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February 22, 2022

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## **RE: The California State University Center to Close the Opportunity Gap**

The California State University (CSU) Center to Close the Opportunity Gap (CCOG) is a statewide center that aims to narrow and ultimately reduce the academic opportunity gap for K-12 students who are historically underrepresented based on race/ethnicity, socioeconomic status, disability status, or any other factor that may impact equal access to positive educational outcomes. The center is housed at California State University, Long Beach (CSULB) and has three regional hubs - California State University, Fullerton, San Jose State University, and San Diego State University. With CSULB as the lead institution, together the hubs work to meet center goals.

Across the hubs, CCOG faculty have conducted a number of literature reviews and meta-analyses over this first year to identify evidence-based practices. Topics have spanned foster youth, youth experiencing homelessness, K-12 ethnic studies, stereotype threat and labeling, and barriers to accessing mental health. The CCOG

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### **CSU Campuses**

Bakersfield  
Channel Islands  
Chico  
Dominguez Hills  
East Bay

Fresno  
Fullerton  
Humboldt  
Long Beach  
Los Angeles  
Maritime Academy

Monterey Bay  
Northridge  
Pomona  
Sacramento  
San Bernardino  
San Diego

San Francisco  
San José  
San Luis Obispo  
San Marcos  
Sonoma  
Stanislaus

**CSU Report: Center to Close the Opportunity Gap**

February 22, 2022

Page 2

faculty also completed three research projects on K-12 students and teachers. The CSULB hub developed and administered a teacher survey and a student wellness survey. Both research projects have been completed and research reports are available here: <https://ccog.calstate.edu/reports-research>.

Moreover, the CSULB hub has proposed to conduct original research to document and promote effective practices used in higher performing, high-poverty (\*2HP) schools and local educational agencies. Research will be conducted at both elementary and secondary school levels.

The CCOG’s goal of disseminating research on evidence-based practices to both local educational agencies and to teacher preparation programs is being done through: (1) state conferences, county office of education presentations and research publications, (2) webinars (see table below), and (3) the Educator Summit. Additionally, an online clearinghouse is currently being developed and will be maintained by faculty at the center.

The Center hosted the following webinars during 2021. A link to archived webinars is provide here: <https://ccog.calstate.edu/webinars-recordings>:

	Title
1	<i>Improving educator preparation through preservice teacher candidate epistemic agency.</i> Presented by Dr. A. Linton, California State University, Fullerton.
2	<i>Integrating Multi-tiered systems of support (MTSS) in school counseling programs to meet the needs of ALL students.</i> Presented by Dr. J. Olsen, California State University, Long Beach
3	<i>How Can Teachers, School Counselors, and Administrators Support Educational Outcomes for Students in Foster Care During Extraordinary Times?</i> Presented by Dr. B. Duckor and Dr. L. Cappizi, San Jose State University
4	<i>Removing Labels: Disrupting the Negative Effects of Labels and Assumptions.</i> Presented by Dr. Dominique Smith, Dr. D. Fisher, and Dr. N. Frey, San Diego State University
5	<i>Actions Anti-racist Educators Must Take in their Classrooms.</i> Presented by Marlene Carter, UCLA Writing Project
6	<i>Anti-racism and Education: Teacher Wellness.</i> Presented by Dr. B. Kressler, California State University, Fullerton, Dr. E. Balin, San Francisco State University, Dr. C. Symons, Michigan State University, Dr. C. M. Ponzio Wayne State University

**CSU Report: Center to Close the Opportunity Gap**

February 22, 2022

Page 3

Each of the hubs provided at least one webinar over the past year. These webinars focused on teaching strategies in distance learning environments, teacher wellness and leadership development.

In addition, an educator summit was held on July 30, 2021, with 580 registrants. The virtual event addressed teaching through and beyond the ever-changing landscape of the pandemic. The event featured Dr. Gloria Ladson-Billings as the keynote speaker and punctuated by EdTalks from California distinguished teachers. The event also included breakout sessions which addressed practical strategies for post-pandemic learning recovery, culturally responsive pedagogy, innovative pedagogies, and mental health/trauma-informed practices.

This report is to satisfy the requirements in Senate Bill 77, Section 24 (Budget Act of 2019 trailer bill). Please see attached report by a third-party evaluating the support provided to local education agencies by the center during the prior year.

Should you have any questions about this report, please contact Eric Bakke, Interim Assistant Vice Chancellor, Advocacy and State Relations at (916) 445-5983.

Sincerely,



Bradley Wells (Feb 22, 2022 12:33 PST)

Steve Relyea  
Executive Vice Chancellor and  
Chief Financial Officer

SR:dr

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CENTER FOR EVALUATION & EDUCATIONAL EFFECTIVENESS

**CSU Center to Close the Opportunity Gap (CCOG):**  
**Identifying Best Practices to Ensure Student Achievement in California's K-12 Schools**  
**Year 1 Evaluation Report**

Prepared August 31, 2021

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## Contents

Introduction.....	1
Evaluation Methods .....	2
Has CCOG fully implemented all proposed activities? .....	4
Objective 1: Identifying Evidence-Based Practices to Close Opportunity Gaps.....	4
Objective 2: Educator Preparation and Capacity Building .....	6
Objective 3: Research in Higher Performing, High Poverty Schools.....	10
Objective 4: Dissemination.....	12
Is CCOG making satisfactory progress toward meeting established benchmarks?.....	18
What is the perceived quality of these activities by partners? .....	20
What do Center users regard as the strengths, challenges, and areas for improvement? .....	23
What are the successes with and challenges to implementation? .....	29
What (if any) additional supports are needed to ensure success of Center implementation?.....	37
Conclusion .....	38
Recommendations for Future Implementation .....	39

## **List of Tables**

Table 1. Evaluation Questions and Data Sources .....	3
Table 2. Objective 1 Proposed Activities, Proposed Outcomes, and Implementation .....	5
Table 3. Objective 2 Proposed Activities, Proposed Outcomes, and Implementation .....	7
Table 4. Launch and Webinar Topics and Speakers.....	9
Table 5. Objective 3 Proposed Activities, Proposed Outcomes, and Implementation .....	11
Table 6. Objective 4 Proposed Activities, Proposed Outcomes, and Implementation .....	13
Table 7. Artifacts Reviewed .....	15
Table 8. Overall Event Registration, Attendance and Survey Response Rates .....	20
Table 9. Event Attendee Demographics .....	21

## **List of Figures**

Figure 1. Center Users' Perceived Quality of Webinars.....	22
Figure 2. Impact of Webinars on Center Users.....	24

## **Appendices**

Appendix A – Meeting Observation Protocol .....	41
Appendix B – Artifact Review Protocol.....	42
Appendix C – Individual Launch and Webinar Reports.....	44
Appendix D – Interview and Focus Group Questions .....	64

**CSU Center to Close the Opportunity Gap (CCOG):  
Identifying Best Practices to Ensure Student Achievement in California’s K-12 Schools  
Year 1 Evaluation Report**

This is an evaluation report prepared by the Center for Evaluation and Educational Effectiveness (CEEE) at California State University, Long Beach (CSULB) for the California State University (CSU) Center to Close the Opportunity Gap: Identifying Best Practices to Ensure Student Achievement in California’s K-12 Schools (CCOG or the “Center”). CCOG is a state-wide center that aims to provide teachers, counselors, administrative staff, and other K-12 educators with resources to address the opportunity gap that currently exists for K-12 students in California. The capacity with which CEEE has worked with CCOG operates under two primary goals: (1) to support the capacity and effectiveness of CCOG, and (2) to determine the outcomes and overall impact of the Center. The goal of this report is to document and analyze CCOG’s progress in implementing its program in its first year of a three-year program.

**Introduction**

The Center to Close the Opportunity Gap is a state-wide Center that aims to narrow and ultimately reduce the academic opportunity gap for K-12 students who are historically underrepresented based on race/ethnicity, socioeconomic status, disability status, or any other factor that may impact equal access to positive educational outcomes. The Center is housed at CSULB and has three Regional Hubs - California State University Fullerton (CSUF), San Jose State University (SJSU), and San Diego State University (SDSU). With CSULB as the lead institution, together the Hubs work to meet Center goals. The Center operates under four primary objectives: (Objective 1) Review the existing literature to identify evidence-based practices to close opportunity gaps; (Objective 2) Strengthen professional preparation of educators-teachers, education specialists, and administrators (capacity development) for “schools serving high concentrations of Black, Latinx and economically disadvantaged students by creating strategic partnerships and networks”; (Objective 3) Conduct original research in high poverty, higher performing schools; and (Objective 4) Develop and disseminate tools and resources to local education agencies to implement evidence-based strategies to eliminate opportunity gaps. CCOG aims to disseminate tools and resources through conference presentations, webinars, and the Center’s clearinghouse.

## Evaluation Methods

The current report serves to evaluate CCOG by reviewing the goals of CCOG and by determining CCOG's progress towards established benchmarks over the course of the first year of operation. Table 1 summarizes six evaluation questions.

Evaluation methods to measure the perceived quality of CCOG activities over the first year of operation include meeting observation notes for each webinar, attendee survey reports for the Launch and for each webinar, interviews and focus groups with key CCOG personnel, and document analysis of artifacts from the website. Potential artifacts included criteria and rubrics, literature reviews, meeting minutes, innovation configurations, syllabi and sample activities, sample assignments, practice guides, and presentation materials. In this Year 1, document analysis focused on each resource published on the website this year.

A few modifications were made to the evaluation plan in Year 1. For meeting observations, CCOG leadership requested to hold internal meetings and their internal summit among the Hubs (held in October 2020) without CEEE present. CCOG leadership felt that some of the logistical parts of the agenda were unnecessary for CEEE to observe and also wanted their personnel to feel more comfortable without outside observation to better facilitate discussions. Thus, CEEE did not observe these internal meetings, but CCOG leadership reported on the general results of the internal meetings and supplied relevant presentations at monthly check-in meetings with CEEE. For annual surveys, given that the Center's clearinghouse of resources is still under development, CCOG leadership thought it best to postpone surveys of individuals who access the clearinghouse until Year 2. Similarly, as the establishment of Network Improvement Communities is still in process, CCOG leadership thought it best to also postpone surveys of individuals involved in these Network Improvement Communities. In addition, because there were only a handful of personnel in the Regional Hubs, instead of annual surveys, CCOG thought it would be more useful to interview personnel rather than to survey them. For document reviews, CCOG decided that internal meeting minutes might not support the overall aims of the evaluation, so CEEE did not review these. In addition, as resources for the clearinghouse are still in development, CEEE will review these resources when posted in the future.

The rest of the current report will describe results from each measure in more detail. Table 1 summarizes the data sources used to answer each evaluation question.

Table 1. *Evaluation Questions and Data Sources*

Evaluation Question	Data Source(s)
A. Has the CSULB CCOG Center fully implemented all proposed activities?	Observations of presentations Document review Interviews with key personnel
B. Is the CSULB CCOG Center making satisfactory progress toward meeting established benchmarks?	Observations of presentations Document review Interviews with key personnel
C. What is the perceived quality of these activities by partners (e.g., educators, educational leaders, state LEAs)?	Survey of webinar attendees
D. What do CSULB CCOG Center users regard as the strengths, challenges, and areas for improvement regarding the implementation and how were they addressed?	Survey of webinar attendees
E. What are the successes with and challenges to implementation and how were they addressed?	Interviews with key personnel
F. What (if any) additional supports are needed to ensure success of Center implementation?	Interviews with key personnel

### **A. Has CCOG fully implemented all proposed activities?**

To evaluate whether CCOG fully implemented all of their proposed activities in the first year, we referred to the initial proposals and work plans submitted by CCOG and its Regional Hubs. Next, data was gathered through several sources – meeting observations, reviews of documents/artifacts, and interviews with key personnel - to assess whether proposed activities and outcomes were implemented within proposed timelines. At the end of Year 1, interviews were held with the Center directors and the Principal Investigators (PIs)/Leaders from each Regional Hub. Additionally, one focus group was held with three key personnel from the CSULB CCOG team. During each interview and focus group, interviewees were asked about their progress towards achieving all of the proposed activities for the first year. Each person reported on their progress towards meeting proposed goals and whether there were any activities that still needed to be implemented. The following sections are organized according to the four objectives that CCOG proposed. We note that the COVID-19 pandemic caused some changes and delays to occur, which is elaborated on in more detail in Sections E and F.

#### **Objective 1: Identifying Evidence-Based Practices to Close Opportunity Gaps**

CCOG aimed to use the Hanover Research report as a springboard to review practices to close opportunity gaps. CCOG additionally aimed to convene researchers and state stakeholders to select criteria for identifying evidence-based practices (\*EBP) and then review practices using these criteria. See Table 2 for details on the proposed activities and outcomes in meeting Objective 1 and notes on implementation. Across the Hubs, CCOG faculty have conducted an impressive number of literature reviews and meta-analyses (1.2) over this first year to identify evidence-based practices. Topics have spanned foster youth, youth experiencing homelessness, K-12 ethnic studies, stereotype threat and labeling, and barriers to accessing mental health. Notably, several of these literature reviews target Priority Areas. CCOG's Priority Areas target closing the opportunity gap for foster youth, youth experiencing homelessness, Latinx and Black youth, English language learners, and students with disabilities. The proposed activity to create criteria and a rubric for analyzing practices (1.1) is currently in process. A team of experts was convened. However, due to the thoughtful discussions about what educational material would be considered Just, Equitable and Inclusive among the Hubs and Advisory Board, the criteria and

rubric are taking longer to develop than previously anticipated. The CSUF team is leading this initiative and has also conceptualized a 5-step vetting process that would include a prescreening process school districts could use. Thus, overall, Objective 1 was implemented this year with some specific goals still in process, delayed, or changed.

Table 2. *Objective 1 Proposed Activities, Proposed Outcomes, and Implementation*

Activities	Proposed Timeline	Proposed Outcomes	Implementation
<i>Objective 1: Identify current practices from the literature related to closing opportunity gaps</i>			
1.1 Convene team of experts to develop criteria for determining EBP* for closing the achievement gaps	Fall Year 1	Criteria and Rubric for analyzing practices are created.	<p>In process</p> <p>Expected to be completed Fall Year 2 (2021) or by January 2022</p> <ul style="list-style-type: none"> <li>• Team of experts convened April 2021 and 5-step vetting process discussed</li> <li>• CSUF leading Just, Equitable and Inclusive Educational (JEIE) review process for materials and programs submitted to Center</li> <li>• Draft of JEIE principles completed</li> <li>• In contact with school districts about prescreening process</li> <li>• Regular Advisory Board meetings established</li> </ul>
1.2 Conduct literature reviews and meta-analyses of current EBP	Years 1-3	Literature reviews and meta-analyses prepared for publication	<p>Majority implemented</p> <p>Year 1 reviews and meta-analyses: Some in process, some not yet implemented, some plans changed</p> <p><i>Year 1 Reviews Completed</i></p> <ul style="list-style-type: none"> <li>• Executive summary on foster youth</li> <li>• Executive summary on youth experiencing homelessness</li> <li>• <i>Removing Labels</i> book on stereotype threat and labeling published</li> <li>• Literature review database on foster youth</li> </ul>

			<ul style="list-style-type: none"> <li>• Literature review database on youth experiencing homelessness</li> <li>• Literature review on K-12 ethnic studies</li> <li>• Literature review on barriers to accessing mental health services</li> </ul> <p><i>Year 1 Reviews in Process</i></p> <ul style="list-style-type: none"> <li>• Literature review on best practices for students living in poverty (expected to submit by end of summer 2021)</li> <li>• Position statement on diversifying the workforce and its impact (literature reviewed on goals for diversifying, but measuring “impact” is being discussed)</li> </ul> <p><i>Year 1 Reviews Not Yet Implemented</i></p> <ul style="list-style-type: none"> <li>• Impacts of anti-bias education paper (expected Fall 2021)</li> <li>• EBPs for students with disabilities (expected Fall 2021)</li> </ul> <p><i>Year 1 Change in Plans</i></p> <ul style="list-style-type: none"> <li>• Content matrices not needed because of revised vetting process/content curation by CCOG</li> </ul>
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## **Objective 2: Educator Preparation and Capacity Building**

CCOG also aimed to engage in capacity development for educator preparation so that teachers, leaders and other school personnel enter their professions prepared to close opportunity gaps. See Table 3 for details on the proposed activities and outcomes in meeting Objective 2 and notes on implementation. CCOG has made considerable progress in working towards developing and maintaining a Clearinghouse of resources and tools for faculty (2.2). A website was created and launched (<http://ccog.calstate.edu>), and an email list with 1,571 members and counting was established. The Master email list was comprised of requests through the website, CCOG event invitees and registrants, and various teacher lists. On this website, several resources have already

been posted including two papers, an infographic on preliminary findings of original research, and recordings of webinars. Four webinars were hosted by CCOG and one webinar was hosted by SDSU, which focused on educator and school counselor preparation. These webinars were timely and responsive to educator needs in their format, given the transition to online meetings due to the pandemic, and in their topics, such as in focusing on teaching strategies in distance learning environments. More details on the webinars can be found below (see Table 4) and attendee reactions to the webinars can be found in Sections C and D. Two of the four proposed Objective 2 activities by the central CCOG Long Beach Hub have not yet been implemented. This includes the development of Innovation Configurations and giving presentations at the California Council for Teacher Educators (CCTE) annual meetings. Notably, the development of Innovation Configurations was slated to occur through Years 1-3, so there is still time for CCOG to meet its proposed timeline. Because of delays in conducting original research due to the pandemic, CCOG declined to give presentations at CCTE in the first year, but plans to fulfill its goals in following years. Thus, overall, CCOG has made considerable progress in implementing the primary activities proposed to meet Objective 2 to build the capacity of and prepare educators to close the opportunity gap.

Table 3. *Objective 2 Proposed Activities, Proposed Outcomes, and Implementation*

<b>Activities</b>	<b>Proposed Timeline</b>	<b>Proposed Outcomes</b>	<b>Implementation</b>
<i>Objective 2: Engage in capacity development for educator preparation so that teachers, leaders and other school personnel enter schools prepared to close gaps</i>			
2.1 Develop Innovation Configurations on key practices that close opportunity gaps that can be used for course and syllabus development	Years 1-3	Innovation configurations are developed based on current literature and then new ones are added based on research and practices that come out of the center	Not yet implemented
2.2 Develop and maintain a clearinghouse of resources and tools for faculty who prepare educators to use in	Years 1-3	Online clearinghouse for closing the achievement gaps is developed that includes sample	In process <ul style="list-style-type: none"> <li>• Website created and launched</li> <li>• CCOG e-mail list established (1,571 members as of July 15, 2021)</li> </ul>

courses and clinical practice		syllabi, course activities, videos, and assignments, and clinical practice opportunities for teacher preparation programs. The website will also have space for a NIC for LEAs and CSU faculty to create communities of action.	<ul style="list-style-type: none"> <li>• CCOG held Launch in November 2020</li> </ul> <p><i>Resources provided on website</i></p> <ul style="list-style-type: none"> <li>• Launch and four webinars on teacher preparation and school counseling</li> <li>• Two papers (Spotlight on Schools and Spotlight on Research)</li> <li>• One infographic on preliminary research findings about teachers and COVID-19</li> </ul>
2.3 Host webinars through Department of Educator Preparation and Public-School Programs, Office of the Chancellor to provide stakeholders most recent information coming out of center work.	Years 1-3	Webinars are hosted 2 times each year to update all stakeholders in the work of the center and disseminate critical findings.	<p>Implemented</p> <ul style="list-style-type: none"> <li>• Four webinars hosted by CCOG throughout the year</li> <li>• One webinar hosted by a Regional Hub</li> </ul>
2.4 Disseminate work of CCOG at California Council for Teacher Educators (CCTE)	Year 1-3	Present at CCTE in October each year and hold ½ day workshop at CCTE SPAN meeting in Sacramento each Spring. Updates as well as policy recommendations	<p>Not implemented/Change in plans</p> <ul style="list-style-type: none"> <li>• CCOG decided not to present at the October 2020 CCTE meeting or at the March 2021 CCTE SPAN meeting due to the pandemic</li> </ul>
SDSU: Syllabi workshops and professional development for regional faculty	Years 1-2	Hold syllabi workshops	<p>Not yet implemented</p> <ul style="list-style-type: none"> <li>• Postponed due to pandemic affecting faculty to have high workload demands</li> <li>• Discussing whether to proceed and in what format (in-person or virtually) workshops would be effective</li> </ul>

### ***Webinars: Meeting Observations***

Webinars were held over Zoom and each pertained to a specific topic relating to closing the opportunity gap. See Table 4 for details. CEEE observed each meeting and classified each meeting in terms of which primary objective the meeting worked to meet (see Appendix A for the protocol that CEEE developed with the PIs). Classification of which Objective the webinar aimed to meet did not use mutually exclusive categories (one meeting could work to meet multiple Objectives). Of the six webinars, five (83.3%) served primarily to fulfill Objective 2 (Increases the capacity of teachers, leaders, and other school personnel to be prepared to close opportunity gaps). The CCOG Launch, however, primarily addressed Objective 4 (Create and disseminate resources to local education agencies). Overall, CCOG has met the proposed goal of hosting consistent informational webinars focused on closing the opportunity gap throughout the first year of programming.

Table 4. *Launch and Webinar Topics and Speakers*

Date	Topic	Presenters/Facilitators
Hosted by CCOG		
November 2020	Launch	California State Assemblymember Patrick O'Donnell  Keynote speaker: Dr. Joe Johnson, National Center for Urban School Transformation
January 2021	Webinar: Assessment in Distance Learning Environments	Dr. Doug Fisher and Mr. Vince Bustamante, San Diego State University
March 2021	Webinar: Preservice Teacher Candidate Epistemic Agency: Acquiring the Professional Skills of Becoming a Science Teacher	Dr. Antoinette Linton, CSU Fullerton
April 2021	Webinar: Providing Culturally Sustaining and Trauma-Informed Supports for K-12 Students through Multi-Tiered Systems of Support and School Counseling Program Alignment	Dr. Jake Olsen, CSU Long Beach

June 2021	Webinar: How Can Teachers, School Counselors, and Administrators Support Educational Outcomes for Students in Foster Care During Extraordinary Times?	Dr. Brent Duckor and Dr. Lorri Cappizi, San Jose State University
Hosted by San Diego State Regional Hub		
April 2021	Removing Labels: Disrupting the Negative Effects of Labels and Assumptions	Dr. Dominique Smith, Dr. Douglas Fisher, and Dr. Nancy Frey, San Diego State University

### **Objective 3: Research in Higher Performing, High Poverty Schools**

CCOG also aimed to conduct original research to document and promote effective practices used in higher performing, high-poverty (\*2HP) schools and local educational agencies. CCOG proposed that their focus would be on culturally-responsive and inclusive practices to examine how to close opportunity gaps for students of color, English Learners, and students with disabilities. Moreover, CCOG proposed to conduct research at both elementary and secondary school levels. See Table 5 for details on the proposed activities and outcomes in meeting Objective 3 and notes on implementation. Year 1 proposed activities included developing a Request for Proposal (RFP) and the selection of additional CSUs to be Regional Network Hubs who would conduct research (3.1). CCOG implemented this activity and selected CSUF, SDSU, and SJSU as Regional Hubs to conduct research. The other Year 1 proposed activity was to identify higher performing, high poverty schools (3.2). This activity is in process. The CSUF team is leading this initiative and has reached out to four school districts in Orange County and Los Angeles. According to the CSUF Hub leaders, the task of identifying schools proved more challenging than anticipated, which required re-thinking the task. For example, the team is considering identifying high-performing classrooms within schools residing in high poverty neighborhoods in addition to identifying high-performing schools as a whole. Thus, overall, CCOG has implemented or is in process of implementing proposed Year 1 activities to meet Objective 3. In addition, despite delays and challenges due to the pandemic (see Section E), some research activities have been conducted over this past year in advance of the proposed timeline (slated for Years 2 and 3). The CSULB Hub developed and administered a teacher survey and a student wellness survey. Both research projects are nearing completion and research

reports are expected by the end of this Summer 2021. The SDSU Hub conducted an interview study to understand ethnic identity development in different content classes. This research project is expected to be submitted for publication this Fall 2021.

Table 5. *Objective 3 Proposed Activities, Proposed Outcomes, and Implementation*

Activities	Proposed Timeline	Proposed Outcomes	Implementation
<i>Objective 3: Engage in research in schools to further evidence-based practices for closing the achievement gaps by examining higher performing, high poverty schools</i>			
3.1 Develop RFP and select additional CSUs to be a Regional Network Hub to conduct research on closing the opportunity gap in their local areas	Fall Year 1 for development, Spring Year 1 for selection	RFP and rubric are developed and a call is sent to all CSUs. Campus projects are selected.	Implemented <ul style="list-style-type: none"> <li>• RFP developed and call sent to CSUs</li> <li>• CSU Fullerton, San Diego State University, and San Jose State University selected as Regional Network Hubs</li> </ul>
3.2 Identify higher performing high poverty schools through the MTSS project at the Orange County Office of Education and the California Distinguished Schools Closing the Achievement Gaps Awardees.	Spring Year 1	A list of schools is developed and distributed to regional network hubs	In process <ul style="list-style-type: none"> <li>• JEIE committee convened</li> <li>• Leads and Needs Assessment team has been in communication with school districts</li> <li>• Reached out to Los Angeles Unified, Anaheim Union, Westminster and Garden Grove Unified School Districts</li> <li>• JEIE committee worked on identifying 2HP* schools, but this was challenging; considering broadening goal to identify high-performing <i>classrooms</i> within schools in high poverty areas</li> </ul>
3.3 Conduct regional research projects in local areas in schools, documenting effective practices used in higher performing, high-poverty schools and local educational agencies.	Years 2 and 3	Regional research projects are conducted and practices with positive results that meet the criteria in our rubric are added to the evidence-based practices for	About half in process; about half on hold or are in preparation  <i>Year 1 Research in Process</i> <ul style="list-style-type: none"> <li>• Student wellness survey developed and administered (expected data analysis and report completed this summer 2021)</li> </ul>

		closing the achievement gaps.	<ul style="list-style-type: none"> <li>• Teacher survey developed and administered (report expected to be published summer 2021)</li> <li>• Ethnic identity development in content classes interviews almost completed (expected to submit for publication in Fall 2021)</li> </ul> <p><i>Year 1 Research on Hold (due to pandemic)</i></p> <ul style="list-style-type: none"> <li>• Chula Vista case study</li> <li>• Progress for English Learners</li> </ul> <p><i>In Preparation</i></p> <ul style="list-style-type: none"> <li>• SJSU Hub in communication with Alum Rock School District</li> </ul>
3.4 Establish Researcher Network Improvement Communities (NIC)	Years 2 and 3	A NIC is established for researchers to problem solve as they work toward goal of furthering research base in closing opportunity gaps.	Not applicable for Year 1

#### **Objective 4: Dissemination**

CCOG's final objective is to disseminate the work of the Center to both local educational agencies and to teacher preparation programs through (1) an online Clearinghouse, (2) State conferences, county office presentations and research publications, (3) webinars, and (4) the Educator Summit and ongoing professional learning opportunities. See Table 6 for details on the proposed activities and outcomes in meeting Objective 4 and notes on implementation. As described above in addressing the implementation of Objective 2, CCOG is in the process of establishing and maintaining an online Clearinghouse (4.1). See the below sections (Document Review) for further detail in terms of the content of the materials posted to the website. In addition, an Educator Summit will be held on July 30, 2021 as proposed (4.2). Each of the Hubs has also provided at least one webinar over the past year. Additionally, SJSU is taking promising steps to reach a broad audience. More specifically, SJSU has made a connection with the

California Department of Education in this past year and plans to create modules on how to support foster youth and youth experiencing homelessness. Thus, SJSU is well-positioned to execute their dissemination goals in Years 2 and 3. As with other conferences, CCOG decided not to present at the Association of California School Administrators conference this past year due to delays in being able to conduct original research because of the pandemic. Thus, overall, CCOG has made significant progress in meeting their dissemination goals for Year 1 and are well-positioned to present findings and reach a broad audience in the following years.

Table 6. *Objective 4 Proposed Activities, Proposed Outcomes, and Implementation*

Activities	Proposed Timeline	Proposed Outcomes	Implementation
<i>Objective 4: Develop and disseminate resources to local education agencies to close opportunity gaps</i>			
4.1 Establish and maintain an online Clearinghouse for evidence-based strategies and promising practices for closing academic achievement gaps.	Year 1-3	A Clearinghouse that will provide practices in a format much like the tools charts like the ones from NCII and WWC. The website will also have space for a NIC for LEAs and CSU faculty to create communities of action.	In process  <i>See Activity 2.2 notes in Table 3</i>
4.2 Develop Practice Guides and professional learning opportunities for closing the achievement gaps	Year 2-3	Practice guides are developed modeled after WWC practice guides, that are user friendly for teachers and leaders. These could be disseminated widely beyond just the clearinghouse.	Not applicable for Year 1
4.3 Host annual educator summit	Years 1-3	Annual Educator Summit will be hosted at CSULB and at satellite sites at each regional network hub. The Summit will be	To be implemented <ul style="list-style-type: none"> <li>• Will be held July 30, 2021</li> <li>• Dr. Gloria Ladson-Billings will be the keynote speaker</li> <li>• Topics will include post-pandemic learning recovery,</li> </ul>

		modeled after Better Together	culturally-responsive pedagogy, and mental health/trauma-informed practices
4.4 Disseminate most recent findings at the Association of California School Administrators conference	Years 1-3	Presentations are conducted at this yearly conference.	Not implemented/Change in plans <ul style="list-style-type: none"> <li>• CCOG decided not to present at the November 2020 conference</li> </ul>
Regional Hub dissemination activities	SDSU: Years 1-3  CSUF & SJSU: Years 2-3	SDSU: Present at local events; develop webinar series.  CSUF: Share findings and resources from the research with the center and educational community through meetings, conferences, publications, and the center.  SJSU: Disseminate reports, practice guides, webinars	Implemented and in process <ul style="list-style-type: none"> <li>• SJSU established a regional Advisory Board</li> <li>• SJSU made connections with the California Department of Education (CDE) County Office of Education and the Santa Clara Office of Education</li> <li>• SJSU working with CDE to prepare to create modules to distribute to local education agencies (LEAs)</li> </ul> <p><i>Also, see Activity 2.3 dissemination through webinars</i></p>

***Document Review: Summary of Content Covered in CCOG’s Website Resources***

CEEE reviewed five artifacts – four were resources that were uploaded to the Clearinghouse and one was a blog post published online by the San Diego State Hub. See Table 7 for further details. The Spotlight on Schools publication outlined the current practices being used in the Little Lake City School District/CSULB teacher preparation partnership. It described the program, the skills that are taught in the program, and its benefits. The document highlighted the positive outcomes that are associated with partnerships between K-12 school districts and universities/teacher preparation programs. The Spotlight on Research publication introduced the concept of RTIs (Response-to-Intervention). The authors highlight the problems that exist in the current discrepancy model that is used to identify and aide students with learning disabilities. They then

outline the key components of RTIs, discuss the history of RTI use in the US, discuss issues that may continue to arise with the use of RTIs, and end with suggestions for the use of RTIs and other multi-tiered systems of support. The Practitioner Session featured an educational talk video focusing on the development of students’ social-emotional skills and student well-being. The presenters highlighted the importance of social-emotional skills and well-being over “typical” academic achievement by discussing CASEL Competencies (self-awareness, self-management, social awareness, relationship skills, responsible decision making) and tools that can be used to build such skills. They also introduced the TPAC model (technology, pedagogy, and content knowledge). The presenters provided concrete examples of how to do check-ins with students to increase CASEL competencies, including in a distance learning environment. Lastly, they discussed the importance of having tools for responding to students who report that they are struggling. The June newsletter included an infographic that described preliminary results of CCOG’s original research; namely, the teacher survey capturing teachers’ challenges and needs during COVID-19. The blog post highlighted several strategies to be a more effective teacher by getting to know students better on an individual basis and minimizing the use of stereotypes or labels. The post featured some material that was more extensively written about in the book, *Removing Labels*, that was published this past year.

*Table 7. Artifacts Reviewed*

Artifact Type	Topic	Authors/Presenters
<i>CCOG Website</i>		
Spotlight on Schools publication	Paddison Elementary School-Little Lake City School District	CSU Long Beach
Spotlight on Research publication	The Evolution of Response-to-Intervention: Continuities and Disruptions in the Past, Present, and Future	Dr. Doug Fisher and Vince Bustamante (San Diego State University)
Practitioner session	Strategies to Support Students and Families with Emotional Needs During Distance Learning	Rochelle Martin, Ashley Rhoads (LBUSD; EdTech & Equity)
Infographic in June newsletter	Teacher Survey Results: COVID-19 Challenges and Pressing Needs Expressed by Teachers	Dr. Corinne Martinez, Dr. Dianna Porras, and Analía Cabral (CSU Long Beach)

<i>Other online</i>		
Blog post	3 Proven Strategies for Removing Labels from Students	Dr. Dominique Smith, Dr. Doug Fisher, and Dr. Nancy Frey (San Diego State University)

### ***Document Review: Classification of Documents and Progress Towards Objectives***

CCOG has begun to share evidence-based resources with educators through their website and online in a variety of formats – including one brief highlighting an existing district-teacher preparation partnership, one literature review, one invited speaker presentation, preliminary original research, and a blog post. A working document review protocol was developed by CEEE in collaboration with the directors to analyze these resources (see Appendix B). Classification regarding intended audience and whether topics covered any Priority Areas used categories that were not mutually exclusive. Three of the five documents (60.0%) were more intended for a K-12 administrator audience; two of the five documents (40.0%) were more intended for a K-12 educator audience. All five documents (100.0%) covered some aspect of K-12 teacher preparation; of these five, all covered instruction (100.0%) and one (20%) covered assessment. Two of the five documents (40.0%) were more student-focused, one addressed systems and institutions (20.0%), one addressed education policies (20.0%), and one touched upon the importance of counselors (20.0%). Two of the five documents (40.0%) focused part of their material on students with disabilities, one of CCOG’s Priority Areas.

Each artifact was also classified in terms of the primary objective that the artifact worked to meet; Objective categories were not mutually exclusive (one artifact could work to meet multiple Objectives). Four of the five artifacts (80.0%) worked to meet Objective 1 (Identifying current practices from the literature related to closing the opportunity gap). Two of the five artifacts (40.0%) worked to meet Objective 2 (Increases the capacity of teachers, leaders, and other school personnel to be prepared to close opportunity gaps). Three of the five artifacts (60.0%) worked to meet Objective 4 (Creates and disseminates resources to local education agencies).

Thus, overall, the resources that CCOG has shared in the first year span a variety of topics at multiple levels of analysis and target various audiences. The resources that CCOG has shared also work to meet multiple objectives, with the majority identifying current practices from the literature, as is appropriate for being in its first year of implementation. Overall, given the

pandemic and restrictions on in-person interactions, it is particularly commendable that CCOG has continued to adapt to a virtual environment to deliver resources as outlined in the original proposal. Further, CCOG has shown a high degree of sensitivity to respond to the current and changing needs of K-12 educators, such as by providing tools for distance learning environments and reporting on teachers' challenges during COVID-19.

## **B. Is CCOG making satisfactory progress toward meeting established benchmarks?**

Based on the review in Section A, which outlined the proposed activities for CCOG's four objectives for Year 1 and the implementation of those proposed activities, CCOG is making overall satisfactory progress towards meeting established benchmarks. Working within the constraints and challenges of the pandemic, CCOG moved forward and met many of the benchmarks that were possible (e.g., literature reviews, publications, establishing a website, creating and sharing educator and counselor preparation webinars) and postponed those that were not as feasible (e.g., in-person professional development workshops, presenting original research at conferences). In some areas, CCOG even advanced beyond established benchmarks, such as completing three research projects on K-12 students and teachers. In addition to the pandemic, delays were usually due to the team and Advisory Board members thoughtfully working through and discussing the meaning and measurement of constructs (impact, performance, achievement), which will benefit the quality of CCOG's work in the longer-term. Thus, CCOG is making satisfactory progress towards each of its four objectives.

In addition to the review in Section A, CCOG personnel were asked in interviews about their personal satisfaction with the progress that the Center or their Regional Hub has made towards implementing all proposed activities. The directors reported that they felt that many of the large milestones have been met. However, they also noted that with the unexpected impact of COVID-19, some objectives were not met or had to be adjusted. They reported that they successfully achieved several goals for this year including: dissemination goals (webinars and articles on the clearinghouse), hosting regular Advisory Board meetings, setting up and sending out a monthly newsletter, developing the Clearinghouse, and identifying schools for research. One of the proposed goals that was the most impacted by the restrictions that were put into place due to the COVID-19 pandemic was the ability to conduct research in high-performing high-poverty schools. While the Center has been able to identify some schools, they have not been able to work directly with schools to collect data for research. However, the directors were optimistic about moving forward with data collection in the Spring semester of 2022. Additionally, they added that they have adapted their goals and methods of research by accounting for changes that were made within schools due to the pandemic. For example, they have shifted the focus of key

research questions to focus on the impact of COVID-19 on the opportunity gap. In summary, although the proposed goals were impacted by the events of the previous year, the PIs feel confident in their ability to adapt and shift the goals to meet CCOG's objectives.

The PIs from each Regional Hub were also interviewed about their progress towards implementing all proposed activities throughout the first year of programming. There was a range in feelings of satisfaction with this year's progress ranging from "medium" satisfied to "moving along pretty well" to "we've made a significant amount of progress." Two of the three Hubs expressed that they had to rein in the scope of their work plans to achieve what was possible this year. There was also some sense of disappointment that they were not able to accomplish everything they had set out to do in their original ambitious plans. Overall, however, each of the Hubs shared a sense of pride and accomplishment in meeting many benchmarks. Each of the Regional Hubs reported that they are in the foundational stages of conducting their original research and will continue to build upon this foundation throughout the next years. In addition to completing literature reviews, other activities that were successfully implemented across the Regional Hubs included the foundation of a regional Advisory Board (San Jose State), creation of original teaching materials (such as modules and syllabi), and beginning to build relationships with surrounding school districts and government educational agencies.

In all cases, both the lead PIs and the Regional Hub leaders felt like they had put in a lot of work and time this year to meet CCOG's goals and create a valuable and important resource to close the opportunity gap. Further, there was a sense of optimism across the board to observe the upward trajectory of CCOG in the next two years as these quotes illustrate: "I feel like we're getting there...There's still a lot of work to do, but I feel like we're moving in the right direction, and we're making upward progress." "It's a lot of work that we're taking on...we are moving forward." "We're learning and adapting, and I personally think that we're going to be more effective [these] next two years."

**C. What is the perceived quality of these activities by partners  
(e.g., educators, educational leaders, state LEAs)?**

The CCOG held one Launch and four webinars on various topics related to closing the opportunity gap (see Table 4). Surveys were distributed to attendees to assess their perceptions of the quality of these activities. Interested participants registered for the launch and the webinars beforehand providing their names, e-mails, and affiliations. The surveys were developed in Qualtrics and sent to registered attendees via their e-mail accounts. (The Educator Summit will be evaluated in the Year 2 report. Per discussions with CCOG, surveys of individuals who access the clearinghouse and of Network Improvement Communities were deferred until Year 2.)

Across all of the events, 1,053 people registered, 473 attended, and 173 completed surveys. Attendee and response rates for each event are listed below in Table 8. Overall, events were moderately to well-attended. Of the four webinars, the webinar on assessment in distance learning had the largest attendance and the webinar on epistemic agency in science teaching had the smallest attendance. Overall, attendees primarily consisted of K-12 administrative staff and faculty (47.5% of all attendees across all events) and Higher Education administrative staff and faculty (31.9% of all attendees across all events), although the composition of attendees varied by event. See Table 9.

Table 8. *Overall Event Registration, Attendance and Survey Response Rates*

Event	Number of People Who Registered <i>N</i>	Number of People Who Attended <i>N</i> (% of Registered)	Number of People Who Completed Survey <i>N</i> (% of Attendees)
Launch*	262	176 (67.2%)	55 (31.3%)
Webinar - Assessment in Distance Learning	428	183 (42.8%)	68 (37.1%)
Webinar - Science Teaching, Epistemic	55	23 (41.8%)	8 (34.8%)
Webinar - School Counseling	197	52 (25.9%)	28 (53.8%)
Webinar - Foster Care Student Support	111	39 (35.1%)	14 (35.9%)
<b>Total</b>	<b>1,053</b>	<b>473</b>	<b>173</b>

Source: Zoom Registration and Surveys

Table 9. *Event Attendee Demographics*

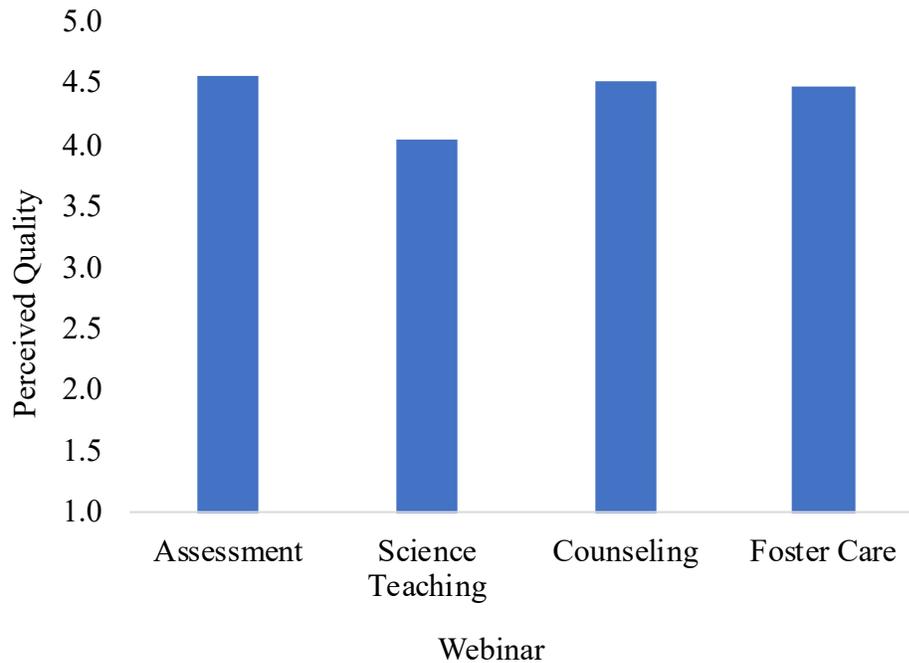
Event	K-12		Higher Education		Government/ Policymaker		Other (Students)	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Launch	17	(09.7%)	114	(64.8%)	9	(05.1%)	36	(20.5%)
Assessment	316	(73.8%)	79	(18.5%)	8	(01.9%)	25	(05.8%)
Science Teaching	0	(00.0%)	14	(60.9%)	0	(00.0%)	9	(39.1%)
School Counseling	5	(10.0%)	6	(12.0%)	1	(02.0%)	38	(76.0%)
Foster Care Support	3	(07.7%)	16	(41.0%)	6	(15.4%)	13	(33.3%)
Total	341	(47.5%)	229	(31.9%)	24	(03.3%)	121	(16.9%)

Source: Zoom Registration. Note: K-12 refers to K-12 administrative staff and faculty; Higher Education refers to higher education administrative staff and faculty. The Other category primarily included teacher candidate or school counseling graduate students. For the *School Counseling* and *Foster Care Support* webinars, 4 people total declined to provide information.

### Perceived Quality of Webinars

Webinar surveys asked about the perceived quality of the webinar in consistent formats across the webinars. Surveys asked about the perceived quality of the webinars as a whole, the quality of the information presented, and satisfaction with the level of attendee participation in close-ended questions (see Appendix C for details). In all webinar surveys, a Perceived Quality scale was constructed consisting of three items assessing the perceived quality of the webinar averaged together ( $\alpha$ 's = .60-.91). According to attendees, CCOG has delivered consistently high-quality events (see Figure 1). On a 5-point scale, average ratings ranged from  $M$ s = 4.04-4.48,  $SD$ s = .47-.72, with a grand mean of 4.40 out of 5 (1 = *Very Poor/Strongly Disagree*, 2 = *Poor*, 3 = *Fair/Neutral*, 4 = *Good*, 5 = *Excellent/Strongly Agree*). These means indicate that attendees perceived the webinars to be between good to excellent. The means also reflect that attendees felt that they had gained useful information pertaining to closing the K-12 opportunity gap and were satisfied with their level of participation in the webinar. For details on specific webinars, see Appendix A. Because the Launch survey was designed to assess other aspects (enthusiasm and support for CCOG, learning information about CCOG), Launch survey responses are omitted from Figure 1 and will be discussed in Section D of this report. Thus, overall, partners consistently perceived the CCOG webinars to be of high quality.

Figure 1. Center Users' Perceived Quality of Webinars



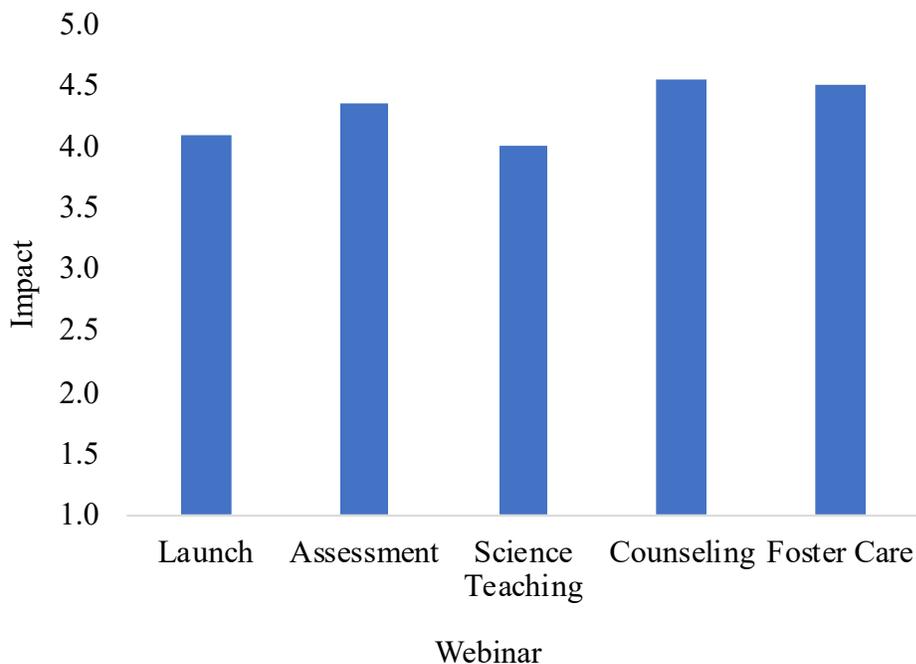
*Note:* For the item about the quality of the webinar, 1 = *Very Poor*, 2 = *Poor*, 3 = *Fair*, 4 = *Good*, 5 = *Excellent*. For items about gaining useful information and satisfaction with the level of participation, a Likert response scale was used: 1 = *Strongly Disagree*, 2 = *Disagree*, 3 = *Neutral*, 4 = *Agree*, 5 = *Strongly Agree*.

**D. What do CSULB CCOG Center users regard as the strengths, challenges, and areas for improvement regarding the implementation and how were they addressed?**

The same surveys as described in Section C were used to assess Center users' perceptions of CCOG's strengths, challenges, and areas of improvement in their implementation. Thus, Tables 8 and 9 apply to the following findings in regard to respondent demographics. In addition to assessing the perceived quality of CCOG events, the surveys also assessed the impact that the webinars had on the attendees through the use of close-ended questions. Surveys also included 1 to 2 open-ended questions on how they felt about CCOG, what they enjoyed about the event, and/or what topics they might like to see covered in the future.

**Strengths: Reported Impact**

The surveys asked about the overall impact of the Launch and webinars for each attendee. Questions specifically tapped into whether interest in closing the K-12 opportunity gap was increased after the event (Launch and webinars), whether attendees planned to implement the tools and strategies they learned about in the webinars, and whether attendees felt like they had gained useful information about the topic at hand. For the webinars, an Impact scale was constructed by averaging three survey items ( $\alpha$ 's = .67-.85). For the Launch, only one item was assessed (increasing interest in closing the K-12 opportunity gap). Across the events, attendees consistently reported that the events had a strong and positive impact on them and that they intended to use the tools they learned about (grand  $M = 4.29$ ,  $M$ s = 4.00-4.50 out of 5,  $SD$ s = .60-1.08; see Figure 2). Average responses indicated that attendees 'agreed' to 'strongly agreed' that their interest in closing the K-12 opportunity gap increased, that they learned pertinent information about how to close that gap, and that they planned to implement what they had learned to close the gap. As an illustrative example of the webinars' impact, only one day after the Distance Learning webinar, one attendee reported immediate implementation: "I loved the specific ideas about using cards and white boards for students to display their work on camera in a low-stakes way and then taking a photo to record their work/assessment. I actually used it today in a high school French class and it worked wonderfully!"

Figure 2. *Impact of Webinars on Center Users*

*Note:* Impact was measured with a Likert response scale: 1 = *Strongly Disagree*, 2 = *Disagree*, 3 = *Neutral*, 4 = *Agree*, 5 = *Strongly Agree*.

### **Strengths: Qualities of the Events That Attendees Enjoyed**

In terms of specific qualities of the events that the attendees most appreciated, one theme that arose across several webinars was the inclusion of examples (e.g., video examples, assignment and rubric examples, etc.). For the video examples in particular, several respondents appreciated seeing “real” students that they could identify with and who were like the students in their own classrooms. They often also appreciated the organization and format of the webinars with the Q&As and with being concise. Respondents also appreciated the energy and personality of the presenters and the quick and responsive feedback. They also enjoyed hearing directly from students (foster care youth webinar). Respondents also appreciated having the webinar available to them after the date of the event (emailed and uploaded to the website) and having access to the resources that were shared after the webinar (e.g., slides and tools).

Other comments were distinctive. After the Launch, the survey asked, “How do you feel overall about CCOG?” in an open-ended format. One respondent mentioned that they were “heartened” that the focus of CCOG was redirected to opportunity gaps versus achievement gaps. Another

appreciated the “leadership, hard work, dedication, and expertise” of those involved. Several agreed that the Center was “important” and “much needed” facing a big challenge, and also wished that a similar focus could be directed at the higher education level. Another attendee wrote that the Launch instilled a sense of pride about being a CSU alumnus. Respondents also thought the CCOG website looked nice.

### **Strengths: Launch-Specific Assessments**

For the CCOG Launch in November 2020, the survey also assessed whether the Launch increased attendees’ understanding and awareness of CCOG and its goals and personnel. A scale was constructed by averaging three survey items ( $\alpha = .90$ ) that asked about understanding the general goals and purpose of CCOG, receiving useful information, and learning who the leaders, partners, and supporters of CCOG were (*dissemination/increasing awareness of CCOG*). Results revealed that, on average, attendees responded that they ‘agreed’ that the Launch increased their overall awareness about the Center’s goals, purposes, leaders, and partners ( $M = 4.08$  out of 5,  $SD = .96$ ). See Appendix C for more details. The Launch survey also asked about each participant’s enthusiasm for supporting the Center and participating in CCOG events. A scale was constructed by averaging four survey items ( $\alpha = .92$ ), which asked about plans to attend another CCOG event, looking forward to learning about the outcomes of CCOG’s work, support for CCOG, and belief that CCOG’s work will help narrow the opportunity gap (*inspiring enthusiasm, support, and interest in CCOG*). On average, participants reported that they ‘agreed’ that they were enthusiastic about supporting CCOG and participating in future CCOG ventures ( $M = 4.20$  out of 5,  $SD = .88$ ). In open-ended responses regarding overall feelings about the Center, several respondents were appreciative of the keynote speaker, saying that Dr. Joe Johnson was “incredibly upfront about the injustices,” which the respondent thought was atypical “within the system,” but “impressive.” The respondent thought Dr. Joe Johnson brought attention to the injustices “gracefully but powerfully.”

Attendees of the Launch were also asked whether they had looked at the CCOG website following the launch and whether they had signed up to receive email subscriptions. At the time of the survey, over half of attendees reported that they had checked out the website (59.6%), and

about one-third (32.7%) of attendees reported that they had signed up to receive email updates about CCOG.

### **Summary of Center Users' Perceptions of Strengths**

Overall, these indicators suggest that the CCOG Launch was successful in its aim to introduce who they were and what their values and goals were to partners and in building up enthusiasm and interest in working towards to goal of narrowing the K-12 opportunity gap. In addition, the webinars consistently had a strong impact on Center users, as users felt like they had gained valuable and useful information, planned to use what they learned, and gained a further interest in closing the K-12 opportunity gap.

### **Center Users' Perceptions of Challenges and Areas of Improvement**

In the open-ended questions about what attendees enjoyed about the events, some attendees also mentioned some challenges, areas of improvement, and suggestions for future topics. One desire that was consistently mentioned across several events was to learn more about the background and the current state of the K-12 opportunity gap (especially based on race), not only about ways to narrow that gap.

In terms of future suggested topics, although respondents were appreciative of the conciseness of the webinars and reported that they gained useful information, respondents often mentioned a desire to learn even more information specific to certain populations and to expand further or go into more depth on the topic at hand. For example, one respondent wrote, "Is this an ongoing learning series? If so, how do I make sure I can attend the next one? Thank you for putting this on for us...I would attend any webinars this team puts on." Along the lines of expanding upon the topics at hand, for the Distance Learning webinar, several attendees desired to learn about assessment tools for a wider range of levels (not only for elementary, but for middle and high school levels). For the School Counseling webinar, attendees desired to learn about tools to support specific populations such as trauma survivors, children of incarcerated parents, and children returning to schools after the pandemic. In addition to expanding upon the topic at hand, other suggested topics included addressing student well-being, dual language schooling and bilingualism, implicit bias in schools, student homelessness, disproportionality in school

discipline and special education classification and restorative justice, and the recruitment of Black teachers in the K-12 environment.

Other comments on challenges or areas of improvement were more idiosyncratic. In response to how respondents felt about CCOG overall, one respondent at the Launch mentioned not being clear about how CCOG fit with existing clearinghouses, such as What Works, the Center on Intensive Interventions, and Collaboration for Effective Educator Development, Accountability, and Reform (CEEDAR) Center. Another respondent thought that some important groups were missing from the conversation in terms of preparing students for college, including Outreach, Admissions, and Early Assessment Program (EAP) Coordinators. One respondent also mentioned the desire to see Black speakers and other people of color lead webinars.

There were some technical difficulties mentioned by a handful of participants as well. After the Launch, one respondent could not find the website and another reported that the social media link on the website did not work from a phone. Some respondents said that they ended up not attending a certain webinar because they could not find the Zoom link, even after registering a second time.

### **Addressing Challenges**

To address the desire to learn more information about the state of the K-12 opportunity gap, to cover certain topics in more depth, and to address additional suggested topics, CCOG plans to cover several of these topics at future events such as the Educator Summit, webinars in Year 2, and on the clearinghouse. Addressing racial disparities, a book called *Removing Labels* has been published by the San Diego State Regional Hub, which covers stereotype threat and labeling. The Long Beach Regional Hub has completed a literature review on ethnic studies at the K-12 level. In terms of the desire to learn more about how to support the mental health of students, the Long Beach Regional Hub has also completed a literature review of what the barriers are with regard to accessing mental health services at various levels. Executive summaries on foster youth and youth experiencing homelessness have been completed by the San Jose State Regional Hub. CCOG plans to make this literature available to users in the near future. Other original research and literature that address desired topics are in the process of being completed, including a

literature review on best practices for students living in poverty by the San Diego State Regional Hub. Regarding the representation of Black speakers and people of color giving the webinars, three of six speakers in later webinars were people of color. CCOG also invited several other Black educators and people of color to speak at their upcoming Educator Summit, including the keynote speaker.

To address technical difficulties, once aware of the problems, the CCOG administrative and technology staff members were very prompt in fixing certain web links. They also personally sent webinar materials to individual attendees who had trouble accessing the materials. Over the course of the year, CCOG also improved in smoothing out the process of the sharing of event information. E-flyers for events were sent to the CCOG mailing list, which included a registration link. Once registered, the Zoom link was supplied when registration was submitted. Based on the registration, CCOG re-sent the Zoom link a few days before the event, along with the e-flyer. By the end of the first year, we did not observe any other respondents reporting problems with accessing the webinars.

### **Summary**

In summary, many strengths were identified by Center users. Center users were generally very enthusiastic about the purpose of CCOG and their events and appreciative of the resources provided. Center users recognized the preparation, hard work, and expertise of the speakers as well. Center users are also excited to learn more, go more into depth on a variety of topics, and to keep using the resources that CCOG provides them. Areas of improvement and challenges identified by Center users were minimal and the majority were suggestions that mirrored their appetite to learn more. Further, the CCOG team has been responsive to identified challenges and continues to be cognizant of meeting the desires of suggested future resources.

### **E. What are the successes with and challenges to implementation and how were they addressed?**

In June 2020 CEEE conducted interviews with key personnel from the Center and each Regional Hub to determine what worked in the first year and what might need to improve in future years (see Appendix D for the interview protocols). In each interview, CEEE evaluators asked key personnel about the successes and challenges they faced with implementing activities directed towards meeting the Center's goals.

#### **Successes and Strengths**

##### ***Partnership and Collaboration Bringing Together Diverse Expertise Across Multiple Areas***

One of the major themes that emerged in the interviews was the role partnership and collaboration played in successfully implementing Center activities. Interview data revealed that through working in teams both small and large, key personnel were able to build upon, strategize, and execute Center objectives. The Center's collaborative structure combined expertise across different schools and disciplines. Interviewees shared that they believed this type of collaboration greatly contributed to the rich thought development and generation of ideas that informed the work that was accomplished in Year 1. One CCOG leader shared, "I think bringing faculty across multiple divisions and departments has been working well for some of the idea generation - things that some of us don't think about, that other people care passionately about. And it's great to learn. I think that's been working well."

This collaboration also allowed personnel to work on the individual goals of their regions while contributing to the broader goals of the CCOG state and nationwide. When asked about what they felt was the biggest success in the first year of programming, one Hub leader shared a powerful analogy, "We all can't do everything. But projects like this allow us to build more firehouses for the fires, if you will. We're relying too much on one fire house to bounce out all these fires, the LGBTQ student, the language-diverse students, the homeless foster care students or special ed students. The people who teach all of those folks were relying on one firehouse to put out all those fires. And this project allows us to get the architecture together to build multiple fire houses for this work, so that we're not wearing out the firehouse that's actually been...here since 1965." Continuing to speak to the value of the collaboration within the CCOG another

respondent shared, “We broke the cycle of working in silos. We brought [together] every expertise within the team, even within the college.” Many shared a sense of excitement about the conversations occurring that improve the work of CCOG: “When we all get thinking and talking – it’s just really exciting. You know, everyone’s so committed to this work that it really...is helping propel the work...and everyone’s different perspectives also make the work better.”

Interview data also showed that collaboration was a major factor in each Hub’s motivation to accomplish Year 1 goals. Key personnel shared that hearing about each team’s successes in regular meetings motivated them to continue the work even when it was demanding or difficult. One respondent shared that, “Feeling part of a bigger thing and being part of a statewide conversation has been working really well. And I think having some successes has been reinforcing for the team.” Another interviewee shared that the collaboration has fostered personal professional growth: “The collaboration at each level, it’s been really amazing. And I feel like, at each of those levels... [I’m] growing... as a researcher, as a leader, as a professor... I’m learning at each of those levels.” Indeed, across Hubs there was a shared sense of learning from each other. Many affiliate faculty and PIs appreciated a sense of intellectual community that they had been missing prior to working with CCOG. Notably, discussions among the Hubs brought about an important re-conceptualization of the major aim of the project. Instead of focusing on narrowing the “achievement” gap as was originally planned, the team changed the focus to be on narrowing the “opportunity” gap. This was thought to be more holistic (focusing on the inequitable distribution of resources and opportunities) and less biased towards conveying that performance in grades and standardized test scores is the only important outcome to address. Although the project required a steep learning curve, there was a shared sense of personal growth and a pride for the resilience they showed despite many challenges.

The experience that the team brought to the project also helped CCOG be successful in its first year. For example, one co-director has had experience with cross-campus work and has held other leadership roles in the College of Education. Some of the Hub leader pairs also had previous experience collaborating together on major national grant projects that made working together “seamless.”

### ***Leveraging Prior Networks and Relationships***

Another major asset in the CCOG’s first year was the existing relationships that key CCOG personnel brought with them. Across interviews, personnel shared how essential collaboration with partners beyond CCOG was in accomplishing goals. Each of the Regional Hubs found success through leveraging and utilizing their existing relationships with educational leaders and programs. Each Hub that had a pair of PIs stressed how grateful they were to have their partner, how having had experience working together with the Hub partner in the past was beneficial, and how partners complemented one another in bringing different skill sets and networks to the team. One respondent shared, “We kind of just go perfectly together in terms of how we have worked with everybody from [the] CDE County Office of Education, local school districts, and then internally, our own faculties, departments, and programs, as well as staff and accounting and all that. So, we have enough wealth of experience together, that it just complements. And I think that's a factor that's made us very successful.”

Speaking to the power of collaboration beyond the CCOG, one respondent shared, “I feel like because of all these different people that are involved, even our Advisory Board... I feel like I learned something from all these different people that care about this work, that are committed to this work, and it just allows the work to get better and better and better.” There was also appreciation for the Chancellor’s Office (Educator Preparation and Public School Programs) helping CCOG to make connections with others. Another PI mentioned, “I think we’ve survived and [have been] able to accomplish what we’ve accomplished because of our relationships. And I mean that within our university, across the Center, but also our partners in the school system have trusted us to allow us to do the work that we can do.”

### ***Shared Passion to Narrow the Opportunity Gap***

The interview data showed that it was the lens with which the work was being conducted that engaged and sustained CCOG personnel. A respondent shared, “Folks are thinking critically about things, you know, it's like we're talking about being responsive, being sustaining. We’re asking what we can do to better support students who have been historically underserved, and then also this emerging group of... students, like our refugee students, who are coming in.” When speaking about the value of the work another respondent shared, “It's a really critical moment in

education, and to have the opportunity to be working with this Center on...projects that aim to take some kind of action - that to me is really fulfilling.” Knowing that partners are similarly passionate about CCOG’s work has also fostered a sense of mutual respect and trust: “We both know that the other person is very committed to this work too...So there’s that level of trust, like you want to make this happen because you care about this work, and it’s important to you too.” When asked what the key factor was to help move forward this year, one respondent said, “The commitment to this idea that we have a moral responsibility to address opportunity gaps that we have the knowledge, or the knowledge is out there, to do this.” All of those interviewed agreed that CCOG’s work was “important work.” One PI said, “[It] is a lot of work, but it doesn’t feel like work because it’s what we do as educators... When it’s exciting it doesn’t feel like a lot of work.”

Both leadership and the Hubs reported that, at times, their passion translated into having great ambition and wanting to implement various tasks that were outside the scope of the project. Both leadership and the Hubs reported that it was helpful to be reminded of the scope of the project and specifically to review the four overall objectives of CCOG.

## **Challenges**

### ***COVID-19 Pandemic and Natural Disasters***

The COVID-19 pandemic brought about several challenges. One that was echoed across several Hubs was that the PIs were not able to get together in person as was originally planned. The PIs felt that it would have been useful to meet in person to get to know each other better and to help form relationships with one another across the Hubs. Respondents conveyed that while interacting virtually was necessary and helpful, it was not a complete substitute for in-person interaction. Across the Hubs, personnel expressed an excitement for the possibility of getting together in person once restrictions are relaxed.

Another challenge that restrictions on in-person interactions affected was the ability to make new contacts, particularly with schools for conducting original research and with government organizations. For the San Jose State Hub, in particular, the wildfires from August to September 2020 in Northern California also affected the ability to interact with school districts. PIs also

noted that because school staff were overwhelmed with changes to instruction, most were in no position to welcome new research. Thus, plans for original research were postponed. Looking forward to when schools are in a position to welcome new research again, several PIs were grateful for the networks they already possessed, especially with certain school districts. They were also grateful for the introductions provided by Advisory Board members, which were effective in being able to form connections with more school districts. The PIs are also optimistic that introductions by Advisory Board members to government organizations will lead to a wider dissemination of CCOG's resources at county levels. Despite most original research being delayed, one faculty member was able to administer a student wellness survey and another was able to administer a faculty survey in the past year, but, likely due to the pandemic and burnout, response rates were lower than in previous years. The faculty members extended the survey deadline to get more responses, but this was a challenge for both projects.

At the same time, the pandemic made it impossible to bring faculty together in person from across campuses for certain professional development activities, such as syllabi workshops. The PIs are now thinking through what would be reasonable to ask faculty to engage in, both due to limitations with being in-person and also due to faculty having a lot of demands placed on them right now.

When the COVID-19 pandemic began, the CCOG generally decided to pivot and sometimes delay certain activities rather than to scrap original plans. Meetings transitioned from in-person to virtual platforms and as schools shut down the timeline for getting onto campuses to conduct research extended and expanded to include looking at the effects of the pandemic on educational outcomes and disparities. The CCOG also adjusted their priorities to address the pandemic, including expanding their work with school counselors and placing more emphasis on both mental health and trauma recovery resources. One respondent said, "We've worked around the pandemic, we've worked around the resource constraint, and we've just tried to keep moving forward in a positive manner with the project." Overall, interview data revealed that the Center and Regional Hub personnel all felt that they were able to navigate partnerships, deadlines, and demands all while adjusting to the challenges that came with COVID-19.

### *Demands on Faculty*

Personnel reported observing that it has been a struggle for some faculty to juggle the demands of teaching and service in addition to their responsibilities with CCOG. Elaborating on faculty challenges, one respondent said, “Many of the faculty that are involved in this are junior faculty who need publications, who need scholarship. The younger people tend to have kids, the younger people tend to be... doing other things in their personal lives.” Several principal investigators shared that they struggled with balancing moving the activities along to meet CCOG deadlines and protecting affiliate faculty from feeling overwhelmed. One CCOG key personnel shared, “The challenge was...how can we move along, and at the same time, how can we protect. Because faculty are in different stages, different responsibilities, and all that.” Principal investigators were able to navigate this challenge by creating boundaries and incorporating CCOG activities into the existing work of faculty. Sharing how they maintain balance and protect faculty, one respondent shared, “We want to be, always - the two keywords - what is reasonable and what is necessary to really keep moving forward.” Hub leaders mentioned assigning research and papers that expanded upon faculty’s existing research areas rather than create new layers for faculty. One respondent shared, “If we were to ask our colleagues, I feel that we were pretty mindful in that sense that we were really working with them and, and also finding how this project is connected with projects they're already doing.” At the same time, one Hub leader mentioned that it was a challenge to find a “balance between protecting the academic capital” of their Hub’s affiliate faculty with feeling pressure to quickly provide resources and materials to publish at CCOG. The Hub leader conveyed it was sometimes hard to disentangle what faculty members were doing for their own scholarship versus for CCOG. To address this challenge, the Hub leader continually articulated and defined what were CCOG’s goals to support the Hub’s affiliate faculty.

CCOG personnel also received support in managing the multiple demands of the work through their course releases and regular meetings. An interview respondent shared, “I think the course release that I have is incredibly helpful. I don't think I'd be able to do this without it. And then I think our regular meetings that we have are helpful as well, because they give me some, help me create...timelines of when I want to accomplish tasks and share with the group.” These sentiments were also shared by multiple respondents across the Hubs. There was appreciation for

course releases and a recognition of the helpfulness in having regular meetings for both leadership and staff. In addition to the CCOG-wide meetings, each Hub held regular meetings at different levels – some of the Hub leader dyads reported that they met almost every day with each other, and some Hub leaders met one-on-one with affiliate faculty on a regular basis. Each Hub identified these regular meetings as critical to making progress towards their goals.

### ***Managing Multiple Schedules***

Although collaboration has been a major component of the Center's success it was not without its challenges. With collaborators across the state and at multiple institutions, one respondent mentioned that it was a struggle to schedule meetings where everyone could be at the table at the same time. One respondent said, "I think we've had a challenge as a group [to hold] across-the-state meeting[s]... I think we have to plan a calendar in advance so everyone can be there. Because what we find is when we're planning these...a month out every meeting, there's some people who can't be there." One of the solutions that personnel found was limiting meetings to a reasonable and necessary agenda. One respondent shared, "For things that we can accomplish, meeting online and being reasonable that we are not really overloading meetings." Respondents also shared that the transition to virtual meetings helped them manage their meeting load overall. A respondent shared, "I think virtual meetings are helpful, given our schedules, and just having these meetings virtually has been helpful." This sentiment was echoed across several PIs and staff.

### ***Managing Administrative Needs***

Another challenge that presented itself was difficulty in managing the administrative needs of the work. Hub leaders were challenged with managing all elements of their Hub's activities from payroll and stipends for webinar guests, to scheduling meetings and completing paperwork. One respondent shared, "The biggest roadblock is...not even really the teaching. It's more...the administrative tasks of my job that, you know, all the little paperwork that you have to do that kind of have urgent deadlines that get in the way." Some respondents felt like they were wearing many hats, such as fulfilling job recruitment and public relations tasks in addition to their leadership duties. The administrative challenges were largely solved through the effective, flexible, and responsive leadership of the CCOG Hub leaders. Hub leaders worked to balance the

goals of the work with the time and resources available. One of the effective strategies to meet work plan goals was to keep coming back to the four objectives of CCOG and to prioritize tasks that worked to meet those objectives. One respondent shared with enthusiasm, “We've had to stop and rethink, and let's see how much we can accomplish...Because we started huge, let's do the whole thing! Let's do it, come on!”

### ***Leadership***

While having a large team that spans disciplines and regions can be a strength, it also proved to be a challenge. In the first year, the co-directors communicated that at the beginning of the year they struggled with balancing giving Hubs autonomy while also giving direction, and some Hubs similarly expressed a desire for more direction. One example is that one of the Hubs requested clarification for how many webinars might be required of them each year and whether financial support for those webinars would be available. One of the Hubs also asked for further clarification about who to contact for what at the CSULB office when they might need help. At the same time, a few respondents mentioned that sometimes different personalities could be difficult to contend with at CCOG-wide meetings, which sometimes led people to feel discouraged to voice their own opinions and concerns at meetings. It appears that these concerns were communicated and the directors changed their practices to help redirect and focus the Hubs to stay on track to meet the stated goals of CCOG.

**F. What (if any) additional supports are needed to ensure success of Center implementation?**

In addition to strengths and challenges, the interviews asked personnel about what additional supports could be used to ensure success of Center implementation in future years. Key personnel shared that continued collaboration and communication would be helpful and requested exploring additional funding for webinars, modules, administrative support, and Advisory Board service. Personnel believed that additional financial support would help develop better quality and professional-looking webinars and modules that could be more widely distributed. Personnel also expressed a sense of frustration with devoting time to administrative tasks (as described above in Section E, Managing Administrative Tasks) that could be better used to further CCOG's goals. Key personnel also shared that they would appreciate a plan for managing and balancing the time and resource demands that will come with being on school sites conducting research. One respondent shared, "Year 1 was work done in-house, and we were able to control the variables, faculty and people involved. Now we're going to start going to the school districts, and we have to be mindful how we're going to maximize and be effective on time." Overall, however, the majority of participants felt supported this past year and were excited and optimistic about further implementing CCOG plans in the next two years.

## Conclusion

This evaluation report focuses on CCOG's implementation of its program in its first year. CCOG aims to identify best practices to ensure student achievement in California's K-12 schools and close the opportunity gap. CCOG personnel noted that their proposal and work plans were formulated before the pandemic started, but formal activity started after. The proposal and work plans were ambitious in scope listing multiple approaches to narrow the opportunity gap and serve California's K-12 schools, educators and students. The pandemic (and the wildfires in Northern California) posed multiple challenges to CCOG – making it more difficult to build natural teams and relationships among Center personnel, postponing in-person professional development opportunities, at times halting communication with schools and school districts thereby slowing down research plans, and increasing demands on faculty's time and energy. Despite these challenges and the ambitious scope of CCOG, CCOG's leaders and faculty worked tirelessly to move the project forward showing a great deal of resilience and growth – as one leader put it, “Stretch and grow” was the motto this past year.

CCOG was able to implement much of its plan for the first year with notable achievements in completing several literature reviews and publications, forming Advisory Boards and fostering valuable intellectual and practical discussions, setting up a website and posting materials, providing high-quality webinars on timely topics, and further disseminating its work in an upcoming Educator Summit. Further, CCOG's efforts were well-received by its many users as they considered events and resources to be of high quality and impactful. CCOG leaders and faculty attributed CCOG's success in its first year to coming into the project equipped with experience and far-reaching professional networks. All CCOG leaders also attributed its success in the first year to the supportive and effective partnerships formed between leaders within Hubs and to the collaborative efforts with like-minded but diverse experts who learned from each other. All faculty and leaders who were interviewed reported a very positive experience over the past year with words like “enjoyment” and “excitement” being repeated multiple times across levels and Hubs. Moreover, CCOG is well-positioned to meet its aims for Years 2 and 3 given preparations made in this first year. Closing the opportunity gap in K-12 schools is a big but important task, and CCOG has contributed resources to narrow this gap in its first year through multiple approaches and across multiple regions in California.

### **Recommendations for Future Implementation**

- Continue to do what has been going well in the management of the project:
  - Affiliate faculty, Regional Hub leaders, and the directors all agree that the regular meetings at the different levels (within Hubs, across Hubs) have been very helpful in keeping people on track to meet goals
  - Continue to allow for flexibility to meet in-person or virtually; virtual meetings have helped many faculty fit in the meetings within a busy schedule and family life
  - Continue providing course releases for faculty to allow time for the work to be done; these have been much appreciated
  - Continue having open and frequent lines of communication among Regional Hubs and the directors
  
- Possible improvements to facilitate further effectiveness of personnel:
  - Consider scheduling Hub-wide meetings even further in advance to make sure everyone attends to reap the full benefits of everyone's collective expertise (it appears that this might have been done at the last Hub meeting, but this came up in an interview)
  - Consider adjusting the budget to include administrative support to Regional Hubs
  - Clarify the responsibilities of administrative support staff so Regional Hub personnel know who to contact for different needs
  - While improvements and adjustments have been made and acknowledged by all parties, the directors could provide even further clarification and direction for Regional Hubs in meeting CCOG's objectives
  - Each Long Beach, CSUF, and SJSU (each has two co-leaders) has expressed immense gratitude for their partner's support and complementary strengths throughout the past year. Although SDSU has been successful in the implementation of its Year 1 goals, perhaps consider structuring the leadership at SDSU (SDSU is the only Hub with only one leader) similar to the other Hubs to provide additional support. The workload for SDSU is comparable to the other Hubs and might benefit by having an additional co-leader to provide assistance with key tasks (multiple regular meetings to check in one-on-one with a large team of affiliated faculty, publications, webinars, and research).

- Continue to do what has been going well in the resources provided to educators
  - Continue being sensitive and responsive to the changing needs of students, teachers, counselors, and personnel with changes occurring during the pandemic; for example, with the timely topics of webinars or infographics and reports (e.g., topics on COVID and teacher challenges, student well-being, distance learning). Webinar attendee survey respondents requested to sustain the focus on how to reach students in a virtual environment (e.g., how to handle hybrid classrooms, what to do for students who are not turning in any assignments and are falling behind, what to do for students with no internet connectivity, sustained focus on student well-being).
  
- Possible improvements to increase CCOG's impact on users
  - A common response in survey responses by webinar attendees was a thirst for going into more depth on the topics that were introduced in the webinars. If resources allow, consider a structure of sharing introductory webinars that are later followed-up with webinars that go into more detail and depth. For example, the Distance Learning Assessments webinar included some brief information about ipsative assessments, about which some users indicated they would have liked to have learned more.
  - Given the context of racial unrest and protests over the past year and a half, many CCOG users at almost every event expressed a desire to focus on racial opportunity gaps and on racial implicit biases (in curriculum, among staff, hiring). Thus far, most materials provided by CCOG address struggling students in general with a few more focused on students with disabilities, foster youth, and youth experiencing homelessness. Consider increasing materials provided by CCOG in Years 2 and 3 that focus specifically on Black and Latinx children and youth, as aligned with the Priority Areas.
  - A consistent suggestion by CCOG users was also a desire to learn more about the state of the opportunity gap. This was powerfully done at the Launch with the keynote speaker, Dr. Joe Johnson. However, many of the webinars and published research immediately jumped into the evidence-based practices without explaining the problem at hand. CCOG users have repeatedly expressed a desire to further their education about what opportunity gaps exist in California K-12 settings.

## Appendix A – Meeting Observation Protocol

*CCOG will notify CEEE at least two weeks in advance of a meeting to be observed. CEEE will be sent the Zoom link and meeting information. CCOG will also send CEEE the agenda if available so that CEEE can determine whether it would be helpful to attend.*

Date of meeting:

Location of meeting:

Members present at the meeting:

Type of meeting:

<input type="checkbox"/> Internal meeting	<input type="checkbox"/> Conference presentation	<input type="checkbox"/> Webinar
<input type="checkbox"/> Meeting with regional hubs	<input type="checkbox"/> Annual educator summit	<input type="checkbox"/> Other: _____

Which primary objective does the meeting work to meet?

<input type="checkbox"/>	Identifies current practices from the literature related to closing the opportunity gap
<input type="checkbox"/>	Increases the capacity of teachers, leaders, and other school personnel to be prepared to close opportunity gaps
<input type="checkbox"/>	Conducts research in higher performing, high poverty schools
<input type="checkbox"/>	Creates and disseminates resources to local education agencies

1. Topics and goals of meeting:
  
2. What was discussed?
  
3. What was decided (action items)?
  
4. How did these agenda items and conversations tie back to the goals of the Center? How well did these agenda items and conversations further the specified goals?

General field notes:

## Appendix B – Artifact Review Protocol

*CCOG will notify CEEE when a new document has been uploaded to the website within two weeks after the documents are published or finalized. CCOG will also instruct CEEE as to where to find documents on the website. CEEE will download the document directly from the website.*

*CCOG STAFF TO FILL OUT:*

**Title of artifact (if relevant):**

**Date CCOG published or finalized artifact:**

**Source or author of artifact:**

Type of artifact:

<input type="checkbox"/> Criteria and rubrics	<input type="checkbox"/> Sample assignments	<input type="checkbox"/> Literature review
<input type="checkbox"/> Syllabus	<input type="checkbox"/> Practice guides	<input type="checkbox"/> Regional hub meeting minutes
<input type="checkbox"/> Example activities	<input type="checkbox"/> Innovation configuration	<input type="checkbox"/> Internal meeting minutes
<input type="checkbox"/> Conference presentation	<input type="checkbox"/> Webinar presentation	<input type="checkbox"/> Invited speaker presentation
<input type="checkbox"/> Other: _____		

Location/Purpose:

<input type="checkbox"/> Online clearinghouse		
<input type="checkbox"/> Internal organization		

**Intended user/stakeholder/audience:** *(check all that apply)*

<input type="checkbox"/> K-12 educators	<input type="checkbox"/> K-12 administrators	<input type="checkbox"/> CCOG Internal
<input type="checkbox"/> Higher ed faculty	<input type="checkbox"/> Higher ed administrators	<input type="checkbox"/> Other:

*CEEE EVALUATORS TO FILL OUT:*

**Topics Covered:** *(check all that apply)*

Teacher preparation and strategies		
<input type="checkbox"/> K-5/6 <input type="checkbox"/> Middle/Jr HS <input type="checkbox"/> HS	<input type="checkbox"/> General <input type="checkbox"/> Math <input type="checkbox"/> Science <input type="checkbox"/> English <input type="checkbox"/> Other (specify): _____	<input type="checkbox"/> Assessment <input type="checkbox"/> Instruction <input type="checkbox"/> Leadership
<input type="checkbox"/> Counselor/Other educator prep		
<input type="checkbox"/> Systems and institutions		
<input type="checkbox"/> Education policies		
<input type="checkbox"/> Student Focus		
<input type="checkbox"/> Psychology <input type="checkbox"/> Other: Specify:		

**Priority Area targeted:** *(check all that apply)*

Foster youth	Homeless youth	Latinx
African American	English language learners	Students with disabilities
Other: _____		

**Which primary objective does the artifact work to meet?** *(CHECK ALL THAT APPLY)*

<input type="checkbox"/>	Identifies current practices from the literature related to closing the opportunity gap
<input type="checkbox"/>	Increases the capacity of teachers, leaders, and other school personnel to be prepared to close opportunity gaps
<input type="checkbox"/>	Conducts research in higher performing, high poverty schools
<input type="checkbox"/>	Creates and disseminates resources to local education agencies

**Artifact Number:**

**Summary of artifact:**

**Key Exemplars/Quotes:**

**Working Equity Rubric**

	Yes/No
<b>INFORMATION:</b> Provides background information on the specified topic that orients the reader towards the opportunity gap.	
<b>IMPACT:</b> Provides evidence to show that a specified strategy or policy reduces or has the potential to reduce inequities.	
<b>IMPLEMENTATION:</b> Provides examples or tools to narrow the opportunity gap that can translate well for future implementation.	

**How well does this document align with CCOG's objective(s)?**

1 = <i>Does not align well</i> (0 Yes's above)	2 = <i>Aligns somewhat</i> (1-2 Yes's above)	3 = <i>Aligns very well</i> (3 Yes's above)
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Other Comments/Notes:

*\*Note: Final working protocol was transformed to an Excel spreadsheet, but the Word document is depicted here to better view*

## Appendix C – Individual Launch and Webinar Reports

### Launch Survey Results

Prepared January 7, 2021

The CSULB Center for Closing the Opportunity Gap (CCOG) held a virtual launch on November 11, 2020. Attendees registered for the event beforehand, and CCOG provided the list of attendees to CEEE. Data was collected using a short follow-up survey to all attendees on November 17, 2020. At the virtual launch, a total of 176 people attended with 10 additional people hosting, supporting, or speaking at the event.

Analysis of occupation demographics revealed that the majority of Launch attendees were higher education administrators and faculty members (64.8%), with government officials and policy makers representing the smallest portion of attendees (5.3%).

Table 1. *Launch Attendee Demographics*

	Frequency	Percent
Higher Education (Admin and Faculty)	114	64.8%
K-12 (Admin and Faculty)	17	9.7%
Government/Policymaker	9	5.1%
Other (parents, stakeholders, media, support personnel, etc.)	36	20.5%

Source: Zoom Registration

### Summary of Survey Results

Of the 176 people who attended, a total of 55 people (31.3%) filled out the follow-up survey. In general, attendees responded positively to the event. On average, attendees who filled out the survey reported that the Launch increased their overall awareness of CCOG and its goals and expressed enthusiasm to support CCOG. Attendees who filled out the survey also expressed a greater interest in closing the opportunity gap after the Launch, on average. More details on specific items can be found below.

Attendees were also asked whether they had looked at the CCOG website following the launch and whether they had signed up to receive email subscriptions. At the time of the survey, over half of attendees reported that they had checked out the website (59.6%), and about one-third (32.7%) of attendees reported that they had signed up to receive email updates about CCOG.

### Dissemination/Increasing Awareness of CCOG

The survey asked about whether the Launch increased attendees' understanding and awareness of CCOG and its goals and personnel. A scale was constructed by averaging the below three survey items ( $\alpha = .90$ ). Results revealed that, on average, attendees responded that they 'agree' that the Launch increased their overall awareness about the Center's goals, purposes, leaders, and partners ( $M = 4.08$  out of 5,  $SD = .96$ ).

Table 2. *Launch Attendees' Awareness of CCOG and Its Goals and Personnel*

	<i>n</i>	Strongly Disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly Agree (5)	<i>M</i>	<i>SD</i>
After the CCOG launch, I have a better understanding of the general goals and purpose of CCOG.	55	4 (7.1%)	1 (1.8%)	7 (12.5%)	21 (37.5%)	22 (39.3%)	4.02	1.13
The CCOG launch provided useful information to attendees.	55	3 (5.4%)	1 (1.8%)	7 (12.5%)	24 (42.9%)	20 (35.7%)	4.04	1.04
I learned who were the leaders, partners, and supporters of CCOG.	55	2 (3.6%)	1 (1.8%)	6 (10.7%)	21 (37.5%)	25 (44.6%)	4.20	.97
Awareness Scale	55						4.08	.96

Source: Launch Attendee Survey

### Inspiring Enthusiasm, Support, and Interest in CCOG

The survey also asked about each participant's enthusiasm for supporting the Center and participating in CCOG events. A scale was constructed by averaging the below four survey items ( $\alpha = .92$ ). On average, participants reported that they 'agree' that they are enthusiastic about supporting and participating in future CCOG ventures ( $M = 4.20$  out of 5,  $SD = .88$ ).

Table 3. *Launch Attendees' Enthusiasm to Support CCOG and its Goals*

	<i>n</i>	Strongly Disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly Agree (5)	<i>M</i>	<i>SD</i>
I would consider attending another CCOG event.	53	3 (5.4%)	2 (3.6%)	4 (7.1%)	21 (37.5%)	23 (41.1%)	4.11	1.09
I look forward to learning of the outcomes of CCOG's future research, reviews, and materials that they will make available related to closing the opportunity gap in K-12 students.	53	2 (3.6%)	0	3 (5.4%)	18 (32.1%)	30 (53.6%)	4.40	.91
I plan to support CCOG's work in my capacity.	53	2 (3.6%)	0	8 (14.3%)	21 (37.5%)	22 (39.3%)	4.15	.95
I anticipate that CCOG and its future clearing-house website will help me and/ or others in the implementation of strategies to eliminate the opportunity gap in K-12 students.	53	2 (3.6%)	0	10 (17.9%)	18 (32.1%)	23 (41.1%)	4.13	.98
Enthusiasm Scale	53						4.20	.88

Source: Launch Attendee Survey

### Inspiring Interest in Closing the Opportunity Gap

The last question asked attendees how much they agreed with the following statement: “After the CCOG launch I have a greater interest in working collectively towards closing the opportunity gap.” Results revealed that, on average, participants responded that they ‘agree’ that they had more enthusiasm to take action after attending the CCOG launch ( $M = 4.08$  out of 5,  $SD = 1.08$ ).

Table 4. *Launch Attendees Interest in Taking Action to Close the Opportunity Gap*

	<i>n</i>	Strongly Disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly Agree (5)	<i>M</i>	<i>SD</i>
Action Enthusiasm	52	2 (3.6%)	0	10 (17.9%)	18 (32.1%)	23 (41.1%)	4.08	1.08

***Assessment in Distance Learning Environments***  
**Webinar Survey Results**

Prepared February 19, 2021

The CSULB Center for Closing the Opportunity Gap (CCOG) held a webinar on January 27, 2021. Attendees registered for the event beforehand, and CCOG provided the list of those who registered to CEEE. Data was collected using a short follow-up survey to all registered attendees. A total of 428 people registered and 183 attended (42.8% of those who initially registered) with 7 additional people hosting, supporting, or speaking at the event.

Analysis of occupation demographics revealed that a majority of those who registered for the webinar were K-12 administrative staff and faculty (73.8% of all who registered), of whom a majority worked at a private school (69.3% of K-12 staff and faculty). The next biggest group was made of up higher education faculty and administrative staff (18.5%).

Table 1. *Webinar Attendee Demographics*

	<b>Frequency</b>	<b>Percent</b>
K-12 (faculty and administrative staff)		
Private School	219	69.3%
Public School	57	18.0%
Other (e.g., special education schools; supplemental instruction programs)	40	12.7%
Total	316	73.8%
Higher Education (faculty and administrative staff)	79	18.5%
Government/Policy maker	8	1.9%
Other (parents, stakeholders, media, support personnel, etc.)	25	5.8%

Source: Zoom Registration

*Note.* Percentages for type of K-12 school refer only to the K-12 group; all other percentages refer to all people who registered for the webinar.

### **Summary of Survey Results**

Of the 183 people who attended, a total of 68 people (37.1%) filled out the follow-up survey. In general, attendees responded positively to the event. On average, attendees who filled out the survey reported that the Webinar quality was excellent and that they plan to use tools from the Webinar to close the K-12 opportunity gap. More detail on specific items can be found below.

## Survey Results

### Perceived Quality of CCOG Webinar

The survey asked about each attendee's perceived quality of the webinar as a whole, as well as the quality of the information presented, and the amount of attendee participation. A scale was constructed by averaging the below three survey items ( $\alpha = .70$ ) (they are presented in two tables because of the different response scales). Results revealed that, on average, attendees responded that the quality of the launch was 'excellent' and that they 'agreed' or 'strongly agreed' that the Launch provided useful information and allowed for adequate attendee participation ( $M = 4.55$  out of 5,  $SD = .47$ ).

Table 1. *Launch Attendees' Perception of Webinar Quality*

	<i>n</i>	Very Poor (1)	Poor (2)	Fair (3)	Good (4)	Excellent (5)	<i>M</i>	<i>SD</i>
The quality of the webinar was	68	0 (0.0%)	0 (0.0%)	0 (0.0%)	19 (27.9%)	49 (72.1%)	4.72	.45

Source: Webinar Attendee Survey

Table 2. *Launch Attendees' Perception of Webinar Quality (continued)*

	<i>n</i>	Strongly Disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly Agree (5)	<i>M</i>	<i>SD</i>
I gained useful information pertaining to closing the K-12 opportunity gap at this webinar	68	0 (0.0%)	0 (0.0%)	4 (5.9%)	27 (39.7%)	37 (54.4%)	4.49	.61
I felt like I was able to participate in the webinar at the level that I desired (able to ask questions, etc.)	68	0 (0.0%)	1 (1.5%)	5 (7.4%)	25 (36.2%)	37 (54.4%)	4.44	.70
Quality Scale	68						4.55	.47

Source: Webinar Attendee Survey

### Impact of the CCOG Webinar

The survey also asked about the overall impact of the webinar for each attendee and whether they planned to implement the tools learned from the webinar. A scale was constructed by averaging the below four survey items ( $\alpha = .85$ ). On average, participants reported that they ‘agree’ to ‘strongly agree’ that they are enthusiastic about implementing the tools introduced in the webinar to close the K-12 opportunity gap ( $M = 4.35$  out of 5,  $SD = .69$ ).

Table 2. *Impact of the CCOG Webinar on Attendees*

	<i>n</i>	Strongly Disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly Agree (5)	<i>M</i>	<i>SD</i>
The webinar increased my interest in closing the K-12 opportunity gap	68	0 (0.0%)	0 (0.0%)	13 (19.1%)	24 (35.3%)	31 (45.6%)	4.26	.77
I plan to implement the strategies that I learned from the Webinar	68	0 (0.0%)	0 (0.0%)	4 (5.9%)	27 (39.7%)	37 (54.4%)	4.49	.61
This webinar helped me learn more about how to integrate assessment strategies in distance learning in a way that helps close the K-12 opportunity gap	68	0 (0.0%)	0 (0.0%)	5 (7.4%)	25 (36.8%)	38 (55.1%)	4.49	.64
This webinar helped me learn more about how to use better and more authentic tools for assessment in a distance learning environment	68	0 (0.0%)	0 (0.0%)	10 (14.7%)	14 (20.6%)	44 (64.7%)	4.50	.74
Impact Total	68						4.35	.69

Source: Webinar Attendee Survey

**What Participants Enjoyed About the Webinar**

Using an open-ended question, participants were asked what they enjoyed about the webinar. A majority of participants reported that they were enthusiastic about the video and picture examples given to illustrate each of the tools that were mentioned during the webinar. Other frequently-mentioned aspects that attendees enjoyed included the energy and personality of the presenters and the ability for audience members to actively participate in the webinar.

**Other Topics About Which Participants Would Like to Learn More**

Using an open-ended question, participants were asked what other topics they would like to hear about in future CCOG events. Several attendees responded that they would like to see tools for a wider range of ages, such as middle and high school students. Others mentioned that they would like more theoretical background about what the opportunity gap is and how racial disparities, specifically, can be addressed. Many participants stated that they enjoyed the tools that were introduced in the current webinar and would like to see future webinars break them down individually to go into more depth about each one. Lastly, a large amount of participants responded that they would like to learn more about assessing and addressing student well-being and engagement in a virtual environment.

***Preservice Teacher Candidate Epistemic Agency:  
Acquiring the Professional Skills of Becoming a Science Teacher  
Webinar Survey Results***

Prepared April 15, 2021

The CSULB Center for Closing the Opportunity Gap (CCOG) held a virtual webinar on March 3, 2021. Attendees registered for the event beforehand, and CCOG provided the list of attendees to CEEE. Data was collected using a short follow-up survey to all attendees on March 8, 2020. At the virtual webinar, a total of 55 people registered and 23 people attended (41.8% of those who initially registered) with 7 additional people hosting, supporting, or speaking at the event.

Analysis of occupation demographics revealed that the majority of webinar attendees were higher education administrators and faculty members (60.9%), with the remaining attendees falling into the “other” job category (39.1%) All of the participants from the “other” job category were students from various teacher prep programs.

Table 1. *Webinar Attendee Demographics*

	<b>Frequency</b>	<b>Percent</b>
K-12 (Admin and Faculty)	0	0.0%
Higher Education (Admin and Faculty)	14	60.9%
Government/Policy maker	0	0.0%
Other (students, parents, support personnel, etc.)	9	39.1%

Source: Zoom Registration

**Summary of Survey Results**

Of the 23 people who attended, a total of 8 people (34.8%) filled out the follow-up survey. Of those 8, two attendees provided their email and stated that they would be willing to be contacted for follow-up questions. In general, attendees responded positively to the event. On average, attendees who filled out the survey reported that the webinar quality was good and that they intend to use the tools from the webinar in the future.

## Survey Results

### Perceived Quality of CCOG Webinar

The survey asked about each attendee's perceived quality of the webinar as a whole, as well as the quality of the information presented, and the amount of attendee participation. A scale was constructed by averaging the below three survey items ( $\alpha = .81$ ) (they are presented in two tables because of the different response scales). Results revealed that, on average, attendees responded that the quality of the webinar was 'good' and that they 'agreed' that the webinar provided useful information and allowed for adequate attendee participation ( $M = 4.04$  out of 5,  $SD = .57$ ).

Table 1. *Webinar Attendees' Perception of Webinar Quality*

	<i>n</i>	Very Poor (1)	Poor (2)	Fair (3)	Good (4)	Excellent (5)	<i>M</i>	<i>SD</i>
The quality of the webinar was...	8	0 (0.0%)	0 (0.0%)	1 (12.5%)	6 (75.0%)	1 (12.5%)	4.00	.54

Source: Webinar Attendee Survey

Table 2. *Webinar Attendees' Perception of Webinar Quality (continued)*

	<i>n</i>	Strongly Disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly Agree (5)	<i>M</i>	<i>SD</i>
I gained useful information pertaining to closing the K-12 opportunity gap* at this webinar	8	0 (0.0%)	0 (0.0%)	1 (12.5%)	6 (75.0%)	1 (0.0%)	4.00	.54
I felt like I was able to participate in the webinar at the level that I desired (able to ask questions, etc.)	8	0 (0.0%)	0 (0.0%)	1 (12.5%)	5 (62.5%)	2 (25.0%)	4.13	.64
Quality Scale	8						4.04	.57

Source: Webinar Attendee Survey

### Impact of the CCOG Webinar

The survey also asked about the overall impact of the webinar for each attendee and whether they planned to implement the tools they learned from the webinar. A scale was constructed by averaging the below three survey items ( $\alpha = .67$ ). On average, participants reported that they ‘agree’ that they are enthusiastic about implementing the tools introduced in the webinar to close the K-12 opportunity gap ( $M = 4.00$  out of 5,  $SD = .74$ ).

Table 2. *Webinar Attendees’ Perception of the Impact of the Webinar*

	<i>n</i>	Strongly Disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly Agree (5)	<i>M</i>	<i>SD</i>
The webinar increased my interest in closing the K-12 opportunity gap*	8	0 (0.0%)	1 (12.5%)	1 (12.5%)	4 (50.0%)	2 (25.0%)	3.88	.99
I plan to implement strategies that I learned from the webinar	8	0 (0.0%)	0 (0.0%)	3 (37.5%)	4 (50.0%)	1 (12.5%)	3.75	.71
This webinar helped me learn more about epistemic agency as it relates to the preparation of teachers	8	0 (0.0%)	0 (0.0%)	0 (0.0%)	5 (62.5%)	3 (37.5%)	4.38	.52
Impact Total	8						4.00	.74

### What Participants Enjoyed About the Webinar

Answering an open-ended question ( $n = 7$ ), 4 participants who responded stated that the examples provided during the webinar were the most impactful part of the presentation. Other responses indicated that attendees enjoyed the audience interaction (but one would have liked more), Q&A, the clarity and style of the presentation, and the perspective of helping new teachers.

**Other Topics About Which Participants Would Like to Learn More**

Answering an open-ended question ( $n = 4$ ), participants indicated that they would like to learn about more specific examples of promoting epistemic agency and how to build on real-world learning, how to differentiate instruction for students with different learning methods, how dual language schools benefit bilingual students, and more statistics about how the opportunity gap.

***Providing Culturally Sustaining and Trauma-Informed Supports for K-12 Students through Multi-Tiered Systems of Support and School Counseling Program Alignment***  
**Webinar Survey Results**

Prepared May 31, 2021

The CSULB Center for Closing the Opportunity Gap (CCOG) held a virtual webinar on April 21, 2021 given by Dr. Jake Olsen on *Providing Culturally Sustaining and Trauma-Informed Supports for K-12 Students through Multi-Tiered Systems of Support and School Counseling Program Alignment*. Attendees registered for the event beforehand, and CCOG provided the list of attendees to CEEE. Data was collected using a short follow-up survey given to all attendees through a link at the end of the webinar and also sent via email on April 22, 2021. At the virtual webinar, a total of 197 people registered and 52 people attended (25.9% of those who initially registered) with 6 additional people hosting, supporting, or speaking at the event.

Analysis of occupation demographics revealed that the majority of webinar attendees were from the “other” job category (76%), of which counseling and school psychology students made up about 58% of the “other” job category, and support personnel from various educational boards and programs made up the remaining 42%. See Table 1.

Table 1. *Webinar Attendee Demographics*

	<b>Frequency</b>	<b>Percent</b>
K-12 (Admin and Faculty)	5	10.0%
Higher Education (Admin and Faculty)	6	12.0%
Government/ Policymaker	1	2.0%
Other (students, parents, support personnel, etc.)	38	76.0%
No information provided	2	3.8%

Source: Zoom Registration

### **Summary of Survey Results**

Of the 52 people who attended, a total of 28 people (53.8%) filled out the follow-up survey. Of those 28, nine attendees provided their email and stated that they would be willing to be contacted for follow-up questions. In general, attendees responded very positively to the event. On average, attendees who filled out the survey reported that the webinar quality was excellent and that they intend to use the tools from the webinar in the future.

## Survey Results

### Perceived Quality of CCOG Webinar

The survey asked about each attendee's perceived quality of the webinar as a whole, as well as the quality of the information presented, and the amount of attendee participation. A scale was constructed by averaging the below three survey items ( $\alpha = .60$ ) (they are presented in two tables because of the different response scales). Results revealed that, on average, attendees responded that the quality of the webinar was 'good' or 'excellent' and that they 'agreed' or 'strongly agreed' that the webinar provided useful information and allowed for adequate attendee participation ( $M = 4.51$  out of 5,  $SD = .69$ ).

Table 1. *Webinar Attendees' Perception of Webinar Quality*

	<i>n</i>	Very Poor (1)	Poor (2)	Fair (3)	Good (4)	Excellent (5)	<i>M</i>	<i>SD</i>
The quality of the webinar was...	28	0 (0.0%)	0 (0.0%)	1 (3.6%)	7 (25.0%)	20 (71.4%)	4.6	.55

Source: Webinar Attendee Survey

Table 2. *Webinar Attendees' Perception of Webinar Quality (continued)*

	<i>n</i>	Strongly Disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly Agree (5)	<i>M</i>	<i>SD</i>
I gained useful information pertaining to closing the K-12 opportunity gap at this webinar	28	0 (0.0%)	0 (0.0%)	2 (7.1%)	7 (25.0%)	19 (67.9%)	4.61	.63
I felt like I was able to participate in the webinar at the level that I desired (able to ask questions, etc.)	28	0 (0.0%)	1 (3.6%)	5 (17.9%)	8 (28.6%)	14 (50.0%)	4.25	.89
Quality Scale	28						4.51	.69

Source: Webinar Attendee Survey

### Impact of the CCOG Webinar

The survey also asked about the overall impact of the webinar for each attendee and whether they planned to implement the tools they learned from the webinar. A scale was constructed by averaging the below four survey items ( $\alpha = .82$ ). On average, participants reported that they ‘agree’ to ‘strongly agree’ that they are enthusiastic about implementing the tools introduced in the webinar to close the K-12 opportunity gap ( $M = 4.54$  out of 5,  $SD = .60$ ).

Table 2. *Webinar Attendees’ Perception of the Impact of the Webinar*

	<i>n</i>	Strongly Disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly Agree (5)	<i>M</i>	<i>SD</i>
The webinar increased my interest in closing the K-12 opportunity gap	28	0 (0.0%)	0 (0.0%)	3 (10.7%)	8 (28.6%)	17 (60.7%)	4.50	.70
I plan to implement strategies that I learned from the webinar	28	0 (0.0%)	0 (0.0%)	2 (7.1%)	8 (28.6%)	18 (64.3%)	4.57	.63
This webinar helped me learn about comprehensive school counseling programs and multi-tiered systems of support (MTSS) alignment	28	0 (0.0%)	0 (0.0%)	0 (0.0%)	10 (35.7%)	18 (64.3%)	4.64	.49
This webinar helped me learn about embedding culturally-sustaining and trauma-informed practices within all tiers of a multi-tiered system of support(MTSS)	28	0 (0.0%)	0 (0.0%)	1 (3.6%)	13 (46.4%)	14 (50.0%)	4.46	.58
Impact Total	28						4.54	.60

Source: Webinar Attendee Survey

**What Participants Enjoyed About the Webinar**

Using an open-ended question, participants were asked what they enjoyed about the webinar. Each of the 19 responses stated that the clarity, format, and examples provided during the webinar were the most impactful part of the presentation. Attendees specifically stated that they enjoyed that the webinar was informative, yet concise. Additionally, they stated that they enjoyed the concept of Multi-Tiered Systems of Support (MTSS) overall.

**Other Topics About Which Participants Would Like to Learn More**

Using an open-ended question, participants were asked what other topics they would like to hear about in future CCOG events. Twelve participants responded to this question suggesting including tools for supporting more specific populations such as trauma survivors, children of incarcerated parents, children returning to schools after the pandemic, and more detail about MTSS. Additionally, several attendees mentioned that they would like future webinars to address implicit bias in schools and to provide tools for implementing culturally sustaining practices to address such biases. Lastly, two attendees suggested that future webinars provide examples of current practices that are being implemented as a result of CCOG's work and what the outcomes of these practices have been.

***How Can Teachers, School Counselors, and Administrators Support Educational Outcomes for Students in Foster Care During Extraordinary Times?***

**Webinar Survey Results**

Prepared July 1, 2021

The CSULB Center for Closing the Opportunity Gap (CCOG) held a virtual webinar panel on June 15, 2021 presented by Dr. Brent Duckor and Dr. Lorri Capizzi on *How Can Teachers, School Counselors, and Administrators Support Educational Outcomes for Students in Foster Care During Extraordinary Times?*. Attendees registered for the event beforehand, and CCOG provided the list of attendees to CEEE. Data was collected using a short follow-up survey given to all attendees through a link at the end of the webinar and also sent via email on June 17, 2021. At the virtual webinar, a total of 111 people registered and 39 people attended (35.1% of those who initially registered) with 11 additional people hosting, supporting, or speaking at the event.

Analysis of occupation demographics revealed that the majority of webinar attendees were from higher education (41%) and a substantial number were from the Other category (33%), of which the majority were students, including school counseling and school psychology graduate students. Notably, there were also a few attendees from government education organizations (15%), including from the Santa Clara County Office of Education and the California Department of Education. See Table 1.

Table 1. *Webinar Attendee Demographics*

	<b>Frequency</b>	<b>Percent</b>
K-12 (Admin and Faculty)	3	7.7%
Higher Education (Admin and Faculty)	16	41.0%
Government/Policy maker	6	15.4%
Other (students, parents, support personnel, etc.)	13	33.3%
No information provided	1	2.6%

Source: Zoom Registration

### **Summary of Survey Results**

Of the 39 people who attended, 14 people (35.9%) filled out the follow-up survey. Of those 14, four attendees provided their email and stated that they would be willing to be contacted for follow-up questions. In general, attendees responded very positively to the event. On average, attendees who filled out the survey reported that the webinar quality was between good to excellent and that they intend to use the tools from the webinar in the future.

## Survey Results

### Perceived Quality of CCOG Webinar

The survey asked about each attendee's perceived quality of the webinar as a whole, as well as the quality of the information presented, and the amount of attendee participation. A scale was constructed by averaging the below three survey items ( $\alpha = .91$ ) (they are presented in two tables because of the different response scales). Results revealed that, on average, attendees responded that the quality of the webinar was between 'good' to 'excellent' and that they 'agreed' to 'strongly agreed' that the webinar provided useful information and allowed for adequate attendee participation ( $M = 4.48$  out of 5,  $SD = .72$ ).

Table 1. *Webinar Attendees' Perception of Webinar Quality*

	<i>n</i>	Very Poor (1)	Poor (2)	Fair (3)	Good (4)	Excellent (5)	<i>M</i>	<i>SD</i>
The quality of the webinar was...	14	0 (0.0%)	0 (0.0%)	2 (14.3%)	2 (14.3%)	10 (71.4%)	4.57	.76

Source: Webinar Attendee Survey

Table 2. *Webinar Attendees' Perception of Webinar Quality (continued)*

	<i>n</i>	Strongly Disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly Agree (5)	<i>M</i>	<i>SD</i>
I gained useful information pertaining to closing the K-12 opportunity gap at this webinar	14	0 (0.0%)	1 (7.1%)	1 (7.1%)	4 (28.6%)	8 (57.1%)	4.36	.93
I felt like I was able to participate in the webinar at the level that I desired (able to ask questions, etc.)	14	0 (0.0%)	0 (0.0%)	1 (7.1%)	5 (35.7%)	8 (57.1%)	4.50	.65
Quality Scale	14						4.48	.72

Source: Webinar Attendee Survey

### Impact of the CCOG Webinar

The survey also asked about the overall impact of the webinar for each attendee and whether they planned to implement the tools they learned from the webinar. A scale was constructed by averaging the below three survey items ( $\alpha = .85$ ). On average, participants reported that they ‘agree’ to ‘strongly agree’ that they are enthusiastic about implementing the tools introduced in the webinar to close the K-12 opportunity gap ( $M = 4.50$  out of 5,  $SD = .65$ ).

Table 2. *Webinar Attendees’ Perception of the Impact of the Webinar*

	<i>n</i>	Strongly Disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly Agree (5)	<i>M</i>	<i>SD</i>
The webinar increased my interest in closing the K-12 opportunity gap	14	0 (0.0%)	1 (7.1%)	0 (0.0%)	3 (21.4%)	10 (71.4%)	4.57	.85
I plan to implement the tools that I learned about during the webinar to better support the educational outcomes of students in foster care	14	0 (0.0%)	0 (0.0%)	3 (21.4%)	4 (28.6%)	7 (50.0%)	4.29	.83
This webinar helped me learn more about how to support positive educational outcomes for students in foster care	14	0 (0.0%)	0 (0.0%)	0 (0.0%)	5 (35.7%)	9 (64.3%)	4.64	.50
Impact Total	14						4.50	.65

Source: Webinar Attendee Survey

**What Participants Enjoyed About the Webinar**

Using an open-ended question, participants were asked what they enjoyed about the webinar. Eight of the 10 people who responded stated that hearing directly from foster youth was insightful and impactful. Other attendees generally stated that the webinar was informative and timely. They also appreciated that common themes arose among the panel.

**Other Topics About Which Participants Would Like to Learn More**

Using an open-ended question, participants were asked what other topics they would like to hear about in future CCOG events. Three of the six people who responded were interested in hearing more details of how to promote the success of foster youth, including learning about their challenges, learning about models to help them academically and socially with family reintegration, and learning about what the panel wish they had known about in planning for college or a career. Other suggested topics included learning about trauma and how it affects learning from a teacher perspective, homelessness, and disproportionality in discipline and special education classification.

## Appendix D – Interview and Focus Group Questions

### Co-Director questions (CSU Long Beach)

1. Please start by telling us about your experience serving on the CCOG project since development began.
2. To our understanding, CCOG has four primary objectives:
  - i. Reviewing the existing literature to identify evidence-based practices to close K-12 opportunity gaps
  - ii. Strengthening professional preparation of educators-teachers, education specialists, and administrators for “schools serving high concentrations of black, Latino and economically disadvantaged students by creating strategic partnerships and networks”
  - iii. Conducting original research in high poverty, higher performing schools; and
  - iv. Developing and disseminating tools and resources to implement evidence-based strategies to eliminate achievement gaps.
  - a. To what extent are you implementing the Center work as described by these objectives?
  - b. What progress has been made or is being made? What goals/deadlines for proposed activities have been met thus far?
  - c. What proposed activities still need to be implemented?
  - d. Do any changes to the proposed activities need to be made?
  - e. How satisfied do you feel with the progress CCOG has made toward meeting each of the objectives?
3. How are CCOG program activities carried out and overseen?
4. What do you feel were the biggest successes in the first year of programming?
  - a. What has been working well with the development and launch of CCOG so far?
5. What do you feel were the biggest challenges in the first year of programming?

- a. Have there been any roadblocks to achieving your goals/deadlines?
  - b. What made these aspects particularly challenging? Can you give any specific examples?
  - c. What challenges do you face specifically in your role as a PI/Director?
  - d. How did you address those challenges?
6. In your opinion, what have been the key factors that best helped you move forward in implementing the goals of CCOG?
- a. What made these aspects particularly successful? Can you give any specific examples?
7. What are some “lessons learned” from the first year of the Center?
8. In what ways do you hope to improve the program in the upcoming year?
- a. What, if any, additional supports do you think are needed to ensure success of Center implementation?
9. How have you modified activities since the COVID shutdown?
- a. What has worked well?
  - b. What has been particularly challenging?
  - c. What do you think your staff are struggling with most?
10. Is there anything else you would like to share about your experience implementing CCOG activities?
11. Do you have any other questions or comments you’d like to add?

**Key Personnel** questions: (*Affiliate faculty in focus groups*)

1. What is your role with CCOG? What are your responsibilities?
2. What are the specific goals/objectives you have been working on?
  - a. How do these objectives align with the broader goals of CCOG as a whole? As a reminder the broader goals include the following:
    - i. Reviewing the existing literature to identify evidence-based practices to close the K-12 opportunity gap
    - ii. Strengthening professional preparation of educators-teachers, education specialists, and administrators for “schools serving high concentrations of black, Latino and economically disadvantaged students by creating strategic partnerships and networks”
    - iii. Conducting original research in high poverty, higher performing schools
    - iv. Developing and disseminating tools and resources to implement evidence-based strategies to eliminate achievement gaps.
3. What goals/deadlines for proposed activities have been met thus far?
4. What proposed activities still need to be implemented?
5. Have there been any roadblocks to achieving such goals/deadlines?
  - a. Were you able to address any of these challenges? If yes, how so?
6. In your opinion, what have been the key factors that best helped you move forward in development?
  - a. What made these aspects particularly successful? Can you give any specific examples?
7. How have you modified activities since the COVID shutdown?
  - a. What has worked well?
  - b. What has been particularly challenging?
8. What suggestions do you have for leadership for the supervision and operations of your regional hub or for the Center as a whole?
9. Is there anything else you would like to share about your experience developing or implementing CCOG activities?

**PI Regional Hub specific questions: - CSU Fullerton**

1. What is your role with CCOG?
2. Please start by telling us about your experience serving on the CCOG project since development began.
3. What are the specific goals/objectives your Center has been working on?
  - a. How do these objectives align with the broader goals of CCOG as a whole?
4. Next, I'd like to review CSUF's work plan with you and ask about your progress towards your goals. First, you aimed to identify high performing/high poverty schools in the Orange County region. Second, you aimed to develop a JEIE review process.
  - a. To what extent are you implementing these goals as described in your work plan?
  - b. What progress has been made or is being made? What goals/deadlines for proposed activities have been met thus far?
  - c. What proposed activities still need to be implemented?
  - d. Do any changes to the proposed activities need to be made?
  - e. How satisfied do you feel with the progress CSUF has made toward meeting the time frame proposed in your work plan?
5. How are program activities carried out and overseen at your Regional Hub?
6. What do you feel were the biggest successes in the first year of programming?
  - a. What has been working well with your Regional Hub's contribution to the broader goals of CCOG so far?
7. What do you feel were the biggest challenges in the first year of programming?
  - a. Have there been any roadblocks to achieving your goals/deadlines?

- b. What made these aspects particularly challenging? Can you give any specific examples?
  - c. What challenges do you face specifically in your role?
  - d. How did you address those challenges?
8. In your opinion, what have been the key factors that best helped you move forward in development?
  - a. What made these aspects particularly successful? Can you give any specific examples?
9. What are some “lessons learned” from the first year of the Center?
10. In what ways do you hope to improve the program in the upcoming year?
  - a. What, if any, additional supports do you think are needed to ensure success of Center implementation?
11. How have you modified activities since the COVID shutdown?
  - a. What has worked well?
  - b. What has been particularly challenging?
  - c. What do you think your staff are struggling with most?
12. Is there anything else you would like to share about your experience implementing CCOG activities?
13. Do you have any other questions or comments you’d like to add?

**PI Regional Hub specific questions: - SDSU**

1. What is your role with CCOG?
2. Please start by telling us about your experience serving on the CCOG project since development began.
3. What are the specific goals/objectives your Center has been working on?
  - a. How do these objectives align with the broader goals of CCOG as a whole?
4. Next, I'd like to review SDSU's work plan with you and ask about your progress towards your goals. First, you aimed to identify current practices from the literature related to closing the opportunity gap. Second, you aimed to engage in capacity development for educator preparation so that teachers, leaders, and school personnel enter schools prepared to close gaps. Third, you aimed to engage in research in schools to further evidence-based practices for closing opportunity gaps by examining higher performing, high poverty schools. Fourth, you aimed to develop and disseminate resources to local education agencies to close the opportunity gap.
  - a. To what extent are you implementing these goals as described in your work plan?
  - b. What progress has been made or is being made? What goals/deadlines for proposed activities have been met thus far?
  - c. What proposed activities still need to be implemented?
  - d. Do any changes to the proposed activities need to be made?
  - e. How satisfied do you feel with the progress SDSU has made toward meeting the time frame proposed in your work plan?
5. How are program activities carried out and overseen at your Regional Hub?
6. What do you feel were the biggest successes in the first year of programming?
  - a. What has been working well with your Regional Hub's contribution to the broader goals of CCOG so far?

7. What do you feel were the biggest challenges in the first year of programming?
  - a. Have there been any roadblocks to achieving your goals/deadlines?
  - b. What made these aspects particularly challenging? Can you give any specific examples?
  - c. What challenges do you face specifically in your role?
  - d. How did you address those challenges?
8. In your opinion, what have been the key factors that best helped you move forward in development?
  - a. What made these aspects particularly successful? Can you give any specific examples?
9. What are some “lessons learned” from the first year of the Center?
10. In what ways do you hope to improve the program in the upcoming year?
  - a. What, if any, additional supports do you think are needed to ensure success of Center implementation?
11. How have you modified activities since the COVID shutdown?
  - a. What has worked well?
  - b. What has been particularly challenging?
  - c. What do you think your staff are struggling with most?
12. Is there anything else you would like to share about your experience implementing CCOG activities?
13. Do you have any other questions or comments you'd like to add?

**PI Regional Hub specific questions: - San Jose State University**

1. What is your role with CCOG?
2. Please start by telling us about your experience serving on the CCOG project since development began.
3. What are the specific goals/objectives your Center has been working on?
  - a. How do these objectives align with the broader goals of CCOG as a whole?
4. Next, I'd like to review SJSU's work plan with you and ask about your progress towards your goals. For Year 1, you aimed to complete literature views and content matrices.
  - a. To what extent are you implementing these goals as described in your work plan?
  - b. What progress has been made or is being made? What goals/deadlines for proposed activities have been met thus far?
  - c. What proposed activities still need to be implemented?
  - d. Do any changes to the proposed activities need to be made?
  - e. How satisfied do you feel with the progress SJSU has made toward meeting the time frame proposed in your work plan?
5. How are program activities carried out and overseen at your Regional Hub?
6. What do you feel were the biggest successes in the first year of programming?
  - a. What has been working well with your Regional Hub's contribution to the broader goals of CCOG so far?
7. What do you feel were the biggest challenges in the first year of programming?
  - a. Have there been any roadblocks to achieving your goals/deadlines?
  - b. What made these aspects particularly challenging? Can you give any specific examples?

- c. What challenges do you face specifically in your role?
  - d. How did you address those challenges?
8. In your opinion, what have been the key factors that best helped you move forward in development?
- a. What made these aspects particularly successful? Can you give any specific examples?
9. What are some “lessons learned” from the first year of the Center?
10. In what ways do you hope to improve the program in the upcoming year?
- a. What, if any, additional supports do you think are needed to ensure success of Center implementation?
11. How have you modified activities since the COVID shutdown?
- a. What has worked well?
  - b. What has been particularly challenging?
  - c. What do you think your staff are struggling with most?
12. Is there anything else you would like to share about your experience implementing CCOG activities?
13. Do you have any other questions or comments you’d like to add?