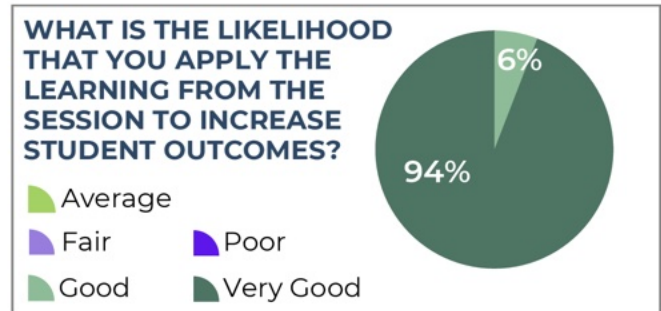


DEI SURVEY REVIEW



CULTURAL PROFICIENCY - 32-HOUR INTENSIVE TRAINING, SESSION #1

Session one of the 32 Hour Cultural Proficiency Training facilitated by the Diversity, Equity, and Inclusion (DEI) department provided four days of content and exercises/activities that provided the attendees with knowledge and tools to increase their individual cultural proficiency and awareness and develop skills needed to actively work with culturally proficient practices, policies, and projects at school sites and departments.



QUALITATIVE RESPONSE THEMES

EXPECTED OUTCOMES

94% of total responses responded that the Cultural Proficiency 32-hour training met their expected outcomes. They shared the following comments:

- "The training exceeded my expectations by a well-framed agenda; integrated activities that allowed for self reflection, group interaction and multimedia; facilitation was performed well with no bias; and covered the many aspects of cultural proficiency."
- "This training far exceeded my expectations. Thank you so much for creating such a safe space for us to be vulnerable enough to grow."

GREATEST IMPACT ON LEARNING

35% of total responses responded that the discussions during the training had the greatest impact on learning. 24% shared that the articles had the greatest impact on learning. Some of their comments are below:

- "I believe the times when we could discuss as a group definitely had the most impact on my learning. Hearing from peers about their experiences and opinions made everything we read or watched more relevant and real to our work."
- "The articles were informative and left me in state of self reflection."
- "The greatest impact of learning that I am taking away is from the article "If You Want to Help, Heal."

UNDERSTANDING AND PERSPECTIVE

35% of total participants responded that the training gave them a new perspective/lens. 23% shared that they have new strategies from the cultural competence tools and acquired a new understanding about biases. Some of their comments are shown below:

- "Something that I really appreciated was the conversation about the essential elements."
- "Something that I came out with understanding much more was perceived biases and stereotypes."
- "I have a new understanding of implicit bias. Without even noticing we could be biased to an individual or a group of people."

ADDITIONAL FEEDBACK

- "Before coming here, I was prepared for it to be "too much." It was amazing. The leaders led so well and allowed us space and time to really learn."
- "Thank you for making me feel a part of a new network of learning."

COURSE SPECIFIC QUESTIONS

LEARNING TO ACTION

41% responded that they planned to return to their sites and work to set up PL for staff to continue to grow the work on their campuses. 35% responded that they plan to share and speak up using their newly learned knowledge. See the following comments:

- “I plan to use the tools that we have learned to address equity issues.”
- “Taking lesson back to our site and begin to implement our learning to show others.”
- “Not just sitting back and watching things happen, but actually making my voice heard for change.”

LESSONS LEARNED

41% of attendees responded that the training provided them the opportunity for self reflection outcomes, while 18% shared that the training helped them to recognize their own biases. They shared the following comments:

- “I knew I had them, I still am aware that getting past them and not interpreting them as reality is an ongoing process. “
- “It helped me recognize my pre-conceived biases about people based on outward appearances.”
- “It made me realize that I am not perfect and need to take time to learn about and work to improve myself.”

FOSTERING INCLUSIVE ENVIRONMENTS

41% of total attendees responded that providing the Cultural Proficiency 32-hour training to all staff would foster inclusive environments for students, families, and/or staff. 24% shared that providing a voice to students, families, and/or staff was important. They shared the following comments:

- “Generating more spaces and opportunities for more staff and employees to be a part of these conversations like having it be required.”
- “Everyone should have an opportunity to take this class. Maybe even be highly encouraged “
- “Incorporate listening tours with communities about their experiences in inclusive and non inclusive environments - within and outside schools.”

SUMMARY PREPARED BY INSTRUCTOR

Overall presenter feedback of the training.

This session was unique as most of the group were the new Community Schools Coordinators who started with the district a few weeks before Day 1. Much of our conversation included references to how Community Schools can bridge gaps and provide access/equity for communities. It was a natural connection to why the resources need to be at every school not just the current schools supported by the grant.

We incorporated new videos on Day 1 that started with more in-depth discussion of topics to inform why this training is important, one of which is an impactful video to set the expectation of challenging bias and discrimination in our work (company training video). The group discussions had multiple perspectives with rich feedback for how to apply the cultural proficiency lens to departments in addition to school sites. School site staff and community schools coordinators learned from multiple approaches with previous history of initiatives (staff input from years of working in FUSD) and new ideas from the newly hired staff.



Jorge Arroyo and Daniel Rodriguez were the presenters for all four days of the series.