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February 9, 2024

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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 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 a summary analysis of the program (2020-2023), which outlines the accomplishments during the entire three-year award period, progress towards meeting established benchmarks and implementation successes.

The CCOG's goal of disseminating research on evidence-based practices to both local educational agencies and to teacher preparation programs is being done through: (1)

CSU Campuses
Bakersfield
Channel Islands
Chico
Dominguez Hills
East Bay

Fresno
Fullerton
Humboldt
Long Beach
Los Angeles
Maritime Academy

Monterey Bay
Northridge
Pomona
Sacramento
San Bernardino
San Diego

San Francisco
San José
San Luis Obispo
San Marcos
Sonoma
Stanislaus

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state conferences, county office of education presentations and research publications, (2) webinars, and (3) the CCOG Educator Summit. Additionally, an online clearinghouse is currently being developed and will be maintained by faculty at the center. The center has developed rubric for the reviewing of practices and is currently piloting the platform for the clearinghouse process. The clearinghouse is expected to be available to educators beginning in 2024.

This report is to satisfy the requirements in Senate Bill 77, Section 24 (Budget Act of 2019 trailer bill). Please see the attached report by a third-party evaluator detailing the Center's work supporting local education agencies.

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

Sincerely,



Steven Relyea (Feb 9, 2024 15:19 PST)

Steve Relyea
Executive Vice Chancellor and
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SR:dr

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
Summative Evaluation Report**

Prepared August 29, 2023

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EXECUTIVE SUMMARY

The California State University (CSU) Center to Close the Opportunity Gap (CCOG or the “Center”) is a state-wide center funded by the California state budget 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 Center further 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. Through a competitive selection process, California State University, Long Beach (CSULB) was chosen to house and lead the Center. The Center also has three Regional Hubs who work together with CSULB to meet Center goals - California State University Fullerton (CSUF), San Jose State University (SJSU), and San Diego State University (SDSU). During the three-year award period (2020-2023), CCOG has gained over 2,000 website users, over 3,000 email listserv subscribers, over 2,700 registrations for events, and over 1,100 event attendees. This summative evaluation report was developed by the Center for Evaluation and Educational Effectiveness (CEEE) to summarize CCOG’s implementation of its program and assess the impact of its program during its award period. As CCOG has secured additional funding from the US Department of Education for future work, this report aims to also inform the successful continuation of its program.

Program Objectives

The Center sought to meet 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, Latiné and economically disadvantaged students by creating strategic partnerships and networks”
- Objective 3: Conduct original research in high poverty, higher performing schools

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

A mixed methods approach was used to address the following evaluation questions:

- A. To what extent has the CSULB CCOG Center met its goals, measurable objectives, and outcomes (as noted in proposal)?
- B. What is the impact of the Center on the professional preparation of educators in the CSU system?
- C. What is the impact of the Center as a Clearinghouse for evidence-based strategies?
- D. What is the impact of the Center's practices on closing the opportunity gap between subgroups of pupils enrolled in K-12 in California?
- E. How do CSULB CCOG users' rate: (a) the usability of the center's resources (e.g., webinars, Clearinghouse); (b) the intuitiveness of the resources (e.g., perceptions of the resources) and (c) challenges faced and lessons learned for implementation and future directions of a comprehensive center?

Data sources included the administration of a summative survey to CCOG users and email list subscribers, interviews, and focus groups with key CCOG personnel, website analytics, meeting observation notes for webinars, attendee survey reports for the Educator Summit and for webinars, and document analysis of artifacts.

Findings

A. To what extent has the CSULB CCOG Center met its goals, measurable objectives, and outcomes (as noted in proposal)?

Objective 1

CCOG's first objective was to identify current practices from the literature related to closing the opportunity gap. CCOG ably met all proposed activities that fell under this objective, convening a team of experts to develop criteria for determining evidence-based practices to close opportunity gaps and conducting an impressive number of literature reviews across many important areas (26 across the Hubs).

Objective 2

CCOG's second objective was to engage in capacity development for educator preparation so that teachers, leaders, and other school personnel enter schools prepared to close gaps. Of the four original proposed activities that fell under the second objective, CCOG implemented or is in the process of implementing three. They provided a remarkable and steady number of webinars for educators across all three years (26 across the Hubs), pivoting to the online format to make content available and accessible during the pandemic. CCOG's responsiveness to user feedback and to the changing needs in education during such unprecedented change (e.g., online learning, teacher burnout, mental health needs, racial justice concerns) is particularly commendable. They established a website with resources and an email list subscribed to by over 3,000 educators. Because of the pandemic (e.g., delays in research, challenges and lack of resources to hire adequate staff) and because it proved more challenging to discuss and agree upon defining key terms (e.g., opportunity gaps, just equitable and inclusive rubrics) than initially anticipated, the development of an online Clearinghouse was delayed. However, CCOG anticipates that the Clearinghouse will be fully launched in the upcoming academic year.

Objective 3

CCOG's third objective was to engage in research in schools to further evidence-based practices for closing the opportunity gaps by examining higher performing, high poverty schools. Despite significant challenges presented by the pandemic causing delays in research (e.g., social distancing mandates, travel restrictions, unavailability or burnout from staff, educators, and students), CCOG implemented three of the four proposed activities that fell under the third objective. The goal to close the opportunity gap aligned well with the goals of many other school districts, and CCOG engaged in as many as 17 separate research projects, some of which are ongoing and will continue with additional funding (e.g., Project TRANSFORM). Indeed, a key strength identified by CCOG personnel was the building and strengthening of sustainable partnerships with school districts (with 11 districts across California) and government agencies.

Objective 4

CCOG's fourth objective was to develop and disseminate resources to local education agencies to close opportunity gaps. Of the four proposed activities that fell under the fourth objective, CCOG implemented or is in progress to implement three of the four proposed activities. A key success was putting together and holding a successful Educator Summit in 2021 and 2022 that was attended by more than 400 educators, with plans to hold another Educator Summit in July 2023 and in 2024. CCOG has also given 5 presentations at professional education conferences and has produced 18 publications (including 9 books). As mentioned previously, the development of the online Clearinghouse and Practice Guides for professional learning are anticipated to be fully launched in the upcoming academic year.

CCOG personnel were asked about "the most successful aspects of CCOG" as well as which goals the program struggled to meet. There was consensus among the directors and the Hub leaders that CCOG was particularly successful in meeting objectives 1 and 2 but had more challenges in meeting objectives 3 and 4. In addition to challenges presented by the pandemic and natural disasters, CCOG leaders also reflected about

other factors that might have hindered their progress. These included setting out with a scope that might have been too ambitious given the three-year timeline. It also included grappling with the complexity of an organization with different layers – needing to manage working not only internally within Hubs, but also across CSU campuses. CCOG leaders also recognized the need for a budget to hire professional staff, such as an employee to set up and manage the online Clearinghouse and to create more publicity and advertisement. Despite these challenges, as shared in previous reports, the team truly appreciated the **expansion of a platform** upon which to work on closing the opportunity gaps, having conversations with other educators within CCOG that **broadened perspectives**, and **strengthening relationships with school districts** to implement the work.

Thus, it is evident that CCOG has met its goals, measurable objectives, and outcomes to a considerable extent. In the minority of cases where CCOG changed their goals or were met with delays, these were largely attributable to significant challenges presented by the pandemic and by natural disasters such as wildfires in Northern California.

B. What is the impact of the Center on the professional preparation of educators in the CSU system?

Responding to open-ended questions, surveyed users spontaneously reported that the Center impacted their **motivation to stay in education and to keep striving to close opportunity gaps**. CCOG also brought people together at different levels. Many individual Center users appreciated how the Center **connected them with others** who shared similar goals, as some had felt isolated at their own schools in their pursuits to close the opportunity gap. CCOG leaders observed how **school districts were also brought together**. CCOG leaders also observed internal impact – appreciating how CCOG **brought together faculty within CSU educator preparation departments, CSU educator preparation departments within colleges, and CSU campuses with each other**. The Center also prepared educators by shaping their pedagogical approaches and

perspectives. Some educators reported that they learned about the importance of the whole community (including parents, faculty, and administrators) working together to close opportunity gaps. Many also reported an **increased awareness of students' diverse needs**. Furthermore, the Center prepared educators by better equipping them to create more equitable and inclusive learning environments for K-12 students. Educators appreciated the many tools they learned about. Many **(74.3%) reported implementing practices related to anti-racist teaching, culturally responsive teaching methods, mental health, and socioemotional learning**.

Results from the close-ended questions on surveys confirmed these sentiments. Educators in the CSU system and educators outside of the system, on average, reported that CCOG programs and resources **helped to better prepare them to close the K-12 opportunity gap**. Attendees of CCOG events also reported that, thanks to attending a CCOG event, their **interest in closing the K-12 opportunity gap increased, they learned pertinent information about how to close that gap, and that they planned to implement what they had learned to close the gap** (means were 4.33-4.79 out of 5 in measuring impact on the preparation of educators across 15 events).

To summarize, the Center impacted educator preparation by (i) **providing community and bringing people and organizations together** to jointly tackle closing the K-12 opportunity gap, (ii) **broadening educators' perspectives and shaping their pedagogical approaches**, and (iii) **providing many tools that educators implemented to create more equitable and inclusive learning environments**.

C. What is the impact of the Center as a Clearinghouse for evidence-based strategies?

It took longer than anticipated to launch the Clearinghouse due to the pandemic and due to it taking longer for personnel to work through and define key terms pertaining to the opportunity gap. CCOG personnel are optimistic about the future impact of the Center as a Clearinghouse for evidence-based strategies as considerable progress has been

made. The process for submitting to the Clearinghouse has been set up and is currently being piloted. Some evidence-practices are currently being submitted and will likely be published by the end of this summer. The team also discussed ways to invite and encourage submissions to the Clearinghouse and is currently engaging in an iterative and constructive process with feedback to assist submissions along the way. The directors expect the Clearinghouse to launch shortly after this report later this summer. All leaders expressed optimism about its future impact on many different types of educators.

Given the stage at which the Clearinghouse is at, it was not yet appropriate to assess the impact of the Center as a Clearinghouse for evidence-based strategies. Instead, the impact of the Center for its online resources as a website was assessed, as several resources (research reports, recorded talks/webinars) have been available. As one indicator of impact, the summative survey asked about the number of resources accessed, the frequency of access, and perceived quality of those resources. Findings indicated moderate impact. Encouragingly, **about 67.9% of survey respondents had accessed either a research report or talk/webinar and perceived these online resources to be of high quality.** However, out of 15 possible website resources, respondents only accessed about one to two resources on average. Respondents also reported accessing resources between once a year to a few times a year on average. As another indicator of impact, over the course of two and half years, **website traffic more than doubled,** suggesting an increasing impact of the website to provide evidence-based strategies.

In sum, the Clearinghouse has not yet had an impact in providing evidence-based strategies due to delays in setting it up. However, the evidence-based strategies provided on CCOG's website have shown modest use and impact with favorable perceptions of the quality of the resources made available.

D. What is the impact of the Center’s practices on closing the opportunity gap between subgroups of pupils enrolled in K-12 in California?

In interviews, CCOG leaders expressed focusing the Center’s work particularly on multilingual learners, Black students, students in foster care, and youth experiencing homelessness. Several CCOG leaders felt that due to shifting priorities in certain educational contexts, Black students, students in foster care, and youth experiencing homelessness, in particular, were being pushed to the side in terms of student support. Some of the findings of the summative survey showed a responsiveness to CCOG’s focus. Anywhere from about one-fifth to half of CCOG users reported using CCOG’s evidence-based strategies to meet the needs of multilingual learners, Black youth, and youth in foster care (depending on the specific group). A high percentage of CCOG users reported using CCOG’s evidence-based strategies to meet the needs of Latiné youth as well.

When asked about which types of opportunity gaps were narrowed, one Regional Hub observed promising change in students’ **school experience and support, particularly regarding culturally responsive curriculum pedagogy**. This Hub has been in dialogue with school districts to change the language surrounding multilingual learners which previously reflected a deficit approach. Consistent with this observation, summative survey results revealed that over half of CCOG users observed the narrowing of gaps in school experience and support among students due to their use of evidence-based strategies learned from CCOG events or materials. One CCOG leader pointed to narrowing academic achievement to be particularly challenging. Other CCOG leaders did not respond to this question or felt that measuring impact on gaps between students to be premature. However, summative survey results revealed that about one-third of CCOG users observed the narrowing of academic achievement gaps and student engagement gaps due to their use of evidence-based strategies learned from CCOG. Qualitative open-ended responses on the summative survey also supported the finding

that CCOG's efforts have impacted the engagement of K-12 students, particularly through highlighting their culture or background.

To summarize, data suggest that the Center's practices have helped to narrow some opportunity gaps, particularly in **student engagement**, and particularly among **multilingual learners, Black and Latiné youth, students with disabilities, and youth in foster care**.

E. How do CCOG users' rate: (a) the usability of the Center's resources (e.g., webinars, Clearinghouse); (b) the intuitiveness of the resources (e.g., perceptions of the resources) and (c) challenges faced and lessons learned for implementation and future directions of a comprehensive Center?

CCOG users rate the Center's resources to be both usable and intuitive, and users consistently rated CCOG events as high quality. Users appreciated the expertise of the speakers, the range of topics provided and the accessibility of those topics, as many webinars were recorded and posted on the website. In terms of challenges or areas of improvement, there was strong and prevalent encouragement for the Center to do more marketing and outreach so that more educators could know about the Center's resources. Several users also requested a more hands-on approach with more coaching, interaction, and "deeper dives" into topics. Users also wished for more prolonged support from CCOG to implement widespread change. Nevertheless, users exhorted the Center to continue their good work.

Recommendations

Based on a comprehensive analysis of evaluation data, we present the following recommendations for consideration by CCOG leaders, CSU and state administrators, and other stakeholders:

Build Upon Common Ground and Communicate Goals Clearly to Others

- Use and come back to discussions and agreed-upon definitions of opportunity gaps and just, equitable and inclusive education as the Clearinghouse is launched and resources are vetted and selected
- Leaders should clearly communicate the Center’s goals to research faculty and to school districts to ensure alignment
- Ask partners to help hold CCOG accountable in attaining specific goals
- Have more conversations across groups to define what equitable opportunities for students look like and what that means in different kinds of practices; for example, teacher practices, leader practices, and program practices

Narrow Scope and Increase Resources and Outreach

- Conduct regular team discussions to further refine and narrow down the goals of CCOG
- Secure additional funding:
 - Increase the presence of the Center online
 - Network with partners, including school districts, CSUs, and campus partners, and communicate the Center’s brand and goals to these partners
 - Maintain and build relationships with government organizations and private donors with support from the Chancellor’s Office and CSUs
 - Strengthen relationships with Advisory Board members (such as the upcoming IAEP Center at San Jose State) and staff at the California Department of Education
 - Start earlier to find funding for continued work as finding funding has proved to be very challenging and time-consuming

- Budgeting:
 - Strategically plan as a team how budgeting and resource allocation will be used for specific target groups of students
 - Allocate resources towards positions that would promote the brand and reach of CCOG (e.g., Clearinghouse and website administration, social media)
 - Support release time for faculty to conduct work for CCOG

Build Community and Effectively Lead; Capitalize on Expanded Capacity

- Benchmark progress for Hubs to help track progress and outcomes
- Be mindful of shared visibility and leadership engagement across all Hubs
- Have open and frequent lines of communication among Regional Hubs and the directors; build rapport and support each other within and amongst the Regional Hubs
- Provide clarity, intentionality, and transparency to Hubs regarding the Center's goals
- Adjust the budget to include additional administrative and technological support to Regional Hubs to facilitate further effectiveness of personnel within Hubs
- Capitalize on the breadth and diverse expertise of CCOG leaders and personnel
 - Create more subgroups focused on particular topics or areas
 - Put together symposia to bring people together

“Dig Deeper” in Research and Practice

- Designate an implementation team to meet users' desires for more hands-on and prolonged support with coaching to implement the evidence-based practices learned from CCOG; this will ensure greater and more direct impact on K-12 student populations
- Facilitate more workshop or webinar series with multiple sessions on a specific topic for a specific audience (e.g., counselors, K-5 teachers, principals); provide incentives for users to attend multiple sessions

- Involve CCOG users to lend their own expertise to share evidence-based practices and tools learned from CCOG resources
- Use JEIE guidelines as a team when discussing testing and measurement options to assess the closing of opportunity gaps

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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
Summative 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 summarize CCOG’s implementation of its program and assess the impact of its 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, Latiné 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 whether CCOG met these goals over the course of three years. In addition, this serves to evaluate CCOG by describing CCOG's impact (i) on the professional preparation of educators, (ii) as a Clearinghouse for evidence-based strategies, and (iii) on closing the opportunity gap among California K-12 students. Next, this report serves to evaluate CCOG by describing users' perceptions of the resources CCOG provided. Finally, the current report ends with a discussion of "lessons learned" by CCOG leaders with recommendations for the implementation of future programs with similar aims. Table 1 summarizes five evaluation questions with the data sources used to answer each question.

Evaluation methods included the administration of a summative survey to CCOG users and email list subscribers, interviews with key CCOG personnel, and the collection of website analytics provided by the Chancellor's Office. Evaluation methods also included a review of the data and findings from Years 1 and 2, which additionally included meeting observation notes for webinars, attendee survey reports for the Educator Summit and for webinars, 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. Document analysis focused on resources published on the website (newsletters, original research reports), peer-reviewed articles, research materials and Hub progress reports. A few modifications were made to the evaluation

plan regarding the sources of data. Given that the Center's Clearinghouse will launch shortly after this report is published (upon which the establishment of Network Improvement Communities was contingent), it was not feasible to survey individuals who access the Clearinghouse or individuals involved in Network Improvement Communities. In addition, despite best efforts, CCOG was unable to arrange an interview with a community partner. Finally, CCOG leadership determined that CSU educator preparation program graduation rates would not be an informative source of data to assess impact given that this indicator felt far removed from the work that was conducted. The rest of the current report will describe results from each measure in more detail.

Table 1. *Evaluation Questions and Data Sources*

Evaluation Question	Data Source(s)
<p>A. To what extent has CCOG met its goals, measurable objectives, and outcomes (as noted in proposal)?</p>	<p>Observations of presentations (Years 1 & 2)</p> <p>Document review (Years 1 & 2)</p> <p>Interviews with key personnel</p>
<p>B. What is the impact of the center on the professional preparation of educators in the CSU system?</p>	<p>Summative survey</p> <p>Webinar surveys</p> <p>Interviews with key personnel</p>
<p>C. What is the impact of the center as a Clearinghouse for evidence-based strategies?</p>	<p>Summative survey</p> <p>Website analytics</p> <p>Interviews with key personnel</p>
<p>D. What is the impact of the center’s practices on closing the opportunity gap between subgroups of pupils enrolled in K-12 in California?</p>	<p>Summative survey</p> <p>Interviews with key personnel</p>
<p>E. How do CCOG users’ rate: (a) the usability of the center’s resources (e.g., webinars, Clearinghouse); (b) the intuitiveness of the resources (e.g., perceptions of the resources) and (c) challenges faced and lessons learned for implementation and future directions of a comprehensive Center?</p>	<p>Summative survey</p> <p>Webinar surveys (Years 1 & 2)</p>

A. To what extent has the CSULB CCOG Center met its goals, measurable objectives, and outcomes (as noted in proposal)?

To evaluate the extent to which CCOG has met its goals, measurable objectives, and outcomes, as noted in their proposal, 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. Interviews were also held with the Center directors and the Principal Investigators (PIs) from CSUF and SDSU. SJSU additionally submitted written information. During each interview, interviewees were asked whether they had achieved all the proposed activities. The following sections are organized according to the four objectives that CCOG proposed. We note that the ongoing COVID-19 pandemic and natural disasters (2020 wildfires in Northern California) caused some changes and delays to occur, which is elaborated on in more detail in the Year 1 and Year 2 evaluation reports.

Summary

As outlined below in more detail, it is evident that CCOG has met its goals, measurable objectives, and outcomes to a considerable extent. CCOG's first objective was to identify current practices from the literature related to closing the opportunity gap. CCOG ably met all proposed activities that fell under this objective, convening a team of experts to develop criteria for determining evidence-based practices to close opportunity gaps and conducting an impressive number of literature reviews (26 by our count across the Hubs) across many important areas.

CCOG's second objective was to engage in capacity development for educator preparation so that teachers, leaders, and other school personnel enter schools prepared to close gaps. Of the four original proposed activities that fell under the second objective, CCOG implemented or is in the process of implementing three. They provided a remarkable and steady number of webinars for educators across all three years (26 by our count across the Hubs), pivoting to the online format to make content available and

accessible during the pandemic. CCOG's responsiveness to user feedback and to the changing needs in education during such unprecedented change (e.g., online learning, teacher burnout, mental health needs, racial justice concerns) is particularly commendable. They established a website with resources and an email list subscribed to by over 3,000 educators. Because of the pandemic (e.g., delays in research, challenges and lack of resources to hire adequate staff) and because it proved more challenging to discuss and define key terms (e.g., opportunity gaps, just equitable and inclusive rubrics) than initially anticipated, the development of an online Clearinghouse was delayed. However, CCOG secured funding to continue their work next year and anticipates that the Clearinghouse will be fully launched in the upcoming academic year.

CCOG's third objective was to engage in research in schools to further evidence-based practices for closing opportunity gaps by examining higher performing, high poverty schools. Despite significant challenges presented by the pandemic causing delays in research (e.g., social distancing mandates, travel restrictions, unavailability or burnout from staff, educators, and students), CCOG implemented three of the four proposed activities that fell under the third objective. The goal to close the opportunity gap aligned well with the goals of many other school districts, and CCOG engaged in as many as 17 separate research projects, some of which are ongoing and will continue with additional funding (e.g., Project TRANSFORM). Indeed, a key strength identified by CCOG personnel was the building and strengthening of sustainable partnerships with school districts (with at least 11 districts by our count across California) and government agencies.

Finally, CCOG's fourth objective was to develop and disseminate resources to local education agencies to close opportunity gaps. Of the four proposed activities that fell under the fourth objective, CCOG implemented or is in progress to implement three of the four proposed activities. A key success was organizing a successful Educator Summit in 2021 and 2022 that was attended by more than 400 educators, with plans to hold another Educator Summit in July 2023 and in 2024. As mentioned previously, the

development of the online Clearinghouse and Practice Guides for professional learning are anticipated to be fully launched in the upcoming academic year. In sum, CCOG has met its goals, measurable objectives, and outcomes to a considerable extent. In the minority of cases where CCOG changed their goals or were met with delays, these were largely attributable to significant challenges presented by the pandemic and by natural disasters such as wildfires in Northern California.

In addition to the review in Section A, CCOG personnel were asked about “the most successful aspects of CCOG” as well as which goals the program struggled to meet. There was consensus across the directors and the Hub leaders that CCOG was particularly successful in meeting objectives 1 and 2 (identifying evidence-based practices and preparing educators to close opportunity gaps) but had more challenges in meeting objectives 3 and 4 (conducting original research and dissemination through the Clearinghouse). In addition to challenges presented by the pandemic and natural disasters, CCOG leaders also reflected about other factors that might have hindered their progress. These included setting out with a scope that might have been too ambitious given the three-year timeline. It also included grappling with the complexity of an organization with different layers – needing to manage working not only internally within Hubs, but also across CSU campuses. In hindsight, CCOG leaders also recognized the need for a budget to hire professional staff, such as an employee to set up and manage the online Clearinghouse and to create more publicity and advertisement. Despite these challenges, as shared in previous reports, the team truly appreciated the expansion of a platform upon which to work on closing the opportunity gaps, having conversations with other educators within CCOG that broadened perspectives, and strengthening relationships with school districts to implement the work. Having secured funding from the US Department of Education, CCOG leaders are excited that they will be able to continue their work next year. They aim to continue conducting research that will impact students and aim to continue disseminating what they learn to educators to close the K-12 opportunity gap in California.

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) was achieved. Led by the CSUF team, a team of experts was convened, and Advisory Board meetings were held regularly 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 for school districts.

Across the Hubs, CCOG faculty have conducted an impressive number of literature reviews and meta-analyses (1.2) to identify evidence-based practices. See Table 2 for the coverage of multiple topics ranging from accelerated learning to 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, Latiné and Black youth, multilingual learners, and students with disabilities. Thus, Objective 1 was implemented.

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

Activities	Proposed Outcomes	Implementation
<i>Objective 1: Identify current practices from the literature related to closing opportunity gaps</i>		
1.1 Convene team of experts to develop criteria for determining EBP* for closing the achievement gaps	Criteria and Rubric for analyzing practices are created.	Implemented <ul style="list-style-type: none"> • Just, Equitable and Inclusive Educational (JEIE) review process completed • CSUF created prescreening rubrics • Regular Advisory Board meetings established; team of experts convened • Communicated with school districts about prescreening process

<p>1.2 Conduct literature reviews and meta-analyses of current EBP</p>	<p>Literature reviews and meta-analyses prepared for publication</p>	<p>Implemented</p> <p><i>General</i></p> <ul style="list-style-type: none"> • Accelerated learning • Social-emotional learning • Leadership credibility • Tutoring • Focus and resilience for students, staff, and communities • Tools for transforming discipline in schools • School belongingness • Parental engagement • Best practices for students living in poverty • EBPs finalized for vetting • Arts-integrated approach to closing the opportunity gap • <i>Removing Labels</i> book on stereotype threat and labeling published • K-12 ethnic studies • Barriers to accessing mental health services <p><i>Foster Youth</i></p> <ul style="list-style-type: none"> • Executive summary on foster youth • Literature review database and content matrix on foster youth <p><i>Youth Experiencing Homelessness</i></p> <ul style="list-style-type: none"> • Executive summary on youth experiencing homelessness • Literature review database and content matrix on youth experiencing homelessness <p><i>Latiné & Black Youth</i></p> <ul style="list-style-type: none"> • Black student engagement • Black student achievement and success • Black students with disabilities • Black student mental health • Impacts of anti-bias education paper • Equity and excellence for students of color <p><i>Students with Disabilities</i></p>
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		<ul style="list-style-type: none"> • Black students with disabilities • EBPs for students with disabilities paper <p><i>Reviews in Progress</i></p> <ul style="list-style-type: none"> • Position statement on diversifying the workforce and its impact <p><i>Change in Plans</i></p> <ul style="list-style-type: none"> • Content matrices not needed because of revised vetting process/content curation by CCOG
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Objective 2: Educator Preparation and Capacity Building

CCOG also aimed to engage in capacity development for educator preparation so that teachers, leaders, and other school personnel enter their professions prepared to close opportunity gaps. See Table 3 for details on the proposed activities and outcomes in meeting Objective 2 and notes on implementation. CCOG has continued to make considerable progress in working towards developing and maintaining a Clearinghouse of resources and tools for faculty (2.2). CCOG had hoped to establish the Clearinghouse earlier but encountered challenges with hiring staff to help create and manage the Clearinghouse. The CCOG email list has grown to 3,014 members (as of June 22, 2023). The master email list was comprised of requests through the website, CCOG event invitees and registrants, and various teacher lists.

The website currently provides two research reports (one on student wellness, another on teachers’ challenges and needs), one fact sheet based on findings from original research, one project overview funded by the US Department of Education on recruitment, preparation, and retainment for teachers of color, and one book chapter on the Response-to-Intervention model. Sixteen webinars and talks hosted by CCOG are also available on the website which focused on anti-racist education and mental health (2.3). In addition to these 16 webinars and talks that are posted on the website, an additional 10 were hosted on similar topics and on supporting teachers (adding up to an

impressive total of 26 webinars). Throughout the last three years, CCOG has been very responsive to user feedback, curating timely and responsive topics and speakers as new issues became more pressing (e.g., educator self-care, mental health of students, anti-racist teaching). More details on the webinars can be found below (see Table 4) and attendee reactions to the webinars can be found in Sections B and C. Details on the Educator Summit held in July 2022 can be found in Appendix C.

CCOG also engaged in capacity development by presenting at the California Council for Teacher Educators (CCTE) annual meeting (2.4) in March 2023 on “Anti-Racist and Anti-Biased Practices: An Examination of the Work of the CSU Center to Close the Opportunity Gap” and in March 2022 on “Unpacking the Notion of Equity in Education Reform Policy,” which the speakers reported were well-received. The development of Innovation Configurations (2.1), one of the four proposed Objective 2 activities by the CSULB Hub, was not implemented. Development of Innovation Configurations was postponed due to pandemic-related delays in conducting original research. However, CCOG aims to achieve this goal once practice guides are developed and posted on the Clearinghouse. Thus, overall, one of CCOG’s key successes has been building the capacity of and preparation of educators to close the opportunity gap, meeting Objective 2. These successes are described in more detail in Section B.

An 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 and Spring 2023, extending teacher preparation beyond community colleges and the CSU system into high schools. As Paramount Unified’s student body consists of about 88% Hispanic/Latiné 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 underrepresented in schools 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. This past year, CCOG also secured additional funding (\$500,000 from the US Department of Education, Project TRANSFORM) to offer this course in Spring 2024. Interest from high school students has increased and other school districts have also expressed interest in creating a similar course at their schools. In addition, CCOG is currently conducting research on the Paramount Teachers Pathway so that it can serve as a model for others interested in starting a similar program.

San Jose State has also increased the capacity of school counselors to close the opportunity gap for students in foster care and youth experiencing homelessness. More specifically, they developed and pilot tested a master’s level school counselor fieldwork course and examined pre-service school counselor’s experiences with counseling students in foster care and youth experiencing homelessness (described in more detail in Section B).

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

Activities	Proposed Outcomes	Implementation
<i>Objective 2: Engage in capacity development for educator preparation so that teachers, leaders, and other school personnel enter schools prepared to close gaps</i>		
2.1 Develop Innovation Configurations on key practices that close opportunity gaps that can be used for course and syllabus development	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 implemented due to delays with research because of the pandemic. Plans to first develop practice guides based on literature reviews.
2.2 Develop and maintain a Clearinghouse of resources and tools for faculty who	Online Clearinghouse for closing the achievement gaps is	Clearinghouse platform developed and practices are currently being submitted; directors anticipate Clearinghouse to be fully launched next academic year

<p>prepare educators to use in courses and clinical practice</p>	<p>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.</p>	<p><i>Clearinghouse Achievements</i></p> <ul style="list-style-type: none"> • Vetting process for Clearinghouse piloted • Software set up for submissions (via InfoReady) • Educational practices are currently being submitted • SDSU created work groups to submit practices related to educator preparation programs • SDSU developed a statewide administrator credential program rubric that might be hosted on the website <p><i>Website Achievements</i></p> <ul style="list-style-type: none"> • CCOG e-mail list includes 3,014 members as of June 22, 2023 • Website created and launched • 2,319 website users and 8,159 website views from October 2020-June 2023. <p><i>Resources Provided on Website</i></p> <ul style="list-style-type: none"> • 16 webinars on anti-racist education, teacher preparation, school counseling 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 • A chapter on the evolution of Response-to-Intervention in the United States
<p>2.3 Host webinars through Department of Educator Preparation and Public-School Programs, Office of the Chancellor to provide stakeholders most recent information</p>	<p>Webinars are hosted 2 times each year to update all stakeholders in the work of the center and disseminate critical findings</p>	<p>Implemented</p> <ul style="list-style-type: none"> • 17 webinars and talks on student mental health, racial justice, and educator support hosted by CCOG • 9 webinars hosted by Regional Hubs on anti-racist assessment and language learning

<p>coming out of center work</p>		
<p>2.4 Disseminate work of CCOG at California Council for Teacher Educators (CCTE)</p>	<p>Present at CCTE in October each year and hold ½ day workshop at CCTE SPAN meeting in Sacramento each Spring. Updates as well as policy recommendations</p>	<p>Implemented in Years 2 and 3; CCOG decided not to present at the October 2020 CCTE meeting or at the March 2021 CCTE SPAN meeting due to the pandemic (Year 1)</p>
<p>Creating a pipeline for future educators starting in high school to better recruit and retain teachers of color</p>		<p>Paramount Teachers Pathway project began Spring 2022 and continued in Spring 2023</p> <ul style="list-style-type: none"> • Growth - more high school students enrolled in the class Spring 2023 than in Spring 2022 • High school students visited CSULB campus for a tour in Spring 2023 • Other districts are expressing interest in this project • Secured federal funding to continue project in Spring 2024 • Conducting research on project for it to serve as a model
<p>SDSU: Syllabi workshops and professional development for regional faculty</p>	<p>Hold syllabi workshops</p>	<p>Implemented in a modified way (initially postponed and more limited in scope due to the pandemic affecting faculty to have high workload demands and inability to meet in person in Years 1 and 2)</p> <ul style="list-style-type: none"> • SDSU held virtual syllabi workshop with attention to diversity, equity, and inclusion issues for SDSU faculty

		<ul style="list-style-type: none"> • SDSU created and published on the internet a series of 20+ videos showcasing effective teaching in classroom settings
SJSU: Curricular and syllabi content development		Developed and pilot-tested school counselor fieldwork course at Alum Rock USD and examined pre-service school counselor’s experiences with counseling youth in foster care and youth experiencing homelessness during COVID-19

Webinars: Meeting Observations

Across all three years of programming, CCOG provided 26 webinars and talks for educators. Topics were chosen to respond to perceived needs and desires from CCOG users including 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 listserv members and shared with personal networks by webinar presenters, CCOG faculty, and Regional Hub principal investigators. Webinars were held over Zoom. See Table 4 for details. Meeting observations were not conducted in Year 3; however, demographic information was collected for those who attended meetings (see Table 12). Overall, based on our observations, of the 19 webinars that were observed, 18 (94.7%) fulfilled Objective 2 (increasing the capacity of teachers, leaders, and other school personnel to be prepared to close the opportunity gap) and Objective 1 (identifying current practices from the literature related to closing the opportunity gap).

Table 4. *Webinar Topics and Speakers*

Date	Topic	Presenters/Facilitators
Hosted by CCOG		
November 2020	CCOG Launch	California State Assemblymember Patrick O'Donnell; Keynote speaker: Dr. Joe Johnson, National Center for Urban School Transformation
January 2021	Assessment in Distance Learning Environments	Dr. Doug Fisher and Mr. Vince Bustamante, San Diego State University
March 2021	Preservice Teacher Candidate Epistemic Agency: Acquiring the Professional Skills of Becoming a Science Teacher	Dr. Antoinette Linton, CSU Fullerton
April 2021	Providing Culturally Sustaining and Trauma-Informed Supports for K-12 Students through Multi-Tiered Systems of Support and School Counseling Program Alignment	Dr. Jake Olsen, CSU Long Beach
May 2022	How Can Teachers, School Counselors, and Administrators Support Educational Outcomes for Students in Foster Care During Extraordinary Times?	Dr. Brent Duckor and Dr. Lorri Cappizi, San Jose State University
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)
Co-hosted with University of Kentucky's Department of Curriculum & Instruction		
February 2023	Pedagogies of Love: A Praxis for Healing with Students & Communities	Dr. Sharim Hannegan-Martinez (University of Kentucky),
Co-hosted with CSU Bakersfield		
March 2023	Affirming, Celebratory, and Responsive Pedagogy: Providing Trans* and Gender Creative Students the Education They Deserve	Dr. Kia Darling-Hammond (CEO of Wise Chipmunk LLC), Dr. Bre Evens-Santiago (Chair of Teacher Education, CSU Bakersfield), Sharoon Negrete Gonzalez (Independent Researcher)
Hosted by CSULA		
September 2022	Defining and Enacting Anti-Racist Teaching: Lessons From Ethnic Studies Classrooms	Dr. Miguel Zavala (CSULA)

Hosted by CCREE		
November 2022	Tackling Poverty and Inequities with Community Schools	Shimica Gaskins (GRACE/End Child Poverty CA), Dr. Alicia Montgomery (Center for Powerful Public Schools), Jenny Vu (Los Angeles Education Partnership)
Hosted by CSUF Regional Hub & CSUF College of Education		
Aug-Sep 2021	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)
May 2023	Feedback for Continuous Improvement in the Classroom: Empowering Students and Teachers to Size Up “What’s Next?”	Dr. Brent Duckor (SJSU), Dr. Carrie Holmberg (SJSU)

Hosted by San Diego State Regional Hub		
April 2021	Removing Labels: Disrupting the Negative Effects of Labels and Assumptions	Dr. Dominique Smith, Dr. Douglas Fisher, and Dr. Nancy Frey, San Diego State University

Objective 3: Research in Higher Performing, High Poverty Schools

CCOG also aimed to conduct original research to document and promote effective practices used in higher performing, high-poverty (“2HP”) schools and local educational agencies. CCOG proposed that their focus would be on culturally responsive and inclusive practices to examine how to close opportunity gaps for students of color, multilingual 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. 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). As mentioned in previous reports, 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.” 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 (described in previous reports), research activities became a key focus in the second and third years of the project. With the pandemic’s effects lessening in this past year, CCOG staff were able to physically be in schools, meet teachers and administrators in person, and collect data, making the directors consider this past year the most effective so far in conducting research. Furthermore, regional research projects were implemented to document effective practices for closing opportunity gaps in local schools (3.2). These included the completion of student wellness and teacher reports, examination of pre-service school

counselor experiences at Alum Rock USD and doctoral fellowships focusing on advancing equitable outcomes for foster youth and youth experiencing homelessness. Other projects examined students with disabilities, the creation of Intentional Spaces for Collaboration for bilingual and special education teachers in Anaheim UHSD, an undergraduate bilingual program at the U. of Texas Rio Grande Valley, an ELA/ELD implementation plan with teachers, and the implementation of the CSUF Summer Language Academy with Anaheim UHSD, Newport-Mesa USD, and Escondido UHSD. Additionally, CSULB is currently collecting data to examine the impact of the Black Student Achievement Plan in the Los Angeles USD and has collected data to examine implantation of gender-responsive and culturally based curriculum in Santa Ana USD. Altogether, CCOG completed an impressive 11 separate research studies and 6 additional research studies are in progress. Of the 17 completed or in progress projects (some projects are in multiple categories), 2 focus on student wellness/mental health/counseling, 5 focus on teachers, 2 focus on foster youth and youth experiencing homelessness, 2 focus on Latiné and Black youth, 1 focuses on students with disabilities, 4 focus on multilingual students, and 2 focused on other topics. Through these projects, CCOG has formed an remarkable 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, 1 in San Diego County, 2 in the Bay Area). A last goal was to establish Researcher Network Improvement Communities (NICs) (3.4). Because of delays in research due to the pandemic and because of a lack of resources, the directors were not able to establish NICs. Thus, CCOG implemented 3 of the 4 goals to meet Objective 3. CCOG also plans to continue its research past the project end date. CCOG secured \$500,000 from the US Department of Education (via Project TRANSFORM) to conduct the K-12 Schools Project. The K-12 Schools Project aims to “understand adaptations to instructional practices and academic supports in response to the pandemic.” CCOG plans to conduct case studies to examine academic, career, and social/emotional recovery strategies and to document their effectiveness.

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

Activities	Proposed Outcomes	Implementation
<i>Objective 3: Engage in research in schools to further evidence-based practices for closing the achievement gaps by examining higher performing, high poverty schools</i>		
3.1 Develop RFP and select additional CSUs to be a Regional Network Hub to conduct research on closing the opportunity gap in their local areas	RFP and rubric are developed and a call is sent to all CSUs. Campus projects are selected.	Implemented <ul style="list-style-type: none"> • 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.	A list of schools is developed and distributed to regional network Hubs	Implemented <ul style="list-style-type: none"> • 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
3.3 Conduct regional research projects in local areas in schools, documenting effective practices used in higher performing, high-poverty schools and local educational agencies.	Regional research projects are conducted and practices with positive results that meet the criteria in our rubric are added to the evidence-based practices for closing the achievement gaps.	Implemented <p><i>Student Wellness, Mental Health, & Counseling</i></p> <ul style="list-style-type: none"> • Student wellness report completed • SJSU examined 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 <p><i>Teachers</i></p> <ul style="list-style-type: none"> • Teacher report completed • Teacher academic outcomes • Ethnic identity development in content classes interviews completed and

		<p>submitted for publication</p> <ul style="list-style-type: none"> • Identification of ethnic studies curriculum for best practices • Project TRANSFORM <p><i>Foster Youth & Youth Experiencing Homelessness</i></p> <ul style="list-style-type: none"> • Two 3-year doctoral fellowships secured by SJSU focusing on advances in equitable outcomes for students in foster care or experiencing homelessness <p><i>Latinx & Black Youth</i></p> <ul style="list-style-type: none"> • CSULB currently collecting and analyzing data regarding examining the role and impact of the Black Student Achievement Plan in the Los Angeles USD • CSULB collected data to examine the implementation of a gender-responsive and culturally based curriculum that focuses on equity and school counseling in Santa Ana USD; will continue to collect data in Fall 2023 <p><i>Students With Disabilities</i></p> <ul style="list-style-type: none"> • Project on students with disabilities completed <p><i>Multilingual Students</i></p> <ul style="list-style-type: none"> • 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 • 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-
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		<p>immersion Vietnamese/English program)</p> <ul style="list-style-type: none"> • 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 <p><i>Other</i></p> <ul style="list-style-type: none"> • Created a model for educational leadership • K-12 School Project - conducting case studies of school responses to the pandemic and the effectiveness of these recovery strategies (will continue through Spring 2024) <p><i>Change in Research Plans (due to pandemic):</i></p> <ul style="list-style-type: none"> • Chula Vista Elementary SD case study (NCUST) • Progress for English Learners <ul style="list-style-type: none"> • Materials collection from Social Science, STEM, Literacy and Education leadership and planned qualitative analysis of materials
<p>3.4 Establish Researcher Network Improvement Communities (NIC)</p>	<p>A NIC is established for researchers to problem solve as they work toward goal of furthering research base in closing opportunity gaps.</p>	<p>Not implemented - did not have the resources to support this goal; in the future may possibly try to secure more funding and leverage future EdSummits in 2023 and 2024 to build community among educators</p>

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 has established the groundwork for an online Clearinghouse and expects it to be fully launched in the coming academic year (4.1). See Table 3, 2.2 for further detail in terms of the content of the materials posted to the website. In addition, two annual Educator Summits have been held so far, one virtually on July 30, 2021 and a second in-person and virtually on July 29, 2022 (4.2). The Educator Summits brought together numerous educators (including teachers, university faculty, and school counselors) from many universities, school districts, and organizations to share their expertise on navigating the pandemic, mental health, anti-racism, educator self-care and community, and culturally responsive teaching (see Table 7). Altogether, 412 people attended these Educator Summits. Attendees were primarily K-12 faculty and administrators and higher education faculty. K-12 teachers and staff at the second annual summit came from 29 different districts throughout California (largely Southern California). Events were well-received (see Appendix C and Year 2 report). A third Educator Summit will be held on July 28, 2023, and CCOG also secured funding to hold a fourth summit in July 2024. Each of the Hubs has also provided at least one webinar (see Table 4). Additionally, SDSU has published 20+ 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. In addition, SJSU collaborated with the California Department of Education and created modules to reach a broad audience on how to support foster youth and youth experiencing homelessness. SJSU aims to release these modules in the near future. SJSU also has begun producing a series of policy research briefs intended to inform California support system providers about mechanisms for addressing opportunity gaps in the foster care and youth experiencing homelessness K-12 population. These briefs aim to improve the capacity of teachers and educational staff to focus more intently on the roles of providers such as mentors, school counselors, and school social workers to build better

support systems. CCOG decided not to present at the Association of California School Administrators conference 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 18 publications over the past three years (2 research reports, 5 peer-reviewed publications, 9 books, 1 book chapter, 1 magazine article) (see Table 9). Thus, overall, CCOG has met some of its dissemination goals and plans to meet goals that were delayed largely due to the pandemic (Clearinghouse and sharing practice guides) as they continue their work.

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

Activities	Proposed Outcomes	Implementation
<i>Objective 4: Develop and disseminate resources to local education agencies to close opportunity gaps</i>		
4.1 Establish and maintain an online Clearinghouse for evidence-based strategies and promising practices for closing academic achievement gaps	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 <ul style="list-style-type: none"> • Clearinghouse platform developed; directors anticipate Clearinghouse to be fully launched next academic year See Activity 2.2 notes in Table 3
4.2 Develop Practice Guides and professional learning opportunities for closing the achievement gaps	Practice guides are developed modeled after WWC practice guides, that are user friendly for teachers and	In progress <ul style="list-style-type: none"> • Practice guides developed and currently being submitted to the Clearinghouse • Vetting process piloted and finalized (see Table 2, Activity 1.1 notes); goal is for searchable practice charts to be created

	leaders. These could be disseminated widely beyond just the Clearinghouse.	and accessible on the website once the Clearinghouse review process is underway
4.3 Host annual educator summit	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	<p>Implemented</p> <ul style="list-style-type: none"> • Two Annual Educator Summits were hosted (the first in July 2021, the second in 2022) • A third Educator Summit will be held in July 2023 and funding has been secured to hold a summit in July 2024 • Topics have included student and community healing, responsive pedagogy to transgender creative students, classroom improvement for students and teachers, post-pandemic learning recovery, culturally responsive pedagogy, and mental health/trauma-informed practices (<i>see Table 7</i>)
4.4 Disseminate most recent findings at the Association of California School Administrators conference	Presentations are conducted at this yearly conference.	Not implemented due to pandemic-related research delays
Other dissemination activities	<p>SDSU: Present at local events; develop webinar series.</p> <p>CSUF: Share findings and resources from the research with the center and educational community through meetings, conferences,</p>	<p>Implemented and in progress</p> <p><i>See Tables 8 and 9</i></p> <ul style="list-style-type: none"> • 2 research reports published on CCOG website • 5 peer-reviewed publications (4 published, 1 under review) • 9 books published • 1 book chapter published • 1 magazine article published • SJSU established a regional Advisory Board and met with the Integrated Student Support and Programs Office –

	<p>publications, and the center.</p> <p>SJSU: Disseminate reports, practice guides, webinars</p>	<p>Division of Foster Youth Services and Homeless Education (CA Dept. Of Ed.)</p> <ul style="list-style-type: none"> • CSULB presented at the 2022 CSULB EDLD Leadership Symposium • SJSU producing professional modules with California Department of Education to (i) improve education outcomes for students in foster care, (ii) improve education outcomes for youth experiencing homelessness, and (iii) integrate interprofessional roles in the service of high needs students <p><i>Also, see Activity 2.3 dissemination through webinars (Table 4)</i></p>
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Table 7. Educator Summit Webinars and Talks

Date	Topic	Presenters/Facilitators
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.)

Date	Topic	Presenters/Facilitators
	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)
July 2022	Educator Summit 2022	
	EdTalk 1	Sovey Long-Laterri (Fullerton Joint UHSD), Tony Thurmond (CA State Superintendent)
	EdTalk 2	Jose Rivas (Lennox Academy)
	Using Art and Music to support Closing the Opportunity Gap	Danelle Finnen (Alum Rock USD), Catalina Nichols, Veronica Talton, Dr. Lorri Capizzi, Sofia Fojas, and Dr. Brent Duckor (SJSU)
	Defining and Enacting Anti-Racist Teaching: Lessons From Ethnic Studies Classrooms	Dr. Miguel Zavala (CSULA)
	Academic & Inclusive Supports for Students that Work: Achieving Success for All Students	Sarah Schol (LBUSD)
	Exploring Allyship in Educational Spaces	Jaime Rapp
	Culturally Responsive Teaching & Self-Care for Educators of Color	Jasmine Thomas
	Using Student Voice as a Vehicle for Teaching History & Affirming Cultural Identity	Thy Pech (LBUSD)
	Balancing a Plane and Balancing your Life	Dr. Kim Powers (CSULB)
	Cultivating Community through Restorative Circles	Kristin Safa (Chapman Hills, Orange USD)

	Building and Sustaining Equity and Inclusion Through the Anti-Racist Inquiry Cycle	Jerome Hunter (Seattle School for Boys)
	Classroom and School-wide Conflict-Resolution Strategies: A Year-At-A-Glance	Dr. Rhonda Haramis (LBUSD)
	Policy Perspectives on Students in Foster Care and Youth Experiencing Homelessness	Dr. Emily Bruce, Shimica Gaskins, Dr. Michael Kirst, Judge Katherine Lucero, Drs. Lorri Capizzi and Brent Duckor (SJSU)
	Follow up to Morning EdTalk: Overcoming Obstacles: Empowerment Through Education	Sovey Long-Latteri (Fullerton Joint UHSD)
	Teaching APIDA Histories & Narratives to Combat Anti-Asian Hate	Dr. Virginia Loh-Hagan (SDSU) & Giannela Gonzales (SDSU)
	Equity-driven Leadership: Administrator Insights	Julie Denmion (Bellflower USD) & Dr. Ann Kim (Anaheim ESD)
July 2023	Educator Summit 2023 – Joy in Teaching and Learning	
	Keynote - Cultivating Genius and Joy in Education through Culturally and Historically Responsive Pedagogies	Dr. Gholnecsar (Gholdy) Muhammad (George State U.)
	EdTalk 1 – Joy Deserts: The Need for a Joy Revolution in Education	Jason Lee Morgan (Compton USD)
	EdTalk 2 – From Misery to Magic: One Teacher’s Journey to Joy	Jonathan Winn (San Diego USD)
	The Story of Us: Integrating Ethnic Studies for K-12 Learners	Alexis Contreras (CSULB)
	Promoting Student Well-Being: Cultivating Resilience and Empathy through Trauma-Informed Care	Dr. Hulya Odabas (Study Smart Tutors)
	Team Stronger 2gether: Unite Community Through Mental, Physical, and Spiritual Health	Michael Gray (Team Stronger 2gether)

	Restorative Circles in the Elementary Classroom and Beyond	Kristin Safa (Orange USD)
	Empathy, Confidence and Empowerment: Using Literature as a Powerful Mirror and Weapon	Kenneth Capers (LAUSD)
	Grading Equity and Student Choice	Jose Rivas (Lennox Academy)
	Activating Your “Chingona” Attitude and Leaning into Well-Being and Self-Care to Avoid Burnout	Michelle Vasquez Bean
	Teaching Students with Mental Health Challenges in the Post Pandemic School Setting	Dr. Kim Powers (CSULB)

Table 8. *Professional Conference Presentations*

Richards-Tutor, C. & Lopez-Perry, C. (2023, March). <i>Anti-racist and anti-biased practices: An examination of the work of the CSU Center to Close the Opportunity Gap</i> . Spring Policy Action Network (SPAN) Conference – California Council on Teacher Education (CCTE).
Capizzi, L. M. & Duckor, B. (2022, April). <i>Closing the opportunity gap for foster youth through school finance reform: An implementation-inquiry in California</i> [Roundtable session]. American Educational Research Association Conference, San Diego, CA.
Capizzi, L. M. & Duckor, B. (2022, April). <i>Preparing to serve foster youth and students experiencing homelessness: Pre-service school counselors learnings during COVID-19</i> [Paper session]. American Educational Research Association Conference, San Diego, CA.
Priede, A., & Cornejo, V. (2022, January 29). <i>Is one measure of excellence enough? What are we missing?</i> California State University Long Beach EDLD Leadership Symposium, Long Beach, CA.
Porras, D., Martinez, C., & Richards-Tutor, C. (2022, March). <i>Unpacking the notion of equity in education reform policy</i> . Spring Policy Action Network (SPAN) Conference – California Council on Teacher Education (CCTE).

Table 9. *Publications*

<i>CCOG Website Research Reports</i>
Martinez, C., Porras, D., & Cabral, A. (2021). Spring 2021 educator survey: COVID-19 challenges and pressing needs facing teachers. <i>California State University Center for Closing the Opportunity Gap</i> . 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. <i>California State University Center for Closing the Opportunity Gap</i> . https://ccog.calstate.edu/sites/default/files/2022-02/State_of_Student_Wellness_2021_Full_Report_s.pdf
<i>Peer-Reviewed Publications</i>
Branch, A. J. (2021). Ethnic identity discourse in intercultural education. <i>Profesorado, Revista de Currículum y Formación del Profesorado</i> , 25(3), 69-89. https://doi.org/10.30827/profesorado.v25i3.21634
Fisher, D., & Frey, N. (2021). Are you communicating high expectations? <i>Educational Leadership</i> , 79(6), 74-75.
Fisher, D., & Frey, N. (2021). Rebound: Turning our attention to acceleration. <i>Language</i> , 21(7), 23-26.
Johnson, J., & Escobedo, F. (under review). Characteristics of schools that achieve equity and excellence for students of color, <i>California Association for Bilingual Education</i> .
Wright, J., & Kim, T. (2023). Falling into the gap: the coloniality of achievement gap discourses and their responses. <i>Discourse: Studies in the Cultural Politics of Education</i> , 1-16. https://doi.org/10.1080/01596306.2023.2185768
<i>Books</i>
Dover, A. G., & Rodríguez-Valls, F. (2022). <i>Radically inclusive teaching with newcomer and emergent plurilingual students</i> . New York, NY: Teachers College Press.
Fisher, D., Frey, N., Lassiter, C., & Smith, D. (2022). <i>Leader credibility: The essential traits of those who engage, inspire, and transform</i> . Corwin.
Frey, N., Fisher, D., & Almarode, J. (2021). <i>How tutoring works: Six steps to grow motivation and accelerate student learning</i> . Corwin.
Frey, N., Fisher, D., & Smith, D. (2022). <i>The social-emotional learning playbook: A guide to student and teacher well-being</i> . Corwin.
Johnson, J., Uline, C., & Munro, S., (2023). <i>When Black students excel: How schools can engage and empower Black students</i> . Routledge.

Lassiter, C., Fisher, D., Frey, N., & Smith, D. (2022). <i>How leadership works: A playbook for instructional leaders</i> . Corwin.
Reeves, D., Frey, N., & Fisher, D. (2023). <i>Confronting the crisis of engagement: Creating focus and resilience for students, staff, and communities</i> . Corwin.
Smith, D., Fisher, D., & Frey, N. (2022). <i>The restorative practices playbook: Tools for transforming discipline in schools</i> . Corwin.
Smith, D., Fisher, D., & Frey, N. (2021). <i>Removing labels: 40 techniques to disrupt negative expectations about students and schools</i> . Corwin.
Book Chapters
Park, V., Fisher, D., & Frey, N. (2021). The evolution of response-to-intervention. In F. English (ed.), <i>The Palgrave Handbook of Educational Leadership and Management Discourse</i> , 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. <i>Language Magazine</i> . https://www.languagemagazine.com/2021/04/13/see-it-say-it/
Doctoral Dissertations
Cochran, R. (2020). <i>The quantitative impact of educator leadership on student achievement - Impact of leadership on student achievement in Chula Vista</i> [Doctoral dissertation, San Diego State University].
Deam, S. (2020). <i>The principal's role in building a college-going culture: Ensuring college access and success for underrepresented students - understanding of the specific behaviors, actions, and skills utilized by a principal to create a college-going culture that ensured underrepresented students college access and success</i> [Doctoral dissertation, San Diego State University].
Keeley, P. (2020). <i>Student voice and leadership: Creating a feedback model for improving school culture and climate and creating inspired engaged students</i> [Doctoral dissertation, San Diego State University].

Document Review in Years 1 and 2

A document review protocol was developed by CEEE in collaboration with the directors, and document reviews were conducted in Years 1 and 2. Altogether CEEE reviewed 23 artifacts. Reviewed materials included research documents, presentation materials, research and Clearinghouse materials, progress reports, and newsletters. Examining these documents revealed that CCOG worked consistently towards their aims across several areas, were sensitive to the changing needs of educators and showed flexibility in pivoting to address those needs. For example, documents described research on the

needs of teachers during the pandemic, mental health issues among students, examining the implementation of the Black Student Achievement Plan in the Los Angeles Unified School District, supporting students experiencing homelessness, and the creation of a Just, Equitable and Inclusive Education vetting process for the Clearinghouse. Document reviews conducted also revealed CCOG's efforts to share research and evidence-based practices with educators (infographics, newsletters). Each artifact was also classified in terms of the primary objective that the artifact worked to meet. Further, the artifacts reviewed show evidence that the work being conducted generally aligned very well with the goals of CCOG. Please see Year 1 and Year 2 Evaluation Reports for further details.

Across the two years of document reviews, sixteen of the 23 artifacts covered some aspect of K-12 preparation (69.6%); of these 16, ten covered leadership (62.5% of the K-12 artifacts), eleven covered instruction (68.8%), and two covered assessment (12.5%) (categories were not mutually exclusive). Fifteen of the 23 artifacts were more student-focused (65.2%), 12 addressed systems and institutions (52.2%), eight covered education policies (34.8%), and four focused on counselor/other educator preparation (17.4%). Regarding student populations in CCOG's Priority Areas, eight of the 23 artifacts addressed Black students (44.4%), six discussed Latiné 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 were not mutually exclusive).

Nine of the 23 artifacts (39.1%) worked to meet Objective 1 (Identifying current practices from the literature related to closing the opportunity gap), 12 (52.2%) 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 12 (52.2%) worked to meet Objective 4 (Disseminates resources to local education agencies). Thus, the majority of documents were classified as developing the capacity of educators to close the opportunity gap and a large number were classified as disseminating resources to educators.

B. What is the impact of the Center on the professional preparation of educators in the CSU system?

To evaluate the impact of the Center on the professional preparation of educators in the CSU system, data was gathered through several sources. First, we administered a summative survey to all CCOG users, which included educators affiliated with the CSU system. Second, we summarized webinar and Educator Summit survey data, compiling all responses that were collected immediately after these events. Third, we interviewed CCOG personnel. Initial evaluation plans also included interviewing a CCOG community partner, but CCOG was unable to secure this interview. In addition, CSU educator program graduation rates are not reported as originally planned, as CCOG did not think these data would be directly relevant to assess the impact of the programming.

Summary

Results from open-ended questions on the summative survey suggest that the Center impacted educators' motivation to stay in education and to keep striving to close opportunity gaps. Many users appreciated how the Center connected them with others who shared similar goals, as some had felt isolated at their own schools in their pursuits to close the opportunity gap. These sentiments were also echoed by CCOG leaders in interviews. They observed how not only individual educators were brought together by CCOG, but how school districts were also brought together. CCOG leaders also observed internal impact – appreciating how CCOG brought together faculty within CSU educator preparation departments, CSU educator preparation departments within colleges, and CSU campuses with each other.

The Center also prepared educators by shaping their pedagogical approaches and perspectives. Some educators reported that through CCOG resources, they learned about the importance of the whole community (including parents, faculty, and administrators) working together to close opportunity gaps. Many also reported an increased awareness of students' diverse needs. Furthermore, the Center prepared educators by better equipping them to create more equitable and inclusive learning

environments for K-12 students. Educators appreciated the many tools they learned about. Many (74.3%) reported implementing practices related to anti-racist teaching, culturally responsive teaching methods, mental health, and socioemotional learning.

Results from the close-ended questions on the summative survey and on previous surveys immediately following individual CCOG events confirmed these sentiments. Educators in the CSU system and educators outside of the system, on average, reported that CCOG programs and resources helped to better prepare them to close the K-12 opportunity gap. Attendees of CCOG events also reported that due to attending a CCOG event, their interest in closing the K-12 opportunity gap increased, they learned pertinent information about how to close that gap, and they planned to implement what they had learned (remarkably means were 4.33-4.79 out of 5 in measuring impact on the preparation of educators across 15 events). In sum, all pieces of evidence reviewed point to the Center impacting educator preparation by (i) providing community and bringing people and organizations together to tackle the closing of the K-12 opportunity gap, (ii) broadening educators' perspectives and shaping their pedagogical approaches, and (iii) providing many tools that educators implemented to create more equitable and inclusive learning environments. More details on these findings can be found below.

Summative Survey Findings

A summative survey was administered to CCOG users to assess its impact on the professional preparation of educators, as well as on K-12 students in California. The survey was emailed to subscribers on the CCOG email list and all past attendees of a CCOG event. The survey began by assessing users' participation in CCOG events and access to CCOG materials. It then assessed general impact with both closed- and open-ended questions, asking how users implemented the information learned from these events and materials. Lastly, this survey asked about how future programming of this kind could be improved or revised. See Appendix A for all summative survey question items.

Demographics of Summative Survey Respondents

Altogether, 88 Center users filled out the summative survey. Analysis of demographic information revealed that most respondents worked in K-12 settings ($n = 30$, 34.1%; 13 of the 30 in K-5, 14 of the 30 in grades 6-12, 3 of the 30 in K-12), followed by higher education ($n = 25$, 28.1%) (6.8% other settings – teacher/counseling candidates, government/policy or educational consulting; 30.7% no information provided). Almost half of the participants reported being affiliated with a California K-12 public school district ($n = 43$, 48.9%) (4.5% private schools, 46.6% no information), and almost a quarter reported being part of the CSU system ($n = 20$, 22.5%) (47.2% were not affiliated with the CSU system, 29.5% no information provided).

Providing a Community: Encouraging Retention and Sustaining Motivation

In an open-ended format the survey asked about what things users learned from CCOG events or materials and how CCOG resources might have changed their pedagogical approach or perspective. Eighteen people responded to this question.

Early career educators mentioned how CCOG provided a community for them, created a sense of belonging, and helped motivate them to continue being an educator:

When I was at the Educator Summit, I felt that I was not on the left side of things when it came to education. I felt [like] an outsider in my school site having to be the voice for my students to do more than just what is being taught in the four walls. After the Summit I felt that what I was doing (voicing my students' concerns, pushing for more college awareness, modifying the curriculum to fit my students' diverse needs) was what I needed to do and I wasn't fighting an empty battle. The meetings I went to, the one focusing on culturally responsive pedagogy, reinforced my pedagogy of focusing on students' cultures and using students' backgrounds into the curriculum to build strong classroom rapport with students... The Educator Summit was a huge step into me not giving up in my progress as a new educator. (Grade 6-12 educator)

Another respondent wrote:

As I am new to education as a career field, what stuck with me was actually the amount of resources available for students. As a recent undergrad and not so recent K-12 student, but recent enough to remember the experience, it's nice to know that people are thinking about and working towards change for the better. (Higher education educator)

Another respondent noted, "It really supported my approach of being a change agent. I worked in an elementary school where processes are implemented from a deficit approach, and engrained leadership that's more like a dictatorship..." Another respondent put it simply, learning from CCOG to: "Be a warrior for Equity." Echoing this theme of building community, later in the summative survey when asked about some of the strengths of CCOG's program, its services, and/or its materials in an open-ended format, a handful of respondents pointed to CCOG building community among educators. One teacher candidate student wrote, "[A] strength of the program is its focus on collaboration and community building. CCOG provides opportunities for educators to connect with each other, share ideas, and learn from one another." A K-5 educator also wrote, "It was always great to be surrounded by and connecting with like-minded individuals."

Impacted Pedagogical Approaches and Perspectives

In addition to providing a community for educators, CCOG impacted educators' pedagogical approaches and perspectives.

Learning That It Takes a Village

Several users reported learning about ways to strengthen communication and rapport between educators with students and their families. For example, one respondent implemented a tool to address the communication gap that exists between multilingual students and their families with schools:

At the Educator Summit we were introduced to ParentSquare [a school community communication app], which was in use at another presenter's school. We have since implemented it across our organization, specifically because we were interested in the fact that families could select their preferred language and have all communications automatically translated for them. This has increased the frequency and quality of communication between teachers and multilingual families. Consequently, it has organizationally allowed us to appreciate the communication gap that existed and actively work to identify potential communication barriers and address them before they impact the working relationship between school and families. (Grade 6-12 educator)

Relatedly, two respondents wrote about learning how important “full buy-in” at administrative and faculty levels is to move forward and establish ongoing best practices. They mentioned learning how important all stakeholders are to implement tiered support systems.

Increasing Awareness and Providing Tools to Create Equitable and Inclusive Learning Environments

Several users also reported learning to focus on students' diverse needs and learning how to use strategies to approach this. Respondents wrote about many aspects including voicing student concerns, fitting curriculum to the diverse needs of students, using culturally responsive and trauma-informed teaching practices, implementing pedagogies of love, and focusing on student wellness. As one respondent noted:

Educators can use resources from CCOG to learn about the importance of integrating students' cultures and experiences into their teaching, creating a more inclusive and culturally responsive learning environment. This approach can help students feel more engaged and connected to their learning, leading to improved academic outcomes. Another example is the use of restorative justice practices. CCOG provides resources on restorative justice, which can help educators create a more supportive and

collaborative classroom environment...The experience of a more equitable and inclusive learning environment targeted my audience. Students from marginalized backgrounds feel more supported and valued, leading to increased engagement and achievement. I am better equipped to identify and address systemic barriers to learning and implement culturally responsive practices. This resulted in reduced discipline disparities, increased academic success, and improved social-emotional outcomes for students. (CSU-affiliated teacher candidate student)

Other respondents wrote about how learning about trauma-informed practices affects students in their classroom and made them more mindful of their interactions with students.

Strategies Users Implemented to Help Close the Opportunity Gap for K-12 Students

Thirteen people responded to the open-ended question about strategies used to help close the K-12 opportunity gap. Two major themes arose: implementing anti-racist and culturally responsive teaching methods (mentioned by 7 respondents [53.8%]) and emphasizing mental health and socioemotional learning (mentioned by 4 respondents [30.8%]).

Anti-Racist and Culturally Responsive Teaching Methods

When asked about strategies used respondents wrote about using anti-racist and culturally responsive teaching methods in K-12 settings, as well as identifying systemic inequalities and racial disparities in their classrooms in order to further close the opportunity gap. Respondents discussed the importance of funding reform and creating fair teacher evaluation methods. Respondents also reported identifying gaps, recognizing unique needs of a specific population, and creating student-focused interventions. One respondent stated:

“We have worked to make our Black and Brown students feel more empowered and invested in our school by giving them greater access to feel ownership of the school environment and culture.”

-Grade 6-12 Educator

We have been making a school-wide effort to create an anti-racist environment...We are investigating the systemic racism causing achievement disparities between Black and Brown students and the overall school population. The first step was to identify the gap, the second is to recognize the unique needs of those populations suffering from systemic racist practices, and the third step, where we are now, is creating interventions that meet those students where they are academically, in an environment that emphasizes growth & capability instead of focusing on the gap and perceived underachievement...We have worked to make our Black and Brown students feel more empowered and invested in our school by giving them greater access to feel ownership of the school environment and culture. Students have reported an increased sense of belonging and safety at school as a result of those efforts. There has also been notable academic growth in all subjects among the students who were furthest behind academically, as measured by quarterly benchmark testing. (Grade 6-12 educator)

Some other concrete steps taken by CCOG users include the following:

- Example school and district practices implemented
 - Strengthened outreach to multilingual parents (Higher education educator)
 - Worked with school librarian to provide diverse books and presentations (Higher education educator)
 - Provided professional development for teachers, staff and school and district leaders:
 - [I] incorporated strategies around student support services and counseling into professional development work supporting district and site leaders to prioritize systemic community-engaged approaches during the pandemic. [I also] incorporated data and materials on teachers' of color effects on achievement for students of color, as well as [how] school culture and systemic patterns impact [the] retention of teachers of color in research-practice partnership (RPP) work with district human resources and new teacher support staff. (Higher education educator)*

- Examples of classroom practices implemented
 - Provided more diverse curriculum (Higher education educator)
 - Reviewed course syllabi and included more learning assistance resources (e.g., library tutorials); incentivized participation in learning workshops; included alternative assignments
 - *To close the opportunity gap, what I have done purposely in my classroom was adding my graduation cap and the college flags into my classroom. I shared with every one of my students my journey into Higher Education...For one of my classes, I taught Romeo and Juliet alongside West Side Story. Using a play which closely relates to my student demographic supported my students' learning when reading a challenging and complex text. Purposefully focusing on the parallels and having open class discussions...was a huge success in having 95% class engagement and improvement in test scores. (Grade 6-12 public educator/CSU master's student)*
 - *I...do not separate my students' progress from "honors" to "benchmark" as I believe with the right scaffolding, modeling, and structure all students can learn and achieve great things. (Grade 6-12 public educator/CSU master's student)*
 - *The webinar from Dr. Zavala really gave me the information I needed to shift my thinking when supporting Black, Latiné, and Multilingual youth. Centering their experiences, we work together to own their expertise and honor the cultural legacy that they have a right to inherit. This framing has resulted in students reconnecting with their cultural/racial groups, and seeing their community as a wellspring of resources, ideas, and transformation. The students really responded well. Some activities asked them to create a Community Newsreel that connect their family history to broader US or global historical events. This allowed students to learn family stories that would otherwise go untold. One student told me that his great grandfather fought with Emiliano Zapata for the independence of Mexico. It was never talked*

about in the family until this project. It truly changed their lives. (Higher education CSU-affiliated educator)

Socio-Emotional Learning Strategies

Another theme that arose among respondents was focus on the emotional support, mental health, and well-being of students. Some strategies used by respondents included mindfulness, yoga, deep breathing, and self-awareness check-ins. To highlight this theme, one respondent wrote: “I have used the strategies of being engaged with my students, check in and check out procedures for making sure that their emotional well-being is monitored” (School counseling/psychology student). Another respondent reviewed course syllabi and included community resource information for students and families, as well as provided more frequent reminders to students on the importance of mental wellness (Higher education educator). Another wrote:

I have implemented this with my 6th-8th graders in how to be more intentional and aware of their behavior at school, in the classroom, and how to be more authentic when there is conflict among students, that they can understand how to resolve their issues in an appropriate manner. I have been doing restorative circles and one-on-one support for my students who need support in their emotional and mental wellness. I have provided resources for them to go for mental health support and therapy if needed. (School counseling or psychology student)

These strategies hope to foster a safe, caring, and accepting environment in classrooms by having administration, staff, and mental healthcare professionals in schools work together to support and serve the needs of the students.

Although the majority of respondents reported that they had used evidence-based strategies learned from CCOG events or materials, about a quarter of respondents ($n = 18, 25.7\%$) reported that they did not use any evidence-based strategies learned from CCOG events or materials.

Educators Feel Better Equipped to Close K-12 Opportunity Gap

Using two survey items, participants were asked if their participation in CCOG events or materials accessed better equipped them to help close the opportunity gap in K-12 education, and if they implemented tools, strategies, and practices learned. These items were averaged together to form a scale ($\alpha = .89$) (Table 10). A total of 65 people responded to these questions. Of these 65, 17 said they were a student or faculty member in the CSU system (“CSU educators”). On average, CSU educators ‘agreed’ that CCOG programs and resources positively impacted their professional preparation to help close the K-12 opportunity gap ($M = 3.82, SD = .93$).

“I am better equipped to identify and address systemic barriers to learning and implement culturally responsive practices.”
 -CSU-Affiliated Teacher
 Candidate Student

When examining all educators together ($n = 67$), including CSU educators, responses were similar with users ‘agreeing’ that CCOG programs and resources positively impacted their professional preparation to help close the K-12 opportunity gap ($M = 4.05, SD = .79$; Table 11).

Events Attended

Participants were given a list of all events presented by CCOG over the three years of programming and were asked to select which events they attended. In terms of the total number of events attended from 2020-2023, respondents ($N = 70$) ranged from attending only one CCOG event to attending 7 CCOG events, and the average was attending between two to three events ($M = 2.26, SD = 1.37$). About a third of respondents only attended one CCOG event ($n = 25, 35.7\%$), about half of respondents ($n = 34, 48.5\%$) attended two to three CCOG events, and 11 (15.7%) attended four to seven events. Respondents who attended the Educator Summit in 2021 were likely to also attend the Educator Summit in 2022 ($r[28] = .54, p < .001$).

Table 10. *Impact of CCOG Resources on Professional Preparation of CSU Educators*

	<i>n</i>	Strongly Disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly Agree (5)	<i>M</i>	<i>SD</i>
Because of my participation in CCOG events and/or because of the CCOG materials that I read, I am better prepared to help close the opportunity gap between K-12 students.	17	1 (5.9%)	1 (5.9%)	1 (5.9%)	11 (64.7%)	3 (17.6%)	3.82	1.01
I have implemented tools/strategies/practices that I learned from CCOG events or materials.	17	0 (0.0%)	2 (11.8%)	3 (17.6%)	8 (47.1%)	4 (23.5%)	3.82	.95
Impact Scale							3.82	.93

Source: Summative Survey

When asked about what specific events participants attended, results revealed that many respondents attended the 2021 Educator Summit ($n = 20, 28.6\%$). Followed by this was the webinar *Providing Culturally Sustaining and Trauma-Informed Supports* (April 2021, Dr. Jake Olsen) ($n = 18, 25.7\%$), and the webinar *Antiracist Teaching: Ethnic Studies Classrooms* (September 2022, Dr. Miguel Zavala) ($n = 18, 25.7\%$).

Webinar and Educator Summit Surveys

In addition to the summative survey, the impact of CCOG's programming on the preparation of educators was assessed by compiling data collected after each individual event. CCOG held two Educator Summits and multiple webinars on various topics related to closing the opportunity gap (see Tables 4 and 7 in Section A for details). Surveys were distributed at the Educator Summits and at 13 of these webinar events to

Table 11. *Impact of CCOG Resources on Professional Preparation of CCOG Users*

	n	Strongly Disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly Agree (5)	M	SD
Because of my participation in CCOG events and/or because of the CCOG materials that I read, I am better prepared to help close the opportunity gap between K-12 students.	65	1 (1.5%)	2 (3.1%)	9 (13.8%)	33 (50.8%)	20 (30.8%)	4.06	.85
I have implemented tools/strategies/practices that I learned from CCOG events or materials.	64	0 (0.0%)	2 (3.1%)	11 (17.2%)	32 (50.0%)	19 (29.7%)	4.06	.75
Impact Scale							4.05	.79

Source: Summative Survey

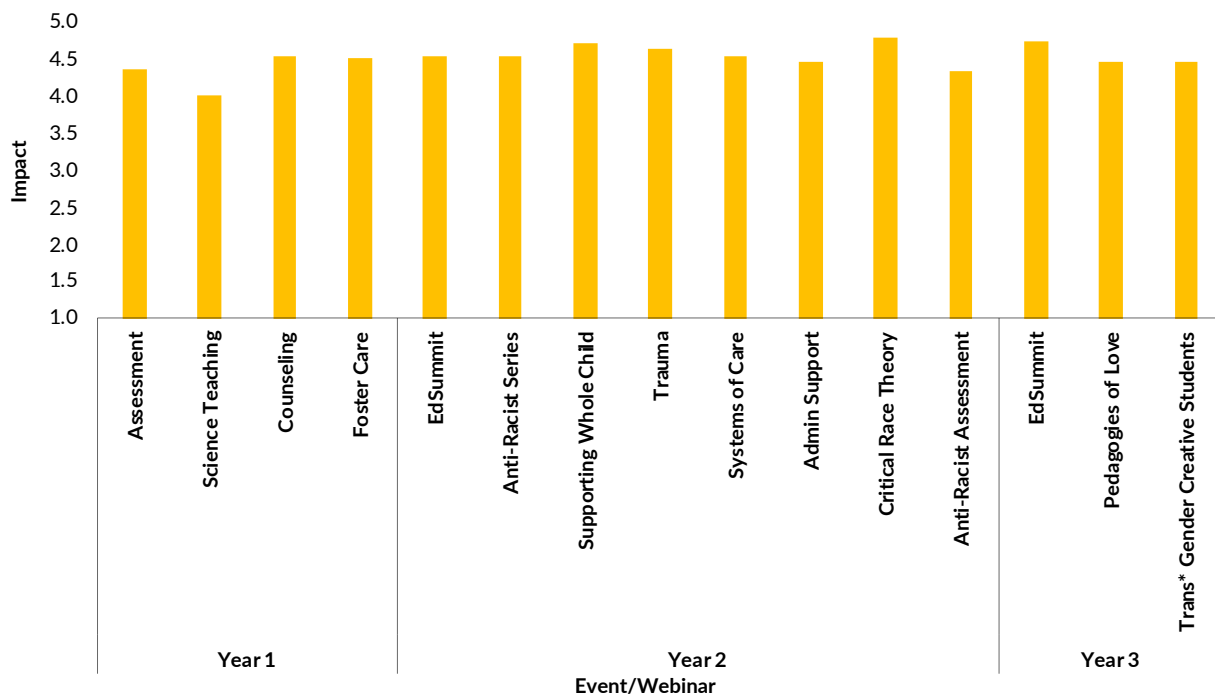
attendees. Surveys were administered by CEEE at all webinar events in Years 1 and 2 of which CEEE received timely notice and were administered by CCOG in Year 3.

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. Raffle prizes of a CCOG notebook and tote bag were awarded to randomly selected survey respondents.

Impact of Events on Professional Preparation of Educators

On the surveys, questions asked 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 these 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 $M = 4.50$, $M_s = 4.33-4.79$, $SDs = .40-.71$; 1 = *Strongly Disagree* to 5 = *Strongly Agree*; see Figure 1). 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.

Figure 1. Impact of Events on Center Users



Event Registration, Attendance, and Survey Respondent Information

Across 21 events that CEEE and CCOG surveyed, 3,816 people registered, 1,412 attended, and 419 completed surveys (Table 12). Registration numbers were generally robust showing that CCOG users expressed much interest in professional development pertaining to closing the K-12 opportunity gap. However, attendance numbers varied widely (ranging from 25.9% to 100% of those who registered). Overall, attendees primarily consisted of K-12 staff and faculty (45.5% of all attendees across all events) and Higher Education staff and faculty (36.3% of all attendees across all events), although the composition of attendees varied by event. See Table 13.

CCOG Personnel Interviews and Reports

Counselor Education Curriculum: Youth in Foster Care and Experiencing Homelessness

At San Jose State, CCOG developed fieldwork curriculum for school counselors who work with students in foster care and youth experiencing homelessness. The Hub first conducted a pilot study at Alum Rock USD that investigated counseling study at Alum Rock USD that investigated counseling challenges that existed during the COVID-19 pandemic for these specific student populations. As the Hub leaders described: “Unique to this course and curriculum was practice-based learning that provided students with an opportunity to learn and practice ethical and legal considerations relevant to counseling for students in foster care and youth experiencing homelessness. Another goal of the revised curriculum was to learn and practice knowledge and skills (through lectures and class activities)” to serve foster youth, youth experiencing homeless and their families. Over the course of the semester, pre-service school counselors engaged in 3 phases of counseling practice: 1) Engagement in the examination of data in student files; 2) Communication with parent/guardians to obtain consent; and 3) Direct counseling with foster youth and youth experiencing homelessness. CCOG leaders reported that, “The changes in curriculum, for example, in our Counselor Education program, have led to deeper understanding and engagement with our Hub’s focal populations (K-12 youth in foster care and students experiencing homelessness in California). We are currently building other avenues/tools to engage other professional development and preparation

Table 12. 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			
2021 Educator Summit	454	165 (36.3%)	46 (27.9%)
2022 Educator Summit	466	178 (38.2%)	37 (20.8%)
Total	920	343 (37.3%)	83 (24.2%)
Launch			
1/21 Assessment in Distance Learning	428	183 (42.8%)	68 (37.1%)
3/21 Epistemic Agency, Science Teaching	55	23 (41.8%)	8 (34.8%)
4/21 School Counseling	197	52 (25.9%)	28 (53.8%)
5/22 Foster Care Student Support	111	39 (35.1%)	14 (35.9%)
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 (43.9%)
5/22 SJSU Anti-Racist Assessment	13	13 (100.0%)	8 (61.5%)
9/22 CSULA Anti-Racist Teaching	314	118 (37.6%)	n/a
11/22 SJSU Poverty & Inequity	103	43 (41.7%)	n/a
2/23 Pedagogies of Love	87	81 (93.1%)	27
3/23 Trans* & Gender Creative Students	54	34 (63.0%)	16
5/23 SJSU Feedback for Cont. Improvement	35	15 (42.9%)	3
Total	3,816	1,412	419

*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. Note: 9/22-5/23 webinar surveys were administered by CCOG.

Table 13. *Event Attendee Demographics*

Event	K-12		Higher Education		Government/ Policymaker		Other	
	n	%	n	%	n	%	n	%
'21 EdSummit	74	44.8%	46	27.9%	11	6.7%	26	15.8%
'22 EdSummit	127	71.3%	26	14.6%	2	1.1%	23	12.9%
Total	201	60.0%	72	21.5%	13	3.9%	49	14.6%
Launch	17	9.7%	114	64.8%	9	5.1%	36	20.5%
Distance Learning	316	73.8%	79	18.5%	8	1.9%	25	5.8%
Epistemic Agency	0	0.0%	14	60.9%	0	0.0%	9	39.1%
School Counseling	5	10.0%	6	12.0%	1	2.0%	38	76.0%
Foster Care	3	7.7%	16	41.0%	6	15.4%	13	33.3%
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	100.0%
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	7.3%	18	43.9%	2	4.9%	18	43.9%
Anti-Racist Assess.	0	0.0%	11	84.6%	0	0.0%	2	15.4%
Anti-Racist Teach.	14	4.5%	90	28.7%	3	0.1%	11	3.5%
Poverty & Inequity	13	31.7%	19	46.3%	2	4.9%	7	17.1%
Pedagogies of Love	18	22.2%	53	65.4%	0	0.0%	11	13.6%
Trans* & Gender	13	39.4%	18	54.5%	0	0.0%	3	9.1%
Total	741	45.5%	591	36.3%	49	3.0%	249	15.3%

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 attendees were missing information and are not included in the table.

*Some Session 1 and Session 2 attendees overlapped.

programs in fields of teaching, social work, public health, and education administration.”

Thus CCOG has made a direct impact on the professional preparation of educators in the CSU, specifically with school counselors to work with students in foster care, youth experiencing homelessness and their families.

Bringing Communities Together

Other CCOG leaders were also asked to describe what specific impact “CCOG has had on the professional preparation of educators in the CSU system with the aim to close the K-12 opportunity gap.” A few leaders felt that asking about impact would be more appropriate and concrete a few years from now due to certain tasks taking longer to

implement than was anticipated. One leader said, “We haven’t gotten to the impact stage yet...We’re still in the construction phase.” However, others pointed to the positive impact CCOG had in bringing people together – within CSU educator preparation departments, across CSU educator preparation departments within colleges, and across different CSU campuses. One CCOG leader said, “I think that a lot of value has come from being able to have those conversations (highlighting practices that address students who are historically underserved) within CCOG, but then also [from] expanding that influence throughout the different CSUs...When we're talking during our sessions, we're able to see what some of the other programs are doing...[and] then also relating that back to...our stakeholders.” California State Fullerton leaders described a transformation within their college due to CCOG:

“For the first time, there was an interdisciplinary understanding of all these questions [pertaining to closing the K-12 opportunity gap]...It was really powerful.”

-CCOG Leader

[At Cal State] Fullerton...many of the faculty participating in [CCOG] were also part of the task for [developing] JEIE (just, equitable, and inclusive education)...One thing that we learned...is how a college like ours, they'll have five different departments. To my knowledge...this is the first time around that all the departments have worked together...Usually every department has their own projects. So...for the first time [there was] an interdisciplinary understanding of all these questions that we went through. It was really powerful. Our dean and associate dean really supported us...[CCOG] has amplified, has added to the JEIE project [that we] already had in place. Internally, I think we have evolved...as a college...There were not even dialogues like these [before] to the point that now the JEIE team of the Center...are the ones who guide and lead Fall Retreat, the Spring Retreat, and other series of activities. This is the group of faculty taking the lead throughout...I personally think that it's the way colleges should function, no? They're more like...collegial and collective...rather than people in isolation trying to solve the opportunity gap on their own... [The] dialogues [we had] were really powerful, and there was a group of faculty [focused on closing the opportunity gap], and it has become larger and larger. So...I would say the impact [on the] outside - maybe [we're] not there yet. But I think it's needed for us to have this change inside in order to really have an impact outside. We need to...model how we are changing internally before we ask for other partners to...go through the same process.

Revealingly, California State Fullerton leaders also felt that, “We have developed this trust within our college right now.” The CSUF leaders felt confident that work towards closing the opportunity gap would continue no matter whether they specifically continued to lead or somebody else in the college took on the mantle. The CSUF leaders deeply valued this built trust and called it “priceless.”

CCOG has also brought school districts together and has provided a platform for districts to showcase their good work. For example, CCOG has helped to facilitate a growing network and partnership between Los Angeles USD with other districts who want to do

similar work in closing the opportunity gap. In addition, many Los Angeles USD educators attended the Educator Summit in 2022 and will now give their own presentation at the 2023 Educator Summit. School partners from conducting research at schools have also reported that CCOG's work has been meaningful to them.

C. What is the impact of the Center as a Clearinghouse for evidence-based strategies?

As mentioned above, it took longer than anticipated to launch the Clearinghouse due to the pandemic and due to it taking longer for personnel to, together, work through and define key terms pertaining to the opportunity gap. However, CCOG personnel are optimistic about the future impact of the Center as a Clearinghouse for evidence-based strategies as considerable progress has been made. The process for submitting to the Clearinghouse has been set up and is currently being piloted. Some evidence-practices are currently being submitted and will likely be published by the end of this summer. The team also discussed ways to invite and encourage submissions to the Clearinghouse and is currently engaging in an iterative and constructive process with feedback to assist submissions along the way. The directors expect the Clearinghouse to launch shortly after this report later this summer. Given the stage at which the Clearinghouse is at, it was not yet appropriate to assess the impact of the Center as a Clearinghouse for evidence-based strategies. Instead, the impact of the Center for its online resources as a website was assessed, as several resources have been available (research reports, recorded talks/webinars; see Section A). To evaluate the impact of the Center as a website, data was gathered through several sources. First, we administered a summative survey to all CCOG users. Second, we summarized website analytics data provided by the Chancellor's Office. Third, we interviewed CCOG personnel.

Summary

To assess the impact of the Center as an online resource, the summative survey asked CCOG users about the number of resources they accessed, the frequency of their access, and the perceived quality of those resources. Of those who responded to the survey, findings indicated moderate impact. Encouragingly, about 67.9% of survey respondents had accessed either a research report or talk/webinar and perceived these online resources to be of high quality. However, out of 15 possible website resources, respondents only accessed about one to two resources on average. Respondents also reported accessing resources between once a year to a few times a year on average. As

another indicator of impact, website traffic was examined for trends from website analytics. Website traffic fluctuated over the years with the highest traffic tending to occur in the second quarter (April through June), possibly due to the anticipation of the Educator Summits. Nevertheless, overall, over the course of two and half years, website traffic increased by over two-fold from 167 website users with 577 website views in the fourth quarter of 2021 to 423 users with 1,299 website views in the second quarter of 2023 (see Figure 1). Thus, the website analytics suggest an increasing impact of the website to provide evidence-based strategies, with the website tending to attract the most eyes during the second quarter of the calendar year. Finally, personnel interviews underscore that center leaders perceived limited impact of the Clearinghouse to date due to the delay in its launch. However, all leaders were optimistic of its future impact on many different types of educators. In sum, the Clearinghouse has not yet had an impact in providing evidence-based strategies due to delays in setting it up. However, the evidence-based strategies provided on CCOG's website have shown modest use and impact with favorable perceptions of the quality of resources made available.

Summative Survey Findings

A summative survey was administered to CCOG users in order to assess CCOG's impact as a website providing evidence-based strategies. More details on the survey respondents can be found in Section B.

Users' Access of Research Reports on CCOG's Website

When participants were asked about resources and materials accessed on CCOG's website, about half had read materials on the website ($n = 41$ of 83 respondents, 49.3%), and about half reported that they had not read any of the materials on the website ($n = 42$, 50.6%). Out of 4 research reports posted on the website, respondents ranged from accessing none to three reports, and the average was accessing about one of the four reports ($M = .83$, $SD = .96$). About a quarter had accessed only one report ($n = 20$, 24.1%), and about a quarter had accessed two to three reports ($n = 22$, 26.5%). Overall, both of the *State of Student Wellness Reports* were indicated to be the most accessed

material on CCOG's website (2022 report $n = 22$, 26.5%; 2021 report $n = 20$, 24.1%). The next most accessed website material was the *COVID 19 Challenges and Pressing Needs Facing Teachers Report 2021* ($n = 17$, 20.5%). Respondents who accessed the *State of Student Wellness Report 2021* were also likely to access all of the other reports as well ($r[83] = .24, .27, .23, p's < .05$, respectively: *State of Student Wellness Report 2022*, *COVID 19 Challenges and Pressing Needs Facing Teachers Report 2021*, *The Evolution of Response-to-Intervention Continuities and Disruptions in the Past, Present, and Future 2021*).

Users' Access of Recorded Talks/Webinars on CCOG's Website

Participants were also asked if they had watched any recorded talks/webinars and to select from a list given. Similar to above, about half of the respondents had accessed recorded talks/webinars ($n = 40$ of 81 respondents, 49.4%) and about half of the respondents had not accessed recorded talks/webinars ($n = 41$, 50.6%). Out of 11 recordings posted on the website that were asked about, respondents ranged from accessing none to five recordings, and the average was accessing about one recording ($M = .95, SD = 1.16$). About a quarter had accessed only one recording ($n = 19$, 23.5%) and about a fifth had accessed two recordings ($n = 15$, 18.5%) (9.9% accessed three to five recordings). The most accessed talk/webinar was the webinar *Creating a Culture of Care Through Trauma Sensitive Practices* (2022, Dr. Caroline Lopez Perry and Addison Duane) ($n = 17$, 21.0%). Following this was the webinar *Providing Culturally Sustaining and Trauma-Informed Supports* (2021, Dr. Jake Olsen) ($n = 12$, 14.8%), and the webinar *Actions Anti-Racist Educators Must Take in their Classrooms This School Year* (2021, Marlene Carter) ($n = 9$, 11.1%).

Examining whether there was overlap in the access of reports and recorded talks/webinars, it was revealed that about a third ($n = 28$, 34.6%) had accessed both reports and talks/webinars, 17.3% ($n = 14$) had accessed only reports, 16.0% ($n = 13$) had accessed only talks/webinars, and about a third ($n = 26$, 32.1%) had not accessed any website resource. Thus, about two-thirds (67.9%) of survey respondents had accessed at least one website resource (either a report, talk/webinar or both). Summing all website

resources together, out of 15 resources (4 reports plus 11 recordings), users reported accessing about one to two resources on average ($M = 1.76, SD = 1.80$).

Frequency of Access to Website Resources

We also asked users how frequently they accessed CCOG’s website resources (Table 14). Participants reported accessing CCOG digital resources (browsing the website, downloading reports, watching webinars on the website) between once per year to a few times a year on average ($M = 2.23, SD = 1.22$). The most common response was having accessed resources a few times per year ($n = 32, 40.5%$). Following this, participants reported having accessed resources rarely or never ($n = 26, 32.9%$). Overall, participants accessed CCOG’s digital resources on a somewhat infrequent basis or did not access them at all.

Table 14. *Frequency of Attendees’ Access to Website Resources*

	<i>n</i>	Rarely/Never (1)	Once per year (2)	A few times a year (3)	About once a month (4)	A few times a month (5)	<i>M</i>	<i>SD</i>
How often do you access CCOG digital resources...	79	26 (32.9%)	19 (24.1%)	32 (40.5%)	0 (0.0%)	2 (2.5%)	2.23	1.22

Source: Summative Survey

Users’ Perception of the Quality of Resources Available on the CCOG Website

Participants were asked to rate the quality of CCOG materials on the website. Results showed that participants rated the quality of CCOG website materials to be between ‘good’ to ‘excellent’ on average ($M = 4.29, SD = .80$) (Table 15).

Table 15. *Users’ Perceptions of the Quality of Center Resources*

	<i>n</i>	Very Poor (1)	Poor (2)	Fair (3)	Good (4)	Excellent (5)	<i>M</i>	<i>SD</i>
The quality of CCOG materials on its website (e.g., research reports, chapters, research report info-graphics, other publications) are generally...	34	0 (0.0%)	2 (5.9%)	1 (2.9%)	16 (47.1%)	15 (44.1%)	4.29	.80

Source: Summative Survey

Website Analytics

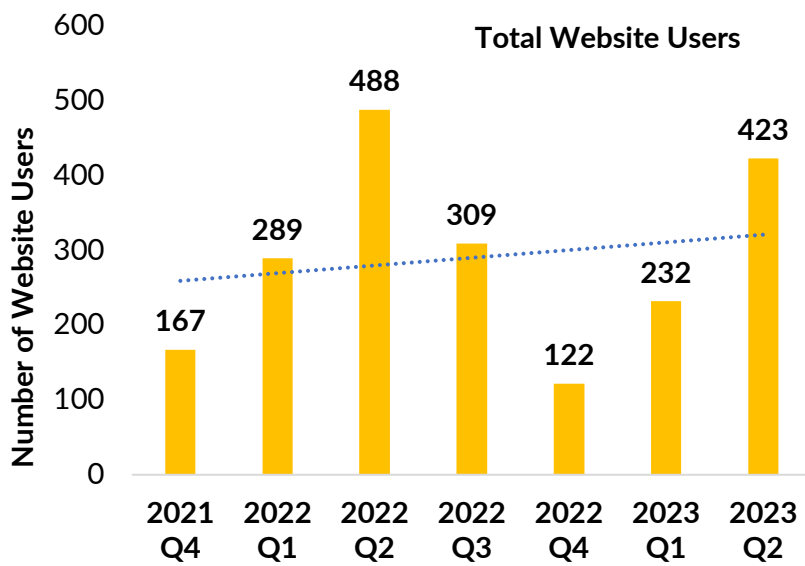
Website analytics were provided from Academic Technology Services at the California State University Chancellor’s Office.

Overall Increasing Numbers of Users

Website analytics showed general upward or steady trends in the number of website users from 167 website users in Q4 of 2021 (September 2021-December 2021; when the website analytics first began being collected) to 423 website users in Q2 of 2023 (April 2023-June 2023) (see Figure 2). The total number of website users from September 2021 to June 2023 was 2,030 (it is unknown if these were each unique users from one quarter to the next). Website analytics also showed a general upward and steady linear trend in the number of website views from 577 views to 1,299 views from

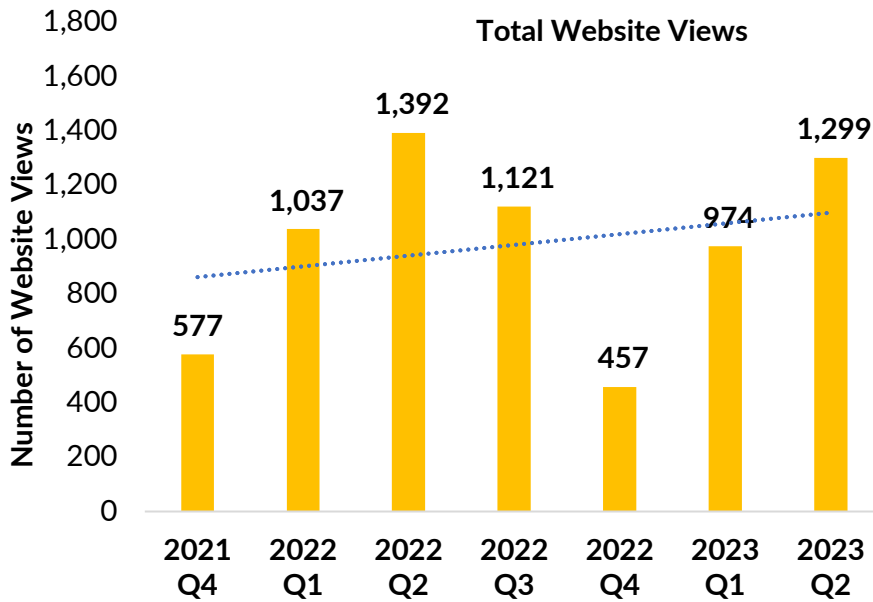
September 2021 to June 2023 for a total of 6,857 total website views (see Figure 3). A breakdown of those views by page showed that the home welcome page tended to show the greatest percentage of views (50.4% and 43.7% in 2021 Q4 and 2023 Q2, respectively) (see Figure 4). In Q2 of 2022, preceding the 2022 Educator Summit, however, the events page showed the greatest percentage of views (44.0%), followed by the home welcome page (33.7%).

Figure 2. Number of Website Users by Calendar Year Quarter



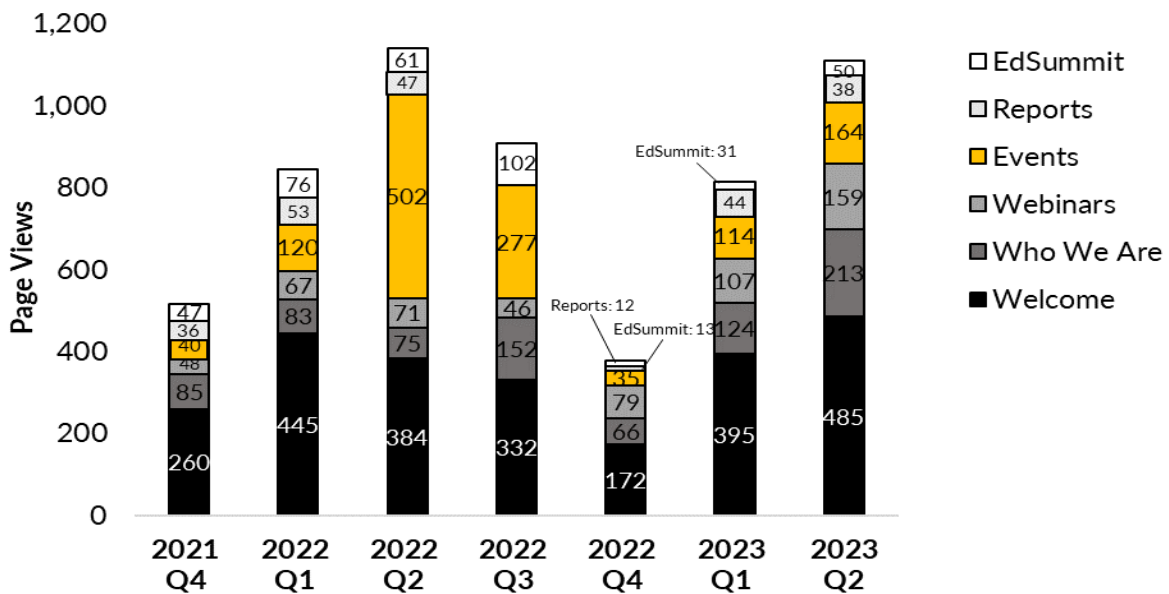
Note: 2021 Q4 (Oct – Dec 2021), 2022 Q1 (Jan – Mar 2022), 2022 Q2 (Apr – June 2022), 2022 Q3 (July – Sept 2022), 2022 Q4 (Oct – Dec 2022) 2023 Q1 (Jan – Mar 2023), 2023 Q2 (Apr – June 2023); website users across quarters were not necessarily unique users and could overlap.

Figure 3. Number of Website Views by Calendar Year Quarter



Note: 2021 Q4 (Oct - Dec 2021), 2022 Q1 (Jan - Mar 2022), 2022 Q2 (Apr - June 2022), 2022 Q3 (July - Sept 2022), 2022 Q4 (Oct - Dec 2022) 2023 Q1 (Jan - Mar 2023), 2023 Q2 (Apr - June 2023)

Figure 4. Number of Website Views by Page and Calendar Year Quarter



CCOG Personnel Interviews

CCOG leaders were also asked to describe what specific impact “CCOG has had in serving as a Clearinghouse for evidence-based strategies.” As mentioned earlier, leaders believed this question was premature given the stage at which the Clearinghouse is at currently (about to be fully launched in this coming year). However, all leaders expressed much optimism for widespread use of the Clearinghouse in the future. For example, one leader said, “We haven't gotten to the impact stage yet. We haven't gotten to advertising the Clearinghouse. Having districts and teachers and community members use the material in a way that - I see the center...wanting to create relationships all throughout California so that when you want to be effective at any of the levels and in any of the areas that people are working in, you think, ‘Oh, I can go to this space and find some resources here.’ We haven't gotten to that space. We're still in the construction phase.” Another leader said, “I think that's still in development...I think we definitely have big aspirations for the Clearinghouse. And I think that it could serve a purpose that isn't really currently being met right now. But given that the Clearinghouse is just...taking its first steps, our hope is that it becomes...the Hub for practitioners from all over the place, you know, not necessarily just [for] a specific type of teacher, but [for] a teacher, leader, teacher on special assignment (TOSA), even [for] a school principal, to be able to look at this as a resource.” Finally, the San Jose State Hub hopes to integrate the Clearinghouse with repository resource efforts of the Center for Innovation in Applied Education Policy (IAEP), a new center that will be launched in the future due to the efforts of the San Jose State Hub. The IAEP Center will focus on interdisciplinary and interprofessional research projects across colleges to build a system of support from within the CSU to better meet the needs of students in foster care, students experiencing homelessness, and other highly mobile youth. The IAEP Center will be a central location that will provide stakeholders and providers (e.g., TK-12 educators, school districts, local educational agencies, education reform partners, and higher education faculty) with tools/strategies, best practices and practitioner-centered research to better serve vulnerable “at-risk” students.

D. What is the impact of the center’s practices on closing the opportunity gap between subgroups of pupils enrolled in K-12 in California?

To evaluate the impact of the Center’s practices on closing the opportunity gap between subgroups of pupils enrolled in K-12 in California, data was gathered through several sources. First, we administered a summative survey to all CCOG users. Second, we interviewed CCOG personnel. Initial evaluation plans also included interviewing a CCOG community partner, but CCOG was unable to secure this interview.

Summary

In interviews, CCOG leaders expressed focusing the center’s work particularly on multilingual learners, Black students, students in foster care, and youth experiencing homelessness. Several CCOG leaders felt that due to shifting priorities in different educational contexts, Black students, students in foster care, and youth experiencing homelessness, in particular, were being pushed to the side in terms of student support. Some of the findings of the summative survey showed a responsiveness to CCOG’s focus. A healthy percentage of CCOG users reported using CCOG’s evidence-based strategies to meet the needs of multilingual learners, Black youth, and youth in foster care. Although CCOG leaders continued to try to recenter conversations on supporting youth experiencing homelessness, a smaller percentage of CCOG users reported using evidence-based strategies with youth experiencing homelessness. Although Latiné youth were not explicitly mentioned by CCOG leaders in their interviews, a high percentage of CCOG users reported using CCOG’s evidence-based strategies to meet their needs.

When asked about which types of opportunity gaps were narrowed, one Regional Hub observed promising change in students’ school experience and support, particularly regarding culturally responsive curriculum pedagogy. This Hub has been in dialogue with school districts to change the deficit approach surrounding multilingual learners reflected through language. Consistent with this observation, summative survey results revealed that over half of CCOG users observed the narrowing of gaps in school experience and

support among students due to their use of evidence-based strategies learned from CCOG events or materials. One CCOG leader pointed to narrowing academic achievement to be particularly challenging. Other CCOG leaders did not respond to this question or felt that measuring impact on gaps between students to be premature. However, summative survey results revealed that a healthy number (about one-third) of CCOG users observed the narrowing of academic achievement gaps and student engagement gaps due to their use of evidence-based strategies learned from CCOG. Qualitative open-ended responses on the summative survey also suggest that CCOG's efforts have impacted the engagement of K-12 students, particularly by highlighting their culture or background. Examples were plentiful and vivid. Taking these different sources into account, these data suggest that the center's practices have helped to narrow some opportunity gaps, particularly in student engagement, and particularly among multilingual learners, Black and Latiné youth, students with disabilities, and youth in foster care.

Summative Survey Findings

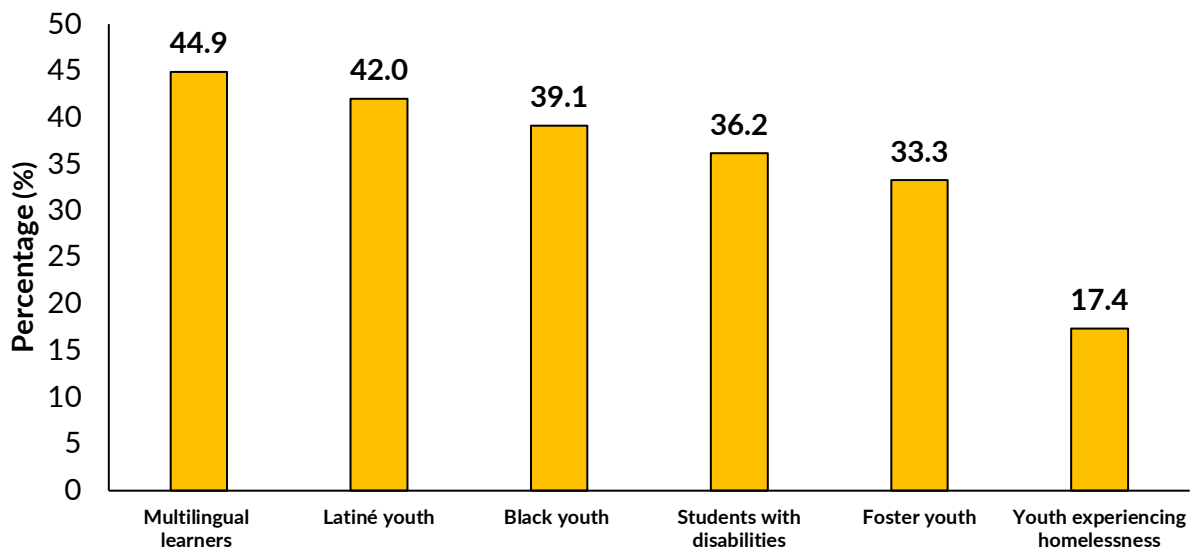
A summative survey was administered to CCOG users in order to assess CCOG's impact on closing the opportunity gap between subgroups of pupils enrolled in K-12 in California. In close-ended questions, users were asked to identify which subgroups they had used CCOG's evidence-based strategies and what types of opportunity gaps were potentially narrowed. Users were also asked in an open-ended format to describe how the evidence-based strategies they implemented affected their target audience. More details on the demographics of the survey respondents can be found in Section B.

Priority Areas

In the summative survey, participants were given a list of Priority Areas (students in foster care, youth experiencing homelessness, Latiné youth, Black youth, multilingual learners, students with disabilities) and asked if they used any of CCOG's evidence-based strategies to meet the needs of these groups (respondents could check all that applied). Sixty-nine people responded to these questions. Results showed that the most

common groups targeted were multilingual learners ($n = 31$, 44.9% of those who responded), Latiné youth ($n = 29$, 42.0%), and Black youth ($n = 27$, 39.1%). Next were students with disabilities ($n = 25$, 36.2%), foster youth ($n = 23$, 33.3%), and youth experiencing homelessness ($n = 12$, 17.4%; Figure 5). Thus, most Priority Areas for closing the K-12 opportunity gap were targeted at relatively high rates and by a similar number of CCOG users with the exception of youth experiencing homelessness.

Figure 5. Percentage of Users Who Used CCOG's Evidence-Based Strategies with Subgroups

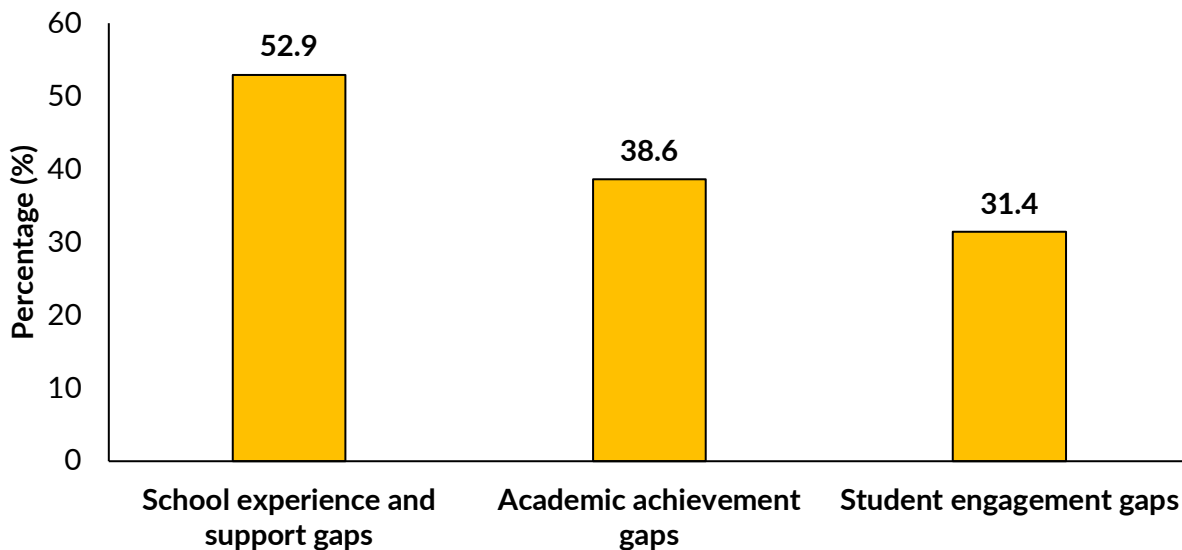


Types of Opportunity Gaps Narrowed

Participants were then given a list of opportunity gaps (student engagement, academic achievement, school experience and support) and were asked which of these were potentially narrowed by their use of evidence-based strategies learned from CCOG events or materials (respondents could check all that applied). Seventy people responded to these questions. The most common response selected was *school experience and support* involving disparities in mental health, socio-emotional health access, and culturally responsive curriculum pedagogy, and discipline rates ($n = 37$, 52.9%). Following this response were *academic achievement* gaps (e.g., disparities in graduation rates, attendance, Advanced Placement/honors courses enrollment, math and ELA/English

proficiency, referrals for special education services) ($n = 27, 38.6\%$), and *student engagement gaps* (e.g., disparities in parent/family engagement, participation in school extracurricular activities, presence of community organizations on campus) ($n = 22, 31.4\%$). Only a handful of respondents ($n = 5, 7.1\%$) reported that they did not observe opportunity gaps being narrowed due to their use of evidence-based strategies learned about from CCOG events or materials (Figure 6).

Figure 6. Percentage of Users Who Identified Specific Opportunity Gaps Narrowing Due to Use of CCOG’s Evidence-Based Strategies



Response and Learning Outcomes Educators Observed from Implementation of Strategies

Next, we asked in an open-ended format for educators to describe how what they implemented affected their target audience (whether K-12 students in a classroom or teacher candidates in a teacher training program).

Fifteen people responded to this question. Six people (40.0%) mentioned observing increased student engagement. Three people mentioned observing increased academic achievement (20.0%). One (6.7%) mentioned improved socio-emotional

“Students from marginalized backgrounds feel more supported and valued, leading to increased engagement and achievement.”
 -CSU-Affiliated Teacher Candidate Student

outcomes among students. Details are provided below.

Increased Student Engagement in Response to an Equitable and Inclusive Learning Environment

When asked about implementation and strategies learned from CCOG materials, increased student engagement in the classroom was the most prevalent observation. Students “showed pride when their particular culture or background was highlighted in curriculum or school activities” (Higher education educator). One educator observed that community was built in the classroom with the “sharing of information, life experiences,

“This framing [learned from the CCOG] has resulted in students reconnecting with their cultural/racial groups, and seeing their community as a wellspring of resources, ideas, and transformation.”
-CCOG User (Higher Education)

and supportive resources among students” (Higher education educator). Another user from higher education wrote that, “This framing has resulted in students reconnecting with their cultural/racial groups, and seeing their community as a wellspring of resources, ideas, and transformation.” Echoing these observations of increased student engagement, another user wrote:

The experience of a more equitable and inclusive learning environment targeted my audience. Students from marginalized backgrounds feel more supported and valued, leading to increased engagement and achievement. I am better equipped to identify and address systemic barriers to learning and implement culturally responsive practices. This resulted in reduced discipline disparities, increased academic success, and improved social-emotional outcomes for students. (CSU-affiliated teacher candidate student)

Thus, the webinars and research provided by CCOG promoting the creation of equitable and inclusive learning environments that celebrate students’ cultures was well-received by students, shown in increased engagement.

Improved Academic Achievement

Related to engagement, others indicated how learning about culturally responsive practices showed results in improved academic success and improvement on test scores among students, especially among students of color. Specifics were not provided. One respondent reported observing improvement across all academic subjects.

CCOG Personnel Interviews

CCOG leaders were asked to describe what specific K-12 student opportunity gaps (e.g., student engagement, academic achievement, school experience and support) they thought CCOG was the most successful at helping to close and what gaps they thought were the most challenging to close. They were also asked whether there were any particular student populations they felt were especially impacted or any populations they felt were more challenging to reach.

Types of Opportunity Gaps Narrowed

Few CCOG leaders named specific types of opportunity gaps that were more or less challenging for the Center to help close. However, one leader did acknowledge the context of COVID in making the closing of academic achievement gaps, in particular, even more challenging: "I think the achievement part is one where that's still in development...If you look at the California dashboard, or you look at any metric, you know there's a downward trend in student achievement. And so I think that CCOG provides an opportunity to look at how we can try to mitigate some of that." CCOG's work on promoting acceleration for students is intended to help address this challenge.

Several leaders emphasized how CCOG's work made it even more clear how the gap between K-12 students is more than just about academic achievement, but includes other types of gaps as well. Further, the COVID pandemic "laid bare" how many and how severe different types of gaps were. There was a sense that all of these different gaps were challenging to address, which could feel overwhelming at times. One leader said:

I don't think we've successfully closed any of the gaps...but I think what we have come to understand better...is that...our [California state] systems kind of forced us to talk about achievement gaps...But those gaps include much more than the achievement and success of students...And so...we're working on

“Having COVID hit as we were doing this work actually showed us there are so many more opportunity gaps that actually exist than we had ever thought about.”

-CCOG Leader

developing a framework for what success looks like, specifically for Black students, and that may translate to other students of color, other marginalized students....If we don't know what that means it's really hard to change something...Because we can tinker around the edges with academic achievement, we can give them this program or that program or run these after school programs or interventions...But there's so much more that goes into that than just the actual content and the academic side of it, and our systems don't measure that very well. So we're...coming to understand that better through our work...And I think maybe one impact we'll have is changing how that system...functions and how it probably is adding to the problem rather than having a solution...There's so much, there's so much. I think - in this strange way, having COVID hit as we were doing this work actually showed us there are so many more opportunity gaps that actually exist than we [had] ever thought about...So I think, in a way, it's shown us [that] those opportunity gaps go well beyond achievement...like the issues of mental health and social emotional learning and...student sense of belonging and their motivation to come to school. All that stuff was laid out there for us and all the schools...I don't know if schools would have prioritized things the way that they [did] after what happened with COVID...all that stuff that happened all at the same time.

Another leader agreed and pointed out basic challenges facing schools currently:

Even though there are so many gaps, I think COVID and everything that has happened since has had schools prioritize on just the basics of having teachers...They

know there's all these other opportunity gaps that they realize that they need to focus on, but now we don't even know if we can get teachers in the classroom. And so we have to first prioritize the basics of people in the building. And that was a challenge because [schools] acknowledge [that] we want to focus on mental health or we want to focus on college and career readiness, but...now we need teachers.

Leaders also emphasized a shift in perspective and strived to steer conversation towards focusing on positive practices that are occurring in education and away from focusing on deficits:

When we talk about opportunity gaps, sometimes that sounds very negative... As a team [we have] been trying to think about [how] there's...a lot of practices and policies and things that schools are doing really well, and how do we really understand those? Yeah, of course teachers are leaving the profession. But a lot of these teachers are staying in the profession. What's making them stay in the profession? What brings them joy every day to go do their job and keeps them working at this, trying to make a difference for these kids every single day and putting in that work? So [we're] trying to flip that conversation a little bit...about opportunity gaps...It's easy to just keep talking about all the things that aren't working...But there's a lot that is working...whether those are small things or big things (systems or teams of teachers, or a counseling program)...There's a lot that is making kids want to come to school every day, that's having them learn...that gets everyone excited about being there.

Focus on Particular Student Populations

Different Regional Hubs mentioned a focus on multilingual learners, Black students, students in foster care, and youth experiencing homelessness in their efforts to close opportunity gaps. One Hub has plans to focus on LGBTQ students, non-binary students, and students experiencing high mobility (frequently moving to different locations) in their future work looking at district policies and Local Control and Accountability Plans.

Some leaders observed the impact of CCOG's efforts on shaping pedagogical perspectives on multilingual learners in some California school districts. Similar to general efforts mentioned earlier to steer conversation away from a deficit perspective, the team has emphasized the use of more positive language, to which some districts have been receptive:

Things are changing...People have stopped using the term "English Learner," which is super deficit based, and now we're using "Emerging Bilinguals," "Emerging Plurilinguals." Names matter. Naming things matter. Labels matter. Unfortunately, we live in a field that is full of labels, many of them wrong...Some school districts have started thinking about what language proficiency means and looks like...So, [as] an example, a dialogue that we have participated in with the school districts is - let's say the student goes...through a [science] lesson, which is done completely in English. But at the end of the project, the student produces everything in the language that they feel more comfortable with and shows the knowledge that was the objective...Knowledge could be shared, shown, displayed in many languages not in an English-only, monolingual, monoglossic way. School districts are moving that way... So, there may be things in terms of the methodology that are changing...Not all the school districts in our area are moving that way, but many are really and [are] working with us. So, these are small changes in terms of what we call plurilingual education. It's getting there. Many school districts are following along and so we have other projects that started just because of that.

CCOG has also had conversations with districts about the unfairness of the reclassification process (from "English Learner" to "Fluent English Proficient"), which is laden with group stereotypes. They have argued for the evaluation of all students, not only of emerging bilinguals, on the English Language Proficiency Assessments for California (ELPAC). CCOG leaders believe that examining the outcomes of the ELPAC for all students would help better understand what language proficiency means and looks like.

Other CCOG leaders shared facing shifting environments where certain groups (namely, Black students, students in foster care, and youth experiencing homelessness) no longer felt prioritized. CCOG leaders reported responding by making continued efforts to “recenter” conversation on these groups that continue to be pushed to the side. CCOG leaders talked together about this experience with trying to keep a focus on supporting Black students:

We as a team at Long Beach have been really strategic about wanting to focus on Black students as a group who keeps getting pushed to the side. We've even seen with the work at Los Angeles USD a shift already away from this as a priority...It just keeps happening. And so we're trying to really, as a group, keep the focus on Black students...There's this tug of resources that support students...And I think while there is this desire to help Black students and [while] they see the need, it's a smaller percentage of students. And so I think [focusing on Black students] gets pushed to the side because [the number of Black students] aren't as many.

I think when you have limited resources and competing priorities, you just naturally...think where can I make the biggest impact? And that's where people naturally tend to go to, is where do we have the biggest impact. And then those smaller needs or populations get lost.

Going back to the way our system functions, a school could just ignore their Black students, and it's not going to be as bad for them as if they ignore other [larger] groups of students. And so it's, again, that system that allows that to happen... It's the same thing happening again and again. We keep ignoring our Black students, we keep ignoring them and...the system keeps pushing them down [the priority list], so I think we're trying to keep our voices loud on that...for those students.

CCOG leaders focusing on students in foster care and youth experiencing homelessness felt like these groups were similarly pushed to the side in present conversations:

Due to the pandemic, school districts have faced many challenges. For students in foster care and youth experiencing homelessness, they have faced even greater obstacles to learning. Through some of our own research we found that students, parents and guardians were experiencing difficulties with access and availability of basic services including transportation, technology, and facilities. We also found that the pandemic made it almost impossible for our focal students to access essential services and resources on school grounds. Competing policy talk and shifting state-level uses of Dashboard data/metrics, not to mention changes in university- and college-level program priorities, also added complexity. We sought to “recenter” students in foster care and youth experiencing homelessness in our conversations but often noticed others were less interested in these populations and had other priorities at the College. Nonetheless, we kept working towards the goal of building clearly-focused, sustainable interventions/supports provided by our CCOG Hub. The pandemic disruptions were immense and continued to have effects on messaging, delivery and uptake of our CCOG provided resources.

CCOG leaders responded by conducting research on these groups, bringing together experts across multiple fields to elevate dialogue centered on these groups, providing platforms for these student groups to have a voice, and developing eLearning modules for future dissemination:

Knowledge gained through literature review/content curation, pandemic-based interviews and field work case study, and curriculum innovations/changes—with focus on students in foster care, youth experiencing homelessness and other highly mobile “at promise” students—yielded important insights into where the CA systems of support need intervention and augmentation from CSU providers. The assembly of experts in

the fields of teaching, school counseling, social work and public health preparation, coupled with expert perspectives from education policy, legal, and community based advocates were crucial to elevating the dialogue about how to support our Hub's focal populations during the pandemic. Our student populations were given a platform to discuss "what works" and adults who serve those students were able to communicate "what matters" through webinars over the course of the grant. All of the 3 year CCOG project learnings are now being integrated into eLearning modules and playbooks that will allow access to pre-service social work, teaching, school counseling and administrative training programs, as well as being portable to LEAs that are engaged, for example, in community school reforms.

E. How do CCOG users rate: (a) the usability of the Center’s resources (e.g., webinars, Clearinghouse); (b) the intuitiveness of the resources (e.g., perceptions of the resources) and (c) challenges faced and lessons learned for implementation and future directions of a comprehensive Center?

To evaluate CCOG users’ ratings on the usability and intuitiveness of the Center’s resources, as well as to gather their suggestions for areas of improvement, data was collected through several sources. First, we administered a summative survey to all CCOG users. Second, we summarized webinar and Educator Summit survey data, compiling all responses that were collected immediately after these events.

Summary

Overall, results from the summative survey and from event surveys administered immediately following CCOG events paint a consistent picture. CCOG users rate the Center’s resources to be both usable and intuitive, and users consistently rated events as high quality. Users appreciated the expertise of the speakers, the range of topics provided and the accessibility of those topics, as many webinars were recorded and posted on the website. In terms of challenges or areas of improvement, many encouraged the Center to do more marketing and outreach so that more educators could know about the Center’s resources. Several users also requested a more hands-on approach with more coaching, interaction, and “deeper dives” into topics. Users also wished for more prolonged support from CCOG to implement widespread change. Nevertheless, users exhorted the Center to continue their good work.

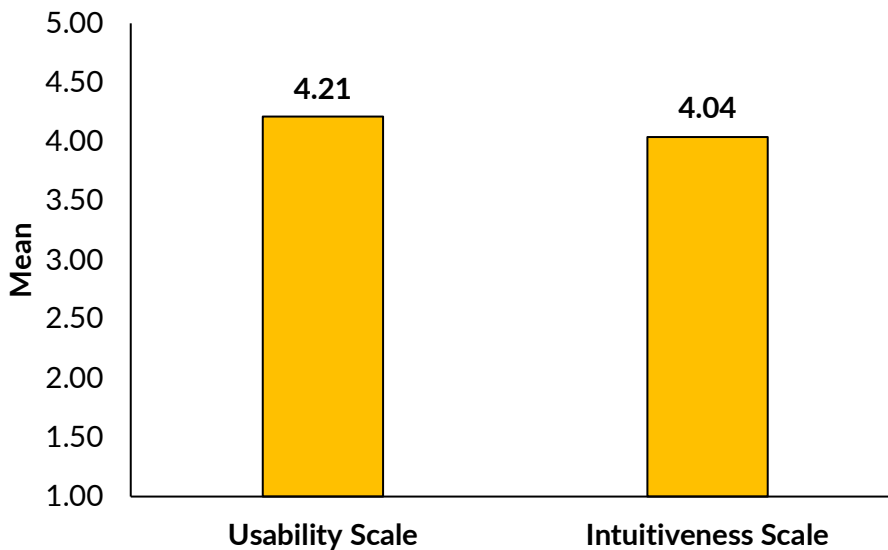
(A) Users’ Perceptions of the Usability of the Center’s Resources

Summative Survey Findings

Participants were asked two questions as to whether they gained useful information pertaining to closing the K-12 opportunity gap from (i) CCOG events (webinars, EdSummits), as well as from (ii) materials accessed on CCOG’s website (research reports and publications). A scale was constructed by averaging the below two survey items ($\alpha =$

.76) (Table 16). Overall, Center users agreed that they gained useful information pertaining to closing the K-12 opportunity gap from both sources ($M = 4.21$ out of 5, $SD = .81$) (Figure 7, left bar).

Figure 7. Users' Perceptions of the Usability and Intuitiveness of the Center's Resources



More specifically, when asked to rate usability of CCOG's information gained from events and webinars, most participants indicated that they agreed with this statement ($M = 4.32$, $SD = 0.83$). When asked to rate the usability of CCOG's information gained from the website, most respondents also indicated that they agreed with this statement ($M = 3.96$, $SD = .99$), or that they had not accessed digital materials ($n = 21$, 23.9%).

Webinar and Educator Summit Survey Findings

Perceived Quality of Events

In addition to the summative survey, CCOG users' ratings of the usability of the Center's resources were assessed by compiling data collected after each individual event webinar or Educator Summit (see Section B, Webinar and Educator Summit Surveys for more details on survey administration and respondent demographics). Event surveys asked

Table 16. *Usability of Center Resources*

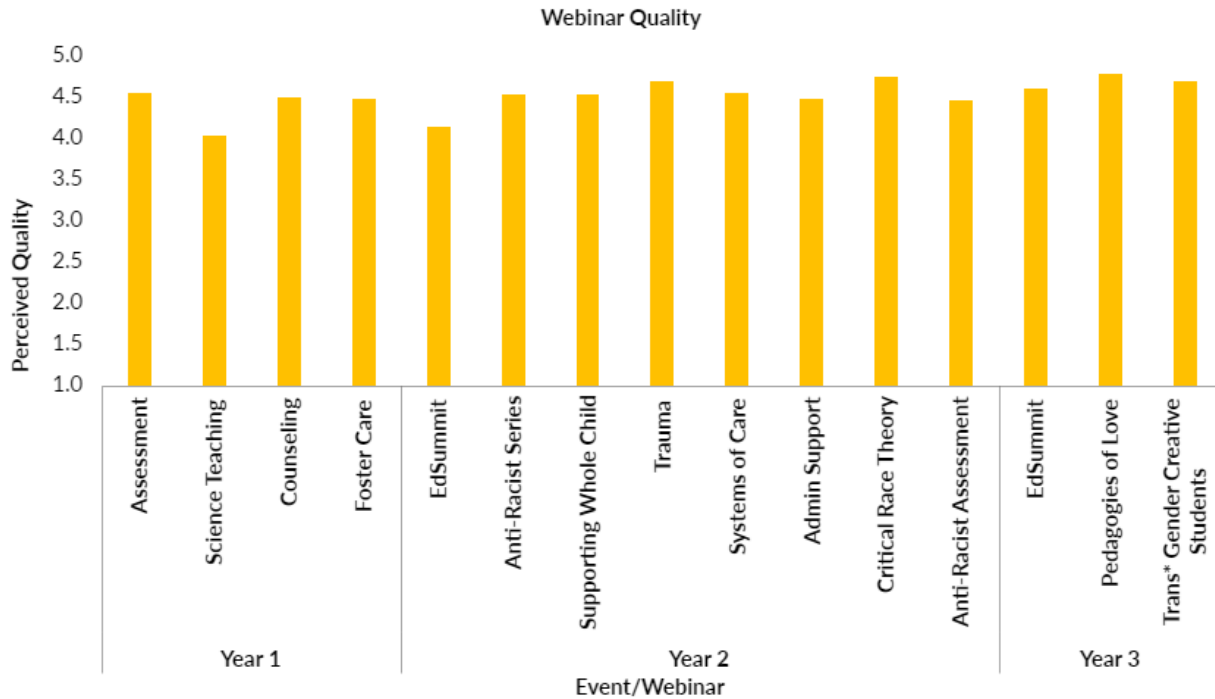
I generally gained useful information pertaining to closing the K-12 opportunity gap*...	<i>n</i>	Strongly Disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly Agree (5)	<i>M</i>	<i>SD</i>
...at CCOG events (e.g., webinars, EdSummits).	62	1 (1.6%)	1 (1.6%)	5 (8.1%)	25 (40.3%)	30 (48.4%)	4.32	0.83
... from CCOG materials on its website or Clearinghouse (e.g., research reports, chapters, research report infographics, other publications).	52	2 (3.8%)	1 (1.9%)	11 (21.2%)	21 (40.4%)	17 (32.7%)	3.96	.99
Usability Scale							4.21	.81

Source: Summative Survey

about the perceived quality of the event in consistent formats across the events. Surveys asked about the perceived quality of the events as a whole, the quality of the information presented, and satisfaction with the level of attendee participation in close-ended questions (see Year 1 and Year 2 reports for details). In all event surveys, a Perceived Quality scale was constructed. According to attendees, CCOG has delivered consistently high-quality events (see Figure 8). On a 5-point scale, average ratings ranged from *Ms* = 4.04-4.78, *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 events 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 event. Thus, overall, users consistently perceived CCOG events to be of high quality.

Figure 8. 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.

Qualities of the Events That Attendees Enjoyed

Each event survey also asked participants to report in an open-ended format the specific qualities of the events that the attendees most appreciated. The most frequent comment across various events was 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 was the topics of the webinars. Attendees enjoyed learning about topics that were relevant to their work in schools, expressing that

they felt they learned “such valuable information.” They often noted that the topics could be tied back to real life examples they encountered at their school sites. Additionally, attendees enjoyed having opportunities to collaborate with each other and engage with the presenters. Other words used to describe the quality of various talks attended were “informative,” “organized,” “clear” and “concise.”

(B) Users’ Perceptions of the Intuitiveness of the Center’s Resources

Summative Survey Findings

To measure the intuitiveness of Center resources, a scale was constructed averaging two survey items where participants were asked to rate how well they can access resources on the website and how easy the website and Clearinghouse are to navigate ($\alpha = .92$) (Table 17). Overall, results showed that participants found Center resources to be intuitive and easy to access and navigate ($M = 4.04, SD = .85$) (Figure 7, right bar).

Users’ Perceptions of the Intuitiveness of the Center’s Resources

More specifically, when asked to rate intuitiveness of CCOG’s resources on the website to find evidence-based strategies pertaining to closing the K-12 opportunity gap, most participants indicated that they agreed with this statement ($M = 4.09, SD = 0.88$). When asked to rate how easy CCOG’s website and Clearinghouse are to navigate, most respondents also indicated that they agreed with this statement ($M = 3.98, SD = .92$), or that they had not accessed digital materials ($n = 23, 26.1\%$).

Users’ Perception of Accessibility and Range of Topics Covered as a Core Strength

Eighteen people responded to an open-ended question asking about some of the strengths of CCOG’s program, its services, and/or its materials in an open-ended format.

The most prevalent theme was the range of different topics covered and the ability to use them in multiple facets of education. Users enjoyed the many topics covered in webinars and appreciated the accessibility of the recordings and ability to

“CCOG is unblinking and action-oriented, making it a refreshing conversation to participate in...”

-Grade 6-12 Educator

Table 17. *Intuitiveness of Center Resources*

	<i>n</i>	Strongly Disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly Agree (5)	<i>M</i>	<i>SD</i>
I feel I can easily turn to CCOG’s resources to find evidence-based strategies...	58	1 (1.7%)	2 (3.4%)	8 (13.8%)	27 (46.6%)	20 (34.5%)	4.09	0.88
CCOG’s website and Clearinghouse are easy to navigate.	50	1 (2.0%)	1 (2.0%)	12 (24.0%)	20 (40.0%)	16 (32.0%)	3.98	.92
Intuitiveness Scale							4.04	.85

Source: Summative Survey

access materials on the website. One CSU-affiliated educator in Higher Education wrote: “The clarity and accessibility of the material is a real plus. The recorded webinars are important because they can be shared in teaching faculty meetings to create a new learning experience.” Thus, not only has CCOG impacted attendees, but some attendees plan to further share what they learned with their colleagues. Respondents indicated that they use what they learned in their research as well as in their classroom practices and still refer back to what they learned.

Respondents also appreciated CCOG’s selection of cutting-edge and qualified speakers who held various educational roles (e.g., teacher of the year, education professors). Some standout topics noted by respondents were a focus on mental health, foster youth, culturally responsive pedagogy, and students and educators of color. Overall, users were

enthusiastic about program materials and have been seeing outcomes from their implementation of CCOG's evidence-based practices. One grade 6-12 educator wrote:

The unrelenting commitment to SEEING and closing the achievement gap! CCOG is unblinking and action-oriented, making it a refreshing conversation to participate in [and] attend, and one which you leave feeling empowered and able to make a change.

(C) Users' Perceptions of Challenges Faced and Lessons Learned For Implementation And Future Directions Of A Comprehensive CCOG Center

Summative Survey Findings

In an open-ended format, respondents were asked about areas of improvement or challenges observed regarding the Center's programs (e.g., EdSummits, webinars) and resources (e.g., website, Clearinghouse, reports). Thirteen users responded to this question. The survey also asked in an open-ended format how could CCOG expand its work to better support educators and educator candidates to close the K-12 opportunity gap in the future. Eighteen users responded to this question (all together 31 comments).

Reach a Larger Audience

While respondents found the materials provided to be beneficial for themselves, the most common response pointed out that there could be further impact from spreading this information to a larger audience (11 of 31 comments; 35.5%). As one grade 6-12 educator wrote, "I was fortunate to hear about this through my school email. However, the resources and knowing about the Center isn't widely known amongst my school site, colleagues, or peers. If there was more knowledge, there would be more educators looking into the resources to better their teaching." In order to reach a larger audience, it was suggested that more outreach and marketing should be done. Other ideas to expand future work mentioned were having in-person conferences, more outreach on social media, more advertisement in general, a workshop on how to navigate CCOG's website, and having translated materials to increase accessibility for multilingual users of CCOG.

Two users admitted that they had not even known about CCOG's website or online materials until taking the survey. One K-5 educator recognized that with the busy school year, "I often forget about the resource[s] until the EdSummit each year." Thus, users think that more advertising in general would be helpful. As one respondent also suggested, "The CCOG can expand its work by having more outreach activities and community forums, where they would invite the local community leaders, parents, and staff to get their input on how to help our young people." In a testimony to recognizing CCOG's good work and wanting to share it with others, one user suggested not only limiting the work to California but sharing the work across the U.S. Responses suggest this might already be happening unintentionally to a small degree. One leader in government/educational policy wrote, "I've carried forward my learnings from the CCOG events, even with moving to the state of Texas and taking on a district role. My learnings have informed my approach to best advocate for approaches that make meaningful progress toward equitable student outcomes." Users recognize CCOG's value and want the Center to reach a larger audience.

More Hands-On and Prolonged Support

A few responses (5 of 31 comments; 12.9%) suggested that CCOG work more on the ground through fieldwork at schools and districts. They suggested that CCOG work to support the coaching of educators to implement evidence-based practices. After sharing evidence-based best practices, users suggested that CCOG follow up with districts to showcase these practices. One grade 6-12 educator wrote, "I would like CCOG to talk to our district [and] school to make sure the district [and] school administration follows up on the training after the first webinar. The work for teachers will be more effective if we all continue doing it, and we are on the same page." As in previous surveys after webinars collected during Years 1 and 2, respondents continued to ask for more "deep dives" into topics, wanting to go more in-depth to learn about a topic. One user suggested more interactive and engaging materials, such as videos, animations, or simulations. They also suggested including more students, parents, and community members to share their diverse perspectives and experiences. One CSU-affiliated

educator in higher education also had the idea to “Have targeted audiences (i.e., curriculum and instruction directors in charge of selecting literacy programs for this district; McKinney-Vento officers who oversee services to foster youth) meet, be provided with scientific information and a knowledgeable facilitator and then allow time and coaching to plan how they will implement change given what is known about implementation science.” Thus, several users expressed a desire for CCOG to not only introduce evidence-based practices to close the opportunity gap, but to help make the practices occur at the ground level. Along with these suggestions for improvement and future work, users expressed enthusiasm for the continuation of the center and the Center’s work with exhortations like, “Continue!” and “Keep it going!”

Discussion & Recommendations: Lessons Learned for Implementation and Increased Effectiveness of Future Similar Programs

In this section, we conclude the evaluation report with a discussion of the major findings and provide recommendations to increase the Center's effectiveness in the future. In addition to synthesizing results from the previous sections, interviews with CCOG leaders are also referenced. More specifically, CCOG leaders were asked about what lessons they learned that would inform future endeavors for CCOG or for other similar programs. Four key themes emerged: building upon common ground and communicating goals clearly to others, narrowing scope while increasing resources and outreach, the challenges and opportunities working in a complex and larger organization (effectively leading and capitalizing on expanded capacity), and digging deeper in research and practice.

Building Upon Common Ground and Communicating Goals Clearly to Others

Because CCOG brought together several CSU campuses across several departments within colleges, it was inevitable that there would be diverse perspectives on what closing the K-12 opportunity gap meant. As referenced in previous reports and in Section A, it took much longer than anticipated to discuss and agree on key terms regarding opportunity gaps and just equitable and inclusive education. Although it took time, these discussions were fruitful, as they built community among personnel and contributed to the understanding of opportunity gaps in education. Going forward, clarity and definition of key terms will also be beneficial and critical as the Clearinghouse gets launched and the vetting process is solidified and implemented. One leader shared:

It did take me "a minute" to be able to provide models of what we mean by...a positive impact on high minority, high poverty classrooms. So, I had to find those teachers and those students and interview them...I would have to spend days with teachers just to capture what they were doing...We had to get a lot of things clarified before we could say, "This thing is adjacent to closing the opportunity gap," or, "This unit is really a

good model or good innovation on how to handle high minority, high poverty schools and classrooms.” The second thing is...calibrating that concept amongst the members of CCOG. Because sometimes we walk into spaces that we're very familiar with, and we are calling a thing a thing, and it's not that thing. So we had to create tools in order to have to visualize to people, “This is why what you've brought as an innovation - you know it's good, but I need more information, more evidence for it to be ‘Clearinghouse’ shareable.” ...So, I think that it itself slowed down the process because of the calibration of everybody getting on the same page about what we were talking about. What impact do we have on students? How does this work? And also how, once we put it in the Clearinghouse, how useful is it going to be? How user friendly it is going to be? Those are some of the major ideas and challenges that we're still facing, but after two to three years of us doing it, I feel a lot more confident that these concepts are defined, and these indicators have been described. Now...I know exactly what I need to do because I've created the tools for it.

This CCOG leader further elaborated on the importance of clarity and agreement upon key terms for the launch of the Clearinghouse:

The Center would do well to come up with non-negotiables about what they deem as evidence and what they want included in the practices and materials that are offered at the Center. I think that would make a huge impact with this work because right now we're in the creation stage since we're building...the fire station. Everybody's coming to us with materials and is this good for the fire station? And we're so busy that we've got a pile of bricks, and the bricks are all different sizes. Some of them are cement slabs, some of them are tree bark. It's like not all of this material fits in this work. So, we have to have some non-negotiables about what are we actually asking for and how do we vet it...It's good to have the language and the vision to go, “That's good over there, it just doesn't fit here” We're not “all-inclusive,” I think that's part of our problem. If [a submitted practice] is “education-adjacent” people think it's education and [I ask], “If it's education-adjacent...can you answer these three to five questions concerning the

project that we're working on? And if you can't? That work doesn't belong here. If you can, that work does belong here." So we have to be really clear about those things.

Thus, finding common ground among diverse educational backgrounds and perspectives was hard won, but will help facilitate the future implementation of the Clearinghouse. Clearly communicating the Center's goals will also aid in the future development of partnerships with districts and in conducting research on closing the opportunity gap. CCOG leadership has made great strides in this area, and it is recommended to keep being mindful of this clarity and communication.

Recommendations

- Use and come back to discussions and agreed-upon definitions of opportunity gaps and just, equitable and inclusive education as the Clearinghouse is launched and resources are vetted and selected
- Leaders should clearly communicate the Center's goals to research faculty and to school districts to ensure alignment
- Ask partners to help hold CCOG accountable in attaining specific goals
- Have more conversations across groups to define what equitable opportunities for students look like and what that means in different kinds of practices; for example, teacher practices, leader practices, and program practices

Narrowing Scope and Increasing Resources and Outreach

As CCOG leaders reflected on challenges and lessons learned over the past three years, many believed that the goals were perhaps too ambitious. One leader said, "I think [the Center's program] started pretty slow...it took a little bit longer than expected. Maybe we were too ambitious." Another leader said:

Start thinking about what opportunity is internally...Many of our [evidence-based] practices [that we developed]...were [on a] macro [level], like in terms of systems. [Whereas others were] more focused with what happens in the classroom, with

teaching lessons...It would be helpful moving forward [to clarify] at what level are we moving? Are we moving [at] a macro level [or at a] micro level?...The main goal, at least my understanding of this project moving forward, is a systemic understanding [of the] opportunity gap with examples [of what] happens in the classroom. But maybe the goal was too broad...Maybe narrowing down [the goals] across the projects [would be more effective]...We have to...be more intentional about what we're looking for. We went big, and then as we started going big, we thought, 'Oh, maybe we need to really scale down.'...So [at] meetings we can sit together and see where we're moving rather than [what] we put in our proposals...Having a common ground for all of us that we build as we were going...Having this clear understanding [is key]... And as we meet...twice a semester, I think that having this dialogue helps. Maybe, personally, I was missing this before the work even started. Rather than 'Hey, let's do it.' No, let's sit down and let's see how all of us as a team, as a whole team, as a whole project, see those things.

Thus, for future effectiveness, the Center can narrow the scope of the project. Future similar programs would be recommended to clarify goals at the outset of the project before work begins. Reviewing reports from Year 1 and Year 2, CCOG did make progress in this area and improved over time. Many agreed by Year 2 that there was more clarity about the common goals of the project. This greater clarity benefited research, as leaders were able to be more intentional about choosing research projects that aligned with the goals of the Center. The greater clarity also benefited educator preparation, as leaders were more intentional on choosing webinar topics as well. Leaders also reflected on how putting together materials to secure future funding helped CCOG clarify their mission and goals as well. As CCOG may continue to seek additional funding to continue activities, this greater clarity and narrowing of scope could increase its success.

Related to scope, several leaders mentioned the need for more time and more money to increase the Center's effectiveness. In the Year 2 report, CCOG leaders reported that learning how to find and ask for funding took much time and involved a steep learning

curve. They appreciated the mentorship and leads from administrators and faculty within the Colleges of Education and from Advisory Board members. It is notable that CCOG's efforts were successful, securing \$500,000 from the US Department of Education for at least one additional year of programming and two future Educator Summits. As CCOG leaders have anticipated that their research projects and goals will take more time to complete past the projected additional year (indeed, with CCOG leaders at one point projecting a minimum of 10 years to make widespread change across the state), finding further funding is crucial to continue the Center's work. Thus, the Center could continue to build its "brand" so that more people would know about the work the Center is doing. Encouragingly, the CCOG email list has grown, and website traffic and event attendance has grown since its first year and has remained steady. Still, in the summative survey, Center users encouraged CCOG to reach out even more. Some were not aware of online resources and others desired for their colleagues to also know about CCOG. As CCOG leaders have acknowledged, lacking specialized professional personnel to administer the website and Clearinghouse was something they learned was critical in hindsight. Moving forward, positions that would facilitate the promotion of the brand and the reach of CCOG are recommended. While securing additional funding would be beneficial, an additional alternative would be to think about the allocation of these resources. By narrowing the scope of the goals of CCOG, valuable resources of time and money might be more wisely funneled towards specific goals CCOG desires to achieve, rather than being diffusely allocated across a wide number of goals and projects.

Recommendations

- Conduct regular team discussions to further refine and narrow down the goals of CCOG
- Secure additional funding:
 - Increase the presence of the Center online
 - Network with partners, including school districts, CSUs, and campus partners, and communicate the Center's brand and goals to these partners

- Maintain and build relationships with government organizations and private donors with support from the Chancellor's Office and CSUs
- Strengthen relationships with Advisory Board members (such as the upcoming IAEP Center at San Jose State) and staff at the California Department of Education
- Start earlier to find funding for continued work as finding funding has proved to be very challenging and time-consuming (for future similar centers)
- Budgeting:
 - Strategically plan as a team how budgeting and resource allocation will be used for specific target groups of students
 - Allocate resources towards positions that would promote the brand and reach of CCOG (e.g., Clearinghouse and website administration, social media)
 - Support release time for faculty to conduct work for CCOG

A Complex and Large Organization: Building Community, Effectively Leading, and Capitalizing on Expanded Capacity

Several personnel interviews touched upon both the pros and cons of working in a complex and larger organization across several CSUs and with multiple departments and faculty even within each CSU. In terms of its benefits, CCOG fostered a special kind of community, bringing together people with similar goals. The synergy, excitement and passion for the work has continued to sustain the motivation of CCOG leaders to accomplish its work. CCOG personnel also regularly spoke of how working with others across departments and campuses broadened their own perspectives and provided intellectual stimulation, innovation, and new ideas. CCOG leaders have enjoyed meeting people on different committees like the Advisory Committee and the JEIE Vetting Committee. Overall, CCOG personnel also reported a sense of trust, and often spoke of giving each other grace especially during the early years of the pandemic. The flexibility and understanding offered to each other was appreciated.

As another benefit, with support from the Chancellor's Office and in representing the entire California State system, CCOG leaders recognized they had more leverage in forging and maintaining partnerships with school districts and with government agencies. For example, school districts have shown a strong interest in collaborating with CCOG, with some partnerships forming faster than anticipated. One leader said:

That expansion of network has been really critical - being able to use CCOG as a platform to communicate some of the things that [our Hub and our affiliate programs throughout the state] are doing. The benefit has been to bring everybody under one roof...or one vision...Because oftentimes, we're all working towards the same thing, but we call it different things. And so even in the conversations that we've had in different committees is centering in on increasing student achievement [and] measurable impact around what opportunity means. And I think that articulating that...and being able to clearly communicate that throughout our programs [has been critical].

Along with the benefits of working in a larger organization, managing different Hubs and working together as a team also presented challenges. In Year 1, CCOG directors described adjusting to a new leadership role and trying to find the right balance between giving direction and giving Hubs autonomy. Some Hub leaders also requested more direction at this time. In Year 2, personnel interviews suggested that the directors were responsive to feedback. There was much progress in the management and dynamics of the organization. CCOG leaders reported greater transparency among the team, which the team appreciated. CCOG personnel appreciated the regular scheduled meetings held with the entire team throughout the year and the flexibility to continue meeting virtually. Still, in the third year, one Hub expressed the desire for further clarity in setting expected benchmarks. One Hub also felt that the Hubs' activities were not given equal visibility at CCOG, and they desired more engagement with leadership. Within Hubs, management of faculty and staff also presented challenges. One Hub leader said, "We have a large number of faculty working with us. Some teams were moving along...others

did not.” Motivating and supervising faculty to make progress on planned projects was sometimes difficult. In both Years 1 and 2, one Hub also continued to request more administrative support. The Center also reported difficulties in hiring and retaining quality graduate students, as well as staff to help with social media, the website, and organizing the Educator Summit. As the Center plans to continue their work for at least one more year, it is recommended that they continue the positive management practices that they refined over time (e.g., transparency, regular meetings, flexibility and grace). Leadership might also want to consider further clarifying goals and benchmarks for each Hub. Some Hubs are expected to have smaller teams in the future with less support for supplementary faculty. While this smaller size might make it easier to keep track of projects, the current economy and ongoing pandemic might continue to present challenges with hiring and retention. Thus, it is recommended to remain mindful that it might take extra time and resources to meet hiring and support needs.

Finally, whereas a large organization can be exciting in creating a stimulating intellectual environment, at the same time some leaders felt that the breadth of the expertise among leaders could lead to less focus and, thereby, less impact. Personnel suggested capitalizing on the breadth of the organization by potentially creating more subgroups within the organization to focus on particular topics or areas. Another suggestion was to put together more symposia to bring diverse experts together.

Recommendations

- Benchmark progress for Hubs to help track progress and outcomes
- Be mindful of shared visibility and leadership engagement across all Hubs
- Have open and frequent lines of communication among Regional Hubs and the directors; build rapport and support each other within and amongst the Regional Hubs
- Provide clarity, intentionality, and transparency to Hubs regarding the Center’s goals

- Adjust the budget to include additional administrative and technological support to Regional Hubs to facilitate further effectiveness of personnel within Hubs
- Capitalize on the breadth and diverse expertise of CCOG leaders and personnel
 - Create more subgroups focused on particular topics or areas
 - Put together symposia to bring people together

Digging Deeper: Research and Practice

CCOG has done an excellent job in forming relationships with school districts throughout California, such as Alum Rock USD, Chula Vista Elementary SD, Los Angeles USD, Long Beach USD, and San Diego USD. In the future, some CCOG leaders plan to “dig deeper” with specific schools in ongoing research. CCOG has laid the groundwork to know what research questions to ask and how to ask these questions. It is recommended that CCOG take advantage of this preparation to hone in on what they decide is critical in closing the K-12 opportunity gap.

In addition to “digging deeper” with research, interviews with CCOG personnel revealed that there was a sense that CCOG desired to impact the experience of K-12 students more directly in future work. When asked about impact on students (as described in Section D), some leaders often reported that questions about student impact seemed premature. There was some anxiety about making sure that the research and literature reviews conducted would actually inform practice. At one Hub in particular, the university as a whole has been shifting to be much more research focused. One CCOG leader reported thinking about how to navigate this shift and desiring to find the right balance. The leader said, “[It’s] critical to have research that’s highly effective, [to have] best practices rooted in evidence-based approaches, but that actually informs the practice...rather than just [sitting] on a bookshelf somewhere.” Echoing these concerns of CCOG leaders, CCOG users expressed a desire for more hands-on learning and coaching to implement evidence-based practices (as described in Section E). They appreciated what they learned at webinars and through website materials, but desired more help to make sure changes were long-lasting not only in their own classrooms, but

in multiple classrooms and throughout districts. CCOG leaders observed that hearing testimonials from CCOG users who shared their own perspectives and experiences was particularly impactful. CCOG could consider continuing this cycle, whereby CCOG users who learned evidence-based practices to close opportunity gaps could come back and lend their expertise at future CCOG events and workshops.

Recommendations

- Designate an implementation team to meet users' desires for more hands-on and prolonged support with coaching to implement the evidence-based practices learned from CCOG; this will ensure greater and more direct impact on K-12 student populations
- Facilitate more workshop or webinar series with multiple sessions on a specific topic for a specific audience (e.g., counselors, K-5 teachers, principals); provide incentives for users to attend multiple sessions
- Involve CCOG users to lend their own expertise to share evidence-based practices and tools learned from CCOG resources
- Use JEIE guidelines as a team when discussing testing and measurement options to assess the closing of opportunity gaps

Conclusion

This summative evaluation report summarizes CCOG's implementation of its program and assesses the impact of its program. CCOG aims to identify best practices to ensure student achievement in California's K-12 schools and close the opportunity gap. As noted in previous reports, 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 posed 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 has met its goals, measurable objectives and outcomes to a considerable extent. CCOG identified an impressive number of current practices from the literature related to closing the opportunity gap. They organized annual Educator Summits, provided an abundant number of timely high-quality webinars, produced videos and modules, and developed curricula to better prepare teachers, leaders, and school personnel to enter schools prepared to close gaps. They have formed strong partnerships with multiple and large school districts across California and have conducted many diverse research projects culminating in presentations and publications. The groundwork has been laid to formally launch the Center's Clearinghouse this upcoming year.

Furthermore, CCOG has positively and significantly impacted on the preparation of educators. The Center has developed new curriculum. The Center has also provided an important community for educators, connecting K-12 educators and districts with each other. The Center also brought together faculty within CSU educator programs spurring on intellectual innovation and broadening pedagogical perspectives. In addition, the Center increased educators' motivation to stay in education, interest in closing

opportunity gaps and awareness of students' diverse needs. Further, CCOG provided many tools to better equip educators to create more equitable and inclusive learning environments, especially related to culturally responsive teaching methods and mental health. CCOG users consider the events CCOG held and the materials CCOG developed and provided to be of high caliber, usable and intuitive.

CCOG has also helped to close the opportunity gap for many K-12 students in California. CCOG has especially helped to close opportunity gaps in school experience and support, particularly regarding culturally responsive curriculum pedagogy. Given the challenges in current educational contexts, educators' observations of increased student engagement are particularly noteworthy. Educators reported implementing practices to close gaps among a high percentage of Black and Latiné youth, multilingual learners, and youth in foster care.

CCOG has secured additional funding from the U.S. Department of Education to continue their work. CCOG users can look forward to the launch of the Clearinghouse, future Educator Summits, the continued Teachers Pathways Project (introducing high school students to the teaching profession), and a new Center for Innovation in Applied Education Policy at San Jose State. Building upon partnerships with districts, CCOG will also continue to conduct research related to closing the opportunity gap and disseminate findings to educators.

Appendix A – Summative Survey

Thank you for participating in a CSU Center for Closing the Opportunity Gap (CCOG) event between 2020 to the present. Please take 10-15 minutes to complete this brief survey about any impact of CCOG has had on you or your students. Your responses will remain confidential. The information you provide may be summarized with other responses, and published in reports or papers, but your identity will never be revealed or tied to your responses. By taking this survey, you agree to allow your responses to be used in the way described.

To the best of your ability, please check all of the CCOG events that you attended:

2020-2021

- CCOG Launch [Nov 2020]
- Assessment in Distance Learning Environments [Jan 2021] – *Dr. Doug Fisher & Vince Bustamante*
- Epistemic Agency: Becoming a Science Teacher [Mar 2021] – *Dr. Antoinette Linton*
- Providing Culturally Sustaining and Trauma-Informed Supports [Apr 2021] – *Dr. Jake Olsen*
- Students in Foster Care [June 2021]- *Student Panel*
- Educator Summit [July 2021]

2022-2023

- Antiracist Teaching: Ethnic Studies Classrooms [September 2022]
- Tackling Poverty & Inequities with Community Schools [November 2022]
- Pedagogies of Love: A Praxis for Healing [Feb 2023] – *Dr. Sharim Hannegan-Martinez*
- Providing Trans* and Gender Creative Students the Education They Deserve [Mar 2023] – *Dr. Kia Darling-Hammond, Dr. Bre Evans-Santiago, Sharoon Negrete Gonzalez*

2021-2022

- Antiracist Teaching Practices [Oct 2021] – *Marlene Carter*
- Surviving and Thriving in Education [Mar-Apr 2022] - *Panels*
- Creating a Culture of Care in Schools [Mar-Apr 2022] – *Dr. Caroline Lopez-Perry, Rachel Andrews, Addison Duane & panel*
- Anti-Racist Assessment [May 2022] – *Dr. Brent Duckor*
- Debunking Critical Race Theory [May 2022] – *Dr. Rebecca Bustamante*
- Educator Summit [July 2022]

Please check all of the materials you have read from the CCOG website:

I have not read any materials on the CCOG website

Materials (Reports and Publications)

COVID 19 Challenges and Pressing Needs Facing Teachers Report [2021]

The Evolution of Response-to-Intervention Continuities and Disruptions [2021]

State of Student Wellness Report [2021]

State of Student Wellness Report [2022]

Please check all of the talk/webinar recordings you have watched on the CCOG website:

I have not watched any talk/webinar recordings on the CCOG website

Webinar and Talk Recordings

CCOG Launch [Recording 2020]

Strategies to Support Students and Families with Social Emotional Needs During Distance Learning [Recording 2020]

Assessment in Distance Learning Environments [Recording 2021]

Providing Culturally Sustaining and Trauma-Informed Supports [Recording 2021]

Antiracist Teaching Practices [Recording 2021]

Preservice Teacher Candidate Epistemic Agency [Recording 2021]

Students in Foster Care [Recording 2021]

Supporting the Whole Child: Safeguarding Student Mental and Behavioral Health [Recording 2022]

Building Systems of Care [Recording 2022]

Creating a Culture of Care Through Trauma Sensitive Practices [Recording 2022]

Anti-Racist Assessment [Recording 2022]

1. How often do you access CCOG digital resources (e.g., browse website, download reports, watch webinars on the website):

1 Rarely/Never	2 Once per year	3 A few times a year	4 About once a month	5 A few times a month
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**“Opportunity gap” is defined in this survey as the inequitable distribution of resources and opportunities that impact students of color and students from low income backgrounds and other marginalized students, such as students with disabilities. (Milner, as cited in Howard, 2019). Resources include the processes, practices, people and governing agencies within the educational system.*

Please rate the extent to which you agree with the following statements:

Usability of Center Resources

2. I generally gained useful information pertaining to closing the K-12 opportunity gap* at CCOG events (e.g., webinars, EdSummits).

1 Strongly Disagree	2 Disagree	3 Neutral	4 Agree	5 Strongly Agree
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3. I generally gained useful information pertaining to closing the K-12 opportunity gap* from CCOG materials on its website or Clearinghouse (e.g., research reports, chapters, research report infographics, other publications).

1 Strongly Disagree	2 Disagree	3 Neutral	4 Agree	5 Strongly Agree
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Intuitiveness of Center Resources

4. I feel like I can easily turn to CCOG’s resources (webinars, EdSummits, materials on website) to find evidence-based strategies pertaining to closing the K-12 opportunity gap.*

1 Strongly Disagree	2 Disagree	3 Neutral	4 Agree	5 Strongly Agree
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5. CCOG’s website and Clearinghouse are easy to navigate.

1 Strongly Disagree	2 Disagree	3 Neutral	4 Agree	5 Strongly Agree
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6 = I have not accessed CCOG’s website or Clearinghouse

6. The quality of CCOG materials on its website or Clearinghouse (e.g., research reports, chapters, research report infographics, other publications) are generally:

1 Very Poor	2 Poor	3 Fair	4 Good	5 Excellent
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Impact of CCOG Programs and Resources on Professional Preparation

7. Because of my participation in CCOG events and/or because of the CCOG materials that I read, I am better prepared to help close the opportunity gap between K-12 students

1	2	3	4	5
Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree

8. I have implemented tools/strategies/practices that I learned from CCOG events or materials.

1	2	3	4	5
Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree

Below, please answer the following questions about the CCOG events that you attended and the CCOG materials that you have accessed.

Impact on K-12 students and Professional Preparation of Educators

9. CCOG's Priority Areas target closing the opportunity gap for certain groups. Have you used any of CCOG's evidence-based strategies to meet the needs of any of the following groups? (Check all that apply.)

 Foster youth

 Black youth

 Youth experiencing homelessness

 Multilingual learners

 Latiné youth

 Students with disabilities

10. Based on your observations, which opportunity gaps do you think were potentially narrowed by your use of evidence-based strategies that you learned from CCOG events or materials? (Check all that apply.)

- Student engagement gaps (e.g., disparities in parent/family engagement, participation in school extracurricular activities, presence of community organizations on campus)
- Academic achievement gaps (e.g., disparities in graduation rates, attendance, Advanced Placement/honors courses enrollment, math and ELA/English proficiency, referrals for special education services)
- School experience and support gaps (e.g., disparities in mental and socio-emotional health resource access, access to culturally responsive curriculum and pedagogy, discipline rates)
- I did not use any evidence-based strategies that I learned about from CCOG events or materials
- I did not observe opportunity gaps being narrowed due to my use of evidence-based strategies that I learned about from CCOG events or materials

11. Briefly describe the strategies you used. How did they help close the opportunity gap for K-12 students?

12. Were there any other particular things that you learned that have stayed with you since participating in any of the CCOG events or since reading any of the CCOG materials? How did CCOG’s resources change your pedagogical approach or perspective (if at all)? Can you describe any concrete or specific ways in which you later implemented what you learned? Please elaborate as much as possible.

13. If you implemented what you learned from CCOG events or materials, please describe how this implementation affected your target audience (e.g., K-12 students in a classroom or teacher candidates in a teacher training program). What kind of response and/or learning outcomes did you observe? Please describe and elaborate with as much specifics and examples as possible. (Your example could also include impacted audiences outside the Priority Areas).

Strengths and Areas of Improvement

14. What are some of the strengths of the CCOG program, its services, and/or its materials?

15. What are some areas of improvement or challenges that you observed the center's programs (e.g., EdSummits, webinars) and resources (e.g., website, Clearinghouse, reports)?

16. How can CCOG expand its work to better support educators and educator candidates to close the K-12 opportunity gap in the future?

Demographics**17. What is your profession?**

- K-5 administrator, educator, counselor or support personnel
- Grade 6-12 administrator, educator, counselor or support personnel
- Higher education administrator, educator, counselor or support personnel
- Government leader/Education policy leader or staff member
- Parent or community member/stakeholder
- School Counseling or School Psychology Student
- Teacher Candidate Student
- Other (please describe): _____
- Prefer not to answer

18. Are you a student or faculty member in the CSU system?

- No Yes

19. If you are affiliated with a California K-12 school/district, is your school/district:

- Public Private

Thank you very much for your time in filling out this survey and for attending the CCOG webinar. We appreciate your feedback. We encourage you to visit <https://ccog.calstate.edu> to learn more about our center and sign up for email updates.

Appendix B – Interview Questions

Co-Director Summative Interview

Overall

1. Looking back over the last three years of CCOG, which goals do you think you met?
 - a. What do you see as the most successful aspects of CCOG?
2. What goals did the program struggle with meeting and why?
3. What suggestions do you have to make a future program like this more successful?

Specific Objectives

4. I'd like to ask about each of the specific four objectives of CCOG. For each of the following questions please comment, if you can, on (i) What were the most **innovative** approaches used and what worked well? (ii) What was **challenging** about meeting each objective? (iii) How could each objective be **improved** for future, similar endeavors?
 - i. How, specifically, did CCOG review the existing literature to identify evidence-based practices to close K-12 opportunity gaps?
 - ii. How, specifically, did CCOG strengthen 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. How, specifically, did CCOG conduct original research in high poverty, higher performing schools?
 - iv. How, specifically, did CCOG develop and disseminate tools and resources to implement evidence-based strategies to eliminate opportunity gaps?

Impact

5. What specific impact do you think CCOG has had on the professional preparation of educators in the CSU system with the aim to close the K-12 opportunity gap? Please describe.
6. What specific impact do you think CCOG has had in serving as a Clearinghouse for evidence-based strategies?

7. As you have mentioned before, closing the K-12 opportunity gap can mean many things (Some examples might include disparities in student engagement, academic achievement, school experiences and support). What specific K-12 student opportunity gaps do you think CCOG was most successful at helping to close? Please describe.
 - a. What kinds of K-12 opportunity gaps were more challenging to close?
 - b. Priority areas included closing the K-12 opportunity gap among foster youth, youth experiencing homelessness, Latiné youth, Black youth, multilingual learners and students with disabilities. Are there any particular student populations you feel were especially impacted? Any particular student populations that were more challenging to reach? How did the impact vary for particular populations in terms of the type of opportunity gap addressed?
8. Have there been any unanticipated outcomes and impacts of the program? Please describe.

Institutionalization

9. What kinds of institutional changes have occurred as a result of CCOG? What kinds of support has the program received from the Chancellor's Office, CSULB or other CSU campuses? What barriers, if any, have you encountered in trying to gain institutional support for CCOG?
10. What aspects of CCOG's work will remain after this three-year grant period ends? How will these fit with CCOG's future work?

Partnerships

11. How has CCOG influenced collaboration between CSULB and other CSU campuses? Can you point to some specific examples?
12. How has CCOG influenced collaboration between the CSU system and other institutions (e.g., school districts, government agencies)? Can you provide examples?
13. How will these partnerships continue after CCOG, if at all?

Wrap up

14. If you could have done something differently for CCOG, what would it be? Why?
 - a. What lessons have you learned that will inform future endeavors for CCOG or for other, similar programs?
15. Anything else we should discuss that we have not?

PI Regional Hub Summative Interview - CSU Fullerton

Overall

1. Looking back over the last three years of CCOG, which goals do you think your Regional Hub met?
 - a. What do you see as the most successful aspects of CCOG?
2. What goals did your Regional Hub struggle with meeting and why?
3. What suggestions do you have to make a future program like this more successful?

Specific Objectives

4. I'd like to ask about each of the CSUF's specific work plan. For each of the following questions please comment, if you can, on (i) What were the most innovative approaches used and what worked well? (ii) What was challenging about meeting each objective? (iii) How each objective could be improved for future, similar endeavors?
 - i. How, specifically, did your Regional Hub identify high performing/high poverty schools in the Orange County region?
 - ii. How, specifically, did your Regional Hub develop a JEIE review process?
 - iii. How, specifically, did you Regional Hub create and advocate for lines of research concerning JEIE-based teaching, curriculum, preservice education and professional development?
 - iv. How, specifically, did your Regional Hub share findings and resources from the research with the center and educational community through meetings, conferences, publications, and the center?

Impact

5. What specific impact do you think CCOG has had on the professional preparation of educators in the CSU system with the aim to close the K-12 opportunity gap? Please describe.
6. What specific impact do you think CCOG has had in serving as a Clearinghouse for evidence-based strategies?
7. As you have mentioned before, closing the K-12 opportunity gap can mean many things (Some examples might include disparities in student engagement, academic achievement, school experiences and support). What specific K-12 student

opportunity gaps do you think CCOG was most successful at helping to close? Please describe.

- a. What kinds of K-12 opportunity gaps were more challenging to close?
 - b. Priority areas included closing the K-12 opportunity gap among foster youth, youth experiencing homelessness, Latiné youth, Black youth, multilingual learners and students with disabilities. I understand CSUF focused some efforts specifically on multilingual learners, can you share more about how K-12 multilingual learners were impacted by CCOG's program? Can you point to some examples?
8. Have there been any unanticipated outcomes and impacts of the program? Please describe.

Institutionalization

9. What kinds of institutional changes at CSUF have occurred as a result of CCOG?
10. What components will remain after this three-year grant period ends? How will these fit with Regional Hub's future work?

Partnerships

11. How has CCOG influenced collaboration between CSUF and other CSU campuses? Can you point to some specific examples?
12. How has CCOG influenced collaboration between CSUF and other institutions (e.g., school districts, government agencies)? Can you provide examples?
13. How will these partnerships continue after CCOG, if at all?

Wrap up

14. If you could have done something differently for CCOG, what would it be? Why?
- b. What lessons have you learned that will inform future endeavors for CCOG or for other, similar programs?
15. Anything else we should discuss that we have not?

PI Regional Hub Summative Interview – San Diego State

Overall

1. Looking back over the three years of CCOG, which goals do you think your Regional Hub met?
 - a. What do you see as the most successful aspects of CCOG?
2. What goals did your Regional Hub struggle with meeting and why?
3. What suggestions do you have to make a future program like this more successful?

Specific Objectives

4. I'd like to ask about each of the SDSU's specific work plan. For the following questions please comment, if you can, on (i) What were the most innovative approaches used and what worked well? (ii) What was challenging about meeting each objective? (iii) How each objective could be improved for future, similar endeavors?
 - i. How, specifically, did your Regional Hub identify current practices from the literature related to closing the opportunity gap?
 - ii. How, specifically, did your Regional Hub engage in capacity development for educator preparation so that teachers, leaders, and school personnel enter schools prepared to close gaps?
 - iii. How, specifically, did your Regional Hub engage in research in schools to further evidence-based practices for closing opportunity gaps by examining higher performing, high poverty schools?
 - iv. How, specifically, did your Regional Hub develop and disseminate resources to local education agencies to close the opportunity gap?

Impact

5. What specific impact do you think CCOG has had on the professional preparation of educators in the CSU system with the aim to close the K-12 opportunity gap? Please describe.
6. What specific impact do you think CCOG has had in serving as a Clearinghouse for evidence-based strategies?
7. As you have mentioned before, closing the K-12 opportunity gap can mean many things (Some examples might include disparities in student engagement, academic achievement, school experiences and support). What specific K-12 student

opportunity gaps do you think CCOG was most successful at helping to close? Please describe.

- c. What kinds of K-12 opportunity gaps were more challenging to close?
 - d. Priority areas included closing the K-12 opportunity gap among foster youth, youth experiencing homelessness, Latiné youth, Black youth, multilingual learners and students with disabilities. Are there any particular student populations you feel were especially impacted? Any particular student populations that were more challenging to reach? How did the impact vary for particular populations in terms of the type of opportunity gap addressed?
8. Have there been any unanticipated outcomes and impacts of the program? Please describe.

Institutionalization

9. What kinds of institutional changes at SDSU have occurred as a result of CCOG?
10. What components will remain after this three-year grant period ends? How will these fit with your Regional Hub's future work?

Partnerships

11. How has CCOG influenced collaboration between SDSU and other CSU campuses? Can you point to some specific examples?
12. How has SDSU influenced collaboration between SDSU and other institutions (e.g., school districts, government agencies)? Can you provide examples?
13. How will these partnerships continue after CCOG, if at all?

Wrap up

14. If you could have done something differently for CCOG, what would it be? Why?
 - c. What lessons have you learned that will inform future endeavors for CCOG or for other, similar programs?
15. Anything else we should discuss that we have not?

PI Regional Hub Summative Questions – San Jose State

Overall

1. Looking back over the three years of CCOG, which goals do you think your Regional Hub met?
 - a. What do you see as the most successful aspects of CCOG?
2. What goals did your Regional Hub struggle with meeting and why?
3. What suggestions do you have to make a future program like this more successful?

Specific Objectives

4. I'd like to ask about each of the SJSU's specific work plan. For the following questions please comment, if you can, on (i) What were the most innovative approaches used and what worked well? (ii) What was challenging about meeting each objective?(iii) How each objective could be improved for future, similar endeavors?
 - i. How, specifically, did your Regional Hub conduct literature reviews and content matrices related to closing the opportunity gap?
 - ii. How, specifically, did your Regional Hub create curriculum modules, syllabi, resources?
 - iii. How, specifically, did your Regional Hub conduct case studies and chair doctoral/master's theses related to closing the opportunity gap?
 - iv. How, specifically, did your Regional Hub disseminate reports and practice guides, and offer webinars based on your research?

Impact

5. What specific impact do you think CCOG has had on the professional preparation of educators in the CSU system with the aim to close the K-12 opportunity gap? Please describe.
6. What specific impact do you think CCOG has had in serving as a Clearinghouse for evidence-based strategies?
7. As you have mentioned before, closing the K-12 opportunity gap can mean many things (Some examples might include disparities in student engagement, academic achievement, school experiences and support). What specific K-12 student

opportunity gaps do you think CCOG was most successful at helping to close?
Please describe.

- a. What kinds of K-12 opportunity gaps were more challenging to close?
 - b. Priority areas included closing the K-12 opportunity gap among foster youth, youth experiencing homelessness, Latiné youth, Black youth, multilingual learners and students with disabilities. understand SJSU focused some efforts specifically on foster youth and youth experiencing homelessness. Can you share more about how K-12 foster youth and youth experiencing homelessness were impacted by CCOG's program? Can you point to some examples?
8. Have there been any unanticipated outcomes and impacts of the program? Please describe.

Institutionalization

9. What kinds of institutional changes at SJSU have occurred as a result of CCOG?
10. What components will remain after this three-year grant period ends? How will these fit with your Regional Hub's future work?

Partnerships

11. How has CCOG influenced collaboration between SJSU and other CSU campuses? Can you point to some specific examples?
12. How has CCOG influenced collaboration between SJSU and other institutions (e.g., school districts, government agencies)? Can you provide examples?
13. How will these partnerships continue after CCOG, if at all?

Wrap up

14. If you could have done something differently for CCOG, what would it be? Why?
 - d. What lessons have you learned that will inform future endeavors for CCOG or for other, similar programs?
15. Anything else we should discuss that we have not?

Appendix C – Educator Summit 2022 Survey Results

Prepared September 29, 2022

The CSULB Center for Closing the Opportunity Gap (CCOG) held an Educator Summit (“Summit”) on July 29, 2022. Events were primarily in-person with a few sessions also available to attend online. Attendees registered for the event beforehand, and CCOG provided the number of attendees to CEEE. Data was collected with a survey made available via QR codes posted throughout session rooms or in Zoom chats.

Summary of Results

Attendees perceived the Summit to be of good to excellent quality and to be of high impact. Attendees appreciated the speakers and the diversity and inclusivity of the content conveyed. They were also especially excited for the opportunity to attend in person.

Demographics and Attendance

A total of 466 people registered for the Summit (221 people registered to attend in person, 245 people registered to attend virtually) and 178 actually attended the Summit (109 people attended in person [61.2% of attendees], 69 people attended virtually [38.8% of attendees]) (CCOG affiliates were not included in this count). An additional 37 people hosted, supported, or spoke at the event. Attendees were overwhelmingly K-12 faculty and administrators (71.9%). These teachers and staff came from 29 different districts throughout California (largely Southern California), from largely public but some private schools, with the biggest contingences from Los Angeles Unified School District and Long Beach Unified School District.

Survey Results: Overall Evaluation (Combining All Responses)

Overall Evaluation: Perceived Quality of Educator Summit (Combining All Responses)

The survey asked about each attendees’s perceived quality of the particular session, as well as the quality of the information presented, and the amount of attendee participation and networking (Tables 5 and 6). A scale was constructed by averaging the below 4 survey items ($\alpha = .60$) (they are presented in two tables because of the different response scales). Results revealed that, on average, attendees responded that the quality of the Summit was between ‘good’ to ‘excellent’ ($M = 4.61$ out of 5, $SD = .51$). Overall, attendees also 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 there was adequate time to connect with colleagues (means between ‘agree’ to ‘strongly agree,’ $M_s = 4.50$ - 4.68 out of 5).

Table 5. Attendees’ Perception of Summit Quality

	<i>n</i>	Very Poor (1)	Poor (2)	Fair (3)	Good (4)	Excellent (5)	<i>M</i>	<i>SD</i>
The quality of the session was...	37	1 (2.7%)	0 (0.0%)	1 (2.7%)	6 (16.2%)	29 (78.4%)	4.68	.78

Source: Overall Summit Attendee Survey

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

	<i>n</i>	Strongly Disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly Agree (5)	<i>M</i>	<i>SD</i>
I gained useful information pertaining to closing the K-12 opportunity gap* at this session.	37	1 (2.7%)	0 (0.0%)	1 (2.7%)	9 (24.3%)	26 (70.3%)	4.59	0.80
I felt like I was able to participate at this session at the level that I desired (able to ask questions, etc.).	36	1 (2.8%)	2 (5.6%)	1 (2.8%)	5 (13.9%)	27 (75.0%)	4.53	1.00
There was adequate time to connect with colleagues at the Educator Summit.	34	0 (0.0%)	2 (5.9%)	1 (2.9%)	9 (26.5%)	22 (64.7%)	4.50	.83
Quality Scale							4.61	.51

Source: Summit Attendee Survey

Overall Impact of the Summit (Combining All Responses)

The survey also asked about the impact of each session for each attendee and whether they planned to implement the tools, ideas, and/or practices they learned from the session. A scale was constructed by averaging the below two survey items ($\alpha = .78$) (Table 7). On average, participants reported that they 'agree' to 'strongly agree' that the session increased their interest in closing the K-12 opportunity gap and that they plan to implement the tools introduced in the session ($M = 4.72$ out of 5, $SD = .46$).

Table 7. Attendees' Perception of the Impact of the Summit

	<i>n</i>	Strongly Disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly Agree (5)	<i>M</i>	<i>SD</i>
This session increased my interest in closing the K-12 opportunity gap*.	34	0 (0.0%)	0 (0.0%)	1 (2.9%)	10 (29.4%)	23 (67.6%)	4.65	.54
I plan to implement the tools, ideas, and/or practices that I learned about during the session.	34	0 (0.0%)	0 (0.0%)	1 (2.9%)	5 (14.7%)	28 (82.4%)	4.79	.48
Impact Scale							4.72	.46

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 (34.7% of the 23 who responded) appreciated the opportunity to interact and network with other educators attending. One respondent wrote: "Learning along-side colleagues on important relevant topics-in person!!" Twenty six percent of respondents expressed how much they enjoyed the speakers. For example one respondent noted, "The teachers invited were excellent." Another 26.1% of respondents appreciated the diversity of topics presented stating, "I enjoyed the inclusivity of the topics. I think it's a strength." Thirteen percent expressed feelings of being inspired and motivated from the speakers and topics presented, while another 13.0% wrote responses indicating their enjoyment of breakout sessions. Nine percent felt that the event was well-organized, and, lastly, another 8.7% enjoyed the focus on equitable teaching practices.

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 three respondents wrote comments for this section, and the most common response (34.8%) was that respondents hoped for more breakout sessions, longer breakout sessions, and/or more opportunities for participation for those attending virtually. As one respondee wrote, “The need for more questions and answers time. I was on Zoom and we were not able to ask any questions.” The next most common response (26.1%) was that respondents indicated that there was nothing they could think of to improve. Another common response (21.7%) was a suggestion to have more shade since this was an outdoor event. Thirteen percent of respondents also noted that it would have been nicer to have parking be closer to the event.

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; 19 participants responded. The most common response indicated there were no other topics respondents suggested they would like to learn about (36.8%). The leading topic respondents suggested they would like to learn about is special needs education (15.8%). Following that, 15.8% indicated that they would have liked topics to go into more depth, especially concerning systemic racism and anti-racist teaching practices. Other suggested topics included conflict resolution in classrooms (10.5%), trauma-informed approaches in education (5.2%), focus on LGBTQIA+ students (5.2%), and teaching language minority students (5.2%).