

NAME: CORADO BARRIOS, ALMA - ASSOCIATE DIRECTOR, ADVOCACY & COMMUNITY SCHOOLS

AFFILIATION: KIPPSO CAL

POTENTIAL VACANCY CATEGORY

Advocacy; K-12

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

No Response

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.

No Response

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

No Response

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?

No Response

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

No Response

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

No Response

HOW DID YOU HEAR ABOUT THE POSITION?

No Response

NAME: MARQUEZ BERNARDINO, ELIZABETH - LEAD COMMUNITY ORGANIZER

AFFILIATION: ALPHA PUBLIC SCHOOLS

POTENTIAL VACANCY CATEGORY

Advocacy, K-12

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

Cradle 2 Career seems to have incredibly helpful resources for students and families that would support them on their journey post high school. This journey can be difficult, especially for first-generation low income students, similar to my background. Throughout my career, I've been passionate and dedicated to ensuring that our community has access to the tools needed to advocate for themselves and to thrive.

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

Local focus

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

N/A

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 Lead Community Organizer, I work with many families in the TK-12 school system that I am employed at that oversees 4 schools in the East Side of San Jose. This not only includes working with parents but working with our high school youth as well to ensure that they are feeling prepared post high school graduation. Additionally, through this work, I have also collaborated with external partners in San Jose including a list of non-profits such as People Acting in Community Together, Amigos de Guadalupe, Latina Coalition of Silicon Valley and more. I'm also currently a Board Member for the League of Women Voters San Jose/ Santa Clara as well as PACT: People Acting in Community Together.

As for my lived experience, I was raised in a very low income household by my single mother and I am a first-generation Mexican American student and recent graduate with my Bachelors degree in Sociology. I enjoy mentoring youth which I currently do in 3 capacities.

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

I've always connected parents and students to tools, primarily the California Dashboard which shows school performance. However, through informal ways I connect parents with every resource that comes my path and do my best to support them when it comes to understanding the resource and how it could help them, especially since I am fluent in both Spanish and English.

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

NAME: MELETIDIS, LOUIE - DIRECTOR STRATEGY & CLOUD ALLIANCES

AFFILIATION: PRIVATE

POTENTIAL VACANCY CATEGORY

Advocacy, K-12

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 fostering meaningful connections within our community.

I have a child with special needs and have been active in our community for many years including creating a NextDoor community with over 150 local citizens who also share a passion for Education as I do.

I have worked in Private and Public sector previously and have an extensive technology background but also a very close connection with our local city communities.

With a passion for collaboration and positive change, I want to contribute my skills and experiences to support initiatives that bring people together and create lasting impact. I believe that an engaged community is the foundation for growth, inclusion, and shared success, and I am excited about the opportunity to help shape programs that strengthen local engagement.

Thank You for the 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.

Statewide

Parent

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

Not at the 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?

As an ambassador in my community, I actively engage with diverse groups to foster inclusivity and drive positive change. Through volunteer efforts, local events, and direct outreach, I build relationships and maintain open lines of communication, ensuring that voices from all backgrounds are heard. To solicit input, I would leverage community meetings, surveys, one-on-one discussions, and social media engagement to gather perspectives and identify key concerns. Drawing from my own lived experience, I would ensure that I share insights that reflect both personal observations and collective feedback, making sure that the needs of the community are accurately represented and addressed within the C2C framework.

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 actively supported awareness and access to student and educator tools by promoting resources that assist with college, career, and financial aid planning. Whether through workshops, mentorship programs, or community outreach, I have worked to ensure that students and educators have the information they need to make informed decisions about their futures. I have facilitated discussions around scholarship opportunities, guided students through application processes, and connected them with career exploration tools to help them find pathways that align with their skills and aspirations. By collaborating with schools, nonprofits, and local organizations, I have helped streamline access to essential resources, ensuring that students, particularly those from underrepresented communities, receive the support they need to navigate their academic and career journeys successfully.

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 community

NAME: RASSO, VINCENT - DIRECTOR OF GOVERNMENT RELATIONS

AFFILIATION: UNIVERSITY OF CALIFORNIA STUDENT ASSOCIATION (UCSA)

POTENTIAL VACANCY CATEGORY

Advocacy, University of California

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

I feel strongly about my potential to advise the Cradle to Career Data System on its efforts to design a comprehensive and informed approach to this statewide effort because I am a first generation college graduate, LGBTQ+ Latino from the Inland Empire region of California, and an alumni of the University of California, Riverside who has spent the last decade engaging in student leadership, supporting student success and racial equity policy, and building coalitions to support policy solutions that address student-centered and community-informed needs. I am deeply informed about the long-term mission to advance college and career readiness/attainment in order to increase workforce development for a competitive economy, and have the tools and resources at my disposal to engage in constructive conversations with equity partners, alumni, policymakers, college leaders and especially, students, to cultivate that mission through tangible goals.

My experience serving in policy, research and student engagement spaces have strengthened my knowledge of complex layers of data systems, especially as it relates to higher education admissions, system and campus databases, statewide financial aid, and students success metrics like the CSU's Graduation Initiative 2025 or the Vision 2030 for the California Community Colleges. As a University of California alumni who serves in a policy role supporting students, I am also informed about the potential for legislative support and community feedback in direction and strategy -- particularly in the way data is being safeguarded by our institutions.

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.

Statewide

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

I have worked at the University of California Student Association (UCSA) over the past 6 months, where I serve as Director of Government Relations managing our state and federal policy agenda on behalf of over 230,000 undergraduate students. Prior to this role, I was with the Campaign for College Opportunity for nearly 3 years, managing strategic statewide student engagement and higher education system policy-analysis. As an equity advocate and public affairs consultant with the Campaign, I gained familiarity with the Cradle-to-Career through my work alongside former Advisory Member for the Data & Tools Advisory Board, Dr. Vikash Reddy, who

served as our Vice President of Research. In collaboration with Dr. Reddy, I produced sample qualitative research by interviewing dozens of students across California's colleges and universities regarding both challenges and opportunities with enrollment, degree pathways, campus belonging and early academic outreach programs, strongly correlating their disproportionate impact of access and success for low-income, first generation students and students from Latino, Black and AANHPI backgrounds.

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 Director of Government Relations for the UC Student Association, I have leveraged a network of over 500 students across nine undergraduate UC campuses to ensure they are connected to policy advocacy and student organizing opportunities. I've leveraged their feedback in quantitative surveys to improve UCSA's programming and advocacy efforts, synthesized data from their demographic information to identify recipients of financial aid, regional and degree program indicators to bridge seamless opportunities to targeted advocacy, and prioritized uplifting students to advocate based on their state and federal lawmakers. In my prior role as State & Student Affairs Manager with the Campaign, I leveraged a database of nearly 1,000 student leaders from across California's public higher education systems and coalition partners leading college access and affordability work, to connect these communities to policy, research and coalition opportunities shaping California's education policy landscape. I also serve as an alumni advocate for the UC Riverside Highlander Advocacy Network, empowering UCR through events and grassroots support and outreach/partnerships. Through these communities, I have been able to engage with, support and mentor college students, advocates, administrators and policymakers through a wide range of higher education issue areas, including transparent and disaggregated data, tangible and measurable goals for progress, college access, attainment and affordability and strategic policy analysis.

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 participated in the College Mentorship Program for Kid City Hope Place, a nonprofit college access organization that supports high school juniors and seniors with FAFSA, college applications, resume-building, scholarships and a research project. I had the absolute honor of mentoring three separate students at various points through this involvement, and mostly supported them with the FAFSA/CADAA, researching their career trajectories to map out their academic plans, and sharing funding opportunities to support their college costs. I've also collaborated very closely with the California Student Aid Commission (CSAC) through their Student Advisory Council, where I staff three UC students appointed by UCSA. I've ensured seamless communications to UC students about the FAFSA deadline changes, concerns with federal financial aid data and alternatives like CADAA, and organized a statewide Student Town Hall with our partner organizations to address these concerns. Through the statewide FAFSA/CADAA Implementation Workgroup, I remain updated on the latest details being shared to counselors and educators and ensuring their adequate application to our institutions through my connectivity with the UC Office of the President. We are also planning to scale our outreach and

communications impact through monthly email listservs run out of our department, with our first having gone out last month.

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?

C2C fellow, Helen Phun

NAME: DAUD-GRAY, MARGARET - SENIOR DIRECTOR OF DEVELOPMENT

AFFILIATION: COMMON SENSE MEDIA

POTENTIAL VACANCY CATEGORY

Community, K-12

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

I would be honored to join the Community Engagement Advisory Board because I believe deeply in the power of data to advance equity when it is shared with care, context, and community insight. I was involved in early advocacy efforts around creating a connected data system for California, and have long seen the potential of such a system to improve outcomes across education, workforce, and well-being.

However, access to data alone is not enough. It is equally critical that individuals and communities have the resources and support to interpret that data in meaningful ways. Without this, we risk reinforcing harmful narratives or perpetuating inequities. One example of this is the use of school rating tools like GreatSchools, where families may judge schools based on limited metrics that often reflect systemic issues such as underfunding, redlining, and socioeconomic disparities rather than the true quality, commitment, or potential of the school community of families and teachers. This misinterpretation can drive disinvestment and deepen inequality.

Conversely, when data is presented with context and nuance, it can be a powerful tool for community voice, shared learning, and progress. It can highlight bright spots, surface opportunities for targeted support, and foster trust between institutions and the communities they serve. I believe the C2C system has the potential to lead the nation in modeling this kind of inclusive, community-anchored approach to data.

Professionally, I have spent my career in the field of education, and I bring both experience and a deep personal commitment to this work. As a parent of two young children, one in early education and one entering our public elementary school, also bring the lived perspective of a family navigating these systems. I care deeply about ensuring that families can access and use data to advocate for the opportunities and supports they deserve.

Serving on the Community Engagement Advisory Board would allow me to contribute to shaping a data system that is transparent, responsible, and responsive to the needs of young Californians and their families.

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.

Statewide

Parent

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

Parent of school-aged kids.

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 engaged parent in a public school district.

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 previous role as Senior Director of Education and Workforce Development for the Silicon Valley Leadership Group , I advocated for the creation of a cradle to career data system. I also worked closely with community colleges to build work-based learning opportunities with local industry. I have past experience as a classroom teacher and have supported parents in my own community as they decide on pathways for their own children.

Additionally, I have experience in communications and development, two fields which require consensus building and engaging broad audiences to get involved with a cause. I believe that this perspective and experience will help me contribute to plans to build public awareness and engagement of this new tool. With any resource like this, one likely weak link is just this -- garnering public engagement, support, and awareness so that the tool can be used broadly and with enough education and context to understand the meaning -- and limitations -- of various data points.

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?

An email

NAME: McCREARY, EVE - MASTER'S STUDENT

AFFILIATION: PERSONAL

POTENTIAL VACANCY CATEGORY

Community, K-12 and Student (graduate student)

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

I am passionate about leveraging data to drive educational equity and systemic improvement. As a Master's student in Data Science at UCLA, and with a background in Statistics and Data Science from UC Santa Barbara, I bring a unique perspective that blends technical rigor with a commitment to accessible data. My experience working with survey design and demographic analysis has underscored the power of integrated data systems to inform data-driven changes as a whole. I am especially excited by the C2C system's potential to illuminate disparities and foster collaboration across sectors to support student success. I believe C2C has the power to help close achievement gaps by centering community voices and emphasizing data transparency. I'm excited to contribute to this mission by bridging technical expertise with community engagement, helping ensure that data serves as a tool for action.

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.

Regional focus: South Coast

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

Yes. I am an Alumni member of Phi Sigma Rho, which is a sorority for women in engineering and hard sciences, where I served on the Diversity, Equity, and Inclusion committee. Through this role, I helped advance equity-driven initiatives in the sorority. I also served as a tutor in Cub Support Tutoring, virtually providing academic support for K-12 students from low-income families. Additionally, I served as a coach for a Title I middle school Math Field Day team. These two roles centered on increasing access to educational enrichment and opportunity.

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 engage with students and families in underserved communities through my work as a middle school math coach and a volunteer tutor. These experiences have depend my understanding of the barriers students face in academic settings. To solicit input, I would actively listen to students, educators, and families through community meetings, canvassing, and live office hours to ensure their voices shape C2C's direction.

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 advisor in UCSB's Department of Statistics and Applied Probability, I helped students understand and access international coursework that aligned with their academic goals. I maintained a database, reviewed curriculum alignment, and provided one-on-one support support to help students maximize their study abroad experiences. Additionally, through my tutoring roles, I've supported students in academic skill-building and long-term academic goals. I understand the importance of early access to information about college and career pathways, and would bring that perspective to C2C's efforts to expand access to those resources.

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

NAME: SINGH, ANGELIQUE - CURRICULUM AND ASSESSMENT SPECIALIST

AFFILIATION: SCHOOL ON WHEELS; USC

POTENTIAL VACANCY CATEGORY

Community, K-12

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

As a lifelong Californian, woman of color, and single parent, I've navigated education systems both personally and professionally. I want to join the Advisory Board to help ensure that families like mine, especially those impacted by housing instability, inequitable access, or underrepresentation, are reflected in the tools and data that shape decisions. My work has always centered on helping communities access the support they need, and I see this board as a way to elevate those voices at a systems level.

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

Regional focus: Inland Deserts, South Coast

Parent

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

I'm affiliated with the National Association for the Education of Homeless Children and Youth (NAEHCY) and am a member of ATD (Association for Talent Development) and PMI (Project Management Institute) to support my work in learning strategy, program development, and data-informed education. I've participated in trauma-informed strategy trainings for educators and community partners and completed sessions focused on improving attendance and engagement for students experiencing homelessness. I also engage in ongoing professional development through the USC Rossier and Price School networks, staying current on trends that impact educational access, equity, and long-term student outcomes.

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 regularly bridge conversations between families, schools, and organizations, whether that's through curriculum development, community workshops, or direct tutoring support. I gather feedback from students and caregivers to inform program design and training tools. Because I've walked many of these paths myself, I know how important it is that our systems reflect real needs, not assumptions. I would bring that same approach, grounded, collaborative, and action-oriented, to inform the work of C2C.

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 trained Educational Counselor with my EdD in Leadership- Educational Psychology, I've led efforts to increase access to college, career, and financial aid tools by building toolkits, leading FAFSA/CADAA workshops, and training volunteers. I've also worked on AI-powered systems to connect students with tailored resources. Whether supporting a family completing their first college application or an adult learner re-entering school, my goal is always to reduce friction and improve outcomes, especially for those navigating these systems without 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, I am not aware of any conflicts of interest that would prohibit me from serving on this Advisory Board.

HOW DID YOU HEAR ABOUT THE POSITION?

Through a LinkedIn connection, Dr. Michelle Cheang.

NAME: TORRES, NINA - PROGRAM & PARTNERSHIPS MANAGER

AFFILIATION: LA STEM COLLECTIVE

POTENTIAL VACANCY CATEGORY

Community, K-12 and Student (graduate student)

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

I am interested in joining the Community Engagement Advisory Board as a representative of the STEM community. Over the past 15 years, I have dedicated my career to supporting student achievement, building strong partnerships, and fostering collaboration across sectors. As a nonprofit leader working with communities across California, I've focused on designing and managing education programs, particularly in college access and success for K-12 students.

Currently, I support a network of more than 90 organizations that deliver STEM programming to students in the K-12 system. I've also worked with Loyola Marymount University's Upward Bound Math and Science summer program, where I assist students with ACT/SAT preparation and personal statement writing to support their college admissions journey and scholarship opportunities.

Throughout my career, I have taken a well-rounded approach to supporting programs and organizations, emphasizing relationship-building and collaboration with schools, community groups, and other stakeholders to strengthen long-term impact. Most recently, I served as the Senior Manager of Education Programs at the Los Angeles Urban League. I worked with LAUSD and the California Charter School Association to expand access to college and career readiness programs.

In addition to my professional roles, I serve on several boards, including the Cal State LA Alumni Association, the University of San Francisco Alumni Board, and the PLUS ME Project, which supports more than 100,000 students across 350 schools. I am currently pursuing my Ph.D. in Education at Claremont Graduate University.

My academic background includes a Master of Arts in Human Rights Education from the University of San Francisco, where I was honored with the Hilary Williams Ford Award for Social Responsibility. I received a Bachelor of Arts in Political Science with a minor in Communications from Cal State LA, where I was honored with the 2023 Distinguished Women's Alumni Award. I received various acknowledgments from the City of Pasadena, the Pasadena Chamber of Commerce, and elected officials locally and statewide.

Joining the Community Engagement Advisory Board is a meaningful opportunity to contribute my experience and insights. My goal is to help ensure students and families have the tools, resources, and information they need to thrive.

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

Statewide

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

PLUS ME Project (Board Member)

California State University, Los Angeles Alumni Association (Board Member)

University of San Francisco Alumni Board (Board Member)

Education Leaders of Color (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?

As a nonprofit leader with 15 years of experience working alongside students, families, educators, and community-based organizations, I serve as an ambassador by actively listening, building trust, and uplifting the voices of the communities I represent. My work spans both local and statewide efforts—from leading education programs focused on college access and success to partnering with more than 90 STEM organizations serving K–12 students. I take pride in building bridges between communities and institutions to ensure programs are responsive to needs.

I regularly engage with students, families, and educators through school-based initiatives, workshops, and community events. In these spaces, I prioritize gathering feedback, identifying barriers, and surfacing opportunities for meaningful support. Through my roles with organizations such as the Los Angeles Urban League, Community Coalition, LA Promise Fund, College Track, National Immigration Law Center, Larkin Street Youth Services, and Loyola Marymount University's Upward Bound Math & Science Program, I've developed strategies that center community input in shaping programs and outreach efforts.

I also draw from my own lived experience as a first-generation college graduate and a product of California's public education system. I understand firsthand the challenges students and families face when navigating education and career pathways. This perspective allows me to advocate with empathy and authenticity, helping ensure policies and initiatives reflect the real-world needs of the communities we serve.

As a member of several boards, I remain in active dialogue with diverse stakeholders and community leaders. I would bring these insights to the Community Engagement Advisory Board to help surface relevant concerns, share community-informed solutions, and support collaborative progress.

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 course of my 15 years in education and nonprofit leadership, I have developed extensive experience supporting students, families, and educators in accessing essential tools and resources for college, career, and financial aid planning. Most recently, as Senior Manager of Education Programs at the Los Angeles Urban League, I managed initiatives across 12 partner high schools focused on promoting college access and success. I organized and led workshops on topics such as college applications, FAFSA completion, scholarship searches, and career exploration. This included developing tailored financial aid workshop materials and facilitating senior planning sessions to guide students and families through complex processes, ensuring they had the knowledge and support to make informed decisions.

At the LA Promise Fund's Black College Success program, I developed educational resources that promoted student success for Black scholars across 11 partner high schools. As Partnerships Manager, I oversaw a network of more than 100 community and educational partners dedicated to building a college-going culture for Black students in South Los Angeles. I developed strategic partnerships with colleges and universities to facilitate smoother student transitions and access to scholarships and financial aid. I also managed scholarship disbursement and maintained a robust communication network to keep students and families informed and supported throughout their college and career journeys.

In addition to program management, I worked directly with students to enhance academic skills and college readiness. As a Senior Writing Seminar Instructor for Loyola Marymount University's Upward Bound Math and Science summer program, I designed and delivered an interdisciplinary writing course aligned with Upward Bound's curricular goals. I provided personalized feedback and tools to strengthen students' writing, particularly focusing on crafting personal statements. This direct engagement gave me valuable insight into student challenges during college preparation.

Data tracking and management have been critical to my work supporting student success. I have advocated for, implemented, and managed Salesforce (CRM database) across several organizations to maintain accurate student records, track scholarship applications, and ensure grant compliance. These systems enable educators and program staff to access real-time data for targeted academic advising and personalized support. Through ongoing collaboration with school counselors, college advisors, and community organizations, I ensure student data informs program improvements and resource allocation to areas of greatest need.

Beyond student support, I engage families and community stakeholders through workshops, presentations, and outreach events. I create safe, welcoming spaces where families learn about college pathways, financial aid processes, and scholarship opportunities. These efforts help demystify higher education systems and empower families to advocate effectively for their students' academic and career goals. My approach emphasizes clear communication and culturally responsive practices to ensure accessibility and impact.

Finally, my commitment to building collaborative partnerships has been central to expanding access to tools and resources. I work closely with K–12 schools, higher education institutions, nonprofits, and funders to align efforts and maximize impact. By fostering these relationships, I help create networks of support that bridge gaps in knowledge and opportunity for underserved students. This holistic, partnership-driven approach strengthens the ecosystem and provides long-term success for the students.

I currently oversee a STEM membership network of over 90 organizations. I design and implement data collection systems to monitor program impact and work closely with partners to ensure accuracy and effectiveness. Through these efforts, LA STEM Collective helps expand students' exposure to STEM opportunities and resources. I regularly deliver data insights and narrative reports to support a mission-driven culture and promote STEM advancement throughout LA County.

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

NAME: TORRES, VALERIA - MANAGER OF GOVERNMENT AFFAIRS

AFFILIATION: SUMMIT PUBLIC SCHOOLS

POTENTIAL VACANCY CATEGORY

Community, K-12

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

I believe that Community Engagement is crucial and essential to students success, there is an incredible amount of untapped resources that can be used to ensure that communities are seen, heard and provided with the resources that they need to succeed. As someone who has spent my entire life advocating for underrepresented communities like my own and trying to bridge gaps with resources- from my own parents and family, to my neighbor, the friend on the other side of the world and to the many communities I am guest at while at work I believe it would be an honor to be part of the Community Engagement 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.

Statewide

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

None at the moment.

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?

An ambassador can mean different things in different contexts- while at work that can be advocating and creating buy in from everyone to get Cesar Chavez Day off during a compensation policy revision, to sitting down with communities that I am not part of when they have feedback and try to create bridges between a challenge and a solution. The way to solicit input depends on specific factors- what are you looking to achieve from the input that is being solicited and what community are you looking to solicit this feedback from? Some ways that feedback can be solicited can be 1:1 conversations, roundtables, surveys, phone calls, through newsletters etc. At my current organization, I have worked for years on how to solicit feedback from families, students, teachers and employees, and using that data to implement changes, and have ensured Spanish speaking individuals have the same access to information and space for feedback as anyone else.

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 a handful of years in the education space, which have included transitions to student and educator tools, ensuring access to information about career/college and financial aid planning. In 2013, my organization moved to an online platform for students, and my work involved knowing the new platform deeply to be able to share communication to caregivers and students and be able to problem solve issues throughout the school year. In regards to college, career and financial aid planning- my role has been on the communications side, specifically Spanish communications to ensure that our Spanish speaking communities have access to resources for their students next step after high school.

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 I have any conflicts of interest that would prohibit me from serving on the Advisory Board.

HOW DID YOU HEAR ABOUT THE POSITION?

Through my work inbox- I receive the CA Cradle to Career Data System newsletter.

NAME: VAIDYA, ASHISH - PRESIDENT AND CEO

AFFILIATION: GROWING INLAND ACHIEVEMENT

POTENTIAL VACANCY CATEGORY

Community, K-12

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

My background and experience as a faculty, administrator, and University President at multiple public higher education institutions combined with my current role as President and CEO of a cross-sector collective impact organization working to support the cradle-to-career goals of the Inland Empire, will allow me to share valuable perspective to the work of the C2C project. This experience will enable the Community Engagement Advisory Board to shape actionable insights to end-users to achieve better education, economic and health outcomes.

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

Regional focus: Inland Deserts

Parent

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

Growing Inland Achievement will be affiliated with Strive Together - a national organization that works to support cradle-to-career outcomes in communities across the nation. We are a cross-sector organization whose Board includes the County Superintendents of San Bernardino and Riverside, the Community College District Chancellor's of both counties, the President/Chancellor of California State University San Bernardino and University of California, Riverside along with other community leaders.

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 President and CEO of Growing Inland Achievement, I am an ambassador in the Inland Empire region. GIA works with the County Office of Education and with all the school districts, along with the 12 community Colleges and the 4-year institutions in the region. As a convener, GIA is ideally positioned to play the role of an intermediary and can solicit input from across the education sectors as well as the business community.

My own experience in the public education space will serve the C2C project well.

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 extensive experience with supporting awareness and access to a variety of tools to support college, career and financial aid planning.

GIA is the regional coordinator for Cash for College and we also host a college and career success website called IESuccess.org. In addition we conduct research on case studies and other tools like surveys that may assist educators make better data-informed decisions.

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 subscribe to the C2C email listserv and newsletter.

NAME: ZUNIGA, IRIS - CO-FOUNDER

AFFILIATION: AMANECEER CONSULTING GROUP

POTENTIAL VACANCY CATEGORY

Community, K-12

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

I'm excited to be considered for the Community Engagement Advisory Board because I believe deeply in the power of data to drive equity, especially when it reflects our communities' lived experiences and voices. Throughout my career, I've worked at the intersection of education, policy, and community engagement, supporting students, families, and schools across California in dismantling systemic barriers and expanding access to opportunity.

I see this as a critical moment for the Cradle-to-Career Data System to build trust and create meaningful feedback loops with the people it's intended to serve. I bring a lens of equity, lived experience, and a strong commitment to ensuring the data system supports culturally responsive practices, informed decision-making, and actionable insights that can improve outcomes for historically underserved communities. Joining this advisory board would allow me to collaborate with others who share this vision and to contribute practical strategies that align, improve, and scale services across our state. I'm particularly passionate about ensuring the system supports not just access to data, but also the ability for families, students, and local leaders to use it effectively to drive 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.

Statewide

Parent

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

Yes, I'm affiliated with several networks and organizations that align closely with the work of the Cradle-to-Career Data System. These include:

Education Leaders of Color (EdLoC) – as a member, I'm part of a national network committed to advancing racial equity and student success through data-informed leadership and policy change.

Annie E. Casey Foundation Fellowship Network – where I’ve been engaged in results-based leadership development and deeply grounded in using Results-Based Accountability (RBA) to drive measurable outcomes for children and families.

California Community Schools Network (CCSN) – supporting the implementation of whole-child, data-informed approaches to education.

California Promise Neighborhood Network (CPNN) – focused on place-based, cradle-to-career strategies that use data to drive equity and improve community outcomes.

Greater Los Angeles Education Foundation (GLAEF) – where I serve on the Board, supporting regional data use and partnership strategies to close opportunity gaps.

Latino Prosperity Fund – a collaborative focused on economic mobility and equity for Latino communities across Los Angeles, where data plays a central role in shaping strategy and tracking progress.

In addition, I regularly engage with statewide education coalitions and policy working groups that promote data-driven solutions across K–12, higher education, and workforce development.

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 lifelong advocate for educational equity and economic opportunity, I serve as a connector and trusted partner in the communities I support, especially those that have been historically underrepresented in decision-making processes. Through my work with schools, nonprofits, and public agencies across California, I have built deep relationships with students, families, educators, and local leaders. These relationships position me to both elevate community voice and translate policy and data into actionable, community-informed solutions.

I often create spaces—whether through focus groups, youth advisory boards, or community forums—where people can share their experiences and co-develop strategies that reflect their needs. I also draw from my own lived experience as a first-generation college student and daughter of immigrants navigating complex systems. This perspective helps me understand not just the barriers people face, but also the resilience and insight they bring.

If selected, I would engage with my networks to solicit authentic input on what communities need from the Cradle-to-Career Data System—from more accessible data tools to greater transparency and relevance in how data is shared and used. I believe C2C can be a powerful tool for change, and I'm committed to helping ensure it is shaped by and for the communities it aims to serve.

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 much of my career expanding awareness of and access to tools that support students and educators in navigating college, career, and financial aid pathways. This includes developing school—and community-based programs that help students complete the FAFSA, explore postsecondary options, and build personalized college and career plans. I've led initiatives integrating financial aid workshops, career exposure events, and academic advising into both in-school and out-of-school programming.

Through my consulting work, I've also supported the implementation of college and career readiness frameworks across public school systems and charter networks, equipping educators and coordinators with data tools and training to better support students. In Promise Neighborhoods and Community School initiatives, I've helped design family engagement strategies to ensure parents understand the financial aid process and feel empowered to support their child's college and career journey.

I believe deeply in making these tools culturally relevant and accessible, particularly for first-generation students, English learners, and those facing systemic barriers. This experience aligns with C2C's mission to create equitable access to critical information that helps students and families make informed decisions about 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?

none

HOW DID YOU HEAR ABOUT THE POSITION?

Email

NAME: MICA, KRISTINNE - EXECUTIVE DIRECTOR

AFFILIATION: ACADEMIC SENATE FOR CALIFORNIA COMMUNITY COLLEGES

POTENTIAL VACANCY CATEGORY

Community, California Community Colleges

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

I'm drawn to the mission of the California Cradle to Career Data System because I've spent my career building systems that center equity and open pathways for those often left out. As Executive Director of the Academic Senate for California Community Colleges, I've led statewide efforts to reform placement policies, align transfer pathways, and expand access through Open Educational Resources—all rooted in listening to students, faculty, and communities.

My work has shown me how powerful data can be when it's used not just to track progress, but to shape it. I believe the Cradle-to-Career Data System is one of California's most promising tools for long-term impact—if it's built in partnership with the people it's meant to serve. That means ensuring the data is not only transparent and accessible but also truly meaningful to students, families, educators, and community organizations. I'm especially passionate about helping communities see themselves in the data and feel empowered to use it as a tool for advocacy, resource access, and change.

I'd bring both professional expertise and lived experience as a first-generation college graduate, coalition builder, and policy advocate who understands the complexity of our education and workforce systems. I want to help ensure that C2C remains grounded, accessible, and responsive to the real needs of 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.

Statewide

Parent

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

I am not affiliated with any of the groups currently working on 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?

As a statewide education leader and a woman of color who was a first-generation college student, I see myself as both a connector and an advocate. I regularly engage with faculty, administrators, students, and policymakers across California's community colleges to uplift voices that aren't always represented, especially from under-resourced and racially minoritized communities. Whether I'm facilitating a convening, walking legislators through policy impacts, or working directly with college leaders, my approach is always rooted in listening first.

I've built trust in my communities by showing up consistently, listening with intention, and advocating for local experiences to inform statewide decisions. If appointed to the Advisory Board, I would build on my existing relationships with faculty, campus leaders, and student communities across the state to identify insights and bring forward the voices of those most impacted, ensuring their perspectives help shape the priorities and practices of the C2C Data System.

I'm also personally invested in the importance of disaggregating data, particularly for Asian communities. Too often, aggregate data masks disparities among subgroups, which leads to the needs of Southeast Asian, Pacific Islander, and other communities being overlooked in policy and practice. My lived experience, combined with my policy background, underscores the urgency of telling a more complete story through data, one that reflects the complexity and diversity of California's communities. I believe that data can be a tool for justice, but only when the people behind the numbers are seen clearly and centered in the conversation.

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 direct experience with college, career, and financial aid planning tools is limited, my work has consistently focused on increasing access, equity, and informed decision-making across California's education systems. In my current work with the Academic Senate for California Community Colleges, I've supported statewide efforts like guided pathways, credit for prior learning, and course alignment initiatives, all of which are designed to help students navigate their educational and career goals more clearly.

I've also collaborated with faculty, administrators, and policymakers to expand the use of student-centered strategies and ensure institutional practices are aligned with student success. This includes advocacy around placement reform and transfer clarity, both of which impact students' access to the tools and information they need to make meaningful progress.

Though I have not directly overseen financial aid outreach or career planning platforms, I deeply value the role these tools play in closing equity gaps and supporting informed choices. I'm eager to contribute to C2C's mission by drawing on my experience with statewide systems change and by learning from others on the Advisory Board to ensure these resources are accessible, effective, and grounded in community needs.

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?

Email communication

NAME: SHOJAEI, SHAGHAYEGH - DIRECTOR

AFFILIATION: CAREER LADDERS PROJECT

POTENTIAL VACANCY CATEGORY

Community, California Community Colleges

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

As a political refugee from Iran and a first-generation college student, my life has been shaped by both the value and the barriers of education. Growing up, I understood deeply that access to education, especially for women, is not guaranteed. In Iran, my mother and I witnessed how systems could actively restrict educational opportunities and immigrating to the U.S. gave me the chance to pursue learning, but even here, I faced complex systems that weren't built with students like me in mind. Navigating those systems without a roadmap taught me resilience, but also revealed the urgent need for structures that are more inclusive, transparent, and equitable.

This is why I pursued a Master's in Public Policy from UC Berkeley's Goldman School—to learn how to transform systems at scale, using data, community voice, and strategic collaboration to remove systemic barriers. And it's why, for the past decade, I've devoted my career to expanding access to postsecondary opportunities for historically marginalized students across California.

As Director at Career Ladders Project and Founder of Our Class, I've led initiatives across K-12 and community college systems to co-create equitable dual enrollment pathways, career readiness programs, and student-centered practices in partnership with K12 and community college educators, workforce leaders, and community-based organizations. I've worked directly with students and families to understand their challenges and aspirations, then helped translate those insights into actionable policies and programs with educators, practitioners, and workforce partners

Joining the Community Engagement Advisory Board would allow me to bring this lived experience and professional expertise to the development of the Cradle-to-Career system. I'm deeply committed to ensuring that C2C is not just a data system, but a justice-centered tool for transforming lives and opening doors, especially for those who've historically been left out.

Joining the board is not only a natural extension of my commitment to educational equity, but also an opportunity to collaborate with like-minded leaders to help build a system that truly delivers on its promise of cradle-to-career support

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.

Statewide

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

I am affiliated with several networks and professional communities that align with the work of C2C. Through my roles at Career Ladders Project, I am connected to initiatives and communities focused on educational equity, workforce development, and college access, including partnerships with the California Community Colleges Chancellor's Office initiatives, K-16 Collaboratives, and various regional K-12 and workforce development groups. Additionally, I have engaged with affinity groups focused on first-generation college student success, formerly incarcerated student support, and dual enrollment expansion. While I am not formally a dues-paying member of a national organization at this time, my work places me within strong statewide and regional networks directly aligned with C2C's goals.

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?

Through my role at the Career Ladders Project (CLP), I have collaborated with community colleges across the state, K-12 sites and districts (LBUSD, CVUHSD, Hart District, and more), regional consortiums and collaboratives (Sacramento K16 Collaborative, Cloud Computing Consortium under Strong-workforce Program), statewide initiatives (Guided Pathways and CA Career Pathways Trust), and workforce partners and intermediaries, to design, align and implement career pathways that integrate student support services, dual enrollment, and work-based learning opportunities, to meet the unique needs of adult learners, students of color, foster youth, formerly incarcerated individuals, and first-generation students.

To solicit input from communities, I have conducted, coded and analyzed focus groups, interviews, surveys and listening sessions with students, practitioners, administrators and faculty, ensuring that their insights directly inform institutional policies and practices. This approach allows me to surface relevant community concerns and amplify the lived experiences and aspirations of the students and families served by CCGI and the Cradle-to-Career system.

Drawing from my lived experiences as an immigrant from Iran, a first-generation college graduate, and a mentor for first-gen students, I have a deep understanding of the barriers and needs these communities face

when navigating education and career pathways. I would bring this lens to the Advisory Board, ensuring that the needs, concerns, and aspirations of these communities are represented authentically. I am skilled at creating spaces for open dialogue, synthesizing community input into actionable recommendations, and translating complex data and policy information into accessible formats that empower students, families, and workers to advocate for themselves. Through these approaches, I am confident I can support C2C's efforts to build strong, equitable feedback loops that truly serve the communities most impacted by educational inequities.

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, I have actively supported awareness of and access to student and educator tools related to college, career, and financial aid planning. At Career Ladders Project, I have helped design and facilitate statewide, regional and local workshops, conferences and webinars focused on expanding equitable access to college and career pathways, often highlighting available resources like financial aid application tools, career exploration platforms, dual enrollment and work-based learning opportunities. I collaborated closely with many K-12 sites and districts, community colleges, and workforce partners to ensure that students, families, counselors, and educators understood how to navigate these systems and leverage available supports.

My work has centered on making tools relatable, actionable, and culturally affirming, with a focus on supporting historically marginalized students in reaching their educational and career goals. I am committed to ensuring that resources are not only available, but truly accessible and empowering for the communities that need them most.

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?

Linda Collins, Career Ladders Project Executive Director

NAME: VILLANUEVA, JAIDEN - PROGRAMS SUPPORT ASSISTANT

AFFILIATION: CALIFORNIA STATE UNIVERSITY, DOMINGUEZ HILLS DIVISION OF DIVERSITY, EQUITY, INCLUSION, AND JUSTICE

POTENTIAL VACANCY CATEGORY

Community; California State University and Student (graduate student)

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

No Response

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.

Regional focus: South Coast

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

City of Torrance

Leadership Education for Asian Pacifics (LEAP)

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 bridge between institutions and underserved communities, drawing on my lived experience as a first-generation college graduate, Asian American woman, and student leader. I've worked directly with undocumented, LGBTQ+, and non-traditional students, and understand how inaccessible systems can create barriers to opportunity.

Regionally, I've supported city-level projects and nonprofits in Torrance, Carson, and Long Beach. I volunteer with the City of Torrance by giving professional development presentations at the main library and maintain close ties with the Torrance Unified School District. These roles allow me to advocate for both students and broader community members navigating public systems.

To solicit input, I would engage existing networks across the CSU, local nonprofits, and public service spaces, using surveys, listening sessions, and culturally responsive outreach. I bring a grounded understanding of community needs and the communication skills to ensure those needs are reflected in the design and implementation of C2C tools.

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 academic and professional journey, I've actively supported awareness of and access to college, career, and financial aid tools—especially for first-generation and underrepresented students navigating complex systems. As a student leader at CSU Dominguez Hills, I worked closely with the Office of Student Life, Associated Students, Inc. (ASI), and the university's cultural centers to coordinate informational workshops that connected students to key tools and resources. This included promoting the use of the financial aid website, scholarship portals, and institutional services that many students were unaware of or unsure how to use.

I frequently supported peers in navigating scholarship applications—offering one-on-one guidance, reviewing personal statements, and helping students strengthen their submissions. I also collaborated with student affairs staff to co-host events that demystified college planning and encouraged early engagement with financial and academic resources.

On a personal level, I've supported my own siblings through their transfer journeys from California community colleges to the CSU system. I helped my brother access and submit his records through eTranscript California—a process that gave me direct insight into how technical tools can either streamline or complicate educational transitions, depending on users' familiarity and support systems.

These experiences have deepened my understanding of how critical it is to make college, career, and financial aid tools not only available but also accessible, interpretable, and empowering. I bring a peer-informed and community-oriented lens to this work—one that's grounded in practical knowledge, family experience, and a commitment to equitable access.

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?

I first learned about this opportunity through Cradle-to-Career's LinkedIn page. I was further encouraged to apply by Dr. LeAnn Fong-Batkin, whose recommendation reinforced my interest in serving on the Advisory Board.

NAME: BUTLER, OMAR - CHIEF EXECUTIVE OFFICER

AFFILIATION: NEW DOOR VENTURES

POTENTIAL VACANCY CATEGORY

Community, Workforce Development

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

I'm interested in joining the Community Engagement Advisory Board because I believe deeply in expanding access to data that reflects the diverse and non-linear journeys that young people take. As a first-generation college student raised in public housing in San Francisco's Hunters Point, I understand both the promise and the limitations of the "college-for-all" narrative. While college can be a powerful tool it is not universally accessible and it's not the only path to success. The California Cradle-to-Career Data System shows exactly that—a multitude of pathways and visuals of students' journeys to and through education and the workforce.

I was pleased to hear the recent news that the California Cradle-to-Career Data System will be expanding to include crucial labor market data, which will make the system even more valuable for workforce practitioners like myself. As the CEO of New Door Ventures, I strive to make data-informed decisions about our strategic direction and program evolutions to carve out opportunities for meaningful careers for the young people we serve. This resource could be a great asset to me as an agency leader and could help us better support Bay Area youth in forging pathways to economic mobility. I would be honored to support in ensuring equitable access to that actionable information.

As an Advisory Board member, I would advocate for equitable access to data and ensure the perspectives of all users—educators, practitioners, policymakers, and community members—are meaningfully reflected. I am also eager and ready to leverage my own communities and professional networks to build awareness of these critical tools and their potential.

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.

Regional focus: Bay Area, North Central

Parent

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

At New Door, we work with young adults—many of whom are disconnected from school or work—to build careers through paid internships, job training, and individualized support. These young people are the kinds of voices and experiences that should be reflected in an expanded and equitable data system.

Prior to my role at New Door, I served as Regional Executive Director at College Track, where I led initiatives focused on education access and economic mobility for underserved populations. Over the course of 12 years at a national college access organization, I built strong relationships with young people, K-12 educators, and leaders across the post-secondary space.

In addition to my professional work, I currently serve on the Board of Directors for College for All, Children's Council of San Francisco, and Brothers on the Rise—organizations equally committed to advancing cradle-to-career outcomes for young people.

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 past 25 years, I've helped thousands of opportunity youth move from disconnection to economic mobility by creating and scaling innovative, community-rooted programs. My leadership has centered on transforming how we support young people in accessing education, employment, and long-term stability—especially those furthest from opportunity.

Throughout my career, I've drawn on my own lived experience as a first-generation college student raised in public housing, and remain deeply engaged with community partners, educators, employers, and families across the Bay Area. Whether through regular interaction with the youth in our programs, roundtables, or meetings with business and community partners, I make it a priority to listen to and learn from those closest to the issues.

Similarly to how I drive strategic decisions as CEO of New Door, I would actively seek input from young people, frontline staff, and partner organizations in the community to ensure the real needs, opportunity, and potential are represented in Cradle-to-Career data.

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 long been committed to expanding access to college, career, and financial aid planning tools for students and educators—particularly in under-resourced communities. Early in my career, I led efforts in San

Francisco's Bayview Hunters Point neighborhood to convene college access organizations around shared college impact strategies. We brought together community-based partners to coordinate information, resources, and direct support for high school students and their families to better understand and navigate the path to college and career success.

These efforts resulted in tangible programming such as HBCU college fairs, Cash for College events, and FAFSA completion nights—all designed to increase awareness, demystify the college application process, and improve access to critical financial aid.

Building on that experience, in 2019, as Regional Executive Director of College Track, I joined with fellow college access leaders to form the Northern California College Promise Coalition. This regional coalition was created to align and strengthen systems of support for students across the Bay Area and beyond. Our goal was to ensure that students—particularly first-generation college-goers—had access to advising, digital planning tools, and coordinated support structures that would help them navigate postsecondary transitions with confidence.

Now, in my current role as CEO of New Door Ventures, I lead an organization that bridges education and workforce development for youth aged 16–24. We provide paid work-based learning, career exposure, and individualized support that helps young people—many of whom are not on a traditional college path—build the skills, confidence, and networks they need to succeed. Through strategic partnerships with schools, employers, and community-based organizations, we ensure participants have access to college and career planning tools, postsecondary advising, and direct connections to education and employment opportunities. As we expand into serving high school seniors, our model now more intentionally integrates digital platforms, one-on-one guidance, and exposure to multiple postsecondary pathways—including college, apprenticeships, and credential programs—ensuring that every young person has a plan and a path forward.

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?

Email newsletter

NAME: HANSON, JAMES - BUSINESS SERVICES MANAGER

AFFILIATION: MOTHER LODE JOB TRAINING

POTENTIAL VACANCY CATEGORY

Community, 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 I am deeply committed to improving the way we measure and use data to support workforce development and education outcomes. As a workforce developer, I work closely with businesses to address their needs for skilled workers. While educational outcomes, such as degrees and certificates, are important, they often fail to capture the broader impact on employers and the workforce as a whole.

In my work, I have observed the limitations of existing data systems, such as CalJOBS, which are often disjointed and cumbersome. These systems track educational and employment outcomes but do not provide a holistic view of the entire workforce and education systems. I believe that creating a unified, accessible data system that tracks both educational outcomes and workforce success would provide invaluable insights into how well educational programs are preparing individuals for the labor market.

I am passionate about the opportunity to contribute to the development of this system, ensuring it is user-friendly, equitable, and capable of providing actionable insights for decision-making. I want to be part of a group that ensures data feedback loops are strong and that all stakeholders, particularly underserved communities, have access to the information they need to succeed. By joining the board, I hope to bring my experience in workforce development, partnership with the K-16 system, data challenges, and my vision for a more connected system to the conversation, ultimately helping to improve outcomes for both students and employers.

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.

Regional focus: Central

Parent

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

No Response

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 consider myself an ambassador to my community through my active engagement in various local and regional initiatives. As a board member of our local chamber of commerce, a member of two high school CTE committees, and a leader in the CA Jobs First region, I am constantly working to bridge the gap between business, education, and workforce development. In these roles, I have actively worked to align our rural community with important state initiatives such as K-16, the Master Plan for Career Education, and CA Jobs First, ensuring our region remains connected to broader efforts in workforce development and education reform.

Additionally, as someone who was an opportunity youth and a recent graduate of both our community college and CSU systems, I have firsthand experience with the challenges faced by students and young adults in navigating education and career pathways. This lived experience allows me to bring a unique and empathetic perspective when soliciting input from communities. I understand the barriers that many individuals face in terms of access to resources, mentorship, and the support systems needed to succeed.

By actively engaging with both community members and stakeholders, I ensure that their voices are heard and their needs are addressed in the conversations about education and workforce development. I leverage my networks, including through my involvement with the chamber, the CTE committees, and CA Jobs First, to gather input and feedback that helps shape the initiatives and solutions we develop.

I would be honored to bring my experience and insights to the Community Engagement Advisory Board to ensure that the Cradle-to-Career Data System reflects the real-world needs of students, families, and communities, particularly those in rural or underserved areas.

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 experience, the community and college systems do a great job promoting traditional routes for student access to college, career, and financial aid planning. However, my focus has been on increasing awareness and access to lesser-known resources that can significantly benefit students and job seekers. Specifically, I have worked to raise awareness about funding options like WIOA (Workforce Innovation and Opportunity Act) funding, DOR (Department of Rehabilitation) funding, and various vocational training opportunities that often go under the radar for many students and families.

Additionally, I started my career as a case manager in the workforce development system, where I worked closely with educational partners to connect individuals to the resources they needed to succeed. This

hands-on experience taught me the importance of bridging the gap between education and workforce development, ensuring that students not only have access to educational tools but also the practical support and funding to pursue their career paths. Whether it was navigating career services, job training, or financial aid options beyond the typical pathways, my work has centered on helping students explore all available avenues to achieve their goals.

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?

Email.

NAME: MEHTA, RENAY - VICE PRESIDENT

AFFILIATION: CHINO VALLEY CHAMBER OF COMMERCE

POTENTIAL VACANCY CATEGORY

Community, Workforce Development

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

I'd be honored to serve on the Community Engagement Advisory Board for Cradle to Career. Being part of the Cradle to Career Task Force gave me a deeper appreciation for the work being done and how thoughtful and collaborative the process is. I learned a lot and saw firsthand how powerful it can be when we bring together diverse voices to improve outcomes for students and families.

I've also been invited to serve on the Cradle-to-Career Workforce Data Task Force from January to April 2025, where I'll have the chance to help shape research questions and explore workforce data that can better highlight program outcomes across the state. This opportunity aligns closely with my work in workforce development and the partnerships I've built to connect education and career pathways in the region.

As someone raised in this community and now raising my own children here, I've seen both the challenges and the potential of our local systems. I want to help make sure families, students, and community members are part of shaping the future—and that we're creating systems that truly serve them from early education through their careers.

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

Regional focus: Inland Deserts

Parent

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

Yes, I'm actively involved in several organizations that align with the mission and goals of Cradle-to-Career:

Inland Empire Regional Chamber Alliance (IERCA) – Collaborating with regional chambers to align economic development and workforce efforts across San Bernardino and Riverside Counties.

County of San Bernardino Workforce Development Board – Partner Agency – Through various grants and programs, I support job placement, second chance hiring, and career exploration.

County of San Bernardino Fair District – Board Member – Appointed to serve on the board, supporting youth development, workforce readiness, and community engagement through county fair programming and outreach.

Western Association of Chamber Executives (WACE) – Member and recognized awardee, focused on strengthening local and regional economic ecosystems.

California Forward / Regions Rise Together Initiatives – Engaged in regional equity and economic development discussions to support inclusive growth.

U.S. Chamber of Commerce Foundation – Business Leads Fellowship Program Alum – National program focused on education and workforce partnerships.

Talent Pipeline Management (TPM) Graduate – Focused on aligning education with employer demand and improving workforce data systems.

These networks allow me to stay connected with both policy and on-the-ground implementation efforts that support C2C's data-driven, cross-sector mission.

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 consider myself a community ambassador through the work I lead every day—connecting businesses, schools, and families to opportunities that support education, employment, and long-term success. As Vice President of the Chino Valley Chamber of Commerce, I work directly with employers, job seekers, students, and community partners to build career pathways and programs that reflect the real needs of our region. I've helped launch initiatives like job fairs, second chance hiring programs, and workforce roundtables that bring different voices to the table.

I have extensive experience hosting roundtables and listening sessions, where I gather data through surveys and direct feedback to better understand the needs of our community. I also regularly attend and participate in community events—not just to support initiatives I believe in, but to make sure those ideas and priorities are shared widely and reflected in decision-making.

Being raised in this community and now raising my two sons here gives me a personal perspective on the challenges families face—from navigating school systems to accessing resources and career exposure. I stay in close touch with working parents, educators, and youth, and I use that insight to help shape more inclusive, effective programs.

If selected, I would bring forward both data and lived experience to help C2C stay grounded in the voices and realities of the communities it aims to serve.

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

Through my role at the Chino Valley Chamber of Commerce, I've had the opportunity to actively support awareness and access to college, career, and financial aid tools for students, parents, and educators. We've hosted multiple career expos, college and career fairs, and financial aid workshops in partnership with local schools, higher education institutions, and workforce agencies. These events help students explore career pathways, understand educational options, and connect with real-world opportunities.

I've also worked with school districts and nonprofit partners to distribute information about FAFSA, dual enrollment programs, internships, and apprenticeship opportunities—making sure students and families have access to both resources and human support to navigate the process.

For educators, I've helped build partnerships between schools and local businesses so that teachers are better equipped with real-time labor market insights, guest speakers, site tours, and career pathway alignment tools that enhance classroom relevance.

I believe that access to these tools is only as strong as the outreach behind them, so I've made it a point to bridge gaps through in-person events, roundtables, digital outreach, and community connections—ensuring that resources don't just exist, but are used and understood.

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?

I love your mission and follow your efforts.

NAME: RIBAS, YVONNE - DIRECTOR OF PROGRAMS

AFFILIATION: CENTER FOR COLLABORATIVE EDUCATION

POTENTIAL VACANCY CATEGORY

Community, Workforce Development

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

I would like to join the Cradle-to-Career (C2C) Community Engagement Advisory Board because I believe in its mission and purpose of serving individuals and helping organizations plan to meet CA's tremendous educational and employment needs of the world's fourth largest economy. C2C's whole child framework for capturing student data (across educational segments) allows educational and employment sectors within an ecosystem to be informed about student populations and educational journeys. These sectors can collaborate purposefully to design and build infrastructure for education that is aligned to workforce development goals. C2C data-informed tools can help disrupt conventional silos between sectors, agencies, and intuitions, while helping to foster industry-specific workforces that meet societal needs.

After 15 years of teaching elementary and middle school students, I have been serving in teaching workforce development leadership roles in Southern California for over 12 years. My current role is Director of Programs at the Center for Collaborative Education (CCE) overseeing multiple Education Pathway programs in partnerships with 20 community colleges. The programs are designed to address chronic teacher shortages in under-served communities and high-need subjects such as STEM Education and Special Education by providing mentoring and wrap-around support to community college students who aspire to become teachers. Most recently, we obtained approval and funding from USDOL for our CA Ed Pathway Pre-Apprenticeship and Teacher Apprenticeship programs. The former has been registered with CA DAS, while registration of the latter is pending. I hope to join the Community Engagement Advisory Board to contribute to the C2C System from first-hand experience working with various stakeholders including students, educators, school district employers, and community leaders.

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.

Regional focus: South Coast

Parent

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

No

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 meet regularly with various stakeholder groups including teacher education practitioners, students, educators, school district employers, and community leaders. I am committed to elevating their voice and ownership in teacher education and preparation to ensure student success and community prosperity. If selected to serve on the Community Engagement Advisory Board, I plan to fully engage representatives of our stakeholders, including students and families in the communities that our programs serve.

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

I use CA School Dashboard, CTC Data and Reports, CA School Accountability Report Card, GreatSchools, FAFSA, CSAC Data Dashboards. I have also used the National Student Clearinghouse.

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?

C2C email

NAME: SMITH DI FAUSTINO, LEONA - EXECUTIVE DIRECTOR

AFFILIATION: WORKER EDUCATION AND RESOURCE CENTER

POTENTIAL VACANCY CATEGORY

Community, Workforce Development

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

As Adjunct Faculty in the CSU system and Executive Director of a non-profit workforce development organization, I believe that I am uniquely positioned to provide insight to the Community Engagement Advisory Board to better inform C2C's directive to create responsive and equitable feedback loops with data users, supporting evidence-based decision making and analytical capacity, and ensuring equitable access to actionable information. I have extensive experience with evaluating systems to ensure compliance with best practices that drive innovation, while simultaneously being accessible and sustainable for the needs of community. I am also passionate about building stronger bridges between academia and workforce development to ensure individuals have the resources necessary to be successful in their professional endeavors. Lastly, as a social worker, I have the skill to evaluate processes from a lens that centers equity, diversity, and promotes accountability from institutions that have a direct impact on the lived experience of Californians. I strongly believe I am aligned with the mission and vision of C2C and would be an asset to the Community Engagement 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.

Statewide

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

None that I'm aware of.

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 role as Executive Director of Worker Education and Resource Center, I am integrated into steering committees, consortiums, and collaboratives that promote information sharing and collaboration. Thus providing me with opportunities to directly engage with communities and solicit input for the benefit of C2C. As Adjunct Faculty in the CSU system I also have a network that allows me to share needs and concerns that are relevant to C2C.

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 Adjunct Faculty and Executive Director of a non-profit workforce development organization I have had direct experience with student and educator tools regarding college, career planning, and financial planning. I have directly created tools or utilized external tools in my capacity to better inform learners ability to access college and career services, while also informing the work of practitioners of college and career readiness programs.

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?

Email from a staff member of the California Immigrant Policy Center

NAME: OCHWAT, ADAM - EDUCATIONAL CONSULTANT

AFFILIATION: MODERN STATES EDUCATIONAL ALLIANCE

POTENTIAL VACANCY CATEGORY

Community, Other

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

I would like to join the board to help students and their families further their education. I'd also like to help serve as a resource for C2C factoring in my experience as a secondary school educator and my volunteer connections with various groups. I also am a member of Los Amigos de OC in Orange County, and am a member of the Los Amigos Educational Committee. By providing input from the various groups I work with along with my experience, I feel I can provide valuable input. Helping others gain a better understanding of the educational system and its inter-workings, will make education in California more relatable and useful for the citizens of California. I am a California public school and CSU alum. I look to this as a possible way to give back by helping others with their educational experiences.

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.

Statewide

Parent

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

Boys and Girls Club of Central Orange Coast

Los Amigos de OC

Los Amigos Educational Committee

YES Workforce Development

Orange County Department of Education

Member of Nationwide Counselors Connect Group

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 visible in my community and volunteer for various groups in my region including the Boys and Girls Clubs and YES Workforce Development. I have shared college going information as an exhibitor at district wide

College Fairs, OCDE's Discovery Showcase, and various events for Indigenous Peoples. In all of these opportunities I have served as a resource for students and their families. I have also had the opportunity to listen to the needs of students and their families in an effort to better understand their concerns and to problem solve possible solutions. My previous time as a secondary school teacher and administrator gives me a wide range of experiences to consider. My association with groups like Los Amigos do OC also helps to give me a look through the lens of underrepresented students and families. I am currently working with representatives from CSUF to try and find ways to help level the playing field for these students and their families as well as others. Collaborating with a regional director for AVID has allowed me the opportunity to present to AVID teachers as well as look for viable ways to help FirstGen students and their families navigate the journey to and through higher education. I have also presented at California Consortium for Independent Study Conferences.

All of the examples mentioned above give me opportunities to solicit input from the various stakeholders. Serving over 35 years as a secondary school teacher and administrator gives me a unique perspective to share needs and concerns relevant to C2C.

On another note, I have been a volunteer for Children's Hospital of Orange County serving as a baby cuddler in the NICU for the past few years. This gives me another lens to look through seeing many concerns and obstacles families face.

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

I volunteer for the Boys and Girls Club by helping with their College Bound advisors and students. I have presented at various clubs covering the transition from high school to college, various ways to earn college credits while in high school, interview skills, and resume writing. I have participated in their College Fair as an exhibitor. Recently, served as an interviewer for student and staff scholarships.

Prior to retirement, I served as a school administrator with duties including school wide testing, master schedule building, collaborating with deans and counselors at local community colleges. I attended numerous Cal State and UC counselor conferences for secondary school counselors. I oversaw the middle school and high school counselors for our district.

My consulting work with Modern States Educational Alliance has given me the opportunity to collaborate with the Orange County Department of Education. I served as an exhibitor at their OC Pathways Showcase, and have presented to the OCDE Superintendent and OCDE Assistant Superintendent as well as various OCDE Directors and Principals. I recently shared information at Santa Ana College's EOPS/CARE & CalWORKS year-end recognition event. I also recently met with Dr. Thayer, President of Cypress College and shared possible strategies to increase completion and retention rates at Cypress College. My work there has also

including being an exhibitor at an Indigenous Peoples Celebration Event at Santa Ana College and a Pow Wow in Arcadia. I also attended and shared information at College Board's and HBCUs "A Dream Deferred" Conference.

For YES Workforce Development I have participated in mock interviews at various high schools in Orange County.

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 have attended webinars and meetings conducted by C2C, and I believe that is how I received the email with the opportunity to apply.

NAME: AURE, KARIN - DIRECTOR OF ASSESSMENT AND ACCOUNTABILITY

AFFILIATION: VISALIA UNIFIED SCHOOL DISTRICT

POTENTIAL VACANCY CATEGORY

Practitioner, K-12

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

The work of the California Cradle to Career Data System (C2C) supports the development of a system that can change lives. With empirical data to promote equitable outcomes and student success across education, health, and economic factors, users at all levels can make more informed decisions that affect not just individuals but whole generations of children. The multi-disciplinary and longitudinal framework that can serve diverse users, from students to policy-makers, is visionary.

This is the kind of work to which I want to contribute. I have always been mission-driven and my commitment to equity has only intensified with experience.

This is also the kind of work that my background and expertise can best support. I have worked in some aspect of education or community service for over 30 years, as a case manager, teacher, administrator, consultant, and researcher. For nearly 20 years, I have served as a site or district administrator in California public schools. As a site administrator, I worked tirelessly to understand and engage our community while working collaboratively towards innovative practices and thoughtful solutions. As a district administrator, I strive to make information grounded, accessible, understandable, and useful to those I serve: administrators, teachers, families, and our community.

Importantly, I have the time to truly give my best as a Community Engagement Advisory Board member. When I commit to an activity, I give it my best - and the C2C mission is one I'd be thrilled to serve.

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.

No response

Parent

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

I bring significant experience with organizations and user groups that relate to the work of C2C. As a part of my various roles in TK-12 education, I have worked with numerous local non-profits, service organizations, the county library, health services, educational foundations, and local businesses. In my last principalship, we secured a Community Schools Grant and I continue to serve on the advisory council. I also served for over a decade on two local school boards. In addition to my work in TK-12 education, I served as an instructor in higher education and county credentialing programs for more than 16 years.

From my own analysis of the Community Engagement Advisory Board representation and upcoming vacancies, I believe that my background and experience are particularly well-suited to the needs of the board at this time. As all three of the representatives from the Central Valley finish their terms, ensuring continued representation from this important area of the state is important. Tulare County is in the top quartile of fastest-growing counties in the state, while ranking 47th in Health Outcomes and 55th in Health Factors out of 58 counties (2022 California County Health Rankings). The Central Valley is a growing and high-need area of service. Similarly, the terms of three of the five current Practitioners will be terminating, as well as the only member serving in a unified school 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?

I have been fortunate to serve two different Districts during robust, community-driven strategic planning initiatives. I also served as the board chair of a single-school district engaging in strategic planning. In each of these, I served as a facilitator. Perhaps my greatest honor was serving as the lead facilitator of a community-driven charter school development team for a dependent charter school aiming to bring world languages, applied learning, and community engagement to an underserved region of our school district. For this endeavor, I also wrote the petition and served as the founding principal.

My skills at reaching and learning from diverse communities were honed as a doctoral student and Fulbright scholar. My research focused on exploring the lived experiences and perspectives of immigrant students in Southern California and Sweden, respectively. Both studies employed a mixed-methods research approach, consisting of group and individual interviews, observations, document analysis, and surveys. Results were shared broadly at conferences and findings were put to use to create improved professional learning experiences.

Soliciting input from diverse partners and communicating concerns has been an integral part of my work as an administrator. As Director of Research and Evaluation at Lindsay Unified (a leading TK-12 competency-based education system), I aimed to ensure our program evaluations were robust and triangulated. I ensured that we not only collected outcome data but process data that could contextualize the findings and help us accurately identify root causes. As a school principal, I met regularly with our English Learner advisory council,

the school site council, the parent-teacher organization, student leadership, numerous ad hoc committees, and innumerable parents. Each of these was an opportunity to gather feedback, as well as communicate information. Needs and concerns gathered from these engagements served to inform the planning and development of key communication documents, including the School Plan for Student Achievement (SPSA) and Local Control Accountability Plan (LCAP). In my current role, I lead advisory councils to inform balanced assessment, equitable grading and reporting, and data analytics and warehouse management.

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 teacher and an administrator, I've been eager to adopt practices and technologies that promote student engagement, creativity, and application of learning. Coupled with strong curricular planning and instructional practices, EdTech tools can enable this kind of transformative learning. In the systems where I've served, students have also used Learning Management Systems (LMS), varied assessment platforms, and CaliforniaColleges.edu by the California College Guidance Initiative (CCGI).

I've also relied heavily on educator tools, such as student information systems (SIS), data analytics programs, and data warehouses, such as the National Student Clearinghouse (NSC). The numerous data systems managed by the California Department of Education, in partnership with other entities, are tools I use regularly in my current role as Director of Assessment and Accountability.

Finally, in my current role, our assessment and accountability team is a part of the Accountability and Advisement division, which includes instructional technology, Career Technical Education (CTE), and College and Career Readiness (CCR). We are a closely aligned group with collaborative goals and work plans.

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 C2C from a colleague in CTE who, knowing my background and interests, suggested I apply.

NAME: BASU, KASTURI - PRINCIPAL, LYNDAL ELEMNTARY SCHOOL

AFFILIATION: ALUM ROCK UNION SCHOOL DISTRICT

POTENTIAL VACANCY CATEGORY

Practitioner, K-12 and Student (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 bring the perspective of a deeply committed K-12 practitioner and student advocate who works at the intersection of data, equity, and family engagement. As a principal and former instructional coach and classroom teacher for the past 18 years, I have cultivated close relationships with families and deeply understand their hopes, concerns, and the information they seek when making critical decisions for their children.

Meaningful, equity-centered data systems must be built with and not just for communities. As someone who partners closely with multilingual, Title I, and historically underserved families, I can speak to the kinds of accessible, actionable information parents and caregivers need to navigate their children's academic journeys and advocate effectively for their success.

My experience leading schoolwide equity initiatives, facilitating culturally responsive professional development, and improving student outcomes has shown me the transformative power of transparent, community-informed data practices. I am excited about the opportunity to contribute to building strong feedback loops between data users and developers, and to ensure that our state's longitudinal data system reflects the lived realities of the students and families it is meant to serve.

Joining this advisory board aligns with my lifelong commitment to creating systems that elevate voice, support evidence-based decision-making, and ultimately lead to more just and informed outcomes for all learners 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.

Regional focus: Bay Area

Parent

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

Yes, I am/was affiliated with several organizations and initiatives that align with the mission of C2C and the work of the Community Engagement Advisory Board:

Instructional Leadership Corps (ILC) Member – A partnership between Stanford University, NBRC, and CTA that promoted teacher leadership and equity through data-informed, standards-based instruction and capacity-building across California public schools.

California County Superintendents Educational Services Association (CCSESA)—As a member of the Statewide Science Community of Practice, I contribute to equity-centered instructional leadership and professional learning aligned to state standards, emphasizing access and inclusion.

Asian American and Pacific Islander Educators Network (AAPIEN) – As a planning committee member (2019–2023), I helped foster advocacy, professional learning, and culturally responsive practices supporting AAPI students and educators through SCCOE.

Racial Equity Committee, Alum Rock Union School District – Co-led this districtwide effort (2021–2023), guiding conversations around anti-racist practices, disaggregated data analysis, and SEL-informed leadership in partnership with families and educators.

Wiki Education Project (Broadcom Foundation-funded) – Supported greater public representation of first-generation professionals and underrepresented STEM leaders by creating and editing accessible digital content, advancing equity in visibility and information access.

AiducateNow and TouchASoul (501c3 organizations) – Serve as board and advisory committee members, helping expand educational opportunities and holistic development resources to underserved communities globally.

In addition to these affiliations, my most meaningful equity and engagement work happens daily at my school site. As a Title I school principal, I lead LCAP forums to ensure that families and community members have a voice in budgetary and programmatic decisions. I work intentionally to make these forums inclusive, multilingual, and accessible, enabling parents to meaningfully engage in shaping the direction of our school.

I also partner closely with the Alum Rock Counseling Center to provide integrated wraparound services, including mental health support, social-emotional programming, and family engagement initiatives, to ensure our students and families receive the resources they need to thrive academically and emotionally. These

partnerships reflect my belief that schools must serve the whole child and that data should inform and empower, not overwhelm, families and educators.

These affiliations and experiences position me to contribute deeply to the mission of the Community Engagement Advisory Board at C2C. I am passionate about ensuring our state's longitudinal data system is responsive to the needs of communities, especially those historically underrepresented in data decision-making processes.

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 immigrant, woman, and leader of color, I proudly serve as an ambassador and advocate in the communities I engage with, particularly those historically marginalized and underrepresented in data-driven decision-making. I lead with empathy and cultural humility, drawing from my experience navigating unfamiliar systems and advocating for equity in spaces where my voice and community have not always been centered.

As a principal in a Title I school, I build strong, trust-based relationships with students, families, and educators from diverse linguistic, cultural, and socioeconomic backgrounds. Through LCAP community forums, culturally responsive parent workshops, and intentional school-wide partnerships, I create spaces for families to engage meaningfully, share their insights, and shape school priorities. I have also partnered with organizations like the Alum Rock Counseling Center to offer integrated social-emotional supports and resources tailored to our community's needs.

As an immigrant woman of color, I understand firsthand the challenges many families face when trying to access or interpret data and educational information. Our data systems must be inclusive, transparent, and actionable to serve all communities truly. Families need context, clarity, and relevance, communicated in ways that honor their lived realities.

As a member of the C2C Community Engagement Advisory Board, I would:

- Draw on my experience and professional expertise to advocate for equitable data access and communication.
- Solicit input through listening sessions, multilingual focus groups, and partnerships with trusted community organizations.
- Translate complex data into human-centered insights that empower families to make informed decisions about their children's academic and career trajectories.
- Ensure that historically marginalized voices, particularly those of immigrant, multilingual, and low-income communities, are centered in designing and implementing California's longitudinal data system.

I would be honored to serve on the Community Engagement Advisory Board and contribute to a more inclusive and empowering data future for California.

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 school principal and former instructional coach serving Title I and historically underserved student populations, I have been deeply committed to expanding awareness, access, and equity in college, career, and financial aid planning for students and their families and the educators who support them.

In my leadership role:

- I've worked with our counseling team to develop individual college and career awareness plans starting in 4th and 5th grade, helping students build early aspirations and connections to their future selves.
- I've collaborated with my school families (parent coffee, parent education, parent workshops), especially those unfamiliar with the U.S. education system, to help them access and understand tools for long-term educational planning.

I view this work not only as college or career "planning," but as empowerment through information. By embedding this knowledge into our school culture and staff learning, I aim to dismantle barriers and ensure all students and their families have the tools to envision and pursue a future filled with possibility.

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

No there would not be any conflict of interest.

HOW DID YOU HEAR ABOUT THE POSITION?

Dr. Alexis Takagi, a colleague and fellow member of my Ed.D. program, who is also serving as a board member of C2C, recommended that I submit my application, stating that I would be a strong candidate for the position.

NAME: BRASIL, DR. HELIO - SUPERINTENDENT

AFFILIATION: KEYES UNION ELEMENTARY SCHOOL DISTRICT

POTENTIAL VACANCY CATEGORY

Practitioner, K-12

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 believe deeply in the transformative power of inclusive, transparent, and community-centered data systems to advance educational equity and social mobility. With over 27 years of experience as a public school district superintendent in California, I have seen firsthand the importance of accessible, actionable data in driving informed decisions that impact students, families, and communities—especially those historically underserved.

The mission of the Cradle-to-Career Data System aligns with my lifelong commitment to supporting children and families across educational, health, and economic dimensions. I am particularly passionate about ensuring that community voices—especially those from rural, multilingual, and economically challenged areas—are not only heard but are influential in shaping policy and resource allocation. I bring a strong track record of fostering authentic partnerships with families, educators, and community organizations, and I am committed to helping the Office build strong, reciprocal feedback loops between data users and system developers.

By contributing to this Advisory Board, I hope to amplify the lived experiences and real-world challenges of the communities I serve, ensuring that the C2C system remains a responsive, equity-centered tool for 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.

Statewide

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

Yes, I am actively involved in several organizations that align with the mission and values of the Cradle-to-Career (C2C) Data System. I currently serve as an active member of the Small School Districts' Association (SSDA) and the Association of California School Administrators (ACSA), where I engage in statewide efforts to support educational equity, access, and innovation—particularly for students in underserved and rural communities.

In addition, I am honored to serve as a Commissioner on the State Board of Education's Charter School Advisory Committee, where I contribute to shaping policy and guidance for charter schools throughout California. I also previously served as Chair of the California Commission on Teacher Credentialing, where I worked to ensure high standards for educator preparation and to elevate pathways into the teaching profession, particularly for diverse and bilingual candidates.

Beyond these formal affiliations, my personal journey as an English Language Learner, a first-generation college graduate, and someone raised in a farming and retail family gives me a strong and personal connection to the goals of C2C. I understand the critical role that education, career readiness, and accessible data play in changing life trajectories—and I bring both professional expertise and lived experience to support that vision with integrity and heart.

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 longtime public school district superintendent serving rural and underserved communities in California, I have built deep, trusted relationships with students, families, educators, and community leaders. I serve as a visible and accessible ambassador—someone who listens, advocates, and acts to ensure community voices shape the decisions that affect them. My leadership style is grounded in transparency, compassion, and the belief that those closest to the challenges must be closest to the solutions.

My lived experience as an English Language Learner, a first-generation college graduate, and a child of a working-class immigrant family rooted in farming and retail allows me to authentically connect with families who face similar challenges today. I understand the barriers they confront and the critical importance of culturally relevant, accessible data and resources that empower—not confuse or exclude.

To solicit input, I regularly host community forums, parent advisory meetings, and stakeholder focus groups in both English and Spanish. I also maintain open lines of communication through school and district events, social media, and one-on-one outreach. I will use these same tools and relationships to gather insights that reflect the realities of our communities and ensure their needs and concerns are voiced within the C2C framework. I believe strongly in lifting stories alongside statistics to inform policy and practice that is truly equitable and responsive.

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 as a small school district superintendent, I have been deeply committed to ensuring that students and educators, especially in rural, underserved, and multilingual communities, have equitable access to the tools and resources needed to pursue college, career, and financial aid opportunities. I have led

district-wide initiatives to implement college and career readiness platforms, organized financial aid workshops for students and families (including FAFSA and California Dream Act application support), and expanded dual enrollment programs in partnership with local community colleges to give students early exposure to college-level coursework.

I have also prioritized professional development for educators around academic advising, postsecondary transitions, and the integration of technology tools that support personalized student planning. In collaboration with counselors and site leaders, I've worked to create early intervention systems and career pathway guidance beginning in middle school, ensuring students, especially first-generation learners like myself, are informed, encouraged, and supported every step of the way.

As someone who navigated the college process without a roadmap, I understand the transformational impact of having clear, accessible, and culturally relevant tools to guide students and families through these critical transitions. My goal has always been to make sure that no student or family feels alone in that journey.

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 am not aware of any conflicts of interest that would prohibit me from serving on the Community Engagement Advisory Board. I am committed to upholding the integrity, transparency, and collaborative spirit of this important work and will fully comply with all conflict of interest policies to ensure that my participation remains impartial and in the best interest of the communities we serve.

HOW DID YOU HEAR ABOUT THE POSITION?

I was sent an email.

NAME: CALDWELL, MARIE - SUPERINTENDENT

AFFILIATION: SISKIYOU UNION HIGH SCHOOL DISTRICT

POTENTIAL VACANCY CATEGORY

Practitioner, K-12

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

I am currently the superintendent of Siskiyou Union High School District, a small rural Northern California District. I have been a teacher, principal, and superintendent for the last 30 years in California. I have been a board member of Small School District Association, currently sit on a National Policy team (Rural2Rural) representing the 10 Northern Most counties of California (North State Together), and am a board member of United Scholarships, Inc., Rotary Club of Yreka, College and Career Options, and SiskiyouWorks. Over the last 15 years, I have been working in grass roots (and created a nonprofit to link education to industry in Siskiyou County.

As someone who has been working and representing rural Northern California students over the last 30 years, supporting the build out of the Cradle to Careers system locally, I have a unique perspective that can lend a rural lens to the State Cradle to Career build out efforts. I have been a part of the Calpads build out and deployment, transitioned from DOS based Student information system to sequel systems, and have implemented 15 career pathways across three high school districts.

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.

Regional focus: Northern

Parent

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

I am a executive committee member of North State Together

I have been on the scoring committee for the North Far North Consortium Strong Workforce Grant since Round 2

I am an active member of Rural2Rural (National Policy team for Strive-Partners for Rural Impact-North State Together)

ACSA and SSDA member

Board member of College and Career Options & SiskiyouWorks

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 sitting superintendent and executive committee member of North State Together, I have a reach and advocacy level that stretches across the 10 northern most counties of California. In addition, I am affiliated and work with non profits across the region consulting and supporting grant writing efforts to expand career technical education and the path to high wage/ high skilled jobs in our region. Over the last 30 years, I have connected and been part of many organizations and groups and my network spreads wide across Northern California.

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 board member of College and Career options (we have a contract with CSAC for financial aid workshops) and SiskiyouWorks, along with my work in North State together, I have been a key supporter in Siskiyou County to deploy the CCGI system (supported all of our districts through grant funding to implement the MOU and data program). In addition, I wrote and supported our 7 High School Districts in Siskiyou County on the CCAP grant, CCAP MOUs and help stand up the dual enrollment program between College of the Siskiyous and our School Districts. I wrote and am part of the deployment team for the Golden State Pathway consortium, that is linking Siskiyou, Modoc, and Humboldt counties to deploy a comprehensive and linked pathway to STEM careers (members include College of the Siskiyous, College of the Redwoods, Cal Poly Humboldt, and all HS Districts in Siskiyou, Modoc, and Humboldt Counties.

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?

Via North State Together, our STRIVE partnership, and through an email invitation

NAME: CARMESIN, DANIELLE - SUPERINTENDENT/PRINCIPAL

AFFILIATION: FERNDALE UNIFIED SCHOOL DISTRICT

POTENTIAL VACANCY CATEGORY

Practitioner, K-12

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

As the superintendent and principal of a rural, high-poverty, and high-performing California elementary school, I bring a unique blend of systems-level leadership, direct service to students and families, and deep engagement with community-based solutions. I am passionate about educational equity, continuous improvement, and empowering those closest to the work—educators, families, and students—to shape the systems that serve them.

Grounded Experience and Data-Driven Leadership

Over the past three years, I have led Ferndale Elementary through complex operational and cultural shifts, emphasizing collaboration, data-informed decision-making, and trust-building. This includes:

- Implementing robust systems to improve school operations and support instructional quality;
- Navigating budget cuts while safeguarding core services;
- Engaging in transparent dialogue with staff and the broader school community.

My commitment to evidence-based practices aligns with the Advisory Board's charge to uplift professional development and technical assistance models that enhance the use of data tools. I actively maintain an Accountability Log that integrates reflection, administrative planning, and responsiveness to community needs—a personal and professional practice that mirrors the Board's goals around feedback loops and equitable access to information.

A Commitment to Community Voice and Equity

My leadership is deeply rooted in the belief that systems must be shaped by those they serve. I have advocated for student-centered practices, equitable discipline policies, and inclusive stakeholder engagement—especially in contexts where historical trust in institutions has been fragile. I also understand the value of narrative: while I am often uncomfortable with public recognition, I use it as a way to lift up collective achievement and ensure that no one voice dominates the story of success.

This value system aligns closely with the Board's emphasis on:

- Including families, students, and frontline staff in decision-making;
- Expanding communication strategies to reach a broad range of Californians;
- Making formal recommendations to improve equitable access to actionable data.

Why I Want to Serve

I see the Community Engagement Advisory Board as a meaningful platform to advocate for small, rural, and under-resourced communities, and to ensure statewide tools are not just accessible but relevant to all. I bring the practical lens of an educator-administrator hybrid who understands both policy implications and day-to-day realities. I want to contribute to a system where:

- Families and educators have usable, timely data;
- Feedback from the field informs design and implementation;
- Community trust is built through transparency and responsive governance.

This is not just about contributing—it is also about learning. I am eager to engage with diverse stakeholders across California, exchange best practices, and help co-create a cradle-to-career data system that advances equity and opportunity at every stage of the 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.

Regional focus: Northern

Parent

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

While I am not currently a formal member of any statewide advisory coalitions, my professional and personal commitments are deeply aligned with the mission of the Community Engagement Advisory Board. I serve as the superintendent and principal of a rural public school district, where I lead equity-focused, data-informed improvement efforts rooted in community voice and transparency. I also own a construction company and a timber company in Northern California, which broadens my understanding of workforce development, economic opportunity, and multigenerational community planning.

I am a descendant of the Hupa, Yurok, and Karuk peoples, and I bring a strong commitment to honoring Indigenous perspectives in education and public systems. As a member of the Humboldt Builders Exchange, I also engage regularly with local business networks that intersect with family and youth outcomes, including employment pipelines and career readiness. Through all of these roles, I work to bridge education, community leadership, and intergenerational resilience—principles at the heart of the Cradle-to-Career vision.

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?

Community Ambassador and Inclusive Engagement Advocate

Rooted Representation and Cultural Stewardship

As a descendant of the Hupa, Yurok, and Karuk peoples and a lifelong resident of Northern California, I carry a deep sense of responsibility to elevate the voices of historically underrepresented and sovereign communities. I serve not just as a school leader, but as a cultural bridge—ensuring that Indigenous, rural, and economically marginalized voices are considered in decision-making processes. My role as an educator and business owner enables me to amplify community priorities across multiple domains: education, workforce development, land stewardship, and cultural preservation.

In this way, I am not only a representative of my community—I am an ambassador who listens, interprets, and advocates across institutional lines.

Soliciting and Integrating Community Voice

I have consistently embedded authentic input into institutional systems through the following approaches:

1. Building Feedback Loops with Students, Families, and Staff

I have established regular, intentional feedback structures, including:

- Open-door policies and standing parent meetings that prioritize listening before reacting.
- Collaborative leadership with staff, ensuring that instructional changes and discipline practices are shaped by classroom realities and shared expertise.
- Student-centered initiatives that prioritize well-being and equity, informed by direct student experiences and surveys.

2. Transparent and Inclusive Decision-Making

As superintendent and principal, I have led the development of:

- Data-informed policies that are publicly shared and discussed, ensuring transparency and accountability.
- A living Accountability Log that tracks commitments, tasks, and decisions across operations and instructional priorities, reflecting my values of clarity and follow-through.
- Budget and staffing discussions that include classified and certificated voices, even amid difficult reductions, showing that shared sacrifice and shared voice can coexist.

3. Cross-Sector Community Engagement

I regularly partner with:

- Local businesses, through my participation in the Humboldt Builders Exchange, to discuss how schools can better prepare students for careers.
- County and tribal networks, to align culturally relevant teaching and resource access with the community's values and needs.
- Families and caregivers, especially in contexts where there has been institutional distrust, offering honesty, continuity, and a willingness to co-create solutions.

Why This Matters for the Advisory Board

I understand that being a true community ambassador is not about speaking for people—it's about ensuring systems listen to them. My leadership is rooted in the belief that those most affected by data and policy must have a real say in how those tools are designed and used. I have demonstrated this by:

- Institutionalizing stakeholder feedback,
- Advocating for transparency even when it's uncomfortable,
- And walking the line between professional responsibility and personal accountability to the communities I serve.

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 superintendent and principal in a rural district, I have led initiatives that expand student and educator awareness of postsecondary pathways, especially for historically underserved populations. We host annual family information nights that cover FAFSA completion, California College Guidance Initiative (CCGI) tools, and vocational options alongside college pathways. I ensure that our counseling and administrative teams are trained to help families navigate financial aid and career planning resources. Additionally, I collaborate with local businesses and trades, through the Humboldt Builders Exchange and my own experience in construction and timber, to connect students to meaningful career exploration opportunities. These efforts are grounded in my commitment to equity and to helping every student and family understand the full range of options available to them.

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?

State Superintendent's newsletter

NAME: CHOPRA, CRISTINE - EXECUTIVE DIRECTOR

AFFILIATION: 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.

While a small rural county, Santa Cruz includes a large UC, a community college, 10 K-12 districts, and close proximity to a CSU. Almost 60% of our students are Latinx with Spanish and Mixteco being the prominent languages for our multilingual families. Often these students and families are underserved. My desire to be on the advisory board stems from a desire to create systems to better serve all students and families in the state as they move between and across multiple systems. In order to enact systems change you need accurate and meaningful data.

Through my work as the Executive Director of the Santa Cruz County College and Career Collaborative, teaching high school and postsecondary, and my data collection from my Ph.D work, I have come to highly value meaningful, relevant, and clean data. I have used many different data sources in attempts to braid them to create a complete picture of our students, their trajectories, their strengths, and the needs in our region. I have worked extensively with local K-12 assessments, Cal Pass Plus, the CA Department of Education's Dashboard and Dataquest, and National Student Clearinghouse data. I, in turn, present this data to practitioners and district leaders to guide their work and to communicate with constituents. My work in TK-12 and postsecondary provides me with a unique perspective about how to advocate for the whole child from cradle to career. I have been part of many of the community conversations for C2C and have been following the work closely since it was funded. Finally, I serve in many other capacities such as a backbone organization for the Central Coast K-16 Collaborative, a board member for Santa Cruz County Data Share, and a board member of Your Future is Our Business (a career awareness and exploration nonprofit.)

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.

Regional focus: Bay Area, Central

Parent

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

In my role, I work with and facilitate a School Counselor Network with counselors from elementary to high school (sometimes community college and university). I also work with teams of educators from across the county. Within our office, I work with the Child Development Resource Center as well as the Family Engagement Coordinator for the county.

As mentioned earlier, I serve on several boards in the region. The Santa Cruz Data Share team works to create a platform with over 475 wellness indicators to help inform leadership, public servants, concerned community members, funders, researchers, and students to better understand and address root causes of social and economic inequities.

Your Future is Our Business works to provide every student with opportunities to discover a fulfilling and successful career. FYIOB brings schools and businesses together to provide career exploration and exposure, and to provide work-based learning and internship possibilities to students. The goal is to help students make informed decisions that empower them to forge careers of interest to them.

Finally, as one of the backbone organizations for the Central Coast K-16 Collaborative I have participated in extensive research and focus groups to help inform the design and development of strong educational pathways that span high school, community college, and universities with the intended outcome of students earning certificates and degrees that make them eligible for regionally viable high wage positions.

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?

Through my professional realm, I work with all 10 superintendents, assistant superintendents, TK-12 counselors, and teams of educators. In this work, I often hold data literacy sessions regarding data from the CA Department of Education, CA Student Aid Commission, and National Student Clearinghouse.

I partner with the county Family Engagement Coordinator to provide information to families through a variety of ways such as ELAC and DLAC meetings. These monthly meetings would be an excellent way to solicit feedback.

Additionally, as a parent, I am often frustrated with current data systems. Given my position, I am regularly addressed by other parents regarding data questions relating to their student. It will be very rewarding to direct them to the new C2C resources and to garner their feedback.

I would draw on my academic and professional experience working with all these populations and working with different data sets to provide perspective.

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

Supporting the use and access to tools that help with college and career planning is at the heart of what I do. For example, I have spent extensive amounts of time advocating for a countywide adoption of California Colleges Guidance Initiative (CCGI) to help students and families track A-G completion, FAFSA/DREAM completion, engage in career exploration, and apply to college on one platform. This has been a success with all our secondary districts adopting the tool. My organization began funding all our districts to maintain membership to National Student Clearinghouse Student Tracker for High Schools, and providing training on how to utilize the data in counseling and systems planning.

I have worked with five high schools in the county to conduct an A-G transcript analysis to find and address inequities in their system. These sessions included counselors, classroom teachers, and administrators.

Additionally, I have facilitated multiple FAFSA/DREAM workshops with translation in two languages to provide information and support for students and especially families with mixed immigration status.

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 have been following C2C since its inception. I attend public meetings and have participated in community input sessions. I also work with our Chief Technology Officer who recommended I apply for this role.

NAME: DeVARGAS-ALMEIDA, EdD, LIZ - EARLY LITERACY COORDINATOR

AFFILIATION: PAJARO VALLEY 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 ensure that all of our students can have a voice and choice in their futures. To do so, we need to ensure that they are well prepared, including being able to read at the skill level and analyze and apply a the comprehension level. If we only focus on graduation rates, we lose out on those who are not succeeding. We must look at the data and determine who is missing, who is underachieving, and what changes we need to make so they can succeed. To do that, we need to look at more than high school graduation rates. We need to track where students go overtrack and how to support students, the school, and families, so students will be successful. In our district, we are underperforming in literacy, ELPAC redesign, college readiness, and completion rates, but our graduation rates are pretty stable and are decent, which means we need to determine why we are graduating students who cannot complete college and career pathways, is it literacy, language, cultural variances, economic, mental health. If we have this problem, others also have this problem and our community needs to be aware of our standing and what we are doing of make moves forward. As I am working through our literacy issues and making gains, I would like to connect change at the state level and beyond, solely with the lens of literacy, though I do believe they are connected, in some part.

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.

Regional focus: Bay Area

Parent

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

I am a founding member of CA The Reading League, which promotes structured literacy education.

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 Early Literacy Coordinator, I meet with a monthly group, which we call the Early Literacy Collaborative. We meet monthly to discuss what each organization is working towards, having success in, and share any roadblocks. The group is comprised of 0-5 Early childhood providers and agencies such as First 5 California,

Santa Cruz County, Watsonville Library Children's, and head librarian, Santa Cruz County Office of Education, and so forth.

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

My role is to promote student literacy, and one way I do that is by being transparent in our literacy and district scores during our ELC meetings. In this venue, we share the data, and I ask that they promote that information to their families and communities. The data is shared in what I refer to as a report card, which exhibits local reading skill data, ELA/ELD data, ELPAC data, graduation rates, A_G College Readiness Data, and Biliteracy Seal data. Along with groups and resources, we use to promote literacy. I also share this out with our leadership teams, my Curriculum & Instruction team, academic coordinator teams, and the Superintendent, who shares it with the board. The purpose is to be transparent with our data and connect the meaning of the data with change. We are working to make connections where it counts and target needs, as far back as necessary, so all students have a voice and choice in their 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, I do not have any conflicts.

HOW DID YOU HEAR ABOUT THE POSITION?

I learned of this position from California Department of Education's weekly newsletter.

NAME: HEMMANS, TYESHA - LEAD PROFESSIONAL LEARNING SPECIALIST

AFFILIATION: HATCHING RESULTS

POTENTIAL VACANCY CATEGORY

Practitioner, K-12

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 passionate about educational equity and community empowerment. Throughout my career as a school counselor in a Title 1 school, I have witnessed firsthand the transformative impact that informed, collaborative engagement can have on students and families, especially those from underserved backgrounds. Serving on the Advisory Board would allow me to leverage my experience and insights to help shape initiatives that support access, opportunity, and success for all community members. I am excited by the prospect of working with like-minded individuals to create meaningful change and ensure that the voices of our diverse communities are heard and valued.

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.

Statewide

Parent

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

American Association of School Counselors (ASCA)

ASCA BIPOC mentor

National Association of College Admission Counselors

Former member of the Parent Teacher Association

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 lifelong advocate for students and families, I have consistently acted as an ambassador within my community. I have built strong, trusting relationships with families-many of whom are low-income or first-generation college-bound-by providing culturally responsive guidance and support. Through over 15 years of leading parent workshops on college and career readiness, I have created safe spaces for families to voice

their needs and concerns. My lived experience as a first-generation college student, and as a parent of two college graduates, gives me a personal understanding of the barriers many families face.

To solicit input, I would continue to engage in open dialogue with students, parents, and educators through surveys, focus groups, and community meetings. I would also draw on my extensive network as the current co-chair of the Southern California NACAC college fair to gather diverse perspectives. By combining community input with my own experiences, I can effectively advocate for policies and programs that address the real needs of those we serve.

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

My entire career has been dedicated to increasing awareness of and access to essential college, career, and financial aid resources. As a school counselor, I developed and delivered comprehensive, data-driven programs that proactively addressed the needs of my students rather than reacting to issues as they arose. I organized and led Cash for College Workshops, and provided hands-on support with FAFSA and Dream Act applications, ensuring that students and families understood their options and could successfully navigate the financial aid process.

For over nine years, I am proud to say that 100% of my students were accepted to college, a testament to the effectiveness of our collaborative efforts. I have also supported educators by sharing best practices and resources, and as co-chair of the Southern California NACAC college fair, I have helped connect thousands of students and families with critical information and opportunities. My commitment to access and equity is both professional and personal, and I am dedicated to continuing this important work on a broader scale through the Advisory Board.

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

No

HOW DID YOU HEAR ABOUT THE POSITION?

EdSource

NAME: LOWERY, MEGAN - STANISLAUS CRADLE TO CAREER PARTNERSHIP DIRECTOR

AFFILIATION: STANISLAUS COUNTY OFFICE OF EDUCATION

POTENTIAL VACANCY CATEGORY

Practitioner, K-12

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

As the director of a regional, place-based partnership in the Central Valley of California, with 25 years of experience in the education sector and seven years leading a county-wide cradle to career partnership in Stanislaus County, I believe I am well poised to help inform the work of the system. The work we do locally is rooted in community engagement, both youth and families, and is founded on the the principles of results based accountability. We support high impact, high leverage strategies that are aimed at improving educational outcomes from cradle to career, with the deep understanding that educational outcomes are the responsibility of the entire community. Having been a classroom teacher, district office staff, site principle, and now in a position that is housed within a county office of education, I hold a unique set of lived experiences that will allow me to actively participate in this process. I understand the opportunity points that exist when linking our early education, TK-12, and higher education systems, with a lens of how to meet the needs of educators and the community. I would seek to not only link the work we are doing here in Stanislaus County, but leverage the CA Cradle to Career Coalition, of 16 unique communities doing place based work across different geographic regions. Additionally, I bring to the Advisory Board connections with StriveTogether, a national network of almost 70 communities doing impactful cradle to career work, and experiences gained as one of the inaugural fellows in the Harvard Graduate School of Education EdRedesign Lab Cradle to Career Fellowship.

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.

Regional focus: Central

Parent

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

CA Cradle to Career Coalition

StriveTogether

Harvard Graduate School of Education EdRedesign Lab Cradle to Career Fellowship

WE WILL! K-16 Educational Collaborative

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 through my position as Director of the Stanislaus Cradle to Career Partnership. Over the past seven years we have worked tirelessly to build structures within our partnership to not only engage the community, but create opportunities for community members to advance advocacy efforts, inform key leaders, and be change agents in their neighborhoods. This has been accomplished by establishing the Stanislaus Youth Empowerment Alliance and the Stanislaus Parent Network/ Red de Padres de Stanislaus. We have parent and youth leads who work alongside our backbone team to co-create opportunities for community engagement. We have established an advisory council that works closely with our partnership to help drive our prioritized work. Additionally, we have over 75 partner organizations that we are networked with here in Stanislaus County. These mechanisms would allow me to share information with and get input from key stakeholders locally. I am a northern California native who has worked in the education sector for over 25 years as a teacher, site principal, district office administrator and now working with a county office of education. Additionally, outside of the Central Valley, I bring the connections of the CA C2C Coalition, StriveTogether and the EdRedesign Lab Cradle to Career Fellowship. The work we do locally and the ways that we engage with community are constantly evolving to meet the ever changing conditions around us. This combined lived experience, including seven years building and leading a cradle to career partnership, have me well poised to serve in this capacity.

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 varied experience supporting awareness of and access to student and educator tools. This experience started as a classroom teacher and evolved as I moved to site and district administration in a school district that was one of the original CALPADS pilot districts. This gave me unique insights as to the connections between local student information systems and a statewide data system. Our StanC2C partnership supports outcomes from cradle to career including college access and completion. In Stanislaus County we were an early user of the California College Guidance Initiative (CCGI), supporting local school districts in their usage as well, and increasing participating in connection with CSU Stanislaus. Our committed partnership with CCGI is evidenced by one of their staff serving in a leadership role early on with our StanFUTURES action team. Our backbone team continues to offer financial aid workshops for districts, and supported our K-16 educational collaborative, WE WILL!, this year with the financial aid completion incentive giveaway. We also support host a local mentoring program 6 Cups to College and 6 Cups to Career, ensuring high school students have access to trusted adults in their lives who can provide guidance and support as they navigate their path to postsecondary life. Finally, I would like to highlight our local data warehouse efforts, Stan STATS, that was made possible by the work of StanC2C in partnership with the Stanislaus County Office of Education, ensuring our local school districts have access to relevant, timely, accurate data to drive decision making.

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?

From emails received by the CA Cradle to Career Data System- Selection for Advisory Boards

NAME: McClain, Adele - Co Chair

Affiliation: Apple Valley Unified School District and Victor Valley College

POTENTIAL VACANCY CATEGORY

Practitioner, K-12

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

I am the administrator of an adult education program that offers educational training programs in the medical and construction fields for which students gain high school and college credits as well as industry certifications. My programs are supported by the Carpenters Union 909 as well as St. Mary's Hospital and St. Mary's Nurses Union.

I have 35 years of experience as an instructional practitioner. I have been on local advisory boards, including Strong Workforce, the adult education field team for AB86, the local advisory board for Goodwill Industries, the Victor Valley Chamber of Commerce , the United Way advisory board, the Perkins advisory board for Victor Valley College, and the Integrated Service Delivery work group for the America's Job Center of California.

I have presented multiple times on leveraging community resources at the Annual Career Technical Education Conference and at Work Con.

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.

Regional focus: Inland Deserts

Parent

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

I have 35 years of experience as an instructional practitioner. I have been on local advisory boards, including Strong Workforce, the adult education field team for AB86, the local advisory board for Goodwill Industries, the Victor Valley Chamber of Commerce , the United Way advisory board, the Perkins advisory board for Victor Valley College, and the Integrated Service Delivery work group for the America's Job Center of California.

I have presented multiple times on leveraging community resources at the Annual Career Technical Education Conference and at Work Con.

I am the incoming president for the Association for California School Administrators. I am the president of the Victor Valley Chapter of California Council for Adult Education.

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 presented multiple times on leveraging community resources at the Annual Career Technical Education Conference and at Work Con.

I am the incoming president for the Association for California School Administrators. I am the president of the Victor Valley Chapter of the California Council for Adult Education. I was an alternate for the committee for Strong Workforce .I am an advisor for the Victor Valley Adult Education regional consortia.

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 Bridge counselor , preparing K-12 and adult students for college programs by creating educational plans for first-time college students. In this capacity I have assisted students with college financial aid applications and transitional education plans from 2007 to the present.

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 sent this application because I am on a San Bernadino County Workforce list for my regional work with the local Workforce Development Department.

NAME: MILLER, CHARLES - SUPERINTENDENT - RETIRING 7/1/25

AFFILIATION: JOHN SWETT UNIFIED SCHOOL DISTRICT

POTENTIAL VACANCY CATEGORY

Practitioner, K-12

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

I did much of this work when I was a site principal at Allendale Elementary in Oakland Unified School District. I worked with David Silver and others in OUSD as some of these programs were just emerging. As Superintendent of the John Swett Unified School District, I also have familiarity and interest in this work. I have spent my career advocating for students. The Cradle to Career system is all about improving equity, data transparency, and outcomes from early childhood through career. Serving on the board allows me to continue influencing how systems address opportunity gaps. I have firsthand experience managing a district, working with families, and implementing programs. That insight is invaluable to a board tasked with ensuring community voice informs statewide policy and data use. I can focus the Community Engagement Advisory Board to help ensure that families, educators, and local leaders have access to meaningful data. My voice can help shape how information is shared in ways that empower communities rather than confuse or overwhelm them. I have seen the benefits—and pitfalls—of data use in education and can advocate for data systems that are ethical, actionable, and centered on student success, especially for historically underserved populations. Retirement doesn't have to mean stepping away from the work I care about. This role allows me to remain engaged with statewide efforts that align with your values and professional legacy.

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.

Statewide

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

Yes, I have been actively involved with several organizations that align with the goals of the Cradle to Career system:

Association of California School Administrators (ACSA): As a superintendent member, I've engaged in statewide discussions on equity, student outcomes, and systems-level change—core to C2C's mission.

Local Control and Accountability Plan (LCAP) advisory groups: I've led district-level stakeholder input processes that parallel C2C's values around inclusive, data-informed planning.

County and regional superintendent networks: These groups have allowed me to share best practices and hear directly from leaders in neighboring communities, giving me a broader understanding of regional needs.

Equity-focused educator networks: I have partnered with county offices and nonprofit organizations working to close opportunity gaps and elevate family and student voice in decision-making.

I also maintain close relationships with community-based organizations that work with youth and families in the areas of early childhood education, college access, and workforce readiness — key stages within the cradle-to-career continuum.

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 superintendent of the John Swett Unified School District, I've served as a visible and active ambassador for public education in our diverse and tightly knit communities. I've regularly engaged with families, students, educators, labor partners, and civic leaders across Rodeo, Crockett, and Hercules — not only at school events and board meetings, but through community partnerships, town halls, and targeted outreach to historically marginalized groups.

I believe authentic engagement begins with listening. Over the years, I've built trusting relationships that allow me to hear the real stories and concerns of students and families — especially those who often go unheard. I've facilitated feedback sessions, supported student and parent advisory groups, and partnered with community-based organizations to ensure district decisions reflect local needs and values.

To represent communities within the Cradle to Career (C2C) framework, I would continue this approach — drawing from both my lived experience as a longtime educational leader in an under-resourced district and by actively seeking out voices from across the spectrum: multilingual families, youth in foster care, working-class parents, and educators on the front lines. I'd advocate for accessible, culturally responsive communication strategies and work to ensure the data we share truly empowers communities to advocate for their children.

In short, I bring both a history of relationship-driven leadership and a deep commitment to equity, transparency, and inclusion — all essential to the work of the Community Engagement 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?

Throughout my tenure as superintendent of the John Swett Unified School District, I have prioritized expanding access to college, career, and financial aid planning tools for both students and educators—especially for those historically underrepresented in postsecondary pathways.

I've worked closely with school counselors, site leaders, and regional partners to increase awareness and utilization of tools like CaliforniaColleges.edu, FAFSA/CADAA completion supports, and career exploration platforms. We embedded these resources into school programming and advisory periods, and aligned them with our Local Control and Accountability Plan (LCAP) goals related to college and career readiness.

I also championed professional development for educators to integrate college and career readiness into the classroom, including training on how to guide students in understanding A-G requirements, dual enrollment, and career technical education (CTE) opportunities.

In partnership with Contra Costa County Office of Education and Contra Costa College, we expanded access to dual enrollment, career pathway programs, and financial aid workshops for students and families—particularly those who are first-generation college-goers or come from low-income households.

My focus has always been on breaking down systemic barriers to postsecondary success. I see Cradle to Career's mission as a natural extension of that work and am committed to ensuring every student, regardless of background, has the information and support needed to pursue meaningful college and career options.

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?

Email

NAME: OLIVARES, DR. BRENDA - CHIEF IMPACT OFFICER

AFFILIATION: MAGNOLIA PUBLIC SCHOOLS

POTENTIAL VACANCY CATEGORY

Practitioner, K-12

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

As a mother of three children and a lifelong educator working in the education system with families and communities, I believe I can contribute vastly to the committee. I love to learn through thought partnership. I earned my doctorate from the University of Southern California as a first-generation college student, and I attribute my success and grit to my parents, who emigrated to this country from Mexico. I am a current Community Engagement Initiative Peer Leading and Learning Exchange (PLLX) mentor to over 300 schools across the state of California through the Community Engagement Initiative (CEI) program, and this experience allows me the opportunity to learn and contribute to diverse educational partners. As a part of this opportunity, I was able to study over a summer session with Dr. Karen Mapp at Harvard and dive further into the Dual Capacity Learning Framework to learn how to authentically engage with families and incorporate theory into practice. I currently work with a network of twelve schools across southern California across three different counties (Los Angeles, Orange County, and San Diego), serving over 3,780 students in the grade span of TK-12. I am also an adjunct professor with Mount Saint Mary's University in their Education department. Most importantly as my recent 8 month old daughter enters the cradle to career pathway and her siblings 10 years old and 7 years old experience it at the elementary level I want to do my part to contribute not only to their success but for all children to have the resources and supports as they navigate the journey to a career.

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

Regional focus: South Coast

Parent

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

Community Engagement Initiative PLLX Cohort

Educational Leaders of Color (EdLoc) 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?

During the COVID Pandemic, I became a health ambassador to my regional community, advocating for resources and sharing information with families in need. I created a mental health and wellness survey to identify the highest level of need in our community and connected with the community-based partners that could help fill the need. As the Chief Impact Officer, I work with our Magnolia Engagement Team to collect data through an assets and needs assessment survey and coordinate a response to feedback through a Plan Do Study Act cycle. I can use and interpret both quantitative and qualitative data. I think the greatest lesson during the pandemic was that there are so many resources available to the community in need, but if they are not delivered in a way that is accessible only creates more barriers when trying to access the resources, which can have detrimental impacts beyond just one touch point. During my career, I have vetted resources for students, families, staff, and community members and consolidated resources into easy-to-access messaging and visually supportive learning tools like a Google sheet, form, Padlet, or one document with a QR code. I think the lived experience that helped me understand how to break down confusing technical jargon was when I was tasked with interpreting for my parents, who only spoke Spanish growing up. The position of interpreter for my family's needs in spaces of high-stakes environments like government citizenship tests and tax meetings meant I had to be quick on my toes to take information and disaggregate it in the most digestible way a 12-year-old could and then inform all parties what either one was saying.

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

I formally led the parent academy workshop for families during weekend sessions, over 100 families participated across the three counties our schools serve, teaching them about college access and funding opportunities. As the lead for current partnerships of support for our community schools, collaborating with our Director of Community Schools, we are building out an outreach plan dedicated to helping students access free funds through the CalKids program and additional programs for students that may be eligible for additional funding, like CalAble. I often find myself helping anyone who may need support accessing information from parents at the laundromats to family members I encourage to enter the higher education system and earn a degree rather than put it off for the "someday" list.

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 at this time

HOW DID YOU HEAR ABOUT THE POSITION?

Through the California Department of Education's (CDE) Today weekly newsletter from CDE Communications email blast

NAME: PELLMAN, JOHN - DIRECTOR OF CURRICULUM AND INSTRUCTION

AFFILIATION: CAPITAL COLLEGE & CAREER ACADEMY AND CALIFORNIA STATE UNIVERSITY AT SACRAMENTO

POTENTIAL VACANCY CATEGORY

Practitioner, K-12

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

Nearly the entirety of my career in education, just over 20 years, has led me in the direction of deeper and deeper involvement in career education. Starting from the classroom level, where I founded a high school academy, to working as a district administrator, where I played a key role in distributing over \$50M of state grants to grow CTE programs, and being a founding member of a charter that has a four-year requirement for career education. Additionally, my dissertation examined the effectiveness of incorporating career education into secondary schools. In short, as I progress in my career, I aim to gain a deeper understanding of the impact of career education in K-12 and how we can create systems that support schools and teachers in implementing more effective curricula, informed by data-driven best practices. While I have only a basic understanding of the Cradle to Career Data System, I am confident that both my professional experience and my research background will contribute to the advisory board, and the access will help me to understand better the efforts the state is making to improve educational outcomes.

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

Statewide

Parent

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

Not to my knowledge.

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 in both secondary and post-secondary. In secondary, I am the Director of Curriculum and Instruction for a charter school that is charting new territory by requiring 4 years of career education to graduate. We maintain one of the most ambitious career education programs in California. We fully implement the work-based learning continuum, from exposure by bringing a wide array of professionals to our campus to interact with students, to exploration through job shadows, and to career preparation that leads to paid

internships for high school students. We are developing practices that can and will (and must) be replicated by other schools and districts. We are an incubator for high school reform that is focused on meaningfully connecting students to career opportunities while in high school. In this role, I attend multiple conferences and interact with colleagues who are doing similar work. On the post-secondary side, I am the coordinator of the CTE Credential program at Sac State. We are a statewide program enrolling students from around the state who are interested in becoming CTE Teachers. In this role, I not only interact with students from around the state but also with CTE administrators from around 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?

I am deeply involved in promoting college and career readiness, not only in working with students, families, and community members, but also in training teachers who are doing this work. My work is not directly connected to financial planning, but given my work with students, families, community members, and fellow educators, the way in which I support these stakeholder groups has a direct effect on financial planning.

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.

HOW DID YOU HEAR ABOUT THE POSITION?

The applicaiton was forwarded to me from faculty at UC Davis.

NAME: POLLACK, JOSHUA - NETWORK ADVISOR

AFFILIATION: STRIVETOGETHER

POTENTIAL VACANCY CATEGORY

Practitioner, K-12

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

I am excited to apply for the California Cradle to Career Data System Community Advisory Board because I believe deeply in the power of equitable, accessible data to advance outcomes for children, families, and communities. As a Network Advisor with StriveTogether, I support a network of 70 cradle-to-career backbone partnerships connect disaggregated data to shared goals, identify and address systemic barriers, and co-design strategies with youth and families to put four million more young people and families on a path to economic mobility. The California Cradle to Career Data System's vision—to democratize data, promote transparency, and improve outcomes through actionable information—is directly aligned with my personal and professional mission. I am particularly passionate about ensuring families and practitioners are not only recipients of information but co-creators in how data is shaped, accessed, and used to drive change. In serving on the Community Advisory Board, I hope to bring a perspective from a National and State partners to ensure the data system is utilized by communities to inform and continuously improve community-informed strategies - ensuring they are evidence-based, data-informed, and are equity-driven. I look forward to bringing a collaborative spirit, a systems-change mindset, and a deep commitment to community voice and impact to this 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.

Statewide

Parent

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

CA Cradle to Career Coalition - member/coordinating entity

CASBO - member

New Leaders Council - alumni/member

Teach for America - alumni

Stockton Service Coalition - 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?

In my current role as a Network Advisor with StriveTogether, I support cradle to career partnerships in California and nationwide—as they align systems, use data for continuous improvement, and build civic infrastructure centered on community voice. I also serve as a member of the California Cradle to Career Coalition, a network of 13 partners representing northern, central, and southern California, which is convened by StriveTogether. Combined, the coalition represents cradle-to-career partnerships supporting over 155,000 youth ages 0–24 across the state. These coalition members are deeply connected to their local communities - working with County governments, school districts, direct service providers, and parent groups to design and implement visions and strategies that improve cradle-to-career outcomes. As a member of the Coalition, I would leverage the reach of these 13 partnerships, as well as our state partners like GRACE and CA FWD to ensure the Cradle to Career system is informed by local partnerships, responsive to needs that emerge, and results in actionable shifts in strategies to improve outcomes for youth and families.

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 spans serving as a classroom educator, in school district and nonprofit leadership, and federal policy work, all rooted in a deep belief that systems must be accountable to the people they are meant to serve.

I currently work with of 70+ cradle-to-career partnerships working to with educators, communities, policymakers, and practitioners to improve cradle-to-career outcomes and expand economic mobility in their communities.

Prior to StriveTogether, I led strategic initiatives at The Bridgespan Group and Stockton Unified School District, where I developed and implemented efforts such as a citywide Childhood Savings Account program, a digital equity strategy that worked with teachers to identify and close the digital divide for thousands of students to ensure young people have the tools needed to engage in college and career planning, led a FAFSA completion initiative that bolstered rates of completion by 15% district-wide, and - in partnership with youth and practitioners - leveraged data to revise graduation requirements to promote postsecondary readiness.

Throughout my career, I've supported data governance, infrastructure development, and inclusive engagement strategies that prioritize the lived experience of students and families. I bring a practical understanding of how data can serve as a lever for equitable change—or entrench inequity—depending on how it is designed, governed, and applied.

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?

Newsletter, LinkedIn

NAME: RAMOS, ALMA - ADMINISTRATIVE ASSISTANT

AFFILIATION: PRIVATE SECTOR ADMINISTRATIVE SUPPORT

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 because I feel passionate about creating equitable access to resources for college planning and helping other students feel confident through the transition into the workforce. I'm a first generation college student that navigated the community college system, transferring to a university, and then learning how to adjust to upper division coursework while working full-time. I understand first hand how difficult it can be to navigate college on your own, being part of a team that ensures that there are tools to support students through college planning would be a fulfilling way to volunteer my time.

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.

Statewide

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 Latinx Alumni chapter at CSUS. Our mission is to connect students and alumni to develop professional networks, volunteer in the community, and pursue further education. The mission of C2C aligns with the Latinx Alumni chapter, which is what sparked my interest in applying to be a member of the 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?

I am part of the Latinx first generation college student community. Being part of the Latinx alumni association gives me insight to the complex lived experiences of others. Through those connections, I am able to draw from those different lived experiences and share them with the Community Engagement Advisory Board. Becoming a member of the board would give grant me the opportunity to voice the needs and concerns of the Latinx first generation college student community.

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 with supporting awareness of access to student and educator tools spans from experience as a paraprofessional for K-12 age groups, special education support, private tutoring, college prep advising, and college level peer tutoring. Being a paraprofessional for the K-12 age group gave me insight to how different teaching methods and classroom management methods impact foundational student development. My experience with special education gave me the opportunity to be creative when finding what different educational tools suited individual students. During my time as a private tutor I was given the opportunity to help high school seniors with developing the skills to set them up for success as college freshmen. While private tutoring I gained experience in understanding the inner workings of financial aid planning, transitioning to college, and understanding career pathways after college. As a college level peer tutor with the Sac City Writing Center I worked with peers that all had such different lives experiences. My passion for writing and teaching others grew into something greater as I learned about different resources our college offered, financial aid planning, and career advising. After learning more about the inner workings of college I was able to share the information I gathered to my peers. I found community on campus and found so much personal fulfillment knowing that I was helping others access resources.

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

NAME: THREATT, WENDY - TEACHER

AFFILIATION: ESCONDIDO UNION SCHOOL DISTRICT

POTENTIAL VACANCY CATEGORY

Practitioner, K-12

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

I want to join the Community Engagement Advisory Board because I believe my perspective as a current National Board Certified educator would greatly benefit the board's work. As someone with over 26 years in the classroom, I have a deep understanding of the issues that directly impact student learning, teacher professional development, and community involvement. I have long-term experience seeing how communities, colleagues and families engage with schools and school systems. Being a teacher means being a true connector and communicator. As someone who engages with the school community on a daily basis, I can offer a firsthand understanding of the challenges and opportunities faced by educators, families, students and the community.

Ultimately, my goal is to help bridge the gap between policy and practice, ensuring that the tools provided by the dashboard improve the lives of students and families. I am excited about the opportunity to contribute to an initiative that will have a lasting impact on the state of California

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

Regional focus: South Coast

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

California Teach Plus Fellow and Senior Fellow from 2021-2024.

Member of Escondido Elementary Educator Association

California Teachers Association

National Board Certified Teacher

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, I've prioritized being a representative and ambassador for the communities I serve, ensuring their voices, needs and concerns are brought to the forefront of decision-making. As a current member of the Escondido Union School District (EUSD) Community Schools Steering Committee, I collaborate with diverse stakeholders to guide the direction of the first community schools in EUSD. The steering committee ensures that families and educators alike are included in the planning and decision-making processes. This role has allowed me to facilitate meaningful conversations about the unique challenges our schools face and how we can best serve students and families through the Community Schools model.

In the EUSD Report Card Review Committee, I worked with educators from across the district to establish that the metrics we use to assess student success are comprehensive and reflective of the shift from traditional grading to standards-based assessments. This experience deepened my understanding of the importance of clear and accurate data in shaping educational policies and practices that truly benefit all students.

As an EUSD Design Team member, I worked collaboratively with 60+ school district stakeholders as we navigated the myriad of decisions during the COVID-19 pandemic. Always keeping concerns and feedback from employee groups and the larger Escondido community at the forefront, we made critical decisions regarding safety protocols, daily instruction, and the social-emotional health of all employees and students. We then communicated these decisions in ways that the district staff, families, and the community could easily understand and follow.

Through my role as a Girls on the Run Coach Expert and Ambassador, I have the opportunity to mentor young girls and first-year coaches, promoting both physical health and personal growth. My work as an ambassador has allowed me to advocate for the importance of Girls on the Run (GOTR) in as many school sites as possible. In 2022 I worked with district officials and the GOTR executive director to appropriate some of the 22 million dollars allocated to my district from the Expanded Learning Opportunities Program (ELO-P) to have GOTR at all the school sites in my district. As a result, the school board agreed to fund Girls on the Run teams at all 23 schools, and this fiscal support remains today.

As an NEA Foundation Global Learning Fellow, I've connected with educators across the country, sharing best practices and engaging in discussions about the importance of infusing global competencies into instruction. I then connected this experience directly to the current redesign of my school. My colleagues expressed interest in infusing global learning into our instruction and school culture. I synthesized many resources and presented them to the redesign team. From this, they were able to craft a cohesive 5-year plan to build global competencies into teaching and learning.

In 2023 I was awarded San Diego County Teacher of the Year. This recognition reaffirmed my commitment to teaching and supporting not only the students in my own classroom but also the wider educational community.

My lived experiences as an educator and advocate empower me to listen, communicate, connect, and amplify underrepresented voices, and promote the kind of change that the C2C Dashboard is creating for citizens of California.

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 teacher in an elementary school I help set the foundation for a path to college and career readiness. I know how to use data about a student, whether it is information from a standardized test or an in-class assessment, and present it to parents and families in a way that clearly informs them about their child and their progress. These conversations often include information on community supports such as tutoring, social-emotional health, and referrals to community health organizations. I help families navigate the confusing reports and edu-language in the data, so they see a clearer path toward higher education or job success. As the C2C uses evidence-based decision making, my evidence-based decision making lies in taking the science of reading, knowledge of how the brain works and learns, as well as developmental stages of childhood and creating plans and pathways for all my students to succeed.

Additionally, as a Teach Plus California Senior Fellow I actively advocated for the passage of the 2024 California Commission on Teacher Credentialing (CCTC) Standards for the Teaching Profession. I contributed to this effort through a policy brief that I co-authored, titled "Transform California Teaching", which is available at https://teachplus.org/wp-content/uploads/2023/09/Teach-Plus-CA_Transform-California-Teaching.pdf The brief addressed the critical need for more comprehensive educator standards. This was a key piece of my advocacy work, which also included providing testimony at a CCTC meeting where I spoke on the importance of approving and passing the new teacher standards.

In 2022 I supported the passage of the Golden State Pathways program: the strategic planning and creation of a \$500 million-dollar grant program that helps high school students begin a journey to becoming teachers. To support the successful rollout of this program, I co-authored a slide deck: <https://drive.google.com/file/d/1kyjeJaVWsY-9Mm0sRoAvd9RmoneDFfj5/view>. This slide deck: The Golden State Pathway Implementation Considerations was created so LEAs and other stakeholders could learn about this significant funding opportunity to build more robust college and career experiences for their 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?

On the C2C website

NAME: TUPUA, SHEYLA - COMMUNITY ENGAGEMENT ANALYST

AFFILIATION: GOVERNOR'S OFFICE OF SERVICE AND ENGAGEMENT, OFFICE OF COMMUNITY PARTNERSHIPS & STRATEGIC COMMUNICATIONS

POTENTIAL VACANCY CATEGORY

Practitioner, K-12

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

I am eager to join the Community Engagement Advisory Board because it aligns directly with my lifelong commitment to advancing equity and educational opportunity across California's public school systems. With over eight years of cross-sector experience spanning government, nonprofit, and higher education institutions—including roles at the Governor's Office, the City of San José, and Stanford—I bring a unique perspective on how to leverage data into action for historically underserved communities, first-generation, and low-income populations.

As a first-generation college graduate, a woman of color, and the daughter of immigrants raised in a low-income household, I possess firsthand knowledge of the systemic barriers that many Californians encounter in accessing opportunities. My lived experiences shape everything I do—from advocating for culturally responsive programs to ensuring that equity is not just a stated goal but a measurable outcome. I recognize how crucial it is for our education and workforce systems to reflect the voices and realities of the communities they serve, because I have experienced those realities myself.

Throughout my career, I have led initiatives that prioritize community voices and culturally responsive engagement. This includes allocating millions in state grants to community-based organizations and co-designing youth behavioral health programs rooted in equity and wellness. I have also convened advisory groups, facilitated stakeholder feedback loops, and shaped strategic plans based on real-time input from students, families, and educators. These experiences have taught me the value of community-informed decision-making and the need for accessible, actionable data that reflects the lived experiences of diverse communities Californians.

I would be honored to contribute my expertise in equitable policy design, strategic communications, and multi-stakeholder collaboration to help strengthen the Cradle-to-Career System's community engagement framework. I'm particularly excited about the opportunity to support the development of tools that empower communities with data, while ensuring those tools are shaped by authentic, inclusive feedback processes.

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.

Statewide

Parent

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

NA

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 within the communities I serve, I strive to bridge systems of power with the lived realities of historically marginalized groups, particularly first-generation college students, low-income families, and communities of color, including AANHPI populations. In every role I've held—whether at the Governor's Office, the City of San José, or in community-based nonprofits—I've centered the voices of those often left out of policy and program design. This includes facilitating student and family listening sessions, engaging trusted messengers, and building culturally responsive partnerships to ensure that community priorities drive decision-making.

As a first-generation college graduate, a woman of color, and the daughter of immigrants, I don't just work on equity—I live it. Navigating under-resourced schools and complex higher education systems has given me insight into the barriers that data alone can't capture. This perspective enables me to uplift community concerns with authenticity and urgency while also building trust and rapport with those whose feedback is critical to the success of the Cradle-to-Career (C2C) System.

To solicit meaningful input, I would leverage my existing relationships with community-based organizations, local educators, and youth-serving institutions across the state. I have a proven track record of co-creating outreach strategies that are linguistically accessible, culturally relevant, and community-owned in the Bay Area. By combining my lived experience with structured engagement methods, I can help ensure that the C2C System reflects the needs, concerns, and aspirations of the communities it aims to serve.

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 and access to tools that help students and educators navigate college, career, and financial aid planning, particularly in under-resourced and historically marginalized communities. While serving as Vice President at the Boys and Girls Clubs of Silicon Valley, I launched a \$3 million college success program tailored to first-generation and low-income students, many of

whom came from immigrant families. This program provided wraparound support and introduced students to digital tools and resources that demystified the college application, financial aid, and career exploration processes. I also facilitated partnerships with local high schools, community colleges, and workforce development agencies to strengthen alignment between what students were learning and the opportunities available to them.

In my role at the City of San José, I led the implementation of SJ Aspires, a higher education equity initiative that connected over 1,200 high school students to college and career readiness tools, including those focused on FAFSA completion, scholarship access, and postsecondary planning. I worked closely with educators and school administrators to integrate these tools into the program and helped secure over \$50,000 in funding to expand workforce opportunities. Additionally, I coordinated a multi-stakeholder advisory group that included educators, families, and funders to ensure the tools remained relevant and accessible.

Throughout my career, I've recognized that building awareness is only half the battle—tools must be accessible, culturally responsive, and supported by trusted adults. My approach combines direct community engagement, educator training, and strategic partnerships to ensure that students not only know about the resources available to them but also feel empowered to use them to shape 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?

No.

HOW DID YOU HEAR ABOUT THE POSITION?

LinkedIn

TH NAME: YUNG, MARY - ASSOCIATE SUPERINTENDENT

AFFILIATION: SAN MATEO COUNTY SPECIAL EDUCATION LOCAL PLAN AREA (SELPA)

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 because I am interested in learning more about how the data is used, the type of data that is gathered, and my goal is to use the data to improve outcomes for students with disabilities. My experience spans the age groups that the data dashboard covers. I started out as a preschool teacher, became an early intervention specialist, then taught grade levels from preschool through 8th grade and coached high school teachers. I also taught in the community college district at this time, so you could say that I've taught students from birth through adulthood. I also taught students of varying abilities some who were learning English at every age. A significant portion of my career has been focused on special education.

During my time teaching in special education, and now as an administrator in the field, I became aware of the data reflecting outcomes for students with disabilities. The data shows that students in special education are not achieving at the rate we would like them to, in their educational outcomes. I believe that issues start for students with disabilities starting in preschool. Looking at our own local data in San Mateo, I know that our preschoolers with disabilities do not have access to high quality early learning opportunities, and many times are provided services in segregated settings. Research shows that early segregated classrooms predicts future outcomes. Having taught an inclusive preschool classroom in 2005, "Preschool for All," I know we can do better. Data provides us with information so that teams can determine how to do better.

As a SELPA director, I am not only tied to my local community in San Mateo County and the 33 LEAs we represent, but I am also connected to the SELPA Association which represents the 136 SELPAs statewide. This allows me to not only be informed by my local context, but the local contexts of LEAs across the state. Additionally, we all are connected to our communities through our local Community Advisory Committees (CACs) that not only provide input to our SELPAs on a regular basis, but to whom we share information. My participation on the Community Engagement Advisory Board would not only provide me with the opportunity to gain information, but to share that information, as well as use the information gathered to inform how we support students with disabilities across the state to improve pathways to students' futures.

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.

Regional focus: Bay Area

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

The San Mateo County SELPA is housed in the San Mateo County Office of Education building, even though our work is directed by a separate governing body. Additionally, we are a part of the SELPA Association, a member of the Coalition for Adequate Funding for Special Education (CAFSE), and I am a member of the Association of California School Administrators (ACSA). Through these organizations, I am interested in how this data provides information for student pathways to their future, specifically for students with disabilities. It is important that our students have the ability to choose their future, so that they can be active participants in their communities. They can only do this if they receive rigorous education, and appropriate work experiences.

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 connected to various community agencies across our county:

- Children and Youth System of Care (CYSOC): represents various agencies serving youth (Behavioral Health and Recovery Services, Probation, Human Services Agency, Children and Family Services, school districts/LEAs, Regional centers, Department of Rehabilitation)
- Family Resource Centers: AbilityPath, Parents Helping Parents, Support for Families
- Community Advisory Committee (CAC) of our SELPA
- Special Education District Advisory Committees (SEDACs) of each LEA

My position allows me to seek and provide input to 33 LEAs, community agencies, legislators, and partners. Many times, agencies come to us to provide input and sharing their issues with our office. We are a hub if you will, in our county, especially for families of students with disabilities, and the agencies that serve them. As an educator with various experiences who has walked through successes and challenges with families of students with disabilities, I am in a unique position to offer that information to the C2C.

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

I receive a lot of information from vendors, advocacy agencies, and groups that seek to support students with disabilities. I provide weekly communication to the administrators of all 33 LEAs we serve, and many times, that's the vehicle that I use to provide information to the field for student and educator tools, research, and resources. I would like to see us build more resources that support students of varying abilities that will support their various pathways to college, career, and financial planning. Currently, many tools are out there that

support the typical student or educator, but not really a lot out there that considers the needs of students and educators of students with disabilities. Many indicate that they support students with disabilities, but when it comes down to how tools apply to them, some of them are not really appropriate.

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

I'm not aware of any conflicts of interest at this time.

HOW DID YOU HEAR ABOUT THE POSITION?

CA Ed Policy Fellowship Program: Lenore Ehling

NAME: GONZALEZ, NORMA ALEJANDRA - INTERIM PROGRAM MANAGER,

AFFILIATION: GLENDALE COMMUNITY COLLEGE

POTENTIAL VACANCY CATEGORY

Practitioner, California Community Colleges

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

I am eager to join the Community Engagement Advisory Board because its mission strongly aligns with my own commitment to fostering data-driven, equitable decision-making within communities in the state of California. I was born and raised in the San Fernando Valley, and I am a first-generation college student and a higher education professional. Navigating the college and career environment can be challenging especially for underrepresented students, thus I have a vested interest in joining the Cradle to Career's Community Engagement Advisory Board to support the organizations mission to provide strong feedback loops with data users to support evidence-based decision making, analytical capacity, and equitable access to actionable information for California to build and create strong communities with a skilled workforce. As a first generation Latina, navigating the college process was challenging, I did not know which resources to seek out and what programs and/or careers were available in higher education. As a first generation college student, I felt an immense pressure to succeed but at times felt like I did not have the appropriate tools or support to do so, thus participating in the Cradle to Career Community Engagement Advisory board is important to me to ensure we build equitable college and career pathways that provide first generation college students and families the college and career information and support they need to succeed. I am passionate about the idea of actively involving the community in the entire data lifecycle. This includes not only making data available but also ensuring that it is properly understood and utilized to support college initiatives and programs that reflect the workforce need of the state of California. The Board's work in this area will be vital in empowering individuals and organizations with the knowledge they need to make informed choices when selecting post-secondary educational programs and careers. Facilitating access to and understanding of resources that support college planning and transition is essential for promoting educational equity. I am excited by the prospect of contributing to the development and dissemination of these tools, helping to bridge the gap between data and actionable information. The creation and utilization of such a dataset holds immense potential for understanding the complex relationship between education and employment in the state of California. I believe that this data can be a powerful tool for identifying trends, informing policy, and ultimately improving outcomes for individuals and communities across California. I have fifteen years of experience working in higher education in both four year universities and community colleges. My experience in higher education ranges from providing academic advising, managing state and federal grants and building pipelines from K-12 local education agencies and colleges and universities, focusing on building a college going culture in underrepresented communities in the state of California. In essence, I see the Community Engagement Advisory Board as playing a critical role in democratizing access to information and empowering communities

to use data to drive positive change. I am confident that my skills and experience would allow me to make a meaningful contribution to the Board's work. I hold a Bachelor of Arts in Political Science and Spanish from San Diego State University, a Master of Education in Curriculum and Instruction from the University of Nevada, Las Vegas, and a Master of Science in Educational Counseling from the University of La Verne.

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.

Regional focus: South Coast

Parent

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

Yes, based on my work at Glendale Community College in the Los Angeles Region managing the Career Partnership Pathway program, I am closely connected to numerous membership organizations, user groups, and affinity groups that align with the work of C2C. My role inherently involves building Career Technical Education pathways between K-12 school districts and Glendale Community College through initiatives like dual enrollment, high school articulation, and work-based learning, all of which are key areas of focus for many organizations dedicated to CTE and college and career readiness. Furthermore, my collaboration with the K-12 Strong Workforce Program and Regional Occupation Programs directly links me to the regional consortia and initiatives supported by this significant state program. Engaging with noncredit programs, sector experts in Los Angeles County, and facilitating regional advisory committees and industry visits further embeds my work within networks of professionals and stakeholders committed to strengthening career pathways and workforce development in the region. Ultimately, the goals of demystifying and destigmatizing community colleges and CTE programs place me in alignment with advocacy groups and initiatives aimed at promoting the value and accessibility of these educational opportunities. Outreach to underrepresented students is a key objective of our program, ensuring the removal of barriers and access to all students to higher education especially first generation college 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 have experience managing various programs in the community college system that support students who are disadvantaged by social, economic, educational or linguistic barriers. I currently manage the Career Education (CE) and Strong Workforce Program at Glendale Community College (GCC), which are funded through the Perkins V federal grant and the California Strong Workforce Program (SWP) grant. The Perkins V federal aims to address the needs of disadvantaged by prioritizing their access to quality Career and Technical programs by providing them with pathways to better job opportunities and remove historical barriers. Likewise, the SWP grant aims to increase social mobility and fuel regional economies with skilled workers by creating and sustain career pathways with local education agencies (LEA) in the public K-12 system. In my current role as

program manager of Career Pathways I interpret and develop policies that create and sustain Career Pathways and Strong Workforce programs, by managing our high school articulation agreements between Career education GCC faculty and LEA partners. I also manage dual enrollment courses within career education programs and foster collaboration between GCC and our local school districts to increase pathways for students to earn college credit, especially under-represented students. I integrate concepts of equity, race and social justice in my work through various ways. The first one is in order to increase equity, I collaborate with outreach to onboard more BIPOC students and provide outreach to under-represented students by meeting them in spaces where they are at, that is presenting and meeting with students at their high school campus by visiting student organizations such as the Black Student Union, Latinx student organizations, Asian American, Pacific Islander Associations and other minority student clubs and ensure they are aware of the Career Pathways they have access too. I also collaborate with our Career Education counseling team to create a pipeline within career pathway programs with our K-12 partners and create CE presentations for various stakeholders: students, K-12 teachers, K-12 administrators, parents and community members. As a project manager I strive to remove barriers for students regarding dual enrollment and stress the importance of providing an equitable space for BIPOC students to learn and thrive in the dual enrollment environment. I collaborate with local K-12 local education agencies and our community college campus to interpret and develop policies that are rooted in Diversity, Equity and Inclusion such as: working with community college faculty in regards to their curriculum and make suggestions for faculty to participate in professional development that exposes them to the hardships and barriers their students face as well as recommend they diversify their curriculum through the reading materials they require in their classroom. Collaboration with outreach is also essential, I strive to ensure they include CE programs in outreach materials that represent various BIPOC student populations. When reviewing and implementing campus policies and procedures with campus administrators, faculty and staff, my approach is intersectional to dismantling inequitable policies and practices so that all our students have the information, opportunities, and resources necessary to learn and thrive in college level courses, thus allowing students to be their authentic selves while they have the tools, they need to reach their academic and career goals.

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 regarding college, career, and financial aid planning, is extensive and deeply rooted in my professional roles as a Counseling Services specialist and Interim Program Manager for Career Pathways and Strong Workforce. As an experienced member of the Counseling/Career Department staff, I have developed expertise in working with a wide array of diverse student populations, including first-generation college students, Veterans, English Language Learners, and many others, each with unique needs and challenges in navigating post-secondary pathways. A significant aspect of my work involves managing new student workshops and providing comprehensive academic and career advising, which includes guiding students in exploring their interests within guided pathways and connecting them with relevant resources. Furthermore, I have actively managed the recruitment and onboarding process for the Honors program, with a specific focus on increasing access for

first-generation and underrepresented students. My role as the primary bilingual outreach contact to local K-12 school districts, community groups, and industry has provided me with substantial experience in disseminating information about college opportunities and resources to both prospective students and educators. I am also proficient in developing individualized student educational plans and adept at identifying and connecting students with resources that directly support their academic, financial planning and career goals. I have experience creating and facilitating financial aid workshops for FAFSA and the California dream act application in English and Spanish. My familiarity with a range of online platforms such as CCC Transfer.org, Assist.org, and Canvas, alongside my experience managing and coordinating career-focused workshops on resume writing, job searching, and LinkedIn profiles, further demonstrates my commitment to equipping students with essential tools for their future success. Finally, designing and delivering presentations in both English and Spanish on topics such as transfer success, financial aid and scholarships, and student support services underscores my proactive approach to raising awareness and ensuring equitable access to critical information for both students and their families. In my role as the Interim Program Manager for Career Pathways, I have experience developing and providing professional learning for educators and professional groups such as Community College Career Education faculty and high school CTE teachers. I have provided technical professional learning to Community College faculty by disseminating surveys to assess the needs of Career Education departments and providing various professional learning opportunities such as the following; Canva training, Adobe training, Canvas, Industry updates, Cranium Café, Work Based Learning Opportunities and providing Diversity, Equity, Inclusion and Accessibility professional development through organizations such as the National Alliance for Partnerships in Equity (NAPE). I also conduct surveys after each professional development learning opportunity to assess the quality of the training and continuity for faculty and staff.

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?

Linked In.

NAME: GRATTIDGE, ABBY - CAREER ADVISOR

AFFILIATION: CAL POLY HUMBOLDT

POTENTIAL VACANCY CATEGORY

Practitioner, California State University and Student (graduate student)

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

As a Career Advisor for students within the College of Arts, Humanities, and Social Sciences, I have seen firsthand in advising students how important career planning resources and support services are, especially for students who are close to graduating and entering the workforce. I am particularly interested in supporting students with early career development and finding resume-building opportunities for students early in their academic career so that they have experience that will improve success in the job search process and their employability upon graduation. Prior to this position, I was a College Access Advisor with TRIO Educational Talent Search, a federally recognized program whose goal is to support first-generation and low-income students with matriculation into two and four-year colleges. I have been active in supporting students at various points in their cradle-to-career journeys. I am interested in how the services and data from this organization align with supporting students in secondary and post-secondary education in our rural community of Humboldt County, a community in which there are particular difficulties for students in obtaining economic and career development opportunities.

As a Graduate student in the Public Sociology program at Cal Poly Humboldt, I am also interested in the approaches to research and data collection taking place for the data system for my own professional development as a social science researcher. I agree with the statement on the organization's website that, "California's information on early education, K-12 schools, colleges, social services, and employment is separate and disconnected." This feels especially true for the students in our local area, and I look forward to being a part of an opportunity that could connect them with this greater network of resources.

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.

Regional focus: Northern

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

I am a staff member of CSU Humboldt, but otherwise, I do not believe so.

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 students in secondary and post-secondary education, as someone who has been active in early college planning for high school students in TRIO programs, and now career advising for students at Cal Poly Humboldt. In our local community, we have unique barriers in that we live within the "redwood curtain," and have a need for localized economic development and opportunities for students while they are in secondary and post-secondary education to succeed in the job market after they graduate. In our local community, I champion connections with local organizations and act as a point of contact between students, faculty, and many local organizations in Humboldt County.

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

When I was a College Access Advisor for students at Eureka High School, it was important to educate them on their college options and support them through application processes, financial aid planning, finding scholarship opportunities, and resume development. As a Career Advisor, I support students with educating and advising on building strong application materials, providing career exploration resources such as assessment sites, finding employment and resume building opportunities, creating competitive graduate school applications, and finding networking and professional development opportunities.

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?

I was referred to apply by my graduate program director and colleague, Mary Virnoche.

NAME: RAWLS, KRYSTAL - STRATEGIC OPERATIONS

AFFILIATION: LEKINDRACY GROUP

POTENTIAL VACANCY CATEGORY

Practitioner, California State University

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

I am deeply committed to empowering communities through evidence-based decision-making and equitable access to actionable educational information. My professional background in higher education administration, organizational behavior, change management, and digital equity uniquely positions me to contribute effectively. Serving on this Advisory Board aligns with my professional mission to bridge gaps in education and workforce integration, particularly through strategic use of data and community-informed initiatives. I bring extensive experience working within diverse educational and community settings. As Director of the Workforce Integration Network (WIN) at California State University, Dominguez Hills (CSUDH), I lead initiatives directly supporting underrepresented student populations, adult learners, and local workforce development. Additionally, my role in regional and statewide digital equity initiatives—including partnerships with libraries, community-based organizations, workforce development agencies, and educational institutions across California—positions me as a strong advocate for diverse community voices.

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.

Regional focus: Inland Deserts

Parent

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

Lekindracy Group – Founder (Strategic Operations) and Community Advocate
American Association of Colleges & Universities (AAC&U) – Digital Equity Faculty Mentor (2023-2024)

Digital Resilience in the American Workforce (DRAW) 2.0 Coach

eTRUC Workforce Development Advisory Committee – Member

Workforce Integration Network (WIN) at CSUDH – Director

California Institute for Digital Advancement (CIDA) – Strategic Planner

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 by integrating policy, data, and community voice into real-world educational strategies. My approach to engagement is grounded in feedback from multi-year community evaluations conducted through WIN and Lekindracy initiatives. These evaluations revealed critical barriers to accessing postsecondary tools and identified culturally relevant formats and trusted community intermediaries as key success factors. I use that insight to inform how I translate system data for community understanding. My most recent experience was translating State grant funding opportunities for non profit organizations seeking to improve the digital economy in their region.

I also maintain ongoing communication loops with students, workforce participants, and community partners across sectors. Whether through structured listening sessions, informal feedback from digital literacy events, or strategic design sessions with community-based organizations, I prioritize drawing out lived experiences to identify systemic pain points and propose actionable solutions.

In addition to my professional experience, my educational journey spans all segments of California's postsecondary system: I attended community college for two years, transferred into the UC system for my undergraduate degree, and earned two graduate degrees from private institutions. I now serve in the CSU system as both faculty and a workforce development administrator. The Cradle-to-Career data system should reflect and serve students like me—those who move across institutional types to build upward mobility. My lived experience reinforces my commitment to amplifying underrepresented perspectives in statewide planning and system design.

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

My work has consistently focused on enhancing community awareness and access to resources critical for academic and career success. At CSUDH, I developed training programs and resources aimed at improving students' and educators' utilization of analytical datasets, dashboards, and labor market intelligence tools such as Lightcast Analyst. As a Digital Resilience in the American Workforce Coach, I guide states in accessing educational tools, advising on ethical artificial intelligence applications through my partnership with Workbay. Additionally, I have served as an invited speaker at AAC&U and CAEL conferences, focusing on AI integration in workforce and faculty development. These initiatives include:

- Designing and implementing credentialing and digital literacy programs aligned with local employment needs, significantly enhancing students' employability and economic mobility.
- Leading outreach and engagement initiatives that connect students, educators, and community stakeholders to critical financial aid, college preparation, and career exploration tools.

- Facilitating partnerships with local schools, libraries, community organizations, and government entities to expand awareness and equitable access to essential educational resources.
- My extensive track record demonstrates my capability to communicate complex educational information in accessible formats, fostering meaningful engagement and informed decision-making among diverse 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?

Recommended to review opportunity by Jobs for the Future Education leader

NAME: RUBIO, LISA - ASSOCIATE DIRECTOR OF ADMISSIONS

AFFILIATION: CSU, LOS ANGELES

POTENTIAL VACANCY CATEGORY

Practitioner, California State University

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

Thank you for taking the time to read my application. I am very interested in being involved with the Community Engagement Advisory Board for the CA Cradle to Career data system. I work closely with many college counselors, CC Transfer Center Directors as well as students and parents as they apply to and transition to college.

I have more than 14 years in the CSU system and 3 in the Private CA College admissions field, and would like to have an impact on the information and use of the Cradle to Career data system and its accessibility for students/parents and schools. I believe this is important work, and will have a great impact on the areas and students that I serve.

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.

Regional focus: South Coast

Parent

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

WACAC

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 currently an ambassador for college and higher education through my role in Admissions, and work closely with many school counselors and Transfer Center Directors. I would be able to have a wide range of input from other CSU leaders, as well as k-12 leaders and CC staff.

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

I work daily with assist.org, the UC CMP, and various other tools (common app, FAFSA, etc.) as well as the main Cal State Apply application and CCGI in working with students. I am comfortable sharing this information and learning how to use best practices with particular tools.

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

No

HOW DID YOU HEAR ABOUT THE POSITION?

Linked In posting

NAME: ZUNIGA, FELIX - CAMPUS ENGAGEMENT PARTNER

AFFILIATION: CALIFORNIA STATE UNIVERSITY, CHANCELLOR'S OFFICE

POTENTIAL VACANCY CATEGORY

Practitioner, California State University

This application was not reviewed by the Selection for Advisory Boards Committee.

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

As a three-time graduate from the CSU and a longtime advocate for equity and student success in education, specifically higher education, locally, regionally, statewide, and nationally, I believe deeply in the mission of the Cradle-to-Career Data System. My current role with the CSU Chancellor's Office connects me with the lived experiences of students across California, particularly those from historically marginalized communities. The CSU is the largest producer of educated students from underrepresented backgrounds across the United States. I have a professional and academic background in business, technology, education, and leadership. Serving on this advisory board would allow me to lift the voices of people like me to the table while helping to reshape the system to remain responsive, inclusive, and grounded in community needs and the needs of California.

I am submitting applications to both the Community Engagement and the Data and Tools Advisory Boards because I believe my professional experience and personal commitment to equity align well with the missions of both groups. While I would be honored to serve in either capacity, I am also open and willing to serve wherever the need is greatest, and where my skills can contribute most meaningfully to the success of the 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.

Statewide

Parent

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

I currently work for the California State University System at the Office of the Chancellor. Additionally, I teach Technology courses at Chaffey Community College, one of the California Community Colleges. While I previously worked at CSU San Bernardino, I was very involved in local community organizations, like Kiwanis and other civic organizations. I have volunteered for board service on and off campus. On campus, I served in leadership roles for the Association of Latino Faculty, Staff, and Students, and was chair of the Latino Alumni

Chapter for over 10 years; I currently serve on the CSUSB Alumni Board as well as community boards for the Riverside Art Museum and the Inland Empire Future Leaders Program. In my time serving the community, we frequently interact with agencies, community organizations, elected officials, and individuals who strive to improve educational and career outcomes for our communities. I am a graduate of several local and national leadership programs that serve to build leadership for underrepresented groups.

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 visible and consistent presence within the Inland Empire's Latino and higher education communities: mentoring students, advising alumni, and contributing to regional boards. As a first-generation college graduate and a three-time alumnus of CSUSB, I carry with me the lived experiences of navigating education systems with limited resources. I regularly engage with current students and alumni through workshops, panels, and digital platforms, and would use these relationships to gather feedback, host listening sessions, and translate real-world needs into actionable insights for C2C. In addition, I have experience organizing virtual events, developing relationships with industry partners, facilitating collaboration, and making connections to serve the community. I earned a doctorate in Educational Leadership from CSU San Bernardino. In my studies, I focused on student success for the Latina/o Community because I know firsthand that education is a catalyst to change the future for everyone.

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 led digital outreach and engagement strategies that connect CSU students with technology resources and academic tools across our 23 campuses. For example, I am a part of the CSU team that is responsible for implementing the largest deployment of ChatGPT for the entire CSU community, consisting of nearly 500,000 students and 50,000 faculty and staff. My work includes collaboration on systemwide implementations of platforms that support technology, academic advising, career services, and early alert systems. At CSUSB, I worked directly with student organizations to promote access to financial aid literacy, internship opportunities, career advising, and peer mentoring platforms.

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.

HOW DID YOU HEAR ABOUT THE POSITION?

Helen Norris, Current C2C Advisory Board Member

NAME: CHOUDHRY, EHSAN - SYSTEMWIDE ACADEMIC PROGRAMS ANALYST

AFFILIATION: UNIVERSITY OF CALIFORNIA, OFFICE OF THE PRESIDENT

POTENTIAL VACANCY CATEGORY

Practitioner, University of California

This application was not reviewed by the Selection for Advisory Boards Committee.

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

I am passionate about ensuring that California's education and workforce systems equitably serve all communities—especially those historically underrepresented in statewide planning and data systems. My recent doctoral research at UC Davis explored how faculty develop academic programs that respond to community needs in the San Joaquin Valley, a region that often faces disparities in educational access and economic mobility. This work emphasized the importance of inclusive engagement, stakeholder voice, and actionable data in driving program success and regional equity.

Professionally, I serve in a strategic role within the University of California system where I support faculty affairs and academic planning initiatives. I lead projects that rely on continuous community and campus feedback loops to improve student success, align programs with workforce demands, and foster equitable access to higher education pathways.

I believe deeply in the goals of the Cradle-to-Career system and am excited about the opportunity to support its development by helping to build authentic engagement strategies that center the lived experiences of students, families, and educators 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.

Regional focus: Central

Parent

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

No

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 someone who immigrated to the U.S. from Pakistan and navigated the higher education system as a first-generation college student, I carry a lived experience that mirrors the journeys of many Californians striving for upward mobility through education. I understand firsthand the barriers families face in accessing clear, actionable information to make informed choices about college and careers.

In my current role within the University of California system, I work closely with faculty, staff, and administrators—particularly in the San Joaquin Valley—to support academic planning efforts that reflect regional and community needs. I also regularly engage with students and families through strategic initiatives focused on program development, student success, and equity.

I see myself as a connector and translator—bridging institutional systems with on-the-ground community realities. If selected for this advisory board, I would solicit input from local educators, parents, and faculty in San Joaquin Valley through listening sessions, informal networks, and existing partnerships, especially in communities that are often overlooked in statewide planning. I would also use my personal story and research background to advocate for the importance of culturally responsive engagement, transparent data access, and policies that center equity from the ground up.

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 professional role within the University of California system, I have supported initiatives aimed at increasing awareness and access to tools that help students and educators make informed decisions about college and career pathways. This includes working with academic departments and faculty to design programs that integrate regional workforce data, align with transfer and degree requirements, and promote clear progression toward high-demand careers.

I've also collaborated with campus units to improve advising resources and student-facing planning tools, particularly for first-generation and underrepresented students. These efforts often involve coordinating communication strategies, integrating feedback from students and educators, and ensuring that tools are accessible, culturally relevant, and easy to use.

Additionally, my doctoral research focused on how faculty can help align academic offerings with local economic and social realities—an approach that underscores the value of integrated planning tools for both educators and 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 that I know of

How did you hear about the position?

Through UC Davis School of Education

NAME: RUSSELL, DEBRA - SPECIALIST

AFFILIATION: CHAPMAN UNIVERSITY, TEACHER WORKFORCE PROJECT

POTENTIAL VACANCY CATEGORY

Practitioner, Independent Institutions of Higher Education

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

I am an educator, parent of two school-aged youth, and an enthusiastic public education advocate interested in ways we can strengthen our preK-16 systems. While I felt confident about my own pathway into high school, community college, through a B.A. and then graduate degrees many years ago, the field is much more varied and complex in terms of decision-making today. I know that as a parent I want to feel as equipped as I can to help guide my children to pursue the education and career-preparation choices that make the best sense for them financially, regionally, and in relation to the future workforce landscape. As an educator in my local Upward Bound academic outreach program, I want to leverage the latest data and resources to share with my students as they make plans for their academic and professional futures. And as someone also currently working in the higher education space to prepare new teachers, I can attest to the immense need for more reliable data to inform our recruitment strategies, professional development needs, teacher placement, and much more. Over my career I have often found myself helping to translate educational data in ways that have common-sense appeal, whether that has been for classroom teachers in professional development sessions, students and their parents exploring college pathways, as well as members of my wider community making decisions at the ballot box. Joining the Community Engagement Advisory Board would allow me to weave my various educational connections to better understand the work of the C2C and ensure it strengthens the experiences of those in our preK-16 systems.

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.

Statewide

Parent

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

I attend events and rely on resources developed by the Commission on Teacher Credentialing.

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 teacher preparation community and the academic outreach/ college preparation community through my current employment. In these roles, I regularly engage with school district leaders, teacher educators and higher education administrators, high school students and their parents, and professionals involved in education policy.

The first way I would solicit input is by using data from the C2C myself in presentations, publications, and project collaborations. The second would be to inquire where the various community members I work alongside turn for their data needs, their experience navigating the platform and search tools as well as how they make sense of the visuals and displays provided. And third would be to observe how my own children and family members explore the C2C tools to make decisions about their future to better understand what is most valuable, but also most confusing so that it can be improved.

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 in secondary classrooms and academic outreach programs to directly support high school students pursuing college admissions for over twenty years, including decision-making about higher education institutions and career pathways. I have also worked as an instructional coach alongside teachers to analyze student data, make related instructional and programmatic decisions, and communicate academic progress to their parents.

More recently, my work has also included supporting educator prep program and school district partnerships across the state of California to develop workforce pathways into teaching with specific attention to reliable data collection, aligning recruitment with vacancies in the field, financial viability, wraparound supports for candidates, and long-term program sustainability. This work now includes exploration of registered apprenticeship program development. Having more reliable and more readily available data has been critical to the success of these partnerships.

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 Education Policy Fellowship Program (EPFP) alum

NAME: RUBLAITUS, THOIBI - DIRECTOR ADULT EDUCATION

AFFILIATION: CORONA-NORCO UNIFIED SCHOOL DISTRICT

POTENTIAL VACANCY CATEGORY

Practitioner, Adult Education

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

As a highly educated immigrant woman of color who started as a barista at age 34 with three part-time jobs and now serves as a statewide leader in adult education, I understand the power of data-driven career navigation tools as a catalyst for sustainability and integration into a new and vibrant community such as California. My lived experience reflects the journey of many Californians—navigating systems, adapting to new cultures, and seeking opportunity through learning. I believe deeply in Cradle to Career’s vision to create a data system that centers equity and reflects the lived realities of students and families.

My doctoral research explored the connection between teacher characteristics and adult learner persistence. Professionally, I’ve established healthcare pathways, secured state and federal grants, and led data-driven initiatives that elevate underserved voices. I want to serve on the Advisory Board to ensure these voices, especially immigrants, English learners, and low-income adults, are reflected in how we design, interpret, and act on data. My expertise in education leadership, policy advocacy, and student engagement can help C2C ensure transparent, inclusive, and impact-driven systems.

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.

Statewide

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

Yes. I currently serve as President of the Adult Education Council for the Association of California School Administrators (ACSA) and Vice President of Communications for the California Association of Adult Education Administrators (CAEAA). I am also the President-Elect of the Corona-Norco Management Association, a school district that serves 50,000 K-12 students in Riverside County. I also worked as an Adjunct Professor at a community college for 10 years. These roles position me at the forefront of statewide efforts to expand equity, workforce pathways, and community engagement in education.

I also serve on the Outreach and Technical Assistance Network (OTAN) Advisory Committee, the Comprehensive Adult Students Assessment Systems (CASAS) Program Evaluation Team, the California Adult Literacy Professional Development Project (CALPRO) Advisory Board, and the Eligible Training Provider List (ETPL) Workgroup, groups that prioritize equity, student outcomes, and systems change. These affiliations connect me with underrepresented communities and allow me to amplify voices often excluded from traditional decision-making bodies.

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 trusted voice in California's immigrant and adult learner communities. My program serves over 3,000 students across 16 campuses—mostly immigrants, first-generation learners, and low-income adults. Many learners see me as a reflection of what's possible. I actively engage with these communities through multilingual student surveys, focus groups, student leadership councils, and culturally responsive outreach.

Beyond direct engagement, I've brought community input into decision-making through partnerships with regional workforce boards and postsecondary institutions, and by presenting on equity issues at state and national conferences. As someone who has personally navigated linguistic, cultural, and systemic barriers, I am committed to centering lived experience in every decision I help inform at C2C.

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

I lead a state adult education council and am the chair-elect of an adult education consortium. I also run an adult school that has successfully developed English Language Learner Integrated Education and Training (ELL IET) programs, healthcare training pathways, and a career transition center. My school has secured multiple grants from the Employment Development Department (EDD) and works with CALJOBS to enhance our ELL IET programs. We host an Education Advisor from the local college who provides regular FAFSA/CADAA information, Dream Act info sessions, and transition fairs, tailored to the needs of adult learners and their families. We also host a Workforce Development Navigator who supports students transitioning to the workforce. I actively participate in the District English Learner Committee meetings at the school district to hear parents' voices and discuss decision-making.

My team works closely with local colleges and workforce boards to connect students and educators to resources like CaliforniaColleges.edu, MyPath, and labor market dashboards. I also train teachers to use these tools to enhance learner outcomes and encourage student agency. Through my leadership roles, I've advocated for improved access to digital and financial literacy tools that support equitable transitions into postsecondary education and high-quality careers.

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 am not aware of any conflicts of interest that would prohibit me from serving on the C2C Community Engagement Advisory Board.

How did you hear about the position?

Through colleagues.

NAME: FARRIS, DYLAN - SR. COORDINATOR OF PROJECT DEVELOPMENT

AFFILIATION: SOUTH BAY WORKFORCE INVESTMENT BOARD

POTENTIAL VACANCY CATEGORY

Practitioner, Workforce Development

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 believe deeply in the transformative power of data to drive equitable change when it is made accessible, actionable, and relevant to the communities it is intended to serve. In my role as Senior Special Projects and Development Coordinator at the South Bay Workforce Investment Board (SBWIB), I lead statewide apprenticeship initiatives that rely on cross-sector collaboration, community partnerships, and data-informed decision-making to increase educational and economic opportunity—particularly for historically marginalized populations.

My passion for inclusive systems-building is also reflected in my work as founder of the Hidden GEMS project under the Three Feet High Foundation, which amplifies the voices and potential of justice-involved professionals who are often excluded from traditional employment pathways. This work has further deepened my commitment to building feedback loops that elevate lived experience and to ensuring that the individuals behind the data are not abstracted or erased.

I want to serve on this Advisory Board because I understand the importance of connecting high-level data systems with on-the-ground community realities. I bring both a practitioner's perspective and systems-level insight, having previously served as a Chief Personnel Officer in a large public school district and now working to align workforce training with education and labor market data. I believe Cradle-to-Career's mission is not only timely but essential, and I am committed to helping ensure that its tools and insights are shaped by the voices of those who will use them—and those whose lives they will impact.

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.

Statewide

Parent

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

Yes, I am affiliated with several organizations and initiatives that align with the goals of the Cradle-to-Career Data System:

South Bay Workforce Investment Board (SBWIB): In my role as Senior Special Projects and Development Coordinator, I provide advisement and consultation to workforce boards across California and work directly with four America's Job Centers of California (AJCCs) on initiatives aimed at improving access, quality, and outcomes—particularly for populations historically excluded from opportunity, including persons with disabilities. My work includes developing equitable apprenticeship pipelines and aligning local data use with regional planning. I am particularly focused on youth employment placement (ages 16-24) and I work with community colleges directly, LARC, and local school districts on workforce development initiatives. (www.sbwib.org)

Three Feet High Foundation / Hidden GEMS Initiative: I co-founded this nonprofit effort to surface the skills, stories, and contributions of justice-involved professionals, individuals with disabilities, and LGBTQIA community members. The initiative promotes equity-centered hiring and inclusive economic participation by building bridges between data, advocacy, and lived experience. Our work underscores the importance of data systems that reflect the full diversity of California's talent. (www.threefeethighfoundation.org)

California Workforce Association (CWA): Through my role at SBWIB, I participate in CWA events and initiatives that promote cross-sector data collaboration among education, workforce, and community organizations.

Formerly affiliated with Association of California School Administrators (ACSA): In my previous roles in K-12 human resources leadership, I was actively involved in statewide networks focused on education workforce data, teacher recruitment, and equity in staffing—experiences that continue to inform my approach to community engagement and education policy.

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 several interconnected communities through my professional, nonprofit, and personal work—especially those often left out of traditional data conversations. At the South Bay Workforce Investment Board, I engage daily with job seekers, workforce practitioners, and education partners across the state to bridge policy and practice. I regularly solicit input from local America's Job Centers of California (AJCCs), where I help lead initiatives to improve service delivery for persons with disabilities, justice-involved individuals, and disconnected youth. These are groups whose needs are often underrepresented in systems-level data but whose inclusion is essential for building an equitable Cradle-to-Career system.

Through the Hidden GEMS initiative under the Three Feet High Foundation, I elevate the voices and experiences of justice-involved professionals—many of whom are highly educated but systemically excluded from the workforce due to stigma and structural barriers. I understand how limited access to opportunity is often compounded by the invisibility of those affected in policy discussions and data tools. I also collaborate closely with partners and advocates working on behalf of people with disabilities and LGBTQIA individuals, helping to ensure their stories, assets, and needs are reflected in program design and public-facing tools.

In an advisory role, I would draw from these experiences and ongoing community conversations to elevate practical, human-centered perspectives. I have built relationships with educators, workforce staff, service providers, and directly impacted individuals across the state, and would use those networks to gather feedback, pressure-test assumptions, and ensure the tools developed by C2C are meaningful, accessible, and truly inclusive.

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, I have worked at the intersection of education, workforce development, and access—helping students, families, and educators navigate complex systems and connect with the tools they need to make informed decisions. At the South Bay Workforce Investment Board, I lead projects that integrate career exploration, postsecondary transition, and job-readiness support into K-12 and adult education systems. This includes supporting youth apprenticeship programs, pre-apprenticeships, and community college partnerships that directly align with career pathways and financial aid access.

I have helped school districts, youth-serving organizations, and AJCCs implement user-friendly tools and outreach strategies to demystify the college and financial aid process—especially for first-generation students, foster youth, English learners, and opportunity youth. In my previous role as a Chief Personnel Officer in K-12 education, I collaborated with counselors and site administrators to expand access to college and career readiness tools, including CaliforniaColleges.edu, FAFSA workshops, and career inventory platforms.

I also support statewide conversations around equitable access to these tools through my participation in the California Workforce Association and in local and regional coalitions. Across all of this work, I prioritize cultural and linguistic accessibility, family engagement, and alignment of supports across systems so that students and educators don't just have tools—they know how to use them effectively.

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 local school district Superintendent recommended I apply.

NAME: RAMIREZ, CHELSEA - WORKFORCE DEVELOPMENT COORDINATOR

AFFILIATION: SAN BERNARDINO CITY UNIFIED SCHOOL DISTRICT

POTENTIAL VACANCY CATEGORY

Practitioner, Workforce Development

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

Good morning and thank you for your time in reviewing my application for the Community Advisory Board!

We have been working since March of last year on what we believe WILL BE a game changing idea on directly connecting our students in CTE Pathways into employment within our SB County Workforce, the day after high school. I also believe once we are able to roll this out, it will be an amazing model for not only our region but also potentially across the State!

I have been an educator, teaching every grad level from 6th-12th grade and every subject area from History to AP English, was a high school ASB Director for many years and high school Administrator in two districts, in two counties. Behind all of those years and all of those positions was ACTIVELY engaging our local community. Growing up, my family owned a mid-size- manufacturing business , my brothers continued to run for many years and now own a separate businesses together. I have used that lense in my work now as well- working directly with CEO's and HR Directors to connect our students to internships and with our idea-Pathway to Position, jobs directly after graduation!

I'd love to share and learn more from this advisory if chosen!

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.

Statewide

Parent

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

Member of ACSA and Yucaipa Rotary Club. Both organizations work with the community and support community outreach.

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?

Absolutely! After teaching in the SBCUSD school district in San Bernardino County as well as a high school administrator at Beaumont High School in Riverside County and living and doing community work in Yucaipa where I grew up and live now, I have a size-able and trusted voice in these areas, in this work. I would be honored to use that voice for this Advisory if chosen!

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 closely for many years with high school counselors and administrators and worked closely with our team just this for an AMAZING event- Instant Admission Day with Cal State San Bernardino! We helped students apply to CSUSB including FAFSA and ALL documents needed. It was a GAME CHANGING event. We will have 100's of more students attending CSUSB this year after this join event!!

Beautiful!

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 friend shared the link and said I should apply. Community!

NAME: MAESTAS, JULIET - EDUCATION ADVOCATE

AFFILIATION: RED SKY EDUCATION

POTENTIAL VACANCY CATEGORY

Research, California Community Colleges

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

As a scholar with a doctorate in Educational Leadership and a deep commitment to equity in education, I am eager to contribute to the California Cradle-to-Career Advisory Board. My research and professional experience have focused on understanding and addressing the systemic barriers that affect underrepresented students—particularly Native American youth in rural Northern California—as they navigate the education pipeline. I believe in the power of data-informed decision-making to create transformative change, and I am inspired by the Cradle-to-Career mission to connect individuals and organizations with actionable insights. I am especially passionate about ensuring that this system reflects the lived experiences of diverse communities and helps build a more just and inclusive future 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.

Regional focus: Northern

Parent

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

None 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?

As an educational researcher and advocate with deep ties to Native communities in Northern California, I serve as an ambassador by building trust-based relationships, facilitating culturally responsive dialogue, and centering community voices in education policy conversations. I have collaborated with tribal leaders, educators, families, and students to elevate their experiences and aspirations through both scholarship and service. Whether presenting research at community forums, supporting local education initiatives, or mentoring Native youth, I work to bridge the gap between institutional systems and the communities they aim to serve. My role as an ambassador is rooted in mutual respect and a commitment to ensuring that community knowledge informs systemic change.

My lived experience as a scholar working closely with Native students in rural, under-resourced regions of California informs a nuanced understanding of the barriers many communities face across the education-to-career pipeline. I am deeply engaged with families, educators, and tribal organizations in the Hoopa Valley and surrounding areas, and I regularly engage in community listening sessions, school visits, and collaborative planning meetings. Through these channels, I can solicit authentic input that reflects local priorities—such as access to broadband, culturally relevant curriculum, and college/career counseling—and bring those insights directly to the advisory board. My approach is grounded in ethical listening, relationship-building, and a belief that systems must adapt to serve the full diversity of California's students.

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, I have worked to expand access to college, career, and financial aid resources for historically underserved students. As part of my research and outreach, I have collaborated with high school educators, tribal education departments, and community organizations to deliver workshops on college readiness, scholarship navigation, and FAFSA completion. I have also helped develop and adapt culturally relevant materials that make post-secondary pathways more accessible and relatable to students and families who often feel disconnected from traditional education systems. In addition, I support educators by sharing evidence-based tools and data dashboards that help them identify gaps in support and tailor interventions to student needs. My goal is always to demystify complex systems and empower students, families, and educators with the information they need to make informed, future-shaping decisions.

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?

social media

NAME: NGO BARTEL, TINA - EXECUTIVE DIRECTOR

AFFILIATION: SAN DIEGO & IMPERIAL CENTER OF EXCELLENCE (HOSTED AT MIRACOSTA COLLEGE)

POTENTIAL VACANCY CATEGORY

Research, California Community Colleges

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

I would like to support the Cradle-to-Career (C2C) Data System as part of the Community Engagement Advisory Board because it aligns perfectly with my commitment to leveraging data and research to drive change in education and workforce development. This initiative has the potential to influence meaningful improvements in systems that impact individuals, families, and communities across the state.

When I was the Director of Business Programs and Research at our Workforce Development Board, I analyzed participant data in workforce development programs, identifying whether training initiatives successfully re-employed individuals or improved their lives. Now, in the community college space as the Executive Director of the San Diego & Imperial Center of Excellence, I continue to use data to inform program and policy changes that directly benefit students and employers in my region. For example, for the California Jobs First initiative, I played a key role in drafting the Regional Plan that brought \$14 million to the Southern Border Region of California. This project involved extensive community engagement through 18 town halls, ensuring our work was rooted in the needs of those we serve.

I also bring extensive experience convening advisory boards to gather feedback on projects and research. These boards have been integral to ensuring that our initiatives reflect the priorities of local stakeholders, and I see this as a critical component of the Cradle-to-Career project's mission to create strong feedback loops.

My passion for using data to foster social and economic mobility stems from both my professional work and my personal background. As the daughter of Vietnamese refugees, and as a wife to an adult learner who is a full-time worker and parent of two children under four years old, I am acutely aware of the barriers that individuals face in achieving educational and career success. This drives my desire to contribute to efforts that ensure equitable access to data-driven opportunities for individuals across California.

I believe my experience in workforce development, data analysis, and stakeholder engagement would allow me to contribute meaningfully to the Community Engagement Advisory Board. I am eager to collaborate with other members to ensure that the Cradle-to-Career project achieves its mission of empowering communities through data and research.

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.

Regional focus: South Coast

Parent

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 that align with C2C. I work for the California Community Colleges as part of the California Community Colleges Centers of Excellence, with the San Diego & Imperial Center of Excellence hosted at MiraCosta College. I was also on the leadership team at the San Diego Workforce Partnership, San Diego County's Workforce Development Board. Additionally, I collaborate closely with the San Diego County Office of Education on apprenticeship programs and have partnered with our Adult Education Regional Consortia to produce a report titled "Opportunities for Adult Education to Close Entry-Level Job Gaps." I also work closely with and provide research for the San Diego & Imperial Community Colleges Regional Consortium and its Border Region Talent Pipeline K-16 Collaborative.

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 role as Executive Director of the San Diego & Imperial Center of Excellence, I serve as an ambassador for the needs of underserved populations. I have dedicated my career to advancing equity, diversity, and inclusion (EDI) through innovative research, strategic initiatives, and building strong partnerships with community organizations. My efforts have been recognized by the RP Group (a nonprofit made up of California Community Colleges' institutional researchers), which awarded me their inaugural EDI Champion Award. My work focuses on eliminating systemic barriers and ensuring that all individuals, especially those from marginalized communities, have access to the resources and opportunities they need to succeed.

I actively solicit input from the communities I engage with, ensuring that their voices are central to the work we do. For example, in shaping the California Jobs First Southern Border Coalition's Regional Plan, I facilitated 18 community feedback sessions, engaging over 200 stakeholders from diverse backgrounds to ensure that the plan addressed the unique needs of historically underrepresented communities. This inclusive approach resulted in securing \$14 million in funding for the region and laid the groundwork for sustainable economic growth.

Furthermore, I draw from my own lived experience as the daughter of Vietnamese refugees and as a wife to an adult learner juggling work and family responsibilities. These experiences fuel my passion for advocating for policies and programs that support individuals striving for upward social and economic mobility. I believe my personal and professional experiences uniquely position me to share the concerns and needs of the communities we serve, ensuring that the C2C initiative remains responsive to the challenges faced by underrepresented groups.

Through my work, I continue to foster a culture of collaboration and inclusivity, empowering individuals and organizations to collectively address systemic inequities. I am committed to using data, research, and community engagement to drive impactful change and ensure that the C2C initiative successfully empowers 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?

Throughout my career, I have worked on various initiatives to improve access to tools that support students in navigating college, career, and financial aid planning. In my role with the San Diego & Imperial Center of Excellence, I helped lead the creation of the Program Finder on CareerEd.org, a regional website that links K-12, Adult Education, and community college programs in similar pathways. This tool helps students better navigate the K-14 education system by making it easier to explore programs and connect educational opportunities to career pathways.

Earlier in my career at the Workforce Development Board, I supported businesses and individuals in accessing workforce development resources, including training funds. I worked with companies looking to prevent layoffs or upskill their workforce, helping them navigate the procurement processes for workforce development dollars. Additionally, I assisted displaced workers in accessing training programs to bridge skill gaps, ensuring they were better prepared for new employment opportunities.

Through the San Diego & Imperial Faculty and Counselor Institutes, I helped instructors and counselors understand the importance of data in student success. I trained college teams to guide educators in analyzing student data to identify factors that influence enrollment, retention, and completion. This included examining support services data to better understand which student populations were utilizing career counseling, financial aid, and other support services, and which groups were underrepresented in these services. By ensuring that counselors and instructors had a clearer picture of student needs, I helped them target their recruitment and support efforts more effectively, leading to better outcomes for underserved students.

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

No

HOW DID YOU HEAR ABOUT THE POSITION?

EdSource eNewsletter

NAME: VANG, MELISSA - SENIOR RESEARCH ANALYST

AFFILIATION: MT. SAN ANTONIO COLLEGE

POTENTIAL VACANCY CATEGORY

Research, California Community Colleges

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

As a Hmong American from the Central Valley, specifically Fresno, I have navigated through various unfamiliar systems to achieve my educational goal(s). I come from a community that continues to experience the lowest educational attainment and lowest wage attainment in the United States. With the opportunity to receive a doctorate I understand how systems can hinder social mobility and how research can unintentionally influence decisions that harm underserved communities. I would like to be a member of the California Cradle-to-Career Community Engagement Advisory Board to ensure research is framed equitably, to demonstrate how the data can support institutional decisions, and to offer an analytical lens that impacts institutional change.

It would be a privilege to serve on the C2C Community Engagement Advisory Board and contribute to actionable data and research with hopes of making decisions that will have an impact on the future livelihood of individuals, families and communities, especially for communities that continue to be disproportionately impacted across the various sectors. I offer 11 years of experience in higher education as a scholar-practitioner with six years serving as a senior research analyst in the community college sector. I've had the privilege to work with distinguished scholars who are dedicated to advancing racial equity such as Drs. Frank Harris and Luke Wood from the Community College Equity Assessment Lab (formerly known as Minority Male Community College Collaborative), Dr. Gina Garcia leading scholar on Hispanic Serving Institutions, Dr. Rican Vue advancing racial equity research on Hmong American students in higher education, Dr. Octavio Villapando formerly a California State University vice president of equity, diversity, and inclusion, and critical race scholar, and so many others. My research focuses on the impact of institutional practices on student's identity development and sense of belonging in higher education. My most recent study examined the experiences of Hmong American students attending a four-year dual designed Hispanic Serving Institution and Asian American and Native American Pacific Islander Serving Institution. While Hmong American students represented about 40% of the Asian student population at the time of the study, data analysis illuminated to nuanced ways the institution racialized their experiences which aligned with research on the model minority myth. As a community college senior research analyst, I am currently engaged in research to examine college practices and processes and how to better support student success. As a community college researcher, I understand the importance of how data is collected, processed, analyzed, and reported. I can apply my equity lens throughout the process to ensure that data is processed equitably and utilized to impact institutional change. I

hope to offer my insights from higher education, research and data background, and equity lens to support the work of C2C.

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

Statewide

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

California Education Policy Fellowship Program, Restorative Justice Facilitator

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 lived experiences have guided my passion to advance diversity, equity, and inclusion efforts through practice, research, and advocacy. My lived experiences have been racialized through the Asian American lens and community has been the core of healing and advocacy. I've been an advocate for my community in various spaces throughout my educational and professional careers. In my early years, I led a Hmong Women Today affinity group in Fresno to build community and advocate for Hmong women to thrive beyond cultural gender expectations. I revitalized the Asian American and Pacific Islander commencement celebration at California State University, Fresno to celebrate the identities and accomplishments of students from Asian and Pacific Islander ancestry, and I've served on the Hmong National Development taskforce to connect higher education students together and embed their Hmong identity into academia. In my professional years, I've leveraged my expertise to advocate for data and identity groups that were not included. For example, I've advocated for a prestigious research consulting firm on student's basic needs to include Filipino as a separate category to capture their unique experiences. I've also collected data from employees at various community colleges and have advocated for their needs. In all of my research and advocacy opportunities I have engaged in I've been extremely fortunate to build trust and community. I rely on my communities for their expertise, experience, and needs in order to understand how I can support their needs and address any gaps. As a child of refugee parents of Southeast Asian ancestry, community is at the core of our history and resilient. If given the opportunity to serve as a Advisory Board member I will draw from my communities for their feedback, needs, and concerns to advance the work of C2C.

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 scholar-practitioner in higher education, I have connections to a robust network of scholars and practitioners in the field. I also am aware of various researcher and educator tools to advance equity. Tools from inclusive pedagogy, equity-mindedness, equitable data analytics, community culture wealth, critical race theory, culturally relevant pedagogy, and sense of belonging to name a few. I also understand the current

systemic challenges students are experiencing in higher education, and I am aware of opportunities where C2C can support the advancement of education.

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.

How did you hear about the position?

From a California Education Policy Fellowship alumni network

NAME: BALLONOFF SULEIMAN, AHNA - EXECUTIVE DIRECTOR

AFFILIATION: UC DAVIS CENTER FOR REGIONAL CHANGE

POTENTIAL VACANCY CATEGORY

Research, University of California

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

I am interested in joining the Community Engagement Advisory Board for both personal and professional reasons. I believe that data is an important and valuable tool to support social change. At the same time, I realize that data is often very unapproachable and inaccessible for community members. In addition, researchers, policy makers, and practitioners often pay attention to data that community members do not deem to be relevant or even accurate. For this reason, I am inspired that the Cradle to Career Data System is committed to having a strong community engagement practice to ensure that the data is both accurate and relevant.

The UC Davis Center for Regional Change (CRC) works to create healthy, diverse, inclusive, equitable, prosperous, and sustainable regions in California and beyond. Launched in 2007, the CRC is a catalyst for innovative, collaborative, and action-oriented research grounded in social and environmental justice. It brings together transdisciplinary campus partners and multi-sector community partners to address topics that transcend jurisdictional boundaries. A foundation of this work is partnering with community members to generate and make meaning of data and evidence. The CRC's Regional Advisory Board includes representatives from a wide range of social and environmental justice organizations across the Sacramento and Central Valley Region. I personally am working on multiple projects related to the C2C data and am excited about ways to establish meaningful partnerships with community members to strengthen its impact.

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.

I work regionally, statewide, nationwide, and globally

Parent

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

University of California. I work on the UC Davis campus.

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 long standing relationships with many communities and have worked with communities in multiple capacities. I have a long standing experience as a community engaged research partner. The majority of research that I do is co-designed in partnership with community members. This normally involves establishing a relationship with a community based organization or other community organization and working with communities to identify research priorities, design data collection tools, collect and analyze data, make meaning of the results, and use the data to inform social action. In this work, I create collaborative trainings where community members and researchers can share and exchange their expertise. I could solicit information from communities through my leadership role as the Chair of the Yolo County Maternal and Child Health Advisory Board. Through this I have strong relationships with child and youth serving organizations throughout Yolo County. Through our meetings and through the partners, I could engage a broad group of stakeholders. The CRC also recently conducted an evaluation for the UC Davis K-20 program which aims to improve college and career readiness among English Language Learner students in Yolo County. Through this project we have partnerships with school districts throughout the county and with students who face some of the greatest barriers to accessing career readiness and higher education who we would plan to engage in 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?

Having worked within both the UC and CSU system as well with K-12 schools, I have worked extensively with students helping them access resources related to college, career and financial aid planning. In our recent evaluation of the UC Davis K-20 program, we heard repeatedly from students that the existing services they and their families access are insufficient to support their needs. In addition, working with undergraduate students at Sac State, I repeatedly heard from them that they felt that they had been inadequately prepared to make an informed choice about college and career. As a faculty member, I often provided ad hoc counseling and support to students trying to access financial aid and career readiness resources and help them establish the pathway that worked best for their lives and personal goals. Even for students enrolled in college, some of them realized that the college for all model did not best serve them and they chose another direction that better aligned with their personal goals and need. As a parent of a child who is graduating from high school this year, I have personally worked through accessing these resources and have helped support many of her friends and their parents in accessing resources and explore ways to make college affordable and examine whether college is a needed pathway depending on a young person's career goals. Through participatory action research projects with high school students, I have also worked with them to critically examine the existing college and career readiness resources and envision and create resources they felt were more usable, relevant, 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?

No

How did you hear about the position?

C2C Email

NAME: GONZALEZ, GABRIELLA - GRADUATE STUDENT

AFFILIATION: UNIVERSITY OF CALIFORNIA, IRVINE

POTENTIAL VACANCY CATEGORY

Research, University of California and Student (graduate student)

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

My career goal is to acquire a position in the California state government as an educational researcher, particularly in early childhood education. At the University of California, Irvine my content area is in early childhood education. Later in my career, however, I hope to acquire a position that would help inform policymakers on making educational decisions informed by research. More specifically, I hope to be a liaison between research and practice. Being a member of the Community Engagement Advisory Board will give me the necessary skills needed to make educational decisions that will promote understanding of educational topics and benefit the larger community.

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

Statewide

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

I am not.

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?

One of my roles in the UC Irvine School of Education is serving as a teaching assistant. Although I have not had experience being an ambassador yet in this position, the next time I would TA, with the permission of the Board and the professor, I would send class messages to promote material related to C2C, when necessary. In alternative positions where I may work in a research setting during my time as a doctoral student, particularly in fields outside of the lab, in the interactions with the communities I would work with, I will also make efforts to promote C2C content.

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 not had experience in this area yet. If selected to serve on the Board, I will be eager to engage in any opportunities related to spreading awareness related to student and educator tools.

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

Not any

HOW DID YOU HEAR ABOUT THE POSITION?

My policy professor

NAME: VAN DOREN, SETH - PhD STUDENT

AFFILIATION: UNIVERSITY OF CALIFORNIA, IRVINE

POTENTIAL VACANCY CATEGORY

Research, University of California and Student (graduate student)

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

I am interested in joining the Community Engagement Advisory Board as it is an opportunity for me to exercise my expertise in community-research partnerships and supporting data-driven initiatives while working with and learning from others interested in creating a more equitable future for Californians. I have been an education researcher since 2018 on multiple long-term community engaged research projects. While the exact age group and content focus of my research has spanned from Pre-k to community college students and data science to informal museum education, the common thread across all of my research has been that it is meant to drive meaningful engagement between different stakeholders and foster learning by bringing people together. This is exemplified by my current role as the lead PhD student in a research-practice partnership between UCI and a local school district. Together, we are working on delivering teachers and students analytics about 21st century skills that provide a more holistic understanding of what students are capable of. We use AI to transform student reflections into actionable analytics in the form of data dashboards. We hope that doing this allows teachers to become aware of student's funds of knowledge and enables them to plan instruction that seeks to prepare students for the future rather than teach to a test. For students, we hope asset-based analytics support their own awareness about their talents and interests, sparking new communication pathways with their teachers and community members as they plan futures in college or career. Much of my personal work on the project is developing professional development and learning opportunities that support how teachers and students make sense of our data dashboards and how they can use asset-based data to drive future decision making. I am very excited by the prospect of taking what I have learned and am currently learning in my PhD research to a larger scale.

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.

Regional focus: South Coast

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

Through my work I am affiliated with a local Southern California school district, Anaheim Union High School District and my place of study, the University of California, Irvine. I identify as multi-racial and I am a first-generation college student.

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 lifelong California resident, I feel very able to engage with and connect with youth and young adults trying to forge their education and career paths. My background is very similar to that of many young people I meet. My parents were both lifelong California residents, I grew up in a mixed race household, I have attended California public schools for my entire schooling (K-12, to UC Berkeley for my Bachelor's degree and now to UC Irvine for my PhD), and I am a first generation college student. I mentor a diverse team of undergraduate students interested in education research and try to provide them not only with tangible skills but also share my own experiences navigating college and career.

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

While I have not had experience supporting awareness in regards to college, career, and financial planning, I do have experience scaling engagement with research tools. In my current role I was tasked with designing a professional development system to support and engage district teachers as we rolled out our data dashboards and AI-reflection system. With our partners in the district we co-designed data workshops that were intentionally constructed to meet the needs of teachers and provide support at different levels of data literacy and familiarity with our tools. We held focus groups with teachers and learned about what they thought about our data initiative and where they could use support. I trained a team of research assistants to hold one on one "data discussions" and we have met with numerous teachers, data coaches, and administrators to support engagement with our tool. I believe that data by itself does not drive decision making, it needs to be part of a system of support that enables teachers and students to make informed decisions.

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?

It was forwarded to me by email by a professor in the UC Irvine school of education.

NAME: DUNHAM, KATE - DIRECTOR PROJECT OPERATIONS

AFFILIATION: SOCIAL POLICY RESEARCH ASSOCIATES

POTENTIAL VACANCY CATEGORY

Research, Workforce Development

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

I am interested in serving on the Cradle to Career Community Engagement Advisory Board as I would like to support the state in making this system as useful and as accessible as possible for researchers, policymakers, practitioners and community members to access to understand how to best assist state residents with advancing economically. I think I am well-qualified for this role given my deep knowledge of many of the state data systems that are contributing to the Cradle to Career systems and of how the system can be used for research purposes I am a senior researcher at Social Policy Research Associates who has spent the past 25 years working with federal, state and local workforce development and educational data while conducting research and evaluations on national and California-based workforce and education programs. This has included working extensively with data reported to the US Department of Labor on Workforce Innovation and Opportunity Act (WIOA) data by state agencies, including California's Employment Development Department (EDD) as well as with data reported by numerous other workforce programs collected directly via EDD's CalJOBS data system and apprenticeship data submitted to the California Division of Apprenticeship Standards. I have also worked with California Department of Education (CDE) data via DataQuest, California community college data from the California Community College Chancellor's Office (CCCCO) Management Information System (MIS), and adult education data from the CASAS TOPSpro Enterprise system and with the Data Vista system created by CCCCCO and WestED.

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.

Statewide

Parent

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

American Evaluation Association

UC Berkeley Goldman School of Public Policy Alumni Organization

California EDGE Coalition

Through my job with Social Policy Research Associates, I am currently working on and leading evaluations as a contractor for EDD (EMS Corps Evaluation) and the California Workforce Development Board (Breaking Barriers to Employment).

National Skills Coalition

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 will serve as an ambassador to other California researchers and research organizations through my attendance, networking, and presentations at state and local conferences such as the American Evaluation Association national conference, California Budget and Policy Project events, California Edge Coalition events. I will also use my extensive LinkedIn network and UC Berkeley Goldman School of Public Policy alumni networks to connect with key researchers California and national researchers focused on workforce development and education to solicit their input on C2C. Finally, via my regular attendance and presentations at California Workforce Association national conferences (Meeting of the Minds and WorkCon) and California Labor Federation events, I will be able to reach out and connect with workforce development providers and boards across the state regarding C2C.

Also, I can use my own lived experience as a graduate of both California public K-12 schools in Oxnard California and of our state's university system (UC Santa Cruz for my undergraduate degree and UC Berkeley for my master of public policy), as well as my experience as a parent of a child attending Berkeley public schools and now Berkeley City College to inform my input into C2C.

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 stems from both my professional work evaluating programs such as the WIOA Youth, Adult and Dislocated Worker programs and Breaking Barriers to employment where I have interviewed both staff and participants about their use of different systems for college and career awareness and planning, as well as my own experience trying to assist my daughter in moving from high school to college and determining her career pathway.

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?

During attendance at a virtual C2C community meeting

NAME: AHMED, DURRIYA - CAMPUS CLIMATE APPOINTED OFFICER

AFFILIATION: UNIVERSITY OF CALIFORNIA STUDENT ASSOCIATION

POTENTIAL VACANCY CATEGORY

Student (undergraduate)

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

As a first-generation and low-income Bangladeshi-American raised in the California public school system (and as a beneficiary of Title I schools), I have been able to utilize my lived experiences to advance my educational advocacy, public service, and community leadership to drive systemic change. My grandmother's highest level of education was 8th grade, and my mother took over ten years to finish her degree--I'm a full believer in the C2C data system because it'll create accessible pipelines to education and success that the powerful matriarchs in my family did not have access to. As a recipient of the Obama-Chesky Scholarship for Public Service, I have dedicated my academic and professional pursuits to addressing inequities in education and empowering marginalized communities through community based research, organizing, and policy development. For my Summer Voyage (as a part of my scholarship), I interned with EdTrust (a nonprofit dedicated to advancing racial and economic equity in education) to work on SNAP expansion for student-parents/Pell recipients, traveled to El Salvador to work with garment workers fighting for better wages to access educational materials, and worked with organizers in New York City to fight for tenants rights and basic needs. All of my experiences are drawn from my family relying public benefits programs like WIC, SNAP, and MediCal, and facing extreme hurdles to access these resources due to our mixed immigration status. As a community college transfer previously involved with GENup and SSCCC (Student Senate for California Community Colleges), and now UCSA (the UC Student Association), I've been able to serve my communities through aiding in bridging gaps between stakeholders and policy, particularly in regard to basic needs, racial equity, and public health. Joining the Community Engagement Advisory Board would provide an opportunity to collaborate with community-centered organizations to develop and implement strategies that promote inclusive and equitable community engagement through evidence-based decision making. I am committed to using my skills and experiences to contribute to the board's mission and to advocate for policies and practices that uplift underrepresented communities.

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.

Statewide

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

As an undergraduate student, I've had the opportunity to work alongside GENup, SSCCC, and UCSA on addressing the needs of California's broad community of students: from student parents to Pell/CalGrant recipients to system-impacted communities. Interning for EdTrust's national office has given me the opportunity to see the need for accessible success data nationwide, further emphasizing the necessity for California to pave the path to success for our students and workforce. As a child of a student parent, I have been able to see how incredibly difficult balancing school, work, and childcare has been for my mother, and know that my brothers will reap the benefits of the C2C system as it develops.

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 UCSA's Campus Climate Appointed Officer, I aid in advising the UCSA board on issues pertaining to vulnerable communities, like communities of color. Through this work, I've been able to advocate and shape policies impacting students on my campus and UC-wide regarding policing--especially within the last year. Students, especially students of color, have reached out concerning a growing uncomfortability with campus police within the last year--which is why it's important to elevate the needs of these students through administrative pressure. As a collective, the UCSA board has been pressuring the UC system to release timely policing data on our campuses; I've been working on advocating for disaggregated policing data to bridge data and understanding gaps for campus community members. In GENup, I have had the opportunity to shape public policy in California to benefit the overall educational community. This most recent legislative cycle I worked on AB 1841, a bill mandating Narcan training to all Greek and residential housing staff on our campuses, due to the increase in opioid related deaths on our campuses and in my line of work as a Residential Assistant (RA). While working on this bill, I consulted with community members and larger organizations that focus on harm reduction to navigate making this bill as student-centered as possible. A hurdle that came up was the labor that came with the bill for student workers affiliated with Residential Life, which led to me interviewing RA's across different campuses to see what they thought on an additional training that could save a life. While my experiences don't directly correlate to wide-spread support in the K-12 space or youth development, my skillset in centering stakeholders in the data can and will apply to 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?

EdTrust: I led a data project focusing on Title III and Title V federal grants for Minority Serving Institutions (MSIs) to enhance financial support and resources for rural colleges/universities that qualify for MSI funding by putting pressure on the Department of Education to understand why there were large gaps of access for MSI qualifying institutions. I conducted a landscape analysis on federal basic needs based off of EdTrust's ASPIRES framework with the University of Kentucky, collaborating with state leaders to improve SNAP access for low-income students/student parents. My most recent project's with EdTrust have included: co-leading a mixed methods case study on the value of higher education at landgrant institutions for Indigenous students within the UC

system (ROI, campus climate, resources), conducting a federal landscape analysis on Higher Education Emergency Relief Funds (HEERF) and emergency aid, and aiding in data accessibility through our anti-DEI dashboard and student parent affordability data work.

GENup: I developed outreach materials for statewide policy campaigns and mass mobilization for initiatives surrounding expanding the CalGrant and expanding SNAP. For two years, I had oversight over a weekly fall college application workshop to support low-income and first-gen students by walking them through college essays, FAFSA, and how to pick the best pathway to higher education for them.

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?

LinkedIn!

NAME: FADAEI, NADIA - PROGRAM COORDINATOR

AFFILIATION: UCLA

POTENTIAL VACANCY CATEGORY

Student (undergraduate)

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

As a first-generation immigrant, mother, and Program Coordinator at UCLA's Bruin Resource Center, I have witnessed firsthand how access to clear, actionable data can transform lives—especially for students, families, and communities that have historically been marginalized or left out of decision-making spaces. I am deeply committed to ensuring that systems like the Cradle-to-Career (C2C) Data System not only serve these communities but do so equitably, transparently, and meaningfully.

My lived experiences navigating higher education while balancing parenting and community advocacy have fueled my passion for dismantling barriers to education, career, and social mobility. I would be honored to serve on the Community Engagement Advisory Board to ensure that the voices of student-parents, first-generation college students, immigrant families, and working-class communities are heard and centered in the development of tools and data systems meant to empower them.

In my current role, I support students with dependents, first-generation students, and marginalized communities by connecting them to resources, providing advocacy, and facilitating workshops that translate complex information—such as financial aid, college applications, and career pathways—into accessible and culturally responsive tools. I also actively engage in community networks, both on and off campus, where I serve as an ambassador by sharing resources, gathering feedback, and bringing the lived realities of these communities to institutional spaces.

I see the Community Engagement Advisory Board as a powerful platform to bridge the gap between data and the people it is meant to serve. I am eager to contribute my skills in community engagement, program development, and advocacy to help build feedback loops that are inclusive, culturally relevant, and grounded in real community needs. I also hope to amplify the voices of communities who often feel data is something done "to them" rather than "for them."

Joining the Advisory Board would allow me to extend my commitment to equity statewide and to work collaboratively with others who share the vision of making California's education and career systems more accessible, transparent, and just.

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.

Regional focus: South Coast

Parent

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

Yes, I am currently a member of the Mortar Board National Honor Society, where I actively engage in service and leadership activities that support student success and community engagement. I am also involved with UCLA's Students with Dependents Program and the Bruin Resource Center, both of which focus on advocating for student-parents, first-generation students, and underrepresented communities in higher education. Additionally, I regularly participate in community networks that focus on immigrant rights, educational equity, and social justice advocacy in Los Angeles and 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?

As a student-parent, immigrant, and first-generation college graduate, I naturally serve as an ambassador within multiple intersecting communities. In my role at UCLA's Bruin Resource Center, I regularly engage with student-parents, transfer students, immigrant families, and low-income students, offering guidance, resource navigation, and advocacy. I create safe spaces where these students and families feel heard and validated, while also helping them understand and access educational tools, financial aid resources, and career pathways.

Beyond my formal role, I actively participate in community-based events, parent networks, and advocacy groups that support underrepresented populations across Los Angeles. I use these connections to listen to community concerns, gather feedback, and bring those insights back to institutional settings. My lived experience allows me to build trust within these communities, ensuring they feel empowered to share their stories and needs, which are often overlooked in data-driven conversations.

If selected for the Community Engagement Advisory Board, I would continue to serve as a bridge by hosting listening sessions, distributing surveys, and leveraging my relationships with community leaders and organizations to gather authentic input. I would also draw from my own journey navigating education systems

as a parent and immigrant to advocate for more culturally responsive, accessible, and actionable data tools that reflect the real-life barriers and aspirations of the communities I serve.

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 Program Coordinator at UCLA's Bruin Resource Center, I have had extensive experience supporting awareness and access to student and educator tools, particularly those related to college, career, and financial aid planning. I coordinate workshops, information sessions, and one-on-one support for students—many of whom are parents, first-generation college students, transfer students, or from immigrant backgrounds—helping them navigate complex systems such as FAFSA, the California Dream Act, and scholarship applications.

I also assist students in utilizing career exploration tools, understanding degree pathways, and connecting them to internships, fellowships, and job resources. I have collaborated with campus offices such as Financial Wellness, Career Center, and Transfer Student Center to develop programming that makes these tools more accessible and relevant to students' lived realities, particularly those balancing multiple responsibilities such as caregiving and work.

Additionally, I often translate technical information into user-friendly formats—using storytelling, multilingual resources, and culturally responsive approaches—to ensure students and families understand how to use data and tools to make informed decisions about their education and careers. Through my direct service work and community engagement efforts, I have become a trusted resource and advocate, helping to close information gaps and empower students to take ownership of their educational and career trajectories.

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 Minor advisor Labor Study at UCLA

NAME: LOPEZ, JESSICA - STUDENT

AFFILIATION: COASTLINE COMMUNITY COLLEGE, AND ASU ONLINE

POTENTIAL VACANCY CATEGORY

Student (undergraduate)

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 believe data should reflect not just who gains access to education, but who finds it difficult to access. As someone who began my journey at a California community college, transferred to a public university, and led statewide advocacy along the way, I've seen how powerful education can be when it is structured to support persistence and completion. As a student born without hands and feet, and living with chronic illness since childhood, traditional systems often left me behind until accessible options were finally made available. I was not successful in education until the right tools were in place. This experience shaped my commitment to ensuring student success is measured and supported, not assumed.

Through my research and policy work, I've focused on identifying where gaps exist in data and accountability, especially for students who are often left out of traditional metrics. I aim to help prioritize proposals that push beyond access and focus on long-term student success, equitable transitions into the workforce, and actionable community feedback. C2C offers an opportunity to shape how California measures what matters, and I would like to build a system where student success is visible and measurable across all communities.

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.

Statewide

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

I've worked across student government, district-level governance, statewide policy organizations, and national fellowship networks focused on education equity and systems change. At the campus level, I served as President of Coastline College's Associated Student Government, where I co-chaired the task force that created our college-wide Action Plan in response to climate study findings. The plan outlined measurable actions based on student forums, disaggregated survey data, and participatory analysis. I also served on the Student Equity Achievement (SEA) Plan Task Force, where we used institutional data to set population-specific goals for retention, completion, and transfer.

In district governance, I was a member of the Coast Community College District Consultation Council, representing students across three colleges. That role involved evaluating proposals and guiding resource decisions based on performance indicators. At the statewide level, I was a voting delegate for the Student Senate for California Community Colleges (SSCCC), where I authored a resolution adopted at General Assembly. It called for colleges to integrate disability-specific data into SEA Plan assessments, track disabled students as a core Disproportionately Impacted population, incorporate disability rights education into GE curriculum, and require accessibility training as part of institutional performance planning. These experiences have grounded me in cross-system efforts to ensure that education data reflects the needs and realities of underrepresented communities.

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 by actively creating and facilitating channels for structured input, translating community concerns into institutional action. At Arizona State University, I represent more than 66,000 online learners as Director of Digital Immersion Student Engagement through Undergraduate Student Government. I work directly with students navigating digital access, academic planning, and support service gaps, especially those who are parents, disabled, low-income, or returning adults. I also help apply user input and usage data to improve online education access and engagement across digital learning platforms.

My advocacy also extends to the state level in California. In April 2022, I was flown to Sacramento by the California Community Colleges Chancellor's Office for Legislative Advocacy Day, where I joined board members, students, and staff in meetings with state legislators to uplift student voices and communicate statewide priorities. I returned to the Capitol in 2023 representing Coast Community College District Student Government, where I met with three legislators and the Vice Chair of the Assembly Committee on Higher Education to advocate for the passage of Assembly Bills 1173 and 1275. These bills aimed to expand access to student organizations for distance learners and disabled students, based on the gaps I identified through direct outreach and lived experience.

In past roles, I've led townhalls, conducted feedback analysis, and synthesized climate data to produce policy recommendations. I have also used targeted surveys and interviews to design proposals focused on improving student-facing service delivery and program effectiveness. My outreach practices are rooted in accessibility, and my advocacy work reflects a cross-sectional approach to community input by centering those often left out of the conversation.

This work has also been acknowledged by organizations focused on student advocacy and educational equity. These include the California Community Colleges Board of Governors, the Obama Foundation, Robert F.

Kennedy Human Rights, the California Community College Student Affairs Association, and the California Association on Postsecondary Education and Disability.

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 focuses on evaluating whether education programs and institutional tools are effectively supporting student development, persistence, and equitable access to college and career pathways. At Arizona State University, I serve as a research assistant with the STEM Program Evaluation Lab, where I conduct formative and summative evaluations of federally funded initiatives. Using the Values-Engaged, Educative (VEE) framework, I assess whether instructional tools, advising systems, and mentoring structures function as intended, especially for students historically underrepresented in STEM. One example includes evaluation of a Research Experiences for Undergraduates (REU) program, where I assess participants' experiences with academic development, mentorship, and peer interaction through pre-, mid-, and post-program surveys, focus groups, and mentor evaluations. My work examines access and implementation quality to identify areas for program improvement and alignment with equity goals.

In parallel, I recently authored an independent national report that investigated how legal infrastructure influences disabled student outcomes in higher education. The study included a 50-state legal analysis, a state-by-state legislative dataset, and original statistical modeling to identify gaps in legal protections and systemic accountability. The policy deficiencies I identified directly impact how institutions plan, implement, and evaluate support tools for disproportionately impacted students. My report concluded with policy recommendations for improving state-level statutory frameworks and aligning institutional reporting requirements with student success metrics.

These experiences have given me a systems-level perspective on how education tools are developed, used, and evaluated, and whether they meaningfully support educational and workforce transitions for historically excluded groups.

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