

Cradle-to-Career Data and Tools Advisory Board Staff Report

Date Report Issued: March 5, 2025
Attention: Members of Data and Tools Advisory Board
Subject: **Advisory Board Member Recruitment (Agenda Item Seven)**
Staff Contact: Stephanie Gutierrez-Valdez, Board Liaison and Governance Specialist and Angelique Palomar, Deputy Director, Communications

At this meeting, the Data and Tools Advisory Board (DTAB) will have an opportunity to discuss the Selection for Advisory Boards process, with an emphasis on how DTAB members can support efforts to recruit a diverse pool of applicants.

Requested Action:

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

Background:

The DTAB, established through [Education Code Section 10865\(b\)\(2\)](#), is responsible for examining whether the data system is providing actionable information and identifying ways to improve access to that information. The DTAB 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 researchers.

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 DTAB members will complete their term in August: Jason Borgen, Tamika Connor, Regan Foust, Heather Hough, Laura Owen, and Vikash Reddy. There will be six vacancies on the DTAB. The term for the vacancies will be from 2025 through 2028.

Vacancy Analysis:

As the DTAB faces vacancies, it is imperative to analyze how those impending openings will affect the DTAB as the new selection process begins. In terms of the six members that will be cycling off the DTAB, three members represent a research organization and three members are practitioners. Given their departure and pending the new selection of members, the DTAB will be composed of two members that represent advocacy organizations, two members that represent community organizations, five practitioners, and one member that represents a research organization. A vacancy analysis can be found in Attachment A. The biographies of all current DTAB 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	-	1 Vacancy	1 Vacancy
Community Organization	-	1 Vacancy	1 Vacancy
Practitioner	3 Vacancies	3 Vacancies	2 Vacancies
Researcher Organization	3 Vacancies	-	1 Vacancy

Student/Families	-	-	-
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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. 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 15 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.

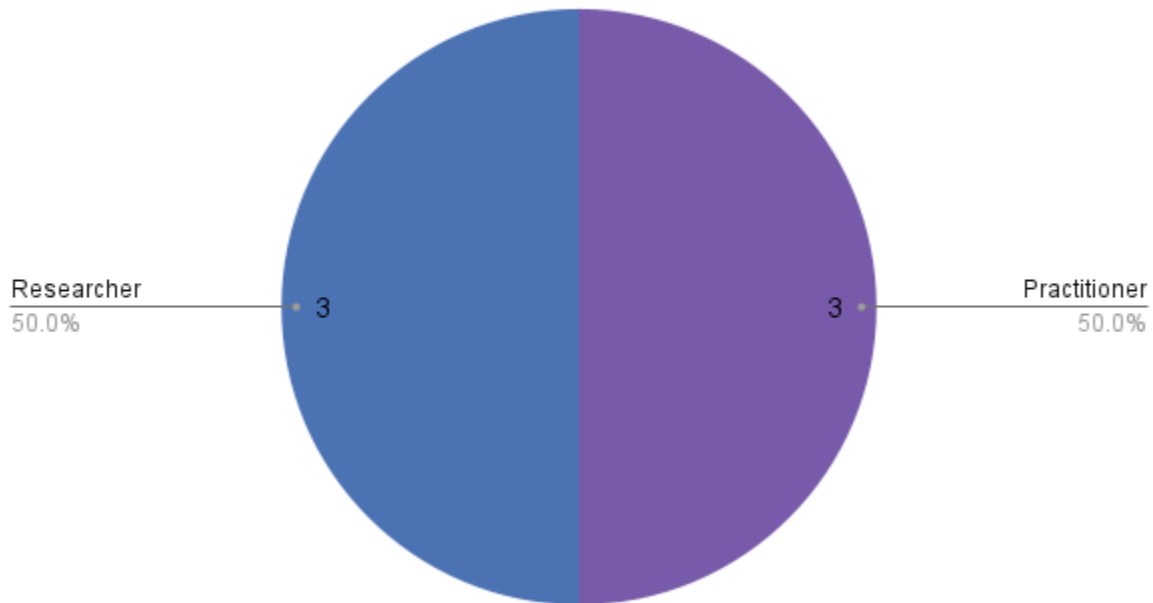
Role of the Board:

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.

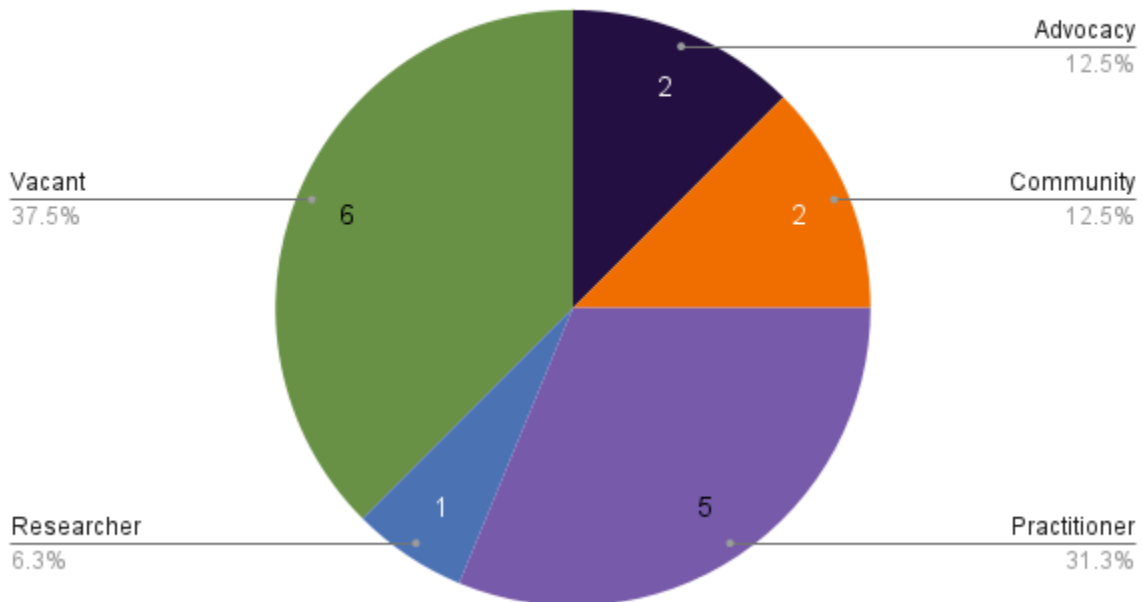
Role of the Advisory Boards:

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 2024 Analysis



2024 Board Composition



Members Terming Out in 2025:

Jason Borgen (Practitioner)



Jason is leading Technology, Innovation, Data Systems, and Computer Science Education at the Santa Cruz County Office of Education as the Chief Technology & Innovations Officer. Jason has worked in the K-12 environment for over 20 years--First as a teacher focused on creating an environment beyond brick and mortar learning. Jason spent many years following by supporting school administrators across California with effective ways to leverage technology to lead 21st century schools as part of the statewide Technology Information Center for Administrative Leadership (TICAL)

project as well training teachers in transformative practices in their classroom. Jason spent 3-years in leading curriculum and technology programs in a small school district in the Silicon Valley. He is former president of the Board of CUE, INC. Board of Directors – a non-profit focused on inspiring innovation in education and currently is chair of the Data sub-committee of Santa Cruz County DataShare – a multiagency collaborative focused on data literacy and supporting data elements aligned to equity initiatives.

Tamika Connor, PhD (Practitioner)



Tamika is a doctoral candidate with expertise focused on online education. She serves as the Senior Vice President/Accreditation Liaison Officer at Calbright College and a Core Project Team Member of the California Community College's State Chancellor's Office Strategic Enrollment Management Community of Practice, where she uses evidence-based, data-informed, innovative strategies to implement new practices and policies to increase equitable student outcomes. She previously served as Assistant Vice

Chancellor of Enrollment Management (Interim), Department Chair, and Tenured Faculty at the Peralta Community College District/Laney College and was the Adult Education Director for the Chabot/Las Positas Community College District - Mid Alameda County Adult Education Consortium. Tamikas has a strong background in building sustainable partnerships with higher education institutions, community-based organizations, the workforce industry, and local government agencies. Her post-secondary education work includes private and public colleges (e.g., Stanford University, Santa Clara University, and California Community Colleges). She has a broad range of academic experience, including non-credit and dual enrollment programs, credit for prior learning, competency-based education, student onboarding, skills-based hiring, and equity-aligned initiatives such as AB928, AB19, the student-centered funding formula, Student Equity and Achievement Plan, and Guided Pathways.

Regan Foust, PhD (Research Organization)



Regan Foust, PhD is the Executive Director and Senior Research Scientist at the [Children's Data Network](#) at the University of Southern California. As ED of the single largest set of linked administrative records concerning children and youth in the United States, she actively promotes a person-level and longitudinal understanding of children and families in California to inform children's programs and policies. She stewards robust data and funding partnerships, pursues and communicates answers to pressing policy questions, aligns data integration initiatives across the state, and, acting as an extension of and thought partner to state and local government, builds the capacity of public agencies to make better use of their own data. Her work is inherently transdisciplinary, spanning the child welfare, education, maternal and child health, mental health, epidemiology, government operational, human service, and public policy domains, placing her at the innovative intersection of academia, government, philanthropy, and public policy. She holds multiple board appointments, notably a three-year term on the inaugural California [Cradle-to-Career](#) Data and Tools Advisory

Board. Dr. Foust holds a doctorate in Educational Psychology from the University of Virginia and a B.A. in Psychology from U.C. Davis.

Heather Hough, PhD (Research Organization)



Heather Hough is a senior policy and research fellow and the former executive director of Policy Analysis for California Education (PACE). Her research and analytic approach explores how a wide range of data on student outcomes—including academic, health and well-being, and experiential—can inform our collective understanding of student success, teacher and system performance, and the efficacy of programs and policies. She is committed to strengthening the impact of research on local- and state-level policymaking and implementation, with a particular focus on policy

coherence, system alignment, and continuous improvement. Hough has worked in a variety of capacities to support policy and practice in education, including as the founding director of the research partnership between PACE and the CORE Districts; as an improvement advisor at the Carnegie Foundation for the Advancement of Teaching; and as a researcher at the Public Policy Institute of California, the Center for Education Policy Analysis at Stanford University, and the Center for Education Policy at SRI International. She has served on many statewide committees and work groups, and is currently a member of the advisory board for the Cradle-to-Career Data System. Hough received her BA in public policy and her PhD in education policy from Stanford University.

Laura Owen (Practitioner)



Dr. Laura Owen is a dedicated leader in education, serving as the Executive Director for the San Diego State University Center for Equity and Postsecondary Attainment. With a background as an urban school counselor, district counseling supervisor, and district crisis team lead, Dr. Owen is passionate about closing postsecondary opportunity gaps and advocating for historically marginalized communities. Her research covers interventions targeting FAFSA completion, high school to college transitions, virtual advising, and the impact of technology in college counseling. Dr. Owen

has received numerous accolades, including teaching awards from Johns Hopkins University and San Diego State University, and was honored as the 2023 California School Counselor Educator of the Year.

Vikash Reddy, PhD (Research Organization)



Vikash Reddy, Ph.D. is a higher education researcher based in Los Angeles, California, with over 15 years of experience researching racial equity in higher education policy. Dr. Reddy has previously served as the Vice President of Research at the Campaign for College Opportunity, a policy analyst at the California Policy Lab at UC Berkley, and a senior research associate at the Community College Research Center at Teachers College, Columbia University. His work has been influential in the passage of legislation in California and the adoption of reforms at college and universities in the state. Dr. Reddy earned his Ph.D. in Education Policy from Teachers

College, Columbia University. He holds a Masters Degree in Elementary Teaching from Pace University and a BA in Government from Dartmouth College.

Members Terming Out in 2026:

Lisa Catanzarite, PhD (Advocacy Organization)



Lisa Catanzarite, Ph.D. (she/her/hers), is Vice President of Research and Evaluation at [UNITE-LA](#), where she oversees research and evaluation activities in education, workforce development, and economic mobility, with a focus on anti-racism and equity.

Examples of recent research projects include:

[Empowering L.A. Parenting Students for College Success: Fostering Statewide Prosperity Through California's Opportunity Youth](#); [Employment of Systems-Involved Angelenos](#); [Talent Needs of L.A. Area Tech Employers](#); [Business Organizations as Education &](#)

[Workforce Advocacy Champions](#); a supply and demand analysis of allied healthcare pathways for opportunity youth; and the [Charting Progress toward L.A. Compact Goals](#) data dashboard—which tracks key cradle-to-career metrics for the L.A. region and California. Prior to joining UNITE-LA, Dr. Catanzarite spent almost two decades in academia at Washington State University, UCLA, and UC San Diego as a tenured professor and senior research sociologist. Her peer-reviewed publications center on labor markets, education, gender, race/ethnicity, immigration, and poverty. Dr. Catanzarite completed a bachelor's degree in history, master's degrees in education and sociology, and a Ph.D. in sociology (all at Stanford University), as well as a post-doctoral fellowship in Sociology (UCLA). Recent professional service includes the National Academy of Sciences, Engineering and Medicine's Advisory Group for the Evaluation of Equal Employment Opportunity Commission (EEOC) Compensation Data; UNIDOS-US' Advisory Group for the Latina Wealth Project; and the California Department of Education's State Team for Social and Emotional Learning; and USC Sol Price Center's Steering Committee for [Neighborhood Data for Social Change](#).

Diana Harlick (Practitioner)



Diana Harlick leads preschool to third grade instructional improvement supports, data strategy and evaluation for The Big Lift (www.thebiglift.org) – an eight-district collective impact initiative to increase the percentage of children reading proficiently at third grade. Throughout the course of her career, Diana has led or co-led several multi-partner, multi-sector countywide early childhood initiatives and evaluation studies, combining partnership development, program development and data development seamlessly to scale high impact interventions for vulnerable and at-risk

young children. She has built an integrated, longitudinal, multi-district preschool to third grade (P-3) data strategy that provides actionable data tools for a range of local stakeholders, and that fills the preschool to third grade data void that exists in most other places. She is a recognized thought leader at the intersection of early childhood programming, data and assessment, contributing to many statewide reports and conferences. Diana holds a Master's degree in Public Administration and a Bachelor's degree in Sociology & French.

Helen Norris (Practitioner)



Helen Norris serves as Vice President and Chief Information Officer at Chapman University, where she is responsible for leading the university's information technology strategy and services, as well as overseeing the University Library. Ms. Norris joined Chapman in 2014 after holding technology leadership roles at California State University, Sacramento, and the University of California, Berkeley. Besides serving on the Data and Tools Advisory Board, Ms. Norris is a member of the board of directors for the Society for Information Management and STEM Advantage. She previously

served as a board member and board chair of EDUCAUSE and as a trustee and board

chair for the National Endowment for Financial Education. Originally from Ireland, Ms. Norris earned a bachelor's degree in mathematics from Trinity College, Dublin, Ireland, and a Master's degree in Computer Resource Management and Business Administration from Webster University, St. Louis. She has received multiple awards, including a SoCal CIO Orbie Award in 2023 (<https://socalcio.org/awards/2023>).

Diana Phuong (Community Organization)



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

Jacob (Oliver) Schak (Practitioner)



Oliver Schak is a Senior Research and Evaluation Specialist for Santa Clara County's Behavioral Health Services Department, where he creates data tools and analyses that benchmark the performance of mental health and substance use treatment programs. Additionally, Oliver is a nationally recognized expert on higher education affordability and finance, and he has an extensive repertoire of working with education data for decision-makers, and shepherding data tools for consumers. He previously served as Research Director at

The Institute for College Access & Success (TICAS) and Associate Director of Higher Education Research and Analytics at The Education Trust. One of his crowning achievements was helping to launch the College Scorecard, while he served at the U.S. Department of Education. A native of Minneapolis, Oliver graduated from Carleton College with a bachelor's degree in economics and completed his Master of Public Policy degree at the University of California — Berkeley.

Members Terming Out in 2027:

Daniel Millán (Research Organization)



Daniel earned a PhD in Sociology from the University of California, Irvine and was a Postdoctoral Fellow in the Chicano Studies Research Center at the University of California, Los Angeles prior to joining the LA City Youth Development Department. Daniel has over twelve years of experience working on data and research projects that center youth, including undocumented students in California and, more recently, youth in the City of Los Angeles. As a researcher and data analyst, Daniel incorporates community voices and lived experiences to design and carry out projects – this includes mentoring Youth Development Department research fellows.

Myrtha Ortiz Villar (Community Organization)



Myrtha Ortiz Villar is a leader in data strategy, educational support, and advocacy, with over a decade of experience serving underrepresented communities. Currently, they are the Senior Manager of Data Strategy and Insights at Students Rising Above, where she combines deep knowledge of the education landscape with hands-on expertise in program management, data collection, and impact evaluation. Myrtha has worked at multiple institutions, from K-12 to higher education, to develop and implement

data-drive initiatives that effectively support students from first-generation and low-income backgrounds. Rooted in her upbringing in California's immigrant rights movement and with a strong commitment to social justice and equity, Myrtha leverages research, data analysis, and program development skills to advocate for systemic change in education. She holds a B.A. from UC Berkeley in Geography and a Master's in Education Leadership, Organizations, and Entrepreneurship from the Harvard School of Education.

Lauren Reed, PhD (Advocacy Organization)



My name is Lauren Reed, I am currently the Director of Impact & Evaluation at Oakland Promise. Oakland Promise is a cradle-to-career organization that promotes postsecondary completion and economic mobility for underrepresented students from Oakland, CA. I am a researcher, evaluator, and educator with 15 years of experience in community-based research with youth. I have a Joint PhD in Social Work and Developmental Psychology from the University of Michigan, and my practice and research focused on positive youth development, youth participatory action research, school-based dating abuse prevention, and technology-based abuse. I was faculty at the Arizona State University School of Social work for six years before transitioning to the nonprofit sector to lead evaluation research at Oakland Promise.

Iulia Tarasova (Practitioner)



Iulia Tarasova has served on many statewide committees and work groups. In her role as an Enterprise Resource Planning (ERP) Analyst with the City of Roseville, she specializes in optimizing enterprise operations through the strategic implementation and management of advanced ERP systems. With a keen eye for detail and data, Ms Tarasova excels in aligning cutting-edge ERP solutions with organizational needs to drive efficiency, growth, and informed decision-making. Her commitment to excellence extends beyond ERP systems to her dedication to student success; believing

that meaningful internship experiences are foundational to building future leaders of California, Iulia draws on her extensive background, including her own impactful internships, to enhance career development initiatives. Through a strategic partnership with RJUHSD, Ms Tarasova has facilitated access to invaluable career opportunities for high school students, adeptly overseeing their placement into roles that offer practical experience aligned with their academic goals. By meticulously tracking and evaluating each placement, she ensures not only the immediate success of these internships but also their long-term influence on students' professional development and leadership potential.

John B. Watson, PhD (Practitioner)



John Watson, Ph.D., is Director of the Data and Impact Center of Excellence at the San Diego County Office of Education (SDCOE), guiding data systems and data science projects that support improving student outcomes. John's roles over the last 20 years include Data Scientist at SDCOE, Senior Director of IT and Analytics at Institute for Evidence-Based Change, a community college research organization operating the Cal-PASS program; Associate Professor of software engineering for National University; and a technical

Attachment B

member of the executive team for two internet startup companies. John completed a bachelor's degree at University of California San Diego in economics, a master's degree focusing on human and artificial cognition at San Diego State University, and a joint Ph.D. in education from Claremont Graduate University and San Diego State University culminating in the California State Graduate Research Award for his work in detecting metacognitive awareness in elementary school students.



Cradle-to-Career Data and Tools Advisory Board Application

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

Authority

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

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 President is represented on the Governing Board)." For more information about

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

the organizations and individuals represented on the Governing Board, please visit the [C2C website](#).

Membership and Terms

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

While Data and Tools 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.

Data and Tools 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 Data and Tools Advisory Board at a time.~~

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

Meetings

- Data and Tools Advisory Board meetings will occur at least three times a year. Tentative meeting dates include a member orientation on August 29, 2025, and Data and Tools Advisory Board meetings on October 3, 2025, March 2026, July 2026, and October 2026.
- In addition to regular meetings, the Data and Tools Advisory Board may establish ad hoc committees as needed.

² Government Code Section 1062.

- All meetings are subject to the provisions of the Bagley-Keene Act.

Member Expectations and Responsibilities

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

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

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

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

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

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

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

Selection

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

- Experience with and understanding of how data and data tools impact the lived experiences of end users
- Familiarity with state data sets and the way information is gathered and ability to ensure that accurate and aligned data can be integrated into the analytical tools (the dashboards, query builder tool, and data set available for research requests)

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

Application

1. Are you a California resident?
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 Data and Tools Advisory Board.
9. 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.~~
 - 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 Educational 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 at 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 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
- ☐ Northern Region - Del Norte, Humboldt, Lassen, Mendocino, Modoc, Shasta, Siskiyou, Tehama, and Trinity Counties
- ☐ Northern Region - Del Norte, Humboldt, Lassen, Mendocino, Modoc, Shasta, Siskiyou, Tehama, and Trinity 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. Review the [one-page description](#) of our planned data tools (dashboards, query builders, and research request process) and share relevant experience or expertise that will meaningfully contribute to the Advisory Board. In particular, please share if you have experience conducting data analysis or dealing with data alignment issues related to the C2C's data points.
12. What experience have you had supporting awareness of and access to data and data tools, and how have you seen the lived experiences of end users be impacted?
13. Do you know of any conflicts of interest that would prohibit you from serving on this Advisory Board?
14. If additional relevant information about you is available online, such as on a website or LinkedIn, please provide a link.

15. How did you hear about this position?

DRAFT



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

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