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January 31, 2023

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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.

The CCOG was established by Senate Bill 77, Section 24 (Budget Act of 2019 trailer bill) and requires a report by a third-party evaluating the support provided to local education agencies by the center during the prior year. This report provides an analysis of the second year of the program (2022-2023), which outlines the accomplishments throughout the year, progress towards meeting established benchmarks and implementation successes.

The analysis identified challenges posed by the pandemic but concluded that CCOG's leaders and faculty have worked diligently to move the project forward. The CCOG has continued to contribute to narrowing the opportunity gap through multiple approaches and across multiple regions in California.

Across the hubs, CCOG faculty have conducted literature reviews and meta- analyses, and original research projects over this second year to identify evidence-based practices. Topics have spanned understanding and defining achievement, foster youth, youth experiencing homelessness, K-12 ethnic studies, stereotype threat and labeling, and barriers to accessing mental health supports.

The CCOG faculty also completed multiple research projects on K-12 students and teachers. For example, CSULB hub is conducting original research to document and promote effective practices used in higher performing, high- poverty (*2HP) schools and local educational agencies. Research is being conducted at both elementary and secondary school levels in LAUSD specifically examining the Black student achievement plan. CSULB is also working on the development and research of a pathway for teachers of color through local high schools. CSULB also secured additional funding to support its work through federal earmark funds. Additionally, the regional hub at San Jose State is developing modules in collaboration with California Department of Education that focus on foster and homeless youth and will be available for all teachers in the state of California.

The CCOG is also making progress toward its goal of disseminating research on evidence-based practices to both local educational agencies and to teacher preparation programs. This is being done through: (1) state conferences, county office of education presentations and research publications, (2) webinars, and (3) the Educator Summit. Additionally, an online clearinghouse is currently being developed and will be maintained by faculty at the center. The center has identified a platform for the clearinghouse process and developed a rubric for reviewing practices. This process will begin in 2023.

The analysis highlighted the center's success in forming partnership with multiple schools, school districts and government agencies across the state. CCOG is well-positioned to meet its aims for year three and continue its work in supporting K-12 students throughout the state.

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

Sincerely,

Bradley Wells (Feb 2, 2023 08:49 PST)

Steve Relyea
Executive Vice Chancellor and Chief
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Full report posted to https://www.calstate.edu/impact-of-the-csu/government/Advocacy-and-State-Relations/Pages/legislative-reports.aspx

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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 2 Evaluation Report

Prepared July 25, 2022

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CSU Center to Close the Opportunity Gap (CCOG): Identifying Best Practices to Ensure Student Achievement in California's K-12 Schools Year 2 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 second 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 second year of operation. Table 1 summarizes six evaluation questions.

Evaluation methods to measure the perceived quality of CCOG activities over the second year of operation include meeting observation notes for webinars, attendee survey reports for the Educator Summit and for webinars, interviews and focus groups with key CCOG personnel, and document analysis of artifacts shared by CCOG and on the CCOG 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 Year 2, document analysis focused on resources published on the website this year (newsletters, original research reports), peer-reviewed articles, research materials and Hub progress reports. A few modifications were made to the evaluation plan in Year 2 regarding the roll out of surveys and sources of data. For example, given that the Center’s clearinghouse of resources is still under development, CCOG leadership thought it was best to postpone surveys of individuals who access the clearinghouse until Year 3. Similarly, as the establishment of Network Improvement Communities has been postponed, CCOG leadership thought it was best to also postpone surveys of individuals involved in these Network Improvement Communities. For document reviews, internal meeting minutes were not provided by CCOG. CCOG deemed that the information in these internal meeting minutes were not germane to the evaluation goals in Year 2.

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 CCOG fully implemented all proposed activities?	Observations of presentations Document review Interviews with key personnel Website analytics
B. Is CCOG 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 Educator Summit and webinar attendees
D. What do CCOG users regard as the strengths, challenges, and areas for improvement regarding the implementation and how were they addressed?	Survey of Educator Summit and 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 second 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 2, interviews were held with the Center directors and the Principal Investigators (PIs) from CSUF and SDSU. SJSU additionally submitted written information. Additionally, one focus group was held with five key personnel from the CSULB, SDSU, and SJSU teams. During each interview and focus group, interviewees were asked about their progress towards achieving all of the proposed activities for the second 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 ongoing COVID-19 pandemic caused some changes and delays to occur, which is elaborated on in more detail in Section E.

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. The proposed activity to create criteria and a rubric for analyzing practices (1.1) is being finalized. Led by the CSUF team, a team of experts was convened and Advisory Board meetings were held regularly throughout Year 2 to have thoughtful discussions about what educational material would be considered Just, Equitable and Inclusive. CCOG finalized a 5-step vetting process, which includes prescreening rubrics that school districts can use. One round of piloting of the vetting process has also been completed. Currently the team is discussing the best way to invite and encourage submissions to the Clearinghouse, envisioning an iterative and constructive process with feedback to assist submissions along the way.

Across the Hubs, CCOG faculty have continued to conduct an impressive number of literature reviews and meta-analyses (1.2) over the second year to identify evidence-based practices. Indeed, almost all of the reviews that were anticipated to be completed in Year 1 were completed in Year 2. In Year 2, topics have spanned best practices for students living in poverty, students with disabilities, impacts of anti-bias education, and integrating an arts-based approach to closing the opportunity gap. Previously in Year 1, topics 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. Thus, overall, Objective 1 was implemented this year with some specific goals still in progress, delayed, or changed.

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

Activities	**Proposed Timeline**	**Proposed Outcomes**	**Implementation**
Objective 1: Identify current practices from the literature related to closing opportunity gaps			
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.	Implemented *Year 2* • Just, Equitable and Inclusive Educational (JEIE) review process expected to be completed by the end of Summer 2022 • CSUF finalized prescreening rubrics • Piloted one round of vetting for the Clearinghouse • Met with Advisory Board throughout the year *Year 1 achievements* • Team of experts convened • Draft of JEIE principles completed • Communicated with school districts about prescreening process

			• Regular Advisory Board meetings established
1.2 Conduct literature reviews and meta-analyses of current EBP	Years 1-3	Literature reviews and meta-analyses prepared for publication	Majority implemented *Year 2 Reviews Completed* • Best practices for students living in poverty • Impacts of anti-bias education paper (under peer review) • EBPs for students with disabilities paper • CSUF expects 4-5 EBPs to be finalized for vetting by the end of Summer 2022 • Arts-integrated approach to closing the opportunity gap *Year 2 Reviews in Progress* • Position statement on diversifying the workforce and its impact *Year 1 Reviews Completed* • Executive summary on foster youth • Executive summary on youth experiencing homelessness • *Removing Labels* book on stereotype threat and labeling published • Literature review database and content matrix on foster youth • Literature review database and content matrix on youth experiencing homelessness • K-12 ethnic studies • Barriers to accessing mental health services *Year 1 Change in Plans* • Content matrices not needed because of revised vetting process/content curation by CCOG

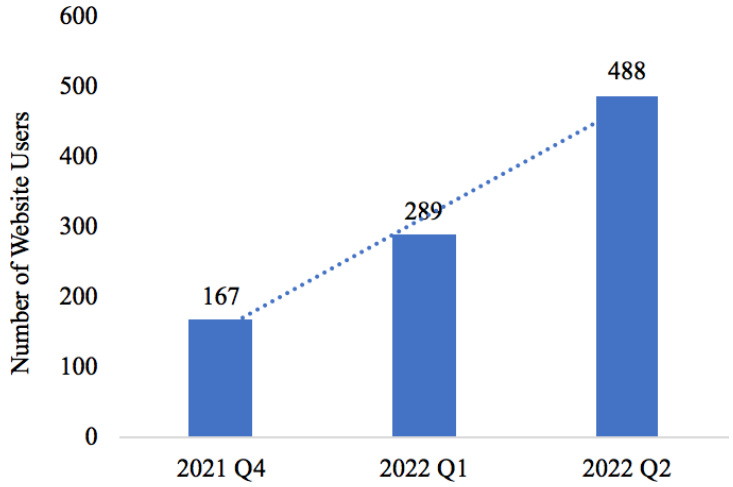
Objective 2: Educator Preparation and Capacity Building

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 continued to make considerable progress in working towards developing and maintaining a Clearinghouse of resources and tools for faculty (2.2). The CCOG email list has grown to 2,351 members (adding 780 members in Year 2 from 1,571 members in the previous year). The Master email list was comprised of requests through the website, CCOG event invitees and registrants, and various teacher lists. Further, users are increasingly accessing the website (http://ccog.calstate.edu) that was launched last year. Website analytics provided from Academic Technology Services at the California State University Chancellor's Office showed upward linear trends in the number of website users from 167 website users in September 2021 (when the website analytics first began being collected) to 488 website users in June 2022 (see Figure 1). The total number of website users from September 2021 to June 2022 was 944. Website analytics also showed an upward linear trend in the number of website views from 577 views to 1,392 views during that same period for a total of 3,006 total website views (see Figure 2). A breakdown of those views by page showed that the home welcome page initially tended to show the greatest percentage of views (45.1% and 42.9% in 2021 Q4 and 2022 Q1, respectively) (see Figure 3). In the most recent quarter (2022 Q2), the Events page showed the greatest percentage of views (36.1%), followed by the home welcome page (27.6%).

On the website, several additional resources were posted this year including two lengthy research reports and one fact sheet based on findings from original research (one on student wellness, another on teachers' challenges and needs). Five webinars hosted by CCOG were also added this year, which focused on anti-racist education and mental health (2.3). In addition to these five webinars that were posted on the website, an additional three were hosted by CCOG and seven by Regional Hubs on similar topics and on supporting teachers (adding up to an impressive total of 15 webinars). These webinars were timely and responsive to CCOG users' feedback. 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. Details on the EdSummit held in July 2021 can be found

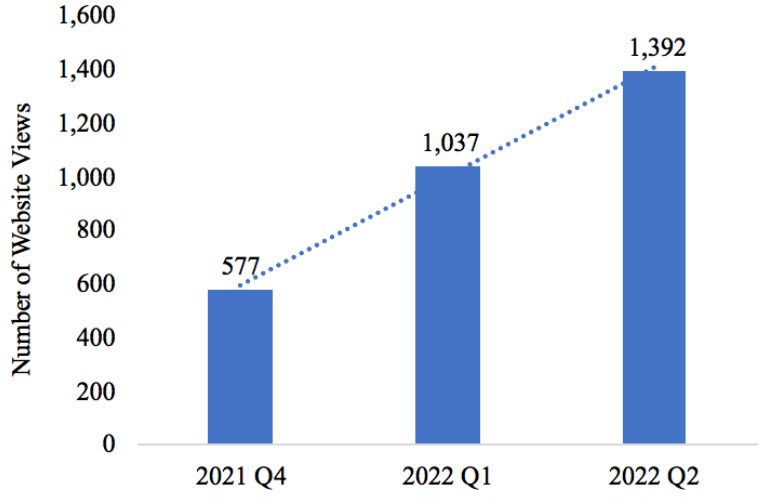
below under Objective 4 (see Table 7). Thus as of June 15, 2022, there are a total of two research reports, one book chapter, 10 recordings available on the website.

Figure 1. Number of Website Users by Calendar Year Quarter



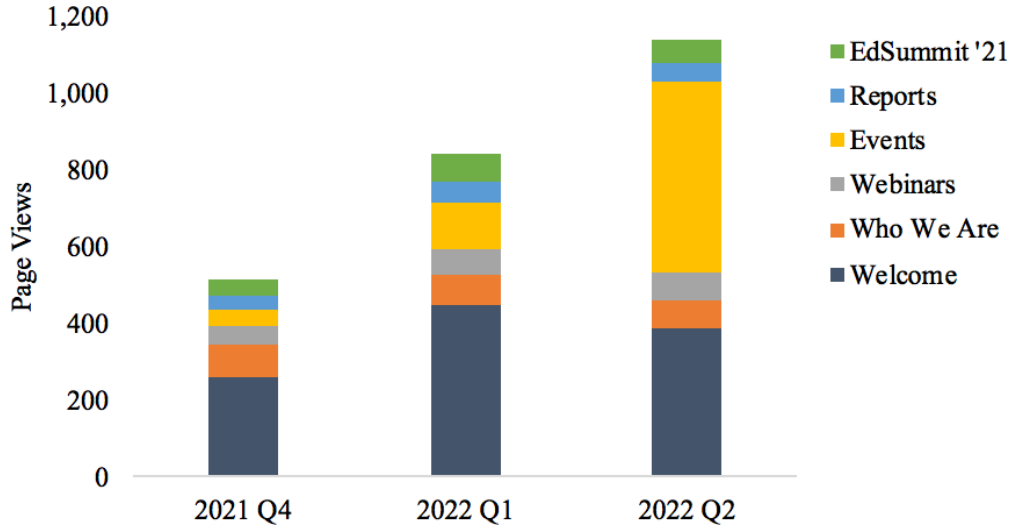
Note: 2021 Q4 (October – December 2021), 2022 Q1 (January – March 2022), 2022 Q2 (April – June 2022); website users across quarters were not necessarily unique users and could overlap.

Figure 2. Number of Website Views by Calendar Year Quarter



Note: 2021 Q4 (October – December 2021), 2022 Q1 (January – March 2022), 2022 Q2 (April – June 2022)

Figure 3. Number of Website Views by Page and Calendar Year Quarter



Note: 2021 Q4 (October – December 2021), 2022 Q1 (January – March 2022), 2022 Q2 (April – June 2022)

CCOG also engaged in capacity development by presenting at the California Council for Teacher Educators (CCTE) annual meeting (2.4) in March 2022 on "Unpacking the Notion of Equity in Education Reform Policy," which the speaker reported was well-received. The development of Innovation Configurations (2.1), one of the four proposed Objective 2 activities by the CSULB Hub, has not yet been implemented. Development of Innovation Configurations was postponed due to pandemic-related delays in conducting original research. 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. 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.

One additional achievement that was not originally planned in the initial proposal is CCOG's creation and development of the Paramount Teachers Pathway in partnership with the Paramount Unified School District. In this program, a lower-division educator course (LST 100) for high school students was offered in Spring 2022, extending teacher preparation beyond community colleges and the CSU system into high schools. As Paramount Unified's student body consists of

about 88% Hispanic/Latinx students, the Paramount Teachers Pathway aligns well with regional, statewide, and CSULB College of Education's goals to recruit, prepare, and retain teachers of color, who are lacking in the Los Angeles region and in the State of California more widely. CCOG submitted a Memorandum of Understanding (MOU) to the Board of Education at Paramount Unified and is currently partnering with district-level administrators to continue the Paramount Teachers Pathway with additional funding.

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

Activities	**Proposed Timeline**	**Proposed Outcomes**	**Implementation**
Objective 2: Engage in capacity development for educator preparation so that teachers, leaders and other school personnel enter schools prepared to close gaps			
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 due to delays with research because of the pandemic
2.2 Develop and maintain a clearinghouse of resources and tools for faculty who prepare educators to use in courses and clinical practice	Years 1-3	Online clearinghouse for closing the achievement gaps is developed that includes sample 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.	In progress *Year 2 achievements* • CCOG e-mail list expanded (2,351 members as of June 15, 2022), an additional 780 members this year • 944 website users and 3,006 website views from September 2021-June 2022. • SDSU developed a statewide administrator credential program rubric that might be hosted on the website *Year 2 resources provided on website* • 5 additional webinars on anti-racist education and mental health

			• 53-page research report on student wellness and fact sheet • 25-page research report on COVID-19 challenges and needs among teachers *Year 1 achievements* • Website created and launched • CCOG e-mail list established (1,571 members as of July 15, 2021) • CCOG held Launch in November 2020 *Year 1 resources provided on website* • Launch and four webinars on teacher preparation and school counseling • Two papers (Spotlight on Schools and Spotlight on Research) • One infographic on preliminary research findings about teachers and COVID-19
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.	Implemented *Year 2 achievements* • 8 webinars on student mental health, racial justice, and educator support hosted by CCOG • 7 webinars hosted by Regional Hubs on anti-racist assessment and language learning *Year 1 achievements* • Four webinars hosted by CCOG • One webinar hosted by a Regional Hub
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	Modified implementation *Year 2* • CCOG presented at the March 2022 CCTE SPAN meeting

		Spring. Updates as well as policy recommendations	*Year 1* • CCOG decided not to present at the October 2020 CCTE meeting or at the March 2021 CCTE SPAN meeting due to the pandemic
Creating a pipeline for future educators starting in high school to better recruit and retain teachers of color	N/A – additional aim not in original proposal		Paramount Teachers Pathway project in progress
SDSU: Syllabi workshops and professional development for regional faculty	Years 1-2	Hold syllabi workshops	Modified implementation *Year 2 achievements* • 15-18 videos showcasing effective teaching in classrooms developed and published on the internet *Years 1 and 2* • Postponed due to pandemic affecting faculty to have high workload demands • Discussing whether to proceed and in what format (in-person or virtually) workshops would be effective

Webinars: Meeting Observations

In response to feedback from CCOG users to go more in-depth on certain topics, CCOG put forth three webinar series. Topics were chosen to respond to perceived needs and desires from CCOG users: anti-racist education, student mental health, and racial justice. Webinars were advertised in advance on the CCOG website, CCOG's social media accounts (Facebook page, Twitter, Instagram) (which are reposted by CCOG followers), CCOG newsletters, the Chancellor's Office's Educator Preparation and Public School Programs (EPPSP) newsletters, emailed to listserve members and shared by webinar presenters, CCOG faculty, and Regional Hub principal investigators to their personal networks. Webinars were held over Zoom. See

Table 4 for details. CEEE observed all meetings with enough advanced notice and watched recordings of all meetings made available in a timely manner to CEEE by CCOG. CEEE 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 in Year 1). 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 13 webinars we observed, all 13 (100.0%) fulfilled Objective 2 (Increases the capacity of teachers, leaders, and other school personnel to be prepared to close opportunity gaps) and 11 (84.6%) additionally fulfilled Objective 1 (Identifies current practices from the literature related to closing the opportunity gap). Overall, CCOG met the proposed goal of hosting numerous informational webinars that focused on closing the opportunity gap throughout the second year of programming.

Table 4. *Webinar Topics and Speakers*

Date	Topic	Presenters/Facilitators
Hosted by CCOG		
October 2021	**Webinar Series: Actions Anti-Racist Educators Must Take in Their Classrooms This School Year**	
October 13	Part I	Marlene Carter (UCLA Writing Project)
October 27	Part II	Marlene Carter (UCLA Writing Project)
Mar-Apr 2022	**Webinar Series: Creating a Culture of Care in Schools**	
March 2022	Supporting the Whole Child: Safeguarding Student Mental and Behavioral Health	Dr. Caroline Lopez-Perry (CSULB), Rachel Andrews, PPS, LPCC (Redondo Union HS)
March 2022	Creating a Culture of Care Through Trauma-Sensitive Practices	Dr. Caroline Lopez-Perry (CSULB), Addison Duane (Wayne State U.)
April 2022	Building Systems of Care: A Guide to School-Based Mental Health Teams	Josh Godinez, PPS (CA School Counselors), Dr. Jeannine Topalian (CA School Psychologists), Paul Brazzel, LCSW, PPSC (CAS Social Workers)
Mar-May 2022	**Webinar Series: Racial Justice in Education** (Co-Hosted with the CSULB College of Education)	
March 2022	Surviving & Thriving in Education as Teachers	Dr. Stephen Glass (CSULB), Megan Mitchell (ABCUSD), Brittney

		Parker-Goodin (Cerritos HS), Carol Lopez-Sandoval (LBUSD), Jasmine Thomas (LBUSD), Albert David-Valderrama (Walnut HS)
April 2022	Surviving & Thriving in Education as Administrators & Support Professionals	Jade Campbell (Hamilton HS - LAUSD), Analia Cabral (Capistrano USD), David Holley (Culver City MS), Mikle McBride (LBUSD)
May 2022	Debunking the Myths of Critical Race Theory in PK-12 Education	Dr. Rebecca Bustamante (CSULB)
Hosted by CSUF Regional Hub & CSUF College of Education		
	Webinar Series: Anti-Racism and Education	
August 2021	Teacher Healing	Dr. Benikia Kressler (CSUF), Dr. Carrie Symons, Dr. Christina Ponzio (Michigan State), Dr. Elif Balin (SFSU)
September 2021	Teacher Identity	Dr. Carolina Valdez, Dr. Michelle Soto-Peña, Dr. Abigail Kayser (CSUF)
September 2021	Teacher Practice	Dr. Keisha Allen (U. Maryland Baltimore County), Dr. Antoinette Linton (CSUF), Dr. Kindel Nash (U. Maryland Baltimore County), Dr. Connor Warner (U. Utah), & Dr. Toni Williams (U. South Carolina Columbia)
November 2021	Teacher/Leader Practice – Anti-Racist Dialogues for Educational Leaders	Dr. Daniel Choi, Dr. Eugene Fujimoto, Dr. Valita Jones, Dr. Dawn Person, Dr. Nancy Watkins
March 2022	Integrated Language Development Through Translanguaging Lenses	Dr. Renae Bryant (Anaheim UHSD)
April 2022	Teaching Anti-Racist Science Through Translanguaging Lenses	Dr. Eduardo Munoz (SJSU), Dr. Erin Doherty (Anaheim UHSD), Paula Rosenberg (Anaheim UHSD, Claremont Graduate U.)
Hosted by San Jose State Regional Hub		
May 2022	Anti-Racist Assessment Work: A Retrospective and Primer	Dr. Brent Duckor (SJSU)
Other Meeting Observations		
October 2021	Advisory Board Meeting	
January 2022	Team Retreat	
April 2022	Advisory Board Meeting	

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. As mentioned in the Year 1 report, the goal to identify higher performing, high poverty schools (3.2) proved to be more challenging than anticipated, which required re-thinking the task. The team additionally aimed to identify higher-performing classrooms within schools residing in high poverty neighborhoods, identifying those teachers engaging in "defiant teaching." In Year 2, the team was successful in identifying schools and classrooms within six school districts at both the elementary and secondary levels in Orange County, Los Angeles, and San Jose. In addition, despite delays and challenges due to the pandemic (see Section E), research activities became a key focus in Year 2, with the majority of the hubs moving "full steam ahead" (3.3). Altogether, CCOG completed 8 separate research studies and 7 additional research studies are in progress. These projects address the aim to examine culturally-responsive and inclusive practices to close opportunity gaps. Of the 8 completed projects, 2 explicitly focused on ethnicity (ethnic identity and ethnic studies), 3 focused on English Learners, 2 focused on students with disabilities, and 2 had a more general focus on equity (categories not mutually exclusive). Of the 7 research projects in progress, 2 explicitly focus on race/ethnicity (Black Student Achievement Plan at LAUSD, ethnicity-based curriculum at Santa Ana USD), 1 focuses on English Learners, and 4 have a more general focus on equity. Through these projects, CCOG has formed an impressive number of partnerships with 11 school districts across California (1 elementary district, 2 secondary districts, 8 elementary and secondary districts; 6 in Orange County, 2 in Los Angeles County, 2 in San Diego County, 1 in the Bay Area). A last goal slated for Years 2 and 3 was to establish Researcher Network Improvement Communities (NICs) (3.4). Because of delays in research due to the pandemic, the directors decided to postpone the establishment of NICs until research is completed and practices are made available on the website, possibly after the 3-year timeline if future funding can be secured. Finally, as mentioned in the Year 1 report, CCOG developed a Request for Proposal

(RFP) and selected CSUF, SDSU, and SJSU as Regional Hubs to conduct research implementing the first goal of Objective 3 (3.1). Thus, CCOG has implemented or is in the process of implementing 3 of the 4 goals to meet Objective 3.

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

Activities	**Proposed Timeline**	**Proposed Outcomes**	**Implementation**
Objective 3: Engage in research in schools to further evidence-based practices for closing the achievement gaps by examining higher performing, high poverty schools			
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 develop-ment, Spring Year 1 for selection	RFP and rubric are developed and a call is sent to all CSUs. Campus projects are selected.	Implemented in Year 1 • RFP developed and call sent to CSUs • CSUF, SDSU, and SJSU selected as Regional Network Hubs
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	Implemented in Years 1 and 2 *Year 2 achievements* • Established collaborations with Anaheim UHSD, Anaheim Elementary District, Newport-Mesa USD, Garden Grove USD, Westminster School District in Orange County • Established collaboration with Franklin-McKinley School District in San Jose • Identified teachers and classrooms from Washington Preparatory HS, LAUSD *Year 1 achievements* • JEIE committee convened • Leads and Needs Assessment team communicated with school districts
3.3 Conduct regional research projects in local areas in schools, documenting effective practices used in	Years 2 and 3	Regional research projects are conducted and practices with positive results that	Implemented in Years 1 and 2 *Year 2 research completed* • Student wellness report completed

higher performing, high-poverty schools and local educational agencies.		meet the criteria in our rubric are added to the evidence-based practices for closing the achievement gaps.	• Teacher report completed • Ethnic identity development in content classes interviews completed and submitted for publication • Project on students with disabilities completed, submitted for publication • Project with Anaheim UHSD documenting the creation of Intentional Spaces for Collaboration for bilingual and special education teachers and implementation of a Co-Teaching Master Schedule • Identification of ethnic studies curriculum for best practices • Undergraduate bilingual program at the U. of Texas Rio Grande Valley examined • ELA/ELD implementation plan with teachers at the Garden Grove USD, Westminster SD, and Franklin McKinley SD working with and learning from students who speak several Asian languages (Vietnamese, Mandarin, Korean, Japanese, Khmer) described (e.g., dual-immersion Vietnamese/English program) *Year 2 research in progress* • CSULB conducting 3 case studies (1 elementary school, 1 middle school, and 1 high school) with Los Angeles USD to examine the role and impact of the Black Student Achievement Plan (IRB submitted and approved) • CSULB IRB proposal submitted to conduct case study of 1 elementary school (Long Beach USD) to describe the implementation and meaning of

			an equity-focused policy (plans to expand to multiple sites) • CSULB is examining the implementation of a gender-responsive and culturally-based curriculum that focuses on equity and school counseling in Santa Ana USD • Data collected describing the implementation of CSUF Summer Language Academy with Anaheim UHSD, Newport-Mesa USD, and Escondido UHSD, a culturally and linguistically responsive teaching and learning program for high schoolers; data being analyzed • Creating a model for educational leadership • Teacher academic outcomes • SJSU examining pre-service school counselor experiences in a pilot test of school counselor fieldwork at Alum Rock Unified School District, focusing on foster and homeless youth *Research on Hold (pandemic)* • Chula Vista Elementary SD case study (NCUST) • Progress for English Learners • Materials collection from Social Science, STEM, Literacy and Education leadership and planned qualitative analysis of materials
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.	Postponed – if future funding is secured past the 3-year period, there may be plans to hire a communications coordinator to help set this up; will focus in Year 3 on making the practices available first

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 Table 3, 2.2 for further detail in terms of the content of the materials posted to the website. In addition, an Educator Summit was held virtually on July 30, 2021 (4.2). The Educator Summit brought together 13 educators (including teachers, university faculty, and school counselors) from 10 universities, school districts, and organizations to share their expertise on navigating the pandemic, mental health, and anti-racism (see Table 7). Altogether, 165 people attended the virtual event, and the event was well-received (see Appendix, Educator Summit Survey Results). A second Educator Summit will be held on July 29, 2022. Each of the Hubs has also provided at least one webinar over the past year (see Table 4). Additionally, SDSU has published 15-18 free videos showcasing effective teaching strategies (e.g., co-constructing success criteria, student voice in class operations and engagement) in classrooms on the internet, which SDSU reports has been widely viewed. SJSU is also collaborating with the California Department of Education and is currently creating modules to reach a broad audience on how to support foster youth and youth experiencing homelessness. SJSU aims to release these modules in Year 3 between August 2022 through July 2023. As with other conferences, CCOG again 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. However, CCOG presented at the CSULB Educator Leadership Symposium, at the American Educational Research Association Conference, and at the California Council on Teacher Educator (see Table 8). In addition to reaching educators through webinars, online videos and modules, and conferences, the CCOG team disseminated an impressive number of publications this past year (2 research reports, 2 peer-reviewed publications, 3 books, 1 book chapter, 1 magazine article) with 2 additional manuscripts undergoing peer review (see Table 9). Thus, overall, CCOG has made significant

progress in meeting their dissemination goals for Year 2 and are well-positioned to present findings and reach a broad audience next year as well.

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

Activities	**Proposed Timeline**	**Proposed Outcomes**	**Implementation**
Objective 4: Develop and disseminate resources to local education agencies to close opportunity gaps			
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 progress *See Activity 2.2 notes in Table 3*
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.	In progress *Year 2* • Vetting process piloted and being finalized (*see Table 2, Activity 1.1 notes*); goal is for searchable practice charts to be created and accessible on the website once the Clearinghouse review process is underway
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 modeled after Better Together	Implemented *Year 3 in progress* • Second Educator Summit will be held on July 29, 2022 *Year 2 achievements* • Held first Educator Summit on July 30, 2021 • Dr. Gloria Ladson-Billings was the keynote speaker

			• Topics included post-pandemic learning recovery, culturally-responsive pedagogy, and mental health/trauma-informed practices (*see Table 7*)
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 *Years 1 and 2* • CCOG decided not to present at the November 2020 or the November 2022 conferences due to pandemic-related research delays
Other 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 progress *See Tables 8 and 9* *Year 2* • 2 research reports published on CCOG website • 2 peer-reviewed publications • 2 manuscripts under review at peer-reviewed journals • 3 books published • 1 book chapter published • 1 magazine article published • SJSU added two new Advisory Board members and continues to meet with the Integrated Student Support and Programs Office – Division of Foster Youth Services and Homeless Education (CA Dept. Of Ed.) • CSULB presented at the 2022 CSULB EDLD Leadership Symposium *Year 1* • SJSU established a regional Advisory Board • SJSU made connections with the California Department of Education (CDE) County

			Office of Education and the Santa Clara Office of Education • SJSU was working with CDE to prepare to create modules to distribute to local education agencies (LEAs) *Also, see Activity 2.3 dissemination through webinars (Table 4)*

Table 7. *Educator Summit 2021 Webinar and Talks*

Date	Topic	Presenters/Facilitators
Hosted by CCOG		
July 2021	**Educator Summit - Moving Forward: Reimagining Education Through and Beyond the Pandemic**	
	Keynote - Post Pandemics: Educating for Equitable, Deep Learning	Dr. Gloria Ladson-Billings (University of Wisconsin-Madison)
	EdTalk – Something to Write Home About: Sustaining Connections with Families After the Pandemic	California Distinguished Teacher of the Year: Kate Rowley
	EdTalk – Four Actions Antiracist Educators Must Take	Marlene Carter (UCLA Writing Project)
	Building Family Engagement and Collaboration During a Time of Crisis Using the Community Schools Model	Ezequiel De La Torre (LAUSD) and Jinger Alvarez, LCSW (LACOE)
	Designing for Equity in K-12 Classrooms: Creating Culturally Affirming Culture through Anti-Bias Pedagogy	Dr. Sheri Atwater (Loyola Marymount U.) and Tracy Mayhue
	Self Care for Educators in the Face of Adversity	Dr. Bobbi Alba (Azusa Pacific U.)
	Becoming a Trauma-Informed Educational Community with Underserved Students of Color	Dr. Jennifer Pemberton, Dr. Ellen Edeburn (CSUN)
	Practices for Making the Classroom an Inclusive Space, Whether It's On Zoom or In the Room	Esther Prokopienko, Vic Abrenica (Downtown Charter Academy – Oakland)

	Using Trauma Informed Approaches in a Post-Pandemic Classroom for Students in Foster Care and Youth Experiencing Homelessness	Dr. Erika Zepeda (SJSU, Palo Alto Unified)

Table 8. *Presentations (Other than Webinars)*

Capizzi, L. M. & Duckor, B. (2022, April). *Closing the opportunity gap for foster youth through school finance reform: An implementation-inquiry in California* [Roundtable session]. American Educational Research Association Conference, San Diego, CA.
Capizzi, L. M. & Duckor, B. (2022, April). *Preparing to serve foster youth and students experiencing homelessness: Pre-service school counselors learnings during COVID-19* [Paper session]. American Educational Research Association Conference, San Diego, CA.
Priede, A., & Cornejo, V. (2022, January 29). *Is one measure of excellence enough? What are we missing?* California State University Long Beach EDLD Leadership Symposium, Long Beach, CA.
Porras, D., Martinez, C., & Richards-Tutor, C. (2022, March). *Unpacking the notion of equity in education reform policy.* Spring Policy Action Network (SPAN) Conference – California Council on Teacher Education (CCTE).

Table 9. *Publications*

CCOG Website
Martinez, C., Porras, D., & Cabral, A. (2021). Spring 2021 educator survey: COVID-19 challenges and pressing needs facing teachers. *California State University Center for Closing the Opportunity Gap.* https://ccog.calstate.edu/sites/default/files/2021-07/COVID-19%20CHALLENGES%20AND%20PRESSING%20NEEDS%20FACING%20TEACHERS_CCOG_0.pdf
Whitaker, A., & Lopez-Perry, C. (2022). State of student wellness report. *California State University Center for Closing the Opportunity Gap.* https://ccog.calstate.edu/sites/default/files/2022-02/State_of_Student_Wellness_2021_Full_Report_s.pdf
Peer-Reviewed Publications
Branch, A. J. (2021). Ethnic identity discourse in intercultural education. *Profesorado, Revista de Currículum y Formación del Profesorado 25*(3), 69-89. https://doi.org/10.30827/profesorado.v25i3.21634
Branch, A. J. (2021). Teachers supporting students' ethnic identity development through curricula. [Manuscript submitted for publication]
Fisher, D., & Frey, N. (2021). Are you communicating high expectations? *Educational Leadership, 79*(6), 74-75.
Wright, J. (2021). A historical review of opportunity gaps, poverty, and educational leadership interventions. [Manuscript submitted for publication]
Books
Frey, N., Fisher, D., & Smith, D. (2022). *The social-emotional learning playbook: A guide to student and teacher well-being*. Corwin.
Smith, D., Fisher, D., & Frey, N. (2022). *The restorative practices playbook: Tools for transforming discipline in schools*. Corwin.
Smith, D., Fisher, D., & Frey, N. (2021). *Removing labels: 40 techniques to disrupt negative expectations about students and schools.* Corwin.
Book Chapters
Park, V., Fisher, D., & Frey, N. (2021). The evolution of response-to-intervention. In F. English (ed.), *The Palgrave Handbook of Educational Leadership and Management Discourse*, 1-15 https://doi.org/10.1007/978-3-030-39666-4_37-1
Other Outlets
Frey, N., Fisher, D., & Ortega, S. (2021). See it, say it. *Language Magazine.* *https://www.languagemagazine.com/2021/04/13/see-it-say-it/*

Document Review: Summary of Content

CEEE reviewed 18 artifacts – 3 finalized research documents (2 reports, 1 peer-reviewed research article), 3 presentation-related documents, 5 Clearinghouse vetting and research materials, 1 overview document and 3 Regional Hub progress reports, and 3 CCOG newsletters. See Table 10 for further details. *Final research documents* were diverse in their aims, but timely in their topics. One original research report focused on the challenges and needs of teachers during the pandemic, finding that teachers generally desired to contribute more input in decision-making, desired meaningful professional development to support students, and desired school leaders to effectively and transparently communicate with them. Another original research report documented the seriousness of mental health issues among students, the lack of support for mental health in California schools, and barriers to mental health access. The final research article emphasized a need for more classroom teachers to engage students in dialogue about ethnic identity to facilitate positive ethnic identity development, especially among students from marginalized groups. Each research document not only documented the state of education, but provided suggestions for educators and for public policy.

The *presentation-related materials* we reviewed shared some of this original research to a broader audience (specifically the challenges and needs of teachers during the pandemic). In addition, CCOG shared the process of thinking deeply about what equity means in education reform beyond only focusing on academic performance as an indicator of closing the opportunity gap. With a look to delving into the implementation of the Black Student Achievement Plan in the Los Angeles Unified School District, CCOG shared a broader and more well-rounded approach that includes student engagement, school experience and support in addition to academic achievement (closing the opportunity gap for Black students is one Priority Area of CCOG).

Research and Clearinghouse materials that we reviewed include an extensive literature review database on how to best support foster youth (Priority Area) and youth experiencing homelessness (Priority Area) and the importance of arts education. Next, CSUF provided materials they developed over the past two years for the JEIE vetting process involved in selecting materials to be available on the Clearinghouse. These materials include a framework

for JEIE that establishes how educational systems were not originally designed in a just and equitable manner, putting certain groups at a disadvantage. The framework states that the goal of dissemination of best research practices includes not only identifying and implementing practices but sustaining them. Thirteen unique principles are then outlined (4 for Justice [e.g., meeting the educational needs of all students in a fair, caring, respectful, and non-discriminatory manner], 3 for Equity [e.g., distribution of and access to resources], 6 for Inclusion [e.g., culturally-respectful spaces, valuing cultural differences]). Complementing the framework, a prescreening document for the Clearinghouse, a rubric for preservice teacher preparation, curriculum and learning experiences, and a matrix for JEIE screening were also developed with clear goals, questions, and criteria to consider.

In the Year 1 *progress reports* that we reviewed, Regional Hubs clarified their main goals for their Hubs and how these aligned with CCOG's goals. They shared updates on ongoing research and connections made with school districts and also cast their gaze forward to what they planned to achieve in the following year. *Newsletters* highlighted findings from original research for CCOG users which included brief and accessible infographics, announced upcoming webinars, events and speakers, highlighted ongoing research, and introduced team members and Hubs.

Table 10. *Artifacts Reviewed*

Artifact Type	Topic	Authors/Presenters
Research Reports and Publications		
Research Report	Spring 2021 Educator Survey: COVID-19 Challenges and Pressing Needs Facing Teachers	Dr. Corinne Martinez, Dr. Diana Porras, Analía Cabral
Research Report	State of Student Wellness 2021	Dr. Amir Whitaker, Dr. Caroline Lopez-Perry
Peer-Reviewed Research Article	Ethnic Identity Pedagogy and Intercultural Education	Dr. André Branch
Research Presentations and Proposals		
Poster Presentation	Spring Survey: COVID-19 Challenges and Pressing Needs Facing Teachers	Dr. Corinne Martinez, Dr. Diana Porras, Analía Cabral
CCTE Presentation	Unpacking the Notion of Equity in Education Reform Policy	Dr. Diane Porras, Dr. Corine Martinez, Dr. Cara Richards-Tutor

CCTE Presentation Proposal	Unpacking the Notion of Equity in Education Reform Policy	Dr. Diane Porras, Dr. Corine Martinez, Dr. Cara Richards-Tutor
Research and Clearinghouse Materials		
Database	Supporting foster youth and youth experiencing homelessness database; arts education	Dr. Lorri Capizzi, Dr. Brent Duckor, Sofia Rojas
Clearinghouse Vetting Materials	Framework for JEIE (Just, Equitable and Inclusive Education)	Dr. Antoinette Linton, Dr. Ferran Rodríguez-Valls
Clearinghouse Vetting Materials	Prescreening document	Dr. Antoinette Linton, Dr. Ferran Rodríguez-Valls
Clearinghouse Vetting Materials	Rubric for Preservice Teacher Preparation Curriculum and Learning Experiences	Dr. Antoinette Linton, Dr. Ferran Rodríguez-Valls
Clearinghouse Vetting Materials	Matrix for JEIE screening	Dr. Antoinette Linton, Dr. Ferran Rodríguez-Valls
Internal Regional Hub Reports and Overview for Potential Funding		
Overview for fundraising	CCOG: Identifying Best Practices to Ensure Student Achievement in California's K-12 Schools Overview	Dr. Cara Richards-Tutor, Dr. Corinne Martinez
Progress Report	Year 1 San Jose State University Progress Report	Dr. Lorri Capizzi, Dr. Brent Duckor
Progress Report	Year 1 San Diego State University Progress Report	Dr. Doug Fisher
Progress Report	Year 1 Cal State Fullerton Progress Report	Dr. Antoinette Linton, Dr. Ferran Rodríguez-Valls
Newsletters		
Newsletter	September 2021: Educator Summit 2021/Research Spotlight – The State of Student Wellness	CCOG
Newsletter	December 2021: Ethnic Studies Research/Webinar Series Spotlight/Regional Hub Spotlight	CCOG
Newsletter	March 2022: CAASPP Research Presentation/Student Mental Health Webinar Series/Racial Justice in Education Webinar Series	CCOG

Document Review: Classification of Documents and Progress Towards Objectives

A document review protocol was developed by CEEE in collaboration with the directors (see Appendix B). Eleven of the 18 artifacts covered some aspect of K-12 preparation (61.1%); of these 11, seven covered leadership (63.6% of the K-12 artifacts), six covered instruction (54.5%), and one covered assessment (9.1%) (categories not mutually exclusive). Thirteen of the 18 artifacts were more student-focused (72.2%), 11 addressed systems and institutions (61.1%), seven covered education policies (38.9%), and three focused on counselor/other educator preparation (16.7%). Regarding student populations in CCOG's Priority Areas, eight of the 18 artifacts addressed Black American students (44.4%), six discussed Latinx students (33.3%), five discussed youth experiencing homelessness (27.8%), three discussed students with disabilities (16.7%), three discussed English Language Learners (16.7%), and three discussed students in foster care (16.7%) (categories not mutually exclusive).

Each artifact was also classified in terms of the primary objective that the artifact worked to meet (classification was not mutually exclusive - one artifact could work to meet multiple Objectives). Five of the 18 artifacts (27.8%) worked to meet Objective 1 (Identifying current practices from the literature related to closing the opportunity gap), 10 (55.6%) worked to meet Objective 2 (Increases the capacity of teachers, leaders, and other school personnel to be prepared to close opportunity gaps), six (33.3%) worked to meet Objective 3 (Conducts research), and nine (50.0%) worked to meet Objective 4 (disseminates resources to local education agencies). The artifacts were also reviewed to identify how well they aligned with the equity rubric. The artifacts were measured using three criteria: information, impact, and implementation. An artifact that met all three criteria was classified as "aligns very well." An artifact that met two criteria was classified as "somewhat aligns." An artifact that met one criterion was classified as "does not align well." Of the eighteen artifacts, the overwhelming majority (n = 15 artifacts; 83.3%) aligned very well with the equity rubric. Thus, overall, the resources that CCOG has shared span a variety of topics at multiple levels of analysis. The resources that CCOG shared also meet multiple objectives, with the majority developing the capacity of educators to close the opportunity gap and a large number disseminating resources to educators, as is appropriate for being in its second year of implementation. Further, the artifacts reviewed show evidence that the work being conducted generally aligns very well with the goals of CCOG.

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 2 and the implementation of those proposed activities, CCOG is making satisfactory progress towards meeting established benchmarks. Continuing to work within the constraints and challenges of the pandemic, CCOG moved forward and met many of the benchmarks that were possible (e.g., original research reports and other publications, holding a virtual Educator Summit, creating and sharing educator and counselor preparation webinars, conducting research with school districts, presenting original research at conferences) and postponed those that were not as feasible (e.g., in-person professional development workshops) or those that were delayed due to initial difficulties in conducting original research for the Clearinghouse (e.g., creating Network Improvement Communities). Thus, CCOG is making satisfactory progress towards each of its four objectives.

In addition to the review in Section A, CCOG personnel were asked about their personal satisfaction with the progress that the Center or their Regional Hub has made towards implementing all proposed activities. There was a range in feelings of satisfaction with this year's progress. Some felt like the goals of CCOG were "not fully realized" due to the effects of the COVID-19 pandemic. For example, one CCOG leader said, "I hope we're going to be able to do all the studies. We said we were going to do all that...in classrooms, not just the literature reviews. I hope that a major part of our work is to finish that. I would love to be involved in the support for faculty members at other campuses, you know, the syllabi work, the tasks and assessments...the things that we proposed." In contrast, others felt that the team was "doing a good job" and felt "very pleased [with] the team and how dedicated it's been to this work." Some personnel reported that they felt that they had met many of the large milestones they had proposed and that CCOG was really moving along in meeting their objectives. They noted that with the lasting impact of COVID-19, objectives related to research had to be adjusted. Overall, Hub leaders were able to pivot and complete or nearly complete any postponed or delayed Year 1 goals. As one leader noted, "We have risen to the challenge." The team has further completed literature reviews, and they have presented what they have learned at conferences. Personnel reported that they are seeing their work evolve into publications that will inform K-12

conversations on equity and closing the opportunity gap. The Center has continued identifying and disseminating current best practices related to closing the opportunity gap, equity, and anti-racist education through webinars. Every CCOG leader 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 (e.g., "We are a team that has done a lot of work"). There was especially a sense of pride and accomplishment in building sustainable partnerships with school districts and government agencies and in building the presence of the Center across the CSUs. The following quotes illustrate this overall satisfaction: "I'm pleased at what [we] produce," "I feel really good about where we are and what we've been able to accomplish this year." In summary, although the proposed goals were impacted by the continued effects of the COVID-19 pandemic most of the team feels confident in their ability to adapt and shift their efforts to meet CCOG's objectives. The team has built upon their momentum from the previous year, sustaining excitement for the work, continuing intellectual discussions and discoveries, and working well together in teams.

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

The CCOG held one Educator Summit and 15 webinars on various topics related to closing the opportunity gap (see Tables 4 and 7). Surveys were distributed at the Educator Summit and at 8 of these webinar events to attendees to assess their perceptions of the quality of these activities. Surveys were administered at all webinar events of which CEEE received timely notice. Interested participants registered for the Educator Summit and webinars beforehand providing their names, e-mails, and affiliations. The surveys were developed in Qualtrics and, when enough time was available at the end of the event, a link was posted in the Zoom chat for attendees to immediately fill out the survey. At some of the events, the speaker would also provide the web link and QR code in the presentation slide. After each event, the link was also sent to registered attendees via their e-mail accounts with follow-up reminders to maximize response rates. (Per discussions with CCOG, surveys of individuals who access the clearinghouse and of Network Improvement Communities were deferred until Year 3.) Raffle prizes of a CCOG notebook and tote bag were awarded to randomly selected survey respondents.

Across all of the events that CEEE was able to survey (Educator Summit and 8 webinars), 1,704 people registered, 470 attended, and 163 completed surveys. Attendee and response rates for each event are listed below in Table 11. Registration numbers were generally robust showing that CCOG users expressed much interest in professional development pertaining to anti-racism and mental health. However, attendance numbers varied widely. Of the webinars we surveyed, the webinar on trauma-sensitive practices had the largest attendance and the webinar on surviving and thriving as administrators and support professionals had the smallest attendance. Overall, attendees primarily consisted of K-12 administrative staff and faculty (45.6% of all attendees across all events) and Higher Education administrative staff and faculty (3.2% of all attendees across all events), although the composition of attendees varied by event. See Table 12.

Table 11. *Overall Event Registration, Attendance and Survey Response Rates*

Event	Number of People Who Registered *N*	Number of People Who Attended *N* (% of Registered)	Number of People Who Completed Survey *N* (% of Attendees)
Educator Summit	454	165 (36.3%)	46 (27.9%)
Anti-Racist Educators Webinar Series			
10/21 Anti-Racist Educator I	n/a*	39	n/a
10/21 Anti-Racist Educator II	n/a*	32	n/a
Total	195	64** (32.8%)	23 (35.9%)
Culture of Care Webinar Series			
3/22 Supporting the Whole Child	256	59 (23.0%)	24 (40.7%)
3/22 Trauma Sensitive Practices	358	67 (18.7%)	25 (37.3%)
4/22 Building Systems of Care	345	61 (17.7%)	19 (31.1%)
Total	959	187 (19.5%)	68 (36.4%)
Racial Justice in Education Series			
3/22 Surviving Thriving Teachers***	n/a*	13	n/a
4/22 Surviving Thriving Admin & Support	n/a*	7	7 (100.0%)
5/22 Critical Race Theory	n/a*	21	11 (52.4%)
Total	83	41 (49.4%)	18 (64.3%)
5/4 SJSU Anti-Racist Assessment	13	13 (100.0%)	8 (61.5%)
Total	1,704	470	163

Source: Zoom Registration and Surveys

*Registration was for the entire webinar series

**Some Session 1 and Session 2 attendees overlapped; survey was administered after both individual webinars had passed

***CEEE did not receive timely notice for this event so no survey was administered

Table 12. *Event Attendee Demographics*

	K-12		Higher Education		Government/ Policymaker		Other	
Event	*n*	*%*	*n*	*%*	*n*	*%*	*n*	*%*
Educator Summit	74	(44.8%)	46	(27.9%)	11	(6.7%)	26	(15.8%)
Anti-Racist Series								
Anti-Racist I	15	(38.5%)	18	(46.2%)	0	(0.0%)	6	(15.4%)
Anti-Racist II	8	(25.0%)	20	(62.5%)	0	(0.0%)	4	(12.5%)
Total*	20	(31.3%)	35	(54.7%)	0	(0.0%)	9	(14.1%)
Culture Care Series								
Supporting Child	32	(54.2%)	19	(32.2%)	0	(0.0%)	8	(13.6%)
Trauma	41	(61.2%)	15	(22.4%)	5	(7.5%)	6	(9.0%)
Systems of Care	45	(73.8%)	12	(19.7%)	0	(0.0%)	4	(6.6%)
Total	118	(63.1%)	46	(24.6%)	5	(2.7%)	18	(9.6%)
Racial Justice Series								
Teachers	0	(0.0%)	0	(0.0%)	0	(0.0%)	13	(100%)
Admin & Support	1	(14.3%)	4	(57.1%)	1	(14.3%)	1	(14.3%)
CRT	2	(9.5%)	14	(66.7%)	1	(4.8%)	4	(19.1%)
Total	3	(7.9%)	28	(73.7%)	2	(5.3%)	5	(13.2%)
Anti-Racist Assess.	0	(0.0%)	11	(84.6%)	0	(0.0%)	2	(15.4%)
Total	215	(45.6%)	166	(35.2%)	18	(3.8%)	73	(15.5%)

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, as well as parents or other community stakeholders.

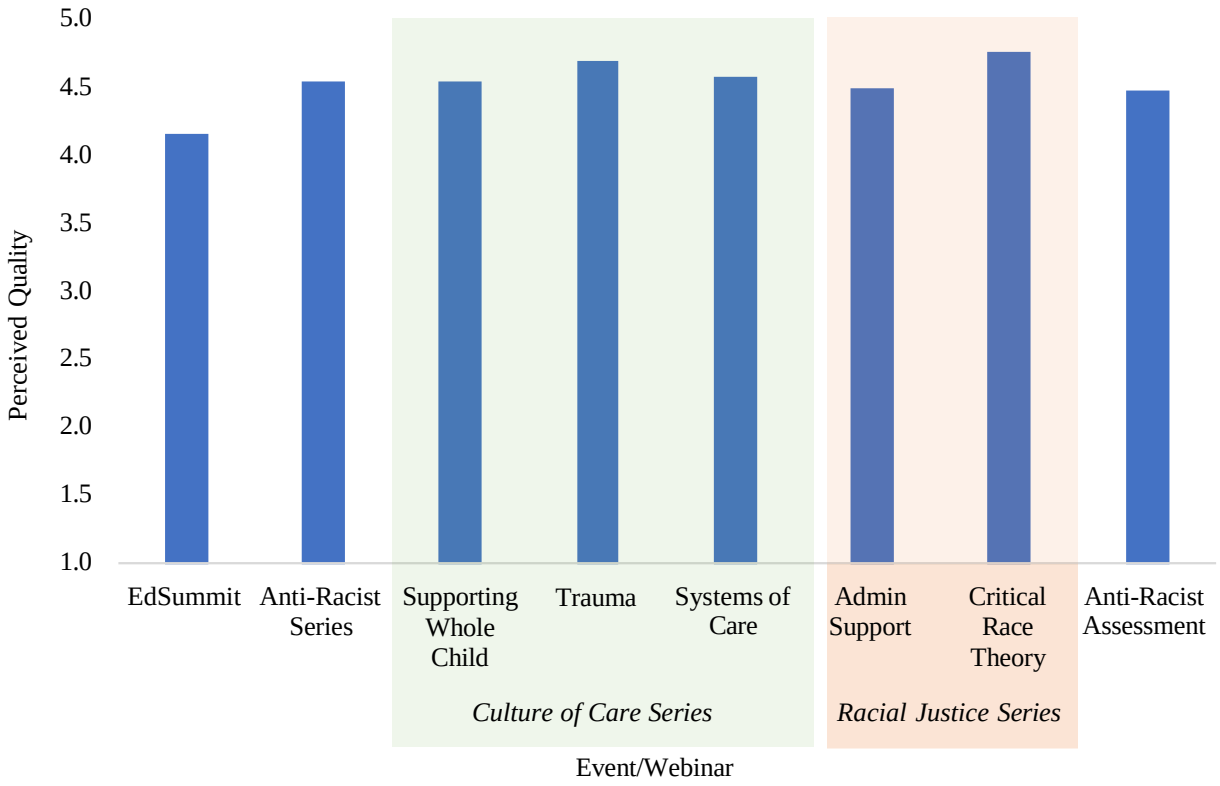
**Some Session 1 and Session 2 attendees overlapped

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. According to attendees, CCOG has delivered consistently high-quality events (see Figure 4). On a 5-point scale, average ratings ranged from *M*s = 4.15-4.76, *SD*s = .34-.97, with a grand mean of 4.52 out of 5 (1 = *Very Poor/Strongly Disagree*, 2 = *Poor/Disagree*, 3 =

Fair/Neutral, 4 = *Good/Agree*, 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 events and webinars, see Appendix C. Thus, overall, partners consistently perceived the CCOG webinars to be of high quality.

Figure 4. Center Users' Perceived Quality of Events and Webinars

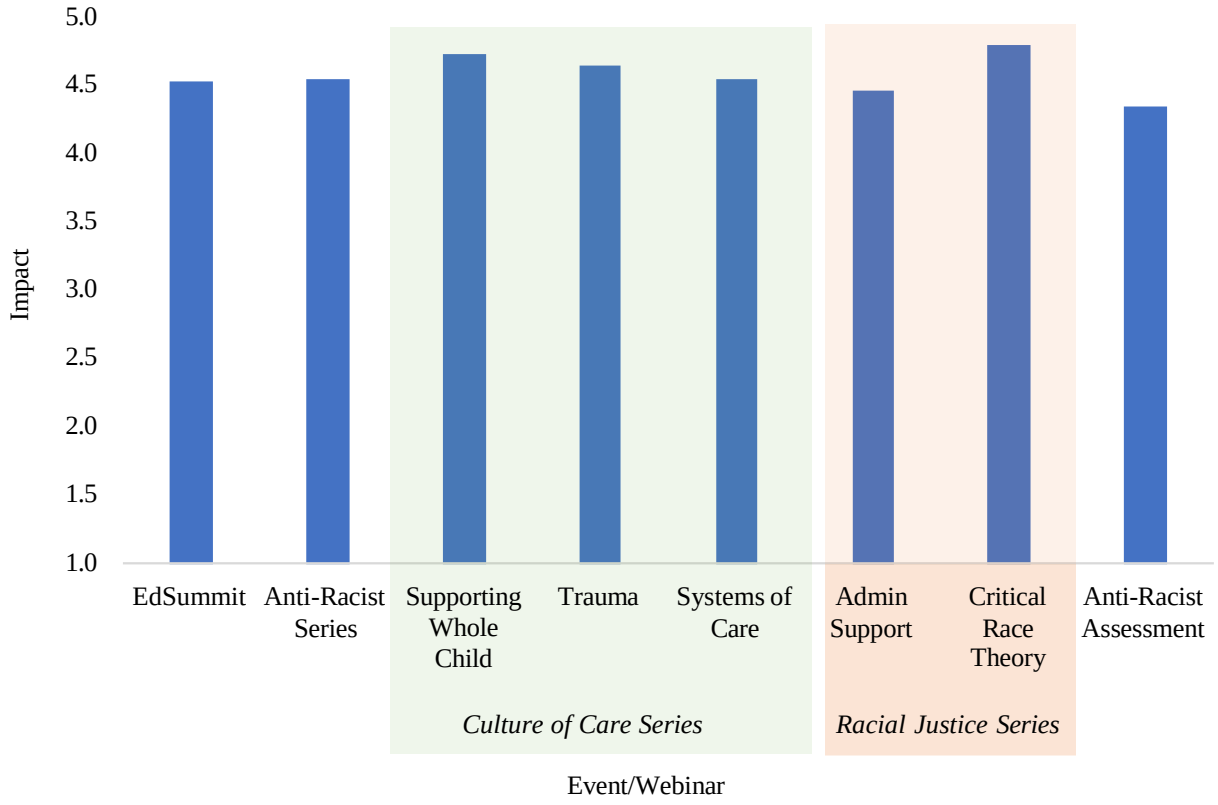


Note: For the item about the quality of the webinar, 1 = *Very Poor*, 2 = *Poor*, 3 = *Fair*, 4 = *Good*, 5 = *Excellent*. For items about gaining useful information and satisfaction with the level of participation, a Likert response scale was used: 1 = *Strongly Disagree*, 2 = *Disagree*, 3 = *Neutral*, 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 and areas of improvement in their implementation. Thus, Tables 11 and 12 apply to the following findings in regard to respondent demographics. In addition to assessing the perceived quality of CCOG events, the surveys assessed the impact the webinars had on the attendees through close-ended questions. Surveys also included two open-ended questions, one on what participants enjoyed and perceived strengths of the webinars, and the other on what participants thought could be improved.

Figure 5. 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: Reported Impact

The surveys asked about the overall impact of the Educator Summit and webinars for each attendee. Questions specifically tapped into whether interest in closing the K-12 opportunity gap

was increased after the event, 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. An Impact scale was constructed by averaging three survey items. 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* = 4.57, *M*s = 4.33-4.79 out of 5, *SD*s = .40-.71; see Figure 5). 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.

Strengths: Qualities of the Events That Attendees Enjoyed

In terms of specific qualities of the events that the attendees most appreciated, the most frequent comment across various events emphasized a deep appreciation of the speakers. Attendees recognized that the speakers were knowledgeable and demonstrated expertise in the topics they presented. Another theme that arose across several webinars was the topics of the webinars. Attendees enjoyed learning about topics that were relevant to their work in schools. They often noted that the topics could be tied back to real life examples they encountered at their school sites. Additionally, attendees also enjoyed having opportunities to collaborate with each other and engage with the presenters. Illustrating these positive evaluations, one respondent commented "[This is] one of the best webinars I've attended," whereas another noted that a webinar provided "such valuable information." Other words used to describe the quality of various webinars were "informative," "organized," "clear" and "concise."

Center Users' Perceptions of Challenges and Areas of Improvement

When asked about what might be improved, the most frequent response across events was another positive comment about what was enjoyed or "N/A," further signaling general satisfaction with CCOG events. However, some event attendees mentioned challenges and areas of improvement. One desire that was mentioned across several events was for more time. Respondents commented that they wished some presentations were longer and there was still a desire to dive deeper into the topics. Respondents from some but not all events noted that they wished they had more opportunities to participate and engage with each other. However, many

respondents also noted that a strength of the webinars was the opportunity to participate and engage with other participants and the speakers. Other comments were more idiosyncratic and particular to the event (see Appendix C for details).

Addressing Challenges

In Year 1, event attendees similarly expressed a desire to go deeper into specific topics and felt that there was not enough time to cover all the information they desired to learn. It is commendable that in this Year 2, CCOG was responsive to these comments by (i) lengthening several of the webinars (from one hour to an hour and fifteen minutes) and (ii) creating webinar series (Anti-Racist series, Culture of Care series, Racial Justice series) instead of stand-alone webinars. It is notable that even with these changes attendees seem hungry to learn more. These changes in Year 2 also worked to address desires for more participation and engagement. For example, the lengthening of the webinars did seem to foster more participation and discussion. Several events also used activities, such as vignettes, to foster discussion and illustrate material. Several events also used breakout rooms on Zoom to connect attendees and further foster discussion.

Summary

In summary, many strengths were identified by Center users. Center users recognized the expertise of the speakers. Center users were also generally very enthusiastic about the topics of the webinars and appreciative of the current information provided. Center users are excited to participate in the Center's webinars and learn about the relevant topics they cover. Areas of improvement and challenges identified by Center users were minimal. The majority asked for more time and more opportunities to engage and participate during the webinars. Further, the CCOG team has been responsive to identified challenges.

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

In June 2022 CEEE conducted interviews with or collected written information from key personnel from the Center and each Regional Hub to determine what worked in the second year and what might need to improve next year (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

Strength: Clarity and Focus Across Regional Hubs

One theme that arose across interviews was having more clarity and common goals across the Regional Hubs this year as compared to last year. One leader said, "There's clarity and mission across Regional Hubs, I would say, even though we're doing our own very specific things." One area that has benefited from greater clarity and focus is in the area of conducting research (Objective 3). CCOG leaders reported intentionally aligning research projects with the goals of the Center to narrow opportunity gaps for K-12 students. For example, multiple district case studies were developed, primarily focusing on implementing an equity lens in curriculum. Another way in which this clarity and focus can be seen was being more intentional in choosing webinar topics based on feedback from the previous year for the preparation of educators to close the opportunity gap (Objective 2). In developing these webinars, CCOG leaders considered how topics and speakers would align with the Center's goals and mission. Instead of doing a one-off topic, "This year, I think we're more focused on how can we really focus our attention on what we think teachers need." Next, creating materials and pitching CCOG to potential funders for future sustainability past the three-year term of the project has aided in clarifying who CCOG is and what CCOG does. Finally, CCOG leaders reported greater transparency among the team in this second year of work: "There's clarity in terms of what the goals of the initiatives are and where we're currently at and the realities of the work that needs to get done. So I think the transparency has been valued, in terms of knowing what the 'ask' is of the members and what the 'ask' is of those deliverables."

Strength: Support for CCOG from CSU Colleges of Education

CCOG personnel reported that one of the major factors that facilitated implementation this year was gaining support from CSU Colleges of Education (COE) across each Regional Hub, including CSULB's, CSUF's, SJSU's, and SDSU's Colleges of Education. Leadership from different departments within colleges was brought together under the common goal to close the K-12 opportunity gap. One example of COE support was joint efforts to develop educator capacity related to closing the opportunity gap. The CSULB COE and CCOG partnered to put on the 3-part Racial Justice in Education webinar series. The CSUF COE and CCOG partnered to put on a 6-part Anti-Racism in Education webinar series. These partnerships were fruitful in being able to tap knowledgeable speakers (through greater funds and a broader social network) and also in reaching a broader audience through expanded networks. Another example of COE support mentioned was CSUF COE's assistance in developing the JEIE vetting process. Conversations are occurring throughout CSUF's COE to continue to identify best practices to close the opportunity gap and find a way to share these with others in a functional and sustainable way. One interviewee stated: "So how do I do this in my classroom? How can I create a sustainable, functional vision in my school district?" COE support helped form connections between the Hubs and school districts, which CCOG leaders hope will help expand the reach of these best practice findings to across the state. A third example of COE support is SJSU's COE's partnership to fund two doctoral fellowships. These doctoral candidates are conducting research that addresses and advances equitable outcomes for K-12 students in foster care and youth experiencing homelessness. Finally, one CCOG leader noted that CCOG's programming has also shaped COEs, shaping the interests of many COE doctoral students: "A whole bunch of those [Ed.D.] students are interested in…some version of opportunity gaps, especially from a leadership lens. And it seems like…we should capture that not just at our campus, but across the campuses, because I think people who are involved in this Center are shifting their doctoral student's attention to this kind of work."

Strength: Maintaining and Building Relationships

A third strength has been building and maintaining relationships within and across Regional Hubs. Co-leaders within Hubs became even more familiar with each other's working styles and have learned to lean into each other's strengths, trusting each other to do the work and hesitating

less in divvying up responsibilities. “We've just been able to just gel…in terms of sharing the leadership…And I think that has been really a distinction from our year one to now. Just being able to be more responsive and more trusting.” Leaders also reported more trust between Hubs, feeling confident that CCOG’s work was being implemented. In overseeing faculty within Hubs, interviewees also often mentioned “giving each other grace” and understanding amidst challenges related to the pandemic. Overall, interviews pointed to a positive and supportive Center culture. Relationships within CSU COE’s have also been fostered with tangible benefits: “I think the project created a space for us to really reflect in ways that we never reflected before. Even though we are a college, we have five different departments. And when we put the proposal together, we brought faculty from everyone, from every department to really strategically, to really create a space where we can see leadership.” Building relationships also helped CCOG implement its research and educator preparation aims to form important partnerships with school districts and government departments: “Everybody has said this, but relationships, building relationships in this work - it's not enough to do cold calls or send out flyers. It really is going one person at a time to leverage your networks in supporting this work. That has really been effective.” CCOG leaders reported that taking the time to establish and maintain relationships has paid off in the long term, allowing them to leverage knowledge across networks to build momentum in implementing the program.

Success: Partnerships with School Districts and Government Agencies

Across interviews, CCOG leaders expressed the most pride in forming and solidifying partnerships with school districts and government agencies across California in this second year, pushing forward the goal to conduct original research and reach a broad audience for educator preparation and capacity building (see Tables 5 and 6 for details on districts and particular partnerships). As one interviewee said, “Cultivating those partnerships and…moving at the pace of the districts and where they are, and meeting them in the space that they are, I think…whether that slowed us down a little bit, or whatever, it was necessary to…establish these relationships. And I think we have those now.” Due to the COVID-19 pandemic and limited in-person interactions it was initially difficult to meet with schools. However in this second year those relationships were strengthened. In establishing these partnerships with multiple school districts across California, multiple research projects have progressed. CCOG leaders perceive this

progression of research to be a huge success of the Center's work, due to the long-term relationships established with the school districts that could be generative even beyond the end of the project.

Challenges

Finding Funding for Sustainability

One of the biggest challenges experienced in the second year of CCOG was, in looking forward, finding funding to sustain CCOG's work past the project duration. CCOG leaders continue to be passionate and excited about closing the K-12 opportunity gap. They expressed feeling that a lot of work was done to establish partnerships and implement programs. They also expressed a desire to see the Clearinghouse grow in its resources and a desire to follow research projects over a longer term (e.g., extending projects using a longitudinal design). To continue and sustain this work CCOG leaders reported that further funding is critical. This challenge has impacted CCOG leadership, as a lot of time this year was spent on learning about where to find and how to ask for funding, which leaders described as a "steep learning curve." CCOG leaders reported that it was challenging to find funding for a project like CCOG which spans across multiple campuses. As one interviewee stated: "And so that's frustrating, and that's challenging, because...all this work is so important, and it's all just in progress, and there's no way next year when the funding ends that work is going to end. And we built so much momentum to just have it…end would be a huge disservice to…the state." This challenge is anticipated to continue to the next year: "That's going to be a lot of what we're going to have to channel our energies [towards]. That and the communication strategy…" Lacking the ability to plan financially past year 3 also affected research: "We want to be mindful of our colleagues that if they start [identifying best] practices, but they're not done by the end of Fall, are they going to carry this work in the Spring without being compensated? And there's a lot of time that our colleagues have put, a lot of time interviewing, going to the school districts talking with them making the time. …They should be compensated for the work they're doing." Thus finding future funding has been a challenge, hindering the ability to roll out next steps to continue the work of the Center.

COVID-19 Pandemic: Added Demands on Teachers and Districts and Research Delays

The COVID-19 pandemic has continued to pose several challenges. Schools are struggling to fill teacher and staff positions and to support teacher mental health. One interviewee said, "And now it's teacher burnout. Resignation culture...The districts we work with are begging for staff, and they can't fill positions, and teachers don't want to go to professional learning." Another interviewee said, "We still will...talk about and address student and mental health, but the teachers, they're not going to come back to the classroom. So [we need to] acknowledge their needs, their mental health…[we need to] pivot to meet teachers and practitioners where they're at." This educator burnout has, in turn, made it more challenging for CCOG faculty to conduct research with school districts. One CCOG research expressed: "[Teachers are] so jam packed with their time. By the time they get [to the schools] teaching they don't really have time for [a] song and dance for a bunch of researchers. They just don't have time...I have to physically go to them [to obtain research materials]...I can offer to pay them and I can also buy them stuff. But you can't offer time." District administrators might also find it burdensome to spend pandemic-related funding, further limiting time available to welcome researchers. One CCOG staff member said, "I think districts now don't have the bandwidth that they usually have…There's more reporting, there's more planning, there's very aggressive timelines to spend the money…So, yeah, that's put a burden that's placed…a stress on our system." Another interviewee expressed: "I feel like there have been several blocks, even though schools have reopened. We're still not in a place where lots of people are comfortable with researchers…[There's] the message of 'Don't bother teachers anymore.'…It's not like we have the next normal where we can engage in our work. So it's still very limited." The transition to primarily online contact also made it more difficult to establish partnerships with school districts, as PIs expressed that pre-pandemic partnerships were more easily formed with in-person meetings, lunches and coffees. Thus, the pandemic posed challenges for forming research partnerships with school, districts, and teachers, and for conducting research even once partnerships have been formed. Demands on teachers and staff may have also affected attendance at professional development events that CCOG offered.

COVID-19 Pandemic: Added Demands on CCOG Faculty and Staff

CCOG faculty and staff have also expressed their own internal challenges with staffing, which might also be related to the pandemic. One CCOG faculty member said, "Just being able to find

students, whether they be graduate students, undergraduate students…even…fellow researchers to come on board and support this work has been a challenge." Another CCOG staff member agreed: "That's been probably one of the biggest challenges for CCOG - with attracting and retaining good student assistants, and it's campus-wide. I hear from other departments that [they] are having the same problem." A third CCOG faculty member illustrated how the lack of administrative support affects the implementation of her CCOG work: "We were hoping to hire someone who worked for the college because she has, like social media skills. And if she can create graphic design flyers and things, I don't have that capability, but because we haven't been able to hire, I'm kind of having to learn it as I go, and be the best that I can. But otherwise, I would take on that role. You know, add that to what I'm doing, rather than focusing on something else." A lack of helpful assistance on research projects and administrative tasks delayed research and added to the burden on faculty who might also be under added stress because of the pandemic (e.g., challenging students in courses they teach).

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. The majority of participants felt supported this past year and continued to believe that the provided course releases and resources were critical in being able to find the time to implement Center tasks. As mentioned in the Year 1 report, a few key personnel continued to express a sense of frustration with devoting time to administrative tasks that could be better used to further CCOG's goals. In the same vein, as mentioned above in Section E, "COVID-19 Pandemic: Added Demands on Faculty and Staff," other CCOG personnel also expressed that additional graduate assistant and administrative support would be extremely helpful in project management, in facilitating and promoting CCOG events, and in conducting research. Finally, as mentioned above in Section E, "Finding Funding for Sustainability," all CCOG leaders believe that additional financial support past the 3-year funding period is critical to continuing and sustaining CCOG's work as a center and across each hub. In an overview document provided by CCOG, it was stated that the team felt that "the work of CCOG is truly just beginning" and a "minimum of 10 more years of funding is needed to make widespread change across the state." With additional funding CCOG would plan to expand its program to other CSU campuses, conduct longitudinal research across several years, provide annual equity reports for schools and districts, and continue to provide resources for educator preparation and professional development.

Conclusion

This evaluation report focuses on CCOG's implementation of its program in its second year. CCOG aims to identify best practices to ensure student achievement in California's K-12 schools and close the opportunity gap. Of note, CCOG created their proposal and work plans 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 has continued to pose multiple challenges to CCOG – postponing in-person professional development opportunities, slowing down research projects, increasing demands on faculty's time and energy, and creating a shortage of administrative and graduate assistant support. Despite these challenges, CCOG's leaders and faculty have continued to work diligently to move the project forward.

CCOG was able to implement much of its plan for the second year. Of particular note has been CCOG's success in forming partnerships with multiple schools, school districts and government agencies across the state. Other notable achievements include providing a large number of high-quality webinar series on timely topics and the dissemination of CCOG's work through numerous outlets (e.g., a well-attended Educator Summit and at other educator conferences, publications and videos related to closing the opportunity gap). Further, CCOG's efforts continued to be well-received by its many users as they considered events and resources to be of high quality and impactful. It is evident that the CCOG directors have grown in their leadership skills and have been responsive to feedback. All CCOG faculty reported a better sense of clarity and focus on what needed to be accomplished in this second year and attributed CCOG's success to this improvement. Recognizing the caliber and importance of CCOG, CSU Colleges of Education have also become active supporters in facilitating CCOG's further success and widening its reach. With time spent together over the past two years, respect and trust have also increased among leadership teams and between Hubs making CCOG more effective. CCOG is well-positioned to meet its aims for Year 3 and desires to see projects through past the project duration end if funding is made available. Closing the opportunity gap in K-12 schools is a big but important task, and CCOG has continued to contribute to narrowing this gap in its second 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:
  - Continue having open and frequent lines of communication among Regional Hubs and the directors; continue building rapport and supporting each other within and amongst the Regional Hubs
  - Continue providing clarity, intentionality, and transparency regarding the Center's goals; continue evaluating whether faculty's goals align well with CCOG and making decisions on what workload is appropriate for faculty
  - Continue building and cultivating lasting and effective relationships with school districts
  - Continue to build the presence of the Center (website traffic has increased steadily); continue to network and solidify the Center's brand and goals to partners, including school districts, CSUs, and campus partners

- Possible improvements to facilitate further effectiveness of personnel:
  - Consider adjusting the budget to include additional administrative support to Regional Hubs
  - Consider increasing the budget to attract and retain high-quality and committed graduate students
  - Expand efforts to reward and retain current staff personnel who manage CCOG operations
  - Consider coordinating efforts even more to find future funding across Regional Hubs. Seek additional mentors who have experience in development and fundraising.

- 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.
  - Continue to present on relevant and current topics. CCOG users continue to be excited to learn about anti-racist work, racial justice, and mental health. Participants find the

information to be practical and important as they can connect the material to real life examples they face as educators.

- Continue to advertise events widely using current methods. CCOG was generally able to register an impressive number of educators for their events as a whole.
- Continue to provide recordings and materials to CCOG users after events. These are much appreciated.

- Possible improvements to increase CCOG's impact on users
  - Webinar suggestions:
    - A consistent suggestion by CCOG users was to increase the opportunities for participation in the webinars. In about half of the sessions we observed, speakers left adequate time for Q&A and participants were able to ask questions. However, in the other half of the sessions we observed, sessions did not leave enough time for questions. In addition, at a few of the events, in their excitement for the topic, the moderators jumped in a bit too soon to ask the presenters their own questions, not giving the attendees enough time to formulate and ask their questions. CCOG could continue to emphasize to speakers the importance of leaving some time for discussion and remind moderators to allow time for attendees to formulate questions.
    - Relatedly, in webinars where there is a designated time for group participation, CCOG users requested that information about participation could be provided before or at the beginning of the webinar, so that participants are ready and prepared to engage.
    - Despite an impressive number of people who registered for events, only about 27.6% of those registered actually attended events. Of course, some factors affecting this number (demand on educators) are outside of the Center's control. However, the Center can consider ways to increase this percentage. One recommendation is to update the automatic registration email that is sent to users when they register. Changes in font size, the addition of graphics, or making the most relevant information appear first can clarify the content of the email (some registration emails look automated and may be easy to miss in an inbox). The

Center could also possibly increase the number of reminders sent to people who registered or send the reminders closer to the date of the event.

    - Although CCOG created several webinar series to delve deeper into topics, data show that most attendees (89% in the Anti-Racist Educators series, 73% in the Culture of Care series, 92% Racial Justice in Education series) tended to only attend one event in the series. Consider providing incentives to attend more than one event or consider lengthening sessions even more, as CCOG users continue to express an appetite to learn more. Although the majority of users only attended one Culture of Care webinar in the series, this series had the largest number of people who attended two or three of the three events (24%, 3%, respectively). Consider the qualities of the Culture of Care webinar series that might have encouraged more users to attend multiple events; for example, cohesiveness in programming targeting the same audience.
- Website suggestions:
    - Related to the above bullet points, often the most up-to-date information online for CCOG events can be found on the CCOG Facebook page. With additional administrative support, make efforts to include the most updated information on the CCOG website as well in coordination with social media posts.
    - The CCOG website can be hard to find in a Google search. Consider consulting an expert on search engine optimization.

- Continue to respond to the challenges brought on by the pandemic
    - Similar to CEEE's administration of surveys in Years 1 and 2, independently implement surveys in Year 3 to gather feedback from CCOG users on their perceptions of the quality of CCOG resources and events as well as their impact. Continue to provide incentives to address potentially lower response rates.

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:

___ Internal meeting	___ Conference presentation	___ Webinar
___ Meeting with regional hubs	___ Annual educator summit	___ Other: _____

Which primary objective does the meeting work to meet?

___	Identifies current practices from the literature related to closing the opportunity gap
___	Increases the capacity of teachers, leaders, and other school personnel to be prepared to close opportunity gaps
___	Conducts research in higher performing, high poverty schools
___	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:

Criteria and rubrics	Sample assignments	Literature review
Syllabus	Practice guides	Regional hub meeting minutes
Example activities	Innovation configuration	Internal meeting minutes
___Conference presentation Other: _	___ Webinar presentation	___Invited speaker presentation

Location/Purpose:

___ Online clearinghouse		
___ Internal organization		

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

K-12 educators	K-12 administrators	CCOG Internal
Higher ed faculty	Higher ed administrators	Other:

CEEE EVALUATORS TO FILL OUT:

Topics Covered: *(check all that apply)*

Teacher preparation and strategies		
___ K-5/6 ___ Middle/Jr HS ___ HS	___ General ___ Math ___ Science ___ English ___ Other (specify): _____	___ Assessment ___ Instruction ___ Leadership
___ Counselor/Other educator prep		
___ Systems and institutions		
___ Education policies		
___ Student Focus		
___ Psychology 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*)

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

Artifact Number:

Summary of artifact:

Key Exemplars/Quotes:

Working Equity Rubric

	Yes/No
INFORMATION: Provides background information on the specified topic that orients the reader towards the opportunity gap.	
IMPACT: Provides evidence to show that a specified strategy or policy reduces or has the potential to reduce inequities.	
IMPLEMENTATION: 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 = *Does not align well* (0 Yes's above)	2 = *Aligns somewhat* (1-2 Yes's above)	3 = *Aligns very well* (3 Yes's above)

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

CSULB Center for Closing the Opportunity Gap (CCOG)

Educator Summit Survey Results

Prepared September 23, 2021

The CSULB Center for Closing the Opportunity Gap (CCOG) held a virtual Educator Summit ("Summit") on July 30, 2021. Attendees registered for the event beforehand, and CCOG provided the list of attendees to CEEE. Data was collected with an overall general follow-up survey sent via email ("Overall Summit Attendee Survey"). Data was also collected using very brief surveys given to attendees through a link at the end of each session which asked specifically about the session at hand ("Individual Summit Short Surveys" [Given Immediately After Sessions]). Summit logistical data and basic demographics will be discussed first. Next, results from the Overall Summit Atteendee Survey will be discussed, followed by results from the Individual Summit Short Surveys.

Summary of Results

Across both the Overall Summit Attendee and the Individual Summit Short Surveys, results were largely consistent, indicating that attendees perceived the Summit to be of good to excellent quality and to be of high impact. Attendees appreciated the speakers and the content conveyed. Lastly, for the future, attendees expressed a desire for more time to connect with colleagues and network and more time for discussion/Q&A.

Demographics and Attendance

At the Summit, a total of 454 people registered (CCOG affiliates were not included in this count) and 165 people attended (36.7% of those who initially registered) with 25 additional people hosting, supporting, or speaking at the event. About 1 out of 3 (32.6%) survey respondents indicated that they had heard about the Summit from a colleague, friend, or acquaintance, and a substantial number heard about the Summit from the CCOG email list (28.3%) (Table 1). Analysis of occupation demographics revealed that the majority of Summit attendees were from K-12 schools (44.8%) or from higher education (27.9%) (Table 2). A large proportion of attendees were from the Los Angeles region (41.2%) or from Northern California (32.7%) with even a few attendees from outside of California (6.1%) (Table 3).

Table 1. *Source of Information about Summit - Summit Survey Respondents*

	Frequency	**Percent**
Colleague/friend/acquaintance	15	32.6%
CCOG email list	13	28.3%
CCOG website	4	8.7%
Social media post	4	8.7%
Other email list or listserve subscription	3	6.5%
School/School District	3	6.5%
No information provided	4	8.7%

Source: Overall Summit Attendee Survey

Table 2. *Summit Attendee Demographics: Roles – Frequency (Percent)*

	From Zoom Registration *N* = 165	**From Overall Survey Respondees** *n* = 46
K-5 Admin and Faculty	*Not asked*	13 (28.2%)
6-12 Admin and Faculty	*Not asked*	10 (21.7%)
Total K-12 (Admin and Faculty)	74 (44.8%)	23 (50.0%)
Higher Education (Admin and Faculty)	46 (27.9%)	16 (34.8%)
Government/Policymaker	11 (6.7%)	1 (2.2%)
Teacher Candidate Student	*Not asked*	3 (6.5%)
School Counseling or School Psychology Student	*Not asked*	0 (0.0%)
Parent or Community Member/Stakeholder	*Not asked*	2 (4.3%)
Other (students, parents, support personnel, etc.)	26 (15.8%)	5 (10.9%)
No information provided	8 (4.8%)	1 (2.2%)

Source: Zoom Registration and Overall Summit Attendee Survey

Table 3. *Summit Attendee Demographics: Region – Frequency (Percent)*

	Frequency	**Percent**
Los Angeles region	68	41.2%
Orange County region	13	7.9%
San Bernardino region	4	2.4%
San Diego region	6	3.6%
Central California region	1	0.6%
Northern California region	54	32.7%
Outside of California	10	6.1%
No information provided	9	5.5%

Source: Zoom Registration

Forty six people filled out the follow-up survey (27.9% of the 165 attendees). Among the overall general follow-up survey respondents, people attended between 3 to 4 sessions on average (*M* = 3.73, *SD* = 1.48). Based on survey respondents, attendance seemed consistent throughout the day with 35 reporting having attended the keynote at the beginning of the Summit, 32 having attended one of the first breakout sessions, 28 having attended one of the second breakout sessions, and 27 and 31 people having attended the EdTalks (1 and 2, respectively), which were at the end of the Summit. Among the various breakout sessions Breakout Session 1.2 (*Anti-Bias Pedagogy with Dr. Atwater and Tracy Mayhue)* and Breakout Session 2.1 (*Inclusive Space with Esther Propkopienko and Vic Abrenica*) and Breakout Session 2.4 (*Innovative Pedagogies with Dr. Rodgers and Adam Leonard)* were reported to have the highest attendance among those who filled out the overall general follow-up survey. Actual attendance was not recorded by CCOG and thus was unavailable to report.

Table 4. *Number of Overall Survey Respondents*

	Overall Survey Respondents *n*
Keynote	35
Breakout Session 1.1 (Community Schools)	6
Breakout Session 1.2 (Anti-Bias Pedagogy)	16
Breakout Session 1.3 (Self-Care)	3
Breakout Session 1.4 (Trauma-Informed)	7
Total – Breakout Session 1	32
Breakout Session 2.1 (Inclusive Space)	10
Breakout Session 2.2 (Foster Care, Homeless)	1
Breakout Session 2.3 (Parent Student Voice)	7
Breakout Session 2.4 (Innovative Pedagogies)	10
Total – Breakout Session 2	28
EdTalk 1 (Rowley)	27
EdTalk 2 (Carter)	31

Source: Overall Summit Attendee Survey

Survey Results: Overall Survey (Given Two Weeks After Summit)

Perceived Quality of Educator Summit

The survey asked about each attendees's perceived quality of the Summit as a whole, as well as the quality of the information presented, and the amount of attendee participation and networking. A scale was constructed by averaging the below seven survey items ($\alpha = .89$) (they are presented in two tables because of the different response scales). Results revealed that, on average, attendees responded that the quality of the Summit was between 'good' to 'excellent' (*M* = 4.26 out of 5, *SD* = .66). Overall, attendees reported that they learned useful information about closing the K-12 opportunity gap, were able to participate at the level they desired, and felt that time at the Summit was well spent (means between 'agree' to 'strongly agree,' *M*s = 4.23-4.50 out of 5). However, although responses were still positive, attendees possibly desired more time for discussion and time to connect with colleagues (means between 'neutral' to 'agree,' *M*s = 3.58-3.91 out of 5). Ratings of individual sessions ranged from 3.67 to 5.00 (out of 5) with the average rating of an individual session being 4.48 (*SD* = .40), further indicating that attendees perceived individual sessions to be between 'good' to 'excellent' in quality.

Table 5. *Attendees' Perception of Summit Quality*

	n	Very Poor (1)	Poor (2)	Fair (3)	Good (4)	Excellent (5)	*M*	*SD*
The overall quality of the Summit was…	46	0 (0.0%)	0 (0.0%)	2 (4.3%)	11 (23.9%)	33 (71.7%)	4.67	.56

Source: Overall Summit Attendee Survey

Table 6. *Attendees' Perception of Summit Quality (continued)*

	n	Strongly Disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly Agree (5)	*M*	*SD*
Overall, I gained useful information pertaining to closing the K-12 opportunity gap...	44	0 (0.0%)	1 (2.3%)	1 (2.3%)	17 (38.6%)	25 (56.8%)	4.50	0.67
… I learned about what next steps I/my program/my campus can take to institu-tionalize efforts to close the K-12 opportunity gap.	44	0 (0.0%)	2 (4.5%)	4 (9.1%)	20 (45.5%)	18 (40.9%)	4.23	0.80
I felt like I was able to participate at the Educator Summit at the level that I desired...	44	0 (0.0%)	3 (6.8%)	3 (6.8%)	16 (36.4%)	22 (50.0%)	4.30	0.88
There was adequate time for discussions in general at the Educator Summit.	44	1 (2.3%)	5 (11.4%)	5 (11.4%)	19 (43.2%)	14 (31.8%)	3.91	1.05
There was adequate time to connect with colleagues at the Educator Summit.	43	1 (2.3%)	9 (20.9%)	7 (16.3%)	16 (37.2%)	10 (23.3%)	3.58	1.14
Time at the Educator Summit was well spent.	44	0 (0.0%)	1 (2.3%)	3 (6.8%)	18 (40.9%)	22 (50.0%)	4.39	0.72
Quality Scale							4.15	.88

Source: Overall Summit Attendee Survey

Table 6. *Attendees' Perception of Summit Quality (continued)*

	n	Strongly Disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly Agree (5)	*M*	*SD*
Overall, I gained useful information pertaining to closing the K-12 opportunity gap...	44	0 (0.0%)	1 (2.3%)	1 (2.3%)	17 (38.6%)	25 (56.8%)	4.50	0.67
… I learned about what next steps I/my program/my campus can take to institu-tionalize efforts to close the K-12 opportunity gap.	44	0 (0.0%)	2 (4.5%)	4 (9.1%)	20 (45.5%)	18 (40.9%)	4.23	0.80
I felt like I was able to participate at the Educator Summit at the level that I desired...	44	0 (0.0%)	3 (6.8%)	3 (6.8%)	16 (36.4%)	22 (50.0%)	4.30	0.88
There was adequate time for discussions in general at the Educator Summit.	44	1 (2.3%)	5 (11.4%)	5 (11.4%)	19 (43.2%)	14 (31.8%)	3.91	1.05
There was adequate time to connect with colleagues at the Educator Summit.	43	1 (2.3%)	9 (20.9%)	7 (16.3%)	16 (37.2%)	10 (23.3%)	3.58	1.14
Time at the Educator Summit was well spent.	44	0 (0.0%)	1 (2.3%)	3 (6.8%)	18 (40.9%)	22 (50.0%)	4.39	0.72
Quality Scale							4.15	.88

Source: Overall Summit Attendee Survey

Impact of the Summit

The survey also asked about the overall impact of the Summit for each attendee and whether they planned to implement the tools, ideas, and/or practices they learned from the Summit. A scale was constructed by averaging the below two survey items (α = .90). On average, participants reported that they 'agree' to 'strongly agree' that they are enthusiastic about implementing the tools introduced in the Summit to close the K-12 opportunity gap (*M* = 4.52 out of 5, *SD* = .66).

Table 8. *Attendees' Perception of the Impact of the Summit*

	n	Strongly Disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly Agree (5)	*M*	*SD*
The Educator Summit increased my interest in closing the K-12 opportunity gap.	44	0 (0.0%)	2 (4.5%)	2 (4.5%)	14 (31.8%)	26 (59.1%)	4.45	.79
I plan to implement the tools, ideas, and/or practices that I learned about at the Educator Summit.	45	0 (0.0%)	0 (0.0%)	2 (4.4%)	14 (31.1%)	29 (64.4%)	4.60	.58
Impact Scale							4.52	.66

Source: Overall Summit Attendee Survey

What Participants Enjoyed About the Summit and Perceived Strengths of the Summit

Using an open-ended question, participants were asked what they enjoyed about the Summit and what they considered to be strengths of the Summit. Many participants (47% of the 30 who responded) very much appreciated the keynote speaker, noting that Dr. Ladson-Billings' talk was "inspiring," "powerful," "eye-opening" and "amazing." There was appreciation also for the EdTalks (13% highlighted these) and mention of various breakout sessions (3% each: *Innovative Pedagogies, Trauma-Informed/Students of Color, Community Schools Model*). In general, attendees recognized the "top-notch presenters who are grounded in the practice" who were "well-prepared" and "spoke from experience and provided real-world examples that were informative and encouraging" (20% highlighted the presenters in general). Attendees also thought that the diversity of the presenters and having educators from local areas were both strengths as well. About 10% mentioned they appreciated the array of topics and the diversity of perspectives. Another 10% appreciated that the Summit sessions were "well-timed" and "well-organized," appreciating the conciseness of the sessions. One respondent said, "It was all GREAT!" and another said, "I am rejuvenated to start the school year." Another wrote, "Thank you. I genuinely enjoyed the experience. I learned so much and appreciate all of your efforts and support."

What Areas of the Summit Participants Thought Could Be Improved

Using an open-ended question, participants were also asked about areas of improvement for future Summits and challenges that were observed at the Summit. Twenty five respondees wrote comments for this section and the most common response (32%) was to actually report something they appreciated about the Summit or make a general positive comment (e.g., "Keep it going! I look forward to attending another Summit!", "All great!", "It was amazing!") The next most common comment (28%) was a general sense that sessions felt a little rushed with attendees reporting a desire for more opportunities for discussion and Q&A. Participants also desired more opportunities to network with other colleagues (12%) and slightly longer breaks between sessions (8%). Other suggestions included being more ADA compliant with captions and providing recordings or summaries for breakout sessions that participants had wanted to attend, but could not because multiple desired breakout sessions were held at the same time. One participant reported they had not received the web link.

Given the sensitive nature of the topics surrounding race and the current racial climate, there were two comments that might warrant attention. One respondee wrote, "I would encourage presenters to reflect on their own privilege and bias. The message I received was prioritize the feelings of whites over the feelings of BIPOC who are on the receiving end of racist harm. Case in point, the bomber posted offensive anti-black language in the chat. The team was slow to acknowledge and react. In addition, those who were offended were given the option to leave. Unlike the presenter, it's hard to just move on. There should have been acknowledgement for those who were offended but stayed and pushed through it. This is why it is important to put time towards building community when talking about topics around race. This should have been a teachable moment." Relatedly, another respondent wrote, "The first EdTalk led was uncomfortable, not just because of the interruption [of] the presenter, [whom] Ms. Rowley, apologized for. I feel that she came across as condescending in the way she spoke ABOUT students and their families, and in the way she spoke TO teachers present in the session." Another wrote, "I had to exit the presentation by Ladson-Billing because she left the horrific

image of George Floyd's final moments on her screen for entirely too long. I would like to see the Summit improve by reminding presenters that images can be grotesque and emotionally violent even if they are powerful." While there was appreciation for topics on anti-racism and students of color, there may be particular challenges discussing these topics especially in a virtual environment.

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; 15 participants responded. The most common suggestion was to focus on the same topics (27%) but perhaps diving deeper into the material with some hands-on opportunities to try out strategies. One respondent also wrote, "A lot of the resources seemed to be focused on middle/high school students. These are very important and sometimes heavy topics. How can elementary teachers implement them appropriately and honestly?" Other suggested topics included equitable grading (13%), social-emotional learning and behaviors (13%), engagement strategies (7%), standardized testing (7%), school bureaucracy as a barrier to student success (7%), multi-age early childhood classrooms (7%), collaborations between general education and special education teachers (7%), critical race theory in the classroom (7%), BIPOC mental health (7%), and college access for BIPOC students (7%).

Survey Results: Individual Short Surveys (Given Immediately After Sessions)

Data was also collected using very brief surveys given to attendees through a link at the end of each session which asked specifically about the session at hand (with one exception: a survey link was not given after the keynote due to limited time available). These brief surveys asked about the perceived quality of the individual sessions, the impact of the individual sessions and how attendees had heard of the Summit. Across all the sessions 114 people filled out these brief surveys. No demographics were collected per the request of the CCOG directors to keep the surveys as brief as possible. In short, the results of these individual brief surveys given immediately after sessions were largely consistent with the results of the overall longer survey given two weeks after the Summit, indicating that attendees perceived the quality and impact of the sessions to be high. More details can be found below.

Perceived Quality of Individual Sessions

Perceived quality of the individual sessions was assessed with three items that were averaged together which asked directly about the perceived quality, whether attendees felt they had gained useful information pertaining to closing the K-12 opportunity gap and satisfaction with their level of participation (see Table 12, Table 13, and Table 14 for details on individual questions. Similar to the results of the overall survey, the average perceived quality of the individual sessions was high (*M* = 4.38 on a scale from 1 to 5, *SD* = .37; Range = 3.60-4.86), indicating that attendees considered the sessions to be between 'good' to 'excellent' (or between 'agree' to 'strongly agree').

Table 9. *Attendees' Perception of the Quality of Individual Sessions (Averaged Scale)*

	n	*M*	*SD*
Breakout 1.1 (Community Schools Model)	4	4.33	.27
Breakout 1.2 (Anti-Bias Pedagogy)	23	4.35	.70
Breakout 1.3 (Self-Care for Educators)	7	4.86	.26
Breakout 1.4 (Trauma-Informed)	15	4.40	.42
Breakout 2.1 (Inclusive Space Classroom)	12	4.11	.64
Breakout 2.2 (Foster Care; Homelessness)	5	4.40	.60
Breakout 2.3 (Parent and Student Voice)	5	3.60	.89
Breakout 2.4 (Innovative Pedagogies)	18	4.65	.48
EdTalk 1 (Dr. Rowley)	19	4.28	.80
EdTalk 2 (Carter)	6	4.83	.41
Average across sessions		4.38	.37

Source: Individual Summit Short Surveys (Given Immediately After Sessions)

Impact of Individual Sessions

Perceived impact of the individual sessions was assessed with two items that were averaged together which asked directly about whether the Summit increased the attendee's interest in closing the K-12 opportunity gap and whether the attendee planned to implement the tools, ideas and/or practices learned about in the sessions (see Table 15 and Table 16 for details on individual questions). Similar to the results of the overall survey, the average perceived quality of the individual sessions was high (*M* = 4.35 on a scale from 1 to 5, *SD* = .37; Range = 3.60-4.86), indicating that attendees 'agreed' to 'strongly agreed' with the statements about impact.

Table 10. *Attendees' Perception of the Impact of Individual Sessions (Averaged Scale)*

	n	*M*	*SD*
Breakout 1.1 (Community Schools Model)	4	4.38	.48
Breakout 1.2 (Anti-Bias Pedagogy)	22	4.43	.78
Breakout 1.3 (Self-Care for Educators)	7	4.86	.38
Breakout 1.4 (Trauma-Informed)	14	4.14	.66
Breakout 2.1 (Inclusive Space Classroom)	11	4.05	.72
Breakout 2.2 (Foster Care; Homelessness)	5	4.50	.50
Breakout 2.3 (Parent and Student Voice)	5	3.60	.89
Breakout 2.4 (Innovative Pedagogies)	18	4.44	.68
EdTalk 1 (Dr. Rowley)	18	4.31	.91
EdTalk 2 (Carter)	6	4.83	.41
Average across sessions		4.35	.37

Source: Individual Summit Short Surveys (Given Immediately After Sessions)

Finally, attendees were also asked about how they heard about the Summit in the brief individual surveys. Again, similar to the overall survey, the most common responses included hearing about the Summit from a colleague, friend or acquaintance (ranging from 33.3%-55.0% of respondees) or from the CCOG email list (ranging from 16.7%-25.0%).

Table 11. *Source of Information about Summit*

	Breakout 1 *n* = 49	Breakout 2 *n* = 40*	EdTalk 1 *n* = 19*	EdTalk 2 *n* = 6
Colleague/friend/acquaintance	19 (38.8%)	22 (55.0%)	10 (52.6%)	2 (33.3%)
CCOG email list	12 (24.5%)	10 (25.0%)	4 (21.1%)	1 (16.7%)
CCOG website	3 (6.1%)	4 (10.0%)	3 (15.8%)	2 (33.3%)
Social media post	6 (12.2%)	3 (7.5%)	0 (0.0%)	0 (0.0%)
Other email list or listserve subscription	4 (8.2%)	1 (2.5%)	1 (5.3%)	1 (16.7%)
Other (school district or no specifics)	4 (8.2%)	2 (5.0%)	2 (10.5%)	0 (0.0%)
No information provided	1 (2.0%)	1 (2.5%)	0 (0.0%)	0 (0.0%)

Source: Individual Summit Short Surveys (Given Immediately After Sessions)

Note. Breakout sessions 1.1-1.4 were summed; breakout sessions 2.1-2.4 were summed. EdTalk 1 and EdTalk 2 session respondees may have overlapped with each other and with the breakout sessions. Similarly, Breakout 1 and Breakout 2 respondees may have overlapped. *One individual listed multiple sources.

Finally, attendees were also asked about how they heard about the Summit in the brief individual surveys. Again, similar to the overall survey, the most common responses included hearing about the Summit from a colleague, friend or acquaintance (ranging from 33.3%-55.0% of respondees) or from the CCOG email list (ranging from 16.7%-25.0%).

Table 11. *Source of Information about Summit*

	Breakout 1 *n* = 49	Breakout 2 *n* = 40*	EdTalk 1 *n* = 19*	EdTalk 2 *n* = 6
Colleague/friend/acquaintance	19 (38.8%)	22 (55.0%)	10 (52.6%)	2 (33.3%)
CCOG email list	12 (24.5%)	10 (25.0%)	4 (21.1%)	1 (16.7%)

CCOG website	3 (6.1%)	4 (10.0%)	3 (15.8%)	2 (33.3%)
Social media post	6 (12.2%)	3 (7.5%)	0 (0.0%)	0 (0.0%)
Other email list or listserve subscription	4 (8.2%)	1 (2.5%)	1 (5.3%)	1 (16.7%)
Other (school district or no specifics)	4 (8.2%)	2 (5.0%)	2 (10.5%)	0 (0.0%)
No information provided	1 (2.0%)	1 (2.5%)	0 (0.0%)	0 (0.0%)

Source: Individual Summit Short Surveys (Given Immediately After Sessions)

Note. Breakout sessions 1.1-1.4 were summed; breakout sessions 2.1-2.4 were summed. EdTalk 1 and EdTalk 2 session respondees may have overlapped with each other and with the breakout sessions. Similarly, Breakout 1 and Breakout 2 respondees may have overlapped. *One individual listed multiple sources.

Distributions of Individual Items for Individual Sessions

Table 12. *Attendees' Perception of the Quality of Individual Sessions (Q1)*

	n	Very Poor (1)	Poor (2)	Fair (3)	Good (4)	Excellent (5)	*M*	*SD*
The quality of the (breakout session/EdTalk) was…								
Breakout 1.1 (Community Schools Model)	4	0 (0.0%)	0 (0.0%)	0 (0.0%)	4 (100.0%)	0 (0.0%)	4.00	.00
Breakout 1.2 (Anti-Bias Pedagogy)	23	0 (0.0%)	1 (4.3%)	0 (0.0%)	9 (39.1%)	13 (56.5%)	4.48	.73
Breakout 1.3 (Self-Care for Educators)	7	0 (0.0%)	0 (0.0%)	0 (0.0%)	2 (28.6%)	5 (71.4%)	4.71	.49
Breakout 1.4 (Trauma-Informed)	15	0 (0.0%)	0 (0.0%)	0 (0.0%)	11 (73.3%)	4 (26.7%)	4.27	.46
Breakout 2.1 (Inclusive Space Classroom)	12	0 (0.0%)	0 (0.0%)	2 (16.7%)	6 (50.0%)	4 (33.3%)	4.17	.72
Breakout 2.2 (Foster Care; Homelessness)	5	0 (0.0%)	0 (0.0%)	0 (0.0%)	3 (60.0%)	2 (40.0%)	4.40	.55
Breakout 2.3 (Parent and Student Voice)	5	0 (0.0%)	1 (20.0%)	0 (0.0%)	4 (80.0%)	0 (0.0%)	3.60	.89
Breakout 2.4 (Innovative Pedagogies)	18	0 (0.0%)	0 (0.0%)	1 (5.6%)	4 (22.2%)	13 (72.2%)	4.67	.59
EdTalk 1 (Dr. Rowley)	19	0 (0.0%)	0 (0.0%)	3 (15.8%)	4 (21.1%)	12 (63.2%)	4.47	.77
EdTalk 2 (Carter)	6	0 (0.0%)	0 (0.0%)	0 (0.0%)	1 (16.7%)	5 (83.3%)	4.83	.41

Source: Individual Summit Short Surveys (Given Immediately After Sessions)

Table 13. *Attendees' Perception of the Quality of Individual Sessions (Q2)*

	n	Strongly Disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly Agree (5)	*M*	*SD*
I gained useful information pertaining to closing the K-12 opportunity gap at this (breakout session/EdTalk).								
Breakout 1.1 (Community Schools Model)	4	0 (0.0%)	0 (0.0%)	0 (0.0%)	2 (50.0%)	2 (50.0%)	4.50	.58
Breakout 1.2 (Anti-Bias Pedagogy)	23	0 (0.0%)	1 (4.3%)	3 (13.0%)	8 (34.8%)	11 (47.8%)	4.26	.86
Breakout 1.3 (Self-Care for Educators)	7	0 (0.0%)	0 (0.0%)	0 (0.0%)	1 (14.3%)	6 (85.7)	4.86	.38
Breakout 1.4 (Trauma-Informed)	15	0 (0.0%)	0 (0.0%)	1 (6.7%)	8 (53.3%)	6 (40.0%)	4.33	.62
Breakout 2.1 (Inclusive Space Classroom)	12	0 (0.0%)	0 (0.0%)	4 (33.3%)	4 (33.3%)	4 (33.3%)	4.00	.85
Breakout 2.2 (Foster Care; Homelessness)	5	0 (0.0%)	0 (0.0%)	1 (20.0%)	2 (40.0%)	2 (40.0%)	4.20	.84
Breakout 2.3 (Parent and Student Voice)	5	0 (0.0%)	1 (20.0%)	0 (0.0%)	4 (80.0%)	0 (0.0%)	3.60	.89
Breakout 2.4 (Innovative Pedagogies)	18	0 (0.0%)	0 (0.0%)	1 (5.6%)	3 (16.7%)	14 (77.8%)	4.72	.58
EdTalk 1 (Dr. Rowley)	19	0 (0.0%)	1 (5.3%)	2 (10.5%)	6 (31.6%)	10 (52.6%)	4.32	.89
EdTalk 2 (Carter)	6	0 (0.0%)	0 (0.0%)	0 (0.0%)	1 (16.7%)	5 (83.3%)	4.83	.41

Source: Individual Summit Short Surveys (Given Immediately After Sessions)

Table 14. *Attendees' Perception of the Quality of Individual Sessions (Q3)*

	n	Strongly Disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly Agree (5)	*M*	*SD*
I felt like I was able to participate in the [breakout session/EdTalk] at the level that I desired (able to ask questions, etc.).								
Breakout 1.1 (Community Schools Model)	4	0 (0.0%)	0 (0.0%)	0 (0.0%)	2 (50.0%)	2 (50.0%)	4.50	.58
Breakout 1.2 (Anti-Bias Pedagogy)	23	0 (0.0%)	0 (0.0%)	3 (13.0%)	10 (43.5%)	10 (43.5%)	4.30	.70
Breakout 1.3 (Self-Care for Educators)	7	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	7 (100.0%)	5.00	.00
Breakout 1.4 (Trauma-Informed)	15	0 (0.0%)	0 (0.0%)	0 (0.0%)	6 (40.0%)	9 (60.0%)	4.60	.51
Breakout 2.1 (Inclusive Space Classroom)	12	0 (0.0%)	0 (0.0%)	2 (16.7%)	6 (50.0%)	4 (33.3%)	4.17	.72
Breakout 2.2 (Foster Care; Homelessness)	5	0 (0.0%)	0 (0.0%)	0 (0.0%)	2 (40.0%)	3 (60.0%)	4.60	.55
Breakout 2.3 (Parent and Student Voice)	5	0 (0.0%)	1 (20.0%)	0 (0.0%)	4 (80.0%)	0 (0.0%)	3.60	.89
Breakout 2.4 (Innovative Pedagogies)	18	0 (0.0%)	0 (0.0%)	3 (16.7%)	2 (11.1%)	13 (72.2%)	4.56	.78
EdTalk 1 (Dr. Rowley)	19	0 (0.0%)	2 (10.5%)	1 (5.3%)	10 (52.6%)	6 (31.6%)	4.05	.91
EdTalk 2 (Carter)	6	0 (0.0%)	0 (0.0%)	0 (0.0%)	1 (16.7%)	5 (83.3%)	4.83	.41

Source: Individual Summit Short Surveys (Given Immediately After Sessions)

Table 15. *Attendees' Perception of the Impact of Individual Sessions (Q1)*

	n	Strongly Disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly Agree (5)	*M*	*SD*
This [breakout session/EdTalk] increased my interest in closing the K-12 opportunity gap.								
Breakout 1.1 (Community Schools Model)	4	0 (0.0%)	0 (0.0%)	0 (0.0%)	2 (50.0%)	2 (50.0%)	4.50	.58
Breakout 1.2 (Anti-Bias Pedagogy)	22	0 (0.0%)	2 (9.1%)	0 (0.0%)	9 (40.9%)	11 (50.0%)	4.32	.89
Breakout 1.3 (Self-Care for Educators)	7	0 (0.0%)	0 (0.0%)	1 (14.3%)	0 (0.0%)	6 (85.7%)	4.71	.76
Breakout 1.4 (Trauma-Informed)	14	0 (0.0%)	0 (0.0%)	4 (28.6%)	6 (42.9%)	4 (28.6%)	4.00	.78
Breakout 2.1 (Inclusive Space Classroom)	11	0 (0.0%)	0 (0.0%)	5 (45.5%)	2 (18.2%)	4 (36.4%)	3.91	.94
Breakout 2.2 (Foster Care; Homelessness)	5	0 (0.0%)	0 (0.0%)	0 (0.0%)	3 (60.0%)	2 (40.0%)	4.40	.55
Breakout 2.3 (Parent and Student Voice)	5	0 (0.0%)	1 (20.0%)	0 (0.0%)	4 (80.0%)	0 (0.0%)	3.60	.89
Breakout 2.4 (Innovative Pedagogies)	18	0 (0.0%)	0 (0.0%)	3 (16.7%)	4 (22.2%)	11 (61.1%)	4.44	.78
EdTalk 1 (Dr. Rowley)	18	0 (0.0%)	1 (5.6%)	3 (16.7%)	3 (16.7%)	11 (61.1%)	4.33	.97
EdTalk 2 (Carter)	6	0 (0.0%)	0 (0.0%)	0 (0.0%)	1 (16.7%)	5 (83.3%)	4.83	.41

Source: Individual Summit Short Surveys (Given Immediately After Sessions)

CSULB Center for Closing the Opportunity Gap (CCOG)
Actions Anti-Racist Educators Must Take in Their Classrooms This School Year
Webinar Series Survey Results

Prepared December 14, 2021

CCOG held a virtual Anti-Racist Educator Webinar Series given by Marlene Carter on October 13 (Session 1) and October 27, 2021 (Session 2). Attendees registered for the event beforehand, and CCOG provided the list of attendees to CEEE. Data was collected with a follow-up survey. A total of 195 people registered (CCOG affiliates were not included in this count) and 64 people attended (32.8% of those who initially registered) with 7 additional people hosting, supporting, or speaking at the event). Of the 64 attendees, 7 attended both sessions (10.9%). The vast majority attended only 1 of the 2 sessions (n = 57, 89.1%). Analysis of occupation demographics revealed that a little over half of the webinar attendees across the two sessions were from Higher Education (54.7%) and about a third were from K-12 schools (31.3%) (Table 1).

Table 1. *Webinar Attendee Demographics: Roles – Frequency (Percent)*

	Session 1 n = 39	**Session 2** n = 32	**Combined Total*** n = 64
K-5 Admin and Faculty	4 (10.3%)	2 (6.3%)	6 (9.4%)
6-12 Admin and Faculty	4 (10.3%)	3(9.4%)	5 (7.8%)
K-12 Admin and Faculty (school district employees)	7 (17.9%)	3 (9.4%)	9 (14.2%)
Total K-12 (Admin and Faculty)	15 (38.5%)	8 (25.0%)	20 (31.3%)
Higher Education (Admin and Faculty)	18 (46.2%)	20 (62.5%)	35 (54.7%)
Government/Policymaker	-- (0.0%)	-- (0.0%)	-- (0.0%)
Teacher Candidate Student	3 (7.7%)	2 (6.3%)	4 (6.3%)
Parent or Community Member/Stakeholder	3 (7.7%)	2 (6.3%)	5 (7.8%)
Other Total	6 (15.4%)	4 (12.5%)	9 (14.1%)
Total	39 (100.0%)	32 (100.0%)	64 (100.0%)

Source: Zoom Registration and Webinar Attendee Survey
*Some Session 1 and Session 2 attendees overlapped.

Summary of Results
Of the 64 people who attended, 23 people (35.9%) filled out the follow-up survey. In general, attendees responded very positively to the webinar series. 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. More details on specific items are below.

Perceived Quality of Webinar Series

The survey asked about attendees' perceived quality of the webinar sessions, the quality of the information presented, and the amount of attendee participation (see Tables 2 and 3). Although scale reliability was low (α = .42), we averaged the below four survey items to be able to compare results with previous events that used a similar scale. On average, attendees perceived that the quality of the webinar series 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* = 4.54 out of 5, *SD* = .52) (data are presented in two separate tables because two different response scales were used).

Table 2. *Webinar Attendees' Perception of Webinar Quality*

	n	Very Poor (1)	Poor (2)	Fair (3)	Good (4)	Excellent (5)	*M*	*SD*
The quality of the October 13 webinar session was…	15	0 (0.0%)	0 (0.0%)	1 (6.7%)	5 (33.3%)	9 (60.0%)	4.53	.64
The quality of the October 27 webinar session was…	12	0 (0.0%)	0 (0.0%)	0 (0.0%)	4 (33.3%)	8 (66.7%)	4.67	.49

Source: Webinar Attendee Survey

Table 3. *Webinar Attendees' Perception of Webinar Quality (continued)*

	n	Strongly Disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly Agree (5)	*M*	*SD*
I gained useful information pertaining to closing the K-12 opportunity gap at this webinar	22	0 (0.0%)	0 (0.0%)	1 (4.3%)	10 (43.5%)	11 (47.8%)	4.45	.60
I felt like I was able to participate in the webinar at the level that I desired (able to ask questions, etc.)	23	0 (0.0%)	0 (0.0%)	0 (0.0%)	11 (47.8%)	12 (52.2%)	4.52	.51
Quality Scale	23						4.54	.52

Source: Webinar Attendee Survey

Impact of the Webinar Series

The survey also asked about the overall impact of the webinar series for each attendee and whether they planned to implement the tools, ideas, and/or practices they learned from the webinar series. A scale was constructed by averaging the below four survey items (α = .90) (Table 4). On average, participants reported that they 'agree' to 'strongly agree' that they learned about anti-racist practices and that they intend to implement what they learned to close the K-12 opportunity gap (*M* = 4.54 out of 5, *SD* = .59).

Table 4. *Webinar Attendees' Perception of the Impact of the Webinar*

	n	Strongly Disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly Agree (5)	*M*	*SD*
This webinar series increased my interest in closing the K-12 opportunity gap.	21	0 (0.0%)	0 (0.0%)	3 (13.0%)	5 (21.7%)	13 (56.5%)	4.48	.75
This webinar series helped me learn more about the importance of anti-racist actions in school communities.	23	0 (0.0%)	1 (4.3%)	1 (4.3%)	10 (43.5%)	11 (47.8%)	4.35	.78
This webinar helped me learn more about what anti-racist actions teachers can take in the classrooms and schools.	23	0 (0.0%)	0 (0.0%)	1 (4.3%)	7 (30.4%)	15 (65.2%)	4.61	.58
I plan to implement the anti-racist strategies that I learned about during the webinar series to better support student academic success.	23	0 (0.0%)	0 (0.0%)	1 (4.3%)	5 (21.7%)	17 (73.9%)	4.70	.56
Impact Scale	23						4.54	.59

Source: Webinar Attendee Survey

What Participants Enjoyed and Perceived Strengths of the Webinar Series

Using an open-ended question, participants were asked what they enjoyed about the webinar series and what were some strengths they identified. However, none of the participants answered this question.

What Areas of the Webinar Series Participants Thought Could Be Improved

Using an open-ended question, participants were also asked about areas of improvement or challenges they observed in the webinar series. Eleven respondents answered this question. About half (n = 5, 45.5% of those who responded) responded with "none" or "N/A" or a positive comment ("Excellent presenter"). Three participants (27.3%) expressed wanting to dive deeper into the materials and topics as well as feeling like there was limited time to cover everything in the way that the speaker had intended. Two participants (18.2%) asked for captions to be provided.

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 learn about in future CCOG webinars; 10 participants responded. There was no clear theme among the 10 respondents; each participant suggested different topics. The answers ranged from equitable practices in the classroom and learning spaces (including the digital era), to how to deal with culture wars and censorship. Participants were interested in working on self-awareness and self-assessment, student retention strategies, facts and myths about critical race theory, and the importance of not using color-blind racial ideology in schools. Participants also listed learning to close opportunity gaps for various groups of students (intersectional, those with disabilities, undocumented students, children in foster care, LGOTQ+ youth, and English language learners). One participant wanted to learn more about how to integrate counselors in the efforts to close the opportunity gap for students.

CSU Center for Closing the Opportunity Gap (CCOG)

Supporting the Whole Child: Safeguarding Student Mental and Behavioral Health
Webinar Survey Results

Prepared March 4, 2022

CCOG held a virtual Webinar given on February 7, 2022. Attendees registered for the event beforehand, and CCOG provided the list of attendees to CEEE. Data was collected with a follow-up survey. A total of 256 people registered (CCOG affiliates were not included in this count) and 59 people attended (23% of those who initially registered) with 5 additional people hosting, supporting, or speaking at the event). Analysis of occupation demographics revealed that a little over half of the webinar attendees were from K-12 schools (54.2%) and about a third were from higher education institutions (32.2%) (Table 1).

Table 1. *Webinar Attendee Demographics: Roles – Frequency (Percent)*

	Total *n* = 59
K-5 Admin and Faculty	4 (6.8%)
6-12 Admin and Faculty	6 (10.2%)
K-12 Admin and Faculty (school district employees)	22 (37.3%)
Total K-12 (Admin and Faculty)	32 (54.2%)
Higher Education (Admin and Faculty)	19 (32.2%)
Government/Policymaker	-- (0.0%)
Teacher Candidate Student	3 (5.1%)
Parent or Community Member/Stakeholder	5 (8.5%)
Other Total	8 (13.6%)
Total	59 (100.0%)

Source: Zoom Registration and Webinar Attendee Survey

Summary of Results

Of the 59 people who attended, 24 people (40.7%) filled out the follow-up survey. In general, attendees responded very positively to the webinar. On average, attendees who filled out the survey reported that the webinar quality was between good to excellent and that they found the webinar to be highly impactful. More details on specific items are below.

Perceived Quality of Webinar

The survey asked about attendees' perceived quality of the webinar session, the quality of the information presented, and the amount of attendee participation (see Tables 2 and 3). We averaged the below three survey items (α = .75) to create a perceived quality scale. On average, attendees perceived that the quality of the webinar was between 'good' to 'excellent' and that they mostly 'agreed' to 'strongly agreed' that the webinar provided useful information and allowed for adequate attendee participation (*M* = 4.53 out of 5, *SD* = .49) (data are presented in two separate tables because two different response scales were used).

Table 2. *Webinar Attendees' Perception of Webinar Quality*

	n	Very Poor (1)	Poor (2)	Fair (3)	Good (4)	Excellent (5)	*M*	*SD*
The quality of the webinar session was…	24	0 (0.0%)	0 (0.0%)	0 (0.0%)	8 (33.3%)	16 (66.7%)	4.67	.48

Source: Webinar Attendee Survey

Table 3. *Webinar Attendees' Perception of Webinar Quality (continued)*

	n	Strongly Disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly Agree (5)	*M*	*SD*
I gained useful information pertaining to closing the K-12 opportunity gap at this webinar	24	0 (0.0%)	0 (0.0%)	1 (4.2%)	9 (37.5%)	14 (58.3%)	4.54	.59
I felt like I was able to participate in the webinar at the level that I desired (able to ask questions, etc.)	24	0 (0.0%)	0 (0.0%)	3 (12.5%)	9 (37.5%)	12 (50.0%)	4.38	.71
Quality Scale	24						4.53	.49

Source: Webinar Attendee Survey

Impact of the Webinar

The survey also asked about the overall impact of the webinar for each attendee and whether they planned to implement the knowledge and strategies they learned from the webinar. A scale was constructed by averaging the below three survey items (α = .82) (Table 4). On average, participants reported that they strongly agree that they learned about mental health disorders and psychosocial/emotional issues affecting K-12 students and that they intended to implement what they learned (*M* = 4.71 out of 5, *SD* = .42). This suggests that participants found the webinar to be highly impactful.

Table 4. *Webinar Attendees' Perception of the Impact of the Webinar*

	n	Strongly Disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly Agree (5)	*M*	*SD*
This webinar increased my interest in closing the K-12 opportunity gap.	24	0 (0.0%)	0 (0.0%)	1 (4.2%)	7 (29.2%)	16 (66.7%)	4.63	.58
This webinar helped me learn more about potential mental health disorders and psychosocial/emotional issues that might affect K-12 students.	24	0 (0.0%)	0 (0.0%)	0 (0.0%)	6 (25.0%)	18 (75.0%)	4.75	.44
I plan to implement the knowledge and strategies that I learned about during the webinar to better recognize mental health warning signs among K-12 students, support students and their families, and help remove the stigma associated with mental health issues.	24	0 (0.0%)	0 (0.0%)	0 (0.0%)	6 (25.0%)	18 (75.0%)	4.75	.44
Impact Scale	24						4.71	.42

Source: Webinar Attendee Survey

What Participants Enjoyed and Perceived Strengths of the Webinar

Using an open-ended question, participants were asked what they enjoyed about the webinar and were asked to identify some strengths of the webinar. Nineteen respondents answered this question. About half (*n* = 9, 47.4 % of those who responded) of the respondents said that the information was relevant and appreciated the practical applications recommended for the current challenges they face in schools. Eight respondents (42.1%) commented on how the presenters were very knowledgeable and demonstrated expertise. Four respondents (21.1%) described the webinar as helpful, informative, organized and engaging. Three respondents (15.8%) noted that they learned about different mental health disorders, how prevalent they are, and how to detect different stages of mental health.

What Areas of the Webinar Participants Thought Could Be Improved

Using an open-ended question, participants were also asked about areas of improvement or challenges they observed in the webinar. Eighteen respondents answered this question. Half of the respondents (*n* = 50.0% of those who responded) wrote positive and appreciative comments or indicated that they could not think of anything to improve. Five respondents (27.8%) expressed wanting more group discussion, participation, and engagement. Three respondents (16.7%) asked for more materials and strategies like a set of slides with the most important strategies or a reference sheet with disorders. Three respondents (16.7%) had comments about the format of the presentation such as feeling like the slides were visually busy, noting that the speaker's voice cut off sometimes, and recommending the use of the poll function instead of the chat for some parts of the webinar.

CSU Center for Closing the Opportunity Gap (CCOG)

Creating a Culture of Care Through Trauma Sensitive Practices
Webinar Survey Results

Prepared April 7, 2022

CCOG held a virtual Webinar given on March 11, 2022. Attendees registered for the event beforehand, and CCOG provided the list of attendees to CEEE. Data was collected with a follow-up survey. A total of 358 people registered (CCOG affiliates were not included in this count) and 67 people attended (18.7% of those who initially registered) with 7 additional people hosting, supporting, or speaking at the event). Analysis of occupation demographics revealed that over half of the webinar attendees were from K-12 schools (61.2%) and about a fifth were from higher education institutions (22.4%) (Table 1).

Table 1. *Webinar Attendee Demographics: Roles – Frequency (Percent)*

	Total *n* = 67
K-5 Admin and Faculty	1 (1.5%)
6-12 Admin and Faculty	11 (16.4%)
K-12 Admin and Faculty (school district employees)	29 (43.3%)
Total K-12 (Admin and Faculty)	41 (61.2%)
Higher Education (Admin and Faculty)	15 (22.4%)
Government/Policymaker	5 (7.5%)
Teacher Candidate Student	4 (6.0%)
Parent or Community Member/Stakeholder	2 (3.0%)
Other Total	6 (9.0%)
Total	67 (100.0%)

Source: Zoom Registration and Webinar Attendee Survey

Summary of Results

Of the 67 people who attended, 25 people (37.3%) filled out the follow-up survey. In general, attendees responded very positively to the webinar. On average, attendees who filled out the survey reported that the webinar quality was between good to excellent and that they found the webinar to be highly impactful. More details on specific items are below.

Perceived Quality of Webinar

The survey asked about attendees' perceived quality of the webinar session, the quality of the information presented, and the amount of attendee participation (see Tables 2 and 3). We averaged the below three survey items (α = .71) to create a perceived quality scale. On average, attendees perceived that the quality of the webinar was between 'good' to 'excellent' and that they mostly 'agreed' to 'strongly agreed' that the webinar provided useful information and allowed for adequate attendee participation (*M* = 4.69 out of 5, *SD* = .5) (data are presented in two separate tables because two different response scales were used).

Table 2. *Webinar Attendees' Perception of Webinar Quality*

	n	Very Poor (1)	Poor (2)	Fair (3)	Good (4)	Excellent (5)	*M*	*SD*
The quality of the webinar session was…	25	0 (0.0%)	0 (0.0%)	0 (0.0%)	4 (16.0%)	21 (84.0%)	4.84	.37

Source: Webinar Attendee Survey

Table 3. *Webinar Attendees' Perception of Webinar Quality (continued)*

	n	Strongly Disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly Agree (5)	*M*	*SD*
I gained useful information pertaining to closing the K-12 opportunity gap at this webinar	25	0 (0.0%)	0 (0.0%)	2 (8.0%)	6 (24.0%)	17 (68.0%)	4.60	.65
I felt like I was able to participate in the webinar at the level that I desired (able to ask questions, etc.)	25	0 (0.0%)	0 (0.0%)	2 (8.0%)	5 (20.0%)	18 (72.0%)	4.64	.64
Quality Scale	25						4.69	.45

Source: Webinar Attendee Survey

Impact of the Webinar

The survey also asked about the overall impact of the webinar for each attendee and whether they planned to implement the tools and strategies they learned from the webinar. A scale was constructed by averaging the below three survey items (α = .76) (Table 4). On average, participants reported that they strongly agree that they learned about trauma and its effects on youth in schools and that they intended to implement what they learned to build caring relationships and trauma sensitive classrooms (*M* = 4.64 out of 5, *SD* = .54). This suggests that participants found the webinar to be highly impactful.

Table 4. *Webinar Attendees' Perception of the Impact of the Webinar*

	n	Strongly Disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly Agree (5)	*M*	*SD*
This webinar increased my interest in closing the K-12 opportunity gap.	25	0 (0.0%)	0 (0.0%)	1 (4.0%)	5 (20.0%)	19 (76.0%)	4.72	.54
This webinar helped me learn more about trauma and its effects on youth in schools.	25	0 (0.0%)	0 (0.0%)	2 (8.0%)	4 (16.0%)	19 (76.0%)	4.68	.63
I plan to implement the tools and strategies that I learned about during the webinar to build caring relationships and trauma sensitive classrooms.	25	0 (0.0%)	0 (0.0%)	4 (16.0%)	4 (16.0%)	17 (68.0%)	4.52	.77
Impact Scale	25						4.64	.54

Source: Webinar Attendee Survey

What Participants Enjoyed and Perceived Strengths of the Webinar

Using an open-ended question, participants were asked what they enjoyed about the webinar and were asked to identify some strengths of the webinar. Twenty-two respondents answered this question. Overall, respondents were very enthusiastic (e.g., "*[This is] one of the best webinars I've attended!"*). Close to half (*n* = 9, 40.9 % of those who responded) of the respondents said that the presenters were thorough in their explanations and showcased their knowledge/expertise on the topics well (e.g., "*informed," "passionate," "very engaging," "clearly explained with great examples," "concisely delivered"*). Six (27.3%) of the respondents reported that they learned new information, and enjoyed the topics presented (e.g., *"such valuable information," "very informative"; "I learned so much. I taught at a charter school network for years and learned today that the school network causes and perpetuates trauma. I feel impassioned about the material."*). Four (18.2%) of the respondents reported that they appreciated the emphasis on community cultural wealth. Two respondents (9.1%) reported that the information from the webinar provided relevant and practical applications and appreciated the book recommendations.

Areas of the Webinar Participants Thought Could Be Improved

Using an open-ended question, participants were also asked about areas of improvement or challenges they observed in the webinar. Nineteen respondents answered this question. Nine of respondents (*n* = 7.4% of those who responded) wrote positive and appreciative comments, "N/A" or indicated that they could not think of anything to improve. About a fifth (*n* = 4, 21.1%) expressed wanting more direction for actions that educators can take to implement trauma informed practices, and steps to take after recognizing their own biases. Two respondents (10.54%) desired for the speakers to slow down on parts that covered heavy amounts of content. Two respondents (10.54%) requested to have materials from the presentation shared in order to implement the material at their schools.

CSU Center for Closing the Opportunity Gap (CCOG)
Creating a Culture of Care Building Systems of Care Webinar Series Building Systems of Care: A Guide to School-Based Mental Health Teams
Webinar Survey Results

Prepared June 21, 2022

CCOG held a virtual Webinar given on April 26, 2022 with Dr. Josh Godinez, Dr. Jeannine Topalian, & Paul Brazzel, LCSW, PPSC. Attendees registered for the event beforehand, and CCOG provided the list of attendees to CEEE. Data was collected with a follow-up survey. A total of 345 people registered for the entire Culture of Care webinar series (which included 3 webinars) (CCOG affiliates were not included in this count) and 61 people attended (17.7% of those who initially registered for the entire series) with 7 additional people hosting, supporting, or speaking at the event). Analysis of occupation demographics revealed that almost three quarters of the webinar attendees were from K-12 schools (73.8%) and almost a fifth were from higher education institutions (19.7%) (Table 1).

Table 1. *Webinar Attendee Demographics: Roles – Frequency (Percent)*

	Total *N* = 61
K-5 Admin and Faculty	0 (0.0%)
6-12 Admin and Faculty	7 (11.5%)
K-12 Admin and Faculty (school district employees)	38 (62.3%)
Total K-12 (Admin and Faculty)	45 (73.8%)
Higher Education (Admin and Faculty)	12 (19.7%)
Government/Policymaker	0 (0.0%)
Teacher Candidate Student	4 (6.6%)
Parent or Community Member/Stakeholder	0 (0.0%)
Other Total	4 (6.6%)
Total	61 (100.0%)

Source: Zoom Registration and Webinar Attendee Survey

Summary of Results

Of the 61 people who attended, 19 people (31.1%) filled out the follow-up survey. In general, attendees responded very positively to the webinar. On average, attendees who filled out the survey reported that the webinar quality was between good to excellent and that they found the webinar to be highly impactful. More details on specific items are below.

Perceived Quality of Webinar

The survey asked about attendees' perceived quality of the webinar session, the quality of the information presented, and the amount of attendee participation (see Tables 2 and 3). We averaged the below three survey items (α = .80) to create a perceived quality scale. On average, attendees perceived that the quality of the webinar was between 'good' to 'excellent' and that they mostly 'agreed' to 'strongly agreed' that the webinar provided useful information and allowed for adequate attendee participation (*M* = 4.56 out of 18, *SD* = .51) (data are presented in two separate tables because two different response scales were used).

Table 2. *Webinar Attendees' Perception of Webinar Quality*

	n	Very Poor (1)	Poor (2)	Fair (3)	Good (4)	Excellent (5)	*M*	*SD*
The quality of the webinar session was…	18	0 (0.0%)	0 (0.0%)	0 (0.0%)	8 (44.4%)	10 (61.1%)	4.56	.51

Source: Webinar Attendee Survey

Table 3. *Webinar Attendees' Perception of Webinar Quality (continued)*

	n	Strongly Disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly Agree (5)	*M*	*SD*
I gained useful information pertaining to closing the K-12 opportunity gap at this webinar	19	0 (0.0%)	0 (0.0%)	1 (5.3%)	9 (47.4%)	9 (47.4%)	4.42	.61
I felt like I was able to participate in the webinar at the level that I desired (able to ask questions, etc.)	19	0 (0.0%)	0 (0.0%)	2 (10.5%)	10 (52.3%)	7 (36.8%)	4.26	.61
Quality Scale	19						4.40	.50

Source: Webinar Attendee Survey

Impact of the Webinar

The survey also asked about the overall impact of the webinar for each attendee and whether they planned to implement the tools and strategies they learned from the webinar. A scale was constructed by averaging the below three survey items (α = .66) (Table 4). On average, participants reported that they strongly agree that they learned complementary roles and responsibilities of school counselors, school psychologists, and school social workers in meeting the needs of students and that they intended to implement what they learned to build a collaborative system of care for students at my school (*M* = 4.54 out of 20, *SD* = .47). This suggests that participants found the webinar to be highly impactful.

Table 4. *Webinar Attendees' Perception of the Impact of the Webinar*

	n	Strongly Disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly Agree (5)	*M*	*SD*
This webinar increased my interest in closing the K-12 opportunity gap.	19	0 (0.0%)	0 (0.0%)	1 (5.3%)	8 (42.1%)	10 (52.6%)	4.47	.61
This webinar helped me learn more about the complementary roles and responsibilities of school counselors, school psychologists, and school social workers in meeting the needs of students.	19	0 (0.0%)	0 (0.0%)	1 (5.3%)	6 (31.6%)	12 (63.2%)	4.58	.61
I plan to implement the strategies that I learned about during the webinar to build a collaborative system of care for students at my school.	18	0 (0.0%)	0 (0.0%)	1 (5.9%)	6 (33.3%)	11 (61.1%)	4.56	.62
Impact Scale	19						4.54	.47

Source: Webinar Attendee Survey

What Participants Enjoyed and Perceived Strengths of the Webinar

Using an open-ended question, participants were asked what they enjoyed about the webinar and were asked to identify some strengths of the webinar. Thirteen respondents answered this question. Over half (*n* = 9, 69.2 % of those who responded) said that they enjoyed the collaborative approach incorporating all mental health practitioners in schools. Four (30.8%) of the respondents enjoyed the speakers and thought they were clear and organized. Two (15.4%) of the respondents felt that the presentation explained what California needs to do in order to meet the goals of mental health for students and teachers. Two respondents (15.4%) said that the topics presented related well to their work.

Areas of the Webinar Participants Thought Could Be Improved

Using an open-ended question, participants were also asked about areas of improvement or challenges they observed in the webinar. Twelve respondents answered this question. Two respondents (16.7%) could not think of anything to improve. A quarter of the respondents (*n* = 3 25.0% of those who responded) stated that they wanted more information on how school-based mental health teams could collaborate within multi-tiered systems of support in order to serve students and their families. Two respondents (16.7%) expressed that there were not enough opportunities to participate. Two respondents (16.7%) felt that the topic of hiring qualified mental health care professionals in schools would have also been important to include in the conversation. Two respondents (16.7%) requested more information on how they can apply these concepts at a state and local level.

CSU Center for Closing the Opportunity Gap (CCOG)

Racial Justice in Education Surviving and Thriving in Education as Administrators and Support Professionals
Webinar Survey Results

Prepared June 9, 2022

CCOG held a virtual Webinar given on April 21, 2022. Attendees registered for the event beforehand, and CCOG provided the list of attendees to CEEE. Data was collected with a follow-up survey. Seven people attended with 9 additional people hosting, supporting, or speaking at the event). A little over half (57.1%) of the attendees were higher education administrators, educators, counselors, or support personnel. The number of people who registered for the webinar was unavailable to CEEE (this webinar was co-administered with the College of Education).

Table 1. *Webinar Attendee Demographics: Roles – Frequency (Percent)*

	Total *N* = 7
K-5 Admin and Faculty	1 (14.3%)
6-12 Admin and Faculty	0 (00.0%)
K-12 Admin and Faculty (school district employees)	0 (00.0%)
Total K-12 (Admin and Faculty)	1 (14.3%)
Higher Education (Admin and Faculty)	4 (57.1%)
Government/Policymaker	1 (14.3%)
Teacher Candidate Student	1 (14.3%)
Parent or Community Member/Stakeholder	0 (00.0%)
Other Total	1 (14.3%)
Total	7 (100.0%)

Source: Zoom Registration and Webinar Attendee Survey

Summary of Results

Of the 7 people who attended all 7 people (100%) filled out the follow-up survey. In general, attendees responded very positively to the webinar. On average, attendees reported that the webinar quality was between good to excellent and that they found the webinar to be highly impactful. More details on specific items are below.

Perceived Quality of Webinar

The survey asked about attendees' perceived quality of the webinar session, the quality of the information presented, and the amount of attendee participation (see Tables 2 and 3). We averaged the below three survey items (α = .75) to create a perceived quality scale. On average, attendees perceived that the quality of the webinar was between 'good' to 'excellent' and that they mostly 'agreed' to 'strongly agreed' that the webinar provided useful information and allowed for adequate attendee participation (*M* = 4.48 out of 5, *SD* = .50) (data are presented in two separate tables because two different response scales were used).

Table 2. *Webinar Attendees' Perception of Webinar Quality*

	n	Very Poor (1)	Poor (2)	Fair (3)	Good (4)	Excellent (5)	*M*	*SD*
The quality of the webinar session was…	7	0 (0.0%)	0 (0.0%)	0 (0.0%)	2 (28.6%)	5 (71.4%)	4.71	.49

Source: Webinar Attendee Survey

Table 3. *Webinar Attendees' Perception of Webinar Quality (continued)*

	n	Strongly Disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly Agree (5)	*M*	*SD*
I gained useful information pertaining to closing the K-12 opportunity gap at this webinar	7	0 (0.0%)	0 (0.0%)	3 (42.9%)	1 (14.3%)	3 (42.9%)	4.00	1.00
I felt like I was able to participate in the webinar at the level that I desired (able to ask questions, etc.)	7	0 (0.0%)	0 (0.0%)	0 (0.0%)	2 (28.6%)	5 (71.4%)	4.71	.49
Quality Scale	7						4.48	.50

Source: Webinar Attendee Survey

Impact of the Webinar

The survey also asked about the overall impact of the webinar for each attendee and whether they planned to implement the tools and strategies they learned from the webinar. A scale was constructed by averaging the below three survey items (α = .54) (Table 4). On average, participants reported that they strongly agree that they learned about the unique demands school administrators and student support professionals of color face in school environments, and that they intended to implement what they learned to navigate challenges (*M* = 4.45 out of 5, *SD* = .50). This suggests that participants found the webinar to be impactful.

Table 4. *Webinar Attendees' Perception of the Impact of the Webinar*

	n	Strongly Disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly Agree (5)	*M*	*SD*
This webinar increased my interest in closing the K-12 opportunity gap.	7	0 (0.0%)	0 (0.0%)	2 (28.6%)	3 (42.9%)	2 (28.6%)	4.00	.82
This webinar helped me learn more about the unique demands school administrators and student support professionals of color face in school environments.	7	0 (0.0%)	0 (0.0%)	0 (0.0%)	2 (28.6%)	5 (71.4%)	4.71	.49
I plan to implement some of the tools and strategies that I learned about during the webinar to navigate challenges to positively impact my school.	6	0 (0.0%)	0 (0.0%)	1 (16.7%)	0 (0.0%)	5 (83.3%)	4.67	.82
Impact Scale	7						4.45	.50

Source: Webinar Attendee Survey

What Participants Enjoyed and Perceived Strengths of the Webinar

Using an open-ended question, participants were asked what they enjoyed about the webinar and were asked to identify some strengths of the webinar. Four respondents answered this question. Overall, respondents enjoyed what the panelists had to say (e.g., "*I enjoyed hearing from each of the panelists - they all had great responses to the questions"*). One respondent appreciated hearing from the perspective of those who work with students of color. Another respondent reported learning new information and enjoyed the topics presented (e.g., *"I learned how to have a positive mindset"*).

Areas of the Webinar Participants Thought Could Be Improved

Using an open-ended question, participants were also asked about areas of improvement or challenges they observed in the webinar. Three respondents answered this question. One respondent indicated that there was nothing to improve. Another expressed wanting it to be more interactive with the audience as well as sending information to attendees. One respondent desired for the presentation to be longer.

CSU Center for Closing the Opportunity Gap (CCOG)

Racial Justice in Education Series
Debunking the Myths of Critical Race Theory
Webinar Survey Results

Prepared June 15, 2022

CCOG held a virtual Webinar given on May 12, 2022 with Dr. Rebecca Bustamante. Attendees registered for the event beforehand, and CCOG provided the list of attendees to CEEE. Data was collected with a follow-up survey. A total of 83 people registered for the entire Racial Justice in Education webinar series (which included 3 webinars; CCOG affiliates were not included in this count) and 21 people attended (25.3% of those who initially registered for the entire series) with 3 additional people hosting, supporting, or speaking at the event). Analysis of occupation demographics revealed that over half of the attendees were from higher education institutions (66.7%) (Table 1).

Table 1. *Webinar Attendee Demographics: Roles – Frequency (Percent)*

	Total *N* = 21
K-5 Admin and Faculty	0 (0.0%)
6-12 Admin and Faculty	0 (0.0%)
K-12 Admin and Faculty (school district employees)	2 (9.5%)
Total K-12 (Admin and Faculty)	2 (9.5%)
Higher Education (Admin and Faculty)	14 (66.7%)
Government/Policymaker	1 (4.8%)
Teacher Candidate Student	4 (19.1%)
Parent or Community Member/Stakeholder	0 (0.0%)
Other Total	4 (19.1%)
Total	21 (100.0%)

Source: Zoom Registration and Webinar Attendee Survey

Summary of Results

Of the 21 people who attended, 11 people (52.4%) filled out the follow-up survey. In general, attendees responded very positively to the webinar. On average, attendees who filled out the survey reported that the webinar quality was excellent and that they found the webinar to be highly impactful. More details on specific items are below.

Perceived Quality of Webinar

The survey asked about attendees' perceived quality of the webinar session, the quality of the information presented, and the amount of attendee participation (see Tables 2 and 3). We averaged the below three survey items (α = .67) to create a perceived quality scale. On average, attendees perceived that the quality of the webinar was 'excellent' and that they 'strongly agreed' that the webinar provided useful information and allowed for adequate attendee participation (*M* = 4.76 out of 5, *SD* = .34) (data are presented in two separate tables because two different response scales were used).

Table 2. *Webinar Attendees' Perception of Webinar Quality*

	n	Very Poor (1)	Poor (2)	Fair (3)	Good (4)	Excellent (5)	*M*	*SD*
The quality of the webinar session was…	11	0 (0.0%)	0 (0.0%)	0 (0.0%)	3 (27.3%)	8 (72.7%)	4.73	.47

Source: Webinar Attendee Survey

Table 3. *Webinar Attendees' Perception of Webinar Quality (continued)*

	n	Strongly Disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly Agree (5)	*M*	*SD*
I gained useful information pertaining to closing the K-12 opportunity gap at this webinar	11	0 (0.0%)	0 (0.0%)	0 (0.0%)	4 (36.4%)	7 (63.6%)	4.64	.51
I felt like I was able to participate in the webinar at the level that I desired (able to ask questions, etc.)	11	0 (0.0%)	0 (0.0%)	0 (0.0%)	1 (9.1%)	10 (90.9%)	4.91	.30
Quality Scale	11						4.76	.34

Source: Webinar Attendee Survey

Impact of the Webinar

The survey also asked about the overall impact of the webinar for each attendee and whether they planned to implement the tools and strategies they learned from the webinar. A scale was constructed by averaging the below three survey items (α = .75) (Table 4). On average, participants reported that they 'strongly agree' that they learned about what Critical Race Theory is and the myths about its misapplication to PK-12 education. (*M* = 4.79 out of 5, *SD* = .40). This suggests that participants found the webinar to be highly impactful.

Table 4. *Webinar Attendees' Perception of the Impact of the Webinar*

	n	Strongly Disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly Agree (5)	*M*	*SD*
This webinar increased my interest in closing the K-12 opportunity gap.	11	0 (0.0%)	0 (0.0%)	0 (0.0%)	3 (27.3%)	8 (72.7%)	4.73	.47
This webinar helped me learn more about what Critical Race Theory is and its relevance in education environments.	11	0 (0.0%)	0 (0.0%)	0 (0.0%)	1 (9.1%)	10 (90.9%)	4.91	.30
This webinar helped me learn more about the myths of Critical Race Theory and about its misapplication to PK-12 education.	11	0 (0.0%)	0 (0.0%)	1 (9.1%)	1 (9.1%)	9 (81.8%)	4.73	.65
Impact Scale	11						4.79	.40

Source: Webinar Attendee Survey

What Participants Enjoyed and Perceived Strengths of the Webinar

Using an open-ended question, participants were asked what they enjoyed about the webinar and were asked to identify some strengths of the webinar. Eight respondents answered this question. Overall, respondents enjoyed what the panelists had to say (e.g., "*I enjoyed everything, it helped me learn what to do as a future teacher"*). Five respondents (*n* = 5, 62.5% of those who responded) enjoyed the opportunity to have an interactive and collaborative discussion among other attendees. Three respondents (*n* = 3, 37.5%) reported that the hosts did a good job at creating a welcoming space for people to join and presented in a simple manner. Two respondents (*n* = 2, 25.0%) reported that they enjoyed every aspect of the webinar.

Areas of the Webinar Participants Thought Could Be Improved

Using an open-ended question, participants were also asked about areas of improvement or challenges they observed in the webinar. Six respondents answered this question. Two respondents (*n* = 2, 33.3% of those who responded) indicated that they could not think of anything to improve. Three respondents (*n* = 3, 50.0%) wished the presentation would have lasted longer. One respondent expressed desiring to have known ahead of time that group discussions were going to take place.

CSU Center for Closing the Opportunity Gap (CCOG)
Anti-Racist Assessment Work: A Retrospective and Primer
Webinar Survey Results

Prepared June 28, 2022

CCOG held a virtual Webinar given on May 4, 2022 with Dr. Brent Duckor. Attendees registered for the event beforehand, and CCOG provided the list of attendees to CEEE. Data was collected with a follow-up survey. Thirteen people registered for the webinar (CCOG affiliates were not included in this count) and 13 people attended (100% of those who initially registered) with 3 additional people hosting, supporting, or speaking at the event. Analysis of occupation demographics revealed that the vast majority (84.6%) of attendees were from higher education institutions (Table 1).

Table 1. *Webinar Attendee Demographics: Roles – Frequency (Percent)*

	Total *N* = 13
K-5 Admin and Faculty 6-12 Admin and Faculty K-12 Admin and Faculty (school district employees) Total K-12 (Admin and Faculty)	0 (0.0%) 0 (0.0%) 0 (0.0%) 0 (0.0%)
Higher Education (Admin and Faculty)	11 (84.6%)
Government/Policymaker	0 (0.0%)
Teacher Candidate Student Parent or Community Member/Stakeholder Other Total	2 (15.4%) 0 (0.0%) 2 (15.4%)
Total	13 (100.0%)

Source: Zoom Registration and Webinar Attendee Survey

Summary of Results

Of the 13 people who attended, 8 people (61.5%) filled out the follow-up survey. In general, attendees responded very positively to the webinar. On average, attendees who filled out the survey reported that the webinar quality was between good to excellent and that they found the webinar to be impactful. More details on specific items are below.

Perceived Quality of Webinar

The survey asked about attendees' perceived quality of the webinar session, the quality of the information presented, and the amount of attendee participation (see Tables 2 and 3). We averaged the below three survey items (α = .95) to create a perceived quality scale. On average, attendees perceived that the quality of the webinar was between 'good' to 'excellent' and that they mostly 'agreed' to 'strongly agreed' that the webinar provided useful information and allowed for adequate attendee participation (*M* = 4.46 out of 5, *SD* = .97) (data are presented in two separate tables because two different response scales were used).

Table 2. *Webinar Attendees' Perception of Webinar Quality*

	n	Very Poor (1)	Poor (2)	Fair (3)	Good (4)	Excellent (5)	*M*	*SD*
The quality of the webinar session was…	8	0 (0.0%)	1 (12.5%)	0 (0.0%)	2 (25.0%)	5 (62.5%)	4.38	1.06

Source: Webinar Attendee Survey

Table 3. *Webinar Attendees' Perception of Webinar Quality (continued)*

	n	Strongly Disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly Agree (5)	*M*	*SD*
I gained useful information pertaining to closing the K-12 opportunity gap at this webinar	8	0 (0.0%)	0 (0.0%)	2 (25.0%)	0 (0.0%)	6 (75.0%)	4.50	.93
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%)	1 (12.5%)	0 (0.0%)	1 (12.5%)	6 (75.0%)	4.50	1.07
Quality Scale	8						4.46	.97

Source: Webinar Attendee Survey

Impact of the Webinar

The survey also asked about the overall impact of the webinar for each attendee and whether they planned to implement the tools and strategies they learned from the webinar. A scale was constructed by averaging the below three survey items (α = .81) (Table 4). On average, participants reported that they 'agree' to 'strongly agree' that they learned about the legacy of authentic assessment and its role in urban public schools in the 1990s and that they intended to implement what they learned about anti-racist assessment (*M* = 4.33 out of 5, *SD* = .71). This suggests that participants found the webinar to be impactful.

Table 4. *Webinar Attendees' Perception of the Impact of the Webinar*

	n	Strongly Disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly Agree (5)	*M*	*SD*
This webinar increased my interest in closing the K-12 opportunity gap.	8	0 (0.0%)	0 (0.0%)	3 (37.5%)	1 (12.5%)	4 (50.0%)	4.13	.99
This webinar helped me learn more about the legacy of authentic assessment and its role in urban public schools in the 1990s.	8	0 (0.0%)	0 (0.0%)	0 (0.0%)	4 (50.0%)	4 (50.0%)	4.50	.54
I plan to implement the tools and strategies for anti-racist assessment that I learned about during the webinar.	8	0 (0.0%)	0 (0.0%)	2 (25.0%)	1 (12.5%)	5 (62.5%)	4.38	.92
Impact Scale	8						4.33	.71

Source: Webinar Attendee Survey

What Participants Enjoyed and Perceived Strengths of the Webinar

Using an open-ended question, participants were asked what they enjoyed about the webinar and were asked to identify some strengths of the webinar. Five respondents answered this question. Overall, respondents really enjoyed the topic presented. Four respondents (80.0% of those who answered the question) really enjoyed the content of the video, finding it very informative and relatable to the current time. One respondent thought the presenter was great and very knowledgeable on the topic delivering a lot of information in a concise manner. Another respondent related strongly to the information presented agreeing with the importance of project-based portfolio assessments.

Areas of the Webinar Participants Thought Could Be Improved

Using an open-ended question, participants were also asked about areas of improvement or challenges they observed in the webinar. Three respondents answered this question. Two respondents thought too much time was spent watching the video and wished for a more interactive presentation. One respondent thought the presentation was very short. Another respondent thought that the video quality was poor and needed editing.

Appendix D – Interview and Focus Group Questions

Director-specific questions:

1. Please start by telling us about your experience serving on the CCOG project this past year.
    a. How has your experience this year compared to the previous year?

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 opportunity gaps.

a. To what extent did you implement the center work as described by these objectives this past year?

b. What progress has been made this past year or is being made? What goals/deadlines for proposed activities for Year 2 (and delayed goals/deadlines for proposed activities in Year 1) have been met thus far?

Specific Updates to Check on Based on Proposal:
Objective 1

i. What progress has been made towards creating tool charts, practice guides, and innovation configurations (literature reviews with rubric for syllabi evaluation) for the Clearinghouse?
ii. Presentations – You presented at CCTE SPAN in March this year. Did you present at the ACSA as well? (If yes), can you send us the title of your presentation and who the speakers were?

Objective 2

i. What progress has been made towards the website having a space for a network improvement community for LEAs and CSU faculty to create communities of action?
ii. Based on survey responses from CCOG users, have you made any changes to the content or format of the webinars? Please describe.

c. What proposed activities for Year 2 still need to be implemented?

d. Do any changes to the proposed activities for Year 2 need to be made?

e. How satisfied do you feel with the progress CCOG has made toward meeting each of the objectives this year?

3. How have CCOG program activities been carried out and overseen this past year? Have there been any changes in how program activities have been carried out and overseen compared to in Year 1?

4. What do you feel were the biggest successes in this second year of programming?

    a. What has been working well in your directorship of CCOG this year?

5. What do you feel were the biggest challenges in this second 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 have you faced specifically this year 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 continuing to implement the goals of CCOG?

    a. What made these aspects particularly successful? Can you give any specific examples?

7. What are some "lessons learned" from this second 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 due to the pandemic this past year?
    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 this past year? Do you have any other questions or comments you'd like to add?

Key Personnel focus group questions:

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 opportunity gaps.

3. What goals/deadlines for proposed activities have been met thus far?

Specific Updates to Check on Based on Proposal:

    a. In Year 1 a student wellness survey and an educator survey were developed and analyzed. A report was published in Spring 2021 and posted on the CCOG website. Have these reports been published in other outlets?

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 this year due to the pandemic?
    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 implementing CCOG activities?

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

1. Please start by telling us about your experience serving on the CCOG project this past year.
    a. How has your experience this year compared to the previous year?

2. 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?

3. 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. Third, you aimed to create and advocate for lines of research concerning JEIE-based teaching, curriculum, preservice education and professional development. Fourth, you aimed to share findings and resources from the research with the center and educational community through meetings, conferences, publications, and the center.

a. To what extent did you implement these goals as described by your work plan?

b. What progress has been made this past year or is being made? What goals/deadlines for proposed activities for Year 2 (and delayed goals/deadlines for proposed activities in Year 1) have been met thus far?

Specific Updates to Check on Based on Proposal:
Identify High Performing/High Poverty Schools

i. In Year 1 you reached out to LA Unified, Anaheim Union, Westminster and Garden Grove Unified school districts. You mentioned it was challenging for the JEIE committee to identify 2HP schools and were considering broadening the goal to identify high-performing classrooms within schools in high poverty areas. How is this process going?
i. Have the JEIE principles been finalized? You aimed to produce quality prescreening rubrics for each major subgroup. Have these been completed?
ii. I read in your Year 1 Annual Report that you have been working with the Anaheim Union High School District to learn more about the Co-Teaching Master Schedule (Intentional Spaces for Collaboration – for bilingual and special education teachers). Can you tell me how that project is going?

Preparation For Educators

i. You aimed to coordinate and produce a webinar series on anti-racist education (3 in the Fall, 5 in the Spring). Were you able to meet this goal?

Research (from Year 1 annual report)

i. Have you been able to hold a Partner Institutions meeting?
ii. What progress has been made towards researching and developing a sustainability plan and choosing lines of other external funding?

iii. What progress has been made towards identifying grants, developing a writing schedule, and creating white paper reports for the Advisory Board? (With and without state partners?)
iv. What progress has been made with the following research projects?
    a. Julian – examining undergraduate bilingual program with the University of Texas Rio Grande Valley
    b. Natalie – ELA/ELD implementation plan with teachers working with and learning from students who speak several Asian languages

Dissemination

i. What progress has been made towards materials collection from Social Science, STEM, Literacy and Education leadership and the planned qualitative analysis of these materials?

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?

4. How have program activities been carried out and overseen this past year at your Regional Hub? Have there been any changes in how program activities have been carried out and overseen compared to in Year 1?

5. What do you feel were the biggest successes in this second year of programming?

    a. What has been working well with your Regional Hub's contribution to the broader goals of CCOG so far?

6. What do you feel were the biggest challenges in this second year of programming?

    b. Have there been any roadblocks to achieving your goals/deadlines?

    c. What made these aspects particularly challenging? Can you give any specific examples?

    d. What challenges do you face specifically in your role?

    e. How did you address those challenges?

7. In your opinion, what have been the key factors that best helped you move forward in continuing to implement the goals of CCOG?

    a. What made these aspects particularly successful? Can you give any specific examples?

8. What are some “lessons learned” from this second year of the Center?

9. 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?

10. How have you modified activities due to the pandemic this past year?
    a. What has worked well?

    b. What has been particularly challenging?

    c. What do you think your staff are struggling with most?

11. Is there anything else you would like to share about your experience implementing CCOG activities? Do you have any other questions or comments you’d like to add?

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

1. Please start by telling us about your experience serving on the CCOG project this past year.
    a. How has your experience this year compared to the previous year?

2. 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?

3. 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 this past year or is being made? What goals/deadlines for proposed activities for Year 2 (and delayed goals/deadlines for proposed activities in Year 1) have been met thus far?

Specific Updates to Check on Based on Proposal:
Last year you mentioned that

Objective 1

- A literature review on best practices for students living in poverty was expected to be submitted last summer.
- A literature review was conducted to draft a position statement on diversifying the workforce and its impact, the actual "impact" was still being discussed.
- An Impacts of Anti-Bias Education paper was expected to be completed last Fall.
- A paper on EBPs for students with disabilities was expected to be completed last Fall

What progress has been made for these proposed activities?

Objective 2

- In Year 1 you decided to postpone syllabi workshops due to high workload demands on faculty and questions about the effectiveness of virtual workshops. Have you held syllabi workshops this past year?
- You also proposed to investigate examinations of instructional approaches.
- You also proposed to look into professional development for regional faculty.

What progress has been made for these proposed activities?

Objective 3

- In your Year 1 report you mentioned a research project on students with significant disabilities.
- You also mentioned you were engaged in data collection and analysis with the Chula Vista elementary school district to identify schools that have closed the opportunity gap and produce a synthesis of the actions they took to accomplish this (as part of NCUST – National Center for Urban School Transformation).
- Last year, you mentioned the project on progress for English Learners had been delayed due to the pandemic.

What progress has been made for these proposed activities?

Objective 4

- In your Year 1 annual report, you mentioned sharing your findings in many sessions, including webinars for CCOG, specific sessions for school districts including Los Angeles, San Diego, La Mesa, Chula Vista, San Jacinto, Palmdale, and many others. Can you provide us details for each of these sessions so that we can include them in the evaluation report (speakers, dates, titles of presentations)?

c. What proposed activities still need to be implemented?

d. Do any changes to the proposed activities need to be made?

4. How satisfied do you feel with the progress SDSU has made toward meeting the time frame proposed in your work plan?

5. How have program activities been carried out and overseen this past year at your Regional Hub? Have there been any changes in how program activities have been carried out and overseen compared to in Year 1?

6. What do you feel were the biggest successes in this second 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 this second 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 continuing to implement the goals of CCOG?

    a. What made these aspects particularly successful? Can you give any specific examples?

9. What are some "lessons learned" from this second 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 due to the pandemic this past year?
    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? Do you have any other questions or comments you'd like to add?

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

1. Please start by telling us about your experience serving on the CCOG project this past year.
    a. How has your experience this year compared to the previous year?

2. 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?

3. Next, I'd like to review SJSU's work plan with you and ask about your progress towards your goals. For Year 2, you first aimed to create curriculum modules, syllabi, resources. Second, you aimed to conduct case studies and chair doctoral/master's theses related to closing the opportunity gap. Third, you aimed to disseminate reports and practice guides, and offer webinars based on your research.

    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?

Specific Updates to Check on Based on Proposal:

i. In your Year 1 annual report, you proposed for your Ed.D. fellow to engage in research within school sites to further evidence-based practices to close opportunity gaps for foster youth and unhoused youth by examining higher performing, high poverty schools. What progress has been made or is being made with this particular project?
ii. In your Year 1 annual report, you also mentioned that you were examining what pre-service school counselors gained through their experience counseling foster and homeless youth at the Alum Rock Unified School District. What progress has been made or is being made with this particular project?
iii. Have any doctoral or master's theses been supervised? If so please describe them.
iv. Have any reports or practice guides been implemented?

    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?

4. How have program activities been carried out and overseen this past year at your Regional Hub? Have there been any changes in how program activities have been carried out and overseen compared to in Year 1?

5. What do you feel were the biggest successes in this second year of programming?

   a. What has been working well with your Regional Hub's contribution to the broader goals of CCOG so far?

6. What do you feel were the biggest challenges in this second 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?

7. In your opinion, what have been the key factors that best helped you move forward in continuing to implement the goals of CCOG?

   a. What made these aspects particularly successful? Can you give any specific examples?

8. What are some "lessons learned" from this past year of the Center?

9. 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?

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    a. What has worked well?

    b. What has been particularly challenging?

    c. What do you think your staff are struggling with most?

11. Is there anything else you would like to share about your experience implementing CCOG activities? Do you have any other questions or comments you'd like to add?

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https://www.calstate.edu/legislativereports/

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January 26, 2023

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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 literature reviews and meta- analyses, and original research projects over this second year to identify evidence-based practices. Topics have spanned understanding and defining achievement, foster youth, youth experiencing homelessness, K-12 ethnic studies, stereotype threat and labeling, and barriers to accessing mental health supports.

The CCOG faculty also completed multiple research projects on K-12 students and teachers. For example, CSULB hub is conducting original research to document and promote effective practices used in higher performing, high- poverty (*2HP) schools and local educational agencies. Research is being conducted at both elementary and secondary school levels in LAUSD specifically examining the Black student achievement plan. CSULB is also working on the development and research of a pathway for teachers of color through local high schools. CSULB also secured additional funding to support its work through federal earmark funds. Additionally, the regional hub at San Jose State is developing modules in collaboration with California Department of Education that focus on foster and homeless youth and will be available for all teachers in the state of California.

The CCOG is also making progress toward its goal of disseminating research on evidence-based practices to both local educational agencies and to teacher preparation programs. This is being done through: (1) state conferences, county office of education presentations and research publications, (2) webinars, and (3) the Educator Summit. Additionally, an online clearinghouse is currently being developed and will be maintained by faculty at the center. The center has identified a platform for the clearinghouse process and developed a rubric for reviewing practices. This process will begin in 2023.

Please see attached evaluation report that demonstrates the accomplishments of the CCOG in 2022-2023. It is evident from the report that the Center is achieving its goals and objectives.

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 Nathan Dietrich, Assistant Vice Chancellor, Advocacy and State Relations at (916) 445-5983.

Sincerely,

Steve Relyea
Executive Vice Chancellor and Chief
Financial Officer

Full report posted to https://www.calstate.edu/impact-of-the-csu/government/Advocacy-and-State-Relations/Pages/legislative-reports.aspx

c: Members, California State Legislature
Members, Joint Legislative Budget Committee
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Steve Relyea, Executive Vice Chancellor, California State University
Sylvia A. Alva, Executive Vice Chancellor, Academic and Student Affairs
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Nathan Dietrich, Assistant Vice Chancellor, Advocacy and State Relations
Ryan Storm, Assistant Vice Chancellor for Budget
Jeni Kitchell, Executive Budget Director
Cara Richards-Tutor, Co-Director, The California State University Center to Close the Opportunity Gap

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 2 Evaluation Report

Prepared July 25, 2022

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CSU Center to Close the Opportunity Gap (CCOG): Identifying Best Practices to Ensure Student Achievement in California's K-12 Schools Year 2 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 second 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 second year of operation. Table 1 summarizes six evaluation questions.

Evaluation methods to measure the perceived quality of CCOG activities over the second year of operation include meeting observation notes for webinars, attendee survey reports for the Educator Summit and for webinars, interviews and focus groups with key CCOG personnel, and document analysis of artifacts shared by CCOG and on the CCOG 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 Year 2, document analysis focused on resources published on the website this year (newsletters, original research reports), peer-reviewed articles, research materials and Hub progress reports. A few modifications were made to the evaluation plan in Year 2 regarding the roll out of surveys and sources of data. For example, given that the Center’s clearinghouse of resources is still under development, CCOG leadership thought it was best to postpone surveys of individuals who access the clearinghouse until Year 3. Similarly, as the establishment of Network Improvement Communities has been postponed, CCOG leadership thought it was best to also postpone surveys of individuals involved in these Network Improvement Communities. For document reviews, internal meeting minutes were not provided by CCOG. CCOG deemed that the information in these internal meeting minutes were not germane to the evaluation goals in Year 2.

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 CCOG fully implemented all proposed activities?	Observations of presentations Document review Interviews with key personnel Website analytics
B. Is CCOG 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 Educator Summit and webinar attendees
D. What do CCOG users regard as the strengths, challenges, and areas for improvement regarding the implementation and how were they addressed?	Survey of Educator Summit and 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 second 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 2, interviews were held with the Center directors and the Principal Investigators (PIs) from CSUF and SDSU. SJSU additionally submitted written information. Additionally, one focus group was held with five key personnel from the CSULB, SDSU, and SJSU teams. During each interview and focus group, interviewees were asked about their progress towards achieving all of the proposed activities for the second 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 ongoing COVID-19 pandemic caused some changes and delays to occur, which is elaborated on in more detail in Section E.

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. The proposed activity to create criteria and a rubric for analyzing practices (1.1) is being finalized. Led by the CSUF team, a team of experts was convened and Advisory Board meetings were held regularly throughout Year 2 to have thoughtful discussions about what educational material would be considered Just, Equitable and Inclusive. CCOG finalized a 5-step vetting process, which includes prescreening rubrics that school districts can use. One round of piloting of the vetting process has also been completed. Currently the team is discussing the best way to invite and encourage submissions to the Clearinghouse, envisioning an iterative and constructive process with feedback to assist submissions along the way.

Across the Hubs, CCOG faculty have continued to conduct an impressive number of literature reviews and meta-analyses (1.2) over the second year to identify evidence-based practices. Indeed, almost all of the reviews that were anticipated to be completed in Year 1 were completed in Year 2. In Year 2, topics have spanned best practices for students living in poverty, students with disabilities, impacts of anti-bias education, and integrating an arts-based approach to closing the opportunity gap. Previously in Year 1, topics 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. Thus, overall, Objective 1 was implemented this year with some specific goals still in progress, delayed, or changed.

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

Activities	**Proposed Timeline**	**Proposed Outcomes**	**Implementation**
Objective 1: Identify current practices from the literature related to closing opportunity gaps			
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.	Implemented *Year 2* • Just, Equitable and Inclusive Educational (JEIE) review process expected to be completed by the end of Summer 2022 • CSUF finalized prescreening rubrics • Piloted one round of vetting for the Clearinghouse • Met with Advisory Board throughout the year *Year 1 achievements* • Team of experts convened • Draft of JEIE principles completed • Communicated with school districts about prescreening process

			• Regular Advisory Board meetings established
1.2 Conduct literature reviews and meta-analyses of current EBP	Years 1-3	Literature reviews and meta-analyses prepared for publication	Majority implemented *Year 2 Reviews Completed* • Best practices for students living in poverty • Impacts of anti-bias education paper (under peer review) • EBPs for students with disabilities paper • CSUF expects 4-5 EBPs to be finalized for vetting by the end of Summer 2022 • Arts-integrated approach to closing the opportunity gap *Year 2 Reviews in Progress* • Position statement on diversifying the workforce and its impact *Year 1 Reviews Completed* • Executive summary on foster youth • Executive summary on youth experiencing homelessness • *Removing Labels* book on stereotype threat and labeling published • Literature review database and content matrix on foster youth • Literature review database and content matrix on youth experiencing homelessness • K-12 ethnic studies • Barriers to accessing mental health services *Year 1 Change in Plans* • Content matrices not needed because of revised vetting process/content curation by CCOG

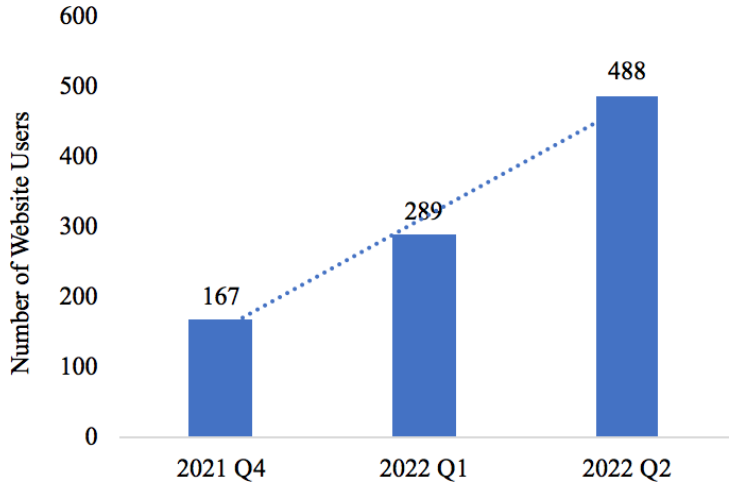
Objective 2: Educator Preparation and Capacity Building

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 continued to make considerable progress in working towards developing and maintaining a Clearinghouse of resources and tools for faculty (2.2). The CCOG email list has grown to 2,351 members (adding 780 members in Year 2 from 1,571 members in the previous year). The Master email list was comprised of requests through the website, CCOG event invitees and registrants, and various teacher lists. Further, users are increasingly accessing the website (http://ccog.calstate.edu) that was launched last year. Website analytics provided from Academic Technology Services at the California State University Chancellor's Office showed upward linear trends in the number of website users from 167 website users in September 2021 (when the website analytics first began being collected) to 488 website users in June 2022 (see Figure 1). The total number of website users from September 2021 to June 2022 was 944. Website analytics also showed an upward linear trend in the number of website views from 577 views to 1,392 views during that same period for a total of 3,006 total website views (see Figure 2). A breakdown of those views by page showed that the home welcome page initially tended to show the greatest percentage of views (45.1% and 42.9% in 2021 Q4 and 2022 Q1, respectively) (see Figure 3). In the most recent quarter (2022 Q2), the Events page showed the greatest percentage of views (36.1%), followed by the home welcome page (27.6%).

On the website, several additional resources were posted this year including two lengthy research reports and one fact sheet based on findings from original research (one on student wellness, another on teachers' challenges and needs). Five webinars hosted by CCOG were also added this year, which focused on anti-racist education and mental health (2.3). In addition to these five webinars that were posted on the website, an additional three were hosted by CCOG and seven by Regional Hubs on similar topics and on supporting teachers (adding up to an impressive total of 15 webinars). These webinars were timely and responsive to CCOG users' feedback. 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. Details on the EdSummit held in July 2021 can be found

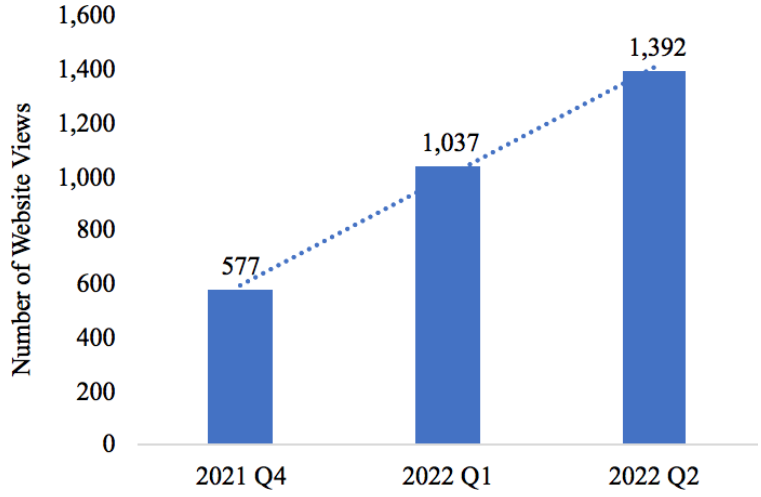
below under Objective 4 (see Table 7). Thus as of June 15, 2022, there are a total of two research reports, one book chapter, 10 recordings available on the website.

Figure 1. Number of Website Users by Calendar Year Quarter



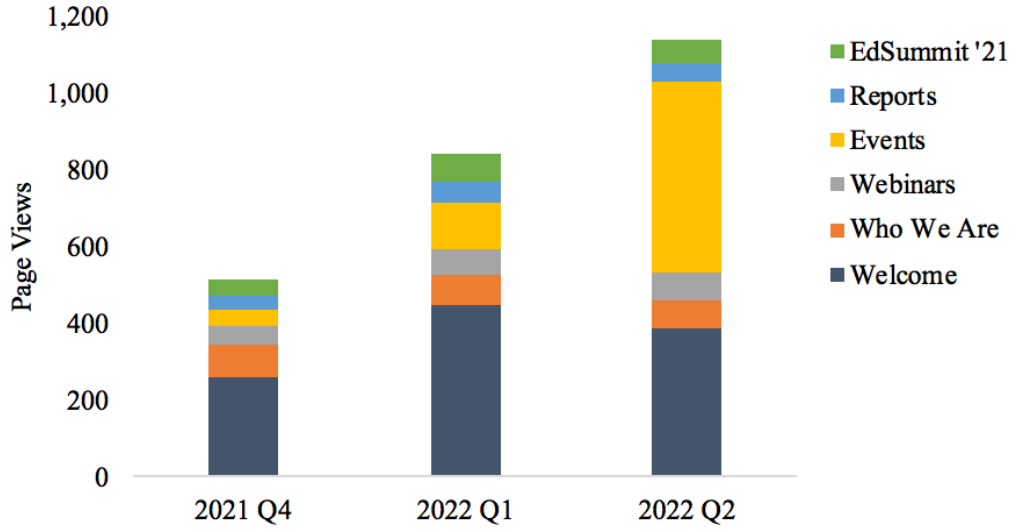
Note: 2021 Q4 (October – December 2021), 2022 Q1 (January – March 2022), 2022 Q2 (April – June 2022); website users across quarters were not necessarily unique users and could overlap.

Figure 2. Number of Website Views by Calendar Year Quarter



Note: 2021 Q4 (October – December 2021), 2022 Q1 (January – March 2022), 2022 Q2 (April – June 2022)

Figure 3. Number of Website Views by Page and Calendar Year Quarter



Note: 2021 Q4 (October – December 2021), 2022 Q1 (January – March 2022), 2022 Q2 (April – June 2022)

CCOG also engaged in capacity development by presenting at the California Council for Teacher Educators (CCTE) annual meeting (2.4) in March 2022 on "Unpacking the Notion of Equity in Education Reform Policy," which the speaker reported was well-received. The development of Innovation Configurations (2.1), one of the four proposed Objective 2 activities by the CSULB Hub, has not yet been implemented. Development of Innovation Configurations was postponed due to pandemic-related delays in conducting original research. 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. 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.

One additional achievement that was not originally planned in the initial proposal is CCOG's creation and development of the Paramount Teachers Pathway in partnership with the Paramount Unified School District. In this program, a lower-division educator course (LST 100) for high school students was offered in Spring 2022, extending teacher preparation beyond community colleges and the CSU system into high schools. As Paramount Unified's student body consists of

about 88% Hispanic/Latinx students, the Paramount Teachers Pathway aligns well with regional, statewide, and CSULB College of Education's goals to recruit, prepare, and retain teachers of color, who are lacking in the Los Angeles region and in the State of California more widely. CCOG submitted a Memorandum of Understanding (MOU) to the Board of Education at Paramount Unified and is currently partnering with district-level administrators to continue the Paramount Teachers Pathway with additional funding.

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

Activities	**Proposed Timeline**	**Proposed Outcomes**	**Implementation**
Objective 2: Engage in capacity development for educator preparation so that teachers, leaders and other school personnel enter schools prepared to close gaps			
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 due to delays with research because of the pandemic
2.2 Develop and maintain a clearinghouse of resources and tools for faculty who prepare educators to use in courses and clinical practice	Years 1-3	Online clearinghouse for closing the achievement gaps is developed that includes sample 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.	In progress *Year 2 achievements* • CCOG e-mail list expanded (2,351 members as of June 15, 2022), an additional 780 members this year • 944 website users and 3,006 website views from September 2021-June 2022. • SDSU developed a statewide administrator credential program rubric that might be hosted on the website *Year 2 resources provided on website* • 5 additional webinars on anti-racist education and mental health

			• 53-page research report on student wellness and fact sheet • 25-page research report on COVID-19 challenges and needs among teachers *Year 1 achievements* • Website created and launched • CCOG e-mail list established (1,571 members as of July 15, 2021) • CCOG held Launch in November 2020 *Year 1 resources provided on website* • Launch and four webinars on teacher preparation and school counseling • Two papers (Spotlight on Schools and Spotlight on Research) • One infographic on preliminary research findings about teachers and COVID-19
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.	Implemented *Year 2 achievements* • 8 webinars on student mental health, racial justice, and educator support hosted by CCOG • 7 webinars hosted by Regional Hubs on anti-racist assessment and language learning *Year 1 achievements* • Four webinars hosted by CCOG • One webinar hosted by a Regional Hub
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	Modified implementation *Year 2* • CCOG presented at the March 2022 CCTE SPAN meeting

		Spring. Updates as well as policy recommendations	*Year 1* • CCOG decided not to present at the October 2020 CCTE meeting or at the March 2021 CCTE SPAN meeting due to the pandemic
Creating a pipeline for future educators starting in high school to better recruit and retain teachers of color	N/A – additional aim not in original proposal		Paramount Teachers Pathway project in progress
SDSU: Syllabi workshops and professional development for regional faculty	Years 1-2	Hold syllabi workshops	Modified implementation *Year 2 achievements* • 15-18 videos showcasing effective teaching in classrooms developed and published on the internet *Years 1 and 2* • Postponed due to pandemic affecting faculty to have high workload demands • Discussing whether to proceed and in what format (in-person or virtually) workshops would be effective

Webinars: Meeting Observations

In response to feedback from CCOG users to go more in-depth on certain topics, CCOG put forth three webinar series. Topics were chosen to respond to perceived needs and desires from CCOG users: anti-racist education, student mental health, and racial justice. Webinars were advertised in advance on the CCOG website, CCOG's social media accounts (Facebook page, Twitter, Instagram) (which are reposted by CCOG followers), CCOG newsletters, the Chancellor's Office's Educator Preparation and Public School Programs (EPPSP) newsletters, emailed to listserve members and shared by webinar presenters, CCOG faculty, and Regional Hub principal investigators to their personal networks. Webinars were held over Zoom. See

Table 4 for details. CEEE observed all meetings with enough advanced notice and watched recordings of all meetings made available in a timely manner to CEEE by CCOG. CEEE 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 in Year 1). 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 13 webinars we observed, all 13 (100.0%) fulfilled Objective 2 (Increases the capacity of teachers, leaders, and other school personnel to be prepared to close opportunity gaps) and 11 (84.6%) additionally fulfilled Objective 1 (Identifies current practices from the literature related to closing the opportunity gap). Overall, CCOG met the proposed goal of hosting numerous informational webinars that focused on closing the opportunity gap throughout the second year of programming.

Table 4. *Webinar Topics and Speakers*

Date	Topic	Presenters/Facilitators
Hosted by CCOG		
October 2021	**Webinar Series: Actions Anti-Racist Educators Must Take in Their Classrooms This School Year**	
October 13	Part I	Marlene Carter (UCLA Writing Project)
October 27	Part II	Marlene Carter (UCLA Writing Project)
Mar-Apr 2022	**Webinar Series: Creating a Culture of Care in Schools**	
March 2022	Supporting the Whole Child: Safeguarding Student Mental and Behavioral Health	Dr. Caroline Lopez-Perry (CSULB), Rachel Andrews, PPS, LPCC (Redondo Union HS)
March 2022	Creating a Culture of Care Through Trauma-Sensitive Practices	Dr. Caroline Lopez-Perry (CSULB), Addison Duane (Wayne State U.)
April 2022	Building Systems of Care: A Guide to School-Based Mental Health Teams	Josh Godinez, PPS (CA School Counselors), Dr. Jeannine Topalian (CA School Psychologists), Paul Brazzel, LCSW, PPSC (CAS Social Workers)
Mar-May 2022	**Webinar Series: Racial Justice in Education** (Co-Hosted with the CSULB College of Education)	
March 2022	Surviving & Thriving in Education as Teachers	Dr. Stephen Glass (CSULB), Megan Mitchell (ABCUSD), Brittney

		Parker-Goodin (Cerritos HS), Carol Lopez-Sandoval (LBUSD), Jasmine Thomas (LBUSD), Albert David-Valderrama (Walnut HS)
April 2022	Surviving & Thriving in Education as Administrators & Support Professionals	Jade Campbell (Hamilton HS - LAUSD), Analia Cabral (Capistrano USD), David Holley (Culver City MS), Mikle McBride (LBUSD)
May 2022	Debunking the Myths of Critical Race Theory in PK-12 Education	Dr. Rebecca Bustamante (CSULB)
Hosted by CSUF Regional Hub & CSUF College of Education		
	Webinar Series: Anti-Racism and Education	
August 2021	Teacher Healing	Dr. Benikia Kressler (CSUF), Dr. Carrie Symons, Dr. Christina Ponzio (Michigan State), Dr. Elif Balin (SFSU)
September 2021	Teacher Identity	Dr. Carolina Valdez, Dr. Michelle Soto-Peña, Dr. Abigail Kayser (CSUF)
September 2021	Teacher Practice	Dr. Keisha Allen (U. Maryland Baltimore County), Dr. Antoinette Linton (CSUF), Dr. Kindel Nash (U. Maryland Baltimore County), Dr. Connor Warner (U. Utah), & Dr. Toni Williams (U. South Carolina Columbia)
November 2021	Teacher/Leader Practice – Anti-Racist Dialogues for Educational Leaders	Dr. Daniel Choi, Dr. Eugene Fujimoto, Dr. Valita Jones, Dr. Dawn Person, Dr. Nancy Watkins
March 2022	Integrated Language Development Through Translanguaging Lenses	Dr. Renae Bryant (Anaheim UHSD)
April 2022	Teaching Anti-Racist Science Through Translanguaging Lenses	Dr. Eduardo Munoz (SJSU), Dr. Erin Doherty (Anaheim UHSD), Paula Rosenberg (Anaheim UHSD, Claremont Graduate U.)
Hosted by San Jose State Regional Hub		
May 2022	Anti-Racist Assessment Work: A Retrospective and Primer	Dr. Brent Duckor (SJSU)
Other Meeting Observations		
October 2021	Advisory Board Meeting	
January 2022	Team Retreat	
April 2022	Advisory Board Meeting	

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. As mentioned in the Year 1 report, the goal to identify higher performing, high poverty schools (3.2) proved to be more challenging than anticipated, which required re-thinking the task. The team additionally aimed to identify higher-performing classrooms within schools residing in high poverty neighborhoods, identifying those teachers engaging in "defiant teaching." In Year 2, the team was successful in identifying schools and classrooms within six school districts at both the elementary and secondary levels in Orange County, Los Angeles, and San Jose. In addition, despite delays and challenges due to the pandemic (see Section E), research activities became a key focus in Year 2, with the majority of the hubs moving "full steam ahead" (3.3). Altogether, CCOG completed 8 separate research studies and 7 additional research studies are in progress. These projects address the aim to examine culturally-responsive and inclusive practices to close opportunity gaps. Of the 8 completed projects, 2 explicitly focused on ethnicity (ethnic identity and ethnic studies), 3 focused on English Learners, 2 focused on students with disabilities, and 2 had a more general focus on equity (categories not mutually exclusive). Of the 7 research projects in progress, 2 explicitly focus on race/ethnicity (Black Student Achievement Plan at LAUSD, ethnicity-based curriculum at Santa Ana USD), 1 focuses on English Learners, and 4 have a more general focus on equity. Through these projects, CCOG has formed an impressive number of partnerships with 11 school districts across California (1 elementary district, 2 secondary districts, 8 elementary and secondary districts; 6 in Orange County, 2 in Los Angeles County, 2 in San Diego County, 1 in the Bay Area). A last goal slated for Years 2 and 3 was to establish Researcher Network Improvement Communities (NICs) (3.4). Because of delays in research due to the pandemic, the directors decided to postpone the establishment of NICs until research is completed and practices are made available on the website, possibly after the 3-year timeline if future funding can be secured. Finally, as mentioned in the Year 1 report, CCOG developed a Request for Proposal

(RFP) and selected CSUF, SDSU, and SJSU as Regional Hubs to conduct research implementing the first goal of Objective 3 (3.1). Thus, CCOG has implemented or is in the process of implementing 3 of the 4 goals to meet Objective 3.

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

Activities	**Proposed Timeline**	**Proposed Outcomes**	**Implementation**
Objective 3: Engage in research in schools to further evidence-based practices for closing the achievement gaps by examining higher performing, high poverty schools			
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 develop-ment, Spring Year 1 for selection	RFP and rubric are developed and a call is sent to all CSUs. Campus projects are selected.	Implemented in Year 1 • RFP developed and call sent to CSUs • CSUF, SDSU, and SJSU selected as Regional Network Hubs
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	Implemented in Years 1 and 2 *Year 2 achievements* • Established collaborations with Anaheim UHSD, Anaheim Elementary District, Newport-Mesa USD, Garden Grove USD, Westminster School District in Orange County • Established collaboration with Franklin-McKinley School District in San Jose • Identified teachers and classrooms from Washington Preparatory HS, LAUSD *Year 1 achievements* • JEIE committee convened • Leads and Needs Assessment team communicated with school districts
3.3 Conduct regional research projects in local areas in schools, documenting effective practices used in	Years 2 and 3	Regional research projects are conducted and practices with positive results that	Implemented in Years 1 and 2 *Year 2 research completed* • Student wellness report completed

higher performing, high-poverty schools and local educational agencies.		meet the criteria in our rubric are added to the evidence-based practices for closing the achievement gaps.	• Teacher report completed • Ethnic identity development in content classes interviews completed and submitted for publication • Project on students with disabilities completed, submitted for publication • Project with Anaheim UHSD documenting the creation of Intentional Spaces for Collaboration for bilingual and special education teachers and implementation of a Co-Teaching Master Schedule • Identification of ethnic studies curriculum for best practices • Undergraduate bilingual program at the U. of Texas Rio Grande Valley examined • ELA/ELD implementation plan with teachers at the Garden Grove USD, Westminster SD, and Franklin McKinley SD working with and learning from students who speak several Asian languages (Vietnamese, Mandarin, Korean, Japanese, Khmer) described (e.g., dual-immersion Vietnamese/English program) *Year 2 research in progress* • CSULB conducting 3 case studies (1 elementary school, 1 middle school, and 1 high school) with Los Angeles USD to examine the role and impact of the Black Student Achievement Plan (IRB submitted and approved) • CSULB IRB proposal submitted to conduct case study of 1 elementary school (Long Beach USD) to describe the implementation and meaning of

			an equity-focused policy (plans to expand to multiple sites) • CSULB is examining the implementation of a gender-responsive and culturally-based curriculum that focuses on equity and school counseling in Santa Ana USD • Data collected describing the implementation of CSUF Summer Language Academy with Anaheim UHSD, Newport-Mesa USD, and Escondido UHSD, a culturally and linguistically responsive teaching and learning program for high schoolers; data being analyzed • Creating a model for educational leadership • Teacher academic outcomes • SJSU examining pre-service school counselor experiences in a pilot test of school counselor fieldwork at Alum Rock Unified School District, focusing on foster and homeless youth *Research on Hold (pandemic)* • Chula Vista Elementary SD case study (NCUST) • Progress for English Learners • Materials collection from Social Science, STEM, Literacy and Education leadership and planned qualitative analysis of materials
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.	Postponed – if future funding is secured past the 3-year period, there may be plans to hire a communications coordinator to help set this up; will focus in Year 3 on making the practices available first

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 Table 3, 2.2 for further detail in terms of the content of the materials posted to the website. In addition, an Educator Summit was held virtually on July 30, 2021 (4.2). The Educator Summit brought together 13 educators (including teachers, university faculty, and school counselors) from 10 universities, school districts, and organizations to share their expertise on navigating the pandemic, mental health, and anti-racism (see Table 7). Altogether, 165 people attended the virtual event, and the event was well-received (see Appendix, Educator Summit Survey Results). A second Educator Summit will be held on July 29, 2022. Each of the Hubs has also provided at least one webinar over the past year (see Table 4). Additionally, SDSU has published 15-18 free videos showcasing effective teaching strategies (e.g., co-constructing success criteria, student voice in class operations and engagement) in classrooms on the internet, which SDSU reports has been widely viewed. SJSU is also collaborating with the California Department of Education and is currently creating modules to reach a broad audience on how to support foster youth and youth experiencing homelessness. SJSU aims to release these modules in Year 3 between August 2022 through July 2023. As with other conferences, CCOG again 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. However, CCOG presented at the CSULB Educator Leadership Symposium, at the American Educational Research Association Conference, and at the California Council on Teacher Educator (see Table 8). In addition to reaching educators through webinars, online videos and modules, and conferences, the CCOG team disseminated an impressive number of publications this past year (2 research reports, 2 peer-reviewed publications, 3 books, 1 book chapter, 1 magazine article) with 2 additional manuscripts undergoing peer review (see Table 9). Thus, overall, CCOG has made significant

progress in meeting their dissemination goals for Year 2 and are well-positioned to present findings and reach a broad audience next year as well.

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

Activities	**Proposed Timeline**	**Proposed Outcomes**	**Implementation**
Objective 4: Develop and disseminate resources to local education agencies to close opportunity gaps			
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 progress *See Activity 2.2 notes in Table 3*
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.	In progress *Year 2* • Vetting process piloted and being finalized (*see Table 2, Activity 1.1 notes*); goal is for searchable practice charts to be created and accessible on the website once the Clearinghouse review process is underway
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 modeled after Better Together	Implemented *Year 3 in progress* • Second Educator Summit will be held on July 29, 2022 *Year 2 achievements* • Held first Educator Summit on July 30, 2021 • Dr. Gloria Ladson-Billings was the keynote speaker

			• Topics included post-pandemic learning recovery, culturally-responsive pedagogy, and mental health/trauma-informed practices (*see Table 7*)
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 *Years 1 and 2* • CCOG decided not to present at the November 2020 or the November 2022 conferences due to pandemic-related research delays
Other 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 progress *See Tables 8 and 9* *Year 2* • 2 research reports published on CCOG website • 2 peer-reviewed publications • 2 manuscripts under review at peer-reviewed journals • 3 books published • 1 book chapter published • 1 magazine article published • SJSU added two new Advisory Board members and continues to meet with the Integrated Student Support and Programs Office – Division of Foster Youth Services and Homeless Education (CA Dept. Of Ed.) • CSULB presented at the 2022 CSULB EDLD Leadership Symposium *Year 1* • SJSU established a regional Advisory Board • SJSU made connections with the California Department of Education (CDE) County

			Office of Education and the Santa Clara Office of Education • SJSU was working with CDE to prepare to create modules to distribute to local education agencies (LEAs) *Also, see Activity 2.3 dissemination through webinars (Table 4)*

Table 7. *Educator Summit 2021 Webinar and Talks*

Date	Topic	Presenters/Facilitators
Hosted by CCOG		
July 2021	**Educator Summit - Moving Forward: Reimagining Education Through and Beyond the Pandemic**	
	Keynote - Post Pandemics: Educating for Equitable, Deep Learning	Dr. Gloria Ladson-Billings (University of Wisconsin-Madison)
	EdTalk – Something to Write Home About: Sustaining Connections with Families After the Pandemic	California Distinguished Teacher of the Year: Kate Rowley
	EdTalk – Four Actions Antiracist Educators Must Take	Marlene Carter (UCLA Writing Project)
	Building Family Engagement and Collaboration During a Time of Crisis Using the Community Schools Model	Ezequiel De La Torre (LAUSD) and Jinger Alvarez, LCSW (LACOE)
	Designing for Equity in K-12 Classrooms: Creating Culturally Affirming Culture through Anti-Bias Pedagogy	Dr. Sheri Atwater (Loyola Marymount U.) and Tracy Mayhue
	Self Care for Educators in the Face of Adversity	Dr. Bobbi Alba (Azusa Pacific U.)
	Becoming a Trauma-Informed Educational Community with Underserved Students of Color	Dr. Jennifer Pemberton, Dr. Ellen Edeburn (CSUN)
	Practices for Making the Classroom an Inclusive Space, Whether It's On Zoom or In the Room	Esther Prokopienko, Vic Abrenica (Downtown Charter Academy – Oakland)

	Using Trauma Informed Approaches in a Post-Pandemic Classroom for Students in Foster Care and Youth Experiencing Homelessness	Dr. Erika Zepeda (SJSU, Palo Alto Unified)

Table 8. *Presentations (Other than Webinars)*

Capizzi, L. M. & Duckor, B. (2022, April). *Closing the opportunity gap for foster youth through school finance reform: An implementation-inquiry in California* [Roundtable session]. American Educational Research Association Conference, San Diego, CA.
Capizzi, L. M. & Duckor, B. (2022, April). *Preparing to serve foster youth and students experiencing homelessness: Pre-service school counselors learnings during COVID-19* [Paper session]. American Educational Research Association Conference, San Diego, CA.
Priede, A., & Cornejo, V. (2022, January 29). *Is one measure of excellence enough? What are we missing?* California State University Long Beach EDLD Leadership Symposium, Long Beach, CA.
Porras, D., Martinez, C., & Richards-Tutor, C. (2022, March). *Unpacking the notion of equity in education reform policy.* Spring Policy Action Network (SPAN) Conference – California Council on Teacher Education (CCTE).

Table 9. *Publications*

CCOG Website
Martinez, C., Porras, D., & Cabral, A. (2021). Spring 2021 educator survey: COVID-19 challenges and pressing needs facing teachers. *California State University Center for Closing the Opportunity Gap.* https://ccog.calstate.edu/sites/default/files/2021-07/COVID-19%20CHALLENGES%20AND%20PRESSING%20NEEDS%20FACING%20TEACHERS_CCOG_0.pdf
Whitaker, A., & Lopez-Perry, C. (2022). State of student wellness report. *California State University Center for Closing the Opportunity Gap.* https://ccog.calstate.edu/sites/default/files/2022-02/State_of_Student_Wellness_2021_Full_Report_s.pdf
Peer-Reviewed Publications
Branch, A. J. (2021). Ethnic identity discourse in intercultural education. *Profesorado, Revista de Currículum y Formación del Profesorado 25*(3), 69-89. https://doi.org/10.30827/profesorado.v25i3.21634
Branch, A. J. (2021). Teachers supporting students' ethnic identity development through curricula. [Manuscript submitted for publication]
Fisher, D., & Frey, N. (2021). Are you communicating high expectations? *Educational Leadership, 79*(6), 74-75.
Wright, J. (2021). A historical review of opportunity gaps, poverty, and educational leadership interventions. [Manuscript submitted for publication]
Books
Frey, N., Fisher, D., & Smith, D. (2022). *The social-emotional learning playbook: A guide to student and teacher well-being*. Corwin.
Smith, D., Fisher, D., & Frey, N. (2022). *The restorative practices playbook: Tools for transforming discipline in schools*. Corwin.
Smith, D., Fisher, D., & Frey, N. (2021). *Removing labels: 40 techniques to disrupt negative expectations about students and schools.* Corwin.
Book Chapters
Park, V., Fisher, D., & Frey, N. (2021). The evolution of response-to-intervention. In F. English (ed.), *The Palgrave Handbook of Educational Leadership and Management Discourse*, 1-15 https://doi.org/10.1007/978-3-030-39666-4_37-1
Other Outlets
Frey, N., Fisher, D., & Ortega, S. (2021). See it, say it. *Language Magazine.* *https://www.languagemagazine.com/2021/04/13/see-it-say-it/*

Document Review: Summary of Content

CEEE reviewed 18 artifacts – 3 finalized research documents (2 reports, 1 peer-reviewed research article), 3 presentation-related documents, 5 Clearinghouse vetting and research materials, 1 overview document and 3 Regional Hub progress reports, and 3 CCOG newsletters. See Table 10 for further details. *Final research documents* were diverse in their aims, but timely in their topics. One original research report focused on the challenges and needs of teachers during the pandemic, finding that teachers generally desired to contribute more input in decision-making, desired meaningful professional development to support students, and desired school leaders to effectively and transparently communicate with them. Another original research report documented the seriousness of mental health issues among students, the lack of support for mental health in California schools, and barriers to mental health access. The final research article emphasized a need for more classroom teachers to engage students in dialogue about ethnic identity to facilitate positive ethnic identity development, especially among students from marginalized groups. Each research document not only documented the state of education, but provided suggestions for educators and for public policy.

The *presentation-related materials* we reviewed shared some of this original research to a broader audience (specifically the challenges and needs of teachers during the pandemic). In addition, CCOG shared the process of thinking deeply about what equity means in education reform beyond only focusing on academic performance as an indicator of closing the opportunity gap. With a look to delving into the implementation of the Black Student Achievement Plan in the Los Angeles Unified School District, CCOG shared a broader and more well-rounded approach that includes student engagement, school experience and support in addition to academic achievement (closing the opportunity gap for Black students is one Priority Area of CCOG).

Research and Clearinghouse materials that we reviewed include an extensive literature review database on how to best support foster youth (Priority Area) and youth experiencing homelessness (Priority Area) and the importance of arts education. Next, CSUF provided materials they developed over the past two years for the JEIE vetting process involved in selecting materials to be available on the Clearinghouse. These materials include a framework

for JEIE that establishes how educational systems were not originally designed in a just and equitable manner, putting certain groups at a disadvantage. The framework states that the goal of dissemination of best research practices includes not only identifying and implementing practices but sustaining them. Thirteen unique principles are then outlined (4 for Justice [e.g., meeting the educational needs of all students in a fair, caring, respectful, and non-discriminatory manner], 3 for Equity [e.g., distribution of and access to resources], 6 for Inclusion [e.g., culturally-respectful spaces, valuing cultural differences]). Complementing the framework, a prescreening document for the Clearinghouse, a rubric for preservice teacher preparation, curriculum and learning experiences, and a matrix for JEIE screening were also developed with clear goals, questions, and criteria to consider.

In the Year 1 *progress reports* that we reviewed, Regional Hubs clarified their main goals for their Hubs and how these aligned with CCOG's goals. They shared updates on ongoing research and connections made with school districts and also cast their gaze forward to what they planned to achieve in the following year. *Newsletters* highlighted findings from original research for CCOG users which included brief and accessible infographics, announced upcoming webinars, events and speakers, highlighted ongoing research, and introduced team members and Hubs.

Table 10. *Artifacts Reviewed*

Artifact Type	Topic	Authors/Presenters
Research Reports and Publications		
Research Report	Spring 2021 Educator Survey: COVID-19 Challenges and Pressing Needs Facing Teachers	Dr. Corinne Martinez, Dr. Diana Porras, Analía Cabral
Research Report	State of Student Wellness 2021	Dr. Amir Whitaker, Dr. Caroline Lopez-Perry
Peer-Reviewed Research Article	Ethnic Identity Pedagogy and Intercultural Education	Dr. André Branch
Research Presentations and Proposals		
Poster Presentation	Spring Survey: COVID-19 Challenges and Pressing Needs Facing Teachers	Dr. Corinne Martinez, Dr. Diana Porras, Analía Cabral
CCTE Presentation	Unpacking the Notion of Equity in Education Reform Policy	Dr. Diane Porras, Dr. Corine Martinez, Dr. Cara Richards-Tutor

CCTE Presentation Proposal	Unpacking the Notion of Equity in Education Reform Policy	Dr. Diane Porras, Dr. Corine Martinez, Dr. Cara Richards-Tutor
Research and Clearinghouse Materials		
Database	Supporting foster youth and youth experiencing homelessness database; arts education	Dr. Lorri Capizzi, Dr. Brent Duckor, Sofia Rojas
Clearinghouse Vetting Materials	Framework for JEIE (Just, Equitable and Inclusive Education)	Dr. Antoinette Linton, Dr. Ferran Rodríguez-Valls
Clearinghouse Vetting Materials	Prescreening document	Dr. Antoinette Linton, Dr. Ferran Rodríguez-Valls
Clearinghouse Vetting Materials	Rubric for Preservice Teacher Preparation Curriculum and Learning Experiences	Dr. Antoinette Linton, Dr. Ferran Rodríguez-Valls
Clearinghouse Vetting Materials	Matrix for JEIE screening	Dr. Antoinette Linton, Dr. Ferran Rodríguez-Valls
Internal Regional Hub Reports and Overview for Potential Funding		
Overview for fundraising	CCOG: Identifying Best Practices to Ensure Student Achievement in California's K-12 Schools Overview	Dr. Cara Richards-Tutor, Dr. Corinne Martinez
Progress Report	Year 1 San Jose State University Progress Report	Dr. Lorri Capizzi, Dr. Brent Duckor
Progress Report	Year 1 San Diego State University Progress Report	Dr. Doug Fisher
Progress Report	Year 1 Cal State Fullerton Progress Report	Dr. Antoinette Linton, Dr. Ferran Rodríguez-Valls
Newsletters		
Newsletter	September 2021: Educator Summit 2021/Research Spotlight – The State of Student Wellness	CCOG
Newsletter	December 2021: Ethnic Studies Research/Webinar Series Spotlight/Regional Hub Spotlight	CCOG
Newsletter	March 2022: CAASPP Research Presentation/Student Mental Health Webinar Series/Racial Justice in Education Webinar Series	CCOG

Document Review: Classification of Documents and Progress Towards Objectives

A document review protocol was developed by CEEE in collaboration with the directors (see Appendix B). Eleven of the 18 artifacts covered some aspect of K-12 preparation (61.1%); of these 11, seven covered leadership (63.6% of the K-12 artifacts), six covered instruction (54.5%), and one covered assessment (9.1%) (categories not mutually exclusive). Thirteen of the 18 artifacts were more student-focused (72.2%), 11 addressed systems and institutions (61.1%), seven covered education policies (38.9%), and three focused on counselor/other educator preparation (16.7%). Regarding student populations in CCOG's Priority Areas, eight of the 18 artifacts addressed Black American students (44.4%), six discussed Latinx students (33.3%), five discussed youth experiencing homelessness (27.8%), three discussed students with disabilities (16.7%), three discussed English Language Learners (16.7%), and three discussed students in foster care (16.7%) (categories not mutually exclusive).

Each artifact was also classified in terms of the primary objective that the artifact worked to meet (classification was not mutually exclusive - one artifact could work to meet multiple Objectives). Five of the 18 artifacts (27.8%) worked to meet Objective 1 (Identifying current practices from the literature related to closing the opportunity gap), 10 (55.6%) worked to meet Objective 2 (Increases the capacity of teachers, leaders, and other school personnel to be prepared to close opportunity gaps), six (33.3%) worked to meet Objective 3 (Conducts research), and nine (50.0%) worked to meet Objective 4 (disseminates resources to local education agencies). The artifacts were also reviewed to identify how well they aligned with the equity rubric. The artifacts were measured using three criteria: information, impact, and implementation. An artifact that met all three criteria was classified as "aligns very well." An artifact that met two criteria was classified as "somewhat aligns." An artifact that met one criterion was classified as "does not align well." Of the eighteen artifacts, the overwhelming majority (n = 15 artifacts; 83.3%) aligned very well with the equity rubric. Thus, overall, the resources that CCOG has shared span a variety of topics at multiple levels of analysis. The resources that CCOG shared also meet multiple objectives, with the majority developing the capacity of educators to close the opportunity gap and a large number disseminating resources to educators, as is appropriate for being in its second year of implementation. Further, the artifacts reviewed show evidence that the work being conducted generally aligns very well with the goals of CCOG.

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 2 and the implementation of those proposed activities, CCOG is making satisfactory progress towards meeting established benchmarks. Continuing to work within the constraints and challenges of the pandemic, CCOG moved forward and met many of the benchmarks that were possible (e.g., original research reports and other publications, holding a virtual Educator Summit, creating and sharing educator and counselor preparation webinars, conducting research with school districts, presenting original research at conferences) and postponed those that were not as feasible (e.g., in-person professional development workshops) or those that were delayed due to initial difficulties in conducting original research for the Clearinghouse (e.g., creating Network Improvement Communities). Thus, CCOG is making satisfactory progress towards each of its four objectives.

In addition to the review in Section A, CCOG personnel were asked about their personal satisfaction with the progress that the Center or their Regional Hub has made towards implementing all proposed activities. There was a range in feelings of satisfaction with this year's progress. Some felt like the goals of CCOG were "not fully realized" due to the effects of the COVID-19 pandemic. For example, one CCOG leader said, "I hope we're going to be able to do all the studies. We said we were going to do all that...in classrooms, not just the literature reviews. I hope that a major part of our work is to finish that. I would love to be involved in the support for faculty members at other campuses, you know, the syllabi work, the tasks and assessments...the things that we proposed." In contrast, others felt that the team was "doing a good job" and felt "very pleased [with] the team and how dedicated it's been to this work." Some personnel reported that they felt that they had met many of the large milestones they had proposed and that CCOG was really moving along in meeting their objectives. They noted that with the lasting impact of COVID-19, objectives related to research had to be adjusted. Overall, Hub leaders were able to pivot and complete or nearly complete any postponed or delayed Year 1 goals. As one leader noted, "We have risen to the challenge." The team has further completed literature reviews, and they have presented what they have learned at conferences. Personnel reported that they are seeing their work evolve into publications that will inform K-12

conversations on equity and closing the opportunity gap. The Center has continued identifying and disseminating current best practices related to closing the opportunity gap, equity, and anti-racist education through webinars. Every CCOG leader 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 (e.g., "We are a team that has done a lot of work"). There was especially a sense of pride and accomplishment in building sustainable partnerships with school districts and government agencies and in building the presence of the Center across the CSUs. The following quotes illustrate this overall satisfaction: "I'm pleased at what [we] produce," "I feel really good about where we are and what we've been able to accomplish this year." In summary, although the proposed goals were impacted by the continued effects of the COVID-19 pandemic most of the team feels confident in their ability to adapt and shift their efforts to meet CCOG's objectives. The team has built upon their momentum from the previous year, sustaining excitement for the work, continuing intellectual discussions and discoveries, and working well together in teams.

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

The CCOG held one Educator Summit and 15 webinars on various topics related to closing the opportunity gap (see Tables 4 and 7). Surveys were distributed at the Educator Summit and at 8 of these webinar events to attendees to assess their perceptions of the quality of these activities. Surveys were administered at all webinar events of which CEEE received timely notice. Interested participants registered for the Educator Summit and webinars beforehand providing their names, e-mails, and affiliations. The surveys were developed in Qualtrics and, when enough time was available at the end of the event, a link was posted in the Zoom chat for attendees to immediately fill out the survey. At some of the events, the speaker would also provide the web link and QR code in the presentation slide. After each event, the link was also sent to registered attendees via their e-mail accounts with follow-up reminders to maximize response rates. (Per discussions with CCOG, surveys of individuals who access the clearinghouse and of Network Improvement Communities were deferred until Year 3.) Raffle prizes of a CCOG notebook and tote bag were awarded to randomly selected survey respondents.

Across all of the events that CEEE was able to survey (Educator Summit and 8 webinars), 1,704 people registered, 470 attended, and 163 completed surveys. Attendee and response rates for each event are listed below in Table 11. Registration numbers were generally robust showing that CCOG users expressed much interest in professional development pertaining to anti-racism and mental health. However, attendance numbers varied widely. Of the webinars we surveyed, the webinar on trauma-sensitive practices had the largest attendance and the webinar on surviving and thriving as administrators and support professionals had the smallest attendance. Overall, attendees primarily consisted of K-12 administrative staff and faculty (45.6% of all attendees across all events) and Higher Education administrative staff and faculty (3.2% of all attendees across all events), although the composition of attendees varied by event. See Table 12.

Table 11. *Overall Event Registration, Attendance and Survey Response Rates*

Event	Number of People Who Registered *N*	Number of People Who Attended *N* (% of Registered)	Number of People Who Completed Survey *N* (% of Attendees)
Educator Summit	454	165 (36.3%)	46 (27.9%)
Anti-Racist Educators Webinar Series			
10/21 Anti-Racist Educator I	n/a*	39	n/a
10/21 Anti-Racist Educator II	n/a*	32	n/a
Total	195	64** (32.8%)	23 (35.9%)
Culture of Care Webinar Series			
3/22 Supporting the Whole Child	256	59 (23.0%)	24 (40.7%)
3/22 Trauma Sensitive Practices	358	67 (18.7%)	25 (37.3%)
4/22 Building Systems of Care	345	61 (17.7%)	19 (31.1%)
Total	959	187 (19.5%)	68 (36.4%)
Racial Justice in Education Series			
3/22 Surviving Thriving Teachers***	n/a*	13	n/a
4/22 Surviving Thriving Admin & Support	n/a*	7	7 (100.0%)
5/22 Critical Race Theory	n/a*	21	11 (52.4%)
Total	83	41 (49.4%)	18 (64.3%)
5/4 SJSU Anti-Racist Assessment	13	13 (100.0%)	8 (61.5%)
Total	1,704	470	163

Source: Zoom Registration and Surveys

*Registration was for the entire webinar series

**Some Session 1 and Session 2 attendees overlapped; survey was administered after both individual webinars had passed

***CEEE did not receive timely notice for this event so no survey was administered

Table 12. *Event Attendee Demographics*

	K-12		Higher Education		Government/ Policymaker		Other	
Event	*n*	*%*	*n*	*%*	*n*	*%*	*n*	*%*
Educator Summit	74	(44.8%)	46	(27.9%)	11	(6.7%)	26	(15.8%)
Anti-Racist Series								
Anti-Racist I	15	(38.5%)	18	(46.2%)	0	(0.0%)	6	(15.4%)
Anti-Racist II	8	(25.0%)	20	(62.5%)	0	(0.0%)	4	(12.5%)
Total*	20	(31.3%)	35	(54.7%)	0	(0.0%)	9	(14.1%)
Culture Care Series								
Supporting Child	32	(54.2%)	19	(32.2%)	0	(0.0%)	8	(13.6%)
Trauma	41	(61.2%)	15	(22.4%)	5	(7.5%)	6	(9.0%)
Systems of Care	45	(73.8%)	12	(19.7%)	0	(0.0%)	4	(6.6%)
Total	118	(63.1%)	46	(24.6%)	5	(2.7%)	18	(9.6%)
Racial Justice Series								
Teachers	0	(0.0%)	0	(0.0%)	0	(0.0%)	13	(100%)
Admin & Support	1	(14.3%)	4	(57.1%)	1	(14.3%)	1	(14.3%)
CRT	2	(9.5%)	14	(66.7%)	1	(4.8%)	4	(19.1%)
Total	3	(7.9%)	28	(73.7%)	2	(5.3%)	5	(13.2%)
Anti-Racist Assess.	0	(0.0%)	11	(84.6%)	0	(0.0%)	2	(15.4%)
Total	215	(45.6%)	166	(35.2%)	18	(3.8%)	73	(15.5%)

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, as well as parents or other community stakeholders.

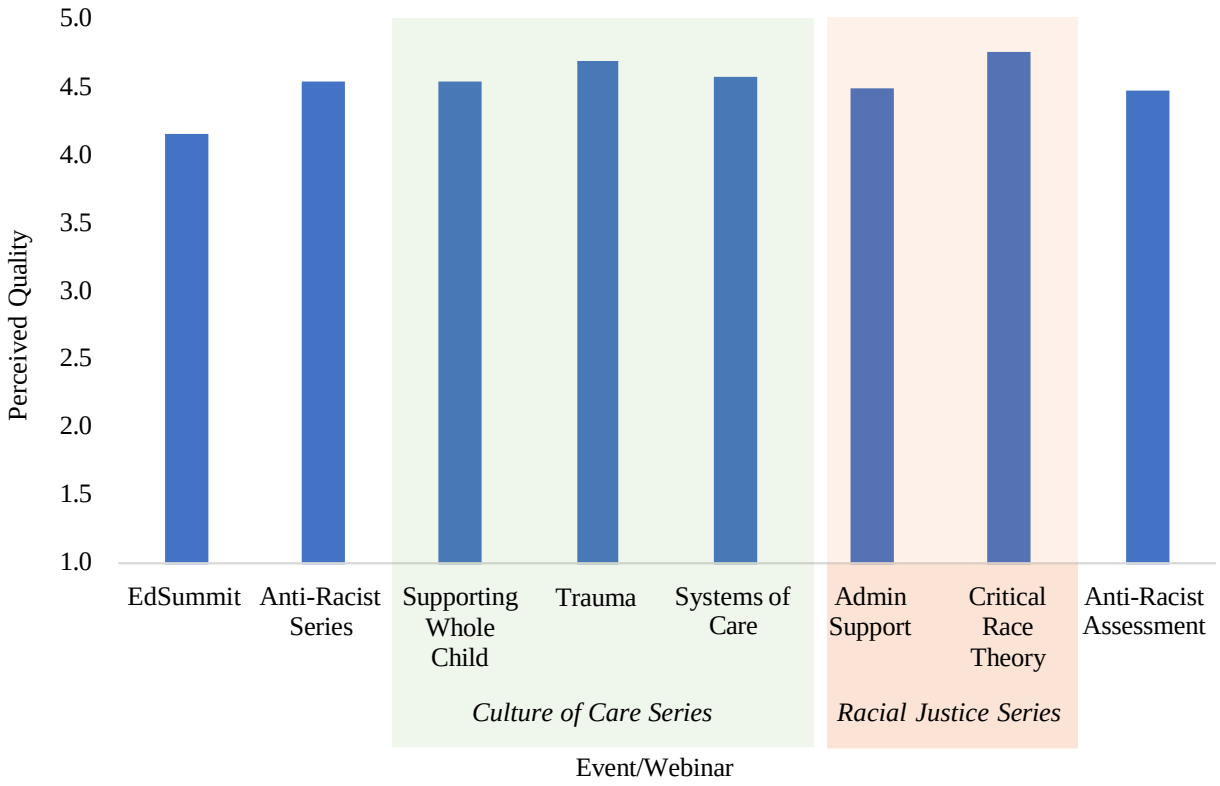
**Some Session 1 and Session 2 attendees overlapped

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. According to attendees, CCOG has delivered consistently high-quality events (see Figure 4). On a 5-point scale, average ratings ranged from *M*s = 4.15-4.76, *SDs* = .34-.97, with a grand mean of 4.52 out of 5 (1 = *Very Poor/Strongly Disagree*, 2 = *Poor/Disagree*, 3 =

Fair/Neutral, 4 = *Good/Agree*, 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 events and webinars, see Appendix C. Thus, overall, partners consistently perceived the CCOG webinars to be of high quality.

Figure 4. Center Users' Perceived Quality of Events and Webinars

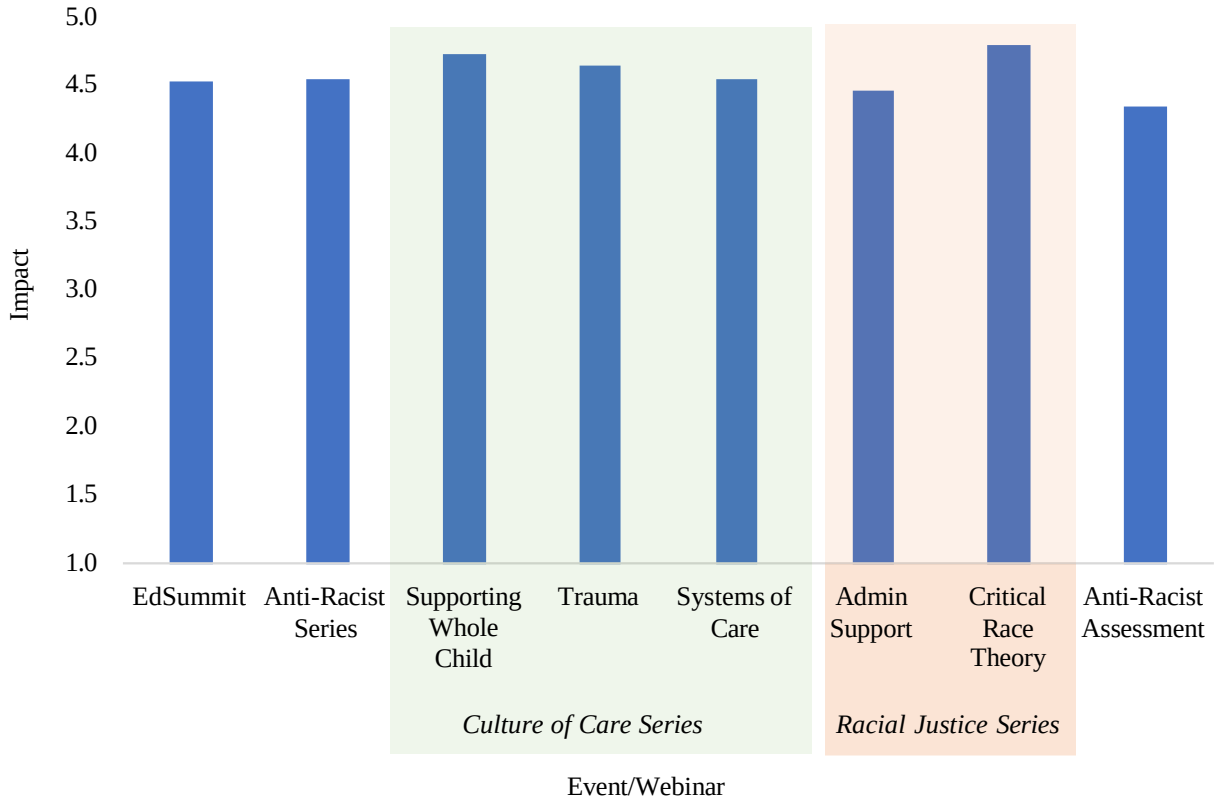


Note: For the item about the quality of the webinar, 1 = *Very Poor*, 2 = *Poor*, 3 = *Fair*, 4 = *Good*, 5 = *Excellent*. For items about gaining useful information and satisfaction with the level of participation, a Likert response scale was used: 1 = *Strongly Disagree*, 2 = *Disagree*, 3 = *Neutral*, 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 and areas of improvement in their implementation. Thus, Tables 11 and 12 apply to the following findings in regard to respondent demographics. In addition to assessing the perceived quality of CCOG events, the surveys assessed the impact the webinars had on the attendees through close-ended questions. Surveys also included two open-ended questions, one on what participants enjoyed and perceived strengths of the webinars, and the other on what participants thought could be improved.

Figure 5. 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: Reported Impact

The surveys asked about the overall impact of the Educator Summit and webinars for each attendee. Questions specifically tapped into whether interest in closing the K-12 opportunity gap

was increased after the event, 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. An Impact scale was constructed by averaging three survey items. 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 = 4.57, Ms = 4.33-4.79 out of 5, SDs = .40-.71; see Figure 5). 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.

Strengths: Qualities of the Events That Attendees Enjoyed

In terms of specific qualities of the events that the attendees most appreciated, the most frequent comment across various events emphasized a deep appreciation of the speakers. Attendees recognized that the speakers were knowledgeable and demonstrated expertise in the topics they presented. Another theme that arose across several webinars was the topics of the webinars. Attendees enjoyed learning about topics that were relevant to their work in schools. They often noted that the topics could be tied back to real life examples they encountered at their school sites. Additionally, attendees also enjoyed having opportunities to collaborate with each other and engage with the presenters. Illustrating these positive evaluations, one respondent commented "[This is] one of the best webinars I've attended," whereas another noted that a webinar provided "such valuable information." Other words used to describe the quality of various webinars were "informative," "organized," "clear" and "concise."

Center Users' Perceptions of Challenges and Areas of Improvement

When asked about what might be improved, the most frequent response across events was another positive comment about what was enjoyed or "N/A," further signaling general satisfaction with CCOG events. However, some event attendees mentioned challenges and areas of improvement. One desire that was mentioned across several events was for more time. Respondents commented that they wished some presentations were longer and there was still a desire to dive deeper into the topics. Respondents from some but not all events noted that they wished they had more opportunities to participate and engage with each other. However, many

respondents also noted that a strength of the webinars was the opportunity to participate and engage with other participants and the speakers. Other comments were more idiosyncratic and particular to the event (see Appendix C for details).

Addressing Challenges

In Year 1, event attendees similarly expressed a desire to go deeper into specific topics and felt that there was not enough time to cover all the information they desired to learn. It is commendable that in this Year 2, CCOG was responsive to these comments by (i) lengthening several of the webinars (from one hour to an hour and fifteen minutes) and (ii) creating webinar series (Anti-Racist series, Culture of Care series, Racial Justice series) instead of stand-alone webinars. It is notable that even with these changes attendees seem hungry to learn more. These changes in Year 2 also worked to address desires for more participation and engagement. For example, the lengthening of the webinars did seem to foster more participation and discussion. Several events also used activities, such as vignettes, to foster discussion and illustrate material. Several events also used breakout rooms on Zoom to connect attendees and further foster discussion.

Summary

In summary, many strengths were identified by Center users. Center users recognized the expertise of the speakers. Center users were also generally very enthusiastic about the topics of the webinars and appreciative of the current information provided. Center users are excited to participate in the Center's webinars and learn about the relevant topics they cover. Areas of improvement and challenges identified by Center users were minimal. The majority asked for more time and more opportunities to engage and participate during the webinars. Further, the CCOG team has been responsive to identified challenges.

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

In June 2022 CEEE conducted interviews with or collected written information from key personnel from the Center and each Regional Hub to determine what worked in the second year and what might need to improve next year (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

Strength: Clarity and Focus Across Regional Hubs

One theme that arose across interviews was having more clarity and common goals across the Regional Hubs this year as compared to last year. One leader said, "There's clarity and mission across Regional Hubs, I would say, even though we're doing our own very specific things." One area that has benefited from greater clarity and focus is in the area of conducting research (Objective 3). CCOG leaders reported intentionally aligning research projects with the goals of the Center to narrow opportunity gaps for K-12 students. For example, multiple district case studies were developed, primarily focusing on implementing an equity lens in curriculum. Another way in which this clarity and focus can be seen was being more intentional in choosing webinar topics based on feedback from the previous year for the preparation of educators to close the opportunity gap (Objective 2). In developing these webinars, CCOG leaders considered how topics and speakers would align with the Center's goals and mission. Instead of doing a one-off topic, "This year, I think we're more focused on how can we really focus our attention on what we think teachers need." Next, creating materials and pitching CCOG to potential funders for future sustainability past the three-year term of the project has aided in clarifying who CCOG is and what CCOG does. Finally, CCOG leaders reported greater transparency among the team in this second year of work: "There's clarity in terms of what the goals of the initiatives are and where we're currently at and the realities of the work that needs to get done. So I think the transparency has been valued, in terms of knowing what the 'ask' is of the members and what the 'ask' is of those deliverables."

Strength: Support for CCOG from CSU Colleges of Education

CCOG personnel reported that one of the major factors that facilitated implementation this year was gaining support from CSU Colleges of Education (COE) across each Regional Hub, including CSULB's, CSUF's, SJSU's, and SDSU's Colleges of Education. Leadership from different departments within colleges was brought together under the common goal to close the K-12 opportunity gap. One example of COE support was joint efforts to develop educator capacity related to closing the opportunity gap. The CSULB COE and CCOG partnered to put on the 3-part Racial Justice in Education webinar series. The CSUF COE and CCOG partnered to put on a 6-part Anti-Racism in Education webinar series. These partnerships were fruitful in being able to tap knowledgeable speakers (through greater funds and a broader social network) and also in reaching a broader audience through expanded networks. Another example of COE support mentioned was CSUF COE's assistance in developing the JEIE vetting process. Conversations are occurring throughout CSUF's COE to continue to identify best practices to close the opportunity gap and find a way to share these with others in a functional and sustainable way. One interviewee stated: "So how do I do this in my classroom? How can I create a sustainable, functional vision in my school district?" COE support helped form connections between the Hubs and school districts, which CCOG leaders hope will help expand the reach of these best practice findings to across the state. A third example of COE support is SJSU's COE's partnership to fund two doctoral fellowships. These doctoral candidates are conducting research that addresses and advances equitable outcomes for K-12 students in foster care and youth experiencing homelessness. Finally, one CCOG leader noted that CCOG's programming has also shaped COEs, shaping the interests of many COE doctoral students: "A whole bunch of those [Ed.D.] students are interested in…some version of opportunity gaps, especially from a leadership lens. And it seems like…we should capture that not just at our campus, but across the campuses, because I think people who are involved in this Center are shifting their doctoral student's attention to this kind of work."

Strength: Maintaining and Building Relationships

A third strength has been building and maintaining relationships within and across Regional Hubs. Co-leaders within Hubs became even more familiar with each other's working styles and have learned to lean into each other's strengths, trusting each other to do the work and hesitating

less in divvying up responsibilities. “We've just been able to just gel…in terms of sharing the leadership…And I think that has been really a distinction from our year one to now. Just being able to be more responsive and more trusting.” Leaders also reported more trust between Hubs, feeling confident that CCOG’s work was being implemented. In overseeing faculty within Hubs, interviewees also often mentioned “giving each other grace” and understanding amidst challenges related to the pandemic. Overall, interviews pointed to a positive and supportive Center culture. Relationships within CSU COE’s have also been fostered with tangible benefits: “I think the project created a space for us to really reflect in ways that we never reflected before. Even though we are a college, we have five different departments. And when we put the proposal together, we brought faculty from everyone, from every department to really strategically, to really create a space where we can see leadership.” Building relationships also helped CCOG implement its research and educator preparation aims to form important partnerships with school districts and government departments: “Everybody has said this, but relationships, building relationships in this work - it's not enough to do cold calls or send out flyers. It really is going one person at a time to leverage your networks in supporting this work. That has really been effective.” CCOG leaders reported that taking the time to establish and maintain relationships has paid off in the long term, allowing them to leverage knowledge across networks to build momentum in implementing the program.

Success: Partnerships with School Districts and Government Agencies

Across interviews, CCOG leaders expressed the most pride in forming and solidifying partnerships with school districts and government agencies across California in this second year, pushing forward the goal to conduct original research and reach a broad audience for educator preparation and capacity building (see Tables 5 and 6 for details on districts and particular partnerships). As one interviewee said, “Cultivating those partnerships and…moving at the pace of the districts and where they are, and meeting them in the space that they are, I think…whether that slowed us down a little bit, or whatever, it was necessary to…establish these relationships. And I think we have those now.” Due to the COVID-19 pandemic and limited in-person interactions it was initially difficult to meet with schools. However in this second year those relationships were strengthened. In establishing these partnerships with multiple school districts across California, multiple research projects have progressed. CCOG leaders perceive this

progression of research to be a huge success of the Center's work, due to the long-term relationships established with the school districts that could be generative even beyond the end of the project.

Challenges

Finding Funding for Sustainability

One of the biggest challenges experienced in the second year of CCOG was, in looking forward, finding funding to sustain CCOG's work past the project duration. CCOG leaders continue to be passionate and excited about closing the K-12 opportunity gap. They expressed feeling that a lot of work was done to establish partnerships and implement programs. They also expressed a desire to see the Clearinghouse grow in its resources and a desire to follow research projects over a longer term (e.g., extending projects using a longitudinal design). To continue and sustain this work CCOG leaders reported that further funding is critical. This challenge has impacted CCOG leadership, as a lot of time this year was spent on learning about where to find and how to ask for funding, which leaders described as a "steep learning curve." CCOG leaders reported that it was challenging to find funding for a project like CCOG which spans across multiple campuses. As one interviewee stated: "And so that's frustrating, and that's challenging, because...all this work is so important, and it's all just in progress, and there's no way next year when the funding ends that work is going to end. And we built so much momentum to just have it…end would be a huge disservice to…the state." This challenge is anticipated to continue to the next year: "That's going to be a lot of what we're going to have to channel our energies [towards]. That and the communication strategy..." Lacking the ability to plan financially past year 3 also affected research: "We want to be mindful of our colleagues that if they start [identifying best] practices, but they're not done by the end of Fall, are they going to carry this work in the Spring without being compensated? And there's a lot of time that our colleagues have put, a lot of time interviewing, going to the school districts talking with them making the time. …They should be compensated for the work they're doing." Thus finding future funding has been a challenge, hindering the ability to roll out next steps to continue the work of the Center.

COVID-19 Pandemic: Added Demands on Teachers and Districts and Research Delays

The COVID-19 pandemic has continued to pose several challenges. Schools are struggling to fill teacher and staff positions and to support teacher mental health. One interviewee said, "And now it's teacher burnout. Resignation culture...The districts we work with are begging for staff, and they can't fill positions, and teachers don't want to go to professional learning." Another interviewee said, "We still will...talk about and address student and mental health, but the teachers, they're not going to come back to the classroom. So [we need to] acknowledge their needs, their mental health…[we need to] pivot to meet teachers and practitioners where they're at." This educator burnout has, in turn, made it more challenging for CCOG faculty to conduct research with school districts. One CCOG research expressed: "[Teachers are] so jam packed with their time. By the time they get [to the schools] teaching they don't really have time for [a] song and dance for a bunch of researchers. They just don't have time...I have to physically go to them [to obtain research materials]...I can offer to pay them and I can also buy them stuff. But you can't offer time." District administrators might also find it burdensome to spend pandemic-related funding, further limiting time available to welcome researchers. One CCOG staff member said, "I think districts now don't have the bandwidth that they usually have…There's more reporting, there's more planning, there's very aggressive timelines to spend the money…So, yeah, that's put a burden that's placed…a stress on our system." Another interviewee expressed: "I feel like there have been several blocks, even though schools have reopened. We're still not in a place where lots of people are comfortable with researchers…[There's] the message of 'Don't bother teachers anymore.'…It's not like we have the next normal where we can engage in our work. So it's still very limited." The transition to primarily online contact also made it more difficult to establish partnerships with school districts, as PIs expressed that pre-pandemic partnerships were more easily formed with in-person meetings, lunches and coffees. Thus, the pandemic posed challenges for forming research partnerships with school, districts, and teachers, and for conducting research even once partnerships have been formed. Demands on teachers and staff may have also affected attendance at professional development events that CCOG offered.

COVID-19 Pandemic: Added Demands on CCOG Faculty and Staff

CCOG faculty and staff have also expressed their own internal challenges with staffing, which might also be related to the pandemic. One CCOG faculty member said, "Just being able to find

students, whether they be graduate students, undergraduate students…even…fellow researchers to come on board and support this work has been a challenge." Another CCOG staff member agreed: "That's been probably one of the biggest challenges for CCOG - with attracting and retaining good student assistants, and it's campus-wide. I hear from other departments that [they] are having the same problem." A third CCOG faculty member illustrated how the lack of administrative support affects the implementation of her CCOG work: "We were hoping to hire someone who worked for the college because she has, like social media skills. And if she can create graphic design flyers and things, I don't have that capability, but because we haven't been able to hire, I'm kind of having to learn it as I go, and be the best that I can. But otherwise, I would take on that role. You know, add that to what I'm doing, rather than focusing on something else." A lack of helpful assistance on research projects and administrative tasks delayed research and added to the burden on faculty who might also be under added stress because of the pandemic (e.g., challenging students in courses they teach).

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. The majority of participants felt supported this past year and continued to believe that the provided course releases and resources were critical in being able to find the time to implement Center tasks. As mentioned in the Year 1 report, a few key personnel continued to express a sense of frustration with devoting time to administrative tasks that could be better used to further CCOG's goals. In the same vein, as mentioned above in Section E, "COVID-19 Pandemic: Added Demands on Faculty and Staff," other CCOG personnel also expressed that additional graduate assistant and administrative support would be extremely helpful in project management, in facilitating and promoting CCOG events, and in conducting research. Finally, as mentioned above in Section E, "Finding Funding for Sustainability," all CCOG leaders believe that additional financial support past the 3-year funding period is critical to continuing and sustaining CCOG's work as a center and across each hub. In an overview document provided by CCOG, it was stated that the team felt that "the work of CCOG is truly just beginning" and a "minimum of 10 more years of funding is needed to make widespread change across the state." With additional funding CCOG would plan to expand its program to other CSU campuses, conduct longitudinal research across several years, provide annual equity reports for schools and districts, and continue to provide resources for educator preparation and professional development.

Conclusion

This evaluation report focuses on CCOG's implementation of its program in its second year. CCOG aims to identify best practices to ensure student achievement in California's K-12 schools and close the opportunity gap. Of note, CCOG created their proposal and work plans 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 has continued to pose multiple challenges to CCOG – postponing in-person professional development opportunities, slowing down research projects, increasing demands on faculty's time and energy, and creating a shortage of administrative and graduate assistant support. Despite these challenges, CCOG's leaders and faculty have continued to work diligently to move the project forward.

CCOG was able to implement much of its plan for the second year. Of particular note has been CCOG's success in forming partnerships with multiple schools, school districts and government agencies across the state. Other notable achievements include providing a large number of high-quality webinar series on timely topics and the dissemination of CCOG's work through numerous outlets (e.g., a well-attended Educator Summit and at other educator conferences, publications and videos related to closing the opportunity gap). Further, CCOG's efforts continued to be well-received by its many users as they considered events and resources to be of high quality and impactful. It is evident that the CCOG directors have grown in their leadership skills and have been responsive to feedback. All CCOG faculty reported a better sense of clarity and focus on what needed to be accomplished in this second year and attributed CCOG's success to this improvement. Recognizing the caliber and importance of CCOG, CSU Colleges of Education have also become active supporters in facilitating CCOG's further success and widening its reach. With time spent together over the past two years, respect and trust have also increased among leadership teams and between Hubs making CCOG more effective. CCOG is well-positioned to meet its aims for Year 3 and desires to see projects through past the project duration end if funding is made available. Closing the opportunity gap in K-12 schools is a big but important task, and CCOG has continued to contribute to narrowing this gap in its second 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:
  - Continue having open and frequent lines of communication among Regional Hubs and the directors; continue building rapport and supporting each other within and amongst the Regional Hubs
  - Continue providing clarity, intentionality, and transparency regarding the Center's goals; continue evaluating whether faculty's goals align well with CCOG and making decisions on what workload is appropriate for faculty
  - Continue building and cultivating lasting and effective relationships with school districts
  - Continue to build the presence of the Center (website traffic has increased steadily); continue to network and solidify the Center's brand and goals to partners, including school districts, CSUs, and campus partners

- Possible improvements to facilitate further effectiveness of personnel:
  - Consider adjusting the budget to include additional administrative support to Regional Hubs
  - Consider increasing the budget to attract and retain high-quality and committed graduate students
  - Expand efforts to reward and retain current staff personnel who manage CCOG operations
  - Consider coordinating efforts even more to find future funding across Regional Hubs. Seek additional mentors who have experience in development and fundraising.

- 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.
  - Continue to present on relevant and current topics. CCOG users continue to be excited to learn about anti-racist work, racial justice, and mental health. Participants find the

information to be practical and important as they can connect the material to real life examples they face as educators.

- Continue to advertise events widely using current methods. CCOG was generally able to register an impressive number of educators for their events as a whole.
- Continue to provide recordings and materials to CCOG users after events. These are much appreciated.

- Possible improvements to increase CCOG's impact on users
  - Webinar suggestions:
    - A consistent suggestion by CCOG users was to increase the opportunities for participation in the webinars. In about half of the sessions we observed, speakers left adequate time for Q&A and participants were able to ask questions. However, in the other half of the sessions we observed, sessions did not leave enough time for questions. In addition, at a few of the events, in their excitement for the topic, the moderators jumped in a bit too soon to ask the presenters their own questions, not giving the attendees enough time to formulate and ask their questions. CCOG could continue to emphasize to speakers the importance of leaving some time for discussion and remind moderators to allow time for attendees to formulate questions.
    - Relatedly, in webinars where there is a designated time for group participation, CCOG users requested that information about participation could be provided before or at the beginning of the webinar, so that participants are ready and prepared to engage.
    - Despite an impressive number of people who registered for events, only about 27.6% of those registered actually attended events. Of course, some factors affecting this number (demand on educators) are outside of the Center's control. However, the Center can consider ways to increase this percentage. One recommendation is to update the automatic registration email that is sent to users when they register. Changes in font size, the addition of graphics, or making the most relevant information appear first can clarify the content of the email (some registration emails look automated and may be easy to miss in an inbox). The

Center could also possibly increase the number of reminders sent to people who registered or send the reminders closer to the date of the event.

- Although CCOG created several webinar series to delve deeper into topics, data show that most attendees (89% in the Anti-Racist Educators series, 73% in the Culture of Care series, 92% Racial Justice in Education series) tended to only attend one event in the series. Consider providing incentives to attend more than one event or consider lengthening sessions even more, as CCOG users continue to express an appetite to learn more. Although the majority of users only attended one Culture of Care webinar in the series, this series had the largest number of people who attended two or three of the three events (24%, 3%, respectively). Consider the qualities of the Culture of Care webinar series that might have encouraged more users to attend multiple events; for example, cohesiveness in programming targeting the same audience.

- Website suggestions:
  - Related to the above bullet points, often the most up-to-date information online for CCOG events can be found on the CCOG Facebook page. With additional administrative support, make efforts to include the most updated information on the CCOG website as well in coordination with social media posts.
  - The CCOG website can be hard to find in a Google search. Consider consulting an expert on search engine optimization.

- Continue to respond to the challenges brought on by the pandemic
  - Similar to CEEE's administration of surveys in Years 1 and 2, independently implement surveys in Year 3 to gather feedback from CCOG users on their perceptions of the quality of CCOG resources and events as well as their impact. Continue to provide incentives to address potentially lower response rates.

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:

___ Internal meeting	___ Conference presentation	___ Webinar
___ Meeting with regional hubs	___ Annual educator summit	___ Other: _____

Which primary objective does the meeting work to meet?

___	Identifies current practices from the literature related to closing the opportunity gap
___	Increases the capacity of teachers, leaders, and other school personnel to be prepared to close opportunity gaps
___	Conducts research in higher performing, high poverty schools
___	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:

Criteria and rubrics	Sample assignments	Literature review
Syllabus	Practice guides	Regional hub meeting minutes
Example activities	Innovation configuration	Internal meeting minutes
___Conference presentation Other: _	___ Webinar presentation	___Invited speaker presentation

Location/Purpose:

___ Online clearinghouse		
___ Internal organization		

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

K-12 educators	K-12 administrators	CCOG Internal
Higher ed faculty	Higher ed administrators	Other:

CEEE EVALUATORS TO FILL OUT:

Topics Covered: *(check all that apply)*

Teacher preparation and strategies		
___ K-5/6 ___ Middle/Jr HS ___ HS	___ General ___ Math ___ Science ___ English ___ Other (specify): _____	___ Assessment ___ Instruction ___ Leadership
___ Counselor/Other educator prep		
___ Systems and institutions		
___ Education policies		
___ Student Focus		
___ Psychology 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*)

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

Artifact Number:

Summary of artifact:

Key Exemplars/Quotes:

Working Equity Rubric

	Yes/No
INFORMATION: Provides background information on the specified topic that orients the reader towards the opportunity gap.	
IMPACT: Provides evidence to show that a specified strategy or policy reduces or has the potential to reduce inequities.	
IMPLEMENTATION: 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 = *Does not align well* (0 Yes's above)	2 = *Aligns somewhat* (1-2 Yes's above)	3 = *Aligns very well* (3 Yes's above)

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

CSULB Center for Closing the Opportunity Gap (CCOG)

Educator Summit Survey Results

Prepared September 23, 2021

The CSULB Center for Closing the Opportunity Gap (CCOG) held a virtual Educator Summit ("Summit") on July 30, 2021. Attendees registered for the event beforehand, and CCOG provided the list of attendees to CEEE. Data was collected with an overall general follow-up survey sent via email ("Overall Summit Attendee Survey"). Data was also collected using very brief surveys given to attendees through a link at the end of each session which asked specifically about the session at hand ("Individual Summit Short Surveys" [Given Immediately After Sessions]). Summit logistical data and basic demographics will be discussed first. Next, results from the Overall Summit Atteendee Survey will be discussed, followed by results from the Individual Summit Short Surveys.

Summary of Results

Across both the Overall Summit Attendee and the Individual Summit Short Surveys, results were largely consistent, indicating that attendees perceived the Summit to be of good to excellent quality and to be of high impact. Attendees appreciated the speakers and the content conveyed. Lastly, for the future, attendees expressed a desire for more time to connect with colleagues and network and more time for discussion/Q&A.

Demographics and Attendance

At the Summit, a total of 454 people registered (CCOG affiliates were not included in this count) and 165 people attended (36.7% of those who initially registered) with 25 additional people hosting, supporting, or speaking at the event. About 1 out of 3 (32.6%) survey respondents indicated that they had heard about the Summit from a colleague, friend, or acquaintance, and a substantial number heard about the Summit from the CCOG email list (28.3%) (Table 1). Analysis of occupation demographics revealed that the majority of Summit attendees were from K-12 schools (44.8%) or from higher education (27.9%) (Table 2). A large proportion of attendees were from the Los Angeles region (41.2%) or from Northern California (32.7%) with even a few attendees from outside of California (6.1%) (Table 3).

Table 1. *Source of Information about Summit - Summit Survey Respondents*

	Frequency	**Percent**
Colleague/friend/acquaintance	15	32.6%
CCOG email list	13	28.3%
CCOG website	4	8.7%
Social media post	4	8.7%
Other email list or listserve subscription	3	6.5%
School/School District	3	6.5%
No information provided	4	8.7%

Source: Overall Summit Attendee Survey

Table 2. *Summit Attendee Demographics: Roles – Frequency (Percent)*

	From Zoom Registration *N* = 165	**From Overall Survey Respondees** *n* = 46
K-5 Admin and Faculty	*Not asked*	13 (28.2%)
6-12 Admin and Faculty	*Not asked*	10 (21.7%)
Total K-12 (Admin and Faculty)	74 (44.8%)	23 (50.0%)
Higher Education (Admin and Faculty)	46 (27.9%)	16 (34.8%)
Government/Policymaker	11 (6.7%)	1 (2.2%)
Teacher Candidate Student	*Not asked*	3 (6.5%)
School Counseling or School Psychology Student	*Not asked*	0 (0.0%)
Parent or Community Member/Stakeholder	*Not asked*	2 (4.3%)
Other (students, parents, support personnel, etc.)	26 (15.8%)	5 (10.9%)
No information provided	8 (4.8%)	1 (2.2%)

Source: Zoom Registration and Overall Summit Attendee Survey

Table 3. *Summit Attendee Demographics: Region – Frequency (Percent)*

	Frequency	**Percent**
Los Angeles region	68	41.2%
Orange County region	13	7.9%
San Bernardino region	4	2.4%
San Diego region	6	3.6%
Central California region	1	0.6%
Northern California region	54	32.7%
Outside of California	10	6.1%
No information provided	9	5.5%

Source: Zoom Registration

Forty six people filled out the follow-up survey (27.9% of the 165 attendees). Among the overall general follow-up survey respondents, people attended between 3 to 4 sessions on average (*M* = 3.73, *SD* = 1.48). Based on survey respondents, attendance seemed consistent throughout the day with 35 reporting having attended the keynote at the beginning of the Summit, 32 having attended one of the first breakout sessions, 28 having attended one of the second breakout sessions, and 27 and 31 people having attended the EdTalks (1 and 2, respectively), which were at the end of the Summit. Among the various breakout sessions Breakout Session 1.2 (*Anti-Bias Pedagogy with Dr. Atwater and Tracy Mayhue)* and Breakout Session 2.1 (*Inclusive Space with Esther Propkopienko and Vic Abrenica*) and Breakout Session 2.4 (*Innovative Pedagogies with Dr. Rodgers and Adam Leonard)* were reported to have the highest attendance among those who filled out the overall general follow-up survey. Actual attendance was not recorded by CCOG and thus was unavailable to report.

Table 4. *Number of Overall Survey Respondents*

	Overall Survey Respondents *n*
Keynote	35
Breakout Session 1.1 (Community Schools)	6
Breakout Session 1.2 (Anti-Bias Pedagogy)	16
Breakout Session 1.3 (Self-Care)	3
Breakout Session 1.4 (Trauma-Informed)	7
Total – Breakout Session 1	32
Breakout Session 2.1 (Inclusive Space)	10
Breakout Session 2.2 (Foster Care, Homeless)	1
Breakout Session 2.3 (Parent Student Voice)	7
Breakout Session 2.4 (Innovative Pedagogies)	10
Total – Breakout Session 2	28
EdTalk 1 (Rowley)	27
EdTalk 2 (Carter)	31

Source: Overall Summit Attendee Survey

Survey Results: Overall Survey (Given Two Weeks After Summit)

Perceived Quality of Educator Summit

The survey asked about each attendees's perceived quality of the Summit as a whole, as well as the quality of the information presented, and the amount of attendee participation and networking. A scale was constructed by averaging the below seven survey items ($\alpha = .89$) (they are presented in two tables because of the different response scales). Results revealed that, on average, attendees responded that the quality of the Summit was between 'good' to 'excellent' (*M* = 4.26 out of 5, *SD* = .66). Overall, attendees reported that they learned useful information about closing the K-12 opportunity gap, were able to participate at the level they desired, and felt that time at the Summit was well spent (means between 'agree' to 'strongly agree,' *M*s = 4.23-4.50 out of 5). However, although responses were still positive, attendees possibly desired more time for discussion and time to connect with colleagues (means between 'neutral' to 'agree,' *M*s = 3.58-3.91 out of 5). Ratings of individual sessions ranged from 3.67 to 5.00 (out of 5) with the average rating of an individual session being 4.48 (*SD* = .40), further indicating that attendees perceived individual sessions to be between 'good' to 'excellent' in quality.

Table 5. *Attendees' Perception of Summit Quality*

	n	Very Poor (1)	Poor (2)	Fair (3)	Good (4)	Excellent (5)	*M*	*SD*
The overall quality of the Summit was…	46	0 (0.0%)	0 (0.0%)	2 (4.3%)	11 (23.9%)	33 (71.7%)	4.67	.56

Source: Overall Summit Attendee Survey

Table 6. *Attendees' Perception of Summit Quality (continued)*

	n	Strongly Disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly Agree (5)	*M*	*SD*
Overall, I gained useful information pertaining to closing the K-12 opportunity gap...	44	0 (0.0%)	1 (2.3%)	1 (2.3%)	17 (38.6%)	25 (56.8%)	4.50	0.67
… I learned about what next steps I/my program/my campus can take to institu-tionalize efforts to close the K-12 opportunity gap.	44	0 (0.0%)	2 (4.5%)	4 (9.1%)	20 (45.5%)	18 (40.9%)	4.23	0.80
I felt like I was able to participate at the Educator Summit at the level that I desired...	44	0 (0.0%)	3 (6.8%)	3 (6.8%)	16 (36.4%)	22 (50.0%)	4.30	0.88
There was adequate time for discussions in general at the Educator Summit.	44	1 (2.3%)	5 (11.4%)	5 (11.4%)	19 (43.2%)	14 (31.8%)	3.91	1.05
There was adequate time to connect with colleagues at the Educator Summit.	43	1 (2.3%)	9 (20.9%)	7 (16.3%)	16 (37.2%)	10 (23.3%)	3.58	1.14
Time at the Educator Summit was well spent.	44	0 (0.0%)	1 (2.3%)	3 (6.8%)	18 (40.9%)	22 (50.0%)	4.39	0.72
Quality Scale							4.15	.88

Source: Overall Summit Attendee Survey

Table 6. *Attendees' Perception of Summit Quality (continued)*

	n	Strongly Disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly Agree (5)	*M*	*SD*
Overall, I gained useful information pertaining to closing the K-12 opportunity gap...	44	0 (0.0%)	1 (2.3%)	1 (2.3%)	17 (38.6%)	25 (56.8%)	4.50	0.67
… I learned about what next steps I/my program/my campus can take to institu-tionalize efforts to close the K-12 opportunity gap.	44	0 (0.0%)	2 (4.5%)	4 (9.1%)	20 (45.5%)	18 (40.9%)	4.23	0.80
I felt like I was able to participate at the Educator Summit at the level that I desired...	44	0 (0.0%)	3 (6.8%)	3 (6.8%)	16 (36.4%)	22 (50.0%)	4.30	0.88
There was adequate time for discussions in general at the Educator Summit.	44	1 (2.3%)	5 (11.4%)	5 (11.4%)	19 (43.2%)	14 (31.8%)	3.91	1.05
There was adequate time to connect with colleagues at the Educator Summit.	43	1 (2.3%)	9 (20.9%)	7 (16.3%)	16 (37.2%)	10 (23.3%)	3.58	1.14
Time at the Educator Summit was well spent.	44	0 (0.0%)	1 (2.3%)	3 (6.8%)	18 (40.9%)	22 (50.0%)	4.39	0.72
Quality Scale							4.15	.88

Source: Overall Summit Attendee Survey

Impact of the Summit

The survey also asked about the overall impact of the Summit for each attendee and whether they planned to implement the tools, ideas, and/or practices they learned from the Summit. A scale was constructed by averaging the below two survey items ($\alpha = .90$). On average, participants reported that they 'agree' to 'strongly agree' that they are enthusiastic about implementing the tools introduced in the Summit to close the K-12 opportunity gap ($M = 4.52$ out of 5, $SD = .66$).

Table 8. *Attendees' Perception of the Impact of the Summit*

	n	Strongly Disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly Agree (5)	*M*	*SD*
The Educator Summit increased my interest in closing the K-12 opportunity gap.	44	0 (0.0%)	2 (4.5%)	2 (4.5%)	14 (31.8%)	26 (59.1%)	4.45	.79
I plan to implement the tools, ideas, and/or practices that I learned about at the Educator Summit.	45	0 (0.0%)	0 (0.0%)	2 (4.4%)	14 (31.1%)	29 (64.4%)	4.60	.58
Impact Scale							4.52	.66

Source: Overall Summit Attendee Survey

What Participants Enjoyed About the Summit and Perceived Strengths of the Summit

Using an open-ended question, participants were asked what they enjoyed about the Summit and what they considered to be strengths of the Summit. Many participants (47% of the 30 who responded) very much appreciated the keynote speaker, noting that Dr. Ladson-Billings' talk was "inspiring," "powerful," "eye-opening" and "amazing." There was appreciation also for the EdTalks (13% highlighted these) and mention of various breakout sessions (3% each: *Innovative Pedagogies, Trauma-Informed/Students of Color, Community Schools Model*). In general, attendees recognized the "top-notch presenters who are grounded in the practice" who were "well-prepared" and "spoke from experience and provided real-world examples that were informative and encouraging" (20% highlighted the presenters in general). Attendees also thought that the diversity of the presenters and having educators from local areas were both strengths as well. About 10% mentioned they appreciated the array of topics and the diversity of perspectives. Another 10% appreciated that the Summit sessions were "well-timed" and "well-organized," appreciating the conciseness of the sessions. One respondent said, "It was all GREAT!" and another said, "I am rejuvenated to start the school year." Another wrote, "Thank you. I genuinely enjoyed the experience. I learned so much and appreciate all of your efforts and support."

What Areas of the Summit Participants Thought Could Be Improved

Using an open-ended question, participants were also asked about areas of improvement for future Summits and challenges that were observed at the Summit. Twenty five respondees wrote comments for this section and the most common response (32%) was to actually report something they appreciated about the Summit or make a general positive comment (e.g., "Keep it going! I look forward to attending another Summit!", "All great!", "It was amazing!") The next most common comment (28%) was a general sense that sessions felt a little rushed with attendees reporting a desire for more opportunities for discussion and Q&A. Participants also desired more opportunities to network with other colleagues (12%) and slightly longer breaks between sessions (8%). Other suggestions included being more ADA compliant with captions and providing recordings or summaries for breakout sessions that participants had wanted to attend, but could not because multiple desired breakout sessions were held at the same time. One participant reported they had not received the web link.

Given the sensitive nature of the topics surrounding race and the current racial climate, there were two comments that might warrant attention. One respondee wrote, "I would encourage presenters to reflect on their own privilege and bias. The message I received was prioritize the feelings of whites over the feelings of BIPOC who are on the receiving end of racist harm. Case in point, the bomber posted offensive anti-black language in the chat. The team was slow to acknowledge and react. In addition, those who were offended were given the option to leave. Unlike the presenter, it's hard to just move on. There should have been acknowledgement for those who were offended but stayed and pushed through it. This is why it is important to put time towards building community when talking about topics around race. This should have been a teachable moment." Relatedly, another respondent wrote, "The first EdTalk led was uncomfortable, not just because of the interruption [of] the presenter, [whom] Ms. Rowley, apologized for. I feel that she came across as condescending in the way she spoke ABOUT students and their families, and in the way she spoke TO teachers present in the session." Another wrote, "I had to exit the presentation by Ladson-Billing because she left the horrific

image of George Floyd's final moments on her screen for entirely too long. I would like to see the Summit improve by reminding presenters that images can be grotesque and emotionally violent even if they are powerful." While there was appreciation for topics on anti-racism and students of color, there may be particular challenges discussing these topics especially in a virtual environment.

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; 15 participants responded. The most common suggestion was to focus on the same topics (27%) but perhaps diving deeper into the material with some hands-on opportunities to try out strategies. One respondent also wrote, "A lot of the resources seemed to be focused on middle/high school students. These are very important and sometimes heavy topics. How can elementary teachers implement them appropriately and honestly?" Other suggested topics included equitable grading (13%), social-emotional learning and behaviors (13%), engagement strategies (7%), standardized testing (7%), school bureaucracy as a barrier to student success (7%), multi-age early childhood classrooms (7%), collaborations between general education and special education teachers (7%), critical race theory in the classroom (7%), BIPOC mental health (7%), and college access for BIPOC students (7%).

Survey Results: Individual Short Surveys (Given Immediately After Sessions)

Data was also collected using very brief surveys given to attendees through a link at the end of each session which asked specifically about the session at hand (with one exception: a survey link was not given after the keynote due to limited time available). These brief surveys asked about the perceived quality of the individual sessions, the impact of the individual sessions and how attendees had heard of the Summit. Across all the sessions 114 people filled out these brief surveys. No demographics were collected per the request of the CCOG directors to keep the surveys as brief as possible. In short, the results of these individual brief surveys given immediately after sessions were largely consistent with the results of the overall longer survey given two weeks after the Summit, indicating that attendees perceived the quality and impact of the sessions to be high. More details can be found below.

Perceived Quality of Individual Sessions

Perceived quality of the individual sessions was assessed with three items that were averaged together which asked directly about the perceived quality, whether attendees felt they had gained useful information pertaining to closing the K-12 opportunity gap and satisfaction with their level of participation (see Table 12, Table 13, and Table 14 for details on individual questions. Similar to the results of the overall survey, the average perceived quality of the individual sessions was high (*M* = 4.38 on a scale from 1 to 5, *SD* = .37; Range = 3.60-4.86), indicating that attendees considered the sessions to be between 'good' to 'excellent' (or between 'agree' to 'strongly agree').

Table 9. *Attendees' Perception of the Quality of Individual Sessions (Averaged Scale)*

	n	*M*	*SD*
Breakout 1.1 (Community Schools Model)	4	4.33	.27
Breakout 1.2 (Anti-Bias Pedagogy)	23	4.35	.70
Breakout 1.3 (Self-Care for Educators)	7	4.86	.26
Breakout 1.4 (Trauma-Informed)	15	4.40	.42
Breakout 2.1 (Inclusive Space Classroom)	12	4.11	.64
Breakout 2.2 (Foster Care; Homelessness)	5	4.40	.60
Breakout 2.3 (Parent and Student Voice)	5	3.60	.89
Breakout 2.4 (Innovative Pedagogies)	18	4.65	.48
EdTalk 1 (Dr. Rowley)	19	4.28	.80
EdTalk 2 (Carter)	6	4.83	.41
Average across sessions		4.38	.37

Source: Individual Summit Short Surveys (Given Immediately After Sessions)

Impact of Individual Sessions

Perceived impact of the individual sessions was assessed with two items that were averaged together which asked directly about whether the Summit increased the attendee's interest in closing the K-12 opportunity gap and whether the attendee planned to implement the tools, ideas and/or practices learned about in the sessions (see Table 15 and Table 16 for details on individual questions). Similar to the results of the overall survey, the average perceived quality of the individual sessions was high (*M* = 4.35 on a scale from 1 to 5, *SD* = .37; Range = 3.60-4.86), indicating that attendees 'agreed' to 'strongly agreed' with the statements about impact.

Table 10. *Attendees' Perception of the Impact of Individual Sessions (Averaged Scale)*

	n	*M*	*SD*
Breakout 1.1 (Community Schools Model)	4	4.38	.48
Breakout 1.2 (Anti-Bias Pedagogy)	22	4.43	.78
Breakout 1.3 (Self-Care for Educators)	7	4.86	.38
Breakout 1.4 (Trauma-Informed)	14	4.14	.66
Breakout 2.1 (Inclusive Space Classroom)	11	4.05	.72
Breakout 2.2 (Foster Care; Homelessness)	5	4.50	.50
Breakout 2.3 (Parent and Student Voice)	5	3.60	.89
Breakout 2.4 (Innovative Pedagogies)	18	4.44	.68
EdTalk 1 (Dr. Rowley)	18	4.31	.91
EdTalk 2 (Carter)	6	4.83	.41
Average across sessions		4.35	.37

Source: Individual Summit Short Surveys (Given Immediately After Sessions)

Finally, attendees were also asked about how they heard about the Summit in the brief individual surveys. Again, similar to the overall survey, the most common responses included hearing about the Summit from a colleague, friend or acquaintance (ranging from 33.3%-55.0% of respondees) or from the CCOG email list (ranging from 16.7%-25.0%).

Table 11. *Source of Information about Summit*

	Breakout 1 *n* = 49	Breakout 2 *n* = 40*	EdTalk 1 *n* = 19*	EdTalk 2 *n* = 6
Colleague/friend/acquaintance	19 (38.8%)	22 (55.0%)	10 (52.6%)	2 (33.3%)
CCOG email list	12 (24.5%)	10 (25.0%)	4 (21.1%)	1 (16.7%)
CCOG website	3 (6.1%)	4 (10.0%)	3 (15.8%)	2 (33.3%)
Social media post	6 (12.2%)	3 (7.5%)	0 (0.0%)	0 (0.0%)
Other email list or listserve subscription	4 (8.2%)	1 (2.5%)	1 (5.3%)	1 (16.7%)
Other (school district or no specifics)	4 (8.2%)	2 (5.0%)	2 (10.5%)	0 (0.0%)
No information provided	1 (2.0%)	1 (2.5%)	0 (0.0%)	0 (0.0%)

Source: Individual Summit Short Surveys (Given Immediately After Sessions)

Note. Breakout sessions 1.1-1.4 were summed; breakout sessions 2.1-2.4 were summed. EdTalk 1 and EdTalk 2 session respondees may have overlapped with each other and with the breakout sessions. Similarly, Breakout 1 and Breakout 2 respondees may have overlapped. *One individual listed multiple sources.

Finally, attendees were also asked about how they heard about the Summit in the brief individual surveys. Again, similar to the overall survey, the most common responses included hearing about the Summit from a colleague, friend or acquaintance (ranging from 33.3%-55.0% of respondees) or from the CCOG email list (ranging from 16.7%-25.0%).

Table 11. *Source of Information about Summit*

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Colleague/friend/acquaintance	19 (38.8%)	22 (55.0%)	10 (52.6%)	2 (33.3%)
CCOG email list	12 (24.5%)	10 (25.0%)	4 (21.1%)	1 (16.7%)

CCOG website	3 (6.1%)	4 (10.0%)	3 (15.8%)	2 (33.3%)
Social media post	6 (12.2%)	3 (7.5%)	0 (0.0%)	0 (0.0%)
Other email list or listserve subscription	4 (8.2%)	1 (2.5%)	1 (5.3%)	1 (16.7%)
Other (school district or no specifics)	4 (8.2%)	2 (5.0%)	2 (10.5%)	0 (0.0%)
No information provided	1 (2.0%)	1 (2.5%)	0 (0.0%)	0 (0.0%)

Source: Individual Summit Short Surveys (Given Immediately After Sessions)

Note. Breakout sessions 1.1-1.4 were summed; breakout sessions 2.1-2.4 were summed. EdTalk 1 and EdTalk 2 session respondees may have overlapped with each other and with the breakout sessions. Similarly, Breakout 1 and Breakout 2 respondees may have overlapped. *One individual listed multiple sources.

Distributions of Individual Items for Individual Sessions

Table 12. *Attendees' Perception of the Quality of Individual Sessions (Q1)*

	n	Very Poor (1)	Poor (2)	Fair (3)	Good (4)	Excellent (5)	*M*	*SD*
The quality of the (breakout session/EdTalk) was…								
Breakout 1.1 (Community Schools Model)	4	0 (0.0%)	0 (0.0%)	0 (0.0%)	4 (100.0%)	0 (0.0%)	4.00	.00
Breakout 1.2 (Anti-Bias Pedagogy)	23	0 (0.0%)	1 (4.3%)	0 (0.0%)	9 (39.1%)	13 (56.5%)	4.48	.73
Breakout 1.3 (Self-Care for Educators)	7	0 (0.0%)	0 (0.0%)	0 (0.0%)	2 (28.6%)	5 (71.4%)	4.71	.49
Breakout 1.4 (Trauma-Informed)	15	0 (0.0%)	0 (0.0%)	0 (0.0%)	11 (73.3%)	4 (26.7%)	4.27	.46
Breakout 2.1 (Inclusive Space Classroom)	12	0 (0.0%)	0 (0.0%)	2 (16.7%)	6 (50.0%)	4 (33.3%)	4.17	.72
Breakout 2.2 (Foster Care; Homelessness)	5	0 (0.0%)	0 (0.0%)	0 (0.0%)	3 (60.0%)	2 (40.0%)	4.40	.55
Breakout 2.3 (Parent and Student Voice)	5	0 (0.0%)	1 (20.0%)	0 (0.0%)	4 (80.0%)	0 (0.0%)	3.60	.89
Breakout 2.4 (Innovative Pedagogies)	18	0 (0.0%)	0 (0.0%)	1 (5.6%)	4 (22.2%)	13 (72.2%)	4.67	.59
EdTalk 1 (Dr. Rowley)	19	0 (0.0%)	0 (0.0%)	3 (15.8%)	4 (21.1%)	12 (63.2%)	4.47	.77
EdTalk 2 (Carter)	6	0 (0.0%)	0 (0.0%)	0 (0.0%)	1 (16.7%)	5 (83.3%)	4.83	.41

Source: Individual Summit Short Surveys (Given Immediately After Sessions)

Table 13. *Attendees' Perception of the Quality of Individual Sessions (Q2)*

	n	Strongly Disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly Agree (5)	*M*	*SD*
I gained useful information pertaining to closing the K-12 opportunity gap at this (breakout session/EdTalk).								
Breakout 1.1 (Community Schools Model)	4	0 (0.0%)	0 (0.0%)	0 (0.0%)	2 (50.0%)	2 (50.0%)	4.50	.58
Breakout 1.2 (Anti-Bias Pedagogy)	23	0 (0.0%)	1 (4.3%)	3 (13.0%)	8 (34.8%)	11 (47.8%)	4.26	.86
Breakout 1.3 (Self-Care for Educators)	7	0 (0.0%)	0 (0.0%)	0 (0.0%)	1 (14.3%)	6 (85.7)	4.86	.38
Breakout 1.4 (Trauma-Informed)	15	0 (0.0%)	0 (0.0%)	1 (6.7%)	8 (53.3%)	6 (40.0%)	4.33	.62
Breakout 2.1 (Inclusive Space Classroom)	12	0 (0.0%)	0 (0.0%)	4 (33.3%)	4 (33.3%)	4 (33.3%)	4.00	.85
Breakout 2.2 (Foster Care; Homelessness)	5	0 (0.0%)	0 (0.0%)	1 (20.0%)	2 (40.0%)	2 (40.0%)	4.20	.84
Breakout 2.3 (Parent and Student Voice)	5	0 (0.0%)	1 (20.0%)	0 (0.0%)	4 (80.0%)	0 (0.0%)	3.60	.89
Breakout 2.4 (Innovative Pedagogies)	18	0 (0.0%)	0 (0.0%)	1 (5.6%)	3 (16.7%)	14 (77.8%)	4.72	.58
EdTalk 1 (Dr. Rowley)	19	0 (0.0%)	1 (5.3%)	2 (10.5%)	6 (31.6%)	10 (52.6%)	4.32	.89
EdTalk 2 (Carter)	6	0 (0.0%)	0 (0.0%)	0 (0.0%)	1 (16.7%)	5 (83.3%)	4.83	.41

Source: Individual Summit Short Surveys (Given Immediately After Sessions)

Table 14. *Attendees' Perception of the Quality of Individual Sessions (Q3)*

	n	Strongly Disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly Agree (5)	*M*	*SD*
I felt like I was able to participate in the [breakout session/EdTalk] at the level that I desired (able to ask questions, etc.).								
Breakout 1.1 (Community Schools Model)	4	0 (0.0%)	0 (0.0%)	0 (0.0%)	2 (50.0%)	2 (50.0%)	4.50	.58
Breakout 1.2 (Anti-Bias Pedagogy)	23	0 (0.0%)	0 (0.0%)	3 (13.0%)	10 (43.5%)	10 (43.5%)	4.30	.70
Breakout 1.3 (Self-Care for Educators)	7	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	7 (100.0%)	5.00	.00
Breakout 1.4 (Trauma-Informed)	15	0 (0.0%)	0 (0.0%)	0 (0.0%)	6 (40.0%)	9 (60.0%)	4.60	.51
Breakout 2.1 (Inclusive Space Classroom)	12	0 (0.0%)	0 (0.0%)	2 (16.7%)	6 (50.0%)	4 (33.3%)	4.17	.72
Breakout 2.2 (Foster Care; Homelessness)	5	0 (0.0%)	0 (0.0%)	0 (0.0%)	2 (40.0%)	3 (60.0%)	4.60	.55
Breakout 2.3 (Parent and Student Voice)	5	0 (0.0%)	1 (20.0%)	0 (0.0%)	4 (80.0%)	0 (0.0%)	3.60	.89
Breakout 2.4 (Innovative Pedagogies)	18	0 (0.0%)	0 (0.0%)	3 (16.7%)	2 (11.1%)	13 (72.2%)	4.56	.78
EdTalk 1 (Dr. Rowley)	19	0 (0.0%)	2 (10.5%)	1 (5.3%)	10 (52.6%)	6 (31.6%)	4.05	.91
EdTalk 2 (Carter)	6	0 (0.0%)	0 (0.0%)	0 (0.0%)	1 (16.7%)	5 (83.3%)	4.83	.41

Source: Individual Summit Short Surveys (Given Immediately After Sessions)

Table 15. *Attendees' Perception of the Impact of Individual Sessions (Q1)*

	n	Strongly Disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly Agree (5)	*M*	*SD*
This [breakout session/EdTalk] increased my interest in closing the K-12 opportunity gap.								
Breakout 1.1 (Community Schools Model)	4	0 (0.0%)	0 (0.0%)	0 (0.0%)	2 (50.0%)	2 (50.0%)	4.50	.58
Breakout 1.2 (Anti-Bias Pedagogy)	22	0 (0.0%)	2 (9.1%)	0 (0.0%)	9 (40.9%)	11 (50.0%)	4.32	.89
Breakout 1.3 (Self-Care for Educators)	7	0 (0.0%)	0 (0.0%)	1 (14.3%)	0 (0.0%)	6 (85.7%)	4.71	.76
Breakout 1.4 (Trauma-Informed)	14	0 (0.0%)	0 (0.0%)	4 (28.6%)	6 (42.9%)	4 (28.6%)	4.00	.78
Breakout 2.1 (Inclusive Space Classroom)	11	0 (0.0%)	0 (0.0%)	5 (45.5%)	2 (18.2%)	4 (36.4%)	3.91	.94
Breakout 2.2 (Foster Care; Homelessness)	5	0 (0.0%)	0 (0.0%)	0 (0.0%)	3 (60.0%)	2 (40.0%)	4.40	.55
Breakout 2.3 (Parent and Student Voice)	5	0 (0.0%)	1 (20.0%)	0 (0.0%)	4 (80.0%)	0 (0.0%)	3.60	.89
Breakout 2.4 (Innovative Pedagogies)	18	0 (0.0%)	0 (0.0%)	3 (16.7%)	4 (22.2%)	11 (61.1%)	4.44	.78
EdTalk 1 (Dr. Rowley)	18	0 (0.0%)	1 (5.6%)	3 (16.7%)	3 (16.7%)	11 (61.1%)	4.33	.97
EdTalk 2 (Carter)	6	0 (0.0%)	0 (0.0%)	0 (0.0%)	1 (16.7%)	5 (83.3%)	4.83	.41

Source: Individual Summit Short Surveys (Given Immediately After Sessions)

CSULB Center for Closing the Opportunity Gap (CCOG)
Actions Anti-Racist Educators Must Take in Their Classrooms This School Year
Webinar Series Survey Results

Prepared December 14, 2021

CCOG held a virtual Anti-Racist Educator Webinar Series given by Marlene Carter on October 13 (Session 1) and October 27, 2021 (Session 2). Attendees registered for the event beforehand, and CCOG provided the list of attendees to CEEE. Data was collected with a follow-up survey. A total of 195 people registered (CCOG affiliates were not included in this count) and 64 people attended (32.8% of those who initially registered) with 7 additional people hosting, supporting, or speaking at the event). Of the 64 attendees, 7 attended both sessions (10.9%). The vast majority attended only 1 of the 2 sessions (n = 57, 89.1%). Analysis of occupation demographics revealed that a little over half of the webinar attendees across the two sessions were from Higher Education (54.7%) and about a third were from K-12 schools (31.3%) (Table 1).

Table 1. *Webinar Attendee Demographics: Roles – Frequency (Percent)*

	Session 1 n = 39	**Session 2** n = 32	**Combined Total*** n = 64
K-5 Admin and Faculty	4 (10.3%)	2 (6.3%)	6 (9.4%)
6-12 Admin and Faculty	4 (10.3%)	3(9.4%)	5 (7.8%)
K-12 Admin and Faculty (school district employees)	7 (17.9%)	3 (9.4%)	9 (14.2%)
Total K-12 (Admin and Faculty)	15 (38.5%)	8 (25.0%)	20 (31.3%)
Higher Education (Admin and Faculty)	18 (46.2%)	20 (62.5%)	35 (54.7%)
Government/Policymaker	-- (0.0%)	-- (0.0%)	-- (0.0%)
Teacher Candidate Student	3 (7.7%)	2 (6.3%)	4 (6.3%)
Parent or Community Member/Stakeholder	3 (7.7%)	2 (6.3%)	5 (7.8%)
Other Total	6 (15.4%)	4 (12.5%)	9 (14.1%)
Total	39 (100.0%)	32 (100.0%)	64 (100.0%)

Source: Zoom Registration and Webinar Attendee Survey
*Some Session 1 and Session 2 attendees overlapped.

Summary of Results
Of the 64 people who attended, 23 people (35.9%) filled out the follow-up survey. In general, attendees responded very positively to the webinar series. 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. More details on specific items are below.

Perceived Quality of Webinar Series

The survey asked about attendees' perceived quality of the webinar sessions, the quality of the information presented, and the amount of attendee participation (see Tables 2 and 3). Although scale reliability was low (α = .42), we averaged the below four survey items to be able to compare results with previous events that used a similar scale. On average, attendees perceived that the quality of the webinar series 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* = 4.54 out of 5, *SD* = .52) (data are presented in two separate tables because two different response scales were used).

Table 2. *Webinar Attendees' Perception of Webinar Quality*

	n	Very Poor (1)	Poor (2)	Fair (3)	Good (4)	Excellent (5)	*M*	*SD*
The quality of the October 13 webinar session was…	15	0 (0.0%)	0 (0.0%)	1 (6.7%)	5 (33.3%)	9 (60.0%)	4.53	.64
The quality of the October 27 webinar session was…	12	0 (0.0%)	0 (0.0%)	0 (0.0%)	4 (33.3%)	8 (66.7%)	4.67	.49

Source: Webinar Attendee Survey

Table 3. *Webinar Attendees' Perception of Webinar Quality (continued)*

	n	Strongly Disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly Agree (5)	*M*	*SD*
I gained useful information pertaining to closing the K-12 opportunity gap at this webinar	22	0 (0.0%)	0 (0.0%)	1 (4.3%)	10 (43.5%)	11 (47.8%)	4.45	.60
I felt like I was able to participate in the webinar at the level that I desired (able to ask questions, etc.)	23	0 (0.0%)	0 (0.0%)	0 (0.0%)	11 (47.8%)	12 (52.2%)	4.52	.51
Quality Scale	23						4.54	.52

Source: Webinar Attendee Survey

Impact of the Webinar Series

The survey also asked about the overall impact of the webinar series for each attendee and whether they planned to implement the tools, ideas, and/or practices they learned from the webinar series. A scale was constructed by averaging the below four survey items (α = .90) (Table 4). On average, participants reported that they 'agree' to 'strongly agree' that they learned about anti-racist practices and that they intend to implement what they learned to close the K-12 opportunity gap (*M* = 4.54 out of 5, *SD* = .59).

Table 4. *Webinar Attendees' Perception of the Impact of the Webinar*

	n	Strongly Disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly Agree (5)	*M*	*SD*
This webinar series increased my interest in closing the K-12 opportunity gap.	21	0 (0.0%)	0 (0.0%)	3 (13.0%)	5 (21.7%)	13 (56.5%)	4.48	.75
This webinar series helped me learn more about the importance of anti-racist actions in school communities.	23	0 (0.0%)	1 (4.3%)	1 (4.3%)	10 (43.5%)	11 (47.8%)	4.35	.78
This webinar helped me learn more about what anti-racist actions teachers can take in the classrooms and schools.	23	0 (0.0%)	0 (0.0%)	1 (4.3%)	7 (30.4%)	15 (65.2%)	4.61	.58
I plan to implement the anti-racist strategies that I learned about during the webinar series to better support student academic success.	23	0 (0.0%)	0 (0.0%)	1 (4.3%)	5 (21.7%)	17 (73.9%)	4.70	.56
Impact Scale	23						4.54	.59

Source: Webinar Attendee Survey

What Participants Enjoyed and Perceived Strengths of the Webinar Series

Using an open-ended question, participants were asked what they enjoyed about the webinar series and what were some strengths they identified. However, none of the participants answered this question.

What Areas of the Webinar Series Participants Thought Could Be Improved

Using an open-ended question, participants were also asked about areas of improvement or challenges they observed in the webinar series. Eleven respondents answered this question. About half (n = 5, 45.5% of those who responded) responded with "none" or "N/A" or a positive comment ("Excellent presenter"). Three participants (27.3%) expressed wanting to dive deeper into the materials and topics as well as feeling like there was limited time to cover everything in the way that the speaker had intended. Two participants (18.2%) asked for captions to be provided.

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 learn about in future CCOG webinars; 10 participants responded. There was no clear theme among the 10 respondents; each participant suggested different topics. The answers ranged from equitable practices in the classroom and learning spaces (including the digital era), to how to deal with culture wars and censorship. Participants were interested in working on self-awareness and self-assessment, student retention strategies, facts and myths about critical race theory, and the importance of not using color-blind racial ideology in schools. Participants also listed learning to close opportunity gaps for various groups of students (intersectional, those with disabilities, undocumented students, children in foster care, LGOTQ+ youth, and English language learners). One participant wanted to learn more about how to integrate counselors in the efforts to close the opportunity gap for students.

CSU Center for Closing the Opportunity Gap (CCOG)

Supporting the Whole Child: Safeguarding Student Mental and Behavioral Health
Webinar Survey Results

Prepared March 4, 2022

CCOG held a virtual Webinar given on February 7, 2022. Attendees registered for the event beforehand, and CCOG provided the list of attendees to CEEE. Data was collected with a follow-up survey. A total of 256 people registered (CCOG affiliates were not included in this count) and 59 people attended (23% of those who initially registered) with 5 additional people hosting, supporting, or speaking at the event). Analysis of occupation demographics revealed that a little over half of the webinar attendees were from K-12 schools (54.2%) and about a third were from higher education institutions (32.2%) (Table 1).

Table 1. *Webinar Attendee Demographics: Roles – Frequency (Percent)*

	Total *n* = 59
K-5 Admin and Faculty	4 (6.8%)
6-12 Admin and Faculty	6 (10.2%)
K-12 Admin and Faculty (school district employees)	22 (37.3%)
Total K-12 (Admin and Faculty)	32 (54.2%)
Higher Education (Admin and Faculty)	19 (32.2%)
Government/Policymaker	-- (0.0%)
Teacher Candidate Student	3 (5.1%)
Parent or Community Member/Stakeholder	5 (8.5%)
Other Total	8 (13.6%)
Total	59 (100.0%)

Source: Zoom Registration and Webinar Attendee Survey

Summary of Results

Of the 59 people who attended, 24 people (40.7%) filled out the follow-up survey. In general, attendees responded very positively to the webinar. On average, attendees who filled out the survey reported that the webinar quality was between good to excellent and that they found the webinar to be highly impactful. More details on specific items are below.

Perceived Quality of Webinar

The survey asked about attendees' perceived quality of the webinar session, the quality of the information presented, and the amount of attendee participation (see Tables 2 and 3). We averaged the below three survey items (α = .75) to create a perceived quality scale. On average, attendees perceived that the quality of the webinar was between 'good' to 'excellent' and that they mostly 'agreed' to 'strongly agreed' that the webinar provided useful information and allowed for adequate attendee participation (*M* = 4.53 out of 5, *SD* = .49) (data are presented in two separate tables because two different response scales were used).

Table 2. *Webinar Attendees' Perception of Webinar Quality*

	n	Very Poor (1)	Poor (2)	Fair (3)	Good (4)	Excellent (5)	*M*	*SD*
The quality of the webinar session was…	24	0 (0.0%)	0 (0.0%)	0 (0.0%)	8 (33.3%)	16 (66.7%)	4.67	.48

Source: Webinar Attendee Survey

Table 3. *Webinar Attendees' Perception of Webinar Quality (continued)*

	n	Strongly Disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly Agree (5)	*M*	*SD*
I gained useful information pertaining to closing the K-12 opportunity gap at this webinar	24	0 (0.0%)	0 (0.0%)	1 (4.2%)	9 (37.5%)	14 (58.3%)	4.54	.59
I felt like I was able to participate in the webinar at the level that I desired (able to ask questions, etc.)	24	0 (0.0%)	0 (0.0%)	3 (12.5%)	9 (37.5%)	12 (50.0%)	4.38	.71
Quality Scale	24						4.53	.49

Source: Webinar Attendee Survey

Impact of the Webinar

The survey also asked about the overall impact of the webinar for each attendee and whether they planned to implement the knowledge and strategies they learned from the webinar. A scale was constructed by averaging the below three survey items (α = .82) (Table 4). On average, participants reported that they strongly agree that they learned about mental health disorders and psychosocial/emotional issues affecting K-12 students and that they intended to implement what they learned (*M* = 4.71 out of 5, *SD* = .42). This suggests that participants found the webinar to be highly impactful.

Table 4. *Webinar Attendees' Perception of the Impact of the Webinar*

	n	Strongly Disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly Agree (5)	*M*	*SD*
This webinar increased my interest in closing the K-12 opportunity gap.	24	0 (0.0%)	0 (0.0%)	1 (4.2%)	7 (29.2%)	16 (66.7%)	4.63	.58
This webinar helped me learn more about potential mental health disorders and psychosocial/emotional issues that might affect K-12 students.	24	0 (0.0%)	0 (0.0%)	0 (0.0%)	6 (25.0%)	18 (75.0%)	4.75	.44
I plan to implement the knowledge and strategies that I learned about during the webinar to better recognize mental health warning signs among K-12 students, support students and their families, and help remove the stigma associated with mental health issues.	24	0 (0.0%)	0 (0.0%)	0 (0.0%)	6 (25.0%)	18 (75.0%)	4.75	.44
Impact Scale	24						4.71	.42

Source: Webinar Attendee Survey

What Participants Enjoyed and Perceived Strengths of the Webinar

Using an open-ended question, participants were asked what they enjoyed about the webinar and were asked to identify some strengths of the webinar. Nineteen respondents answered this question. About half (*n* = 9, 47.4 % of those who responded) of the respondents said that the information was relevant and appreciated the practical applications recommended for the current challenges they face in schools. Eight respondents (42.1%) commented on how the presenters were very knowledgeable and demonstrated expertise. Four respondents (21.1%) described the webinar as helpful, informative, organized and engaging. Three respondents (15.8%) noted that they learned about different mental health disorders, how prevalent they are, and how to detect different stages of mental health.

What Areas of the Webinar Participants Thought Could Be Improved

Using an open-ended question, participants were also asked about areas of improvement or challenges they observed in the webinar. Eighteen respondents answered this question. Half of the respondents (*n* = 50.0% of those who responded) wrote positive and appreciative comments or indicated that they could not think of anything to improve. Five respondents (27.8%) expressed wanting more group discussion, participation, and engagement. Three respondents (16.7%) asked for more materials and strategies like a set of slides with the most important strategies or a reference sheet with disorders. Three respondents (16.7%) had comments about the format of the presentation such as feeling like the slides were visually busy, noting that the speaker's voice cut off sometimes, and recommending the use of the poll function instead of the chat for some parts of the webinar.

CSU Center for Closing the Opportunity Gap (CCOG)

Creating a Culture of Care Through Trauma Sensitive Practices
Webinar Survey Results

Prepared April 7, 2022

CCOG held a virtual Webinar given on March 11, 2022. Attendees registered for the event beforehand, and CCOG provided the list of attendees to CEEE. Data was collected with a follow-up survey. A total of 358 people registered (CCOG affiliates were not included in this count) and 67 people attended (18.7% of those who initially registered) with 7 additional people hosting, supporting, or speaking at the event). Analysis of occupation demographics revealed that over half of the webinar attendees were from K-12 schools (61.2%) and about a fifth were from higher education institutions (22.4%) (Table 1).

Table 1. *Webinar Attendee Demographics: Roles – Frequency (Percent)*

	Total *n* = 67
K-5 Admin and Faculty 6-12 Admin and Faculty K-12 Admin and Faculty (school district employees) Total K-12 (Admin and Faculty)	1 (1.5%) 11 (16.4%) 29 (43.3%) 41 (61.2%)
Higher Education (Admin and Faculty)	15 (22.4%)
Government/Policymaker	5 (7.5%)
Teacher Candidate Student Parent or Community Member/Stakeholder Other Total	4 (6.0%) 2 (3.0%) 6 (9.0%)
Total	67 (100.0%)

Source: Zoom Registration and Webinar Attendee Survey

Summary of Results

Of the 67 people who attended, 25 people (37.3%) filled out the follow-up survey. In general, attendees responded very positively to the webinar. On average, attendees who filled out the survey reported that the webinar quality was between good to excellent and that they found the webinar to be highly impactful. More details on specific items are below.

Perceived Quality of Webinar

The survey asked about attendees' perceived quality of the webinar session, the quality of the information presented, and the amount of attendee participation (see Tables 2 and 3). We averaged the below three survey items ($\alpha = .71$) to create a perceived quality scale. On average, attendees perceived that the quality of the webinar was between 'good' to 'excellent' and that they mostly 'agreed' to 'strongly agreed' that the webinar provided useful information and allowed for adequate attendee participation ($M = 4.69$ out of 5, $SD = .5$) (data are presented in two separate tables because two different response scales were used).

Table 2. *Webinar Attendees' Perception of Webinar Quality*

	n	Very Poor (1)	Poor (2)	Fair (3)	Good (4)	Excellent (5)	*M*	*SD*
The quality of the webinar session was…	25	0 (0.0%)	0 (0.0%)	0 (0.0%)	4 (16.0%)	21 (84.0%)	4.84	.37

Source: Webinar Attendee Survey

Table 3. *Webinar Attendees' Perception of Webinar Quality (continued)*

	n	Strongly Disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly Agree (5)	*M*	*SD*
I gained useful information pertaining to closing the K-12 opportunity gap at this webinar	25	0 (0.0%)	0 (0.0%)	2 (8.0%)	6 (24.0%)	17 (68.0%)	4.60	.65
I felt like I was able to participate in the webinar at the level that I desired (able to ask questions, etc.)	25	0 (0.0%)	0 (0.0%)	2 (8.0%)	5 (20.0%)	18 (72.0%)	4.64	.64
Quality Scale	25						4.69	.45

Source: Webinar Attendee Survey

Impact of the Webinar

The survey also asked about the overall impact of the webinar for each attendee and whether they planned to implement the tools and strategies they learned from the webinar. A scale was constructed by averaging the below three survey items (α = .76) (Table 4). On average, participants reported that they strongly agree that they learned about trauma and its effects on youth in schools and that they intended to implement what they learned to build caring relationships and trauma sensitive classrooms (*M* = 4.64 out of 5, *SD* = .54). This suggests that participants found the webinar to be highly impactful.

Table 4. *Webinar Attendees' Perception of the Impact of the Webinar*

	n	Strongly Disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly Agree (5)	*M*	*SD*
This webinar increased my interest in closing the K-12 opportunity gap.	25	0 (0.0%)	0 (0.0%)	1 (4.0%)	5 (20.0%)	19 (76.0%)	4.72	.54
This webinar helped me learn more about trauma and its effects on youth in schools.	25	0 (0.0%)	0 (0.0%)	2 (8.0%)	4 (16.0%)	19 (76.0%)	4.68	.63
I plan to implement the tools and strategies that I learned about during the webinar to build caring relationships and trauma sensitive classrooms.	25	0 (0.0%)	0 (0.0%)	4 (16.0%)	4 (16.0%)	17 (68.0%)	4.52	.77
Impact Scale	25						4.64	.54

Source: Webinar Attendee Survey

What Participants Enjoyed and Perceived Strengths of the Webinar

Using an open-ended question, participants were asked what they enjoyed about the webinar and were asked to identify some strengths of the webinar. Twenty-two respondents answered this question. Overall, respondents were very enthusiastic (e.g., "*[This is] one of the best webinars I've attended!"*). Close to half (*n* = 9, 40.9 % of those who responded) of the respondents said that the presenters were thorough in their explanations and showcased their knowledge/expertise on the topics well (e.g., "*informed," "passionate," "very engaging," "clearly explained with great examples," "concisely delivered"*). Six (27.3%) of the respondents reported that they learned new information, and enjoyed the topics presented (e.g., *"such valuable information," "very informative"; "I learned so much. I taught at a charter school network for years and learned today that the school network causes and perpetuates trauma. I feel impassioned about the material."*). Four (18.2%) of the respondents reported that they appreciated the emphasis on community cultural wealth. Two respondents (9.1%) reported that the information from the webinar provided relevant and practical applications and appreciated the book recommendations.

Areas of the Webinar Participants Thought Could Be Improved

Using an open-ended question, participants were also asked about areas of improvement or challenges they observed in the webinar. Nineteen respondents answered this question. Nine of respondents (*n* = 7.4% of those who responded) wrote positive and appreciative comments, "N/A" or indicated that they could not think of anything to improve. About a fifth (*n* = 4, 21.1%) expressed wanting more direction for actions that educators can take to implement trauma informed practices, and steps to take after recognizing their own biases. Two respondents (10.54%) desired for the speakers to slow down on parts that covered heavy amounts of content. Two respondents (10.54%) requested to have materials from the presentation shared in order to implement the material at their schools.

CSU Center for Closing the Opportunity Gap (CCOG)
Creating a Culture of Care Building Systems of Care Webinar Series Building Systems of Care: A Guide to School-Based Mental Health Teams
Webinar Survey Results

Prepared June 21, 2022

CCOG held a virtual Webinar given on April 26, 2022 with Dr. Josh Godinez, Dr. Jeannine Topalian, & Paul Brazzel, LCSW, PPSC. Attendees registered for the event beforehand, and CCOG provided the list of attendees to CEEE. Data was collected with a follow-up survey. A total of 345 people registered for the entire Culture of Care webinar series (which included 3 webinars) (CCOG affiliates were not included in this count) and 61 people attended (17.7% of those who initially registered for the entire series) with 7 additional people hosting, supporting, or speaking at the event). Analysis of occupation demographics revealed that almost three quarters of the webinar attendees were from K-12 schools (73.8%) and almost a fifth were from higher education institutions (19.7%) (Table 1).

Table 1. *Webinar Attendee Demographics: Roles – Frequency (Percent)*

	Total *N* = 61
K-5 Admin and Faculty	0 (0.0%)
6-12 Admin and Faculty	7 (11.5%)
K-12 Admin and Faculty (school district employees)	38 (62.3%)
Total K-12 (Admin and Faculty)	45 (73.8%)
Higher Education (Admin and Faculty)	12 (19.7%)
Government/Policymaker	0 (0.0%)
Teacher Candidate Student	4 (6.6%)
Parent or Community Member/Stakeholder	0 (0.0%)
Other Total	4 (6.6%)
Total	61 (100.0%)

Source: Zoom Registration and Webinar Attendee Survey

Summary of Results

Of the 61 people who attended, 19 people (31.1%) filled out the follow-up survey. In general, attendees responded very positively to the webinar. On average, attendees who filled out the survey reported that the webinar quality was between good to excellent and that they found the webinar to be highly impactful. More details on specific items are below.

Perceived Quality of Webinar

The survey asked about attendees' perceived quality of the webinar session, the quality of the information presented, and the amount of attendee participation (see Tables 2 and 3). We averaged the below three survey items (α = .80) to create a perceived quality scale. On average, attendees perceived that the quality of the webinar was between 'good' to 'excellent' and that they mostly 'agreed' to 'strongly agreed' that the webinar provided useful information and allowed for adequate attendee participation (*M* = 4.56 out of 18, *SD* = .51) (data are presented in two separate tables because two different response scales were used).

Table 2. *Webinar Attendees' Perception of Webinar Quality*

	n	Very Poor (1)	Poor (2)	Fair (3)	Good (4)	Excellent (5)	*M*	*SD*
The quality of the webinar session was…	18	0 (0.0%)	0 (0.0%)	0 (0.0%)	8 (44.4%)	10 (61.1%)	4.56	.51

Source: Webinar Attendee Survey

Table 3. *Webinar Attendees' Perception of Webinar Quality (continued)*

	n	Strongly Disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly Agree (5)	*M*	*SD*
I gained useful information pertaining to closing the K-12 opportunity gap at this webinar	19	0 (0.0%)	0 (0.0%)	1 (5.3%)	9 (47.4%)	9 (47.4%)	4.42	.61
I felt like I was able to participate in the webinar at the level that I desired (able to ask questions, etc.)	19	0 (0.0%)	0 (0.0%)	2 (10.5%)	10 (52.3%)	7 (36.8%)	4.26	.61
Quality Scale	19						4.40	.50

Source: Webinar Attendee Survey

Impact of the Webinar

The survey also asked about the overall impact of the webinar for each attendee and whether they planned to implement the tools and strategies they learned from the webinar. A scale was constructed by averaging the below three survey items (α = .66) (Table 4). On average, participants reported that they strongly agree that they learned complementary roles and responsibilities of school counselors, school psychologists, and school social workers in meeting the needs of students and that they intended to implement what they learned to build a collaborative system of care for students at my school (*M* = 4.54 out of 20, *SD* = .47). This suggests that participants found the webinar to be highly impactful.

Table 4. *Webinar Attendees' Perception of the Impact of the Webinar*

	n	Strongly Disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly Agree (5)	*M*	*SD*
This webinar increased my interest in closing the K-12 opportunity gap.	19	0 (0.0%)	0 (0.0%)	1 (5.3%)	8 (42.1%)	10 (52.6%)	4.47	.61
This webinar helped me learn more about the complementary roles and responsibilities of school counselors, school psychologists, and school social workers in meeting the needs of students.	19	0 (0.0%)	0 (0.0%)	1 (5.3%)	6 (31.6%)	12 (63.2%)	4.58	.61
I plan to implement the strategies that I learned about during the webinar to build a collaborative system of care for students at my school.	18	0 (0.0%)	0 (0.0%)	1 (5.9%)	6 (33.3%)	11 (61.1%)	4.56	.62
Impact Scale	19						4.54	.47

Source: Webinar Attendee Survey

What Participants Enjoyed and Perceived Strengths of the Webinar

Using an open-ended question, participants were asked what they enjoyed about the webinar and were asked to identify some strengths of the webinar. Thirteen respondents answered this question. Over half (*n* = 9, 69.2 % of those who responded) said that they enjoyed the collaborative approach incorporating all mental health practitioners in schools. Four (30.8%) of the respondents enjoyed the speakers and thought they were clear and organized. Two (15.4%) of the respondents felt that the presentation explained what California needs to do in order to meet the goals of mental health for students and teachers. Two respondents (15.4%) said that the topics presented related well to their work.

Areas of the Webinar Participants Thought Could Be Improved

Using an open-ended question, participants were also asked about areas of improvement or challenges they observed in the webinar. Twelve respondents answered this question. Two respondents (16.7%) could not think of anything to improve. A quarter of the respondents (*n* = 3 25.0% of those who responded) stated that they wanted more information on how school-based mental health teams could collaborate within multi-tiered systems of support in order to serve students and their families. Two respondents (16.7%) expressed that there were not enough opportunities to participate. Two respondents (16.7%) felt that the topic of hiring qualified mental health care professionals in schools would have also been important to include in the conversation. Two respondents (16.7%) requested more information on how they can apply these concepts at a state and local level.

CSU Center for Closing the Opportunity Gap (CCOG)

Racial Justice in Education Surviving and Thriving in Education as Administrators and Support Professionals
Webinar Survey Results

Prepared June 9, 2022

CCOG held a virtual Webinar given on April 21, 2022. Attendees registered for the event beforehand, and CCOG provided the list of attendees to CEEE. Data was collected with a follow-up survey. Seven people attended with 9 additional people hosting, supporting, or speaking at the event). A little over half (57.1%) of the attendees were higher education administrators, educators, counselors, or support personnel. The number of people who registered for the webinar was unavailable to CEEE (this webinar was co-administered with the College of Education).

Table 1. *Webinar Attendee Demographics: Roles – Frequency (Percent)*

	Total *N* = 7
K-5 Admin and Faculty	1 (14.3%)
6-12 Admin and Faculty	0 (00.0%)
K-12 Admin and Faculty (school district employees)	0 (00.0%)
Total K-12 (Admin and Faculty)	1 (14.3%)
Higher Education (Admin and Faculty)	4 (57.1%)
Government/Policymaker	1 (14.3%)
Teacher Candidate Student	1 (14.3%)
Parent or Community Member/Stakeholder	0 (00.0%)
Other Total	1 (14.3%)
Total	7 (100.0%)

Source: Zoom Registration and Webinar Attendee Survey

Summary of Results

Of the 7 people who attended all 7 people (100%) filled out the follow-up survey. In general, attendees responded very positively to the webinar. On average, attendees reported that the webinar quality was between good to excellent and that they found the webinar to be highly impactful. More details on specific items are below.

Perceived Quality of Webinar

The survey asked about attendees' perceived quality of the webinar session, the quality of the information presented, and the amount of attendee participation (see Tables 2 and 3). We averaged the below three survey items (α = .75) to create a perceived quality scale. On average, attendees perceived that the quality of the webinar was between 'good' to 'excellent' and that they mostly 'agreed' to 'strongly agreed' that the webinar provided useful information and allowed for adequate attendee participation (*M* = 4.48 out of 5, *SD* = .50) (data are presented in two separate tables because two different response scales were used).

Table 2. *Webinar Attendees' Perception of Webinar Quality*

	n	Very Poor (1)	Poor (2)	Fair (3)	Good (4)	Excellent (5)	*M*	*SD*
The quality of the webinar session was…	7	0 (0.0%)	0 (0.0%)	0 (0.0%)	2 (28.6%)	5 (71.4%)	4.71	.49

Source: Webinar Attendee Survey

Table 3. *Webinar Attendees' Perception of Webinar Quality (continued)*

	n	Strongly Disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly Agree (5)	*M*	*SD*
I gained useful information pertaining to closing the K-12 opportunity gap at this webinar	7	0 (0.0%)	0 (0.0%)	3 (42.9%)	1 (14.3%)	3 (42.9%)	4.00	1.00
I felt like I was able to participate in the webinar at the level that I desired (able to ask questions, etc.)	7	0 (0.0%)	0 (0.0%)	0 (0.0%)	2 (28.6%)	5 (71.4%)	4.71	.49
Quality Scale	7						4.48	.50

Source: Webinar Attendee Survey

Impact of the Webinar

The survey also asked about the overall impact of the webinar for each attendee and whether they planned to implement the tools and strategies they learned from the webinar. A scale was constructed by averaging the below three survey items (α = .54) (Table 4). On average, participants reported that they strongly agree that they learned about the unique demands school administrators and student support professionals of color face in school environments, and that they intended to implement what they learned to navigate challenges (*M* = 4.45 out of 5, *SD* = .50). This suggests that participants found the webinar to be impactful.

Table 4. *Webinar Attendees' Perception of the Impact of the Webinar*

	n	Strongly Disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly Agree (5)	*M*	*SD*
This webinar increased my interest in closing the K-12 opportunity gap.	7	0 (0.0%)	0 (0.0%)	2 (28.6%)	3 (42.9%)	2 (28.6%)	4.00	.82
This webinar helped me learn more about the unique demands school administrators and student support professionals of color face in school environments.	7	0 (0.0%)	0 (0.0%)	0 (0.0%)	2 (28.6%)	5 (71.4%)	4.71	.49
I plan to implement some of the tools and strategies that I learned about during the webinar to navigate challenges to positively impact my school.	6	0 (0.0%)	0 (0.0%)	1 (16.7%)	0 (0.0%)	5 (83.3%)	4.67	.82
Impact Scale	7						4.45	.50

Source: Webinar Attendee Survey

What Participants Enjoyed and Perceived Strengths of the Webinar

Using an open-ended question, participants were asked what they enjoyed about the webinar and were asked to identify some strengths of the webinar. Four respondents answered this question. Overall, respondents enjoyed what the panelists had to say (e.g., "*I enjoyed hearing from each of the panelists - they all had great responses to the questions"*). One respondent appreciated hearing from the perspective of those who work with students of color. Another respondent reported learning new information and enjoyed the topics presented (e.g., *"I learned how to have a positive mindset"*).

Areas of the Webinar Participants Thought Could Be Improved

Using an open-ended question, participants were also asked about areas of improvement or challenges they observed in the webinar. Three respondents answered this question. One respondent indicated that there was nothing to improve. Another expressed wanting it to be more interactive with the audience as well as sending information to attendees. One respondent desired for the presentation to be longer.

CSU Center for Closing the Opportunity Gap (CCOG)

Racial Justice in Education Series
Debunking the Myths of Critical Race Theory
Webinar Survey Results

Prepared June 15, 2022

CCOG held a virtual Webinar given on May 12, 2022 with Dr. Rebecca Bustamante. Attendees registered for the event beforehand, and CCOG provided the list of attendees to CEEE. Data was collected with a follow-up survey. A total of 83 people registered for the entire Racial Justice in Education webinar series (which included 3 webinars; CCOG affiliates were not included in this count) and 21 people attended (25.3% of those who initially registered for the entire series) with 3 additional people hosting, supporting, or speaking at the event). Analysis of occupation demographics revealed that over half of the attendees were from higher education institutions (66.7%) (Table 1).

Table 1. *Webinar Attendee Demographics: Roles – Frequency (Percent)*

	Total *N* = 21
K-5 Admin and Faculty	0 (0.0%)
6-12 Admin and Faculty	0 (0.0%)
K-12 Admin and Faculty (school district employees)	2 (9.5%)
Total K-12 (Admin and Faculty)	2 (9.5%)
Higher Education (Admin and Faculty)	14 (66.7%)
Government/Policymaker	1 (4.8%)
Teacher Candidate Student	4 (19.1%)
Parent or Community Member/Stakeholder	0 (0.0%)
Other Total	4 (19.1%)
Total	21 (100.0%)

Source: Zoom Registration and Webinar Attendee Survey

Summary of Results

Of the 21 people who attended, 11 people (52.4%) filled out the follow-up survey. In general, attendees responded very positively to the webinar. On average, attendees who filled out the survey reported that the webinar quality was excellent and that they found the webinar to be highly impactful. More details on specific items are below.

Perceived Quality of Webinar

The survey asked about attendees' perceived quality of the webinar session, the quality of the information presented, and the amount of attendee participation (see Tables 2 and 3). We averaged the below three survey items (α = .67) to create a perceived quality scale. On average, attendees perceived that the quality of the webinar was 'excellent' and that they 'strongly agreed' that the webinar provided useful information and allowed for adequate attendee participation (*M* = 4.76 out of 5, *SD* = .34) (data are presented in two separate tables because two different response scales were used).

Table 2. *Webinar Attendees' Perception of Webinar Quality*

	n	Very Poor (1)	Poor (2)	Fair (3)	Good (4)	Excellent (5)	*M*	*SD*
The quality of the webinar session was…	11	0 (0.0%)	0 (0.0%)	0 (0.0%)	3 (27.3%)	8 (72.7%)	4.73	.47

Source: Webinar Attendee Survey

Table 3. *Webinar Attendees' Perception of Webinar Quality (continued)*

	n	Strongly Disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly Agree (5)	*M*	*SD*
I gained useful information pertaining to closing the K-12 opportunity gap at this webinar	11	0 (0.0%)	0 (0.0%)	0 (0.0%)	4 (36.4%)	7 (63.6%)	4.64	.51
I felt like I was able to participate in the webinar at the level that I desired (able to ask questions, etc.)	11	0 (0.0%)	0 (0.0%)	0 (0.0%)	1 (9.1%)	10 (90.9%)	4.91	.30
Quality Scale	11						4.76	.34

Source: Webinar Attendee Survey

Impact of the Webinar

The survey also asked about the overall impact of the webinar for each attendee and whether they planned to implement the tools and strategies they learned from the webinar. A scale was constructed by averaging the below three survey items (α = .75) (Table 4). On average, participants reported that they 'strongly agree' that they learned about what Critical Race Theory is and the myths about its misapplication to PK-12 education. (*M* = 4.79 out of 5, *SD* = .40). This suggests that participants found the webinar to be highly impactful.

Table 4. *Webinar Attendees' Perception of the Impact of the Webinar*

	n	Strongly Disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly Agree (5)	*M*	*SD*
This webinar increased my interest in closing the K-12 opportunity gap.	11	0 (0.0%)	0 (0.0%)	0 (0.0%)	3 (27.3%)	8 (72.7%)	4.73	.47
This webinar helped me learn more about what Critical Race Theory is and its relevance in education environments.	11	0 (0.0%)	0 (0.0%)	0 (0.0%)	1 (9.1%)	10 (90.9%)	4.91	.30
This webinar helped me learn more about the myths of Critical Race Theory and about its misapplication to PK-12 education.	11	0 (0.0%)	0 (0.0%)	1 (9.1%)	1 (9.1%)	9 (81.8%)	4.73	.65
Impact Scale	11						4.79	.40

Source: Webinar Attendee Survey

What Participants Enjoyed and Perceived Strengths of the Webinar

Using an open-ended question, participants were asked what they enjoyed about the webinar and were asked to identify some strengths of the webinar. Eight respondents answered this question. Overall, respondents enjoyed what the panelists had to say (e.g., "*I enjoyed everything, it helped me learn what to do as a future teacher"*). Five respondents (*n* = 5, 62.5% of those who responded) enjoyed the opportunity to have an interactive and collaborative discussion among other attendees. Three respondents (*n* = 3, 37.5%) reported that the hosts did a good job at creating a welcoming space for people to join and presented in a simple manner. Two respondents (*n* = 2, 25.0%) reported that they enjoyed every aspect of the webinar.

Areas of the Webinar Participants Thought Could Be Improved

Using an open-ended question, participants were also asked about areas of improvement or challenges they observed in the webinar. Six respondents answered this question. Two respondents (*n* = 2, 33.3% of those who responded) indicated that they could not think of anything to improve. Three respondents (*n* = 3, 50.0%) wished the presentation would have lasted longer. One respondent expressed desiring to have known ahead of time that group discussions were going to take place.

CSU Center for Closing the Opportunity Gap (CCOG)
Anti-Racist Assessment Work: A Retrospective and Primer
Webinar Survey Results

Prepared June 28, 2022

CCOG held a virtual Webinar given on May 4, 2022 with Dr. Brent Duckor. Attendees registered for the event beforehand, and CCOG provided the list of attendees to CEEE. Data was collected with a follow-up survey. Thirteen people registered for the webinar (CCOG affiliates were not included in this count) and 13 people attended (100% of those who initially registered) with 3 additional people hosting, supporting, or speaking at the event. Analysis of occupation demographics revealed that the vast majority (84.6%) of attendees were from higher education institutions (Table 1).

Table 1. *Webinar Attendee Demographics: Roles – Frequency (Percent)*

	Total *N* = 13
K-5 Admin and Faculty 6-12 Admin and Faculty K-12 Admin and Faculty (school district employees) Total K-12 (Admin and Faculty)	0 (0.0%) 0 (0.0%) 0 (0.0%) 0 (0.0%)
Higher Education (Admin and Faculty)	11 (84.6%)
Government/Policymaker	0 (0.0%)
Teacher Candidate Student Parent or Community Member/Stakeholder Other Total	2 (15.4%) 0 (0.0%) 2 (15.4%)
Total	13 (100.0%)

Source: Zoom Registration and Webinar Attendee Survey

Summary of Results
Of the 13 people who attended, 8 people (61.5%) filled out the follow-up survey. In general, attendees responded very positively to the webinar. On average, attendees who filled out the survey reported that the webinar quality was between good to excellent and that they found the webinar to be impactful. More details on specific items are below.

Perceived Quality of Webinar

The survey asked about attendees' perceived quality of the webinar session, the quality of the information presented, and the amount of attendee participation (see Tables 2 and 3). We averaged the below three survey items (α = .95) to create a perceived quality scale. On average, attendees perceived that the quality of the webinar was between 'good' to 'excellent' and that they mostly 'agreed' to 'strongly agreed' that the webinar provided useful information and allowed for adequate attendee participation (*M* = 4.46 out of 5, *SD* = .97) (data are presented in two separate tables because two different response scales were used).

Table 2. *Webinar Attendees' Perception of Webinar Quality*

	n	Very Poor (1)	Poor (2)	Fair (3)	Good (4)	Excellent (5)	*M*	*SD*
The quality of the webinar session was…	8	0 (0.0%)	1 (12.5%)	0 (0.0%)	2 (25.0%)	5 (62.5%)	4.38	1.06

Source: Webinar Attendee Survey

Table 3. *Webinar Attendees' Perception of Webinar Quality (continued)*

	n	Strongly Disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly Agree (5)	*M*	*SD*
I gained useful information pertaining to closing the K-12 opportunity gap at this webinar	8	0 (0.0%)	0 (0.0%)	2 (25.0%)	0 (0.0%)	6 (75.0%)	4.50	.93
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%)	1 (12.5%)	0 (0.0%)	1 (12.5%)	6 (75.0%)	4.50	1.07
Quality Scale	8						4.46	.97

Source: Webinar Attendee Survey

Impact of the Webinar

The survey also asked about the overall impact of the webinar for each attendee and whether they planned to implement the tools and strategies they learned from the webinar. A scale was constructed by averaging the below three survey items (α = .81) (Table 4). On average, participants reported that they 'agree' to 'strongly agree' that they learned about the legacy of authentic assessment and its role in urban public schools in the 1990s and that they intended to implement what they learned about anti-racist assessment (*M* = 4.33 out of 5, *SD* = .71). This suggests that participants found the webinar to be impactful.

Table 4. *Webinar Attendees' Perception of the Impact of the Webinar*

	n	Strongly Disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly Agree (5)	*M*	*SD*
This webinar increased my interest in closing the K-12 opportunity gap.	8	0 (0.0%)	0 (0.0%)	3 (37.5%)	1 (12.5%)	4 (50.0%)	4.13	.99
This webinar helped me learn more about the legacy of authentic assessment and its role in urban public schools in the 1990s.	8	0 (0.0%)	0 (0.0%)	0 (0.0%)	4 (50.0%)	4 (50.0%)	4.50	.54
I plan to implement the tools and strategies for anti-racist assessment that I learned about during the webinar.	8	0 (0.0%)	0 (0.0%)	2 (25.0%)	1 (12.5%)	5 (62.5%)	4.38	.92
Impact Scale	8						4.33	.71

Source: Webinar Attendee Survey

What Participants Enjoyed and Perceived Strengths of the Webinar

Using an open-ended question, participants were asked what they enjoyed about the webinar and were asked to identify some strengths of the webinar. Five respondents answered this question. Overall, respondents really enjoyed the topic presented. Four respondents (80.0% of those who answered the question) really enjoyed the content of the video, finding it very informative and relatable to the current time. One respondent thought the presenter was great and very knowledgeable on the topic delivering a lot of information in a concise manner. Another respondent related strongly to the information presented agreeing with the importance of project-based portfolio assessments.

Areas of the Webinar Participants Thought Could Be Improved

Using an open-ended question, participants were also asked about areas of improvement or challenges they observed in the webinar. Three respondents answered this question. Two respondents thought too much time was spent watching the video and wished for a more interactive presentation. One respondent thought the presentation was very short. Another respondent thought that the video quality was poor and needed editing.

Appendix D – Interview and Focus Group Questions

Director-specific questions:

1. Please start by telling us about your experience serving on the CCOG project this past year.
    a. How has your experience this year compared to the previous year?

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 opportunity gaps.

a. To what extent did you implement the center work as described by these objectives this past year?

b. What progress has been made this past year or is being made? What goals/deadlines for proposed activities for Year 2 (and delayed goals/deadlines for proposed activities in Year 1) have been met thus far?

Specific Updates to Check on Based on Proposal:
Objective 1

i. What progress has been made towards creating tool charts, practice guides, and innovation configurations (literature reviews with rubric for syllabi evaluation) for the Clearinghouse?
ii. Presentations – You presented at CCTE SPAN in March this year. Did you present at the ACSA as well? (If yes), can you send us the title of your presentation and who the speakers were?

Objective 2

i. What progress has been made towards the website having a space for a network improvement community for LEAs and CSU faculty to create communities of action?
ii. Based on survey responses from CCOG users, have you made any changes to the content or format of the webinars? Please describe.

c. What proposed activities for Year 2 still need to be implemented?

d. Do any changes to the proposed activities for Year 2 need to be made?

e. How satisfied do you feel with the progress CCOG has made toward meeting each of the objectives this year?

3. How have CCOG program activities been carried out and overseen this past year? Have there been any changes in how program activities have been carried out and overseen compared to in Year 1?

4. What do you feel were the biggest successes in this second year of programming?

    a. What has been working well in your directorship of CCOG this year?

5. What do you feel were the biggest challenges in this second 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 have you faced specifically this year 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 continuing to implement the goals of CCOG?

    a. What made these aspects particularly successful? Can you give any specific examples?

7. What are some "lessons learned" from this second 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 due to the pandemic this past year?
    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 this past year? Do you have any other questions or comments you'd like to add?

Key Personnel focus group questions:

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 opportunity gaps.

3. What goals/deadlines for proposed activities have been met thus far?

Specific Updates to Check on Based on Proposal:

    a. In Year 1 a student wellness survey and an educator survey were developed and analyzed. A report was published in Spring 2021 and posted on the CCOG website. Have these reports been published in other outlets?

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 this year due to the pandemic?
    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 implementing CCOG activities?

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

1. Please start by telling us about your experience serving on the CCOG project this past year.
    a. How has your experience this year compared to the previous year?

2. 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?

3. 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. Third, you aimed to create and advocate for lines of research concerning JEIE-based teaching, curriculum, preservice education and professional development. Fourth, you aimed to share findings and resources from the research with the center and educational community through meetings, conferences, publications, and the center.

a. To what extent did you implement these goals as described by your work plan?

b. What progress has been made this past year or is being made? What goals/deadlines for proposed activities for Year 2 (and delayed goals/deadlines for proposed activities in Year 1) have been met thus far?

Specific Updates to Check on Based on Proposal:
Identify High Performing/High Poverty Schools

i. In Year 1 you reached out to LA Unified, Anaheim Union, Westminster and Garden Grove Unified school districts. You mentioned it was challenging for the JEIE committee to identify 2HP schools and were considering broadening the goal to identify high-performing classrooms within schools in high poverty areas. How is this process going?
i. Have the JEIE principles been finalized? You aimed to produce quality prescreening rubrics for each major subgroup. Have these been completed?
ii. I read in your Year 1 Annual Report that you have been working with the Anaheim Union High School District to learn more about the Co-Teaching Master Schedule (Intentional Spaces for Collaboration – for bilingual and special education teachers). Can you tell me how that project is going?

Preparation For Educators

i. You aimed to coordinate and produce a webinar series on anti-racist education (3 in the Fall, 5 in the Spring). Were you able to meet this goal?

Research (from Year 1 annual report)

i. Have you been able to hold a Partner Institutions meeting?
ii. What progress has been made towards researching and developing a sustainability plan and choosing lines of other external funding?

iii. What progress has been made towards identifying grants, developing a writing schedule, and creating white paper reports for the Advisory Board? (With and without state partners?)
iv. What progress has been made with the following research projects?
    a. Julian – examining undergraduate bilingual program with the University of Texas Rio Grande Valley
    b. Natalie – ELA/ELD implementation plan with teachers working with and learning from students who speak several Asian languages

Dissemination

i. What progress has been made towards materials collection from Social Science, STEM, Literacy and Education leadership and the planned qualitative analysis of these materials?

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?

4. How have program activities been carried out and overseen this past year at your Regional Hub? Have there been any changes in how program activities have been carried out and overseen compared to in Year 1?

5. What do you feel were the biggest successes in this second year of programming?

    a. What has been working well with your Regional Hub's contribution to the broader goals of CCOG so far?

6. What do you feel were the biggest challenges in this second year of programming?

    b. Have there been any roadblocks to achieving your goals/deadlines?

    c. What made these aspects particularly challenging? Can you give any specific examples?

    d. What challenges do you face specifically in your role?

    e. How did you address those challenges?

7. In your opinion, what have been the key factors that best helped you move forward in continuing to implement the goals of CCOG?

    a. What made these aspects particularly successful? Can you give any specific examples?

8. What are some “lessons learned” from this second year of the Center?

9. 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?

10. How have you modified activities due to the pandemic this past year?
    a. What has worked well?

    b. What has been particularly challenging?

    c. What do you think your staff are struggling with most?

11. Is there anything else you would like to share about your experience implementing CCOG activities? Do you have any other questions or comments you’d like to add?

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

1. Please start by telling us about your experience serving on the CCOG project this past year.
    a. How has your experience this year compared to the previous year?

2. 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?

3. 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 this past year or is being made? What goals/deadlines for proposed activities for Year 2 (and delayed goals/deadlines for proposed activities in Year 1) have been met thus far?

Specific Updates to Check on Based on Proposal:
Last year you mentioned that

Objective 1

- A literature review on best practices for students living in poverty was expected to be submitted last summer.
- A literature review was conducted to draft a position statement on diversifying the workforce and its impact, the actual "impact" was still being discussed.
- An Impacts of Anti-Bias Education paper was expected to be completed last Fall.
- A paper on EBPs for students with disabilities was expected to be completed last Fall

What progress has been made for these proposed activities?

Objective 2

- In Year 1 you decided to postpone syllabi workshops due to high workload demands on faculty and questions about the effectiveness of virtual workshops. Have you held syllabi workshops this past year?
- You also proposed to investigate examinations of instructional approaches.
- You also proposed to look into professional development for regional faculty.

What progress has been made for these proposed activities?

Objective 3

- In your Year 1 report you mentioned a research project on students with significant disabilities.
- You also mentioned you were engaged in data collection and analysis with the Chula Vista elementary school district to identify schools that have closed the opportunity gap and produce a synthesis of the actions they took to accomplish this (as part of NCUST – National Center for Urban School Transformation).
- Last year, you mentioned the project on progress for English Learners had been delayed due to the pandemic.

What progress has been made for these proposed activities?

Objective 4

- In your Year 1 annual report, you mentioned sharing your findings in many sessions, including webinars for CCOG, specific sessions for school districts including Los Angeles, San Diego, La Mesa, Chula Vista, San Jacinto, Palmdale, and many others. Can you provide us details for each of these sessions so that we can include them in the evaluation report (speakers, dates, titles of presentations)?

c. What proposed activities still need to be implemented?

d. Do any changes to the proposed activities need to be made?

4. How satisfied do you feel with the progress SDSU has made toward meeting the time frame proposed in your work plan?

5. How have program activities been carried out and overseen this past year at your Regional Hub? Have there been any changes in how program activities have been carried out and overseen compared to in Year 1?

6. What do you feel were the biggest successes in this second 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 this second 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 continuing to implement the goals of CCOG?

    a. What made these aspects particularly successful? Can you give any specific examples?

9. What are some "lessons learned" from this second 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 due to the pandemic this past year?
    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? Do you have any other questions or comments you'd like to add?

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

1. Please start by telling us about your experience serving on the CCOG project this past year.
    a. How has your experience this year compared to the previous year?

2. 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?

3. Next, I'd like to review SJSU's work plan with you and ask about your progress towards your goals. For Year 2, you first aimed to create curriculum modules, syllabi, resources. Second, you aimed to conduct case studies and chair doctoral/master's theses related to closing the opportunity gap. Third, you aimed to disseminate reports and practice guides, and offer webinars based on your research.

    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?

Specific Updates to Check on Based on Proposal:

i. In your Year 1 annual report, you proposed for your Ed.D. fellow to engage in research within school sites to further evidence-based practices to close opportunity gaps for foster youth and unhoused youth by examining higher performing, high poverty schools. What progress has been made or is being made with this particular project?
ii. In your Year 1 annual report, you also mentioned that you were examining what pre-service school counselors gained through their experience counseling foster and homeless youth at the Alum Rock Unified School District. What progress has been made or is being made with this particular project?
iii. Have any doctoral or master's theses been supervised? If so please describe them.
iv. Have any reports or practice guides been implemented?

    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?

4. How have program activities been carried out and overseen this past year at your Regional Hub? Have there been any changes in how program activities have been carried out and overseen compared to in Year 1?

5. What do you feel were the biggest successes in this second year of programming?

   a. What has been working well with your Regional Hub's contribution to the broader goals of CCOG so far?

6. What do you feel were the biggest challenges in this second 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?

7. In your opinion, what have been the key factors that best helped you move forward in continuing to implement the goals of CCOG?

   a. What made these aspects particularly successful? Can you give any specific examples?

8. What are some "lessons learned" from this past year of the Center?

9. 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?

10. How have you modified activities due to the pandemic this year?
   a. What has worked well?

   b. What has been particularly challenging?

   c. What do you think your staff are struggling with most?

11. Is there anything else you would like to share about your experience implementing CCOG activities? Do you have any other questions or comments you'd like to add?