

401 Golden Shore, 5th Floor
Long Beach, CA 90802-4210

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Steve Relyea
Executive Vice Chancellor
and Chief Financial Officer

562-951-4600
srelyea@calstate.edu

February 9, 2021

Nancy Skinner
Joint Legislative Budget Committee
State Capitol, Room 5094
Sacramento, CA 95814

Gabriel Petek
Legislative Analyst Office
925 L Street, #1000
Sacramento, CA 95814

Keely Bosler, Director
Department of Finance
State Capitol, Room 1145
Sacramento, CA 95814

Erika Contreras
Secretary of the Senate
State Capitol, Room 3044
Sacramento, CA 95814

Cara L. Jenkins
Legislative Counsel
State Capitol, Room 3021
Sacramento, CA 95814

Sue Parker
Chief Clerk of the Assembly
State Capitol, Room 3196
Sacramento, CA 95814

RE: CSU Center to Close the Opportunity Gap

The California State University Center to Close the Opportunity Gap (CCOG) is a multi-campus initiative with regional networks that will collaboratively learn, work, and leverage opportunities across sectors, to support systemic change and advance K-12 students' academic success. CCOG was established in 2019 by the Legislature and Cal State Long Beach was chosen through a competitive process by the Chancellor's office to house the Center. In the first year of operation, Cal State Long Beach created the structure necessary to establish the Center and invited three additional CSU campuses and their education partners to establish regional networks to incorporate and disseminate best practices. Additional campuses include San Diego State University, Cal State Fullerton and San Jose State University. The Center identified priority areas for literature reviews on best practices to close the achievement/opportunity gap, established research focus areas at the regional hubs and provided multiple webinars/workshops to local educational agencies focusing on

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San Luis Obispo
San Marcos
Sonoma
Stanislaus

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eliminating gaps in academic achievement.

This report is to satisfy the requirements in Senate Bill 77, Section 24 (2019 Budget Trailer Bill). The report is due on or before January 30th of each year and is to be submitted to the Legislature. Future reports will include a third-party evaluation of the support provided to local education agencies by the Center during the prior year.

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

Sincerely,


Steven Relyea (Feb 9, 2021 08:21 PST)

Steve Relyea
Executive Vice Chancellor and
Chief Financial Officer

SR:skg

Full report posted to <https://www.calstate.edu/legislativereports/>

c: Members, California State Legislature
Members, Joint Legislative Budget Committee
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Loren J. Blanchard, Executive Vice Chancellor, Academic and Student Affairs
Garrett Ashley, Vice Chancellor, University Relations and Advancement
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Ryan Storm, Assistant Vice Chancellor for Budget
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Marquita Grenot-Scheyer, Assistant Vice Chancellor, Education Prep and Public-School Programs

Legislative Report, The California State University Center to Close the Opportunity Gap (CCOG), February 4, 2021

The California State University Center to Close the Opportunity Gap (CCOG) is a multi-campus initiative with regional networks that will collaboratively learn, work, and leverage opportunities across sectors, to support systemic change and advance K-12 students' academic success. In an effort to create a statewide network, the CCOG at Cal State Long Beach invited three additional CSU campuses and their education partners to establish regional networks to incorporate and disseminate best practices. Additional campuses include San Diego State University, Cal State Fullerton and San Jose State University.

As a regional hub, the ***College of Education at San Diego State*** will

1. Conduct a review of current practices, e.g., reviews of literature and meta-analysis in the areas of diversifying the workforce, leadership practices for students living in poverty, stereotype threats and labeling impacts, anti-bias education and students with disabilities.
2. Engage in local capacity building through the design and implementation of syllabi workshops and professional development for regional faculty.
3. Conduct research in local high performing/high poverty schools with a focus on:
 - a. Ethnic identity development in content classes
 - b. Data driven investigation in Chula Vista
 - c. Progress for English Learners
 - d. Disproportional identification of students with disabilities
 - e. National Center for Urban School Transformation identified schools and districts that have demonstrated success in closing achievement gaps

As a regional hub, the ***College of Education at CSU Fullerton (Departments of Secondary Education; Ed. Leadership; Reading and Literacy; Special Education; Elementary and Bilingual Ed)*** will

1. Create a just, equitable and inclusive education (JEIE) vetting committee to identify resources, share practices and advance programs to help close the achievement gap.
2. The CSUF JEIE Committee will
 - a. Help identify and vet evidence-based practices for closing the achievement/opportunity gaps by examining higher performing, high poverty schools, high performing classrooms and teachers and curriculum and interventions programs.
 - b. Partner with other CSU faculty who are working with the Center to Close the Achievement Gap to research data gathered from California Department of Education, State Board of Education, California Collaborative for Education Excellence and County Offices of Education to identify and share the criteria that indicate high performing/high poverty schools, classrooms and programs.
 - c. Identify high performing/high poverty schools in the Orange County Region and parts of Los Angeles County and San Bernardino County.
 - d. Develop a JEIE review process for materials and programs submitted to the center and post them along with evidence of meeting the JEIE rubritized criteria. Additionally, include recommendations to improve planning and instruction for grades K-12, with an emphasis on students with disabilities, emergent bilinguals, African American and Latinx students and other marginalized groups.

As a regional hub, the *Connie L. Lurie College of Education at San Jose State* will

1. Conduct a review of current practices, e.g., reviews of literature and meta-analysis in the areas of Foster and Homeless Youth.
2. Engage in local capacity building through the design and implementation of curriculum on foster youth and youth experiencing homelessness that will be incorporated into CSU credential and certification programs for prospective teachers, school counselors, social workers and administrators.
3. Identify high performing/high poverty schools in the Santa Clara County Region.
4. Conduct case study research focused on the state's foster and homeless youth and how to share effective approaches in meeting the needs of these students with teachers and school districts across the state.

In addition to developing the three Regional CSU network hubs in distinct regions throughout California. The CCOG at Cal State Long Beach (CCOG at CSULB) is leading communication, technology and website support to maintain a clearinghouse of information and provide regular updates to partner institutions and agencies. Namely the online portal for the CCOG was launched in November 2020. Below is a link to website and social media outlets:

- Website: <https://ccog.calstate.edu/>
- Twitter: @CalstateCCOG
- Instagram: CalState_ClosingTheGap
- Facebook Page: CSU Center to Close the Opportunity Gap / user name: @CalStateCloseTheGap / link to page: <https://www.facebook.com/CalStateCloseTheGap/>

In the first year of operation, the CCOG at CSULB established an advisory board with key representatives from the State Department of Education, the State Board of Education, and the California Collaborative for Education Excellence. The main purpose of the advisory board is to identify and explore mutual challenges and strategies for addressing them. It is important to promote collaboration, leverage opportunities across sectors, and create systemic change to advance K-12 students' academic success. **In addition**, The CCOG at CSULB has initiated a strategic partnership with the **California County Superintendents Association (CCESA)**. CCESA will work with the CCOG to provide statewide industry guidance on practical applications of the research-based practices developed by the CCOG.

The CCOG at CSULB is currently working on identifying and refining proven strategies to eliminate equity gaps at all levels of education begins with reviewing the existing literature to identify evidence-based practices to close opportunity gaps. Thus far the following priority areas have been identified and faculty affiliated with the CCOG at CSULB are conducting literature reviews and/or meta-analyses of current best practices from the literature related to closing the achievement/opportunity gaps.

Priority areas for literature reviews on best practices:

- Family and parent engagement
- Current state of K-12 Ethnic Studies programs and curriculum from a teacher education point of view

- Culturally responsive pedagogy and teacher education
- Needs of foster and homeless youth through three key frames of practice: Assessment, Instruction, and Leadership.
- Defining, Exploring, and Measuring High-Quality Instructional Practices in College and Career Readiness

In the coming months, CCOG at CSULB will share resources and evidence-based best practices with colleges of education across the CSU and education partners across California. To ensure materials and resources are properly vetted, a lead faculty member from CSU Fullerton is in the process of developing criteria for inclusion of materials in the repository. This includes criteria across audiences and disciplines including science, math, literacy special education and educational leadership.

In an effort to provide resources and assistance to local educational agencies to eliminate gaps in academic achievement between ethnic group and subgroups of K-12 students as identified on the Department of Education's California School Dashboard, the CCOG at CSULB hosted the following webinars/workshops:

- Strategies to Support Students & Families with Social Emotional Needs During Distance Learning. Presented by Rochelle Martin and Ashley Roads, practitioners from Long Beach Unified School District.
- Reliable Teaching Practices. Presented by Dr. E. Hollins, Professor Emerita in the Division of Teacher Education and Curriculum Studies, University of Missouri, Kansas City.
- Establishing anti-racist, anti-classist, anti-sexist systems in California schools. Presented by Dr. J. Johnson from the National Center for Urban School Transformation, San Diego State University.
- Assessment in Distance Learning Environments. Presented by Dr. Doug Fisher, San Diego State University and Mr. Vince Bustamante, instructional coach, curriculum content developer and author who currently works for Edmonton Catholic Schools.

Additional webinars/workshops for Spring 2021 include the following:

- Improving educator preparation through preservice teacher candidate epistemic agency. To be presented by Dr. Antoinette Linton, California State University, Fullerton.

Integrating Multi-tiered systems of support (MTSS) in school counseling programs to meet the needs of ALL students. To be presented by Dr. Jake Olsen, California State University, Long Beach.