AGENDA

1. Welcome
   Deane Leavenworth, Leavenworth Endeavors, Council Co-Chair

2. Introduction of Topic
   David Rattray, Executive Vice President, L.A. Area Chamber of Commerce

3. Introduction of Speakers
   Deane Leavenworth, Leavenworth Endeavors

4. Remarks – Ben Chida, Senior Policy Advisor, Cradle to Career, Office of Governor Gavin Newsom

5. Remarks – Dr. Valerie Lundy-Wagner, Senior Research Analyst, California Competes

6. Remarks – Kim Pattillo Brownson, Vice President of Policy & Strategy, F5LA

7. Q&A – Facilitated by David Rattray

8. Informational Items – Facilitated by David Rattray
   - CA Competes, Executive Summary
   - CA Competes, Policy Platform
   - LA Chamber, 2019 Legislative and Budget Recap
   - LA Chamber, 2020 Excellence in Work-Life Harmony Award
   - LA Chamber, Improving Outcomes and Equity: Transforming How CA Uses Data
   - REAL Coalition, California State Longitudinal Data System recommendation letter
Ben Chida
Senior Policy Advisor, Cradle to Career,
Office of California Governor Gavin Newsom

Ben Chida is Senior Policy Advisor, Cradle to Career in the Office of Governor Gavin Newsom. Prior to his appointment, Chida advised non-profit organizations and tech companies on data privacy. Previously, he served as Attorney-Advisor in the executive office of then-Attorney General Kamala D. Harris, as a judicial law clerk to federal judges in California and on the D.C. Circuit, and as the project manager for the first humanities MOOC launched on edX. He was also a third grade teacher at P.S. 325 in New York City, and worked as a roofer while attending a continuation high school and community college. He attended Orange Coast College and received a B.A. from UC Berkeley, a teaching certificate in childhood education from Pace University, and a J.D. from Harvard Law School.
Senior Research Analyst Dr. Valerie Lundy-Wagner joined California Competes in 2018. Well-versed in California’s higher education system, especially career and guided pathways, Dr. Lundy-Wagner has most recently served as an associate research director at Jobs for the Future in the Oakland office. Dr. Lundy-Wagner’s work has informed institutional, regional, and state-level strategies designed to support workforce development and fundamentally focuses on postsecondary completion of meaningful credentials by demographically, academically, and geographically diverse populations.

Prior to Jobs for the Future, Dr. Lundy-Wagner was a senior research associate at the Community College Research Center. She earned her bachelor's degree in civil and environmental engineering from the University of California, Los Angeles, a master's degree in education from Stanford University, and a PhD in higher education from the University of Pennsylvania. She was also a post-doctoral scholar in engineering education at Purdue University and faculty fellow in higher education at New York University.

**What motivates you to advance the mission at California Competes?**

"I know first-hand what it’s like to have parents and a community champion my success leading to and through higher education; I also recognize that not every individual has had or will have the same support and resources. As such, I’ve devoted my career to conducting and translating higher education research into policy that is designed to ensure people, and especially Californians, of all ages that want to are able to earn meaningful postsecondary credentials. I’m motivated by the gravity of the situation – to have more engaged communities, we must provide more equitable access to higher education credentials and relevant work."
Kim Pattillo Brownson  
Vice President, Policy and Strategy  
First 5 LA

As the Vice President for Policy and Strategy, Pattillo Brownson is responsible for strengthening First 5 LA’s profile and influence on local and statewide early childhood education public policy, legislative and advocacy efforts. In addition to oversight of First 5 LA’s relationships with local, county, state and federal policy makers, Pattillo Brownson also ensures First 5 LA’s external strategic partnerships, public policy and government affairs, and communications and marketing efforts are integrated to maximize impact for the highest number of children and families in L.A. County.

Pattillo Brownson previously served as the Managing Director of Policy and Advocacy at the Advancement Project, a civil rights organization engaged in policy and systems change to foster upward mobility in communities most impacted by economic and racial injustice. In this capacity, she led the Advancement Project’s policy and advocacy staff across Sacramento, Los Angeles and the Bay Area and provided strategic direction to their work on early education, school funding, and school facilities, public budgeting transparency, governmental relations, and state and local campaign advocacy.

Prior to joining the Advancement Project, Kim was an education attorney at the American Civil Liberties Union of Southern California, where she focused on educational equity issues in California schools. Previously, she worked in private sector litigation at Skadden, Arps, Slate, Meagher & Flom. Kim began her legal career as a law clerk to the Honorable Dolores Sloviter on the Third Circuit Court of Appeal, and the Honorable Louis H. Pollak in the Eastern District of Pennsylvania. Prior to law school, Kim worked at the Boston Consulting Group, where she provided financial and strategic planning services to Fortune 500 companies.

Pattillo Brownson earned a Doctor of Law degree from Yale Law School and graduated magna cum laude from Harvard University with a Bachelor of Arts in Social Studies.
EXECUTIVE SUMMARY

Back to College is a two-part report series that illuminates the millions of Californians who stopped out of college before completing their degree and now pay the price through diminished earnings and limited economic and social mobility. This executive summary provides key findings from the initial report describing the population and the barriers they face when returning to college, as well as summarizes the second report of policy recommendations to empower these adults to return to college, graduate, and thrive in California’s innovation economy.

Introduction

A looming deficit of more than two million workers with degrees or certificates by 2025 threatens California’s ability to meet its economic needs. As California attempts to close this projected gap, policymakers must consider adults to be a critical part of the solution. Four million adults between 25 and 64 in California left college without a degree, representing a key opportunity for closing the attainment gap. Facing limited opportunities for economic and social mobility—nearly 70% earn less than $50,000 per year—they may be especially motivated to take advantage of pathways to a degree.

All Californians would benefit if more adults with some college but no degree move across the finish line. A pathway to degree completion could give these adults a boost to their individual and familial prosperity, sustain the state’s innovation economy by meeting workforce demands, and form civically engaged, cohesive communities.

Supporting this population’s return to college and through degree completion will also contribute to balancing California’s severe income inequality; higher rates of poor students and students of color do not complete college in their first try due to structural and institutional barriers such as affordability and inadequate student supports.

“A pathway to a degree could give these adults a boost to their individual and familial prosperity, sustain the state’s innovation economy by meeting workforce demands, and form civically engaged, cohesive communities.”
What Barriers Do They Face When Returning to College?

» Limited financing options due to eligibility and availability restrictions. Federal Pell Grants are only available for up to 12 semesters over one’s lifetime and do not extend to short-term certificate programs, which often cater to working adults. Similarly, few Cal Grants are offered to students who are more than a year out from high school graduation, and these awards time out after four semesters of inactivity.

» Balancing school, work, and home. The story of a full-time college student whose only obligation is to his or her studies is increasingly rare for most Californians, and even less relatable for adults contemplating re-enrollment.

Returning to college likely requires adjustments to current work schedules, childcare, and transportation.

» Structural barriers created by systems not designed for returning students. California’s higher education segments largely operate independently of one another, creating inefficiencies and information siloes for students and institutions. For example, California lacks a statewide common course numbering system or a statewide degree audit system, both of which could help returning adults understand how their previous educational histories translate to their new goals.
Policy Recommendations to Support Adults Returning to College

Because the barriers to degree completion for the adult population are varied, a systematic, multi-pronged approach is needed to significantly close the credential gap and meet workforce demand statewide. The time is right to enact policy recommendations that build on existing completion efforts in and outside of California. The recommendations outlined here are fiscally pragmatic, politically feasible, build upon existing initiatives, improve equity for higher education student populations, and are scalable to achieve true impact. They would allow more adults to go back to college and finish a credential, as well as prevent more students from leaving college without a degree in the first place.

**Support adult student service needs**

California should pilot a grant program for institutions to assess, consolidate, and streamline existing support services for adult students. Some interventions that the state should consider prioritizing through this program include more accessible childcare for student parents, flexible academic schedules, and tailored peer network communities. These services should be designed to complement existing completion efforts, like Guided Pathways, which is currently implemented on all 114 California community college campuses.

**Connect training programs to degrees**

The Employment Training Panel (ETP)—a statewide agency that provides funding for employee upskilling that leads to good paying, long-term jobs—rarely connects to certificate or degree completion. The state should pilot a short-term award program through ETP that funds upskilling through trainings that explicitly connect to postsecondary degrees in relevant high-demand, high-wage fields. Employer incentives to connect workforce development with degree completion in these fields would expand the availability of skilled and qualified workers for targeted fields.

**Expand aid eligibility for adults**

The state should expand eligibility of the transfer entitlement Cal Grant by eliminating the requirement that students be 28 or younger to qualify for a Transfer Entitlement Cal Grants and changing the residency requirement for these grants from time of high school graduation to time of transfer. These reforms could make more than 3,500 current students eligible for a transfer entitlement award, although thousands more may be incentivized to apply as eligibility requirements change. The reforms would also reduce the burden on the competitive grant program while other reforms are underway.

**Reduce nominal barriers to re-entry**

To attract students back to college, California should ease burdens on returning adults seeking to complete their degree by requiring community college districts and other public undergraduate institutions to temporarily waive or reduce administrative fees, penalties, and holds to maximize the probability of adult re-enrollment. For example, institutions could encourage consistent and steady academic progress (e.g., enrollment in and successful completion of a minimum number of credits for four consecutive terms) with the promise of waiving these nominal administrative and financial barriers.

**Eliminate administrative hurdles to degree conferral**

California should require all community colleges to develop an “opt-out” policy for degree conferral, automatically awarding students degrees when they are earned rather than requiring students to initiate and file an application for the degree to be awarded. This would ensure that students who have earned the credits for a degree or certificate are awarded that credential, and it would shift administrative burden of degree conferral from students to institutions themselves.
Conclusion

Adults with some college but no degree who are looking to improve their economic trajectory will eventually seek out higher education. However, it is up to the state, higher education segments, and individual campuses to support returning adults’ ability to easily re-enroll, navigate the institution, and minimize cost. Implementation state- and systemwide must acknowledge the realities of the returning adult population, and their motivation for completing their degree should be met with a system eager to accept them back. Further, these policies cannot be adopted one-by-one or only at individual campuses to support the four million adults with some college at scale.

For more information on this population see Back to College Part 1: California's Imperative to Re-Engage Adults. For more information on these policy recommendations—including a discussion of existing efforts in California to engage adults and cost estimates for the policy recommendations—please see Back to College Part 2: A Policy Prescription to Support Adults Returning to College.
Higher education has unmatched power to advance equity, prosperity, and economic growth. A modernized higher education system is one that is fueled by accurate and transparent information, driven by coordinated leadership that puts students at the center, and responds to the needs of our economy. Capitalizing on this moment, California’s leaders can enact key changes to close the state’s degree gap and increase economic mobility. Together, we can deliver the benefits of a college credential to all Californians who want to learn, contribute, and succeed.

**We made the case in 2018. We urge California’s leaders to act in 2019.**

- **Expand opportunities for adults**
  - to return to college, removing the structural barriers that prevent too many of them from completing their intended college goals.
    - Improve support services for returning adults, most of whom are working full-time and have dependent children
    - Reduce institutional roadblocks to reentry caused by administrative policies and lack of coordination between institutions
    - Minimize restrictions on student financial aid that disproportionately increase the cost of college for adults
    - Better connect education to work by incentivizing employers to invest in their employees’ degree completion efforts

  Learn more in our Back to College series.

- **Develop a longitudinal education data system** spanning P-Workforce to provide timely, accurate, and transparent data to all stakeholders.
  - Connect early childhood through workforce data systems at the individual level
  - Drive and support statewide education and economic goals
  - Be the primary repository for up-to-date and historical data
  - Overcome historical independence challenges that limit the use of existing data

  Learn more in Out of the Dark: Bringing California’s Education Data Into the 21st Century.

- **Create a statewide coordinating entity** across higher education institutions to establish statewide leadership.
  - Address inequities in access to educational and workforce opportunities
  - Set goals for higher education
  - Align available programs with those demanded by students and the economy
  - Improve transparency by managing a statewide longitudinal data system

  Learn more in The Case for a Statewide Higher Education Coordinating Entity.
The link between higher education and economic opportunity has never been clearer.

» Within two years, 65 percent of jobs in the U.S. will require a college credential.¹

» The creation of new jobs is outpacing the number of California workers qualified to fuel our innovation economy.²

» In California, adults with some college but no degree are less likely to own homes or have health insurance than those with a college degree and primarily work in jobs that pay below the state’s median wage.³

The risks of ignoring needed policy reforms have never been greater.

» Between the CSU and UC, around 40,000 qualified students are turned away from public universities each year due to capacity limitations resulting from a lack of investment.⁴

» Just over half of California’s college students complete their associate’s degree in three years or bachelor’s degree in six years, and this rate is lower still for Black, Latino, Native American, and Pacific Islander populations, and for men compared to women.⁵

A modernized higher education system is the key to preparing our workforce for jobs in the innovation economy and preserving California’s leadership in the global economy.

About California Competes

California Competes: Higher Education for a Strong Economy is a nonprofit, nonpartisan project funded through support from philanthropic foundations. We focus our higher education work at the intersection of equity and economic growth, because in our richly diverse state, we cannot thrive without both being present. To learn more about California Competes and our priorities for California’s future, we invite you to visit our website and follow us on social media.

California Competes benefits from an esteemed Leadership Council that provides statewide breadth and depth of expertise.

» (Chair) Elizabeth Hill, Former California Legislative Analyst

» Aida Alvarez, Former Administrator, US Small Business Administration

» Bill Bogaard, Former Mayor, City of Pasadena

» Steven Koblik, Former President, Huntington Library

» Carol Liu, Former State Senator

» Julia Lopez, Former President & CEO, College Futures Foundation

» Roger Niello, Co-Owner, The Niello Company

» Mike Roos, Founder & Chief Consultant, Mike Roos & Company

» Libby Schaaf, Mayor, City of Oakland

» Jack Scott, Former Chancellor, California Community Colleges

» Ashley Swearingen, President & CEO, Central Valley Community Foundation

» Peter Weber, Founder, Fresno Bridge Academy

“California’s higher education institutions, together with state and local governments, have the power to support more students through degree completion so they can achieve individual prosperity and help grow the state’s economy. Change will come as the result of a shared commitment to collaboration and innovation.”

–Elizabeth Hill  
Chair, Leadership Council  
Former California Legislative Analyst


2019 Legislative and Budget Recap

The following Chamber-supported bills have been signed by the Governor:

SB 150 (Beall) Chamber sponsored – Student financial aid: Chafee grant awards.
Will increase the rate of college success among California’s foster youth by improving access to the Chafee Grant program, which provides up to a maximum of $5,000 in state financial aid for current and former foster youth who are enrolled in a postsecondary education or training program.

AB 943 (Chiu) Support - Emergency Aid.
Would authorize the use of funding for the Student Equity and Achievement Program for the provision of emergency student financial assistance to eligible students to overcome unforeseen financial challenges.

SB 554 (Roth) Support: Advanced Scholastic and Vocational Training Program.
Authorizes the governing board of a school district overseeing an adult education program or the governing board of a community college district overseeing a noncredit program to authorize a student pursuing a high school diploma or a high school equivalency certificate to enroll as a special part-time student at a community college.

SB 354 (Durazo) Support - California DREAM loan program: Graduate degree programs.
Would expand DREAM loan eligibility to a student who is enrolled in a program of study leading to a professional or graduate degree, including, but not limited to, a teaching credential, if the student meets the other applicable qualifications.

AB 540 (Limon) Support - Student financial aid: Cal Grant B service incentive grant program.
Would change the name of the Cal Grant B Service Incentive Grant Program to the California Dreamer Service Incentive Grant Program.

Will increase developmental screening rates for CA’s children.

Would prohibit a student from being suspended from a school district or charter school or recommended for expulsion, unless the superintendent of the school district or the principal of the school determines that the student has committed a specified act.
**State Budget Education Wins**

- Maintained full funding of $120 million for Calbright College, the state's first online college to help working adults access higher education to advance in today's workforce.
- Longitudinal Data System – helped secure a $10 million investment to better understand students' educational pathways and labor market outcomes.
- Increased investment in the California State University to support enrollment growth of 2.7 percent and $75 million to fully fund the CSU Graduation Initiative to improve on-time graduation rates.
- Advocated for investment of $5 million to develop a long-term Master Plan for Early Learning and Care.
- Contributed to an investment in Early Childhood Education of $174.7 million to increase access to subsidized child care for 12,400 income eligible children ages 0-12 and State Preschool of 10,000 income-eligible children in community-based organizations (Legislative vehicle AB 123 (McCarty)).
- Advocated for investment of $263 million for Early Learning Child Care Facilities.
- Supported the state’s expansion of Paid Family Leave, which will, expand it from 6 to 8 weeks for each parent/caregiver.
- Advocated for $245 million to support California’s early childhood education workforce development and training.
- Supported investment of $10 million to ensure immediate childcare access for families who can provide homes for foster children. This builds on a $31 million investment made in 2018-19.
- Supported investment of $10 million (of the $38.1 million for the Educator Workforce Investment Grant) dedicated to professional development for the English Learner Roadmap, which is designed to strengthen comprehensive educational policies, programs, and practices for English learners, Pre-K through grade 12.
In 2016, the Los Angeles Area Chamber of Commerce launched the Excellence in Work-Life Harmony Award (previously called the Employer Champion Award) to spotlight employers who implement extraordinary work-life harmony policies and practices for their employees and families. The Excellence in Work-Life Harmony Award provides companies a unique opportunity to showcase positive work-life harmony policies and practices, distinguishing them as an exemplary workplace for employees and their families.

The recipient will be recognized at an L.A. Area Chamber event and be featured in a signature event in 2020. A brief video clip highlighting the winner will be shown during the event, and the winner will also be featured in other publications and events throughout the year.

The Excellence in Work-Life Harmony Award will be presented to an employer who has been a pioneer in:
- Workplace wellness programs
- Family health care coverage
- Flexible work schedules
- Maternity, paternity and family leave support
- Child care support
- Employee community engagement opportunities
- Work-life harmony and workplace culture

We invite all employers, large and small, to submit an application or nominate a company that you feel is most deserving of this award. Being a Chamber member is ideal, but is not required.

To receive more information or apply, please contact Humberto M. Estratalan at hestralan@lachamber.com or 213.580.7541.
Improving Outcomes and Equity: Transforming How California Uses Data

If the work is done right, California can set a higher bar for data use.

When California passed legislation providing for longitudinal student data in 2002, the state laid a foundation for a data system that can meet needs across the state for data collection. With the momentum of new leadership, California has the opportunity to build on that foundation and reimagine how it puts information about its more than 6.2 million students into the hands of parents, teachers, community-based organizations and leaders across the state. By securely linking data across early childhood education, K-12, postsecondary, and workforce (P–20/W) systems, California can enable transformative data use and empower students, parents, educators, leaders, and communities with the information they need to support student success.

For over a decade, all 50 states have sought to build infrastructure and create policies and practices to put data to work for educators, leaders, and families. The Data Quality Campaign (DQC) is a national advocacy organization that champions state actions for effective data policy and use that are grounded in evidence and lessons learned. As California leaders seek to build not only a system, but a culture where data is being put to work in service of student success, state leaders can learn from DQC’s policy recommendations, which are built on successes achieved over decades-long state work. When most state education data systems were designed and implemented, there was little or no discussion about capturing credential pathways and career outcomes. California leaders have the opportunity to both learn from and leapfrog other states in empowering Californians with the information they need and deserve.

Credential transparency. With nearly 750,000 unique credentials in the U.S. alone, it is imperative that students, parents, workers, employers, educators, policymakers and others be able to see and explore the content, competencies, connections, costs, and earnings and employment outcomes of all programs, so as to be able to make more informed decisions about the best pathways to meet their needs. And as student data systems continue to improve, a question that naturally arises is how well education and training investments and services lead to sets of credentials that support successful employment, career pathways, economic and social mobility.

Aligning credential and outcomes data. Aligning and intentionally linking existing work around student-level data with credential and outcomes data offers an opportunity for fuller, more holistic understanding of the connections between education, training, and work-related results, and will allow for richer, more informed decision making by everyone including parents, teachers, administrators, and employers. This would significantly change the landscape in which students make decisions about credentials and how those who guide and support these choices can support them.

Making data publicly accessible. Making data about credentials, connected pathways, and employment outcomes publicly accessible has the potential to advance educational and economic equity for underserved communities in California. Research has shown that students who are of color, would be the first generation in their family to attend college, and/or come from low-income families are less likely than others to have access to high-quality educational career planning opportunities and resources. Making this data available would
bolster the work of families, educational systems and institutions, and community-based organizations to ensure that students of all backgrounds have access to credentials and career pathways that lead to skilled employment in our economy. This information would allow workforce development systems and institutions to support students of all ages - including incumbent workers in low-wage jobs that are disconnected from career pathways looking to upskill and increase earnings - make informed decisions about investing in training.

Regional efforts. The Los Angeles Area Chamber of Commerce has long been a strong proponent of rich, effective, and secure data systems that lead to improvements in education, developing a skilled and diverse homegrown workforce in career pathways that provide gainful employment, and overall economic success and growth. The Chamber is actively engaged with state efforts to improve student data systems, and recently partnered with Credential Engine to implement an initiative to make essential data about all credentials available in the Los Angeles region fully searchable and comparable through a range of new or enhanced applications.

While the work to facilitate public access to credential data is originating in Los Angeles, we anticipate it will quickly expand to include Orange County (through, in part, collaboration with the Los Angeles/Orange County Regional Consortium of community colleges) and San Diego (in collaboration with the San Diego Workforce Partnership), and other Southern California counties. In time, these efforts will connect with emerging work in the Bay Area led by the Bay Area Funders Collaborative. These regional efforts will benefit from as well as inform and strengthen state-level work to establish new data systems that serve students, workers, employers, educators, and all of California’s residents by advancing credential transparency and literacy and building infrastructure and best practices that could be scaled statewide.

CONSIDERATIONS

- Recognize that there are a wide and diverse range of vested stakeholders who care about better data, including but not limited to:
  - Students
  - Parents/legal guardians
  - Workers
  - Teachers and administrators
  - Employers, regional business organizations, and economic and workforce developers
  - State, regional, and local elected officials and policymakers
  - Others, in all corners of the state.
- Use policy language to demonstrate the value of data to these stakeholders.
- Ensure data access for these stakeholders.
- Promote and support data literacy for all stakeholders.
- Drive and support state and regional-level education and economic goals.
- Empower state and regional leaders to address educational gaps by providing access to disaggregated demographic data to better serve underrepresented student populations.
- Establish sustainable, inclusive cross-agency data governance.
- Create secure and accountable mechanisms for these data to link to other data to allow stakeholders to make more fully informed decisions.
- Protect student, teacher, and all individual data privacy.

Additional recommendations, resources, and supporting information can be found at: www.dataqualitycampaign.org, www.credentialengine.org, www.californiaedge.org
The views expressed in this correspondence are supported by the signatories. R.E.A.L. Coalition partners not included as signatories are not necessarily party to the views expressed herein.
- Empower state and regional leaders to address educational gaps by providing access to disaggregated demographic data to better serve underrepresented student populations.
- Establish sustainable, inclusive cross-agency data governance - State and Regional
- Create secure and accountable mechanisms for these data to link to other data to allow stakeholders to make more fully informed decisions and investments.

Ultimately, the state’s longitudinal data system needs to help foment a collaborative approach on the use of data that drives both continuous improvement, and incentivizes a broad set of stakeholders to a shared understanding of the challenges as well as a shared commitment to help solve these challenges.

The R.E.A.L. Coalition is committed to partnering with the Governor’s Office to support the planning and the implementation of the LDS. We hope you will call upon us when the time is right.

Sincerely,

Carl Guardino
President & CEO
Silicon Valley Leadership Group

Lucy Dunn
President & CEO
Orange County Business Council

Jim Wunderman
President & CEO
Bay Area Council

Matthew R. Mahood
President & CEO
The Silicon Valley Organization

Casey Beyer
President & CEO
Santa Cruz Area Chamber of Commerce

Paul Granillo
President & CEO
Inland Empire Economic Partnership

Cynthia Murray
President & CEO
North Bay Leadership Council

Stephen Baiter
Executive Director
East Bay Economic Development Alliance

Barbara Leslie
President & CEO
Oakland Metropolitan Chamber of Commerce

Maria Salinas
President & CEO
Los Angeles Area Chamber of Commerce
Jerry Sanders  
President & CEO  
San Diego Regional Chamber of Commerce

Kate Roberts  
President & CEO  
Monterey Bay Economic Partnership

Kristin Connelly  
President & CEO  
East Bay Leadership Council

Bill Mannis  
President & CEO  
San Gabriel Valley Economic Partnership

Bill Allen  
President & CEO  
Los Angeles County Economic Development Corporation

Peter Rumble  
President & CEO  
Santa Rosa Chamber of Commerce

Rodney Fong  
President & CEO  
San Francisco Chamber of Commerce

Mike Roos  
President  
Southern California Leadership Council
Join the conversation on social media

*The Cradle-To-Career Data System: How Will It Serve California?*

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#hashtags for your tweets

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