANCIAL AID PLANNING?

I have had a variety of experiences supporting awareness of and access through my role as a K-12 High School Principal and through my role as Director of Adult Education. I led the Employment Connection (EC) Access and Referral Committee which created a common Access referral process for the partners of the EC which is a partner of America's Job Center of California (AJCC) one-stop system network. This common Employment Connection Partner Referral is a tool that is used by all partner agencies in Tulare County to refer and transition students from one partner agency to another which include partners for both college and career.

I am familiar with and have used the following student and educator tools: Naviance for college planning; O*NET online, CareerOneStop, LinkedIn for career planning and advancement; FAFSA and Scholarships.com for financial aid planning. I also use other comprehensive platforms such as Imagine Learning and Google for Education that can be used for college and career planning activities.

I work very closely with the community colleges that are connected with the Kern Adult Education Consortium that I am a member. Porterville College is also housed on my campus and we work very closely together to provide a variety of resources that include financial aid and college planning.

I am familiar with the Eligible Training Provider List (ETPL) and the CalJOBS system for educators and students and use the system to update Porterville Adult School's eligible programs annually as part of the new multi-level approval process.

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 that would prohibit me from serving on this Advisory Board.

HOW DID YOU HEAR ABOUT THE POSITION?

I heard about this position during the Master Plan for Career Education in Fresno, CA on Friday, March 5, 2024. I also received an email on May 7, 2024, from the CCAE/CAEAA leadership team asking me to apply. I have full support from the Directors of the

VANGYI, PANG

REGIONAL TRANSITIONS COORDINATOR, STATE CENTER ADULT EDUCATION CONSORTIUM

POTENTIAL VACANCY CATEGORY

Practitioner; Adult Education

PLEASE DESCRIBE WHY YOU WOULD LIKE TO JOIN THE COMMUNITY ENGAGEMENT ADVISORY BOARD.

As an immigrant, first-generation college student, and experienced educator with over 25 years of student services and counseling experience in K-12 and adult education, I am passionate about empowering others through educational opportunities. My personal journey and professional experience have given me a deep understanding of the diverse needs of students and adults.

I would like to join the Community Engagement Advisory Board to contribute my expertise and insights to support California Cradle to Career's mission of ensuring that all students have access to high-quality education and are aware of their educational and career opportunities. I aim to represent the voices of our community and collaborate with other members to develop strategies that align, improve, and support student services and educational opportunities across the region.

Throughout my career, I have worked to support K-12 students and adult learners in their educational pursuits. As a graduate of California State University, Fresno, with a Master's Degree in Counseling and a Pupil Personnel Services Credential, I have the knowledge and skills necessary to advocate for the needs of our students and community. I have collaborated and partnered with Workforce Development Boards, Community-Based Organizations (CBOs), and other partners to outreach and provide information to increase access to educational and career resources. These resources help individuals return to school to obtain their diploma, learn English, attend college, or enter the workforce. By joining the Community Engagement Advisory Board, I hope to strengthen these partnerships and positively impact the lives of students and adults in the Central Valley, contributing to the success of California Cradle to Career's initiatives.

WHAT COMMUNITIES ARE YOU AFFILIATED WITH THAT WILL BRING VALUE TO THE ADVISORY BOARD (SUCH AS YOUR EXPERIENCE BEING A STUDENT OR TEACHER, OR WITH REGIONALLY FOCUSED WORK)? PLEASE SELECT ALL CATEGORIES THAT APPLY TO YOUR CONTRIBUTIONS, EXPERIENCE, AND/OR WORK.

- Practitioner: K-12, Dual Enrollment, Undocumented Students/Learners, Adult Education, Non-Traditional Students

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

As a member of the California Council for Adult Education, California Adult Education Administrators Association, and Coalition on Adult Basic Education, I am committed to staying current with best practices, advocating for adult education, and collaborating with colleagues across the state to improve the lives of adult learners. These affiliations drive my work and mission at State Center Adult Education (SCAEC).

SCAEC is one of 71 adult education consortia in California, serving the San Joaquin Valley region, including Fresno, Madera, and parts of Kings and Tulare counties. Our consortium works closely with 15 school districts and four

community colleges to close educational gaps and support the diverse needs of adult learners in our region. Many of our students face significant barriers to education, including low literacy levels, lack of a high school diploma, poverty, and limited English proficiency. These challenges are particularly prevalent in our areas, where access to educational resources and opportunities can be scarce.

To address these critical issues, SCAEC has developed a comprehensive action plan to strengthen regional partnerships and implement innovative strategies and programs. Our initiatives include workforce readiness classes that help students develop essential skills for employment, career pathway programs that guide students through specific industries, and industry certification courses that enhance their employability. By providing these targeted interventions, we aim to break the cycle of poverty, increase educational attainment, and improve workforce skills among our adult learners.

Through our collaborative efforts with local industries, we ensure that our programs align with the needs of our students and the regional workforce. This approach allows us to create meaningful opportunities for our adult learners to succeed in their educational and career goals, ultimately contributing to our communities' economic growth.

By serving on the Community Engagement Advisory Board, I hope to bring my extensive experience and insights from State Center Adult Education, SCAEC, and my involvement in professional organizations to support the critical work of California Cradle to Career. I am deeply committed to making a lasting, positive impact on the lives of students and adults throughout the state by leveraging the knowledge and resources gained through my affiliations and professional experience.

<p>HOW ARE YOU AN AMBASSADOR IN THE COMMUNITY OR COMMUNITIES THAT YOU ENGAGE WITH? HOW COULD YOU SOLICIT INPUT FROM COMMUNITIES OR DRAW FROM YOUR OWN LIVED EXPERIENCE TO SHARE NEEDS AND CONCERNS THAT ARE RELEVANT TO C2C?</p>

I actively engage with adult learners, educators, and community partners to understand their unique needs, challenges, and aspirations. My role as an employee of the State Center Adult Education Consortium (SCAEC) and my affiliations with professional organizations like the California Council for Adult Education, California Adult Education Administrators Association, and Coalition on Adult Basic Education have provided me with a platform to advocate for adult education and share best practices with colleagues across the state.

Drawing from my own lived experience as an immigrant and first-generation college student, I deeply understand the barriers that many adult learners face, such as low literacy levels, lack of a high school diploma, poverty, and limited English proficiency. These personal experiences have fueled my passion for empowering others through educational opportunities and have given me valuable insights into the diverse needs of adult learners and adults in the Central Valley.

I actively participate in outreach events, community meetings, and stakeholder forums to solicit input from the communities I serve. By engaging in open dialogues with adult learners, their families, and community partners, I gain a deeper understanding of each community's specific challenges and needs. This approach allows me to gather valuable feedback and insights that can inform the development of targeted strategies and programs to address the unique barriers faced by adult learners in our region.

Furthermore, my extensive experience in K-12 and adult education, spanning over 25 years, has provided me with a comprehensive understanding of the education landscape in California. I have witnessed firsthand the impact of educational inequities and the importance of providing accessible, high-quality learning opportunities for all adult learners, regardless of their background or circumstances.

In my work with SCAEC, I strongly believe in the power of data-driven decision-making to address gaps and improve outcomes for adult learners. By collecting and analyzing relevant data on student performance, demographics, and community needs, we can identify areas where additional support and resources are required. This data-informed approach allows us to develop targeted interventions and allocate resources effectively to address the specific challenges faced by adult learners in our region.

As a Community Engagement Advisory Board member, I would leverage my role as an ambassador to bring the voices and concerns of the communities I serve to the forefront. By sharing the insights gained from my lived experience, the input solicited from adult learners and community partners, and the data-driven strategies by SCAEC, I can provide valuable recommendations to inform the work of California Cradle to Career. This collaboration would ensure that the initiatives and strategies developed by C2C are grounded in the real-world needs and aspirations of the communities we serve, ultimately leading to more effective and impactful outcomes for students and adult learners throughout the state.

WHAT EXPERIENCE HAVE YOU HAD SUPPORTING AWARENESS OF AND ACCESS TO STUDENT AND EDUCATOR TOOLS, PARTICULARLY REGARDING COLLEGE, CAREER, AND FINANCIAL AID PLANNING?

Throughout my career in K-12 and adult education, I have been deeply committed to supporting awareness of and access to student and educator tools, particularly in the areas of college, career, and financial aid planning. As a counselor and regional transitions coordinator, I have worked tirelessly to ensure that all students, regardless of their background or circumstances, have the information and resources they need to make informed decisions about their educational and career paths.

In my role at the State Center Adult Education Consortium (SCAEC), I have collaborated extensively with our community college partners, including Fresno City College, Clovis Community College, Madera Community College, and Reedley College, to develop a seamless referral and warm handoff process from the adult schools to college. By working closely with these institutions, we have established a comprehensive outreach and support system for the adult school sites and their students.

This collaboration has involved developing clear pathways and articulation agreements between adult schools and community colleges, ensuring students can easily transition from one system to another without facing unnecessary barriers or redundancies. We have also implemented a robust referral process, which includes personalized guidance and assistance from transition specialists who help students navigate the college application and enrollment process.

To further support this transition, we have organized joint outreach events and information sessions, where representatives from adult schools and community colleges come together to provide students with a comprehensive overview of their educational opportunities. These events also serve as a platform for students to ask questions, connect with college representatives, and receive individualized support in planning their academic and career goals.

I have developed workshops for students and staff to provide targeted support and information on college and career planning. These workshops cover various topics, such as college application processes, financial aid literacy, career exploration, and job readiness skills. By offering these workshops, we ensure that adult learners and the educators who support them have the knowledge and tools to make informed decisions about their educational and career paths. I worked closely with our transition specialists to provide individualized support to adult learners as they navigate the college application and enrollment process. This includes assisting with completing applications, reviewing financial aid forms, and connecting students with campus resources and support services.

I have established an annual college showcase specifically designed for teachers, administrators, and support staff. This event provides a platform for educators to learn about the latest program updates and pathways in higher education, connect with college representatives, and explore ways to better support their students in the college transition process. By empowering educators with this knowledge and connections, we create a more supportive environment that promotes student success.

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 the California Cradle to Career (C2C) Community Engagement Advisory Board.

HOW DID YOU HEAR ABOUT THE POSITION?

I heard about the opportunity to serve on the California Cradle to Career (C2C) Community Engagement Advisory Board at the California Adult Education Administrators Association (CAEAA) Conference. My SCAEC Executive Director recommended that I apply, reco

CHANCE, CAROLINE

OUTREACH MARKETING SPECIALIST, U.S. SMALL BUSINESS ADMINISTRATION

POTENTIAL VACANCY CATEGORY

Practitioner; Workforce Development

PLEASE DESCRIBE WHY YOU WOULD LIKE TO JOIN THE COMMUNITY ENGAGEMENT ADVISORY BOARD.

California has shaped the person I have become, and I know it can also be the state where upward mobility can become a reality. I grew up in Southern California and attended college in Northern California. Without the state-funded education I have received since elementary school, I would not have been able to develop the skills necessary to serve at the Small Business Administration and teach at California Community Colleges. My experience is the exception, not the rule, unfortunately. Doors may have opened to those who have obtained higher education like me, a first-generation student from an immigrant family in an ethnic enclave. Most with similar backgrounds are still shut out of coveted schools and positions. The experiences of teaching at K-12 programs and higher education institutions have given me the personal understanding that teachers must work with stakeholders across silos to help our students, regardless of their backgrounds, enter the classroom into the workplace. The mission of Cradle to Career Data System to be California's source of actionable data and research on education, economic, and health outcomes for individuals, families, and communities is what I have endeavored throughout my professional work from teaching nutrition at afterschool enrichment programs in under-resourced neighborhoods to participating in feasibility studies for creating pipelines for healthcare jobs.

WHAT COMMUNITIES ARE YOU AFFILIATED WITH THAT WILL BRING VALUE TO THE ADVISORY BOARD (SUCH AS YOUR EXPERIENCE BEING A STUDENT OR TEACHER, OR WITH REGIONALLY FOCUSED WORK)? PLEASE SELECT ALL CATEGORIES THAT APPLY TO YOUR CONTRIBUTIONS, EXPERIENCE, AND/OR WORK.

- Practitioner: 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

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

Since serving in higher education institutions, I have devoted my research work focusing on increasing diversity, equity, and inclusion of underrepresented student populations. My recent conference presentations are examples of my recent efforts.

-California Career Development Association, Workshop Session, Online 5/8/2024-5/10/2024

Title: Building a Culturally Competent Workforce Through Cross-Cultural Experiential Learning Experiences

-California Adult Education Association, Workshop Session, Anaheim, 5/9/2024-5/10/2024

Title: Designing Curriculums Incorporating Content that Resonates with Underrepresented Learners to Build Diversity, Equity, and Inclusion Learning Experiences

-Missouri A&OER Conference, Workshop Session, Online, 3/17/2024

Title: Creating Open Educational Resources with Diversity, Equity, and Inclusion Learning Experiences

In my instructional work, I have served as an adjunct instructor for 2-year colleges and a full-time lecturer at a 4-year university. The following are the institutions in which I have taught courses.

- California State University
- Kern Community College District
- Pasadena Area Community College District
- Ventura County Community College District

HOW ARE YOU AN AMBASSADOR IN THE COMMUNITY OR COMMUNITIES THAT YOU ENGAGE WITH? HOW COULD YOU SOLICIT INPUT FROM COMMUNITIES OR DRAW FROM YOUR OWN LIVED EXPERIENCE TO SHARE NEEDS AND CONCERNS THAT ARE RELEVANT TO C2C?

My present work at the U.S. Small Business Administration has ambassadorial and economic development functions. The representational facet entails the presentations of SBA program training to the surrounding small business community. The relational aspect centers on bringing local city government and community-based organizations into collaborations that promote the successful launch and operation of entrepreneurial ventures.

My ongoing employment at several California Community Colleges includes instructional and research features. The instruction delivery includes virtual and in-person formats for schools that offer 2-year certificates and 4-year degrees. The knowledge creation involves initiating short-term and long-term studies and presenting findings at seminars.

WHAT EXPERIENCE HAVE YOU HAD SUPPORTING AWARENESS OF AND ACCESS TO STUDENT AND EDUCATOR TOOLS, PARTICULARLY REGARDING COLLEGE, CAREER, AND FINANCIAL AID PLANNING?

My parents came to this country seeking the American Dream. My family has achieved upward mobility only because of the educational opportunities I have received from institutions funded by the State of California. Both my father and mother worked in the underground economy for me to attend school in the Los Angeles Unified School District. Our inter-generational advancement should be the norm, not the exception. I seek to expand access to educational and professional advancements for those who look like me. As a person with both Latino and Asian backgrounds, I have glimpsed into the generational poverty that persists for those trapped in ethnic enclaves due to immigration and linguistic obstacles. Minorities such as Latinos make up almost half of the Los Angeles population, yet their college enrollment rate at both two-year and four-year schools has continuously lagged behind other groups. I have observed the factors contributing to the disparities in teaching in urban and rural districts. For instance, the high school students in the dual enrollment program in Delano aimed for allied health training instead of graduate clinical education due to the lack of exposure to health providers with post-baccalaureate degrees that serve as role models. Similarly, the returning students in the high school non-credit class in Pasadena pursued the certificate programs due to the need to produce a return on investment to provide for their families.

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

No

HOW DID YOU HEAR ABOUT THE POSITION?

LinkedIn

SEHGAL MEHTA, RENAY

DIRECTOR OF WORKFORCE DEVELOPMENT, CHINO VALLEY CHAMBER OF COMMERCE

POTENTIAL VACANCY CATEGORY

Practitioner; Workforce Development

PLEASE DESCRIBE WHY YOU WOULD LIKE TO JOIN THE COMMUNITY ENGAGEMENT ADVISORY BOARD.

I would like to join the Community Engagement Advisory Board because my role as the Workforce Development Director for the Chino Valley Chamber of Commerce has provided me with extensive experience in community engagement and a deep understanding of workforce challenges. In this capacity, I have successfully overseen job fairs, career expos, and job boards, actively addressing ongoing workforce issues in our region.

My collaboration with the Chaffey College, the San Bernardino County Superintendent of Schools, and the Inland Economic Growth and Opportunity Steering Committee has been instrumental in establishing sustainable career pathways for high school students. By forming strategic partnerships with businesses, industry leaders, and educational institutions, I have helped create valuable opportunities for young people, which aligns closely with the mission of the Cradle-to-Career (C2C) initiative.

Through my direct interactions with job seekers and individuals affected by workforce challenges, I have gained valuable insights into their needs and concerns. This hands-on experience, combined with my lived experience in the field, equips me with a unique perspective that I can bring to the advisory board. I understand the importance of incorporating diverse viewpoints and sharing relevant concerns to develop effective solutions.

I am passionate about community engagement and representation. My work with various organizations and individuals aims to promote the well-being and growth of the Inland Empire region. This involvement ensures that I can effectively represent the voices and interests of the community within the C2C framework.

Joining the Community Engagement Advisory Board would allow me to leverage my experience, insights, and dedication to youth career development to contribute meaningfully to the C2C initiative. I am committed to creating opportunities and implementing robust programs that support our community's needs and aspirations.

WHAT COMMUNITIES ARE YOU AFFILIATED WITH THAT WILL BRING VALUE TO THE ADVISORY BOARD (SUCH AS YOUR EXPERIENCE BEING A STUDENT OR TEACHER, OR WITH REGIONALLY FOCUSED WORK)? PLEASE SELECT ALL CATEGORIES THAT APPLY TO YOUR CONTRIBUTIONS, EXPERIENCE, AND/OR WORK.

- Community Organization

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

I serve on Governor's Newsom Board of Directors, Inland Economic Growth and Opportunity Equity Council, and Esperanza Scholarship Foundation Dollars for Scholars.

HOW ARE YOU AN AMBASSADOR IN THE COMMUNITY OR COMMUNITIES THAT YOU ENGAGE WITH? HOW COULD YOU SOLICIT INPUT FROM COMMUNITIES OR DRAW FROM YOUR OWN LIVED EXPERIENCE TO SHARE NEEDS AND CONCERNS THAT ARE RELEVANT TO C2C?

I serve as an ambassador in the community by actively engaging with various stakeholders and facilitating initiatives that address workforce challenges and educational development. As the Workforce Development Director for the Chino Valley Chamber of Commerce, I oversee job fairs, career expos, and job boards, which directly connect job seekers with opportunities and resources. My role involves collaborating with educational institutions like the Chaffey College, community colleges, and universities, as well as businesses and industry partners to create sustainable career pathways for students. This allows me to gather firsthand insights into the needs and concerns of both job seekers and employers.

In addition to my professional responsibilities, I have been recognized for my community impact and leadership. For example, I was honored as one of the Top 40 Under 40 Emerging Leaders in the Chamber Industry by ACCE and received the 2023 Women of the Year award from Assemblymember Freddie Rodriguez and the City of Chino. These recognitions highlight my commitment to making a positive difference in the community.

To solicit input from the community and share relevant needs and concerns with the Cradle-to-Career (C2C) initiative, I would leverage my established relationships and use a variety of methods:

Community Forums and Surveys: Organize and facilitate community forums and distribute surveys to gather direct feedback from students, parents, educators, and employers about their experiences and needs related to education and workforce development.

Partnership Meetings: Utilize my connections with educational institutions and industry partners to hold regular meetings focused on discussing current challenges and opportunities, ensuring that a wide range of perspectives are considered.

Data Analysis: Use analytical data sets and user-friendly tools to identify trends and gaps in education and workforce development, providing a data-driven foundation for advocating for necessary resources and initiatives.

Personal Experience: Draw from my lived experiences and professional background to relate to the community's needs. My familiarity with K-12 education issues, community colleges, universities, and workforce development enables me to offer informed insights and practical solutions.

Communication Channels: Maintain open communication channels, such as newsletters and social media, to keep the community informed and engaged with ongoing initiatives and solicit continuous feedback.

By joining the C2C Advisory Board, I aim to contribute my unique insights and experiences to ensure a comprehensive representation and a more inclusive decision-making process. My expertise in creating sustainable partnerships and making information accessible and relatable will help bridge gaps in understanding and effectively engage stakeholders. I am committed to dedicating my time to reviewing materials, gathering community input, and actively participating in Advisory Board meetings to contribute meaningfully to collaborative solutions that benefit the community.

WHAT EXPERIENCE HAVE YOU HAD SUPPORTING AWARENESS OF AND ACCESS TO STUDENT AND EDUCATOR TOOLS, PARTICULARLY REGARDING COLLEGE, CAREER, AND FINANCIAL AID PLANNING?

I have extensive experience supporting awareness of and access to tools for students and educators, particularly in the areas of college, career, and financial aid planning. As the Workforce Development Director for the Chino Valley Chamber of Commerce, I oversee initiatives such as job fairs, career expos, and job boards that directly connect students and job seekers with opportunities and resources. My role involves collaborating with educational institutions, businesses, and industry partners to create sustainable career pathways for high school students. This ensures that students are aware of and have access to the necessary tools and resources to plan for their future careers and education.

In my collaboration with the Chaffey College, the San Bernardino County Superintendent of Schools, and the Inland Economic Growth and Opportunity Steering Community, I work to establish partnerships that provide students with practical career planning tools and resources. This includes organizing workshops, seminars, and informational sessions on topics such as college application processes, career exploration, and financial aid planning.

Furthermore, my participation in the U.S. Chamber of Commerce's Business Leads Fellowship Program and Talent Pipeline Management has equipped me with the knowledge and skills to support and promote educational and career planning tools. These programs emphasize the importance of aligning educational outcomes with workforce needs, which I incorporate into my work by developing programs that help students and educators understand the connection between education and career opportunities.

Additionally, my involvement in various advisory boards, including the Inland Economic Growth and Opportunity Equity Council and the Esperanza Scholarship Foundation Dollars for Scholars, has given me a platform to advocate for increased access to educational resources and financial aid information. These roles allow me to influence policies and programs that support student success in college and career planning.

In summary, my experience in workforce development, collaboration with educational institutions, and active participation in various advisory boards has enabled me to effectively support awareness and access to student and educator tools for college, career, and financial aid planning. I am dedicated to ensuring that students have the necessary resources and support to make informed decisions about their educational and career paths.

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

HOW DID YOU HEAR ABOUT THE POSITION?

California Cradle to Career Board Meetings

ASELTINE, SCOTT

EDUCATION DIRECTOR, KARUK TRIBE

POTENTIAL VACANCY CATEGORY

Practitioner; Tribe and Student (Master Apprentice Program)

PLEASE DESCRIBE WHY YOU WOULD LIKE TO JOIN THE COMMUNITY ENGAGEMENT ADVISORY BOARD.

I am submitting my application for consideration to join the Community Engagement Advisory Board. My work involves collaborating with 15 public schools in the Karuk Service Area, where I focus on serving and advocating for K-12 students as well as those in higher education. The Karuk Service Area is primarily situated in Siskiyou County. My background includes extensive experience in data collection and analysis, highlighted by my recent completion of a three-year Data Collection Grant from the Office of Indian Education (US Department of Education). This grant enabled the establishment of an ongoing assessment and data collection system through surveys and support plans. Currently, I am an active member of the Community Schools Planning Team, and I am pleased to share that Happy Camp High School has been granted the Implementation Grant. As a proud Karuk man working closely with my tribe and public schools, I believe I can offer a valuable Native perspective to the 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)? PLEASE SELECT ALL CATEGORIES THAT APPLY TO YOUR CONTRIBUTIONS, EXPERIENCE, AND/OR WORK.

- Practitioner: Early Learning, Early Learning, K-12, Workforce Development, Adult Education, Non-Traditional Students
- Student: I am in the Master Apprentice program (Karuk Language) through AICLS (Advocates for Indigenous California Language Survival)
- Parent/Family Member
- Research Organization
- Advocacy Organization
- Community Organization
- Regional Level Focus of Work: Regional Focus; Northern Region - Del Norte, Humboldt, Lassen, Mendocino, Modoc, Shasta, Siskiyou, Tehama, and Trinity Counties

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

I represent the Karuk Tribe and the sovereign issues and concerns that arise for tribal membership daily, working as a liaison and advocate for youth and adults.

HOW ARE YOU AN AMBASSADOR IN THE COMMUNITY OR COMMUNITIES THAT YOU ENGAGE WITH? HOW COULD YOU SOLICIT INPUT FROM COMMUNITIES OR DRAW FROM YOUR OWN LIVED EXPERIENCE TO SHARE NEEDS AND CONCERNS THAT ARE RELEVANT TO C2C?

Three years ago, I made the decision to leave New York City and relocate to work for my tribe. As both a tribal member and an educator, I found myself in the unique position of being both an outsider and an insider. Upon settling in Happy Camp, I quickly noticed a significant lack of community. When Happy Camp High School faced a temporary closure due to staffing issues, I took the initiative to organize a community meeting. The goal was to unite the school, town, and tribe

in finding solutions to the challenges at hand. This initial effort has since evolved into regular community meetings across the towns within the Karuk Service Area. Collaborations with organizations such as the United Way of Northern California, Mid Klamath Watershed Council, NorCal Native American Model Studies Curriculum, and various service projects have further strengthened our impact. Additionally, the establishment of Karuk Youth Leadership by the Karuk Education Department has provided a platform for our youth to have a voice. This inclusive group has successfully bridged the gap between young people and adults and has organized impactful initiatives, such as a recent 5K fundraiser to support the Rescue Ranch of Siskiyou County. With over one thousand attendees, this event, along with spay and neuter mobile clinics in underserved towns, is a testament to the success achieved through the collaboration of tribal and non-tribal students working together for the betterment of the entire community.

WHAT EXPERIENCE HAVE YOU HAD SUPPORTING AWARENESS OF AND ACCESS TO STUDENT AND EDUCATOR TOOLS, PARTICULARLY REGARDING COLLEGE, CAREER, AND FINANCIAL AID PLANNING?

In my role, I work with students of diverse ages and backgrounds, each with unique future goals. To support them effectively, I've made significant changes in our approach, particularly in terms of the age at which we begin engaging with students. "Dream Big" is a student support program that we introduce to sixth-grade students. Its purpose is to foster the pursuit of their passions as a pathway to long-term success. As students progress, the program adapts to their growth and encourages self-efficacy. We also prioritize college visits starting in sixth grade to ensure students comprehend the A-G track. By the time they enter high school, students have a solid grasp of their future trajectory. Through collaborative efforts with schools and organizations like Upward Bound, we equip students with the necessary tools to pursue higher education.

I've implemented a youth mentorship program and a mentorship and cultural exposure initiative to broaden students' understanding of career and life opportunities.

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 foreseen or current conflicts of interest to my knowledge.

HOW DID YOU HEAR ABOUT THE POSITION?

Through Britney Ortiz.

AMIRI, SUZAN

STUDENT INCLUSION EDUCATOR, OFFICE FOR MULTICULTURAL LEARNING, SANTA CLARA UNIVERSITY

POTENTIAL VACANCY CATEGORY

Student (4th Year graduating in June 2024)

PLEASE DESCRIBE WHY YOU WOULD LIKE TO JOIN THE COMMUNITY ENGAGEMENT ADVISORY BOARD.

I would like to join the Community Engagement Advisory Board because I have first-hand experience with inaccessible education tools and would like to bridge the gap for other students who have dealt with similar issues. Education is a basic human right that can develop skills and intellect, expand opportunities, and acts as a pathway for individuals to lead a comfortable life. I think our government systems can oftentimes exclude individuals from engaging with education tools or from utilizing them the right way, as they do not always account for language barriers or for those seeing them for the first time. I am passionate about education and the impacts it can have on the life one leads, so I would like to be in a space where I can ensure equitable access by improving the systems that are meant to help with one's educational journey.

WHAT COMMUNITIES ARE YOU AFFILIATED WITH THAT WILL BRING VALUE TO THE ADVISORY BOARD (SUCH AS YOUR EXPERIENCE BEING A STUDENT OR TEACHER, OR WITH REGIONALLY FOCUSED WORK)? PLEASE SELECT ALL CATEGORIES THAT APPLY TO YOUR CONTRIBUTIONS, EXPERIENCE, AND/OR WORK.

- Student: 4th-year student at Santa Clara University, graduating June 2024
- Advocacy 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 Student Inclusion Educator at the Office for Multicultural Learning at Santa Clara University. I am also the Co-President of the Middle Eastern North African student organization at Santa Clara University. Both roles require active engagement with other students or incoming students, providing them with important information and deadlines that they should be aware of. I am regularly around students who are either first-generation college students or part of marginalized communities, giving me the necessary experience in understanding the adverse issues faced by these students.

HOW ARE YOU AN AMBASSADOR IN THE COMMUNITY OR COMMUNITIES THAT YOU ENGAGE WITH? HOW COULD YOU SOLICIT INPUT FROM COMMUNITIES OR DRAW FROM YOUR OWN LIVED EXPERIENCE TO SHARE NEEDS AND CONCERNS THAT ARE RELEVANT TO C2C?

I am an ambassador in the communities I engage with by acting as a conduit, being of service to them by taking their input and using it to tailor my support accordingly. I am aware that I do not know everything, especially when I am engaging with communities that I do not directly identify with. I use my platform to instead uplift individuals, and hold them as knowledge bearers from whom we can learn a lot. For example, my role as a Student Inclusion Educator requires me to advocate for many communities on our campus, and some of them are ones that I am not directly involved with. In these situations, I listen to others and ask how I can be of support to them. I try not to speak for these communities, and I try to remove myself from the situation so that I can understand them as a whole, and rather elevate their own voices.

WHAT EXPERIENCE HAVE YOU HAD SUPPORTING AWARENESS OF AND ACCESS TO STUDENT AND EDUCATOR TOOLS, PARTICULARLY REGARDING COLLEGE, CAREER, AND FINANCIAL AID PLANNING?

Out of my 3 siblings, I was the first to attend university and to go through college applications without the help of my parents. I also had to find a way to financially support myself, learning about the loans available to me and how to pay my way through college alone. It was not an easy experience, as it required a lot of research and was full of a lot of terminology I did not understand. My family is from Afghanistan, and my first language was Dari, so I felt alone throughout this process and was unaware of a lot of resources that I could have used, until I came to college. Drawing from my experiences, I have helped my younger siblings with high school course selection, the FAFSA process, and college applications. Once I came to college and spoke to other students, I started to learn more about the different programs available to students like me, and I started to share this knowledge with my younger siblings so that they have access to resources that I was previously unaware of. During my time in college, I have supported this awareness by sharing my knowledge with other incoming students as well. The Office for Multicultural Learning holds a yearly series with incoming freshmen, where they discuss financial aid deadlines, support groups on campus, and what the students should expect once they come to campus. I was asked to speak to these students as a student representative and to give them relatable information and advice regarding my experiences and journey in selecting my major. I was also asked to be a keynote speaker at Unity Night, which is a yearly event that the university holds for incoming first-generation or minority students. I spoke about my experiences as a first-generation Afghan woman and my journey towards finding the career I am passionate about. As a result, I have gotten in touch with many incoming students who have sought my advice and assistance in the transition from high school to college. Not only have I experienced inaccessibility first-hand, but I am actively engaged with students who face the same challenges and have benefitted from my support.

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

No

HOW DID YOU HEAR ABOUT THE POSITION?

A fellow peer of mine, Alexis Takagi

DHAKAL, MAULIK

STUDENT | EXECUTIVE DIRECTOR | INCOMING CHIEF YOUTH AMBASSADOR, LOS ALTOS HIGH SCHOOL | LOS ALTOS INSTITUTION | CALIFORNIA KIDS INVESTMENT AND DEVELOPMENT SAVINGS PROGRAM (CALKIDS)

POTENTIAL VACANCY CATEGORY

Student (Junior in High School)

PLEASE DESCRIBE WHY YOU WOULD LIKE TO JOIN THE COMMUNITY ENGAGEMENT ADVISORY BOARD.

I would like to join the Community Engagement Advisory Board to serve as an advocate for students in the K-12 system who don't have a voice on the advisory board. The many pitfalls students face in navigating their future after high school are becoming more daunting by the day, and the resources to help them are not growing at the same rate. Cradle-to-Career offers an incredible opportunity to help students, their families, and counselors plan for the future with data-driven decisions. However, to succeed in creating an equitable system that serves all Californians, especially those from socio-economically disadvantaged backgrounds, Cradle-to-Career must work hard to reach out to students and families who traditionally are not engaged within the education system and likely are not oriented with using data to make crucial life choices. Creating a system that does this is unattainable without the input of families, counselors, practitioners, and students within the K-12 and higher education systems. A high school-aged student must have a voice in creating a system that can be accessible to all of their 6 million peers, and with my experience working with students within my school community and our greater statewide community, I'm hopeful that I can be that voice.

WHAT COMMUNITIES ARE YOU AFFILIATED WITH THAT WILL BRING VALUE TO THE ADVISORY BOARD (SUCH AS YOUR EXPERIENCE BEING A STUDENT OR TEACHER, OR WITH REGIONALLY FOCUSED WORK)? PLEASE SELECT ALL CATEGORIES THAT APPLY TO YOUR CONTRIBUTIONS, EXPERIENCE, AND/OR WORK.

- Student: I am currently a junior in high school, hoping to eventually study international relations at university after a service year in Nepal. In school, I take advanced coursework in all subjects because I strongly believe in multidisciplinary learning, am involved in
- Research Organization

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

As a high school student and National Vice President of the American Youth Association, I belong to one of the largest user groups, students within the K-12 education system. As a public policy researcher, I understand that C2C offers an opportunity for easier access to crucial data, potentially revolutionizing edunomics research. I also serve on corporate advisory boards to international companies like Delta Air Lines and local small businesses so I'm excited that C2C can help corporations understand the dynamics of the current and incoming labor force. As the director of a youth-serving non-profit, the world's first high school student-run- and oriented public policy think tank, and a volunteer reading coach, I believe C2C can help underserved families and students more easily navigate the future.

HOW ARE YOU AN AMBASSADOR IN THE COMMUNITY OR COMMUNITIES THAT YOU ENGAGE WITH? HOW COULD YOU SOLICIT INPUT FROM COMMUNITIES OR DRAW FROM YOUR OWN LIVED EXPERIENCE TO SHARE NEEDS AND CONCERNS THAT ARE RELEVANT TO C2C?

I am a local, statewide, national, and global ambassador.

I am engaged within my own high school and community at the local level. As class vice president, I've successfully worked to increase the council involvement of Latino students by 19%. In classes, I work hard to ensure that my peers understand the material, often forgoing lunch or tutorial time to explain problems they are stuck on. At the College and Career Center on campus, I assist students with their college applications and navigating the complex admissions and financial aid process. Outside of school, I worked as a Youth Commissioner to bring greater attention to the visual and performing arts within my community and to decrease student stress by bringing in free college and career counselors for events. My involvement in my local community foundation means I work on various issues such as food insecurity, housing affordability, street planning, and downtown beautification. This has taught me how to engage with stakeholder groups and make them feel heard. For this work, my school recognized me as Global Scholar of the Year.

Statewide, I've prepared for this, and other, roles by trying to understand the dynamics and views of various stakeholder groups within our K-12 system. Over the past few months, I've spoken to and maintained contact with the CTA President, Chair of the Senate Education Committee, Chair of the Senate Budget Subcommittee on Education, and other California leaders. My most important insights have come from the over 75 superintendents I've met and learned from. I maintain contact with these district and county executives and am in touch with student leaders from their districts, who collectively represent 1.6 million students. My network of students, LEA leadership, and California leaders will allow me to effectively represent the views of underserved communities while understanding the nuances of state policy. Additionally, I am working with the California Deputy Treasurer to create a statewide youth ambassadors program for the California Kids Investment and Development Savings Program (CalKIDS). I've leveraged student contacts from across the state to solicit feedback for CalKIDS and I would do something similar for C2C. Additionally, this program will allow me to maintain student contacts and build my strengths as a statewide ambassador. My work at the statewide level has earned me a Certificate of Commendation from the California State Board of Education.

Although my global and national experience may seem unnecessary for serving on C2C's Community Engagement Advisory Board, I believe it will help share best practices from outside California. I work with academics and policymakers within K-12 education, including state superintendents and international education ministers. The common denominator for robust education systems with high levels of success after high school is data-driven decision-making from governments and individuals. My global and national work has been recognized by the Kennedy Foundation, the Nepalese Ministry of Education, and Queen Mary of Denmark.

WHAT EXPERIENCE HAVE YOU HAD SUPPORTING AWARENESS OF AND ACCESS TO STUDENT AND EDUCATOR TOOLS, PARTICULARLY REGARDING COLLEGE, CAREER, AND FINANCIAL AID PLANNING?

At my school, I collaborate extensively with our 2 College and Career Counselors to improve outreach for programs that are being run at the College and Career Center so that students understand the scope of resources available to them. I also have worked with my peers to help make data-driven decisions on the path forward after high school that align with their interests, including making them aware of programs like CalKids and easy-to-earn scholarships. Outside of school, I work pro-bono to mentor over 65 students from socioeconomically disadvantaged through the college and career process. This complex and convoluted system includes confusing applications, outdated and crumbling financial aid services, and little guidance about what path is best for a student moving forward. 65 students are already incredibly hard for me to assist, so I can't imagine the burden that our school counselors must carry. Cradle-to-Career will make it easier for them to help students navigate life after high school and will allow families, especially those with no college background, to sit in the driver's seat of their child's future. However, we must do hard work to make C2C accessible to all these groups, and I hope that I can be a part of that endeavor.

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

I do not know of any conflicts of interest that would prohibit me from serving on the Advisory Board.

HOW DID YOU HEAR ABOUT THE POSITION?

I heard about this position through current Advisory Board Member Alexis Takagi.

REYES, CRISTIAN

STUDENT, CAL POLY SAN LUIS OBISPO

POTENTIAL VACANCY CATEGORY

Student (recent undergrad and future graduate student)

PLEASE DESCRIBE WHY YOU WOULD LIKE TO JOIN THE COMMUNITY ENGAGEMENT ADVISORY BOARD.

I am eager to join the Community Engagement Advisory Board because I am deeply committed to advancing education equity and believe that this platform will allow me to make a significant impact. The board's expectations and responsibilities align perfectly with my passion and expertise, and I am excited about the opportunity to contribute to initiatives that foster evidence-based decision-making, enhance analytical capacity, and ensure equitable access to information and tools.

Firstly, my background in education equity has equipped me with a thorough understanding of the structural factors that influence educational outcomes. I am passionate about utilizing data-driven approaches to identify and address disparities in education. By participating in professional development and technical assistance models, I can help design and implement strategies that enable stakeholders to use data tools effectively, ensuring decisions are grounded in solid evidence and tailored to meet the unique needs of diverse communities.

Secondly, effective communication is critical to the success of any initiative aimed at broad societal impact. I am enthusiastic about contributing to the development and enhancement of communication structures that can reach a wide range of Californians. Ensuring that all stakeholders are informed about and can access these tools is essential for fostering a more inclusive and equitable educational environment. My experience in community outreach and advocacy will be valuable in creating and promoting communication strategies that resonate with diverse populations.

Lastly, I am particularly drawn to the board's commitment to establishing feedback loops that ensure meaningful public input and equitable access. Engaging the community in a meaningful way requires mechanisms that not only solicit feedback but also demonstrate how this input shapes policies and practices. I am dedicated to creating avenues for all voices, especially those from marginalized communities, to be heard and considered in decision-making processes. My work in education equity has taught me the importance of inclusivity and the value of diverse perspectives in driving sustainable change.

In summary, my dedication to education equity, combined with my skills in data analysis, communication, and community engagement, makes me a strong candidate for the Community Engagement Advisory Board. I am excited about the prospect of collaborating with fellow board members to create a more equitable and effective educational landscape in 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)? PLEASE SELECT ALL CATEGORIES THAT APPLY TO YOUR CONTRIBUTIONS, EXPERIENCE, AND/OR WORK.

- Student: Recently completed an undergraduate program at a 4-year university and transitioning to starting a 2 year graduate program in higher education counseling/student affairs

- Regional Level Focus of Work: State-wide; Regional Focus; Central Region - Fresno, Kern, Kings, Madera, Mariposa, Merced, Monterey, San Benito, San Luis Obispo, Stanislaus, Tulare, and Tuolumne Counties

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

Ed Trust-West, Campaign for College Opportunity, Today's Student's Coalition, Achieving The Dream, New America,

HOW ARE YOU AN AMBASSADOR IN THE COMMUNITY OR COMMUNITIES THAT YOU ENGAGE WITH? HOW COULD YOU SOLICIT INPUT FROM COMMUNITIES OR DRAW FROM YOUR OWN LIVED EXPERIENCE TO SHARE NEEDS AND CONCERNS THAT ARE RELEVANT TO C2C?

As an ambassador in the communities I engage with, I leverage my involvement in several diversity and inclusion committees and fellowships focused on education equity to foster meaningful connections and advocate for systemic change. My participation in these committees has positioned me as a representative and advocate for underrepresented groups, enabling me to identify barriers to equity and collaborate with stakeholders to develop inclusive policies and practices. Through my fellowships, I engage with educators, policymakers, and community leaders to promote equity-focused initiatives, staying informed about the latest research and best practices in education equity, which I can then share with my community. By consistently showing up and advocating for marginalized communities, I have built trust and established strong relationships, serving as a bridge between community members and decision-makers to ensure their perspectives and experiences are considered in policy and program development.

I organize and participate in community forums to solicit input directly from community members, providing a platform for individuals to share their experiences, concerns, and suggestions in a supportive and inclusive environment. Additionally, I use surveys and focus groups to gather more structured feedback, ensuring a wide range of voices are heard, including those who might not be able to attend in-person events. Drawing from my own lived experience as an advocate for education equity and as a first-generation queer Latino, I can identify with many of the challenges faced by marginalized communities, allowing me to articulate their needs and concerns authentically and effectively. My involvement in education equity work has exposed me to diverse perspectives and innovative solutions, which I can share with the Community Engagement Advisory Board to inform their efforts.

I actively engage with community members to gather their feedback on existing programs and initiatives, establishing transparent feedback loops to ensure that community input is not only collected but also acted upon. By communicating the outcomes of community feedback to stakeholders, I demonstrate how community input has influenced decisions and changes, fostering trust and encouraging ongoing participation. My involvement in diversity and inclusion committees and education equity fellowships enables me to identify gaps in resources and support that are critical for community-to-community (C2C) engagement. By advocating for equitable access to education and resources, I help ensure that the tools and initiatives developed by C2C are inclusive and accessible to all community members, working to remove barriers that prevent marginalized groups from fully participating in and benefiting from these initiatives.

WHAT EXPERIENCE HAVE YOU HAD SUPPORTING AWARENESS OF AND ACCESS TO STUDENT AND EDUCATOR TOOLS, PARTICULARLY REGARDING COLLEGE, CAREER, AND FINANCIAL AID PLANNING?

I have extensive experience supporting awareness of and access to student and educator tools, particularly in the areas of college, career, and financial aid planning. One notable experience is my internship at the Latino Student Fund, where I played a pivotal role in compiling and presenting college and career readiness workshops. These workshops covered a range of essential topics, including college applications, financial aid processes, selecting majors, and career planning. My efforts ensured that students had access to crucial information and resources, empowering them to make informed decisions about their educational and professional futures.

Another significant experience is my role in organizing the Diverse Student Network. In this capacity, I provided campus resource spotlights, highlighting available tools and services to support students' academic and personal development. Additionally, I kept the student body informed with updates from the Office of University Diversity & Inclusion and Student Government. This initiative helped bridge the gap between students and the resources they need, promoting a more inclusive and supportive campus environment. Through these experiences, I have developed a strong ability to effectively communicate important information and connect students and educators with the tools they need for success in college, career, and financial aid planning.

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

No

HOW DID YOU HEAR ABOUT THE POSITION?

Dr. Tina Cheuk, Ed Trust West FIERCE Fellowship

TADIKONDA, ANUSHKA

STUDENT, N/A

POTENTIAL VACANCY CATEGORY

Student (Junior in High School)

PLEASE DESCRIBE WHY YOU WOULD LIKE TO JOIN THE COMMUNITY ENGAGEMENT ADVISORY BOARD.

The California Cradle-to-Career Data System holds tremendous potential to positively impact the lives of individuals, families, and communities across the state. However, for this potential to be fully realized, it is essential that the voices of students, like myself, are represented and heard.

I chair the Santa Clara County Youth Task Force, an entity representing the collective interests of over 400,000 youth, and through that I've borne witness to the various issues that are present in our educational corridors. From homelessness to the stark reality of a lack of financial illiteracy to college pressures, the spectrum of challenges facing today's students is vast and multifaceted. It's within this crucible of experience that I've honed my resolve to champion policies and programs that directly confront and mitigate these pressing concerns and the inequities that cause them.

My journey as a proactive agent of change has led me to seek the opportunity to serve on the Community Engagement Advisory Board. At its core, my aspiration is simple: to ensure that the voices of students resonate at the very heart of the development and implementation of the C2C Data System. As a high school student, I know the contours of the daily trials and tribulations confronting my peers—from the relentless academic pressures, whether its internal or external, to the myriad external barriers impeding their progress. It is my hope that through my tenure on the Advisory Board, I can provide invaluable insights into crafting a data system that not only acknowledges but actively supports students in transcending these obstacles, thereby empowering them to realize their fullest potential.

Beyond the confines of my immediate community, my commitment to amplifying awareness and accessibility to transformative programs like Cradle to Career burns brightly. Too often, the lifelines of support and resources afforded by initiatives such as these remain obscured from the view of those who stand to benefit most – students and families navigating the complex labyrinth of educational pathways. My mission is clear: to bridge this informational chasm, to illuminate the pathways to success, and to foster a culture of informed engagement within our communities.

I want to advise on the implementation of robust professional development and technical assistance models. These frameworks are catalysts for evidence-based decision-making, empowering stakeholders with the analytical capacity necessary to leverage the system's wealth of data tools effectively. By equipping end users with the requisite skills and knowledge, we can ensure that the insights gleaned from the C2C Data System are not merely static figures, but dynamic instruments for informed action. Moreover, these models will play a vital role in illuminating the structural factors that underpin educational and socioeconomic outcomes, fostering a nuanced understanding of the systemic challenges we face.

However, recognizing that vision alone is insufficient without effective execution, I am committed to rolling up my sleeves and actively contributing to the realization of this vision by advising. Drawing upon my background in advocacy and community engagement, I am poised to lend my expertise to the development of comprehensive training programs that cater to the diverse needs of our stakeholders.

I am eager to spearhead initiatives aimed at fostering collaboration and knowledge-sharing among stakeholders. By facilitating forums for dialogue and exchange, we can harness the collective wisdom and expertise of our community to address emerging challenges and capitalize on new opportunities. Moreover, I am committed to leveraging technology to enhance the accessibility and usability of the C2C Data System, ensuring that users from all backgrounds can engage with its insights and tools seamlessly.

Moreover, my ethos of collaboration, communication, and equity serves as the cornerstone of my approach to advocacy. I am steadfast in my belief that meaningful change can only be wrought through inclusive and participatory processes, where the voices of all stakeholders reverberate in unison. Grounded in a commitment to advancing equity and social justice within our educational sphere, I see the C2C Data System as something that has an incredible amount of potential—a tool through which we can dismantle barriers, confront disparities, and forge a more equitable future for all students.

WHAT COMMUNITIES ARE YOU AFFILIATED WITH THAT WILL BRING VALUE TO THE ADVISORY BOARD (SUCH AS YOUR EXPERIENCE BEING A STUDENT OR TEACHER, OR WITH REGIONALLY FOCUSED WORK)? PLEASE SELECT ALL CATEGORIES THAT APPLY TO YOUR CONTRIBUTIONS, EXPERIENCE, AND/OR WORK.

- Student: Junior in High School

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

Throughout my academic and professional journey, I have been deeply engaged with various membership organizations, user groups, and affinity groups that align closely with the mission and objectives of the California Cradle-to-Career Data System. These experiences have equipped me with a diverse skill set and a nuanced understanding of the challenges and opportunities inherent in advancing educational equity and empowerment. All my work has surrounded youth engagement, civic engagement, youth outreach, and increasing educational equity.

In terms of trying to increase educational equity, during my tenure as a Legislative Intern for Assemblymember Evan Low, I was immersed in the intricate workings of state governance and policymaking, like contributing to campaigns aimed at repealing Proposition 8. I seized the opportunity to undertake a capstone project that held profound implications for youth representation in state governance. However, when given an opportunity to do a capstone project, I specifically chose to craft bill language to enhance youth representation in state governance. Concurrently, my involvement in spearheading the establishment of a youth advisory board with the Santa Clara County Board of Education underscores my unwavering commitment to ensuring that youth perspectives are not only heard but actively prioritized in the decision-making processes that shape their educational trajectories.

Moreover, as one of the select 4 chosen nationwide as a youth writing member for the UNA-USA Youth Declaration of Human Rights by American Youth, I wielded my digital pen as an instrument of advocacy, shaping sections dedicated to education, civic engagement, and workers' rights. Through impassioned advocacy and meticulous attention to detail, I advocated for policies that transcend mere rhetoric to tangibly promote equity and justice for all. My role as a Research Assistant at the University of Waterloo regarding their Youth and Innovation project in which we advise local organizations on how best to run their youth programs through research also further underscores my commitment to leveraging research and data-driven insights as catalysts for transformative change. By contributing to projects aimed at understanding the social and environmental impact of youth-led initiatives, I strive to inform policy efforts and catalyze systemic shifts that address the root causes of educational inequities.

Furthermore, my grassroots efforts in collaboration with residents of Sunnyvale to increase equity in the local school districts stand as a testament to my unwavering dedication to effecting change at the grassroots level. In the wake of the long-term closure of a nearby public school, I have worked tirelessly to amplify community voices, advocate for equitable resource allocation, and foster inclusive educational environments where every student can thrive. These experiences have instilled in me a deep-seated conviction that true educational equity can only be achieved through concerted efforts that span legislative chambers, boardrooms, academic institutions, and grassroots communities alike.

In terms of increasing youth engagement, in my role as Youth Engagement Coordinator for Katie Porter's Senate campaign and as a Youth Engagement Intern for Betty Duong's Supervisorial campaign, I mobilized high school students and identified opportunities for their involvement in the political process, fostering a culture of civic engagement and activism. On that note, to increase civic engagement in my community, I have started working with the California Secretary of State's Office on their Voter's Choice Act Ambassador program to increase youth and civic engagement in my local community.

Furthermore, my involvement with the Brown-Acted Santa Clara County Youth Task Force, where I serve as Co-Chair and Founder of the Gender Equity and Education For All Sub-Committees, has been instrumental in spearheading initiatives such as securing a \$10 million grant for wellness centers and collaborating on educational workshops on critical issues. Additionally, as a member of the Santa Clara County Fentanyl Working Group, I collaborate with diverse stakeholders to educate youth about the dangers of fentanyl and advocate for harm reduction strategies.

My leadership role with March For Our Lives and involvement in drafting the Santa Clara County Children and Youth Bill of Rights further underscore my dedication to advocacy and community engagement. Through these experiences, I have honed my leadership skills, cultivated a nuanced understanding of complex social issues, and forged meaningful connections with fellow advocates and changemakers. As a member of the Community Engagement Advisory Board for the C2C Data System, I am eager to leverage my expertise and passion to advance equity, opportunity, and social justice in education and beyond.

HOW ARE YOU AN AMBASSADOR IN THE COMMUNITY OR COMMUNITIES THAT YOU ENGAGE WITH? HOW COULD YOU SOLICIT INPUT FROM COMMUNITIES OR DRAW FROM YOUR OWN LIVED EXPERIENCE TO SHARE NEEDS AND CONCERNS THAT ARE RELEVANT TO C2C?

As an ambassador in the communities I engage with, I embody a commitment to amplifying voices, fostering collaboration, and effecting positive change. Through my extensive involvement in advocacy, policy shaping, and grassroots activism, I have cultivated deep-rooted relationships and earned the trust of diverse stakeholders across various sectors. Whether collaborating with legislators to craft inclusive policies, spearheading grassroots initiatives to address community needs, or advocating for educational equity on a national scale, I prioritize listening to listen not just to respond, empathy, and inclusivity in all my interactions.

Drawing from my own lived experiences and the insights gained through my community engagements, I possess a nuanced understanding of the needs, concerns, and aspirations of the diverse communities that intersect with the C2C Data System. My role as a Legislative Intern for Assemblymember Evan Low equipped me with firsthand insights into the intricacies of state governance and policymaking, allowing me to identify systemic barriers and advocate for policies that amplify youth voices. Additionally, my grassroots efforts in collaboration with residents of Sunnyvale to increase equity in local school districts underscore my ability to solicit input from communities and advocate for solutions rooted in lived experiences.

Furthermore, my involvement in initiatives such as the UNA-USA Youth Declaration of Human Rights by American Youth and the establishment of a youth advisory board with the Santa Clara County Board of Education has honed my skills in facilitating dialogue, fostering consensus, and amplifying marginalized voices. By leveraging platforms and networks to elevate community perspectives, I am committed to ensuring that the voices of all stakeholders, particularly those historically marginalized or underrepresented, are heard and valued in shaping the trajectory of the C2C Data System.

Moreover, my collaboration with the California Secretary of State's Office on their Voter's Choice Act Ambassador program represents a vital opportunity to amplify youth voices and increase civic participation in my local community. By engaging directly with constituents and promoting voter education and participation initiatives, I am actively contributing to the democratic process and fostering a culture of civic engagement among young people. Through outreach efforts, educational workshops, and community engagement activities, I am working to break down barriers to voting and equip young constituents with the knowledge and tools they need to make their voices heard at the ballot box. This involvement not only advocates for increased youth representation in decision-making processes but also fosters a sense of agency and empowerment among the next generation of leaders.

As a student and co-chair of the Santa Clara County Youth Task Force, I bring a unique perspective shaped by firsthand experiences navigating the complexities of the educational system and advocating for the needs of young people. My role equips me with intimate knowledge of the challenges, pressures, and aspirations that resonate with my peers on a daily basis. From grappling with academic pressures to navigating social dynamics and confronting systemic barriers, I intimately understand the multifaceted realities that shape the educational journey of students across California.

Through my involvement with the Santa Clara County Youth Task Force, I have witnessed the transformative power of youth-driven advocacy in effecting tangible change within our communities. As co-chair and founder of the Gender Equity and Education For All Sub-Committees, I have spearheaded initiatives aimed at addressing critical issues such as mental health, substance abuse, and gender equity in education. By leveraging the collective expertise and passion of young advocates, we have successfully advocated for policies and programs that prioritize the well-being and success of students.

Drawing from my experiences as both a student and a youth advocate, I am uniquely positioned to solicit input from communities and draw from my own lived experiences to share needs and concerns relevant to the C2C Data System. Whether through hosting educational workshops on pressing issues, conducting outreach to amplify community voices, or collaborating with stakeholders to develop inclusive policies, I prioritize centering the perspectives of young people in decision-making processes.

WHAT EXPERIENCE HAVE YOU HAD SUPPORTING AWARENESS OF AND ACCESS TO STUDENT AND EDUCATOR TOOLS, PARTICULARLY REGARDING COLLEGE, CAREER, AND FINANCIAL AID PLANNING?

Within my community, I've undertaken multifaceted initiatives aimed at broadening students' horizons and demystifying the pathways to higher education and career success. Through targeted outreach efforts, I've sought to illuminate the diverse array of opportunities available, from scholarship programs to career exploration resources. By organizing informational sessions, coordinating guest speakers in my Youth Task Force meetings, and facilitating educational sessions at local middle and high schools, I've endeavored to equip students with the knowledge, skills, and support networks necessary to navigate the complexities of the college admissions process and beyond.

Recognizing the pervasive stress and anxiety often associated with college preparation, I've also dedicated myself to alleviating these burdens through proactive support initiatives. Whether through one-on-one guidance sessions with

friends, hosting stress reduction workshops, or creating platforms for open dialogue and mutual support, I've endeavored to cultivate a culture of resilience, empowerment, and well-being among my peers.

In a notable collaboration with the Youth Task Force, I played a crucial role in organizing a Youth Leadership Summit, a transformative event that brought together a diverse array of organizations committed to supporting youth empowerment and educational attainment. By convening over 30 organizations, including those offering financial assistance and educational programs, we created a dynamic platform for youth to explore opportunities, access resources, and forge meaningful connections. Notably, we provided initiatives such as a program providing \$100 to students for educational pursuits which directly addresses financial barriers and underscores our collective commitment to fostering equitable access to educational resources.

Looking ahead, I am unwavering in my dedication to advancing awareness of and access to student and educator tools, recognizing the transformative impact these resources can have on individuals' academic and professional trajectories.

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

HOW DID YOU HEAR ABOUT THE POSITION?

Meredith Curry whom I met during a presentation to the Youth Task Force