NAME: MARIN, PILAR – APHA/KAISER FELLOW

AFFILIATION: AMERICAN PUBLIC HEALTH ASSOCIATION

POTENTIAL VACANCY CATEGORY

Advocacy, Workforce Development

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

As a public health professional and data analyst with experience in both direct service and systems-level research, I'm passionate about transforming data into tools that drive equitable outcomes. Throughout my career, including work at Stanford, Kaiser Permanente, and La Clínica, I have engaged with diverse datasets to understand the barriers communities face in education, health, and social mobility. I have also developed policy briefs, contributed to statewide research initiatives, and supported program evaluation efforts focused on underserved populations.

I am particularly drawn to the mission of Cradle to Career because it aligns with my core belief that data should not just reflect disparities; it should be used to dismantle them. I bring a community-centered lens, a deep commitment to equity, and technical experience in data quality, outcome tracking, and collaborative research that can support the development of accessible, actionable tools.

Joining this board would allow me to contribute my skills to shaping data strategies that are not only rigorous but also responsive to the lived realities of California's children and families. I would be honored to help guide the development of tools that improve transparency, accountability, and impact across the cradle-to-career pipeline.

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?

While I am not formally affiliated with a specific C2C-aligned membership organization at this time, my professional and academic work has consistently aligned with the mission and values of Cradle to Career. I have collaborated with statewide health equity initiatives through my roles at Kaiser Permanente and Stanford, and I have participated in fellowships such as the Latino Coalition for a Healthy California's Health Justice

Fellowship, where I engaged in listening sessions with community members regarding equity, public health, and workforce development.

My professional journey has been deeply rooted in public health and data analysis, with a focus on addressing health disparities and promoting equity. At institutions like Stanford University and Kaiser Permanente, I have led projects that involved complex data integration, analysis, and visualization to inform policy and program development. These experiences have honed my skills in managing large datasets, ensuring data quality, and deriving actionable insights, which closely align with C2C's objectives.

In my role at La Clínica, I collaborated with community stakeholders to develop dashboards that tracked health outcomes and service utilization among underserved populations. These dashboards were built using ESRI's systems, allowing us to incorporate geographic and demographic context into our data visualizations. This work required aligning data from various sources, addressing discrepancies, and presenting information in a user-friendly manner to support decision-making. Such experience is directly applicable to C2C's efforts in developing dashboards and query tools that are both comprehensive and accessible.

Furthermore, my involvement in statewide research initiatives has provided me with a deep understanding of the challenges associated with data alignment across different systems. I have worked on projects that required harmonizing data definitions and metrics to ensure consistency and comparability, which is essential to C2C's mission to integrate data from education, workforce, and social service sectors.

I am also well-versed in the ethical considerations surrounding data use, including privacy and confidentiality. My work has consistently adhered to IRB protocols and data governance standards, ensuring that data is used responsibly and ethically. This is a key priority for C2C as it expands its data access and research request processes.

Additionally, I am currently engaged in the CCPHIT certification program, which focuses on California public health informatics and technology. Participating in the C2C Advisory Board would not only allow me to contribute meaningfully based on my existing experience, but also strengthen my informatics training through real-world application of public data systems, data alignment, and equitable tool development.

In summary, my background equips me with both the technical expertise and the ethical foundation to support C2C's vision. I am enthusiastic about contributing to a system that helps Californians thrive from cradle to career, while continuing to grow as a data-driven equity advocate.

My work has consistently centered on making data more accessible, actionable, and rooted in the lived experiences of communities. At Stanford, Kaiser Permanente, and La Clínica, I've supported data literacy through community presentations, feedback sessions, and internal dashboards that translated raw data into meaningful insights for both practitioners and non-technical stakeholders. I've helped create data tools that visualize food insecurity, chronic disease trends, and care gaps—often working directly with promotoras, clinicians, and families to ensure the data reflected what they saw and experienced on the ground.

For example, at La Clínica, I supported a team developing ESRI-based dashboards that displayed geospatial patterns in health outcomes and social needs. These tools helped clinic staff better understand service gaps, tailor outreach, and advocate for additional resources. Staff would often comment on how seeing patterns visualized, such as clusters of diabetes risk in certain neighborhoods, validated what they'd known intuitively but had struggled to quantify.

At Kaiser, I contributed to research and briefs that helped decision-makers understand patient behavior and system barriers. We intentionally translated technical findings into plain language to ensure that program staff, who often had the closest ties to communities, could use the information to inform real-time changes in care delivery.

Across these roles, I've seen how data tools - when built with community input and accessible design - can shift power. They've helped providers make the case for upstream interventions, enabled community members to better understand the systems impacting them, and made invisible burdens visible. I believe data is most powerful when it's not just collected about people but returned to them in ways that support autonomy, advocacy, and change.

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: ACOSTA, ISABEL – VICE PRESIDENT, PROGRAMS

AFFILIATION: THE ELI AND EDYTHE BROAD FOUNDATION

POTENTIAL VACANCY CATEGORY

Community, K-12

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

I am eager to contribute to the Cradle-to-Career governing board as an advisory board member, leveraging my extensive experience and deep understanding of how data and data tools impact the lived experiences of end users. In my role as Vice President, Programs at The Eli and Edythe Broad Foundation, I have overseen the implementation of strategic initiatives that utilize data-driven approaches to enhance educational and economic mobility outcomes. My familiarity with state data sets and the methodologies, through work at EdSource and EdTrust West, for gathering information ensures that accurate and aligned data can be seamlessly integrated into analytical tools such as dashboards, query builder tools, and data sets available for research requests. Additionally, my background in conducting analyses using education-related data spans across K-12, community colleges, universities, teacher training, and workforce development data, providing me with a comprehensive perspective on the current landscape. I am committed to dedicating the necessary time to review materials, solicit input from other data experts, and actively participate in Advisory Board meetings. Furthermore, my collaborative approach and willingness to work towards common solutions have been demonstrated through my leadership roles and cross-sector collaborations. I am confident that my expertise and dedication will be valuable assets to the Cradle-to-Career Data and Tools Advisory Board.

WHAT COMMUNITIES ARE YOU AFFILIATED WITH THAT WILL BRING VALUE TO THE ADVISORY BOARD (SUCH AS YOUR EXPERIENCE BEING A STUDENT OR TEACHER, OR WITH REGIONALLY FOCUSED WORK)? 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 was previous employed at Education Trust West.

SHARE IF YOU HAVE EXPERIENCE CONDUCTING DATA ANALYSIS OR DEALING WITH DATA ALIGNMENT ISSUES RELEATED TO C2C'S DATA POINTS.

I am excited to contribute to the Cradle-to-Career (C2C) Advisory Board, bringing a wealth of experience in conducting data analysis and addressing data alignment issues that are critical to C2C's mission. In my role as Vice President, Programs at The Eli and Edythe Broad Foundation, I have led numerous initiatives that leverage

data to drive educational outcomes and policy decisions. My work has involved integrating diverse state data sets and ensuring that accurate and aligned data can be seamlessly incorporated into analytical tools such as dashboards, query builders, and data sets available for research requests.

For example, I have overseen the development of organization-wide dashboards at Great Public Schools Now that provide actionable insights to stakeholders, enhancing their ability to make informed decisions and track progress. Additionally, my experience as a Policy Analyst involved conducting in-depth analyses using education-related data, including K-12, community colleges, universities, teacher training, and employment data. This has equipped me with a comprehensive understanding of the educational landscape and the ability to address data alignment issues effectively.

Furthermore, I have a proven track record of collaborating with data experts and stakeholders to ensure that data tools are user-centered and accessible. My commitment to engaging with communities and listening to their needs aligns with C2C's vision of creating useful and practical tools through user-centered design and community engagement. I am confident that my expertise in data analysis and alignment, combined with my collaborative approach, will meaningfully contribute to the C2C Advisory Board's efforts to build a more equitable future for California.

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

I have extensive experience in supporting awareness of and access to data and data tools, which has significantly impacted end users in various ways. Here are some specific examples from my career:

1. Vice President, Programs at The Eli and Edythe Broad Foundation: I oversee the implementation of strategic initiatives that utilize data-driven approaches to enhance educational and economic mobility outcomes. This includes collaborating with key community-based organizations, public officials, and other partners to advance the foundation's goals and initiatives. By integrating data tools into these initiatives, I have helped ensure that data is accessible and actionable for stakeholders, ultimately improving decision-making and program effectiveness.

2. Director of Operations at Great Public Schools Now: In this role, I led the development and implementation of an organization-wide strategic plan, which included evaluating impact and adjusting strategies based on lessons learned. I ensured operational excellence by improving internal processes, workflows, procedures, and systems, including the creation of an organization dashboard for internal operations and reporting. This dashboard provided valuable insights to the Board of Directors and leadership team, enhancing their ability to make informed decisions and track progress.

3. Policy Analyst at The Eli and Edythe Broad Foundation: I provided grant administration and management, including grantee communication and research, program evaluation, and preparation of grant-related documents for a $12 million portfolio. My work involved writing policy and research memos, summarizing policy documents and reports, and performing policy research to inform the foundation's program officers and founder on investment decisions. This ensured that data and research were effectively communicated and utilized to drive impactful education reforms.

4. Research Associate at EdSource: I conducted research, policy, and data analysis with an emphasis on school finance issues. I supported publications and other program activities, including EdSource Online, EdSource En Español, the Ed-Data Partnership website, and the California School Finance website, helped make data and research accessible to a broader audience. This increased awareness and understanding of key education issues among stakeholders, including policymakers, educators, and the public.

Through these roles, I have demonstrated a strong commitment to supporting awareness of and access to data and data tools. My efforts have empowered end users by providing them with the information and insights needed to make informed decisions, ultimately leading to improved educational and economic mobility outcomes and more effective programs.

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

None that I am aware of

HOW DID YOU HEAR ABOUT THE POSITION?

Email

NAME: ROCHA GASO, MIGUEL – DIRECTOR OF DATA, ANALYTICS AND DEVELOPMENT

AFFILIATION: SANTA CRUZ COUNTY OFFICE OF EDUCATION

POTENTIAL VACANCY CATEGORY

Community, K-12

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

I'm interested in serving on the Advisory Board because I want to contribute to a data ecosystem that supports equity and usability across California. I also see this as an opportunity to learn more about the technologies and design principles being applied in the Cradle-to-Career system — so I can prepare, as an educator, researcher and engineer, to extract value out of the C2C's datasets, systems, and tools as they become available.

My professional life revolves around using and building data products to improve educational outcomes and support informed decision-making. At the Santa Cruz County Office of Education, I've led the development of systems that make educational data accessible and actionable for educators, administrators, and the community. Through this work, I've witnessed the transformative impact of well-designed, transparent data systems — and how poor data distribution, lack of standardization, and unaligned formats can create serious barriers to collaboration, integration, and insight.

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?

I am affiliated to the following organizations and networks:

Santa Cruz County Office of Education - Director of Data, Analytics and Development

Cabrillo Community College - Physics Faculty

Gavilan College - Physics & Astronomy Faculty

K-12 Computer Science and Information Technology Initiative

SHARE IF YOU HAVE EXPERIENCE CONDUCTING DATA ANALYSIS OR DEALING WITH DATA ALIGNMENT ISSUES RELEATED TO C2C'S DATA POINTS.

My professional life revolves around using and building data products to improve educational outcomes and support informed decision-making. At the Santa Cruz County Office of Education, I've led the development of

systems that make educational data accessible and actionable for educators, administrators, and the community. Through this work, I've witnessed the transformative impact of well-designed, transparent data systems — and how poor data distribution, lack of standardization, and unaligned formats can create serious barriers to collaboration, integration, and insight.

Over the past seven years at the Santa Cruz COE, I have led the development of multiple data systems that make educational data more accessible and actionable. These include the Santa Cruz COE Data Portal, the ShiftED app in partnership with the California Department of Education, and a custom Student Information System for adult education. My expertise spans data engineering, visualization, and user-centric tool design. This experience is directly relevant to the Advisory Board's goals of identifying user needs, improving access, and advancing equity through data tools.

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

Throughout my career, I have focused on building data systems and tools that make information not only available, but truly usable by a wide range of stakeholders. At the Santa Cruz County Office of Education, I led the development of the Santa Cruz COE Data Portal, which provides the public with access to key educational indicators through visual dashboards. I also co-developed the ShiftED app, a collaborative platform built in partnership with the California Department of Education, which helps schools plan digital literacy initiatives using crowdsourced data and AI-powered recommendations.

In both cases, the goal was to lower the technical barriers to accessing complex datasets, while keeping the tools aligned with real-world needs. I've seen firsthand how the availability of well-designed tools can change the dynamic for educators and administrators — enabling them to identify equity gaps, communicate more effectively with families, and take action based on reliable, timely information.

> **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

> **HOW DID YOU HEAR ABOUT THE POSITION?**

NAME: SANINA, ELENA - VICE PRESIDENT

AFFILIATION: SILICON SCHOOLS FUND

POTENTIAL VACANCY CATEGORY

Community, K-12

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

I am deeply committed to improving how students, families, and schools access and use data to make informed decisions about education options that lead to economic opportunity. For the past nine years, I've worked at the intersection of education, data, and access—focused on ensuring that every student, especially those from historically underserved communities, has clear, actionable information about their options after high school and how those options connect to long-term economic opportunity.

The Cradle-to-Career Data System's mission aligns directly with my own: using integrated data to create transparency, inform policy, and drive better outcomes for Californians. Serving on the Advisory Board would be an opportunity to bring my practitioner experience, philanthropic perspective, and lived experience as a first-generation college student and immigrant to help shape tools that are not only technically strong but practically useful.

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?

No response

SHARE IF YOU HAVE EXPERIENCE CONDUCTING DATA ANALYSIS OR DEALING WITH DATA ALIGNMENT ISSUES RELEATED TO C2C'S DATA POINTS.

I bring deep, practical experience in designing and using education data systems that are both technically robust and user-friendly for schools, nonprofits, and researchers. My work has consistently focused on surfacing insights from complex data to guide better decision-making, especially around postsecondary access and long-term economic mobility.

As the lead on the 2024 Alumni Early Career Outcomes Survey (https://stories.chartergrowthfund.org/exploring-early-career-outcomes-insights-from-the-2023-alumni-survey-b9508037395a), I partnered with researchers to help a K-12 organizations from across the country better understand how their programs and academic offers translated into long term outcomes for alumni. The work involved standardizing disparate definitions of "success" and ensuring stakeholders from CEOs, EDs, and teachers could all access research at varying degrees of prior knowledge. This work parallels C2C's goals of integrating education and workforce data to create actionable insights. I also had to navigate misalignments between internal school records, National Student Clearinghouse data, and employment data—giving me firsthand experience with the very data reconciliation and alignment challenges C2C faces.

Through my role as a board observer at Overgrad, I've supported the development of tools that allow students and advisors to interact with postsecondary and career data in intuitive ways. This includes dashboards that disaggregate outcomes by demographic group, and query tools that surface opportunity gaps—mirroring the kinds of dashboards and query builders described in C2C's roadmap.

As a former K–12 data leader, I'm also well-versed in translating statewide data into formats that local educators and families can actually use. I understand the importance of user-centered design, clean data governance, and thoughtful support structures to ensure tools aren't just built—but adopted and trusted.

I look forward to bringing this lens—blending technical and strategic perspectives—to the Advisory Board's work. I'm especially excited to contribute to the development of the research request process, helping ensure community-based organizations and schools can access and interpret high-value insights from the system.

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

Throughout my career, I've focused on building bridges between complex data systems and the real people who rely on them—students, families, counselors, school leaders, and community organizations. I've supported awareness and access in three key ways: creating actionable tools, building user trust, and elevating end-user voice in tool design.

At Overgrad, where I serve as a board observer, I've seen firsthand how an intuitive, equity-driven platform can shift how high school counselors support students' postsecondary planning. By helping advisors understand acceptance likelihood, affordability, and workforce outcomes in a single interface, we've transformed decision-making from guesswork to guidance. Schools serving first-generation students report that Overgrad helps reduce "undermatch" and makes college and career conversations more transparent and empowering.

With the 2024 Alumni Early Career Outcomes Survey, I worked with networks to collect and share long-term economic and employment outcomes for graduates—data that typically doesn't reach educators or families. One of our core goals was to increase awareness among K–12 leaders about how their graduates fare five to ten years post-graduation. For many, it was the first time they saw how postsecondary choices translated into wage trajectories. This data has already shifted advising priorities and helped leaders advocate for different program offerings.

Earlier in my career, as a K–12 data leader, I facilitated trainings for school teams to help them access and interpret dashboards that tracked everything from attendance to reading levels. I saw how greater data transparency enabled school leaders to ask better questions, shift supports for students, and communicate more clearly with families. Importantly, I also saw how misaligned or inaccessible data could erode trust—reinforcing my belief that data systems must be designed in partnership with users, not just for them.

Ultimately, I've seen that when end users—especially those serving historically underserved students—are given clear, relevant, and timely access to data, they use it to drive change. My passion is making sure they also understand and trust that data, and that their insights help shape how tools evolve.

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?

POTENTIAL VACANCY CATEGORY

Community, K-12 and Community Colleges

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

Driven by a deep commitment to social justice and data-informed decision-making, I enter this work with a unique dual perspective: both as a steward of those who manage the data lifecycle and as an advocate for the educators whose classrooms and service will ultimately be impacted by that lifecycle. Over the last decade I have served low-income, first-generation students of color by supporting them through college matriculation, providing mentorship, and teaching college-level writing as both a college access professional and a pre-college instructor. Today, as a Project Policy Analyst for UC Berkeley's Center for Educational Partnerships, I lead strategic data management and pioneer innovative data collection, reporting, and analysis methods for ten college access programs. This blend of on-the-ground experience and technical expertise in data management and analysis, program assessment, and continuous improvement positions me to advance the Cradle-to-Career Data System's mission of providing tools to help students reach their goals and deliver information on education and workforce outcomes.

I acknowledge data access, and by extension the potential for educational access, as a tool for disrupting systemic barriers and building toward equity and justice in education. While much of the work we do in education is "heart work" I believe that our efforts must always be informed by data and research to ensure we are allocating resources to the right people, while taking the right actions the right way. While most of my career has been spent in high schools and community colleges working toward increasing college access, I believe that when we think about educational equity, we need to be concerned with the entire pipeline. Just as research and data tell us college knowledge and mentor support is important for ensuring students' complete post-secondary education, it also informs us that third grade reading scores can be predictors of college enrollment. In order to make significant headway toward equity in education we need communities and coalitions partnered in the work throughout the pipeline, and I believe this system widens the door for that work.

Having been to C2C presentations, workshops, and Data 4 the People meetings, I have been impressed with and appreciated the intentionality behind this system. I believe that this system is a tool that we at the Center for Educational Partnerships would use to bolster our work in college access and more broadly aligns with my mission of educational equity and justice.

Regional focus: Bay Area, Central, Inland Deserts, and South Coast

Parent

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

As an administrator in UC Berkeley's Center for Educational Partnerships, I work closely with 10 college access programs who support students (and their families) from underrepresented backgrounds in middle school, high school, and community college. These programs include University of California Student Academic Preparation and Educational Partnership (SAPEP) programs, federal TRIO programs, and nationally sponsored programs. As a department, we engage in over 20 collaboratives, including the Bay Area K-16 Collaborative whose focus include student retention, seamless transitions between educational institutions, and institutional change efforts to reduce barriers to equitable degree completion and career entry.

SHARE IF YOU HAVE EXPERIENCE CONDUCTING DATA ANALYSIS OR DEALING WITH DATA ALIGNMENT ISSUES RELEATED TO C2C'S DATA POINTS.

As a Project Policy Analyst for UC Berkeley's Center for Educational Partnerships, I lead the department's data strategy and infrastructure. During the past two years I led the design and launch of a centralized data-management system that now consolidates records from 10 previously siloed college-access programs, replacing four decades of disconnected legacy systems. Before the system, programs measured a variety of indicators to different degrees and had varying definitions for the same indicators. The analysis we were able to do as a department was limited by the time constraints of aligning, cleaning, and transforming data for analysis.

To build the new ecosystem, I mapped overlapping and divergent data elements across programs, created new data relationships for external data sources (like SAPEP, CA Department of Education, IPEDS, MSI Exchange), created a shared data dictionary with clear indicator definitions, and determined scalable architecture that anchor the foundation of the system. The result is a "single source of truth" that allows for richer, real-time, contextualized college advising and underpins department-wide and program-specific dashboards that inform decision-making and allows the department to answer questions about our impact. This unified structure now supports cross-program analyses of student persistence and college matriculation and encourages cross-program collaboration. We continue to innovate within the system by creating ad-hoc tools that improve user experience and investigating integrations from other external siloed data sources such as UC Compass (to improve A-G eligibility and ensure accurate college match) and National Student Clearinghouse (to understand how our advising impacts student enrollment, persistence, and graduation).

My daily work similarly mirrors the core challenges the Cradle-to-Career Data System looks to solve and equips me to make immediate, practical contributions to the Data & Tools Advisory Board. I want to use what I have learned in building a centralized data management system to think through the usability of C2C and strategize how new data sets and tools will fit in the existing system.

Beyond this project, I have years of experience supporting organizations in efficient and effective data collection, creating annual and ad-hoc reports and dashboards, strategizing organizational decisions and directions using data, and conducting qualitative research.

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

As a Project Policy Analyst, I conduct thorough assessments of programs' data infrastructures, transforming them into systems that save time and deliver clearer outcomes. Each assessment examines a program's entire data ecosystem including workflows, file structures, reports, and pain points. Streamlining these processes has not only freed advisers to devote reclaimed hours to students; it has also nudged them to anchor their daily decisions in data. My goal is to cultivate a strong and healthy data culture in which every stakeholder uses data to sharpen practice, showcase impact, and keep our work aligned with our mission. In data literacy and data management system trainings I weave together hands-on demos, scenario-based exercises, and reflective discussion so staff can picture exactly how data will elevate their roles, whether that means doing equity assessments to determine which students are not receiving equitable support, reimagining how we approach student challenges, or telling a more impactful story to funders. Taken together, these efforts turn data from a back-office chore into a shared resource that staff routinely consult when planning services and measuring success.

My experience has taught me that another piece of building a strong data culture means centering end users and those doing service when we build data systems. Before building the Center for Educational Partnerships' new centralized data-management platform, I met with each of the ten programs to surface their must-haves, mapped those needs into user stories, and invited advisers to test early drafts with real student cases. Their feedback shaped everything from object relationships to external data integrations, and that participatory approach has smoothed adoption after launch. The result is a growing department-wide data culture where staff are asking "Why?" questions as we do the important work. Because the tools now reflect practitioners' real-world workflows, they translate instantly into stronger, more timely support for the students we serve.

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

No.

C2C Newsletter and was recommended by a current board member.

NAME: SEALS, DMITRI – LEAD FACULTY

AFFILIATION: LEEAF & CAL STATE LA

POTENTIAL VACANCY CATEGORY

Community, California State University

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

I'm passionate about education and deeply invested in developing tools and systems to foster equity through the pipeline. I have experience all the way through the pipeline - father of elementary school students, former high school teacher, current college faculty, now leading workforce initiatives - and have loved the emergence of a full-pipeline Cradle-to-Career approach. I thrive on collaboration and teamwork and have been overjoyed to see institutions and levels of the educational system develop the capacity to align and interact. Of course, there's still much left to do!

A few key experiences that will help me add value for the team:

1) Currently primarily responsible for workforce initiatives at LEEAF (LA Economic Equity Accelerator & Fellowship) and co-led design of curriculum for our college Fellows and career pipeline programs.

2) Co-founded the Student Success Inquiry Team at the College of Natural and Social Sciences at Cal State LA and a past member of the Academic Senate, where we dived deep into best practices for student success at the higher education

3) Founded and ran two youth-serving nonprofits in the Bay Area (BAUDL and SVUDL) - one of our key differentiators was caring, tracking, and holding ourselves accountable to downstream outcomes for our high schoolers after graduation.

4) Worked for a national education nonprofit called Achieve, Inc while I was a high school teacher on aligning standards to career results - I was one of the key voices they turned to in order to align policy to the experience of students and teachers on the ground.

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

NSS Student Success Inquiry Team @ Cal State LA

Civic and Social Innovation Group @ Cal State LA

Los Angeles Economic Equity Accelerator & Fellowship (LEEAF)

American Sociological Association

SHARE IF YOU HAVE EXPERIENCE CONDUCTING DATA ANALYSIS OR DEALING WITH DATA ALIGNMENT ISSUES RELEATED TO C2C'S DATA POINTS.

One of the exciting things about C2C's approach is its ambition to tackle some of the problems that are both deeply important and among my favorite personal pursuits: analysis of longitudinal data, data integration across multiple systems, facilitating research requests, and most of all bringing data within reach of people who traditionally haven't had meaningful access. Community-centered design unlocks the potential of data as a tool for students, parents, teachers, districts, and stakeholders up and down the pipeline to set and achieve goals.

As a graduate of Berkeley Sociology and a lifelong data advocate, I have conducted a ton of data analysis and research design over the years, including dozens of educational program evaluations, a quantitative dissertation with longitudinal analysis on a massive dataset, and significant career pipeline research projects for LEEAF and for the Student Success Inquiry Team at Cal State LA.

As a coordinator of nonprofit and community initiatives I have faced the issue of data alignment and become adept at running integrations across data sources of various quality levels. This has included optimizing sync strategies, automating data cleaning and recoding, and also herding cats to ensure that data from nonprofits, schools, and districts are aligned.

I'm also principally responsible for data tracking and reporting for LEEAF and in this role, I've built a series of live and made substantive contributions to the data systems used by the Economic Mobility Initiative run by the LA County Department of Economic Opportunity. This involved integrations across multiple platforms including Airtable, Salesforce, and a range of boutique platforms used by program partners.

I have managed large databases including a many-million-row database in Google Bigquery and multiple GIS-enriched datasets in partnership with the Cal State LA/ LA City Big Data Initiative. All this being said, I have not substantially worked on the backend for websites drawing from large databases, and view this as a pretty exciting growth area that I may get to explore as a member of the Board.

Data is absolutely vital to the success of any initiative including the equity initiatives we lead at LEEAF. If you don't measure for equity, you are sure not to achieve it. With this principle in mind, I'm the primary data architect for LEEAF and have designed their evaluation and program tracking tools from the ground up using a mix of spreadsheets and relational databases, training 51 staff over the past two years to incorporate data into their daily work. From a program perspective, it has been so meaningful to see the team take up these data tools to set goals, report progress, identify issues, and ultimately fix leaks in our program pipeline. The end users are the 800+ college students and small businesses who, without this system, would have faced .

We are also building a data system that currently tracks needs and strengths across over 10K small businesses across LA County, incorporating data from interviews, observations, and calls along with program interactions. We're building a network of partners using this data for research, policy, and program design. We've also used the data to drive policy change including an upcoming motion co-written with the Office of LA County Supervisor Hilda Solis.

Data advocacy is close to my heart and I've also worked in higher education and high schools to craft human-centered data tools that expand the reach of data. As a College Assessment Coordinator for the College of Natural and Social Sciences at Cal State LA, I worked with departments to develop assessment systems including many presentations and meetings helping faculty and department chairs to incorporate data tools into their reporting. Before that, I was the primary data advocate, impact tracker, and informal IT guru for the high school where I taught. I founded and led an EdTech club in undergraduate and built databases for my neighbors' small businesses as a kid - it's a lifelong passion.

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?

Elianne Rodriguez, LEEAF Director - and multiple other sources!

POTENTIAL VACANCY CATEGORY

Community, California State University and Student (graduate)

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

I'm excited to join the Data and Tools Advisory Board because I believe equitable, user-centered data systems are essential to transforming educational and workforce outcomes in California. As a first-generation college student and recent graduate of CSU Dominguez Hills, I've experienced firsthand how disconnected data and inaccessible tools can create barriers—especially for students navigating complex systems without strong institutional support. I want to help build solutions that bridge those gaps and improve access for all.

Through my work in research, student leadership, and the public sector, I've supported efforts to make information more inclusive, actionable, and accessible. I bring skills in data analysis, project management, and stakeholder communication—rooted in a deep commitment to educational equity. Serving on the Advisory Board would allow me to continue growing as a data-informed advocate while helping shape tools that impact students, families, and communities across the state.

At CSU Dominguez Hills, I represented over 13,000 students as Vice President of Academic Affairs. I worked closely with undocumented, LGBTQ+, and non-traditional student populations through roles in student government, cultural centers, and DEI-focused departments. These experiences gave me direct insight into the limitations of existing tools and the urgent need for more accessible, integrated data systems.

Regionally, I've contributed to city-level public service and nonprofit initiatives across Torrance, Carson, and Long Beach. I volunteer with the City of Torrance, leading professional development workshops at the public library, and maintain a strong relationship with the Torrance Unified School District. These experiences allow me to advocate for both students in higher education and broader community members impacted by data inequities. I bring a lens informed by direct service, policy advocacy, and cross-sector collaboration.

As a high school student, I also served as an ambassador for CaliforniaColleges.edu, helping peers understand and use college and career planning tools. More recently, I helped my brother—a community college student—retrieve and submit his transcripts using eTranscript California. These hands-on experiences have

made me familiar with the importance and real-world application of operational tools like eTranscript, which are often underused due to a lack of awareness or guidance.

Overall, I see this role as a chance to bring together my personal lived experience, technical skill set, and community-based perspective to support Cradle-to-Career's mission. I understand how important it is to make complex information clear, centralized, and actionable—especially for those who need it most. I'm eager to contribute to the design and improvement of data tools that truly reflect the needs and realities of California's diverse 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.

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)

SHARE IF YOU HAVE EXPERIENCE CONDUCTING DATA ANALYSIS OR DEALING WITH DATA ALIGNMENT ISSUES RELEATED TO C2C'S DATA POINTS.

My experience across research, student affairs, and public service has given me a well-rounded, hands-on understanding of data systems that prioritize equity, accessibility, and end-user functionality—values that align closely with Cradle-to-Career's mission.

As an Undergraduate Research Assistant in CSUDH's Industrial and Organizational Psychology Lab (E2MPOWER), I supported all phases of the research process: conducting literature reviews, collecting and analyzing primary and secondary data, and addressing key data alignment issues such as inconsistent variable formats, missing values, and mismatched timeframes. Using SPSS, I helped synthesize findings that informed equity-focused recommendations around organizational outcomes. These challenges mirror the types of issues C2C seeks to address in building integrated, multi-source dashboards and query tools.

In my senior capstone project, I independently led data acquisition and cleaning for a study on attachment style, trauma, and adult aggression. I streamlined preprocessing workflows, standardized variables, and ensured dataset integrity to generate actionable insights—ultimately supporting mental health policy recommendations. This work sharpened my ability to resolve alignment problems across demographic, behavioral, and longitudinal data, which is essential when integrating disparate sources, as C2C does.

Beyond research, my roles in student affairs and human resources gave me practical experience making data tools accessible to students. While working in the CSUDH HR Department, I helped launch the university's Wellness Hub Calendar, centralizing timelines and event data from various departments into one cohesive, user-friendly platform. This involved aligning inconsistent descriptions, timelines, and formatting—demonstrating how operational tools can either empower or alienate end users depending on design and data quality.

In the City of Torrance Library Division, I used data to guide modernization efforts, creating feedback surveys, developing performance metrics, and boosting engagement through analytics-informed storytelling. My work here illuminated how legacy systems—like printed materials or siloed databases—can limit data usability, particularly across diverse platforms and populations. Addressing this fragmentation is vital to building effective dashboards and research tools.

Additionally, I participated in the COOP Data Analytics Program, where I built foundational technical skills in SQL, Tableau, and Excel. This training expanded my fluency in querying, visualization, and cross-platform data integration—skills directly relevant to C2C's planned dashboards and research request process.

I understand the urgency of making complex, multi-agency data not just available but usable—especially for students, families, and educators navigating disjointed systems. My combined background in data alignment, user-focused design, and equity-centered programming uniquely positions me to contribute to the Advisory Board's vision of building practical, inclusive, and impactful data tools for all Californians.

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

Throughout my academic and professional work, I've prioritized making data and tools more accessible and actionable—particularly for students and community members from historically underserved backgrounds.

At CSU Dominguez Hills, I led efforts to centralize wellness and resource information by helping build the foundational infrastructure for the campus Wellness Hub Calendar. I compiled event data across multiple departments, standardized formats, and created a user-friendly system that improved student access to critical support services. By simplifying scattered information into one cohesive tool, we empowered students to engage earlier and more confidently with services related to health, financial aid, and career planning.

During my internship with the City of Torrance Library Division, I applied a similar approach on a community level. I designed and distributed feedback surveys, modernized outreach materials, and used engagement analytics to refine messaging strategies. This resulted in a 90% increase in digital participation and helped

ensure city programs were better aligned with resident needs. In both cases, I saw how thoughtful design, guided by data and user input, could directly improve how people navigate systems.

I also have personal experience supporting access to operational tools like eTranscript California. I helped my brother, a former California community college student, retrieve and submit his transcripts, an experience that reinforced how even technically "available" tools can feel out of reach without clear guidance or support. These moments have shown me that access is not just about tool availability, but about usability, trust, and cultural relevance.

Through these experiences, I've seen that when data tools are clear, centralized, and responsive to real-world needs, they increase engagement, reduce confusion, and build confidence. I bring this end-user-centered mindset to every project—and would carry it forward in supporting C2C's mission.

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: 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 DATA AND TOOLS ADVISORY BOARD.

I am passionate and eager to join the Cradle-to-Career Data and Tools Advisory Board because I believe in the power of data to drive meaningful, equitable outcomes in education and workforce development. My experience with the Cradle-to-Career Task Force deepened my understanding of the system's vision and reinforced my commitment to being part of its continued success. I truly appreciated the collaborative spirit and forward-thinking approach taken by the team, and I want to continue contributing to this important work.

In addition, I've been invited to serve on the Cradle-to-Career Workforce Data Task Force from January to April 2025. This role allows me to contribute to critical conversations about expanding the analytical data set, developing priority research questions, and identifying meaningful workforce data points. Participating in this Task Force has offered me a strong foundation to support the goals of the Data and Tools Advisory Board and ensure alignment across workforce, education, and community stakeholders.

As Vice President of the Chino Valley Chamber of Commerce, I represent over 475 businesses and more than 40,000 workers throughout the Inland Empire. In this role, I've led initiatives that connect education, workforce training, and employment—hosting job fairs, career expos, business roundtables, and developing career pathways with high schools and colleges. These efforts are rooted in extensive data collection and analysis. I've spent the past three years using data to design programs and measure outcomes, and I'm deeply invested in improving how tools and dashboards are used to tell the story of workforce and education progress.

I also previously served on the Chino Valley Unified School District's Local Control and Accountability Plan (LCAP) committee, where I supported efforts to evaluate and apply data in ways that improved outcomes for students. That experience helped reinforce the importance of aligning community feedback, measurable goals, and accessible data for decision-making and program design.

In addition, I'm a graduate of the U.S. Chamber of Commerce Talent Pipeline Management (TPM) program, which provided me with a framework for using actionable labor market data to inform classroom-to-career alignment and help employers more effectively backfill, upskill, and plan their future talent needs.

I'm particularly interested in helping identify and close data gaps in the current system. I've seen firsthand how underserved communities struggle when there's a disconnect between available data, tools, and the real needs on the ground. I want to help ensure that the C2C system is designed to be accessible, usable, and reflective of our diverse communities. My experience in developing surveys, gathering stakeholder feedback, and using real-time insights has helped create more targeted, effective solutions.

Ultimately, I see the Advisory Board as a space to advocate, collaborate, and improve the way we use data to inform policy, support users, and drive impact. I'm committed to dedicating time, sharing community input, and actively participating in the continuous improvement of the Cradle-to-Career system—so that students, families, educators, and employers have the tools 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.

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 am affiliated with several organizations that directly support the goals of Cradle-to-Career, particularly around education, workforce development, data-driven strategies, and equity:

County of San Bernardino Fair District – Appointed Board Member, supporting youth development and career exposure through countywide programming.

Inland Empire Regional Chamber Alliance (IERCA) – Partnering across chambers to promote inclusive economic development and regional workforce alignment.

U.S. Chamber of Commerce Foundation – Business Leads Fellowship Program Alum – National network advancing education and workforce outcomes through cross-sector collaboration.

U.S. Chamber of Commerce Talent Pipeline Management (TPM) Graduate – Certified in employer-led workforce strategies using demand-driven data.

Western Association of Chamber Executives (WACE) – Member and award recipient, focused on leadership, economic development, and capacity building.

San Bernardino County Workforce Development – Partner Agency – Collaborating on job placement, second chance hiring, and community workforce initiatives.

These affiliations give me insight into education-to-career systems and ensure that I bring both local and regional perspectives to C2C's mission.

SHARE IF YOU HAVE EXPERIENCE CONDUCTING DATA ANALYSIS OR DEALING WITH DATA ALIGNMENT ISSUES RELEATED TO C2C'S DATA POINTS.

I am eager to contribute to the Cradle-to-Career Data and Tools Advisory Board by leveraging my extensive experience in data analysis, visualization, and alignment within education and workforce development sectors.

As Vice President of the Chino Valley Chamber of Commerce, I have led initiatives that utilize data dashboards and visualization tools to inform stakeholders about workforce trends, skill gaps, and educational outcomes. These tools have been instrumental in developing targeted programs and policies that address the specific needs of our community.

My involvement in the Cradle-to-Career Workforce Data Task Force from January to April 2025 has provided me with a deep understanding of the C2C system's objectives and the importance of data alignment across various sectors. I have actively participated in discussions aimed at expanding the analytical data set, formulating priority research questions, and identifying critical workforce data points. This experience has equipped me with insights into the complexities of integrating data from multiple sources to create a cohesive and comprehensive system.

Furthermore, my background includes conducting data analysis to support career pathway programs for high school and college students. I have worked closely with educational institutions and employers to ensure that data collected is accurate, relevant, and aligned with the goals of both education and workforce development. This has involved addressing challenges related to data consistency, interoperability, and privacy, all of which are pertinent to the C2C's data points and tools.

I am also familiar with the research request process, having facilitated access to de-identified aggregate data for researchers and policymakers. I understand the importance of balancing data accessibility with privacy considerations and have experience navigating the necessary protocols and agreements to enable responsible data sharing.

By joining the Data and Tools Advisory Board, I aim to apply my expertise to enhance the usability, accessibility, and effectiveness of C2C's dashboards, query builders, and research tools. My goal is to ensure that these resources are not only technically robust but also user-friendly and responsive to the needs of diverse stakeholders across California.

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

As Vice President of the Chino Valley Chamber of Commerce, I have had extensive experience supporting awareness of and access to data and data tools—particularly in the areas of workforce development, education, and economic advancement. I use data not only to drive strategic decisions but to inform and empower the community.

Through my work developing job fairs, career expos, and workforce roundtables, I've used dashboards and labor market tools to help employers, educators, and job seekers better understand industry needs and workforce gaps. I've also collaborated with schools and partners to share actionable data on career pathways, employer demand, and student outcomes, making this information more accessible and meaningful for end users—especially students, parents, and small business owners.

I've seen the impact of this firsthand. When data is made accessible and presented in clear, user-friendly ways, it increases confidence and participation. For example, through targeted use of workforce analytics, we've been able to design training programs that align with local employer demand, leading to stronger placement outcomes and job retention for community members. I've also led survey efforts to gather feedback and ensure that programs reflect lived experiences, not just policy goals.

Additionally, I've worked through challenges of data alignment—where information from education systems, training programs, and employment records don't easily connect. These gaps have real consequences for end users, who may fall through the cracks if systems don't communicate. That's why I'm passionate about contributing to solutions that bring data together across systems and ensure that it reflects the diverse and evolving needs of Californians.

By improving access to high-quality, aligned, and well-visualized data, we can support better decisions and more equitable outcomes. I believe that data should not just be collected—it should be a tool for transformation. That's the kind of impact I strive for in my work, and what I hope to continue contributing to through the C2C Data and Tools Advisory Board.

Do you know of any conflicts of interest that would prohibit you from serving on this Advisory Board? If so, what are they?

N/A

How Did you hear about the position?

Linkedin

AFFILIATION: SAN FRANCISCO COUNTY OFFICE OF EDUCATION

POTENTIAL VACANCY CATEGORY

Practitioner, K-12

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

I would like to join the Data and Tools Advisory Board for the California Cradle to Career Data System because I believe deeply in the power of data to drive equity-centered change in education, particularly for at-promise youth. As an Assistant Principal at the San Francisco County Office of Education, I lead data-informed initiatives that impact student transitions, attendance, credits, and graduation across multiple alternative education sites. My experience coordinating multi-agency support teams, developing community school models through successful grant writing, and leading WASC self-studies reflects a track record of using data as a lever to improve outcomes for students often underserved by traditional systems. My background as a high school teacher, curriculum developer, and adult educator has taught me how critical it is to have tools that make data meaningful and accessible across diverse educational contexts. I bring a practitioner's insight, a commitment to cross-sector collaboration, and a deep understanding of how to design systems that respond to the lived experiences of students, families, and educators. I am especially drawn to the Board's mission to ensure that the Cradle to Career system supports equitable access to data that can inform practice, policy, and systemic transformation statewide.

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

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 currently do not have any affiliations with membership organizations, users, or affinity groups related to C2C's work.

SHARE IF YOU HAVE EXPERIENCE CONDUCTING DATA ANALYSIS OR DEALING WITH DATA ALIGNMENT ISSUES RELEATED TO C2C'S DATA POINTS.

I bring extensive experience using data to drive equity-focused decision-making across K–12 and adult education settings. As Assistant Principal for the San Francisco County Office of Education's County Satellite Schools, I lead cross-agency data analysis efforts related to student transitions, credit recovery, attendance,

and graduation. I've worked closely with Coordinated Care Teams to align data across school sites, community-based partners (the Y of San Francisco, the San Francisco Department of Children, Youth & Their Families), and district systems, often navigating challenges around data interoperability and student information systems—particularly in alternative education settings where data on non-traditional students is difficult to account for, IEPs/504s, or prior enrollment is fragmented. I've led an analysis of performance data aligned with the College and Career Indicators, disaggregated by student group and program for our programs. These experiences uniquely position me to contribute meaningfully to C2C's efforts to develop dashboards, query builders, and an accessible research request process that reflects user-centered design and helps bridge systemic data gaps that currently limit informed decision-making across education and workforce pathways.

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

Throughout my career as a school and district leader, I have supported educators, families, and students in accessing and interpreting data to inform equitable decision-making. As Assistant Principal for the County Satellite Schools in San Francisco, I design and lead professional development for teachers, student support teams, and community partners that centers on how to use student data, such as credit accumulation, attendance trends, reentry patterns, and transition, to tailor supports for youth facing instability. I've also led efforts to make data tools more accessible and transparent, such as developing our internal dashboards and visuals that break down data by site, demographic group, and student need. I facilitated structured data inquiry sessions with staff and administrators that helped surface inequities in outcomes and services, particularly for English learners and students with disabilities. These efforts have helped shift how staff approach intervention, from reactive to proactive, and have increased collaboration across departments in the district and community-based organizations. I work in a county community school and at-promise youth that includes foster youth, unhoused students, truant, expelled, and system-involved youth. Our challenges are often making decisions based on limited information, students with long histories of interrupted schooling, and time constraints. Having our internal data systems has led to actionable, aligned data across sites, which has empowered me to advocate more effectively for students and led to more timely and targeted support.

> 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.

> HOW DID YOU HEAR ABOUT THE POSITION?

I heard about this position from Diana Phuong's post to TFABay listserv.

NAME: DOBROWSKI, DAVID – DIRECTOR OF DATA, RESEARCH AND PARTNERSHIPS

AFFILIATION: MONTEREY COUNTY OFFICE OF EDUCATION

POTENTIAL VACANCY CATEGORY

Practitioner, K-12

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

I am excited about the opportunity to serve on the Data and Tools Advisory Board because I have spent over two decades advancing the use of data to improve outcomes for children and families in California. In my current role as Director of Data, Research and Partnerships for Monterey County Office of Education (MCOE) I lead initiatives that integrate and leverage statewide education data to inform decision-making and drive equity. I hope to help build C2C statewide in a way that fosters equity, data transparency and collaboration.

 My experience spans the breadth of the cradle to career landscape —from early childhood, as Director of Evaluation and Research at First 5 Monterey County, through TK-12 and postsecondary work at MCOE, to workforce development initiatives at the Santa Cruz Human Services Department (HSD), (this is the Department of Social Services in many other counties). These roles have shaped my understanding of data's power to support transparency, drive continuous improvement, and foster cross-sector collaboration.

I am especially passionate about co-developing tools and strategies with stakeholders so that data systems are not only technically sound but meaningful and usable at every level—from educators and administrators to policymakers and 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.

Regional focus: Central

Parent

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

On the Statewide Regional Assessment Network (RAN) I have represented Region 5 which includes Monterey, San Benito, Santa Clara and Santa Cruz counties for 5 years. At RAN we facilitate communication between the California Department of Education (CDE) and COEs, which represent the schools, districts, and county offices to develop a knowledge and understanding about California's assessment and accountability systems.

I am also a steering partner for Bright Futures Monterey County, the local cradle-to-career initiative aimed at aligning community efforts around shared outcomes. Bright Futures works to ensure that every child is prepared for school, succeeds in and out of school, completes a post-high school credential, and enters a promising career. As a member of the North Star committee, I help to define and track progress toward outcomes using data to inform the collective action in each of the goal areas.

I'm also a parent of a 4 year old and an 11 year old who are and will be participating in many of the systems of data that C2C is bringing together.

SHARE IF YOU HAVE EXPERIENCE CONDUCTING DATA ANALYSIS OR DEALING WITH DATA ALIGNMENT ISSUES RELEATED TO C2C'S DATA POINTS.

At MCOE, I support districts in identifying and addressing inequalities and disparate outcomes through data analysis, report generation, capacity building efforts, and strategic planning consultations. I use tools like SQL, R, and ShinyApps to work with large-scale datasets—transforming them into actionable insights for a wide range of audiences, from school staff to superintendents to county supervisors.

In doing this work, I often leverage multiple data sets including CDE public data files, local CALPADS extracts, formative assessment systems, census files including IPUMS and geographic data. In creating record linkages and mapping various schema we can provide broader insight into the work. These experiences and skills can be brought to inform C2C on considerations when approaching their data analysis, cleaning and sharing.

I brokered data sharing agreements between school districts, community colleges and community partners. My experience in synthesizing data from child protective services, adult protective services, Medi-Cal enrollment and co-leading countywide strategic planning around data transparency and integration can inform the feedback and insights I am able to offer on the Advisory Board.

I bring both technical acumen and a collaborative mindset essential to the development and evaluation of effective C2C data tools which ultimately touch children's lives and lead to their success.

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

My approach to data tool development is rooted in equity and access. In every role, I prioritize listening to those most directly affected—parents, students, social workers, and educators—ensuring that data products answer real questions in ways that are understandable and useful.

For example, in Monterey County, I co-developed interactive dashboards for district leaders and community organizations that visualize disparities in academic outcomes. These tools were built with iterative feedback from a variety of users.

Monterey County has a wide range of geographies and I regularly work with small rural single-school districts with less than a hundred students and also large urban districts. When building products for families, it is critical to consider multilingual products and users with a wide range of numeracy expertise and prior engagement. All of which has implications on any visualizations. Finding ways to customize while at the same time minimizing duplication of efforts is essential to effective communication and use of the data.

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

No

HOW DID YOU HEAR ABOUT THE POSITION?

C2C listserv

NAME: HUIE, STEPHANIE – VICE PRESIDENT

AFFILIATION: WASC SENIOR COLLEGE AND UNIVERSITY COMMISSION

POTENTIAL VACANCY CATEGORY

Practitioner, K-12

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

I am especially enthusiastic about the opportunity to serve on the C2C Data and Tools Advisory Board, as it aligns with my long-standing commitment to using data to advance and articulate the impact of higher education. As a Vice President at WSCUC, I have served over five years managing the accreditation process for institutions in the U.S. and abroad, while playing a key role in positioning the agency as a national leader in data transparency. Throughout my career, I have been a strong advocate for the value of higher education and the critical role data plays in demonstrating that value.

At WSCUC, I lead our data initiatives. When I started at WSCUC, there were no data systems or processes to easily analyze and display information. As Vice President I oversaw the design, build, and launch of an industry-first accreditor dashboard accessible to the public, the media, and internal decision makers, solidifying WSCUC as a national leader in outcome data transparency (Key Indicators Dashboard or KID https://www.wscuc.org/resources/kid/). In addition, I led and implemented the WSCUC national peer selection process and identified relevant benchmarking metrics.

Prior to my work at WSCUC, I served as Vice Chancellor for Strategic Initiatives at the University of Texas System Administration

(UTS). Under my leadership, UTS was the first higher education institution in the nation to partner with the US Census Bureau to receive salary data on graduates working throughout the country. With this data, I led the development of a first-in-its-class tool for parents and students that provided salary and debt statistics for graduates of all 14 UTS institutions by major (www.utsystem.edu/seekut).

I am eager to serve as a member of C2C Data and Tools Advisory Board to help advance efforts to better understand and demonstrate the value of higher education, support the state of California, and further C2C's goals—particularly in promoting student access and success.

Statewide

Parent

WASC Senior College and University Commission

I bring experience in the three core strategies that C2C will deploy: developing robust analytical datasets, coordinating effectively with partners, and engaging meaningfully with communities and stakeholder groups. A few examples of my experience include developing complex datasets integrating data from multiple sources and designing and building dashboards that deliver clear, actionable insights to a range of stakeholders—including students, families, media, policymakers, and the general public. I've also worked closely with federal and state agencies to establish data-sharing agreements, and I have led efforts to promote effective use of data tools by creating training materials, conducting training sessions, and developing targeted communications to support user engagement.

WSCUC's Key Indicators Dashboard (KID) provides institutions, evaluators, and the public easy access to relevant and timely metrics, in numeric and visual form. Examples of those metrics include enrollment, retention, completion, graduation rates, student debt, debt to earnings ratios, % earning more than a high school graduate, and earnings by program. KID also includes extensive student demographic information. KID draws from federal data sets, including the College Scorecard, and presents multiple years with comparisons to national, peer, and WSCUC averages.

Prior to my work at WSCUC, I led the development of a partnership between the University of Texas System (UTS) and the U.S. Census Bureau, making UTS the first higher education institution in the nation to secure access to nationwide salary data for its graduates. Leveraging this data, I spearheaded the creation of SeekUT (www.utsystem.edu/seekut), an interactive tool that provides students and families with clear, accessible information on post-graduation earnings and student debt by major across all 14 UTS institutions. I wrote a chapter as part of a compilation on student outcomes and earnings in higher education which details the UTS experience and challenges related to the SeekUT project.

Huie, Stephanie. January 2022. "Developing Student-Facing Tools Using Wage Data: The Texas Experience."
Student

Outcomes and Earnings in Higher Education Policy edited by Jason D. Delisle.
https://www.aei.org/research-products/report/student-outcomes-and-earnings-in-higher-education-policy/

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

Here are two articles: one about the launch of SeekUT
https://www.insidehighered.com/news/2018/03/27/university-texas-system-releases-new-student-outcome-database and one about the release of WSCUC's Key Indicator's Dashboard
https://www.insidehighered.com/news/2021/08/30/accrediting-agency-enables-closer-look-data-college-performance.

WSCUC's KID is available to every review team and every Commissioner to use in understanding the institution's performance, determining its strengths and areas for improvement, and making Commission decisions. Vice Presidents review KID with the team in preparation for the accreditation review. KID is integrated into peer reviewer training and new Commissioner training. We see the data used in institutional reports, in discussion across campus during visits, in commission development of commendations and recommendations for improvement. In addition, institutions within our portfolio that do not have the resources to create their own dashboard and benchmarks find KID especially useful, along with our guides and training. To aid in the use and understanding of the KID, I developed multiple guides, conducted training sessions at the Accreditation Resource Conference (ARC), incorporated KID in evaluator training sessions, and offered a series of video conversations to orient institutions to KID.

WSCUC recently conducted a survey of accredited institutions to better understand how they were using KID. Below are some direct quotes from institutions about the insights the tool provided -

Graduation, Retention, and Outcome Measures

- We used the dashboard to compare our retention rates (which were too low at the time). Seeing how we compare spurred action to develop a retention task force to identify at risk students and help them succeed and remain at our college.
- Allows us to assess student success gaps and develop advisement and student support strategies to improve outcomes and close gaps.
- Benchmarking peers across multiple data points and post-grad outcomes are helpful as they allow us to not only see our own key metrics, but we can see how our direct peers are performing and how we perform against WSCUC and national peers. We are also focusing on processes that will allow us to better collect post-grad data so understanding what is already being reported is helpful.

Post-Graduation Outcomes

- Earnings by field of study and debt to earnings data points help academic program faculty and leaders think about student learning and success beyond graduation. For example, these data help faculty understand how much debt their students are in. They compare that to their students' earnings to time to degree and this encourages faculty to seek alternative ways to maintain quality of learning while reducing instructional cost.
- This data certainly helps our academic programs with specialized accreditation (which requires them to report on post-graduation outcomes). In addition, integrating these data into our annual assessment processes and academic program review process is preparing our entire institution to prepare for our next reaffirmation report.
- Where data is available, faculty use it in our Academic Program Review process. This data has informed several discussions and decisions to improve career-readiness advising and other curricular and co-curricular improvements to help students more tightly connect their academic majors to career planning.

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

No

HOW DID YOU HEAR ABOUT THE POSITION?

Maria Toyoda - President of WSCUC

NAME: KHANNA, RITU - HEAD OF RESEARCH, PLANNING AND ASSESSMENT

AFFILIATION: SAN FRANCISCO UNIFIED SCHOOL DISTRICT

POTENTIAL VACANCY CATEGORY

Practitioner, K-12

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

I have worked at San Francisco Unified School District for the last 30 years, and for the last 25 years been the chief of Research, Planning and Accountability that is responsible for implementing a comprehensive accountability system in the San Francisco District and County. Throughout this journey, I have maintained a steadfast commitment to using data as a catalyst for educational improvement, developing sophisticated systems for "data-on-demand" that empower stakeholders at all levels to make informed decisions about educational programs and policies. SFUSD has implemented comprehensive accountability systems that oversee state and district assessments, monitor data requirements for reporting, prepare school accountability report cards, evaluate special programs and grants, and approve research proposals. My greatest influence has been in promoting professional learning around data literacy, leading networks for training educators in equity-driven data analysis across our schools and supervising the implementation of improvement science methodologies throughout the district. In these 30 years I have been fortunate in establishing and strengthening research-practice partnerships between SFUSD and leading academic institutions, particularly Stanford University. I plan to retire by the end of this year and would love to share my learnings with your group as I learn and grow among you and in that way continue to serve public education.

I am particularly drawn to the C2C system's vision of equity-driven, cradle-to-career insight and collaboration. The work you've designed aligns closely with my professional mission: to make data a tool for student success, systemic improvement, and community empowerment. I see this as the next role in my own 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: Bay Area

Parent

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

I have worked with members who are currently on the board or working in the California Department of Education. I have worked with Heather Hough who is on the board and done research practice partnerships with Linda Darling-Hammond. I have worked with two foundations. I have been with the W.T. Grant

Foundationas a reviewer for the Institutional Challenge Grant for the last 8 years worked with the Spencer Foundation studying equity impacts in grant proposals. My contributions have been recognized through multiple honors, including the Administrator of the Year Award from the Association of California School Administrators (2005-2006) and the Best Research Report Award from the Council of Great City Schools (2021).

<div style="border:1px solid black; padding:4px;">SHARE IF YOU HAVE EXPERIENCE CONDUCTING DATA ANALYSIS OR DEALING WITH DATA ALIGNMENT ISSUES RELEATED TO C2C'S DATA POINTS.</div>

My greatest strength is my passion, knowledge, commitment and hard work in our public schools and in helping the practitioners develop a research-based mindset focused on gathering and studying evidence to positively affect change for students. I am calm, purposeful, deeply committed to research, asset driven and, in a positive manner, unrelenting. I am able to probe for deeper meaning, guide educators toward new levels of implementation and new learning. And my hope is to bring all my learning from the district to the state level.

I am convinced that the more we make data a flashlight than a hammer the more we will see it being used. I see the Cradle-To-Career Data System as an opportunity to make data relevant and meaningful to all who have played a role in that journey. This data will not only help systems speak to one another, to see data patterns and trends but will give all who do this work the moral imperative to do this work. It will optimize efforts of all groups and agencies to strenghten successes while investing resources where there are opportunities to grow.

With over 30 years of experience working with school data systems, I bring a deep and practical understanding of both the technical and human sides of data use in education. My work has focused on cross-departmental data integration within school systems as well as fostering city-district data partnerships that support collaborative decision-making and shared accountability. I have extensive knowledge of California's education system, having spent decades working directly with school and district leaders to ensure that data serves students, families, and educators. As part of this work, I have helped design, develop, and communicate both internal and public-facing dashboards. One example is the SFUSD Public Data Dashboard (https://public.tableau.com/app/profile/san.francisco.unified.school.district/viz/SFUSDPublicDataDashboard2024-25/Story1), which reflects my commitment to making data accessible, readable, and relevant to a wide range of users.

For the past 25 years, I have also led community data sharing efforts—through presentations, policy briefs, and reports—designed to foster transparency and community trust. My work has consistently centered equity and clarity, ensuring that data informs not only internal planning but also community advocacy and engagement. My experience includes: leading and supporting large-scale public initiatives; driving strategic planning, stakeholder coordination, and the development of implementation metrics; facilitating data conversations with school teams and conducting evaluations of district initiatives; leading learning academies on continuous

improvement and for the last two years working with our board and superintendent on student outcome focused governance.

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

As an educational leader I have dedicated three decades to advancing data-driven decision-making in public education. Currently serving as the Chief of Research, Planning, and Assessment at the San Francisco Unified School District (SFUSD), I have established myself as a pioneering figure in educational accountability systems and research-practice partnerships.

With a Ph.D. in Education specializing in Statistics and Measurement from Southern Illinois University at Carbondale, complemented by master's degrees in Educational Psychology and Industrial Psychology, I bring exceptional quantitative expertise to the work. My academic foundation began at St. Xavier's College, India, where I earned degrees in Psychology and Sociology, providing an interdisciplinary perspective that continues to inform my approach to educational research and practice.

My 30-year tenure at SFUSD has progressed through increasingly influential positions—from Education Integration Specialist in 1995 to Manager of Program Evaluation and Research, Executive Director, Assistant Superintendent, and finally to my current executive cabinet-level position. In all my roles I have always reported to the Superintendent and been a part of the Superintendent's Cabinet. Throughout this journey, I have maintained a steadfast commitment to using data as a catalyst for educational improvement, developing sophisticated systems for "data-on-demand" that empower stakeholders at all levels to make informed decisions about educational programs and policies.

Under my leadership, SFUSD has implemented comprehensive accountability systems that oversee state and district assessments, monitor data requirements for reporting, prepare school accountability report cards, evaluate special programs and grants, and approve research proposals. With my team I have been successful in promoting professional learning around data literacy, leading networks for training educators in equity-driven data analysis across schools and supervising the implementation of improvement science methodologies throughout the district.

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

None

HOW DID YOU HEAR ABOUT THE POSITION?

Through a friend

NAME: MAGANA, ALIZE - SENIOR ASSOCIATE OF ANALYTICS

AFFILIATION: ONEGOAL

POTENTIAL VACANCY CATEGORY

Practitioner, K-12

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

I'd like to join the Data and Tools Advisory Board because C2C's mission really resonates with me, I believe in empowering people with their own data and allowing them to make informed decisions with the tools we provide. Much of my work centers on making data more accessible and actionable for educators and program staff, and I care deeply about designing systems that are rooted in the real needs and lived experiences of users.

Serving on this board feels like a meaningful way to contribute to something bigger than my day-to-day work. I'm excited by the chance to collaborate with others who are also thinking about equity, usability, and impact when it comes to statewide data tools. As a born and raised Californian I am energized by C2C's mission to reach community through our tools and help students of all backgrounds reach their postsecondary goals. I believe this statewide work has the potential to inform and inspire more robust data systems across the country, expanding the impact of accessible data to everyone in the nation.

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 currently affiliated with any relevant groups, but I'm eager to engage with C2C and contribute from an analytics perspective. The mission of C2C deeply resonates with me, and being involved would not only allow me to share my experience as an analytics practitioner it would also be an incredible asset to my own work and to the broader field. I'm excited by the opportunity to help shape data systems that are equitable, actionable, and rooted in the needs of real people.

SHARE IF YOU HAVE EXPERIENCE CONDUCTING DATA ANALYSIS OR DEALING WITH DATA ALIGNMENT ISSUES RELEATED TO C2C'S DATA POINTS.

As Senior Associate of Analytics at OneGoal, I design and maintain analytics products that help education leaders interpret data easily and make insights that lead to actionable change. I believe I can bring this

expertise to C2C's data tools and the Advisory Board. I contribute to the development of dashboards and other data solutions aligned to our adult level programs like the OneGoal Leadership Network. I also develop internal program metrics dashboards to monitor the health of student facing program models like our Essentials program. These products support school and district-level leaders and are designed to surface equity gaps across student subgroups.

I also work directly with program and implementation teams to understand user needs, conduct lightweight prototyping, and ensure that analytic tools are accessible, actionable, and aligned with program metrics. A critical part of my role is supporting data interpretation through written documentation, facilitation protocols, and training resources all of which are aimed at improving data fluency. As OneGoal continues to expand it's reach, a large part of my role is to ensure our tools are built to scale and flexible for shifting team needs.

Much of my work involves navigating data alignment challenges across various sources such as surveys, program assessments, or operational systems. I appreciate the challenge of building tools that can balance usability and analysis across these various sources. I believe these experiences uniquely position me to contribute meaningfully to C2C's efforts to build inclusive, user-centered dashboards, query tools, and data request systems that meet the real needs of students, educators, and communities.

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

In my work at OneGoal, our Postsecondary Leadership team identified a need among our Kentucky partners to capture and analyze students' perspectives on postsecondary culture. Unlike partners in other states who had access to statewide surveys like Illinois' 5Essentials survey, our Kentucky partners lacked a formative assessment of student perspectives. To address this gap, the analytics team designed an anonymous student survey to help district and school leaders understand student perceptions of postsecondary culture in their schools and elevate student voices to improve postsecondary readiness.

In the development of the survey tool, I conducted various user interviews with educators who highlighted a common challenge in their schools and districts: they had limited access to relevant and timely data. To combat this I designed an external-facing Power BI dashboard to give our partner teams direct access to their survey data, enabling them to explore and understand student feedback in an accessible and actionable way. The data dashboard was intentionally built to be both accessible to our partners and sensitive to private student data. Our dashboard maintains student anonymity with various privacy filters while still empowering partners to gain valuable insights into student experiences and identify trends. I also collaborated in developing an analysis protocol that ensures the data is interpreted thoughtfully and equitably, helping partners uncover meaningful patterns while avoiding bias.

Our partners have expressed great enthusiasm for the data dashboard, noting that seeing students' responses firsthand has helped them identify equity gaps and strategize improvements across grade levels, gender, first-generation status, and more. Many have noted that having access to this data and engaging in the data conversations with OneGoal's Postsecondary Leadership teams allows them to make informed targeted improvements and stay rooted in students' voices.

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?

Myrtha Ortiz Villar shared this opportunity with me. Their enthusiasm about the board's mission and impact encouraged me to explore this work myself.

POTENTIAL VACANCY CATEGORY

Practitioner, K-12

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

I want to serve on the Data and Tools Advisory Board to help develop data tools that bridge research and practice, ensuring that data is effectively used to inform equitable educational decisions. My background combines middle school classroom teaching, PK–12 support, district-level leadership, and academic research, giving me a comprehensive view of how data practices impact decision-making across different levels of the education system. I want to continue contributing to policy work that draws on the insights I've gained by working simultaneously as an educator and a researcher, examining systemic factors that impact student outcomes. My doctoral research examined how state math placement policy shaped student outcomes and highlighted systemic disparities in access to higher-level courses. Now, as a district leader, I look to continue expanding on the mixed-method analysis I developed through my dissertation research, integrating both quantitative data analysis and practitioner insights to inform actionable steps that address disparities in access to high-quality math instruction. Serving on the Data and Tools Advisory Board would allow me to contribute insights gained from my dissertation research and from my current work supporting schools in using data to inform curriculum, placement, and instructional practices.

Through the California Education Policy Fellowship Program, I've had the opportunity to connect with policymakers and educational leaders to examine how data systems can inform policy and drive equitable access to high-quality education. Working within a district office, I see how data practices are implemented across schools and how policy shifts impact site leaders, teachers, and students. This perspective keeps me grounded in the day-to-day realities of data use and the ongoing challenges of aligning data systems in ways that are actionable and accessible. Serving on the Data and Tools Advisory Board would expand on this work by contributing to the development of tools that not only present data but also contextualize it in ways that support strategic decisions. I aim to ensure that data tools provide educators and district leaders with relevant, actionable insights that can drive equitable outcomes for all students.

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

Statewide

In my current role, I collaborate with nonprofit organizations and community groups to support math instruction across the district, particularly for multilingual learners and historically underserved student populations. I also serve on the USC MIAA Advisory Board, where I contribute to initiatives that support math educators across the state. Additionally, my involvement in the California Education Policy Fellowship Program connects me with educational leaders and policymakers working to address systemic inequities in public education. As a member of Delta Sigma Theta Sorority, Inc., a historically Black organization committed to public service and social justice, I am part of a broader network dedicated to advocacy and community impact. My connection to the Gates Millennium Scholars program has also deepened my understanding of the barriers facing students of color and those from low-income backgrounds. The combination of these experiences has reinforced my commitment to advocating for historically underserved populations and amplifying experiences that are often overlooked in educational policy discussions

SHARE IF YOU HAVE EXPERIENCE CONDUCTING DATA ANALYSIS OR DEALING WITH DATA ALIGNMENT ISSUES RELEATED TO C2C'S DATA POINTS.

My dissertation research focused on the California Math Placement Act, a statewide policy intended to address equity in math course placement. I conducted a mixed-methods study that combined archival document analysis with quantitative data analysis to assess how policy intent aligned with actual implementation. I traced the policy's evolution from original bill language through amendments and final adoption, examining legislative intent, the role of advocacy organizations, and evidence cited in support. To assess the policy's impact, I cleaned and analyzed student-level course-taking data for graduating classes before and after the law's implementation. This included examining patterns in course access, enrollment, and evidence of misplacement across demographic groups, highlighting systemic inequities that persisted despite policy efforts. This combination of policy analysis and quantitative data work honed my ability to conduct equity-minded program evaluations, assessing whether data practices align with broader equity goals and how effectively data is being used to inform systemic improvements.

My experience in using data to inform curricular decisions, instructional practices, and student placement decisions has reinforced the importance of presenting data in ways that are accessible and directly applicable to the day-to-day work of educators. In my current role, I've continued to bridge data and practice by analyzing data to inform decisions. I work closely with site leaders to translate complex data sets into actionable next steps, using data visualizations to surface trends that inform instructional planning, professional development, and student support strategies. This work aligns with C2C's goal of creating data tools that provide timely, actionable insights for educational leaders.

My work centers on ensuring that data tools are not just informative but directly aligned with how educators and district leaders use data to make decisions that impact students. In my current role, I've led district-wide efforts to analyze placement data, refine acceleration pathways, and elevate educator and student voices through surveys and focus groups. To build internal capacity, I train teacher leaders in using data reports from our district-wide math diagnostic tests for instructional planning, which they then use to support grade-level teams. Recently, I visualized district-wide qualitative and quantitative teacher feedback in Looker Studio to determine next steps for supporting a new curriculum adoption. By disaggregating the data by school, grade level, and years of teaching experience, I helped administrators pinpoint specific areas of need and plan targeted professional development. Our efforts in math instruction have contributed to measurable growth in math achievement across all ten schools in the district during the 2023–2024 school year, and our math achievement scores continue to trend upward.

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

POTENTIAL VACANCY CATEGORY

Practitioner, K-12

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

I am both eager and interested in contributing to the C2C Data System's mission of providing actionable data and research on education, economic, and health outcomes for individuals, families, and communities across California. In my current role as Coordinator III for Accountability & Data Literacy, I specialize in enhancing Local Educational Agencies' (LEAs) capacity to make data-driven decisions by developing and delivering targeted professional development programs, working with LEA management to build capacity around business rules associated with various data pieces and platforms, and illustrating the significance between divisional departments within an organization. I have extensive experience with statewide data systems such as the California School Dashboard, CALPADS, Smarter Balanced Reporting, and DataQuest, which are integral to the C2C framework.

My work involves collaborating with district leaders to interpret and leverage data for improved student outcomes through accountability and governing documents such as: the LCAP, SARC, SPSA, and WASC recommendation, aligning closely with C2C's objectives of fostering evidence-based decision-making and analytical capacity. Additionally, I am committed to promoting equitable access to actionable information, ensuring that all educational partners, particularly underserved communities, can effectively utilize these tools.

Serving on the C2C Advisory Board would allow me to apply my expertise in data literacy and community engagement to support the development of inclusive and user-friendly data systems that empower Californians to make informed educational and career choices.

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?

- County Office of Educational Data Viz network
- DAAN (Data, Assessment, and Accountability Network for Los Angeles County)

I have extensive experience in conducting data analysis and addressing data alignment issues, particularly in the context of educational and workforce outcomes as defined by both the CA Dashboard, DataQuest, and through CALPADS. My work has involved collaborating with various educational partners (79 districts and over 350 charters) to build capacity around data sets that are downloaded, rendered, and stacked for longitudinal purposes as constructed by in my unit. Although I do not download the data I do support the construction of visualizations based upon internal LACOE need (LCAP metric tool, LACOE Longitudinal Dashboard, CAASPP trends dashboard, CCI visualization) as well as external demand. My job is to specifically digest the complexity of the numbers and generate learning opportunities to include infographics, onboarding technical support (manuals), board presentations, and Superintendent talking points. These visualizations are provided to LA LEAs through both our DAAN network meetings and CALPADS network meetings.

One notable project was the development of a linked analytical dataset that rolled up from the school level all the way to the state-level. This Dashboard has been used, modified during COVID, and is an available viz for all in LA County. This data viz has been used to support the following:

- Analyze student pathways leveraging CCI data from high school to postsecondary education to support the expansion of Dual Enrollment, CTE courses, and other career readiness options.
- Examine the most common routes students lean into when navigating high school via the disaggregation of data by student group and race and ethnicity..
- Build professional learning opportunities for site level leaders that support Master Schedule creation to maximize student access to a broad course of study.

A significant challenge in this project was imbedding additional information that adds value to student outcomes, such as, but not limited to, cut scores, participation rates, N-values, and comparisons to state level performance by student group and race and ethnicity.

My previous role was as a high school principal generating schedules that maximized access to a broad course of student for students to experience both college and career readiness programs. With limited longitudinal data it was time consuming to review transcripts, coach up counselors and administrative staff to norm our concepts of both student access and also find opportunities that might otherwise be new or unique for some of our students. I spent countless hours creating pivot tables for internal staff at the site and many nights educating parents and guardians on the impact of exposure to a broad course of study. I have 22 years experience in education; 10 years teaching English in comprehensive high school sfrom San Pedro to South LA; 6 years in administration from Riverside to Malibu and Bellflower; and 4 years in LA County as an Accountability and Data Literacy specialist--my experiences have provided me insights on students and families experiences

navigating the educational landscape from first generation to undocumented, to Harvard bound, Division 1 Athletics, and student lead enterprises. Whether I have sat with parents and community leaders reviewing pages and pages of transcripts or clicked through data visualizations my relationship between educational partners has always granted me insight into the values and desires of the family which in-turn provides me the foundational footing needed to build understanding around college or career readiness.

Do you know of any conflicts of interest that would prohibit you from serving on this Advisory Board? If so, what are they?

Not sure if my current role would object or be excited that I can support and serve.

How Did you hear about the position?

I received an emaikl from the San Diego Department of Education. I am aware of the work C2C has been doing over the years. I have nosed around the website and feel my knowledge, skills, and interest make me a good fit.

NAME: BUSSO, CAITLIN - RESEARCH ANALYST

AFFILIATION: NORCO COLLEGE

POTENTIAL VACANCY CATEGORY

Practitioner, California Community Colleges

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

I am currently a Research Analyst at Norco College and have served in this position for 13 years. My interests include data governance, data access and data literacy within the California Community Colleges and beyond. In my work, I have seen the benefits of obtaining data sharing agreements with local k-12 districts and the challenges faced without agreements. It is more efficient, equitable and student-centered to have integrated systems and avoid working in silos. I have seen the evolution of data visualizations and dashboards over the last decade, and the impact data storytelling can have on data driven decision making.

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

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

Research and Planning Group Board of Directors Regional Representative and Region 9 (Inland Empire) research group

SHARE IF YOU HAVE EXPERIENCE CONDUCTING DATA ANALYSIS OR DEALING WITH DATA ALIGNMENT ISSUES RELEATED TO C2C'S DATA POINTS.

My day-to-day work involves data analysis, reporting and visualizations. This includes addressing data validity, reliability and alignment. One specific example of a barrier in data sharing and alignment: Norco College does not currently have a data sharing agreement with our local feeder district. This means that I cannot answer the simple question "How many CNUSD graduating seniors attend Norco College in the fall?" This directly aligns with the larger scale C2C data system information and I would like to be involved and provide feedback related to the usability, accessibility, and usefulness of dashboard visualizations and data elements to be included.

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

I am the point person for all data and research at my college. My responsibilities include increasing data accessibility, usability and literacy for all college constituents. During COVID, I created workshops showcasing

publicly available data and helped participants connect the information to their work and create their own "Data Magic". The end goal is to make sure we are serving students and helping them meet their educational goals at our college and having accurate and comprehensive student data will get us to that goal.

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?

Shared by a colleague.

POTENTIAL VACANCY CATEGORY

Practitioner, California Community Colleges

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

I possess over 15 years in the institutional research, planning and effectiveness (IRPE) field, primarily in the California Community College (CCC) sector. I have attended C2C meetings in the past and know I can contribute positively and proactively my point of view to advance the mission/vision and agenda of this new and exciting data system. I'm a proud data nerd and would be excited to witness (and contribute) data democracy in action, especially in a time where data integrity has a different and changing role.

The intersectionalities of my identities and my wealth of experiences would be an asset to the Advisory Board.

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

Statewide

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

Sexual Orientation and Gender Identities (SOGI) Coalition- California Community Colleges (CCC) interdisciplinary data and research practitioner group

LGBTQ+ Advisory Committee (Summit Lead)- Statewide group that advises the CCC Chancellor's Office (CO) on how to better support LGBTQ+ communities (students, employees, i.e.) in an intentionally inclusive and collaborative way

Aspiring Radical Leaders Institute (ARLI) with A2MEND, APAHE, COLEGAS

Research and Planning Group (RP Group) - Consultant

Institutional Effectiveness Partnership Initiative (IEPI), California Community Colleges Chancellor's Office - Consultant

SHARE IF YOU HAVE EXPERIENCE CONDUCTING DATA ANALYSIS OR DEALING WITH DATA ALIGNMENT ISSUES RELEATED TO C2C'S DATA POINTS.

I have extensive experience (15+ years) in institutional research, planning and effectiveness (IRPE), specifically in the California Community College (CCC) and in rural California (San Joaquin Valley). In this work, I conduct

analysis on a variety of student equity and success topics, using a variety of tools (such as SQL). Additionally, I am familiar and used/referenced public and private (internal) data sources and dashboards, across all California-specific sectors, from DataQuest to DataMart and the new Data Vista, and national systems (including IPEDS).

I have witnessed first-hand how policy impacts the role and need for IRPE professionals, from AB 1705 (which essentially eliminated basic skills or remedial courses in English and math) to AB 928 (which established CalGETC) in the CCC. Data alignment and integrity and collaborations across sectors (public-private partnerships, C/communities relationships and 'buy-in') are of upmost importance in implementing policy (oftentimes with no to little guidance).

The research request process, including survey development requests, is how data democratization occur and this appears to be the center of the work the C2C data system strives to do. I am familiar with the research request process from someone who provides the data/research as a practitioner and as a requester (as a community member or a former school board member), including 'closing the loop' (from submitting a request to ultimate action and use of data).

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

In my current role, I present on a variety of student equity and success topics and strive to work collaboratively with requesters, from students to faculty and community members. Instilling a culture of critical and inclusive inquiry when presenting data and research is one of my goals. This includes intentional discussion questions and gentle reminders of methodology and data resources when presenting.

One of the goals of the Chancellor's Office (CO) Vision 2030 is to reduce the number of excess units California Community College (CCC). One of the momentum points in the Student Equity and Achievement (SEA) Plan is award and certificate achievement. Looking and examining outcome data that demonstrates certain disproportionally impacted (DI) groups (such as, Latinx or first-generation students) increased in the number of awards while reducing the number of excess units is exciting! And, tying that with research, grounded in sound and inclusive frameworks, is even more impactful.

> 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?

Listserv

NAME: HUYNH, BRIANNA - GRADUATE STUDENT

AFFILIATION: CAL POLY POMONA

POTENTIAL VACANCY CATEGORY

Practitioner, California State University and Student (graduate)

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

As a graduate student and math instructor at Cal Poly Pomona, I am excited about the opportunity to represent student voices and support the creation of more equitable, accessible, and actionable data tools across California's education and workforce systems. My journey from community college, to a private nonprofit university, and now to a master's program at a CSU has made me acutely aware of how difficult it is for students to navigate fragmented systems with limited access to clear and aligned information.

This lived experience is central to my work as a researcher and policy analyst. As a Higher Education Research & Data Intern at The Education Trust (EdTrust), I have contributed to projects that examine affordability, representation, and career outcomes using national datasets like IPEDS and College Scorecard.

Beyond research, I am committed to inclusive, student-centered data practices. This has taken shape through my work with the APIA Scholars Scholar Advisory Committee and the CSU Student Success Analytics Program, both of which have reinforced the importance of designing tools that reflect and respond to the communities they serve. These experiences have shown me how data can either connect or isolate and have made it clear that the Advisory Board is the right next step for me to contribute to systems-level change.

This summer, I will continue deepening my understanding of California's education policy landscape as the Policy Impact Fellow for the Campaign for College Opportunity. This role will allow me to contribute to advocacy efforts focused on transfer reform, student equity, and college affordability.

I bring a unique perspective to the board as someone who has worked at the local, state, and national levels. I have also been a student at multiple institutions across California's higher education system, giving me practical insight into how data and policy implmenetation take shape in institutions. This multi-level experience has helped me understand how policies and data practices unfold differently across contexts and why alignment, transparency, and accessibility are not just technical goals but essential ingredients for building systems students can navigate and trust.

Serving on the Data and Tools Advisory Board would allow me to bring this unique combination of lived experience, technical knowledge, and policy analysis to help shape tools that truly reflect the needs and aspirations of California's diverse learners. I am eager to contribute as both a student and a practitioner and help ensure the C2C system continues to center equity, clarity, and 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.

Statewide

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

None.

SHARE IF YOU HAVE EXPERIENCE CONDUCTING DATA ANALYSIS OR DEALING WITH DATA ALIGNMENT ISSUES RELEATED TO C2C'S DATA POINTS.

I bring extensive technical and applied data experience across the education and public sectors that directly supports the goals of the C2C Data and Tools Advisory Board.

At EdTrust, I support mixed-methods research using federal datasets to explore racial and socioeconomic equity in postsecondary education. Recently, I co-led a study on the value of land-grant institutions that incorporated both quantitative indicators, such as debt-to-earnings ratios and representation scores, and qualitative interviews with Indigenous students in the UC system. This required constructing derived variables, troubleshooting data inconsistencies, and translating insights into a Tableau dashboard accessible to users without technical backgrounds.

As a Treasury and Risk Management Intern at Sacramento's Municipal Utility District (SMUD), I led dashboard development projects in Power BI, improved data pipelines, and supported cross-departmental data reporting. This experience sharpened my ability to design tools that serve diverse internal users and reflects the kind of human-centered design that C2C aspires to.

Finally, in the CSU Student Success Analytics Program, I led a team project that developed an equity-centered framework for data reporting. Our team asked: How can we make EdTrust's data more accessible to broader audiences while encouraging deeper engagement from current users? We proposed a user-informed redesign process, incorporating stakeholder feedback loops and mentoring models to sustain accessibility practices. This experience deepened my appreciation for the design side of data work, showing me how intentional structure, language, and format can dramatically influence who feels invited into a conversation and who is left out.

In addition to my current research and teaching roles, I previously served as a Data and Systems Intern with APIA Scholars, where I cleaned and consolidated multi-year student records and prepared data for migration into Salesforce. I also used IPEDS data to compare graduation rates between AANAPISI and non-AANAPISI institutions, surfacing important insights about institutional designation and student success. This experience strengthened my ability to navigate data alignment challenges and reinforced the importance of designing systems that not only report outcomes but also inform outreach, equity, and program improvement.

Together, these experiences prepare me to contribute meaningfully to the Advisory Board's technical and strategic work.

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

Across all of my roles, I have worked to bridge the gap between data producers and data users. As someone who once relied on sparse and confusing data to make major decisions about my educational pathway, I am especially committed to ensuring that the tools we create are meaningful and empowering to the people they are designed to serve.

At APIA Scholars, I have used my position on the Scholar Advisory Committee to advocate for disaggregated AANHPI data and culturally responsive program design that reflects the needs of underserved communities. At in-person events, I saw this impact firsthand in conversations with students who felt seen in the programming, and in the diversity reflected across the incoming scholar cohort. These moments made it clear that when data is used thoughtfully, it can more meaningfully support students from communities that have often been treated as monolithic or invisible.

At EdTrust, I have helped develop research briefs and tools that center equity and usability. Our land-grant dashboard, for example, includes tooltips, filters, and visuals that demystify financial return and access metrics. During our national convening, we received feedback from 30+ practitioners that the dashboard helped them view data as a guide for institutional transformation.

Outside of the research context, I have also made data more accessible to my peers as a student. During community college, I spent countless hours using platforms like assist.org to map the classes necessary for me and my peers to transfer to our target institutions. Now, as a Graduate Teaching Associate, I spend my office hours helping students plan their college journeys, many of which include an occasional class at their local community college.

Whether helping departments streamline decisions through better tools or helping students understand California's higher education landscape, I have seen how accessible data can change the questions people ask, the stories they tell, and the actions they take. I hope to contribute to C2C's mission by ensuring that its data tools are not just informative but truly transformative for the people who rely on them.

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?

LinkedIn

NAME: REAVES, BYRON - DIRECTOR

AFFILIATION: CAREER LADDERS PROJECT

POTENTIAL VACANCY CATEGORY

Practitioner, California Community Colleges

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

Please accept my application for the Data and Tools Advisory Board because I believe in the power of equitable, actionable data to transform lives and institutions. In my role as Director at the Career Ladders Project (CLP), I've worked directly with California Community Colleges and their partners to co-design tools and practices that center equity, student success, and data-informed decision-making.

Professionally, I bring over 10 years of experience supporting student success and equity in the California Community Colleges. I previously served as a EOPS counselor and interim Dean at Santa Rosa Junior College, where I used student outcomes and retention data to design more effective, equity-driven counseling practices. I currently teach in the Human Services certificate and degree program at SRJC, maintaining a direct connection with students. This teaching role keeps me grounded in their lived experiences and reinforces the importance of centering student voices as we develop tools and systems intended to serve them. This research deepened my commitment to developing data tools that capture and reflect the lived experiences of those most impacted by systemic inequities. During my leadership at SRJC, I used data to inform award-winning practices and targeted interventions that advanced outcomes for underrepresented students.

I recently completed my doctorate in Educational Leadership at San Francisco State University, where my research focused on the lived experiences of Black California community college administrators. Using both qualitative and quantitative methods, I examined how racialized structures shape leadership, equity policy implementation, and student outcomes in the system. This research sharpened my commitment to building data tools that reflect the realities of those most impacted.

In my current role as Director at the Career Ladders Project (CLP), I co-lead statewide initiatives that help colleges design and scale culturally responsive practices in areas like equitable counseling, Guided Pathways, Dual Enrollment, and Career Education. These redesign efforts are fueled by accessible, transparent, and disaggregated data. I regularly partner with educators, researchers, and institutional leaders to co-design dashboards, student journey maps, and other tools that align data with practice and illuminate structural barriers to student success.

I am particularly drawn to C2C's mission to break down siloed systems, build user-centered tools like query builders and dashboards, and engage communities in the design process. I bring experience working across institutional and intersegmental landscapes to translate data into action, whether supporting administrators to dismantle inequities, helping student services teams use data to improve outcomes, or facilitating community input that makes data more relevant and powerful.

The opportunity to serve on the C2C Data and Tools Advisory Board feels like a natural extension of the work I've been leading. I'm excited by the chance to contribute to building inclusive, community-informed data ecosystems that improve student transitions and educational equity 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.

Statewide

Parent

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

No.

> SHARE IF YOU HAVE EXPERIENCE CONDUCTING DATA ANALYSIS OR DEALING WITH DATA ALIGNMENT ISSUES RELEATED TO C2C'S DATA POINTS.

I bring deep experience that aligns with C2C's vision for building dashboards, query builders, and equity-driven research tools. As a Director at the Career Ladders Project, I lead statewide initiatives focused on helping California Community Colleges make meaning of complex student data to drive equity-focused redesign. This includes supporting colleges in aligning siloed data systems across student services, instruction, and career education, similar to the alignment issues C2C is working to address.

In my former role as interim Dean and counselor at Santa Rosa Junior College, I led efforts to analyze student success and retention data to design equity-minded interventions. Our team frequently confronted the challenge of reconciling misaligned internal and external data sources, such as local databases, MIS, and Cal-PASS Plus. That hands-on experience with data gaps, reporting mismatches, and interpretation challenges directly connects to the goals of C2C's query tools and dashboards.

My doctoral research, focused on the experiences of Black administrators in California Community Colleges, involved both qualitative and quantitative methods, giving me additional practice with collecting, analyzing, and interpreting complex data to inform real-world implications. Across these roles, I've worked closely with institutional researchers, data strategists, and frontline educators to

My work centers on increasing data fluency and access across all levels of an institution. At Career Ladders Project, I regularly co-design and facilitate professional learning with student services teams, equity leaders, and faculty to help them interpret disaggregated data and apply those insights to improve student outcomes. This includes training practitioners on how to use dashboards and equity tools to assess equity gaps, evaluate program effectiveness, and co-create strategies that reflect the student experience.

I've seen how the design and accessibility of data tools directly shape outcomes: when frontline educators understand the data and see themselves in the process, they become more empowered to take action. For example, in one college partnership, a re-designed dashboard helped counseling teams better identify and support disproportionately impacted students within a Guided Pathways framework. That access translated into more intentional outreach, stronger support networks, and improved persistence rates for those 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?

My Executive Director

POTENTIAL VACANCY CATEGORY

Practitioner, California Community Colleges

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

I am excited to apply for the Data and Tools Advisory Board because of my strong commitment to advancing equity through actionable, transparent, and accessible data. As the Director of Institutional Research and Planning at El Camino College—part of the California Community Colleges system—I bring direct experience working within the very data infrastructure that the California Cradle-to-Career Data System is building upon.

In my role, I have worked extensively with many of the Cradle-to-Career data sets, including Student Pathways from High School to College, College Enrollment by Demographics, Degrees and Awards Earned, and Post-Graduation Earnings. I've developed institution-level reports, expanded internal dashboards, and incorporated equity metrics to highlight disproportionate impacts and drive targeted interventions. These tools have not only informed institutional planning but have helped shape equity-focused strategies across campus.

My work has also focused on making data meaningful and accessible to a broad audience. I have led data literacy trainings for staff, faculty, administrators, and our Board of Trustees, ensuring stakeholders across all levels are empowered to use data in decision-making. This aligns strongly with the Advisory Board's goal of improving access to and usability of information for diverse users.

Joining this board represents an opportunity to scale that impact statewide. I'm particularly interested in contributing to efforts that enhance dashboard design, promote equitable data access, and support clear storytelling through data. My background uniquely positions me to evaluate and improve the system's tools with a lens of both technical expertise and practical, end-user insight.

I'm eager to bring the lessons learned at the local level to a broader, collaborative space and help ensure that the Cradle-to-Career Data System fulfills its promise as a driver of equity and informed action for California's families and communities.

Regional focus: Inland Deserts

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

California Community Colleges (El Camino College)

SHARE IF YOU HAVE EXPERIENCE CONDUCTING DATA ANALYSIS OR DEALING WITH DATA ALIGNMENT ISSUES RELEATED TO C2C'S DATA POINTS.

I bring extensive experience in data analysis and data tool development that directly aligns with the mission and planned work of the Cradle-to-Career Data System. My foundation is in qualitative research, beginning with my doctoral dissertation, where I conducted ethnographic work by shadowing a school principal to understand how leadership is constructed through discursive practices. This work taught me how to surface meaning from complex human-centered data—an approach that continues to guide my work today. I've also gained experience working with quantitative data in my professional roles, particularly as it relates to institutional effectiveness and equity.

At El Camino College, I lead efforts in institutional research and planning, where I oversee data analysis, dashboard development, and data literacy initiatives. I have analyzed and presented findings from student and employee campus climate surveys to foster conversations that led to institutional action. These presentations are not simply descriptive, as they're designed to support decision-making at every level, from faculty to the Board of Trustees.

One of my core responsibilities is improving the data visualization and functionality of our college dashboards. I've led trainings that equip faculty to examine success rates and equity gaps in their own courses, and I work directly with executive leadership and the Board of Trustees to ensure the data they review is actionable, guiding policy changes and resource allocation. My role often includes helping determine what metrics should be prioritized and how best to present data to non-technical stakeholders.

I've also collaborated with K-12 partners by developing a publicly available dual enrollment dashboard and creating customized report cards for local high schools. These tools help us track student transitions and better align college outreach and support. Furthermore, I led a pilot project linking Strong Workforce outcomes data to associated grant expenditures—providing an innovative look at how student success connects to program investment. To my knowledge, this type of return-on-investment analysis has not been widely implemented across California Community Colleges.

These experiences give me a practical, hands-on understanding of how dashboards and query tools can be designed for impact. I'm excited to bring this perspective to the Advisory Board and contribute to building tools that are not only technically robust but also meaningful to the educators, students, and communities they are meant to serve.

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

At El Camino College, I've led several structured initiatives aimed at increasing awareness of and access to data tools, with a strong focus on promoting data literacy across all stakeholder groups. Two major efforts stand out for their reach and impact.

The first was a comprehensive data literacy training series built around our Course Success and Completion Dashboard. We offered seven tailored sessions to engage different campus audiences—including academic programs, marketing and communications, human resources, grants, and fiscal services. Each session was designed with a user-centric approach, demonstrating not only how to use the dashboard, but how to interpret trends, identify equity gaps, and translate data into actionable strategies relevant to their specific roles.

The second major initiative focused on academic leadership. We designed a data literacy series for academic deans that connected student outcomes to economic mobility. Topics included: How Can We Strengthen Pathways to High-Growth, High-Wage Careers?, and hands-on sessions using the Academic Program Review Dashboard (e.g., program-level fill rates) and the Course Success & Completion Dashboard (e.g., course-level success rates). We also conducted a focus group with early adopters of our data tools to gather insights that are now informing the design of a formal data literacy course tailored to the needs of campus stakeholders.

These efforts have not just improved technical fluency—they have led to measurable improvements in student outcomes. For example, course success rates for economically disadvantaged students at El Camino College rose from 64% in 2021–22 to 68% in 2023–24. Among Black/African American students, the percentage earning 9 or more Career Education units increased from 13% in 2019–20 to 16% in 2023–24. For Latino students, median annual earnings rose from $34,058 in 2019–20 to $37,156 in 2022–23.

These outcomes illustrate that when data is made accessible, contextualized, and supported with training, it empowers stakeholders to take action—ultimately contributing to a more equitable and responsive institution. I look forward to bringing this same lens to the Advisory Board, ensuring our tools don't just provide information, but support meaningful change.

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?

Via email from California Cradle-to-Career Data System <info@c2c.ca.gov>

NAME: ZUNIGA, FELIX – CAMPUS ENGAGEMENT PARTNER

AFFILIATION: CSU 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 DATA AND TOOLS ADVISORY BOARD.

As someone working across the CSU system, the most diverse and largest four-year public university system in the country. I recognize the tremendous potential of the Cradle-to-Career Data System to advance equity, transparency, and public access to actionable data. In my time at the CSU and in my role at the CSU Chancellor's Office, I support technology and data initiatives that directly affect nearly 500,000 students. I want to serve on this board to help ensure that the system's tools are built with both technical integrity and real-world utility. I see this board as an opportunity to embed equity in the foundation of California's public data infrastructure.

I am applying to both the Community Engagement and the Data and Tools Advisory Boards, as I believe my experiences intersect both audiences. However, I am fully open to serving where the need is greatest and where my strengths in cross-sector collaboration, education data systems, and user accessibility can provide the most value.

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.

I bring both hands-on and strategic experience with enterprise-level data tools. At the CSU, I support statewide deployment of digital tools including ERP, CRM, Service Management, and Eneterprise Campus Technology, AI-based knowledge systems, and academic and career pathway technologies. I've also been part of systemwide implementations that required deep alignment of data across campuses with different schemas, user needs, and IT capacities.

Additionally, I am part of the team leading the implementation of ChatGPT across all CSU campuses, a first-of-its-kind integration within higher education, which requires consideration of user interface, data governance, stakeholder management, and accessibility for nearly half a million students and 50,000 faculty and staff.

From working with systems and data for higher education institutions to leading equity-focused research for student retention and success in my doctoral studies, I understand the complexity of aligning disparate data sources while centering usability and equity. My doctoral work also focused on educational outcomes for Latino students, where I used mixed-methods research to evaluate intervention strategies.

I've spent my career making data and technology accessible to students, faculty, and administrators, not just through tools, but through training, engagement, and advocacy. In both my CSU, community college, and volunteer community work, I've led the rollout of platforms that assist with technology and student success.

I've seen how the lack of culturally responsive data, tools, and practices can perpetuate barriers for marginalized students. I've worked directly with student organizations and alumni groups to advocate for their success. My work often involves interpreting analytics through a cultural lens — translating data into action that reflects the real-life experiences of students navigating underresourced communities in spaces that may not have been designed for them. I have always served as a connector, an in-between, to technical folks and practitioners, helping them to collaborate on solutions that are win-win, but most importantly, benefit the student.

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

No, I have no known conflicts of interest.

HOW DID YOU HEAR ABOUT THE POSITION?

Helen Norris, Current C2C Advisory Board Member

NAME: RANSOM, MICHELLE - ASSISTANT DIRECTOR - ADMISSIONS ITS

AFFILIATION: UC SAN DIEGO

POTENTIAL VACANCY CATEGORY

Practitioner, University of California

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

I oversee incoming application data for our campus as well as incoming transcripts. I am also responsible for maintaining our e-transcript integrations across the many providers on the market today. Over the last 15 years I have worked to upgrade our processes to be digital with as much ease of use as possible. I find the idea of a data exchange between all levels of education within the state long overdue and would love to be involved in bringing it to fruition.

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 the chair of the eTranscriptsCA Steering Committee and recently served on the eTranscriptsCA RFP Committee

SHARE IF YOU HAVE EXPERIENCE CONDUCTING DATA ANALYSIS OR DEALING WITH DATA ALIGNMENT ISSUES RELEATED TO C2C'S DATA POINTS.

I am responsible for the import and export of undergraduate admissions data across our many data systems. I coordinate with our campus IT to get the data into our SIS. I oversee the import of the application data into our CRM. I work with the UC Office of the President for the importing of the application data as well as reporting back our application outcomes. In my role I am also tasked with querying our student data looking for trends, results and various attributes. This often involves analyzing the data looking for relevance to the request.

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

When I first started in my position over 10 years and 5 title changes ago, nearly all of our processes were paper based. In that time, I have automated and digitized over 80% of our processes and 75% of our incoming transcripts are now e-transcripts. The automation and digitizing of our processes has significantly reduced the workload of our staff as well as provided better customer service to our incoming students by reducing wait

times. I am now involved in an effort to take the digitized coursework data and use it for automations revolving around our validation and credit posting efforts.

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 am on your mailing list

NAME: DE PILLIS, EMMELINE - DEAN, COLLEGE OF BUSINESS

AFFILIATION: UNIVERSITY OF LA VERNE

POTENTIAL VACANCY CATEGORY

Practitioner, Private PostSecondary Education Institutions

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

With a deep commitment to advancing equitable access to education and workforce opportunities, I am eager to join the Data and Tools Advisory Board to help shape data-driven solutions that reflect the lived experiences of California's diverse communities. My experience as Dean at the University of La Verne and former leadership roles at the University of Hawaii at Hilo, combined with my academic background in mathematics, computer science, and business administration, have provided me with expertise in managing, analyzing, and aligning complex educational data sets relevant to the Cradle-to-Career (C2C) 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.

Regional focus: Inland Deserts and South Coast

Parent

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

Association to Advance Collegiate Schools of Business (AACSB)

Board of Directors, La Verne Chamber of Commerce

Pomona Chamber of Commerce

Inland Empire Chamber of Commerce

Irwindale Chamber of Commerce

Claremont Chamber of Commerce

Rotary International Claremont

WiBE (Women in Business Education)

SHARE IF YOU HAVE EXPERIENCE CONDUCTING DATA ANALYSIS OR DEALING WITH DATA ALIGNMENT ISSUES RELEATED TO C2C'S DATA POINTS.

I have led initiatives focused on student retention, experiential learning, and data-informed decision-making, including the implementation of advising models that halved dropout rates and research on aligning

admissions standards with graduation outcomes, directly connecting data tools to actionable improvements in student success.

I have led initiatives focused on student retention, experiential learning, and data-informed decision-making, including the implementation of advising models that halved dropout rates and research on aligning admissions standards with graduation outcomes, directly connecting data tools to actionable improvements in student success. As a faculty member and administrator with experience across multiple higher education sectors-including community colleges and underrepresented student populations-I bring perspectives from communities not yet fully represented on the Advisory Board, ensuring broader inclusion in C2C's mission. I look forward to contributing my skills in data quality, alignment, and visualization, as well as my passion for translating data into meaningful policy and practice that supports all Californians.

No.

Email

NAME: KLEIN, ERIC - ASSISTANT PROVOST, DOCTORAL RESEARCH AND STUDENT SUCCESS

AFFILIATION: AMERICAN COLLEGE OF EDUCATION

POTENTIAL VACANCY CATEGORY

Practitioner, Adult Education

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

It is with great enthusiasm that I submit my application for the Cradle-To-Career (C2C) Data and Tools Advisory Board. Throughout my career in higher education, I have been passionate about the impact of data-driven decision-making on students, faculty, staff, administrators, parents, and policymakers.

In my experience, effective data tools can provide actionable information to support timely interventions, improve teaching and learning, enhance resource allocation, empower students and families, and drive policy and systemic change.

As both a parent and a professional, I am passionate about providing and review data that leads to actionable information and continuous improvement. Moreover, I am eager to contribute in helping to identify ways to improve access to that information.

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?

No response

SHARE IF YOU HAVE EXPERIENCE CONDUCTING DATA ANALYSIS OR DEALING WITH DATA ALIGNMENT ISSUES RELEATED TO C2C'S DATA POINTS.

I am fortunate that I have significant experience with connecting data tools to lived experiences relevant to C2C's work. Beyond my work at American College of Education and the Grossmont-Cuyamaca Community College District, I've been involved in several regional and national efforts to help foster strong academic environments that value data use and a culture of collaboration. For example, I was a member of the Education and Employment Outcomes Metrics Task Group for Credential Engine, and I continue to actively

participate in the Institutional Effectiveness Partnership Resource Initiative through the California Community Colleges Chancellor's Office.

In my day-to-day work, I'm continuously looking at data such as enrollment trends, retention and graduation rates, institutional performance metrics, and benchmarking data to guide long-term planning and demonstrate organizational effectiveness. In addition, I am reviewing data to assess the viability, quality, and impact of programs and services, and I am helping to inform decisions about program expansion, revision, or discontinuation. I also use data continuously to evaluate the effectiveness of student support services.

Finally, I am highly familiar with resources such as CaliforniaColleges.edu and eTranscript California, and I am passionate about the importance of data (and dashboards) that are practical, accessible, and useful.

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

In my current role, I am an Assistant Provost overseeing student success and retention, and I use data tools on a daily basis in a variety of strategic and operational ways to support academic excellence and institutional effectiveness. In my previous role, I was the Associate Vice Chancellor of Educational Support Services for the Grossmont-Cuyamaca Community College District in San Diego County. In that role, I oversaw districtwide research, planning, and institutional effectiveness, and I was highly involved in numerous data collection and data analysis processes. I also managed and oversaw the accurate completion of all required state and federal reports for the District.

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: 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 DATA AND TOOLS ADVISORY BOARD.

I am eager to join the Data and Tools Advisory Board to help build a data system that is not only technically sound but also equitable, inclusive, and responsive to communities historically excluded from data decision-making. As a former English learner and now director of a large adult education program, I bring a rare combination of lived experience, data fluency, and policy leadership.

My doctoral research involved quantitative analysis of almost 20,000 student records from seven schools in the Inland Empire. I aligned cross-institutional datasets to examine how teacher characteristics impact learner persistence. This experience taught me how critical well-aligned, high-quality data is to policy change and learner success.

In practice, I use data to inform everything—from course design and funding strategy to teacher coaching and student outreach. I want to help ensure that the Cradle to Career data system captures meaningful indicators, enables cross-sector analysis, and is built with the end-user—students, families, and educators—in mind.

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 represent a constellation of communities essential to C2C's mission: adult learners, English learners, immigrants, and working adults navigating education and workforce transitions. As a first-generation immigrant woman of color and non-native English speaker, I understand the barriers learners face when data systems are inaccessible or disconnected from real-world experience.

I currently serve over 3,000 students annually across 16 adult education campuses in the Inland Empire and am part of a large K–12 school district that serves over 50,000 students. Through my adjunct positions, I have ties to

higher education, the workforce, and nonprofit partners. I also serve on state-level advisory groups (CASAS PET, OTAN, CALPRO, ETPL Workgroup), advocating for inclusive indicators and accessible tools.

My affiliation with these networks ensures I bring not only field-tested strategies and feedback loops but also insights from underrepresented voices that are critical for a truly cradle-to-career system.

SHARE IF YOU HAVE EXPERIENCE CONDUCTING DATA ANALYSIS OR DEALING WITH DATA ALIGNMENT ISSUES RELEATED TO C2C'S DATA POINTS.

C2C's vision—to unify education and workforce data, build practical dashboards, and enable equitable access—aligns deeply with my work and values. In my current role, I work with multiple systems (CASAS, ASAP, CalJOBS, eTranscript, and LaunchBoard) to build dashboards, run gap analyses, and guide funding and program decisions. I've collaborated across agencies to address data gaps and supported educators in using regional query tools to monitor transitions and outcomes.

My dissertation required extensive alignment across data sources and systems with different identifiers, formats, and timeframes—challenges that mirror what C2C faces in creating a coherent, longitudinal dataset. I handled missing values, merged datasets, and ran multivariate analysis with SPSS. This technical and practical experience uniquely positions me to contribute meaningfully to the design and rollout of C2C's dashboards, query builders, and research protocols.

As a field leader and end-user, I can ensure these tools are both analytically rigorous and human-centered—designed to support data action, not just data access.

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

I have led large-scale efforts to build data literacy and empower both educators and learners to use data tools for growth. My team uses CASAS, LaunchBoard, and NRS-aligned dashboards to track performance, support case management, and inform continuous

improvement.

I conduct regular professional development sessions that help educators turn raw data intoaction. I've also worked closely with state partners to advocate for dashboard designs thatare accessible, multilingual, and aligned with users' goals.

One example: after disaggregating learner data by barriers to employment, we identified anunderserved group of students and redesigned our healthcare training outreach—resulting in a 40% increase in access for that subgroup. This is what happens when data is accessible, interpretable, and connected to human stories.

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<tr><td>D<small>O YOU KNOW OF ANY CONFLICTS OF INTEREST THAT WOULD PROHIBIT YOU FROM SERVING ON THIS</small> A<small>DVISORY</small> B<small>OARD</small>? I<small>F SO,</small> <small>WHAT ARE THEY</small>?</td></tr>
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No, I am not aware of any conflicts of interest that would prohibit you from serving on this Advisory Board.

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Colleagues and CCAE, CAEAA associations.

NAME: MELENDREZ, DANIEL – DIRECTOR OF INFORMATION TECHNOLOGY

AFFILIATION: SUPERIOR COURT OF CALIFORNIA, COUNTY OF SAN BERNARDINO

POTENTIAL VACANCY CATEGORY

Practitioner, Workforce Development

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

As an experienced IT and cybersecurity leader with over two decades in public service, I am passionate about using data-driven strategies to improve equity and outcomes across communities. I am particularly drawn to the mission of the Cradle-to-Career Data System to provide actionable insights and tools that support students, families, and decision-makers throughout California.

I bring a strong background in data governance, infrastructure, and systems integration. As Director of Information Technology for one of the largest trial courts in the nation, I've led large-scale data modernization efforts and have firsthand experience addressing data silos, improving transparency, and ensuring tools are designed with end-users in mind.

Joining the Data and Tools Advisory Board would allow me to contribute meaningfully to a statewide effort that aligns with my values: promoting equity, enabling informed decisions, and building trusted systems that serve all Californians. I'm especially excited about supporting C2C's goal of making data more accessible and actionable for educators, researchers, and communities alike.

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 am affiliated with several organizations that align closely with the mission and work of Cradle-to-Career:

- MS-ISAC (Multi-State Information Sharing and Analysis Center) – I serve as a mentor in their Leadership Mentoring Program, supporting cybersecurity professionals across the public sector and contributing to workforce development in a critical infrastructure field.

- CSUSB Alumni Latino Chapter (Board Member) – I support initiatives aimed at advancing educational attainment and professional success for Latino students, many of whom are first-generation and non-traditional learners.
- CSUSB Coyote Network Mentorship Program – I mentor current students and recent graduates, helping them navigate career planning and transitions into IT and cybersecurity roles.

These affiliations reinforce my commitment to building equitable education and workforce pathways, particularly for underrepresented communities across California.

SHARE IF YOU HAVE EXPERIENCE CONDUCTING DATA ANALYSIS OR DEALING WITH DATA ALIGNMENT ISSUES RELEATED TO C2C'S DATA POINTS.

I bring over two decades of experience leading IT, data, and cybersecurity efforts in the California public sector, with a strong focus on operationalizing data to support decision-making and public transparency. As Director of Information Technology for one of the largest trial courts in the nation, I've overseen major initiatives involving the integration of siloed systems, development of dashboards, and implementation of secure, user-centric tools to support internal users and the public.

I have worked extensively on projects that require aligning complex datasets across platforms, including case management systems I also support data governance efforts and regularly collaborate with analysts to ensure data integrity, standardization, and accessibility across departments.

In addition, I mentor students and professionals pursuing careers in technology and cybersecurity, which gives me insight into how users from researchers to the public interact with data systems. This perspective, combined with my technical leadership and experience with statewide public-sector systems, will enable me to provide valuable input on usability, data integrity, and equitable access to C2C's tools.

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

In my role as Director of Information Technology, I'm currently leading a major public website redesign project for our court system, scheduled to launch this quarter. The focus of this initiative is to improve ease of use, increase accessibility, and enhance search engine optimization (SEO) so that users regardless of their technical ability or familiarity with the courts can quickly find and understand the information they need.

We've prioritized clear structure, intuitive navigation, and mobile-friendly design to reduce complexity for the public and improve the overall user experience. While plain language is part of the effort, the broader goal is to make the site more responsive to how people actually search for and consume information today.

Through user testing and stakeholder feedback, we've seen how thoughtful design can empower individuals, reduce frustration, and foster greater trust in public institutions. This experience underscores the importance of designing data tools with real-world usability in mind, something I would bring to the C2C 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, I am not aware of any conflicts of interest

HOW DID YOU HEAR ABOUT THE POSITION?

a colleague of mine on linkedin

POTENTIAL VACANCY CATEGORY

Research, Early Learning

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

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

I am applying to serve on the Data and Tools Advisory Board for California's Cradle-to-Career System. For more than a decade, I have been actively engaged in research and data analysis on topics related to education and human development—beginning with my undergraduate honors thesis at UC San Diego and leading to a Ph.D. in Education at the University of North Carolina at Chapel Hill. Today, I work as a research fellow with the Early Education Division at the California Department of Education. My two-year fellowship placement is part of Harvard's Strategic Data Project and is funded by the Bill & Melinda Gates Foundation. My experiences make me uniquely qualified and motivated to serve member of this Advisory Board. For more details, please refer to the section regarding my experience and expertise that will meaningfully contribute to the Advisory Board as well as my Curriculum Vitae linked in the relevant information section.

Importantly, I understand intricacies of integrated data systems. As a user and builder of an integrated data system, I understand the complexities associated with integrated data—particularly data that are collected by early childhood education systems. As a developmental scientist, I understand the necessity to use integrated data to generate evidence that can improve the lives of children and families, as well as the educators who serve them.

As member of the Data and Tools Advisory Board, I would be thrilled to advance the mission and vision of C2C's data system in my home state of California. I would be delighted to apply my skillset toward working with other members of the advisory board and advocating for the C2C system more broadly. I can commit to fully participating in the activities of the Advisory Board, including the member orientation, board meetings, and advocating for the C2C system more broadly.

I am grateful for the opportunity to be considered for this appointment. Thank you for your time and consideration.

Statewide

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

California Department of Education, Early Education Division, Policy Office

SHARE IF YOU HAVE EXPERIENCE CONDUCTING DATA ANALYSIS OR DEALING WITH DATA ALIGNMENT ISSUES RELEATED TO C2C'S DATA POINTS.

I have extensive experience conducting data analysis and dealing with data alignment issues related to C2C's data points. I highlight two of my key qualifications below.

First, I have conducted rigorous research to inform innovations in educational practice and policymaking. In 2020, I completed my Ph.D in Education at UNC Chapel Hill, with an emphasis in Applied Developmental Science. I focused my research on early childhood education (ECE) programs that serve children whose families experience economic hardship and structural inequality. This includes the federal Head Start preschool program as well as North Carolina's NC Pre-K program. My research has documented the positive effects of ECE on children's early learning outcomes – demonstrating the potential for ECE to reduce disparities in educational opportunity. My research has also spanned ECE and K-12 education, following children from preschool to eighth grade. This work highlights the conditions under which the benefits of ECE are more or less likely to persist throughout school.

Second, I have overseen the compilation of linked administrative datasets. As a research scientist at Duke University's Sanford School of Public Policy, I worked with a team of leading researchers to link data for more than one million children from birth to high school graduation in North Carolina across a 33-year period—spanning birth records, ECE program records, school records, and population demographic records. Today, I am working as a research fellow with the Early Education Division at the California Department of Education. I am currently working with a linked administrative dataset that combines program administrative records (CDMIS/801A/PLIS) and formative assessment records (DRDP) for several million children participating in California's Universal PreKindergarten system. My two-year fellowship placement is part of Harvard's Strategic Data Project and funded by the Bill & Melinda Gates Foundation. The position is formally housed at the Californians Dedicated to Education Foundation, which serves as a fiscal manager for CDE by managing private donations to invest directly in California's public education system.

My research has involved partnerships with education program administrators and state-level education policymakers across North Carolina, Georgia, California, and the federal Administration for Children and Families. As a doctoral student, I was fortunate to begin working in partnership with North Carolina's Division of Child Development and Early Education. I completed a year-long placement at DCDEE that was supported by the SRCD Predoctoral State Policy Fellowship in Early Learning. As a result, I was able to build strong ties with DCDEE leaders and learn about the day-to-day work of administering the statewide ECE programs. My work at the Division also motived the design of several research studies and corresponding publications focused on the NC Pre-K program (see Curriculum Vitae). I believe those experiences helped me secure funding for additional research partnerships with DCDEE. For example, I secured a contract to conduct research in partnership with senior leaders from DCDEE during the COVID-19 pandemic. We reported on the results of statewide surveys to NC Pre-K providers to document their experiences with remote learning. During the final year of my Ph.D. program, I received a competitive grant from the U.S. Administration for Children and Families, which supported my dissertation research on the Head Start preschool program.

I continue to work in partnerships with ECE leaders in California in my current role as a research fellow at CDE. I have built strong ties with CDE leaders and learned about the day-to-day work of administering California's UPK system. I believe that the work I have undertaken in partnership with education leaders has positively affected educational practice and policymaking. I know that serving as a member of the Data and Tools Advisory Board will help to further my mission of using data to generate evidence that can improve the lives of California's children and families, as well as the educators who serve them.

No

Recommendation from a colleague

POTENTIAL VACANCY CATEGORY

Research, Early Learning

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

I would like to join the Data and Tools Advisory Board to share my deep knowledge and understanding of early childhood data, including the promise and the pitfalls of current data systems in meeting the needs of our state's youngest learners, their families, teachers and school leaders. I bring a wealth of professional experience as well as personal lived experience in different parts of the state and understand the different regional, cultural, and linguistic needs of students across the state.

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

Regional focus: Bay Area and North Central

Parent

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

SHARE IF YOU HAVE EXPERIENCE CONDUCTING DATA ANALYSIS OR DEALING WITH DATA ALIGNMENT ISSUES RELEATED TO C2C'S DATA POINTS.

As an educational researcher with 25 years experience working in California, I've tried to leverage existing data in the state to reduce the burden on students, families, teachers, and administrators in evaluating the effectiveness of educational services. I've developed data sharing agreements between researchers and school districts, obtained approval to conduct research in California's public schools, and conducted data analysis to examine short- and long-term outcomes for students. I am particularly interested in supporting a database that allows for users to break down data by region, school district, or student demographics. I'm also interested in making data more accessible to researchers to be able to conduct studies across school districts in different parts of the state.

In particular, much of my research is focused on early childhood education programs and as such, I have conducted evaluations of preschool and other early childhood interventions and have experienced first-hand the siloed nature of early childhood data systems. Often, we want to know how children fare after enrolling in

state- or district-operated early childhood programs and linking their program enrollment in PreK or TK with their academic achievement and progress (e.g., attendance, IEP status) in K-12 has been a challenge.

Another challenge is the limitation of small-scale studies that often do not represent the varied experiences of different subgroups (i.e., undocumented families/children, children from different socioeconomic backgrounds, multilingual learners). Researchers and policymakers need access to data for all children experiencing California public schools' educational services and need to be able to link those data across the different systems that serve children and families in California. For example, as California expands services to children ages 3, 4, and 5 using different programming [i.e., PreK, Transitional Kindergarten (TK), and kindergarten], we need to be able to examine outcomes for different programs in different regions of the state.

I would be honored to bring my deep knowledge and understanding of data, especially data that looks at very young children, to the Advisory Group to support the development of data tools and other mechanisms for making data accessible to various user groups.

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

I have conducted research across the state of California in public school districts and Head Start programs. When these funded projects end, districts are left without the means to access and use data in their district. I've worked closely with school district administrators to understand how data can be useful to them, what outcomes or evaluation questions they are interested in answering about their district's students and services. For example, we often develop report briefs that summarize who was served by the program or intervention and what outcomes (changes in teacher practices, professional learning experiences, and students' literacy, math, or social-emotional skills) for a specific district. These brief reports or presentations take into account that district staff and educators need data that matches their experiences and an opportunity to share their own perceptions about impact and/or needs in their role.

Additionally, as a parent of a child attending Grass Valley School District elementary school, I see the need for data in my conversations with teachers and principals. There is often a lack of data in the early elementary grades (before state testing is required). If data are collected, it is often not systematically collected for all students nor is it stored in a way that is accessible to those interested in tracking student progress (either individually or at the classroom- or school-level. Additionally, very few districts collect actionable data on other outcomes, such as social-emotional or kindergarten transition adjustment but a coordinated, inclusive data system could support this gap as well.

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?

Colleagues

NAME: BARRIOS, ALEX – PRESIDENT

AFFILIATION: EDUCATIONAL RESULTS PARTNERSHIP

POTENTIAL VACANCY CATEGORY

Research, K-12

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

The C2C dashboards must measure all paths to economic success, not just the college to job pathway.

California's "Cradle to Career" Data System is founded on a narrow and increasingly outdated and inequitable vision of success. The tool will only be valuable to students, families and employers if its foundation shifts—from propping up a narrow college-only narrative to illuminating all viable pathways to economic mobility.

Despite its ambitious name, the dashboard does not follow students from cradle to career. It doesn't even start at ninth grade, where early high school experiences begin shaping students' futures. Instead, it follows the trajectories of only those who graduate from high school and go on to college. When it comes to employment and earnings—only those who earn a college degree seem to matter since they're the only ones displayed on the dashboard. In doing so, the state is defining career success through a single lens: college graduation and post-degree earnings.

We've seen this story before. For decades, policymakers have invested heavily in improving college-going and graduation rates. Yet the outcomes haven't shifted much. Longitudinal data confirms that most students, particularly those from low-income backgrounds, do not complete college. And yet, the state's new dashboard sidelines their experiences and outcomes, reinforcing a system that continues to reward only one path.

This is more than a missed opportunity. It's a decision with real-world consequences.

California has made notable moves toward skills-based hiring, particularly in state government. Governor Gavin Newsom has publicly stated that "you don't need a fancy college degree" to build a good career. Most private sector employers know this, which is why a reported 81% of them have adopted skills-based hiring. However, the C2C dashboard contradicts what employers value and what the Governor says. By only measuring the earnings of college graduates, the system implies that college is the only route worth measuring—and by extension, the only one that matters.

What gets measured gets managed. Measuring the economic outcomes of only those who earn college degrees incentivizes institutions and decision-makers to keep prioritizing that same path—even when we know it isn't the only path to success and is the one that leaves most students behind, particularly students of color and those who are socioeconomically disadvantaged.

2 / 2

What the state needs isn't another college-to-career tool—it needs a true cradle-to-career data system. A system that displays data on how all students are doing in the workforce. The data system should establish economic mobility as its north star, and measure that for all students. Only a data system that measures economic outcomes for all learners will help the state understand the various paths to economic success.

To be clear, this isn't about diminishing the value of college. It's about expanding our definition of success to include the many equally valuable and increasingly viable paths that students take. It is also about helping colleges prepare for the future of work by establishing a value proposition that goes beyond just the rhetoric that without a degree, students will run into a paper ceiling in their careers. The Tear the Paper Ceiling campaign is busting the myth that a person cannot be successful without a college degree. And, 92% of voters support making it easier for employers to hire based on the skills a person has rather than their degrees. Why then, is California creating a data system that is founded on the premise that a college degree is the only path to economic success?

The Cradle to Career infrastructure still holds promise. It has the potential to become a powerful tool for advancing equity, transparency, and smarter policy decisions. But to get there, the state must value the trajectories of all students that achieve economic mobility and seek to understand what's working, for whom, and why.

California set out to build a data system that could connect education and workforce outcomes. Now it needs to lead in delivering one that reflects the complexity of today's labor market realities and student's needs.

The next iteration of C2C should live up to its name—not just in title, but in substance. Participating agencies have already shared their data with C2C. So what's stopping them from building metrics that value every student's path, measure what really matters in the workforce, and provide the insights that prepare all Californians for the future of 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?

No

SHARE IF YOU HAVE EXPERIENCE CONDUCTING DATA ANALYSIS OR DEALING WITH DATA ALIGNMENT ISSUES RELEATED TO C2C'S DATA POINTS.

I manage Educational Results Partnership which build the state's first intersegmental student data system called Cal-PASS Plus. We have a lot of knowledge on intersegmental data, trends, and where the C2C data system needs to go if it is going to be effective and worth the investment. I am not here to "go along to get along". I am here to keep C2C accountable to what it promised to deliver and marketed itself to be--a true cradle to career data system.

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

At ERP we have provided matched intersegmental data to 600+ K12 school districts to show them what happens to their students over time. We sent this out to over 1,500 system users over a ten year period. Our cohort started at 9th grade, four years sooner than the current C2C's dashboard.

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

The only conflict of interest I can think of is if any employees of C2C or the Governor's office is afraid of being held accountable to their promises.

HOW DID YOU HEAR ABOUT THE POSITION?

I was not going to apply but was asked to by someone who is very close to the work.

NAME: HEBBELER, KATHLEEN – SENIOR PRINCIPAL EDUCATION RESEARCHER

AFFILIATION: SRI INTERNATIONAL

POTENTIAL VACANCY CATEGORY

Research, K-12

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

[I provided this information on another application that somehow was submitted before I was ready to submit. Please see that application. I apologize that I was unable to retrieve it.]

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

Statewide

Parent

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

American Evaluation Association, American Education Research Association

SHARE IF YOU HAVE EXPERIENCE CONDUCTING DATA ANALYSIS OR DEALING WITH DATA ALIGNMENT ISSUES RELEATED TO C2C'S DATA POINTS.

I have conducted multiple longitudinal studies over the course of my career. These studies covered the span of following infants into kindergarten through following secondary students into the work force. Four were national studies with very large sample size and required merging data, and ultimately the creation of public use data sets. I understand the challenges of collecting, analyzing and sharing longitudinal data. I bring a deep understanding of the questions that can be asked when following students over time as well as the interpretation pitfalls that can arise when one does not understand the context for the data. I also understand the importance of developing procedures to protect the data especially when there are subgroups with small cell sizes while at the same time maximizing the information that researchers and others have available to them. I would be honored to bring my deep knowledge and understanding of data, especially data that looks at student outcome over time, to the Advisory Group to support the development of data tools and other mechanisms for making data accessible to various user groups.

In addition to conducting research, I also spent much of my career working with non-researchers to build their capacity to analyze and use data. I worked with community groups in Northern California for 10 years to help them improve children's health and wellbeing. I led a team that helped community members use data to identify their most significant children's issues and to examine change over time. From that work, we learned that it was relatively easy to build capacity to ask good questions, read data tables and interpret them. It was very difficult to build capacity to analyze data because of the technical skills required. The implications for C2C for me are that clearly presented data analysis options must be made available for data to be useable by the general public. I also directed a national technical assistance center charged with helping state early intervention and early childhood special education staff collect, analyze, report, and use high quality data. My team and I supported state staff in participating in cross agency integrated data system efforts in their state, in developing data systems for their program data, and in designing effective ways, including dashboards, to communicate that data with families and other stakeholders. I would bring to the Advisory Board a deep commitment to making data available to everyone and the experience to support California in achieving that goal.

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 a colleague.

NAME: ROBERSHAW, KATHERINE - SENIOR DIRECTOR OF EVALUATION AND RESEARCH

AFFILIATION: THE PRICHARD COMMITTEE FOR ACADEMIC EXCELLENCE

POTENTIAL VACANCY CATEGORY

Research Organization, K-12

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

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

I am eager to contribute to the Data and Tools Advisory Board because of my deep commitment to building equitable, data-informed systems that improve outcomes for children and families. I believe my combined experience—grounded in research, systems thinking, data analysis and hands-on implementation—can offer valuable insight to the development of effective, user-centered data tools that empower families, educators, and decision-makers across California.

Apart from my expertise and insights, I'm also interested in learning about the California's Cradle-to-Career Data System helps inform students and families with education and workforce data to enhance decision making and remove students' non-academic barriers. I'm also interested in learning about how this work addresses challenges associated with building this inclusive data system, e.g., data privacy issues, cross-agency data agreements, etc.

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?

Kentucky Community Schools Initiative - Data Systems Workgroup (Facilitator)

IEL Coalition of Community Schools - Research Practice Network (Member)

Promise Neighborhood Data Guidance Document Advisory Committee (Member)

SHARE IF YOU HAVE EXPERIENCE CONDUCTING DATA ANALYSIS OR DEALING WITH DATA ALIGNMENT ISSUES RELEATED TO C2C'S DATA POINTS.

In my current role as a grant evaluator and liaison for both Promise Neighborhood and Full-Service Community Schools (FSCS) federal grants, I lead the development of data collection tools that support continuous improvement and help design case management systems that integrate data from multiple sources to inform

program decisions. Furthermore, I'm supporting efforts of building a statewide community asset mapping tool in Kentucky.

My academic background complements my fieldwork. I hold a Ph.D. in Educational Policy Studies and Evaluation, with a specialization in research methodologies and survey measurement. This training enables me to bridge rigorous evaluation practices with practical, community-based application—especially in settings like community schools where context matters deeply.

Additionally, I currently facilitate a statewide workgroup in Kentucky focused on aligning and cohering data systems to support community school implementation. Through this effort, I regularly collaborate with state-level stakeholders, including the Department of Education, Family Resource and Youth Services Centers (FRYSC), and the Kentucky Center for Statistics (KYSTATS). These relationships have strengthened my ability to connect stakeholders across sectors and could be leveraged to inform and enrich the Advisory Board's work.

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

In the current data systems workgroup that I am facilitating, I am helping Family Resource and Youth Services Centers (FRYSC) in Kentucky resolving two data / data tool issues - (1) ensuring department of education communicates to FRYSC any data changes in Infinite Campus related to FRYSC, and (2) collaborating with FRYSC and department of education to ensure school-level FRYSC coordinators have access to KDE data tools for tracking program performances and program impact on student outcomes. Through facilitating the data systems workgroup, I provide space to enhance communication between state agencies, particularly providing state agencies with research services provided by KYSTATs, and how we can leverage their data system and expertise to answer research questions we have about community schools.

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

Not that I am aware of. However, I am not a California resident, which can understandably be a hurdle.

> HOW DID YOU HEAR ABOUT THE POSITION?

I heard about CA's C2C data systems through other news of data organizations that I follow, like Data Quality Campaign. I also learned about this from Charles McGrew, who also serves on my data systems workgroup.

NAME: WARNER, MIYA - SENIOR PRINCIPAL RESEARCHER

AFFILIATION: SRI International

POTENTIAL VACANCY CATEGORY

Research, K-12

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

As an education researcher, who has more than 10 years of experience conducting mixed-methods evaluations in California, I am passionate about improving the state's data system. Data can be a powerful driver of improvement but only if it is accessible, high-quality, and covers the full range of student outcomes. I specialize in studying high school career development opportunities such as Career Technical Education (CTE) and integrated career pathway programs. To understand whether these types of programs are effective, it is important to link students' high school data with both postsecondary and employment data. To date, this has been either difficult (in the case of postsecondary) or nearly impossible (in the case of employment data). I am excited by the potential of the C2C data system to help fill gaps in our current understanding of which career development programs work, for whom, and under what conditions. I also believe that by making these data more accessible to students (and their supporters), we can empower them to make more informed choices about their next steps after high school, which will lead to greater chances of success.

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?

N/A

SHARE IF YOU HAVE EXPERIENCE CONDUCTING DATA ANALYSIS OR DEALING WITH DATA ALIGNMENT ISSUES RELEATED TO C2C'S DATA POINTS.

I have extensive experience studying career technical education (CTE) and Linked Learning pathways in California high schools. I am currently co-PI of a research study, funded by the Institute of Education Sciences, investigating the range of high school career development opportunities in Los Angeles Unified School District (LAUSD). The study is examining how CTE and Linked Learning pathways are implemented in LAUSD high schools, who has access to and participates in them, what students' experiences are, and how participation is associated with students' secondary and postsecondary outcomes. I also served as the co-principal

investigator of the Evaluation of the California Linked Learning District Initiative, a multiyear study of a systemic effort in nine districts to transform high schools through industry-themed programs of study that integrate rigorous academics with a demanding technical curriculum, work-based learning, and student supports. I also co-led a related study, the Evaluation of Oakland Health Pathways Project.

Through this work, I have overseen the analysis of student-level administrative data from multiple California K-12 school districts and linked these data to data from the California Community Colleges Management Information System (COMIS) and the National Student Clearinghouse. Linking these data required establishing time-consuming data sharing agreements for each K-12 and community college district. I have long wished for a more streamlined research application process that still maintains the necessary student privacy protections and would love to help the C2C data system develop one.

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

I led a project where we administered customized staff and student surveys and developed school-level data dashboards to report survey findings. School leaders from this initiative shared that they used these data dashboards to inform their decision-making.

On another project, I developed a postsecondary planning rubric that can be used to support educators as they work to improve their postsecondary advising systems. The rubric was designed as a formative assessment tool that can be used to diagnose areas of relative strength or weakness in a school's postsecondary planning supports. The rubric assesses (a) the extent to which a student has made an informed choice about their postsecondary career goal and the pathway they will take to get there and (b) the extent to which they have taken the necessary action steps to prepare for their chosen pathway. I have seen school staff use this rubric to inform improvements to the postsecondary planning supports they provide to 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?**

Colleague referral.

POTENTIAL VACANCY CATEGORY

Research, California State University

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

I am excited to express my interest in joining the Data and Tools Advisory Board. My motivation stems from a deep commitment to ensuring that data systems reflect the full diversity of student experiences—particularly those that have historically been underrepresented or rendered invisible in institutional decision-making.

As a scholar and practitioner, I bring a unique interdisciplinary lens shaped by over two decades of experience in education policy, research, and practice. My expertise spans several key areas aligned with the Board's mission:

- Student Parents in Higher Education: I lead the #StudentParentJoy campaign and have partnered with state and national organizations to advance data collection and policy change for parenting students. My work includes informing the CSU Pregnant and Parenting Student Initiative and serving on the advisory board of the California Alliance for Student Parent Success. I also led Cal Poly-SLO's involvement in the Data-to-Action Campaign for Parenting Students, supporting campus capacity to collect and use parenting status data ethically and equitably. I am especially interested in expanding our data infrastructure to match student parents in higher education with their school-aged children to track multi-generational outcomes for Californians. With over 400,000 student parents enrolled in California's colleges and universities, uncovering their data stories—and those of their children—will offer powerful insights for decision-makers and policy leaders seeking to advance equity across education and social systems.
- Teacher Education Pathways: As co-PI on multiple federally funded grants, including BRILLANTE (for bilingual educators) and TIER (a teacher residency program), I have developed inclusive pathways for prospective teachers from underserved communities, especially in bilingual and special education. I also serve as a California State University–appointed member of the California Science Project (CSP), a statewide initiative that supports both pre-service and in-service educators through high-quality, equity-focused professional learning in science education. This role has further solidified my commitment to building sustainable teacher development ecosystems that are responsive to the needs of diverse learners and communities.
- English Learners and Linguistic Equity: I am a proud ELLLI (English Learner Leadership & Legacy Initiative) advocate, a program led by Californians Together—a statewide coalition working to strengthen educational policy and practice for California's 1.1 million English learners in Pre-K12 settings. My scholarship focuses on translanguaging and science instruction for emergent bilinguals as well as scale

and sustainability efforts in STEM Education Innovations. At the state level, I have served as a member of the California Commission on Teacher Credentialing's Bilingual Authorization Work Group and contributed to the revision of the State Literacy Plan as part of the California Department of Education's State Literacy Team. These experiences have deepened my commitment to ensuring that data systems recognize and uplift the assets of linguistically diverse students.

- Basic Needs and Equitable Student Success in higher education: My work is also grounded in basic needs advocacy—particularly as it relates to parenting students and transfer students. I serve on Cal Poly's Basic Needs Task Force and Students With Dependents Advisory Board, where we've piloted innovative approaches to data collection, campus support, and cross-sector collaboration. I have partnered with local community colleges to strengthen transfer pathways for student parents and improve institutional alignment in meeting students' holistic needs. I believe that integrating basic needs data—such as housing, food security, caregiving responsibilities, and transportation—into our broader data infrastructure is essential to designing educational systems where all students can thrive.

I believe my combination of research expertise, practical experience with data tools, and systems-level engagement across multiple educational sectors would bring valuable perspective to the Advisory Board. I am especially committed to advancing tools and methodologies that not only inform policy but also center the lived experiences and multi-generational aspirations of California's student 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?

Yes, I am affiliated with several organizations and advisory groups that align closely with the goals and values of the Cradle to Career (C2C) Data System. I currently serve as a member of the Data for the People Coalition, which is actively engaged in supporting California's Cradle to Career system and ensuring that data is used to advance equitable outcomes for students and families.

In addition, I am an advisory board member for the California Alliance for Student Parent Success, a coalition focused on improving institutional practices and state-level data systems to better support parenting students—an often invisible population within traditional data frameworks. I also serve on the Basic Needs Task Force and Students with Dependents Advisory Board at Cal Poly-SLO, where we are developing cross-sector strategies to improve data collection and service delivery, particularly for low-income, parenting, and transfer students.

My broader affiliations—including with Californians Together through the English Learner Leadership & Legacy Initiative (ELLLI), and my CSU appointment to the California Science Project—also contribute to work that aligns with C2C's mission to build a linked, longitudinal data system that supports whole-child, whole-family, and whole-community approaches to education and economic mobility.

As a teacher educator in the Cal State, I'm familiar with the data our School of Education provides to various state-level entities to track teacher workforce outcomes for the state.

SHARE IF YOU HAVE EXPERIENCE CONDUCTING DATA ANALYSIS OR DEALING WITH DATA ALIGNMENT ISSUES RELEATED TO C2C's DATA POINTS.

I bring deep, field-based experience that directly aligns with the goals and technical functions of the Cradle-to-Career Data System, particularly around dashboards, query tools, and researcher-facing data processes.

My work has focused on surfacing the educational journeys and structural barriers faced by students often missing from traditional datasets—especially student parents, transfer students, English Learners, and low-income teacher candidates. I currently lead Cal Poly's participation in the Data-to-Action Campaign for Parenting Students, which involves capacity building for campus data infrastructure, ethical considerations for collecting parenting status, and alignment with state legislation (e.g., AB 2881 and AB 2458). Through this, I've worked directly with data teams on data standardization across campuses, integration across departments, and identifying gaps in longitudinal tracking.

I have also contributed to multisector collaborations across K-12, community colleges, and the CSU system—key to C2C's cross-institutional alignment—particularly around transfer pathways and teacher preparation. For example, I co-lead BRILLANTE and TIER, two federally funded programs that integrate data collection across credentialing, recruitment, and licensure pipelines, with attention to linguistically and racially diverse educator pathways.

Additionally, I serve on advisory groups that intersect directly with C2C's mission, including:

- California Science Project (appointed CSU representative), where we use state-level teacher data to inform professional learning ecosystems
- Cal Poly's Basic Needs Task Force and Students with Dependents Advisory Board, both of which use localized data dashboards to inform equity-centered decision-making
- CSU Pregnant and Parenting Students Initiative, a systemwide committee dedicated to supporting the development of a comprehensive data infrastructure for pregnant and parenting students across the CSU system. This includes identifying key metrics to better understand the needs, experiences, and outcomes of student parents. The committee leverages data insights to inform evidence-based decision-making, improve program effectiveness, and support policy advocacy efforts aimed at more equitable support for this often-overlooked population.

As a trained social science researcher, I've collaborated with interdisciplinary teams to analyze large-scale datasets to inform both practice and policy. I am especially interested in how C2C can evolve to link student parents with their school-aged children to track multigenerational outcomes—a currently missing but crucial alignment issue in California's data landscape.

Finally, I see my role as a boundary spanner—connecting policy, practice, and research communities to ensure that these data tools are not only technically sound, but accessible and actionable for the public and for decision-makers. The real power of C2C lies in its ability to tell data-informed stories that move people, shift resources, and guide more equitable futures. I am committed to ensuring that we use data for good—to elevate marginalized voices and drive systemic change.

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

As Principal Investigator for Cal Poly's participation in the Data-to-Action Campaign for Parenting Students, I have been deeply engaged in building campus capacity to ethically collect, analyze, and use data to better serve student parents. This work goes far beyond compliance—it's about creating systems of belonging and visibility for students who have long been rendered invisible in institutional data structures.

One of my primary responsibilities has been to support awareness of new data tools and metrics among institutional stakeholders, including Institutional Research teams, basic needs staff, faculty, administrators, and the public. I've facilitated trainings, led data walks, and our team has developed dashboards and infographics that disaggregate parenting status by race, gender, age, and academic pathway. These tools have begun to shift campus practices, from targeted outreach during enrollment to more inclusive basic needs services. Our work has influenced policy and practice recommendations at the campus and system levels, including informing the CSU Pregnant and Parenting Students Initiative.

The impact has been tangible. Parenting students who once felt erased by campus systems are now part of decision-making tables. Staff and allies can now use data to challenge assumptions, advocate for resources, and redesign programs. Most powerfully, parenting students themselves are using these data tools—to advocate for child care, financial aid, and recognition—not just for themselves, but for future generations. That is what it means to use data for social justice.

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?

emailed newsletter

NAME: TAMASHIRO, DUSTIN - ASSOCIATE DIRECTOR OF INSTITUTIONAL RESEARCH

AFFILIATION: CALIFORNIA STATE UNIVERSITY NORTHRIDGE

POTENTIAL VACANCY CATEGORY

Research, California State University

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

The Cradle-to-Career system represents a long-overdue investment in data infrastructure that can finally connect educational access, student outcomes, and labor market returns in a way that is useful across institutions and sectors. Throughout my career in both the California Community Colleges and the CSU system, I've developed and led data projects that aim to answer these kinds of long-range, cross-system questions. Whether designing equity dashboards or aligning course-level data for state reporting, I've been focused on building tools that surface actionable patterns and give practitioners the context they need to respond effectively.

At Pasadena City College, I designed dashboards and reports using CCCApply, state-reported MIS data submitted into the CCC COMIS system, and transfer data to track student progress through pathways programs and measure degree and transfer outcomes. I also helped interpret wage data for returning students and nontraditional learners, contextualizing program-level metrics in terms of their impact on mobility. At CSUN, I oversee CSU ERS and APDB reporting, co-lead dashboard development in Tableau, and support campuswide planning efforts related to enrollment, equity, and course access. Much of my work is grounded in the idea that institutional structures, beyond student aspirations or effort, shape educational outcomes. I've studied how course availability, scheduling, and enrollment patterns directly influence student momentum, particularly in their first year, and how institutional decisions about which courses to offer when can accelerate or restrict credit accumulation, regardless of a student's intent. This perspective reinforces my belief that C2C should not just report outcomes but help diagnose the system-level choices that enable or constrain them. I want to ensure C2C's tools give institutions the ability to ask deeper, more critical questions about how their design affects student success over 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.

Regional focus: South Coast

Yes. I served a two-year term on the RP Group Board of Directors, where I helped shape professional development and strategic planning efforts focused on research and planning in California's community colleges. I've participated in the AIR LEADs equity leadership program and regularly contribute to CSU institutional research workgroups that focus on state reporting, dashboard development, and student equity analysis. I've also worked with the CCC Data Warehouse Advisory Group as a administrator of a local campus data warehouse while employed at Pasadena City College as a Senior Research and Planning Analyst. I am presently the Associate Director for Institutional Research at California State University Northridge, whose data is included in the C2C system.

In addition, I've contributed to statewide and regional research collaborations with the RP Group, the Center for Urban Education at USC, and UCLA researchers on projects related to transfer, math placement, and equity in institutional reporting. These affiliations reflect both my technical fluency and my commitment to designing data tools that reflect the lived experiences of students and practitioners alike.

SHARE IF YOU HAVE EXPERIENCE CONDUCTING DATA ANALYSIS OR DEALING WITH DATA ALIGNMENT ISSUES RELEATED TO C2C'S DATA POINTS.

I've developed and administered dashboards, data pipelines, and reporting processes that closely mirror C2C's planned tools. At Pasadena City College, I built Evisions Argos and Tableau dashboards and Oracle SQL tables, views, functions, etc. to track students in Guided Pathways, First Year Pathways, and College Promise programs. These tools integrated student application, course, and outcome data to provide longitudinal insight into patterns of attrition and completion. I also supported faculty and administrators in interpreting wage data and post-transfer success indicators tied to specific credentials and instructional programs.

At CSUN, I lead our state reporting processes and co-develop dashboards in Tableau that are used for everything from class scheduling to academic planning. I regularly work with CSUN Academic Affairs and Enrollment Services to ensure that the same underlying datasets are being used consistently across compliance reporting, operational decisions, and equity analysis. My dissertation research focused on the structural influences on early momentum, particularly how course enrollment patterns shape long-term student outcomes. That work directly informs how I think about reporting systems, and why I believe a longitudinal, multi-agency approach like C2C is essential to both planning and accountability.

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

At Pasadena City College, I co-led a multi-year project using CCCApply's expanded ancestry data to explore racial and ethnic identity beyond IPEDS categories. We used cluster analysis to identify major groups that had been previously invisible in reporting, and built a Tableau dashboard that allowed faculty and administrators to explore outcomes by these groups across metrics like persistence, GPA, and financial aid status. This dashboard

was used in professional development sessions, program review, and conversations with the Board of Trustees. It helped shift how the college understood its own student body. Additionally, I designed Pasadena City College's GIS Student Map, which shows where students reside, but moreover nudges the administration to consider additional financial and logistical challenges students might face when attempting to commute to class. Behind the scenes, this data has been used to message students at the start of the COVID19 pandemic on where their nearest PCC-sponsored wifi hotspot was located and the location of their nearest food pantry is, if they need it. I've also led the development of other internal-only dashboards that shows course demand beyond waitlists, giving deans direct access to lists of students who attempted to enroll in a course but would never have been tracked or supported otherwise due to the course's seats and waitlists being completely full at the time they attempted to enroll.

I also led research into transfer student outcomes using transcript data and the National Student Clearinghouse. One key finding was that earning an associate degree prior to transfer greatly improved bachelor's completion rates, especially for English learners. These results influenced how the college advised students and shaped conversations about degree audits, reverse transfer, and general education sequencing. At CSUN, I've participated in various steering committees dealing with admissions and scheduling, providing and interpreting data that directly feeds into institutional decision making with respect to enrollment projections for new students and shifting the standard course start time university-wide to better accommodate students' external commitments, such as work or family.

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 for a while on social media, and have been paying more attention recently after you released your first dashboard.

NAME: AHN, JUNE - PROFESSOR AND SENIOR ASSOCIATE DEAN

AFFILIATION: UNIVERSITY OF CALIFORNIA, IRVINE

POTENTIAL VACANCY CATEGORY

Research, University of California

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

I am a Professor in the UCI School of Education. My background is in data analytics, technology and community-based design. I have been involved in partnerships with the Anaheim Union High School District for the last three years, designing platforms that provide actionable analytics to districts and teachers, with the use of generative AI. This work has been funded by the Chan Zuckerberg Initiative, and we have been thought leaders in thinking about new data and analytics platforms for K-12 districts. I would be honored to contribute to conversations here in CA.

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?

Not that I know of.

SHARE IF YOU HAVE EXPERIENCE CONDUCTING DATA ANALYSIS OR DEALING WITH DATA ALIGNMENT ISSUES RELEATED TO C2C'S DATA POINTS.

My research expertise focuses on designing dashboards and studying how educators undertake sensemaking with data. I am also an experienced scholar in research-practice partnerships, so bring deep expertise in aligning data, the design process, and district priorities to create actionable information from data platforms.

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

As mentioned earlier, I bring direct research expertise in designing data dashboards for education, designing the use of AI to generate actionable education analytics, and studying how to design data platforms that lead to action by educators. My prior experience includes a 5-year NSF-funded project in the states of Washington, CA and Tennessee, and my current work in partnership with the Anaheim Union High School District. I work

directly with instructional coaches and teachers in using data dashboards and platforms, and studying the improvement/pedagogical change process.

no

A colleague let me know about this initiative

NAME: CANDIEAS, TRAVIS - PH.D. CANDIDATE

AFFILIATION: UNIVERSITY OF CALIFORNIA, SANTA BARBARA

POTENTIAL VACANCY CATEGORY

Research, University of California and Student (graduate)

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

My name is Travis, and I am a Ph.D. candidate in Education with an emphasis in Quantitative Methods in the Social Sciences at the University of California, Santa Barbara Gevirtz School of Education. My interest in educational research began early, shaped by my experiences as a first-generation college student from Northern California who was raised on a dairy farm. Growing up, I saw a wide range of educational and career paths within my family. My sister, who has Down syndrome, followed one path, while my brother chose to join the U.S. Marines after high school. My own path has been very different from my siblings and many of my peers. However, my awareness of diversity in experiences across the educational system helps me understand the complex and varied factors that influence educational experiences. These personal experiences continue to inform my research interests in how to better prepare and inform students from diverse backgrounds about higher education and career pathways. Moreover, the alignment between the goals of the Data and Tools Advisory Committee Position and my professional experience excite me about the opportunity to serve in this capacity.

I am especially excited about the opportunity to serve on the Data and Tools Advisory Board because its mission aligns closely with my professional experience and goals. I bring prior experience in higher education administration, along with current research and evaluation work that centers on using data to drive equitable program improvement. In my current role as a researcher and evaluator, I collaborate with university and K–12 partners to develop and analyze measures related to college preparation, financial aid awareness, and career readiness. This work has helped me build a deep understanding of how education programs operate, how data informs service delivery, and how cross-sector collaboration can lead to stronger student outcomes.

I am particularly committed to the idea that data tools and systems must be designed to promote access and equity. Serving on the Advisory Board would allow me to contribute to the development of a statewide data system that helps inform decisions, improve services, and ensure that all students are supported across the educational pipeline. This role also aligns with my professional growth goals, including expanding my engagement with the early childhood and K–12 sectors to supplement my current work on access to higher education and career pathways in mostly secondary and postsecondary sectors. I look forward to the opportunity to contribute meaningfully to the committee and to support the continued development of the

California Cradle to Career Data System. I believe my personal background, research experience, and commitment to using data to support equity and student success would bring a valuable and grounded perspective to the Advisory Board. Thank you for considering my application.

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 and South Coast

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

NA

SHARE IF YOU HAVE EXPERIENCE CONDUCTING DATA ANALYSIS OR DEALING WITH DATA ALIGNMENT ISSUES RELEATED TO C2C'S DATA POINTS.

The description of the planned data tools excites me because the mission directly aligns closely with my ongoing research and professional experience. My current projects include the evaluation of a multisite college access program operating across Santa Barbara and Ventura Counties. This work is part of a long-standing partnership with the University of California, Santa Barbara's Early Academic Outreach Program and a network of middle and high schools. This project aims to strengthen alignment between K–12 and higher education systems by developing meaningful indicators of college preparation, financial aid awareness, and career readiness, which directly reflects the mission of the California Cradle to Career (C2C) initiative.

As a researcher and evaluator, I collect and analyze with both student- and school-level data to inform program improvement. I conduct advanced statistical analyses, including structural equation modeling, mixture modeling, and machine learning techniques. I also develop user-centered dashboards and visualizations to make data accessible and actionable for practitioners. Over the past several years, I have led longitudinal analyses of student survey data to assess long-term outcomes and identify patterns in student preparation. These efforts have deepened my understanding of how aligned data systems, accessible tools, and thoughtful measure development can support continuous improvement at both the school and systems levels.

Additionally, I have led a team of undergraduate researchers in developing an interactive dashboard application using R Shiny. This tool automates cleaning and linking student survey data with administrative records such as grades, credits completed, and standardized test scores. Survey data include behavioral and attitudinal indicators, such as student attitudes toward learning and perceptions of information quality. The dashboard is designed to be accessible and user-friendly for faculty, program directors, policymakers, and other education stakeholders. Its goal is to support informed decision-making and enhance the effectiveness of college access programs. Moreover, this experience is directly relevant to the Advisory Committee because I

can provide first-hand experience to stakeholders about effective data-management practices for longitudinal analysis and evaluation.

In parallel, I am also conducting a national study using the Education Longitudinal Study of 2002, administered by the National Center for Education Statistics. This research investigates how student values, parental involvement, college preparation, and academic attitudes during high school and throughout college predict later entry into STEM careers. My work with national longitudinal data systems further equips me to contribute meaningfully to C2C's efforts to build a usable, coherent, and equity-focused data system.

Altogether, I bring hands-on experience with data alignment challenges, deep familiarity with longitudinal educational indicators, and a commitment to ensuring that data tools are usable for both practitioners and researchers. I would be honored to support the development of the C2C dashboards, query tools, and research access processes to ensure they are both technically robust and grounded in the real-world needs of educators and communities.

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

As part of my work evaluating a multisite college access program, I have consistently prioritized engaging practitioners and stakeholders in both the development and use of data tools. This begins with designing survey instruments that align with program goals as well as broader institutional, regional, and state priorities. These priorities include college eligibility, financial aid awareness, and the quality of information students receive about higher education and career pathways. Collaborating with stakeholders during survey development ensures that the measures are meaningful and fosters a stronger connection to the data being collected.

To build awareness and promote effective use of data, I facilitate interactive activities with stakeholders. These include small group discussions guided by focused questions, data interpretation exercises, and walkthroughs of printed data visualizations. These sessions help practitioners engage directly with findings, reflect on patterns in reported student experiences, and identify ways to improve or innovate program services. One key goal of these activities is to shift the role of data from being a compliance requirement to becoming a tool for reflection, learning, and action. Practitioners often share that these experiences help them replace assumptions with insights grounded in actual data.

In addition to local evaluation work, I will serve as a Summer Scholar at the UC Davis Wheelhouse Center for Community College Leadership. In this role, I will present findings from my research using student survey data to community college leaders across California. These discussions will inform improvements in methods for evaluating student progress toward higher education and career goals. I also have multiple manuscripts focused on college access programs and higher education policy under review in peer-review journals. My

involvement with the broader academic community demonstrates my commitment to supporting broader awareness of and access to data and data tools. I believe this engagement ensures that the perspectives of applied researchers and evaluators are represented in the development of tools like dashboards, query systems, and the research request process.

Through these efforts, I have seen firsthand how access to timely, relevant, and well-visualized data can change how programs operate. Practitioners become more confident in using data to guide their work, and programs become more responsive to student needs. These experiences have deepened my commitment to supporting data tools that are practical, inclusive, and grounded in the experiences of end users. I believe this perspective would be a valuable contribution to the work of the Data and Tools Advisory Board.

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

NA

> **HOW DID YOU HEAR ABOUT THE POSITION?**

LinkedIn and email

NAME: SUSSMAN, JOSHUA - RESEARCH SPECIALIST II

AFFILIATION: BERKELEY SCHOOL OF EDUCATION, UNIVERSITY OF CALIFORNIA, BERKELEY

POTENTIAL VACANCY CATEGORY

Research, University of California

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

I am an educational researcher and former school psychologist deeply committed to using data to improve outcomes for children. I have extensive experience in education data systems – including guiding the DRDP (Desired Results Developmental Profile) 2025 redesign and leading an AI-driven preschool assessment pilot – and I want to serve on the Cradle-to-Career Data & Tools Advisory Board to help translate data into action. In my prior application, I emphasized three pillars that still guide me: zeroing in on specific problems, turning insights into concrete actions, and designing tools around the needs of families and educators. These principles continue to guide me, ensuring that any data tools I help to build will begin with clear questions and the needs of real users in mind.

At the same time, I have a clear-eyed view of what our data can—and cannot—do. The C2C system's Early Education dashboard sets ambitious goals, but some are beyond our current grasp. For example, one stated goal is to "clarify the value and impact of subsidized early education programs on later academic success." That wording implies a causal link between preschool participation and third-grade outcomes. In reality, making causal inferences from existing observational data is extremely challenging. If we promise families a clear "value and impact" story, we may struggle to deliver it. Rather than overpromising, the Board could reframe these questions around that what the data can reveal.

Given the chance, I would focus on drawing meaningful insights from what we already have and turning them into supports that Californians can use immediately. For instance, we could build AI-powered data dashboards that help educators and families interpret developmental assessment data in context. In our recent AI+DRDP pilot, we trained models on preschool assessment scores to produce clear, individualized reports for teachers and care providers – highlighting each child's strengths, emerging skills, and areas needing support. Users can use AI for clarification or translation. These sorts of innovations promise to give ALL families and teachers immediate guidance on how to support each child's learning. By designing user-centered analytics like this, we ensure that data directly informs classroom practice and family decision-making.

In short, I want to join the board to bring a pragmatic, perspective that democratizes access to data. I am excited by the vision of a cradle-to-career data system that truly empowers all Californians. My experience has

taught me that data helps students when it leads to concrete actions, and I advocate for goals that are both feasibly and high impact. If given the chance, I will help steer the system toward realistic wins: leveraging current data and tools to support teachers and families, while keeping the larger equity goals in sight. I would be honored to apply my expertise on this Board and help ensure the C2C Data System drives real improvements for all of California's children.

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 Educational Research Association, National Council on Measurement in Education

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SHARE IF YOU HAVE EXPERIENCE CONDUCTING DATA ANALYSIS OR DEALING WITH DATA ALIGNMENT ISSUES RELEATED TO C2C'S DATA POINTS.

I have extensive experience designing, analyzing, and aligning large-scale education datasets to support both research and practical tools—experience directly relevant to the dashboards, query builders, and research request processes described in C2C's vision.

Currently, I serve as the lead psychometrician and technical expert for two major state-level efforts: the DRDP2025 redesign in California and an OSEP Indicator 7 data modernization project in New Hampshire. In both projects, I have worked closely with education agencies to develop data pipelines that are technically sound, equity-driven, and grounded in user needs. This includes defining data elements, ensuring crosswalks between assessments and policy frameworks, establishing data integrity protocols, and producing user-facing data tools.

In California, I have conducted analyses linking preschool assessment (DRDP) data with QRIS, income, and English Learner variables, addressing the kind of alignment challenges C2C will face as it builds integrated dashboards. My work has required reconciling inconsistencies across systems, managing missingness, and applying psychometric models that preserve meaning and comparability over time. I also led the creation of a reporting dashboard for OSEP Indicator 7 that uses frontend filters to render custom visualizations of early childhood outcomes by subgroup, region, and time period—mirroring the goals of the C2C dashboards and query builder.

Perhaps most aligned with C2C's vision is my current pilot using generative AI to interpret DRDP scores. I built an efficient, web-based tool that reads student-level assessment data and generates individualized interpretation

and instructional guidance for educators and families. This kind of system shows what is possible when we build user-facing tools that sit on top of carefully aligned data.

Finally, as a former school psychologist, I bring a strong sensitivity to the real-world consequences of how data are interpreted. I know that when dashboards and query tools are built without user input or misrepresent correlations as causation, the consequences are not theoretical—they impact real children and families. That's why I will bring both technical expertise and grounded judgment to this Board.

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

Throughout my career, I've worked at the intersection of data and human decision-making—especially in helping educators and families understand and act on data in ways that improve children's lives.

As a school psychologist, I worked with families who were told that their child did not qualify for special education services, despite clear needs. I learned that "having data" wasn't enough—what mattered was whether the data made a compelling, comprehensible case. I developed an aptitude for assembling tailored testing batteries and translating complex results into actionable plans. These efforts frequently impacted eligibility outcomes and helped students access supports they otherwise would have been denied. It was a lesson in data as advocacy—how data-informed understandings can open doors for kids.

That principle continues to guide my work as a researcher. In my recent AI+DRDP pilot, I developed a web-based tool that uses AI to interpret early childhood assessment scores for teachers, care providers, and families. Instead of handing families information that is complicated or abstract—often uninterpretable—the tool promises to generate accessible, individualized explanations and concrete suggestions for support. This shifts the role of assessment data from checking an accountability tickbox to meaningful guidance

More broadly, I have helped design dashboards and reports for state education agencies, centering end users—who need tools that don't just visualize data but tell stories, suggest actions, and spark conversations. I've presented on this at length, written interpretive guidance, and supported local teams in using reports.

In short, I've seen both tragedies of unhelpful data systems and the power of clear, responsive tools. That's why I'm committed to building systems where every interestholder—not just researchers—can meaningfully engage with data and ultimately use it to improve their lives.

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 from C2C

POTENTIAL VACANCY CATEGORY

Research, University of California and Student (graduate)

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

I would like to join the Data and Tools Advisory Board as I am a researcher that is passionate about data access and its ability to help inform policymakers. I am a PhD student in Education at the University of California, Irvine with fields of interests in economics of education, K-12 policy, and the social safety net.

In my professional experience as an Economic Studies Intern with The Brookings Institution's Hamilton Project, I co-authored "Has COVID Disrupted the Postsecondary Pipeline?" This piece examines the labor market decisions of youth during the COVID-19 pandemic, which illustrated diminished enrollment in postsecondary education. This work, using the IPUMS Current Population Survey, reinforced my interest in higher education policy and how economic downturns affect individuals and their decision-making in pursuing schooling. Policy-oriented pieces often rely upon publicly available data which drives my interest in data systems and making them accessible to the public.

I have a deep appreciation for data infrastructure and how it contributes to evidence-based policy making. I am drawn to C2C's mission of data connections that benefit students and families across California. My work analyzing postsecondary access for historically underserved groups—including incarcerated students and low-income Pell recipients—has shown me firsthand the role of accessible and equitable data tools.

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 and South Coast

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

I currently work with multiple data sources as a researcher. I am conducting research using California Policy Lab data from the California Student Aid Commission for a project analyzing the impact of Pell Grants. I am also working on a study of prison education in collaboration with UC Irvine's LIFTED program, which uses institutional data to evaluate the educational experiences of incarcerated students. Additionally, I am part of a research

team with Professors Di Xu and Richard Arum assessing the impact of the Zero Textbook Cost program using data from the California Community Colleges Chancellor's Office.

I have experience with data collection, data cleaning, and conducting quantitative analysis using large-scale public and administrative datasets such as the CPS and ACS from my time at the Brookings Institution and the Federal Reserve Bank of San Francisco. I often used multiple data sources to study education, labor market, and unemployment trends. Currently, in my academic research, I utilize many different data sets such as CCCCO's data, MUST survey data, and the California Student Aid Commission data to study various topics. At UC Irvine, I began research on how Pell Grants impact graduation rates across different types of schools. I plan to continue this work during the Ph.D. program, using data from the California Policy Lab's California Student Aid Commission. This project will assess how Pell Grant aid affects entry and graduation rates, explore differences in time-to-degree completion across school types for full-time Pell Grant recipients, and investigate any diminishing returns to Pell Grant aid. These experiences have strengthened my ability to reason about data accessibility, retrieval, visualization, and the potential limitations researchers may face when using a data system. I hope these insights would be useful to C2C's development of a data querying tool.

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

I was able to learn about many public data sources when I worked at the Federal Reserve Bank of San Francisco because I was in charge of updating the Director's Data Dashboard that was viewed during the FOMC period. I have experienced when new data tools have been implemented and when SF Fed' Tech Pulse indicator was retired. I'm quite cognizant of thinking about the longevity of data tools and who may be the audience using them.

While working as a legislative intern for the House Ways and Means Committee at the Massachusetts State House, I was a fellow for the Asian American Women's Political Initiative. There was a bill that proposed to collect disaggregated data for the state's top five largest Asian American ethnic groups. As a researcher, I recognized the bill's importance and its power to alleviate misconceptions about the model minority myth. Access to finer data allows us to understand and ultimately justify allocating state spending for things such as linguistic services for civic engagement or additional healthcare screenings for communities that are more prone to certain health concerns. I strongly believe that data tools should be accessible and I hope to support C2C's mission in creating a data system that not only provides accessible information but also makes that information actionable to serve both communities and families.

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

No

How Did you Hear about the position?

From UC Irvine faculty Dr. Lena Shi.

NAME: BALDASARE, ANGELA - DEPUTY CHIEF OF STAFF AND VICE PRESIDENT FOR STRATEGIC INSTITUTIONAL RESEARCH AND PLANNING

AFFILIATION: NATIONAL UNIVERSITY

POTENTIAL VACANCY CATEGORY

Research, Private Postsecondary Education Institutions

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

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

C2C is a tremendous and exciting public service bringing the CA educational pipeline data together, and it is directly aligned with my personal and professional values. Throughout my career I have been a data champion and enabler; I am a translator, storyteller, researcher, an advocate for data accessibility, an analytics leader, and a strategist of healthy data cultures. As the VP for Institutional Research at National University (NU), I serve our university community through the fulfillment of data requests, creation of reports and dashboards, institutional research on student success, and facilitation of data user groups and support to a community of analysts. I am also a partner in building a research infrastructure and expanding research opportunities for our unique population of working, nontraditional, and military students through our Cause Research Institute. I am invested in the success of C2C both as a resource for students and families making educational decisions, and as an invaluable tool for researchers, policy makers, and community partners working together to make CA stronger and more equitable. As a representative of the independent and nontraditional educational sector (previously employed by a traditional flagship R1 university) I am an advocate for representing the diversity of educational institutions in our systems, showing the important contributions made across all types, models, and sizes. NU plays an often overlooked but important role in the CA educational pipeline as the #1 provider of teaching credentials in the state; however most higher education datasets do not tell that story, in part due to the federal focus on reporting the undergraduate first-time, full-time cohort. We can do better! I am also very interested in helping to build a linked analytical dataset that can be used by researchers, including students and faculty members, to conduct studies and become agents of change in their own communities. Having seen, firsthand, the transformative power of accessible data insights, it is my personal mission to impact systems at scale to enable access for people of all kinds to representative, reliable, and valid data. I see C2C's Data and Tools Advisory Board as the perfect opportunity for service to the people of California that makes the most of my experience, talents, and passion.

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

AICCU

The C2C one-pager is very well aligned with my experience and abilities. Dating back to my training and faculty role as a sociologist, I have conducted and supported research throughout my career. From 2004 to 2010, I worked on contracts with AZ Governor Napolitano's office, evaluating program efficacy and training leaders of community-based organizations to become "everyday scientists," using a wide range of data to support grant applications and engage in advocacy. At the University of Arizona, I led our institutional student success data strategy and delivered dashboards to leaders, advisors, and faculty members to inform their work with students. I also translated insights into practice with leadership, identifying opportunities to streamline the student experience and eliminate barriers to success via process and technology. During that time, I also worked closely with the AZ Board of Regents on statewide data. There, I was responsible for our annual statewide report on the college-going eligibility of high school graduates, an analysis which identified missing required curricular offerings in some schools and districts that restricted college access to entire populations of students. I was also responsible for our analyses of earnings of state university graduates, which we analyzed against cost of attendance and student borrowing rates to understand return on investment. In my edtech experience, I scaled strategic analytics work across hundreds of institutions of all types and sizes, taking customer feedback for improvements to models and dashboards, and helping college and university leaders work strategically with the data. In that role I also worked on a large NY state system project measuring the effect of High Impact Practices (HIP) on student persistence, graduation, and post-graduation earnings across multiple institutions. Today, in my service at National University, I am leading our analytics team through the challenge of systems transitions associated with our merger. We are merging legacy historical data with new systems data, reconciling data definitions, integrating that with HR and financials, implementing comprehensive data governance, building reporting/dashboard tools for dissemination, and working hand-in-hand with data architects and engineers as they build a new enterprise data warehouse. I led our work on key metrics definition and operationalization for our new strategic plan, and I work closely with our operational and academic leadership to understand their priorities and develop the data tools and insights they require. Finally, knowing that simply making data available isn't enough to elicit action or change, I prioritize the relationships, culture work, messaging, and training that our stakeholders need to embrace, trust, and use data. Trainings, communities of practice, toolkits, and advanced support for analysts in other offices are essential to a healthy data culture. In sum, I have experience in each area of the C2C's planned work to solve for siloed data, barriers faced by students, and equitable access to data and I would love to be a partner in this important effort.

This is what makes it all worthwhile! I've had the privilege of witnessing the transformative power of good, accessible data in many different settings. In working with community-based organizations in AZ, I helped our Governor's Office pull together a unified outcomes reporting system for federal pass-through substance abuse prevention grants which gave program officers the ability, for the first time ever, to compare the relative impact and performance of their many grantees. It also then helped them identify and scale the most effective interventions. That system and data not only saved time and resources, but it improved people's lives with more money ultimately funding work that reduced injury, health problems, and fatalities across the state. At the University of Arizona, the data we provided to academic advisors to inform their daily work helped them clearly see the impact they could have as individuals in "saving" students and increased their energy and investment in our collective work. The analytics we deployed and shared with UA leadership led to cross-functional collaboration on policy changes and interventions that helped us continue to improve retention rates even in the face of cuts to state financial aid — something we did not think was possible to achieve. In my edtech work, at Civitas Learning, I saw leaders' astonishment as we "turned the lights on" via administrative dashboards that surfaced their biggest opportunities to improve student success. Using those data tools to leverage proven student support outreach strategies, many of those schools made double-digit gains in retention rates within 2-3 years. Today, at National University, we have democratized data by launching our NU Data Compass, a one-stop shop for the most frequently used dashboards and reports, and I support analysts across the University in being fluent in those tools to support their leaders. I have also worked closely with our president and his cabinet to build key metrics into monthly and quarterly operating reviews where we work together to understand shifts in our performance, and collectively problem solve. We've built a culture where we have transparency in data and have ensured that it's safe to identify opportunities and partner to make improvements. Good data is essential and valuable, but meeting the moment with the right data, presented in a way that tells a compelling story and moves people toward positive change is priceless and that is why I do this work.

No

AICCU email on opportunities to apply for Community Engagement and Data and Tools Advisory Boards

POTENTIAL VACANCY CATEGORY

Research, Other

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

I would be honored to serve on the Data Advisory Board for the California Cradle to Career Data System because I bring a unique combination of personal and professional experiences that align with the system's mission of using data to improve outcomes for students and families across the state. As a parent of two children in California public schools, I have a personal stake in ensuring that education systems are equitable, transparent, and responsive to the needs of all students. My perspective as both a parent and a data professional gives me a grounded understanding of the practical value that accessible, high-quality data can offer families, educators, and policymakers alike.

Professionally, I have spent my career working at the federal level to improve access to and use of education and workforce data. As a federal contractor, I have served as the Project Director for NCES's DataLab and NSF's NCSES's Restricted Data Access System (RDAS), two systems that focus on providing user-friendly, secure access to complex datasets. These roles have deepened my commitment to open data, the Evidence Act, and developing innovative tools that make data more usable for a wide range of stakeholders.

I was also consulted early in the planning process for a query builder tool expert for the Cradle to Career system and am enthusiastic about the potential this system has to set a national standard for data transparency and usability.

I am particularly passionate about improving how data is disseminated to non-technical users, including families, community organizations, and local decision-makers. My work has consistently focused on ensuring that open access does not simply mean availability, but also clarity, relevance, and usefulness. I believe high-quality data infrastructure can be a powerful driver of educational equity when paired with strong engagement and intuitive design.

While I acknowledge I do not have extensive experience at the district, LEA, or state level, I believe my federal perspective can complement and round out the board's expertise. I bring an understanding of national data

standards, data privacy, and interoperability issues that are increasingly relevant as California's system grows and connects with broader efforts across the country.

It would be an honor to contribute to this groundbreaking work. I am excited about the opportunity to help shape a system that empowers families, supports educators, and informs better decision-making for the future of California's children.

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 organizations, but I have presented at SXSW, AERA, NASFAA, AIR about data access and data tool usage.

SHARE IF YOU HAVE EXPERIENCE CONDUCTING DATA ANALYSIS OR DEALING WITH DATA ALIGNMENT ISSUES RELEATED TO C2C'S DATA POINTS.

With over two decades of experience working at the intersection of federal education data and public access, I bring extensive expertise in data integration, dissemination, and usability that directly aligns with the California Cradle-to-Career (C2C) Data System's goals. As a Program Director at RTI International, I lead a $10M+ portfolio focused on data management and dissemination for agencies such as the National Center for Education Statistics (NCES) and the National Science Foundation (NSF). I've directed the development of online data tools—such as NCES's DataLab and NCSES's RDAS—that support public dashboards, advanced query builders, and secure research access. These tools have enabled broad access to more than 100 federal datasets, facilitating complex data analysis while prioritizing privacy and usability.

I have deep, hands-on experience addressing the types of data alignment issues C2C grapples with—ensuring consistency in variable definitions across datasets, supporting longitudinal tracking, and integrating diverse data sources such as education, labor, and geographic indicators. I also bring applied experience in human-centered design. My teams develop user stories through stakeholder engagement, iteratively test solutions with diverse user groups, and translate feedback into improvements that directly impact system adoption and utility. To support sustainable data use, I've built and led communities of practice that promote knowledge sharing and training among data users ranging from policymakers to academic researchers.

I also bring experience in innovative data disclosure techniques that are innovative, unique, and financially efficient.

While my background is rooted in the federal landscape, I believe it complements other board members' state and local expertise. I understand the critical importance of making data meaningful and accessible to families, practitioners, and policymakers—and I am deeply committed to ensuring C2C's tools fulfill that mission.

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

Throughout my career, I have been committed to increasing awareness of and equitable access to data and data tools, particularly within the education space. One key aspect of this work has been managing the Help Desk for the National Center for Education Statistics (NCES), where I oversaw day-to-day operations that directly support thousands of data users annually. This Help Desk serves as a vital touchpoint for researchers, educators, journalists, policymakers, and students seeking to understand and apply education data. We field a wide range of inquiries—from basic navigation of NCES tools to complex questions about statistical methodologies and data interpretation. These interactions have given me deep insight into the challenges users face and the types of supports that are most effective in helping them use data responsibly and confidently.

Additionally, I lead the development and management of DataLab, NCES's online data analysis platform. DataLab was designed to bridge the gap between raw datasets and actionable insights, particularly for users who may not have formal training in statistics or data science. As part of this work, we conduct frequent usability testing and solicit feedback from a wide range of stakeholders to ensure the tools are accessible, intuitive, and aligned with real-world needs. We've seen firsthand how access to user-friendly data tools can empower users—from educators using trends to inform instruction, to local policymakers identifying opportunity gaps in their communities.

Importantly, these tools don't just support data access—they shape how users and policy-makers understand and engage with the lived experiences behind the numbers. For example, we've seen how users of DataLab have used postsecondary and K–12 datasets to highlight disparities in college access or to support grant applications for underserved communities. By creating spaces for meaningful engagement, training, and feedback, we ensure that data tools like these are not just technically sound, but impactful from an evidence and non-partisan standpoint.

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

No

I have been following CA Cradle to Career for more than 5 years, so regular newsletters and LinkedIn postings are how I keep myself informed.

NAME: ROSS, JOSEPH - TECHNICAL CONSULTANT

AFFILIATION: SACRAMENTO ENTREPRENEURSHIP ACADEMY (ALUM)

POTENTIAL VACANCY CATEGORY

Research, Other

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

My professional experience would be highly insightful to the Data and Tools Advisory Board based on my deep understanding of current technologies, systems integration, and best practices in data management. My work in consulting and working with master data management tools would bring valuable expertise in evaluating and recommending analysis perspectives that align with organizational goals, ensuring scalability, efficiency, and security. I'm also excited to collaborate with the other board members in taking those strategic goals and complex data sets and turning them back into action-oriented plans that align with the mission of Cradle to Career. My experience across various platforms and public departments also provides a broader perspective, allowing the committee to anticipate challenges, avoid common pitfalls, and adopt solutions that enhance data accessibility, governance, and performance. I truly believe in the mission and vision of the organization by helping people across many backgrounds have a foundation when moving through their education journey and guiding them when they start transitioning into the workforce.

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.

SHARE IF YOU HAVE EXPERIENCE CONDUCTING DATA ANALYSIS OR DEALING WITH DATA ALIGNMENT ISSUES RELEATED TO C2C'S DATA POINTS.

I have extensive experience working with master data management (MDM) tools, ensuring consistent, accurate, and centralized data across enterprise systems to support operational efficiency and data integrity. My work has involved implementing and optimizing MDM solutions to align with governance policies and business rules, often serving as the foundation for reliable reporting and analytics. Additionally, I have collaboratively designed and maintained dashboards that translate complex datasets into actionable visual insights. My role has also been analyzing and tuning algorithms—whether for data matching, prioritization, or predictive modeling—to ensure their outputs are aligned with organizational parameters. This includes

collaborating with organizational staff and their leadership to weigh criteria appropriately, balancing performance, fairness, and relevance to meet both strategic and operational goals.

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

My experience when working with organizations with either Master Data Management and/or databases with dashboards built on top of them has primarily been with the users within the organizations. I've personally seen teams reacts when data is processed and how quick and intuitive it is to see where additional attention is needed and sources of potential issues. The outputs also showed that data quality corrections would be needed. Those value corrections would provide other members within the organization to conduct their work more efficiently and with better targeting to the end users outside the organization. By working with the teams that improved the data quality, I heard feedback through them that was from their customers on how to better fine tune the system. At the same time, the data insights that they received encouraged them to began working collaboratively on data governance with the goal of how the organization, as a whole, can better serve their constituents seamlessly.

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

Not that I'm aware of. I don't provide consulting to the Cradle to Career Data System and have never proposed to.

HOW DID YOU HEAR ABOUT THE POSITION?

Friend

AFFILIATION:

POTENTIAL VACANCY CATEGORY

Research, Other

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

SHARE IF YOU HAVE EXPERIENCE CONDUCTING DATA ANALYSIS OR DEALING WITH DATA ALIGNMENT ISSUES RELEATED TO C2C'S DATA POINTS.

No response

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

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