

Cradle-to-Career Community Engagement Advisory Board

Staff Report

Date Report Issued: March 13, 2025
Attention: Members of Community Engagement Advisory Board
Subject: **Advisory Board Member Recruitment (Agenda Item Eight)**
Staff Contact: Stephanie Gutierrez-Valdez, Board Liaison and Governance Specialist and Angelique Palomar, Deputy Director, Communications

At this meeting, the Community Engagement Advisory Board (CEAB) will have the opportunity to hear about the Office of Cradle-to-Career Data's (Office) outreach strategy for recruiting new Advisory Board members. In addition, CEAB members will receive an overview of the Selection for Advisory Boards process, with an emphasis on the roles and responsibilities of the Office, Governing Board, and Advisory Boards.

Requested Action:

There is no requested action for this item. This is an informational item only.

Background:

The CEAB, established through [Education Code Section 10865\(b\)\(1\)\(B\)](#), is responsible for examining whether the managing entity is creating strong feedback loops with data users, supporting evidence-based decision-making and analytical capacity, and ensuring equitable access to actionable information. The CEAB consists of 16 public members appointed each year by the Governing Board (Board) to serve a three-year term. Members include individuals from advocacy organizations, community organizations, and the end users of the data system, such as practitioners and students.

At the February 28, 2025 Board meeting, the Selection for Advisory Boards Committee (Committee) [charter](#) was approved and five Board members were designated to form the Committee. Their role is to finalize selection and recruitment materials and to identify a candidate pool for Board approval. The Committee is tasked with ensuring that the Advisory Boards consist of collaborative individuals with diverse perspectives and relevant expertise, enabling them to provide timely and high-quality recommendations to the Board.

In 2025, the following CEAB members will complete their terms in August: Michelle Cheang, Parshan Khosravi, Orquidea Largo, Jackie Nevarez, Lisa Rodriguez, Sbeydeh Viveros-Walton. There will be six vacancies on the CEAB. The term for the vacancies will be from 2025 through 2028.

Vacancy Analysis:

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

	2025	2026	2027
Advocacy Organization	2 Vacancies	1 Vacancy	2 Vacancies
Community	1 Vacancy	1 Vacancy	2 Vacancies

Organization			
Practitioner	3 Vacancies	2 Vacancies	-
Student/Families	-	2 Vacancies	-

April 16, 2025 Committee Meeting:

During the initial Committee meeting on April 16, 2025, Committee members will review the current Advisory Boards composition to determine desired characteristics and expertise for members of each Advisory Board. Committee members will also have the opportunity to provide input to the Office of Cradle-to-Career Data (Office) and finalize the selection rubrics, recruitment materials, and dissemination plans.

Outreach:

In an effort to seat a diverse Advisory Board, the Office is implementing a strategic and comprehensive outreach plan for recruiting new members. To publicize the application, the Office will utilize social media and public bulletin boards; leverage Advisory Board members to post flyers at libraries, college campuses, and local education offices; send printed flyers to regional partners who represent Tribal Communities, higher education institutions, and community foundations in the Northern State, Central Valley, and Eastern Sierra regions; and develop a communications toolkit in English and Spanish, which will be shared with collaborators for further dissemination. Through intentional and targeted advertisement, which will begin before the opening of the application, the Office will be deliberate about outreach to various student populations and student ambassadors.

Additionally, to streamline the application process for the public, the Office has developed a page on the C2C website to house all application resources and information. It is a static landing page that the Office will update every Spring with the new application for the Advisory Board. This year, the application will be

available in Spanish and English. The page will also highlight key information and timelines, such as when the application will open and close.

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

Application and Rubric:

The front section of the application details the authority of the DTAB, lays out membership and terms, provides insight into selection criteria, meeting logistics, member expectations and responsibilities, and specifies desired characteristics for selection. The later half is the application, which contains 15 questions in total. Questions one through eight are standard, questions nine and ten pertain to self-identification, and questions 11 through 14 are substantive and the core of the application. The draft, red-lined application, with suggested edits from the Office, can be found in Attachment C.

The red-lined application includes two substantive revisions. The first is the inclusion of a section outlining the Selection Criteria for Advisory Board members. In previous years, the Office noticed confusion regarding applicants' eligibility for appointment to the Advisory Board. To enhance transparency and ensure clarity from the outset, this section explicitly defines the key organizational provision related to public representation. Specifically, it addresses the organizational overlap between the Board and Advisory Board.

The second substantive revision is reflected in question nine, which focuses on applicant self identification. This revision aims to provide greater clarity and precision in how applicants can self-identify. By refining the language and structure of this question into four categories regarding organizational representation, student representation, parent/family member representation, and regional representation, applicants can self-identify themselves into categories that best represent their contributions, experiences, and work. This

revision aims to remove ambiguity in how applicants self-identify, while providing a more comprehensive perspective on how the incoming slate of candidates can enhance the diversity, lived experiences, skills, and expertise on the Advisory Board.

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

Division of Roles for the Selection for Advisory Boards Process:

The [Governance Manual](#) details the Advisory Board selection procedures and defines the roles of the Office, the Committee, the Board, and the Advisory Boards.

Role of the Office:

The Office will:

- ❖ Provide a draft application, rubric, and selection process plan;
- ❖ Create documentation to publicize the opportunity to apply, including requirements for participation, anticipated activities, the selection rubric, and an application form;
- ❖ Partner with Board members, Advisory Board members, and community partners to recruit for Advisory Board nominations;
- ❖ Compile applications and ensure they are complete;
- ❖ Tabulate the results of Committee scoring and provide the top scoring applicants.

Role of the Committee:

The Committee will:

- ❖ Approve and provide input on application, rubric, and selection process plan;
- ❖ Review all slating resources and score applicants;

- ❖ Discuss potential slates for each Advisory Board at a public meeting, including rank-ordering runner up candidates.

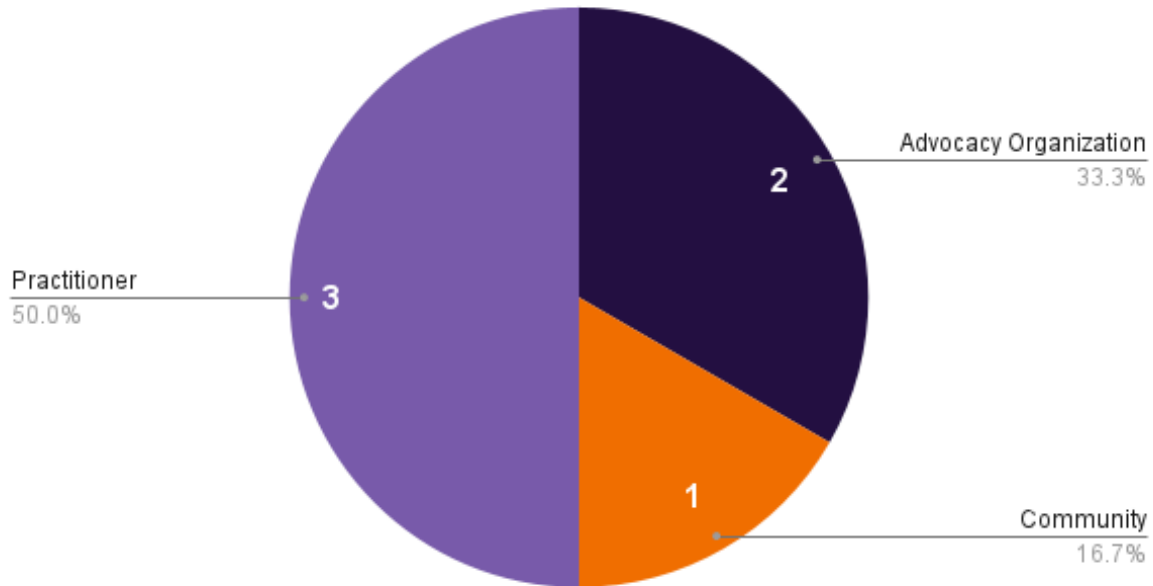
Role of the Board:

The Board will consider the adoption of the Committee recommended Advisory Boards slating at the August 15, 2025 Board meeting. The Board will review and determine whether to approve the slate of candidates, including offering positions to runner-up candidates in the order recommended by the Committee if Advisory Board members elect not to serve.

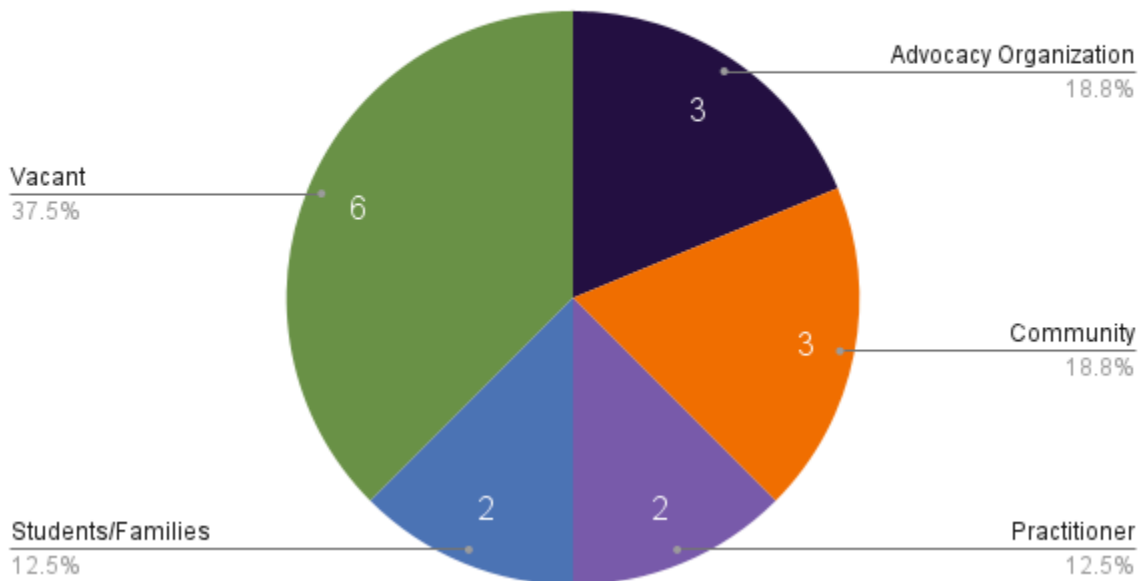
Role of the Advisory Boards:

At the Spring Advisory Board meetings, Advisory Board members will have an opportunity to discuss opportunities to recruit a diverse applicant pool. The Advisory Boards will partner with the Office, Board members, and community members to recruit for Advisory Board nominations.

Term Out 2025 Analysis



2025 Board Composition



Members Terming Out in 2025:

Michelle Cheang (Community Organization)



Dr. Michelle Cheang is the inaugural Director of Catalyze, a collaborative fund seeking to jumpstart innovations in the field of career-connected learning through grantmaking, learning, and storytelling. Michelle brings over fifteen years of experience in community-based organizations, addressing education and equity, and promoting social justice for K-12, youth and adults. As a nonprofit practitioner, Michelle launched a youth education and workforce department operating three centers for opportunity youth, successfully partnered with K-12 public schools

and industry leaders to provide college and career exploration and readiness programs, and strategically engaged with funders to align investments with organizational priorities. During her tenure as a community college dean, Michelle expanded career technical education pathways through K-12 dual enrollment partnerships, academic support services and instruction, and employer engagement. Michelle earned a Doctor of Education and Master of Public Administration from California State University, Northridge and bachelor's degree in anthropology from the University of California, San Diego.

Parshan Khosravi (Advocacy Organization)



Parshan Khosravi is a community organizer, policy advocate, and business owner with a passion for education equity. He serves as the CA Policy Director for uAspire as well as the managing partner at KHK Solutions LLC. In addition, Parshan serves on the Board of Directors at the California Zoroastrian Center, Orange County. A first-generation immigrant and a former ESL student, Parshan brings with him over 10 years of experience advocating for education access and equity. Prior to joining uAspire's team, Parshan served as the Government Relations Director for the UC Student

Association, where he represented over 285,000 students of the University of California system at the state and national level, fighting for a more accessible and affordable education. A double alum of the University of California, Parshan received his Bachelor's degrees in Political Science and Education Sciences from UC Irvine and his Master's Degree in Public Policy from UCLA Luskin School of Public Affairs.

Orquidea Largo (Practitioner)



Dr. Orquídea Largo serves as Associate Vice Chancellor of Educational Partnerships responsible for the Center for Educational Partnerships (CEP) within the Student Affairs unit at UC Merced, which houses multiple state, federal, and privately funded academic preparation programs and serves as UC Merced's Chief Outreach officer. She also serves as UC Merced's chief outreach officer. During her 20+ year career at UC Merced, she has helped secure over \$42 million in federal, state, and private grants to provide student, parent, and school- centered services aimed “to

provide student, school, and parent-centered services that ultimately result in students having the greatest number of postsecondary choices from the widest array of options upon graduation.”

Jackie Nevarez (Practitioner)



Introducing Jackie Nevarez, a trailblazing advocate for educational change in California. Jackie has journeyed through some of California's largest school districts, connecting "boots on the ground" experiences with statewide organizations. She is currently the Coordinator for College and Career for Sacramento City Unified School District, in "The Heart of the State." Armed with a Master's in School Counseling and another in Marriage and Family Therapy, packaged with over two decades of experience, she serves on multiple boards, including the CSAC

Financial Aid Advisory Board, The Timothy Tuition Program for Foster Youth, and the Nor Cal Army Community Relations Board. As a first-generation student, Jackie Nevarez lacked the cultural capital to understand the educational system; therefore, in all capacities, she now works to support efforts to capture the passion of California's youth and provide them with a future worthy of their generation and beyond.

Lisa Rodriguez (Practitioner)



Lisa Rodriguez is the Director of Student Services for the Kings County Office of Education. Preceding this position, Rodriguez served as a Curriculum Consultant and Education Learning Coordinator and spent 12 years as a high school Agriculture teacher at Orosi High School in Tulare County. Lisa has a passion to ensure that All students have equitable access to become College and Career Ready. Lisa attended College of the Sequoias and then transferred to Fresno State where she earned a BA and her Single Subject credential in Agriculture Education and an Agriculture Specialist

Credential. Rodriguez earned her Administrative Services credential and MA in Education Administration and Supervision from California State University, Fresno.

Sbeydeh Viveros-Walton (Advocacy Organization)



Sbeydeh is the founding Director of Higher Education at Public Advocates, a civil rights legal and advocacy organization. She also serves as Council Member in the City of San Leandro, representing District 1. Sbeydeh has over 17 years of executive leadership experience in the public and non-profit sectors focusing on equity centered policy and programs. Originally from Baja California, Mexico, Sbeydeh is a proud community college transfer student -making her a graduate of all three public higher education institutions in California. She also volunteers as

Co-Chair of KQED's Community Advisory Board and mentors underrepresented students transitioning from high school into college and community college transfer students.

Members Terming Out in 2026:

Lorenzo Gamboa (Practitioner)



Hola, my name is Lorenzo Gamboa. I am honored to be a first generation college graduate who grew up in rural Colorado to immigrant parents and now works as an admission officer for my alma mater, Santa Clara University. I hold a Bachelor Degree in Economics from Santa Clara, Masters of Science in Immigration and Education from University of Arizona, Masters in Business Administration from Santa Clara and an Educational Doctorate from the same very soon. I have spent much of my time exploring and understanding the opportunities and challenges that exist in higher

education because I want to become the bridge of knowledge I and my parent's once craved to understand. Now with close to two decades of work experience I aspire to make sure all families seeking out the same can become a reality.

Adam Gottlieb (Advocacy Organization)



Adam Gottlieb serves as the Director of Postsecondary Strategy & Policy at UNITE-LA. In his role, he oversees policy and systems change strategy as they relate to postsecondary access and success at local, state, and federal levels. He also leads the L.A. Region K-16 Collaborative, bringing together key leaders of K-12, higher education, workforce, civic offices, and nonprofits to support equitable education and career attainment in the L.A. region. Adam received a B.A. from the University of Redlands in Political Thought and Practice and an M.P.P. from Vanderbilt University in

Education Policy. He is the current president of the University of Redlands Alumni Board of Directors and serves as a member of the University Board of Trustees. Adam also serves in advisory capacities for numerous state and education agencies as well as higher education institutions, supporting student success efforts.

Karina Lopez (Practitioner)



My name is Karina Lopez; I am a Tenured Counselor for the EOPS/CARE/Next Up Program at Compton College. In my role I have the blessing to work with first-generation, low-income students, student-parents, and/or current and former foster youth. I guide them and mentor them to ensure they can successfully attend and complete college so they can make their academic, professional and personal goals come true. I have worked in higher education for 10 years and I previously worked at Pasadena City College and Mt. San Antonio College as an EOPS/CARE/Next Up

Counselor. I am a first-generation college student and was the first to graduate high school and attend/graduate from college. I earned my Bachelor of Arts in Psychology from California State University, Northridge (CSUN) and my Masters in Educational Counseling from University of Southern California (USC).

Carla Lopez-Valdes (Community Organization)



Dr. Carla Lopez-Valdes has been a social justice advocate in the nonprofit sector for over 15 years. Through this work, she has advocated for domestic workers' rights, health access, civic engagement, and education equity for underserved communities across Los Angeles County. It is her personal mission to advocate for policies and programs that play a critical role in ensuring communities in need can fully thrive. She currently serves as the Associate Director of Government and Community Relations at Para Los Niños (For The Kids), an organization that works through a holistic lens to ensure children and families can succeed.

Mike Nguyen (Student)



Mr. Nguyen is from the San Francisco Bay Area and proudly represents all students across the State of California in overseeing the development of the Cradle-to-Career Data System. Currently, he is a first-generation undergraduate student at the University of California, Berkeley. Prior to his appointment to the Board, Mr. Nguyen served in local office as Commissioner, representing nearly half a million youth in the County of Santa Clara. His work has centered around improving public welfare through educational advocacy, civic engagement, and hunger awareness. Mr. Nguyen is a national scholar and advocate recognized by numerous media outlets, the United Nations Association of the United States of America, the U.S. Department of Education, and the White House.

Alexis Takagi (Student)



Alexis Takagi is a doctoral student at Santa Clara University's (SCU) School of Education and Counseling Psychology, studying Social Justice Leadership in Higher Education. Concurrently, she is the Basic Needs Coordinator in the Office of Student Life at Santa Clara University. Alexis earned her AA in Social Sciences from Foothill Community College in 2020 and her BA in Communications with high honors from Santa Clara University in 2022. She was subsequently appointed by Governor Gavin Newsom as a commission member for the California Student Aid Commission (CSAC), which oversees \$3.2 billion in financial aid, serving as the student representative for the independent non-profit sector. Alexis is a proud first-generation California community college transfer student and student advocate.

Members Terming Out in 2027:

Lisa Countryman-Quiroz (Community Organization)



Lisa Countryman-Quiroz joined JVS in 2013 and became CEO in January 2020. Under Lisa's leadership, JVS has continued to flourish while evolving JVS programs and services to meet the rapidly changing needs of our current economic environment. Leading with empathy and vision, Lisa has set a 10-year strategic vision for JVS which will drive scaled impact and systems and policy change. Supporting this ambitious vision is a commitment to working in partnership across the social service ecosystem and creating and fostering a culture of learning and inclusivity to support the whole JVS community in achieving their full potential. Lisa currently sits on the Executive Committee and Stakeholder group for the California Worker Equity Initiative, the UCSF Healthforce Pathfinder council, the C2C Community Engagement Advisory Board, and the National Skills Coalition WIOA advisory council. Lisa holds a master's degree in

Comparative Literature from SUNY Buffalo and a bachelor's degree in German and Classics from Loyola University Chicago.

Natalia Gonzalez (Community Organization)



Born and raised in the Eastern Coachella Valley, Natalia Tonatiuh Gonzalez is the Community Engagement and Partnership Representative at the Riverside County Office of Education, where she focuses on building strategic partnerships to enhance educational opportunities across the region. With years of experience in education and public service, Natalia holds a Bachelor's degree in Political Science from UCLA and a Master's degree in Communication from California Baptist University. She is currently pursuing a

Doctorate in Organizational Change and Leadership from the University of Southern California.

Marisa Johnson (Advocacy Organization)



Marisa Johnson is the Director of Policy Impact at the Campaign for College Opportunity. Marisa has worked for the Campaign for College Opportunity in different roles over the past five years, starting as a Policy Fellow in 2019. Marisa was born and raised in Hollister, California, a rural city where many in the community first access higher education through the community college system. Marisa's mother was a first-generation student who instilled the transformative power of higher education, which drives the work she does today.

Marisa earned a BA in Social Work from the University of Portland, a Master of Social Work (MSW) and a MS in Disaster Resilience Leadership from Tulane University.

Dar'rell Jones (Advocacy Organization)



My name is Dar'rell Jones, and I am a proud 2nd generational native of San Bernardino, California, where all 11 of my aunts and uncles were also born and raised. I graduated from California State University, San Bernardino with a degree in Biology and Business Administration. As a first-generation college graduate, I developed a deep passion for helping other first-generation students navigate their academic and career journeys. This passion has driven me to spend the past 5 years at BLU Educational Foundation, where I currently serve as the Career Program Manager. In this role, I oversee all of the organization's career programming and collaborate with K-12 school districts, higher education institutions, and companies to create streamlined and purposeful career pathways.



Cradle-to-Career Community Engagement Advisory Board Application

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

Authority

The responsibility of the Community Engagement Advisory Board is to examine whether the Office of Cradle-to-Career Data (the Office) is creating strong feedback loops with data users, supporting evidence-based decision making and analytical capacity, and ensuring equitable access to actionable information.¹

Selection Criteria

Pursuant to the Governance Manual, "in order to ensure that Advisory Board members represent the public, starting in fiscal year 2024, a person who works for an organization or person represented on the Governing Board may not be selected to serve on an Advisory Board. An organization is defined as a state agency or representative of a segment (such as Association of Independent California Colleges and Universities), as opposed to providers that report to an agency (for example, a representative from a specific University of California would be eligible to serve, even though the University of California Office of the

¹ [Education Code Section 10865\(b\)\(1\)\(B\).](#)

President is represented on the Governing Board)." For more information about the organizations and individuals represented on the Governing Board, please visit the [C2C website](#).

Membership and Terms

The Community Engagement Advisory Board members shall consist of 16 public members, appointed by the Governing Board. Members include the end users of the data system including practitioners, families, students, adult learners and workers, community organization staff, research organization staff, and advocacy organization staff.

While Community Engagement Advisory Board members are appointed as individuals based on their experiences, expertise, and perspectives, an Advisory Board member or applicant shall not be employed by an entity with representation on the Governing Board, as outlined in the selection criteria.

Community Engagement Advisory Board members serve three year terms and serve no more than one consecutive term.

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

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

Meetings

- Meetings will occur at least three times a year. Tentative meeting dates include a member orientation on **August 22, 2025**, and Community

² Government Code Section 1062.

Engagement Advisory Board meetings on **October 24, 2025, March 2026, July 2026, and October 2026.**

- In addition to regular meetings, the Community Engagement Advisory Board may establish ad hoc committees as needed.
- All meetings are subject to the provisions of the Bagley-Keene Act.

Member Expectations and Responsibilities

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

Through feedback provided in meetings, the Community Engagement Advisory Board members offer suggestions for the Governing Board and the Office including, but not limited to:

- Professional development and technical assistance models that foster evidence-based decision-making, strengthen analytical capacity to use available data tools, and enable end users to understand structural factors that influence outcomes
- Communication structures that ensure a broad range of Californians know about and are using the tools
- Feedback loops that ensure meaningful and equitable public input, access, and utilization of the available information.

When there are significant gaps regarding feedback loops with data users, evidence-based decision making and analytical capacity, and equitable access to actionable information, the Advisory Board may make formal recommendations about the community engagement framework to the Governing Board for ways to improve feedback loops.

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

Prior to the Spring Advisory Board meeting, the Governing Board's liaison to the Advisory Board, along with up to two Advisory Board members, will draft a report that links to all proposals members submitted, summarizes the discussion at the Fall meeting, and includes the Office of Cradle-to-Career Data's light-touch feasibility write ups.

At the spring Advisory Board meeting, the ~~Office of Cradle-to-Career Data (the Office) will present on the feasibility studies. The~~ Advisory Board will discuss the draft report and share any comments or reflections on the overall report in the meeting. The Governing Board's liaison may update the report based on the discussion at the Spring meeting, if desired. At the Governing Board's May meeting, the Governing Board Liaison and one or more Advisory Board members will share the report with the Governing, which can inform the Governing Board's work and deliberations. ~~findings, amend the proposal if needed, and then vote on whether the proposal should be advanced to the Governing Board as a recommendation. The same voting protocol will be used as in the decision to implement a feasibility study.~~

Members will be required to:

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

Selection

Advisory board members will be selected to ensure a broad representation of perspectives and expertise will inform the resources developed by C2C. Specific desired characteristics include:

- Ability to support community engagement with both analytical data sets (like dashboards) and tools for students and educators (such as resources for college and financial aid applications)
- Understanding of community member needs and concerns or currently serve as an ambassador to a specific groups or communities
- Familiarity with education issues (particularly K-12, community colleges, universities, and teacher training) through personal and/or professional experience
- Ability to make information about education more understandable, useful, and relatable
- Ability to commit time to review materials, solicit input from community members, and participate in Advisory Board meetings
- Willing to work collaboratively toward common solutions and share lived experiences that can be beneficial to the Advisory Board

Application

1. Are you a California resident who will be 18 years old or older by September 1, 2025?
2. First Name
3. Last Name
4. Job Title
5. Organizational Affiliation
6. Email Address
7. Phone Number
8. Please describe why you would like to join the Community Engagement Advisory Board.
9. What communities are you affiliated with that will bring value to the Advisory Board (such as your experience as a student or teacher or with regionally focused work)? ~~Please select all that apply to your contributions, experience, and/or work.~~
 - a. Please select an option that best describes your contributions, experience, and/or work.

☐ Practitioner *(If practitioner is selected, select one category.)*

- ☐ Early Learning
- ☐ K-12
- ☐ California Community Colleges
- ☐ California State University
- ☐ University of California
- ☐ Independent Institutions of Higher Education
- ☐ Private PostSecondary Education Institutions
- ☐ Workforce Development
- ☐ Dual Enrollment
- ☐ Undocumented Students/Learners
- ☐ Adult Education
- ☐ Non-Traditional Students

☐ Research Organization

☐ Advocacy Organization

☐ Community Organization

☐ Other [describe]

☐ None of the above

b. Please select one option that best describes your status as a student enrolled in an educational institution.

☐ Student enrolled in an educational institution

☐ ~~Where are you in your educational journey?~~

☐ Yes

☐ High School Level and Below

☐ Undergraduate

☐ Graduate

☐ No

c. Please select one option that best describes your status as a parent/family member.

☐ Parent/Family Member

☐ Yes

☐ No

☐ ~~Research Organization~~

☐ ~~Advocacy Organization~~

☐ ~~Community Organization~~

d. Please select one option that best describes your regional level of focus of work.

☐ ~~Regional Level of Focused 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

☐ Northern Region - Del Norte, Humboldt, Lassen, Mendocino, Modoc, Shasta, Siskiyou, Tehama, and Trinity Counties

☐ South Coast Region - Los Angeles, Orange, San Diego, Santa Barbara, and Ventura Counties

☐ ~~Other {describe}~~

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

11. 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?

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

13. Do you know of any conflicts of interest that would prohibit you from serving on this Advisory Board?
14. How did you hear about this position?



Cradle-to-Career Community Engagement Advisory Board Rubric

Criteria	1 point	3 points	5 points
Community affiliation	No description of affiliation with groups or communities relevant to C2C's work	Demonstrated affiliation with groups or communities relevant to C2C's work	Affiliation with groups or communities that are currently unrepresented on the Advisory Board per the vacancy analysis. For example students
Community Ambassador or actionable experience	No experience serving as an ambassador for a specific community or user group or relevant lived experience described	Some experience with and ability to reach communities and user groups or relevant lived experience described	Demonstrated ability to reach and learn from communities and user groups; adept at informing decision making with lived experiences
Soliciting input and communicating needs and concerns	No experience with soliciting input and communicating community concerns described	Some experience with soliciting input and communicating community concerns described	Demonstrated ability to solicit input and communicate community concerns that can inform the shape of C2C's work described
Student and educator tools	No experience with relevant student or educator-facing operational tools described	Some experience supporting awareness of student or educator-facing operational tools described	Demonstrated experience supporting access to student and educator-facing operational tools; experience relevant to college, career, and financial aid planning described