

# ***The Resource Clearinghouse's Collections & Recognition Catalog***



Washington Office of Superintendent of  
**PUBLIC INSTRUCTION**

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# THE RESOURCE CLEARINGHOUSE'S COLLECTIONS & RECOGNITION CATALOG

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# Table of Contents

Welcome & Introduction .....	4
Contextualizing Clearinghouse Collections.....	5
What Are Collections? .....	5
Why Establish Collections? .....	5
How Are Collections Established?.....	6
How Is Content Selected for Collections?.....	7
The Collections Catalog.....	8
COVID-19 Pandemic.....	9
Honoring Culture & Diverse Identities .....	10
Inclusive Communication.....	11
Representation & Shared Ownership.....	13
Strengths- & Solutions-Focused Narratives .....	14
Legal Notice .....	16

## Welcome & Introduction

Welcome to *The Resource Clearinghouse's Collections and Recognition Catalog*! The purpose of this document is twofold. Its first purpose is to briefly introduce and rationalize the Clearinghouse's new "collections" feature. Its second purpose is to act as a catalog of all content featured in these collections—including content that has been recognized for embodying OSPI's commitment to educational equity. Ultimately, we hope that this document leaves readers with a better understanding of why we have designed these collections as well as why certain pieces of content have been featured in them.

# Contextualizing Clearinghouse Collections

OSPI maintains a Resource Clearinghouse (also referred to as “the Clearinghouse”) of educational research, tools, and policy documents in order to comply with legislative mandates. These mandates span several decades. In 1986, the Washington State Legislature tasked OSPI with “act[ing] as the state clearinghouse for educational information” ([Revised Code of Washington \(RCW\) 28A.03.510](#)). Soon after, in 1993, the Center of the Improvement of Student Learning (CISL) was established to help OSPI maintain such a clearinghouse ([RCW 28A.300.130](#)). CISL’s current directive is to “develop and maintain an internet website to increase the availability of information, research, and other materials” ([RCW 28A.300.130.2d](#)).

Statute does not require the Clearinghouse to have a formal process for reviewing or curating content. Even so, CISL staff have developed a content review protocol as part of their larger clearinghouse redesign project, which was funded by OSPI’s Emergency and Secondary School Emergency Relief (ESSER) Fund spending. More information about that process can be found in a partnering document—*A Guide to the Resource Clearinghouse’s Content Review Protocol*.

“Collections” are one feature of the Clearinghouse’s new focus on content curation. An explanation of what they are, as well as why and how they were established, begins below.

## What Are Collections?

A “collection” is a predefined grouping of content (i.e., research, tools, and/or policy documents) that shares certain qualities. These qualities might include—but are not limited to—the content’s focus (e.g., the COVID-19 pandemic), approach (e.g., codesigning with stakeholders), dissemination method (e.g., multiple languages), and/or theme (e.g., strengths-based narratives).

## Why Establish Collections?

There are several reasons why we have chosen to integrate collections into the Clearinghouse’s redesign. They are grounded in the redesign project’s dual aims of improving the Clearinghouse’s utilization and its alignment with agency goals/values (see *A Guide to the Resource Clearinghouse’s Content Review Protocol* for additional details). Some these reasons include:

### *Improving User Experience*

Much of the redesign process was motivated by observations that the clearinghouse was severely underutilized. Poor interface design emerged as one reason for this underutilization, especially when comparing the Resource Clearinghouse’s filtering and tagging capabilities to other clearinghouses. As a result, new filter and search controls have been added. The development of collections is designed to improve user experience as well. In effect, collections act as a predetermined selection of filters and tags that have been made on behalf of the user. By doing so, users who are seeking content captured in these collections will be able to access it in a single click; sorting through several lists of filters and tags will no longer be necessary.

### *Establishing Reach*

Improving the Clearinghouse’s utilization will also require growing its reach both within and

outside of the agency. Because of its broad scope, the Clearinghouse can be challenging to advertise. Collections were designed to offset this challenge by highlighting a small subset of content from the Clearinghouse's larger library. We intend for these smaller groupings of content to be more easily integrated into topic-specific newsletters or professional development opportunities. As such, they are well-positioned to attract users who are unaware of the Clearinghouse but have an existing interest in certain agency divisions or events.

### *Spotlighting Equity-Focused Content*

OSPI is committed to ensuring educational equity. This commitment is articulated in the agency's [Equity Statement](#). To align itself with this commitment, the redesigned Resource Clearinghouse runs all content through an Ethics & Equity Review. One component of this review involves identifying content that embodies the agency's commitment to educational equity. As a way of elevating that content, it is then featured in one of four dedicated collections. Additional information about this recognition process is available below.

### *Encouraging Alignment with Agency Priorities*

Clearinghouse collections are not only designed to communicate agency priorities, but also to incentivize content that aligns with those priorities. For example, by spotlighting equity-focused content in a collection, we hope to encourage others to develop content in ways that warrant recognition. As such, the creation of collections is an ongoing activity that reflects agency goals, values, and current events.

## **How Are Collections Established?**

Collections are continuously created—and, in some cases, decommissioned—as the information needs of Clearinghouse users shift. Some ways that collections emerge include:

### *Staff Discretion*

CISL staff become acquainted with Clearinghouse content both during and after the review process. As the clearinghouse grows and priorities change, they are expected to establish additional collections as they see fit. This may occur in response to current events (e.g., school disruptions during a pandemic), patterns of content submission (e.g., an abundance of submissions about learning recovery), or even user requests (e.g., emails requesting a collection about virtual learning best practices). Ultimately, staff reserve the right to develop collections whenever doing so is expected to better meet users' information needs.

### *Alignment with Review Standards*

Other times, collections are established to reflect existing review standards. This is true of the four collections that mirror the four Standards for Recognition from the Ethics & Equity Review. In the future, other collections could be established to spotlight content that meets certain aspects of the Quality Standards from the Quality Review. For instance, staff could create a collection that groups together research that includes a positionality statement, as doing so aligns with Item 4a of the Research Quality Review.

### *Collaboration with Partners*

Partnerships with internal and external stakeholders can also result in new collections. For example, OSPI teams overseeing certain programs or practices (e.g., MTSS) might partner with the

Clearinghouse to establish a collection where program-related research, tools, and policy documents can be housed. Collections may also emerge from partnerships with external stakeholders, such as the state's colleges and universities. Collections dedicated to ongoing educational research initiatives are one such possibility.

### *Directions from Agency Leadership*

Finally, OSPI leadership may direct the Clearinghouse to establish collections based on agency goals, priorities, and/or needs.

## **How Is Content Selected for Collections?**

CISL staff select content for a collection either during or after the review process. Details about how these selections occur are included below.

### *During the Review Process*

All content is reviewed by two staff members before being added to the Clearinghouse. During the review process, content is screened for language, imagery, and/or subject matter that could be potentially harmful. If the content clears these Standards of Harm, it is subsequently screened for language, imagery, and/or subject matter that reviewers believe should receive special recognition. Recognition is determined according to the Clearinghouse's Standards of Recognition, which were designed to identify content that embodies OSPI's commitment to educational equity. According to these *Standards*, content should be recognized when it:

- Centers the strengths of communities and/or identifies solutions to the opportunity gaps faced by those communities.
- Honors the nuances of identities that are often homogenized and/or the distinctiveness of cultural traditions that often go unacknowledged.
- Includes those affected by its topic area as authors, cocreators, or active participants.
- Communicates in ways that promote inclusion and belonging.

If both reviewers identify a piece of content as deserving of recognition, it is added to one of the four collections aligned to the *Standards of Recognition*. Disagreements about recognizing a piece of content are handled according to the protocol outlined in *A Guide to the Resource Clearinghouse's Content Review Protocol*.

### *After the Review Process*

When a piece of content passes the review process, it is assigned metadata (e.g., a description, filters, tags) before being uploaded to the Clearinghouse. Metadata assignment is completed by a single staff member. When doing so, the staff member may also indicate that the content belongs in an existing collection. In some situations, staff may choose to establish a new collection in response to patterns of content that already exist in the Clearinghouse's library. When this occurs, all existing content identified for the new collection is added to it retroactively.

# The Collections Catalog

As noted before, this document also catalogs all collections currently featured in the Clearinghouse. The purpose of the catalog is to document each catalog’s contents as well as to describe why each piece of content was included in it.

Descriptions of each collection and its contents are provided in table format. Each table represents a single collection. All tables include the same components, which are shown in the figure below.

Figure 1 - Components of a Collection Table

Short <b>description</b> of the collection and its inclusion criteria		<b>Title</b> of collection
<b>COVID-19 PANDEMIC</b>		
Content in this collection spotlights the COVID-19 pandemic as a contextual factor with implications for teaching, learning, and the administration of services. Often this content studies the impact of COVID-19 on education-related outcomes, although content focused on recovery is included as well.		
Date Added	Title	Rationale
09/13/2023	<a href="#">Washington 21st Century Community Learning Centers Program Evaluation (2019-2021)</a>	This content was included largely due to the brief reports in its Appendix. Appendix A summarizes the responses of program subgrantees to a survey about COVID-related school closures. Appendix B summarizes responses to a student survey about participating in out-of-school time programs during the pandemic.
09/11/2023	<a href="#">COVID-19 Student Survey: 2022 Middle School Report</a>	This content was included because it asks middle school students about COVID-19-specific attitudes and behaviors at a later stage in the pandemic (i.e., after most students had returned to in-person instruction). The survey was administered in February 2022.
09/11/2023	<a href="#">COVID-19 Student Survey: 2022 High School Report</a>	This content was included because it asks high school students about COVID-19-specific attitudes and behaviors at a later stage in the pandemic (i.e., after most students had returned to in-person instruction). The survey was administered in February 2022.
<b>Date</b> content was added to the collection	<b>Title</b> of content (with hyperlink to the Clearinghouse)	Short <b>justification</b> of why the content was included

In the following pages, tables are organized alphabetically according to each collection’s title. Within each table, content is organized so that more recent additions to the collection appear first. To assist with navigation, each table can be accessed directly through this document’s table of contents. We recommend that readers seeking information about a specific collection use the links provided in the table of contents, especially as the number of collections in the Clearinghouse grows.



## COVID-19 Pandemic

Content in this collection spotlights the COVID-19 pandemic's impact on teaching, learning, and the administration of services. Often this content studies the impact of COVID-19 on education-related outcomes, although content focused on recovery is included as well.

Date Added	Title	Rationale
09/13/2023	Washington 21st Century Community Learning Centers Program Evaluation (2019-2021)	This content was included largely due to the brief reports in its Appendix. Appendix A summarizes the responses of program subgrantees to a survey about COVID-related school closures. Appendix B summarizes responses to a student survey about participating in out-of-school time programs during the pandemic.
09/11/2023	COVID-19 Student Survey: 2022 Middle School Report	This content was included because it asks middle school students about COVID-19-specific attitudes and behaviors at a later stage in the pandemic (i.e., after most students had returned to in-person instruction). The survey was administered in February 2022.
09/11/2023	COVID-19 Student Survey: 2022 High School Report	This content was included because it asks high school students about COVID-19-specific attitudes and behaviors at a later stage in the pandemic (i.e., after most students had returned to in-person instruction). The survey was administered in February 2022.
09/11/2023	COVID-19 Student Survey: 2021 Middle School Report	This content was included because it explicitly asked middle school students to compare their school performance and attitudes during the pandemic with their performance and attitudes prior to it. The survey was administered in March 2021.
09/11/2023	COVID-19 Student Survey: 2021 High School Report	This content was included because it explicitly asked high school students to compare their school performance and attitudes during the pandemic with their performance and attitudes prior to it. The survey was administered in March 2021.
09/11/2023	COVID-19 Student Survey: High School Experiences Summary	This content was included because it explicitly surveyed high school students about their school experiences during the pandemic. The survey was administered in March 2021.

## Honoring Culture & Diverse Identities

Content in this collection was flagged by reviewers during the Ethics & Equity Review. Specifically, reviewers indicated that the content was worthy of recognition because it (1) honored the nuances of identities that are often homogenized, and/or (2) honored the distinctiveness of cultural traditions that often go unacknowledged.

Date Added	Title	Rationale
09/26/2023	Examining the Beginning Teacher Workforce in Washington State: An Update with a Special Focus on Teachers of Color	This content was included because it disaggregated high-level racial and ethnic categories in a way that resulted in differentiated conclusions (see Item 2a in the Standards for Recognition from the Ethics & Equity Review). The content reports on a research study that, among other things, examined the prevalence of teachers of color across Washington State. Rather than treat “teachers of color” as a homogenous group, the researchers accounted for the distinct racial/ethnic identities of these teachers. By taking this more nuanced approach, they discovered differential outcomes across racial/ethnic groups. For example, they discovered that the percentages of Washington State teachers who identify as Hispanic/Latinx and Multiracial have been growing at a much faster rate than they have for other racial/ethnic groups. By disaggregating in such a way, the researchers were able to identify trends that are easily obscured when grouping all teachers of color together.
5/6/2024	Bias and Sensitivity Review of the Common Core State Standards in English Language Arts and Mathematics: Implementation Recommendations Report	Despite its age, this document has archival value as an example of the bias and sensitivity review process. It is being recognized for making implementation recommendations that focus on use of imagery that is culturally responsive and language that is inclusive of all students. Recommendations for implementation of both ELA and Mathematics standards include integration of the diversity of students individual cultural identities and funds of knowledge.

## Inclusive Communication

Content in this collection was flagged by reviewers during the Ethics & Equity Review. Specifically, reviewers indicated that the content was worthy of recognition because it communicates in ways that promote inclusion and belonging. This might involve (1) adhering to accessibility conventions, (2) communicating in multiple languages, and/or (3) incorporating terminology that was explicitly requested by individuals implicated in the content.

Date Added	Title	Rationale
11/16/2023	Social Media Safety Fact Sheet	This content was included because it was offered in multiple languages (see Item 4c in the Standards for Recognition from the Ethics & Equity Review). Specifically, the content takes the form of a “fact sheet” about social media safety that includes statistics, action items, and conversation starters for families. By offering the content in both English and Spanish, the authors are ensuring that their tool can reach a larger audience than if it was solely published in English. We would encourage future iterations to be translated into additional languages.
	Social Media Safety Fact Sheet (Spanish)	
11/16/2023	Safety at Home Fact Sheet	This content was included because it was offered in multiple languages (see Item 4c in the Standards for Recognition from the Ethics & Equity Review). Specifically, the content takes the form of a “fact sheet” about medication and firearm safety that includes statistics, action items, and conversation starters for families. By offering the content in both English and Spanish, the authors are ensuring that their tool can reach a larger audience than if it was solely published in English. We would encourage future iterations to be translated into additional languages.
	Safety at Home Fact Sheet (Spanish)	
11/16/2023	Youth Mental Health Fact Sheet	This content was included because it was offered in multiple languages (see Item 4c in the Standards for Recognition from the Ethics & Equity Review). Specifically, the content takes the form of a “fact sheet” about youth mental health that includes statistics, action items, and conversation starters for families. By offering the content in both English and Spanish, the authors are ensuring that their tool can reach a larger audience than if it was solely published in English. We would encourage future iterations to be translated into additional languages.
	Youth Mental Health Fact Sheet (Spanish)	

## Inclusive Communication

Content in this collection was flagged by reviewers during the Ethics & Equity Review. Specifically, reviewers indicated that the content was worthy of recognition because it communicates in ways that promote inclusion and belonging. This might involve (1) adhering to accessibility conventions, (2) communicating in multiple languages, and/or (3) incorporating terminology that was explicitly requested by individuals implicated in the content.

Date Added	Title	Rationale
11/16/2023	Youth Behavioral Health Fact Sheet	This content was included because it was offered in multiple languages (see Item 4c in the Standards for Recognition from the Ethics & Equity Review). Specifically, the content takes the form of a "fact sheet" about youth substance use that includes statistics, action items, and conversation starters for families. By offering the content in both English and Spanish, the authors are ensuring that their tool can reach a larger audience than if it was solely published in English. We would encourage future iterations to be translated into additional languages.
	Youth Behavioral Health Fact Sheet (Spanish)	

## Representation & Shared Ownership

Content in this collection was flagged by reviewers during the Ethics & Equity Review. Specifically, reviewers indicated that the content was worthy of recognition because it included those affected by its topic area as authors, cocreators, or active participants.

Date Added	Title	Rationale
11/03/2023	Supporting Survivors: Policy Brief	This content was included because those affected by the content's topic area were included in the design process (see Item 3b in the Standards for Recognition from the Ethics & Equity Review ). Specifically, the content overviews a six-month project where public school students participated in developing recommendations for school responses to sexual assault. Notably, 70 students—including student survivors and their peers—were asked to help co-design these recommendations. By including student survivors in the design process, the subsequent recommendations are likely to be more responsive to student needs than if students were excluded.

## Strengths- & Solutions-Focused Narratives

Content in this collection was flagged by reviewers during the Ethics & Equity Review. Specifically, reviewers indicated that the content was worthy of recognition because it (1) centers the strengths of communities, and/or (2) identifies solutions to the opportunity gaps faced by those communities.

Date Added	Title	Rationale
11/03/2023	Supporting Survivors: Policy Brief	This content was included because it recognizes the strengths and resilience of student survivors of sexual assault (see Item 1a in the Standards for Recognition from the Ethics & Equity Review). Specifically, the content overviews a six-month project where public school students participated in developing recommendations for school responses to sexual assault. Survivors of sexual assault are easily marginalized. Knowing this, the project deliberately sought out the student voices to ensure that their perspective helped shape the project’s culminating recommendations. By doing so, the project’s organizers helped highlight the resilience of students that are typically only characterized by their trauma.
2/13/2024	Preventing and Addressing Discrimination in Student Discipline: Guidelines for implementing Washington’s Equal Educational Opportunity Laws: Chapters 28A.640 and 28A.642 RCW and Chapter 392-190 WAC	This content was included because it describes evidence-based strategies aimed at closing opportunity gaps caused by discrimination in student discipline (see item 1b in the Standards for Recognition from the Ethics & Equity Review). This guide provides tools and resources to help districts review their discipline data for disproportionalities and to then identify and address the root causes of those disproportionalities. The best-practices provided, focus on what the adults in the system can do to support students.
5/6/2024	Bias and Sensitivity Review of the Common Core State Standards in English Language Arts and Mathematics: Implementation Recommendations Report	Despite its age, this document has archival value as an example of the bias and sensitivity review process. It is being recognized for making implementation recommendations that focus on removing non-strengths based narratives and avoiding all areas of harm. Particular focus is given to providing students with systemic supports that give them the opportunity to learn and demonstrate what they know.
5/6/2024	Washington State Special Education Advisory Council: 2020-2021 Annual Report	This report is recognized for its dedication to centering the strengths of students with disabilities and focus on closing opportunity gaps faced by that community. This is exemplified by the SEAC belief statement: “We believe that every student in Washington

## Strengths- & Solutions-Focused Narratives

Content in this collection was flagged by reviewers during the Ethics & Equity Review. Specifically, reviewers indicated that the content was worthy of recognition because it (1) centers the strengths of communities, and/or (2) identifies solutions to the opportunity gaps faced by those communities.

Date Added	Title	Rationale
		state has the right to reach his or her full human potential. We believe that students will fully and meaningfully participate in their education and community."

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