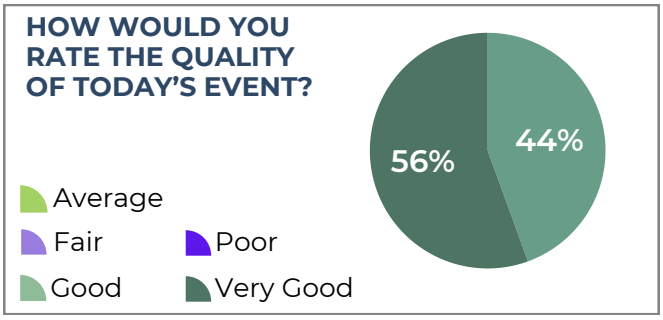
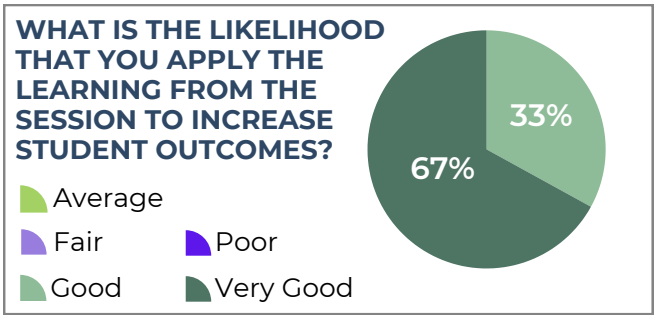
DEI SURVEY REVIEW

CULTURAL PROFICIENCY - 32-HOUR INTENSIVE TRAINING, SESSION #2

Session two 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

89% of total responses responded that the Cultural Proficiency 32-hour training met their expected outcomes. They shared the following comments:

- "It met my expectations by building my capacity and understanding of being culturally proficient in addition to providing strategies, suggestions, and ways to continue our journey."
- "This training far exceeded my expectations. Thank you so much for creating such a safe space for us to be vulnerable enough to grow."
- "It opened my mind and knowledge of different cultures and diversity."

GREATEST IMPACT ON LEARNING

78% of total responses responded that the discussions during the training had the greatest impact on learning. 33% shared that the videos had the greatest impact on their learning. Some of their comments are below:

- "Being in space with other colleagues and having the ability to discuss the various topic amd hear from others points of view were the two most impactful things."
- "Hearing the stories through the videos shared in the presentation but also the stories shared in the room from my colleagues."
- "I enjoyed the dialogue with everyone in the course. It provides a different insight on all the various areas of CP."

UNDERSTANDING AND PERSPECTIVE

44% of total participants responded that the training gave them a new perspective about identifying their bias and how to make corrections. 22% shared that self reflection was an important new understanding they acquired. Some of their comments are shown below:

- "One thing that stood out today was that we indirectly stereotype, have bias, and racism and never realize it. Without knowing it, we cannot correct it. Learning how to start identifying them can help to reduce them."
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ADDITIONAL FEEDBACK

- "I was able to see how cultural proficiency looks at multiple levels. This includes schools sites and a variety of departments."
- "Thank you! It has been very informative and I thoroughly enjoyed the discussions and interactions with my colleagues. This environment felt safe to share."

COURSE SPECIFIC QUESTIONS

LEARNING TO ACTION

56% responded that they planned to share their knowledge. 22% responded that they plan to support their school sites by sharing information during site PL. See the following comments:

- “I will share my knowledge or address concerns as I witness and pick the appropriate time/place to act on it.”
- “By bringing awareness with support to my school site through meetings, interactions, and conversations to support staff and students. ”
- “Continue to lean in on courageous conversations.“

LESSONS LEARNED

56% of attendees responded that the training helped them to recognize their own biases, while 33% shared that the training provided them the opportunity for self reflection. They shared the following comments:

- “So many areas I have allowed myself to be a standby. The training shines a light on those matters. I too walk in biases and assumptions.“
- “It helped me to identify the ones that aren't so direct so now I'm more aware.”
- “It helped me self-reflect on my own self-awareness and see where these bias, thoughts, and beliefs impact how or why I make the decision that I need to make as a site leader.”

FOSTERING INCLUSIVE ENVIRONMENTS

56% 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. 33% shared that providing the Cultural Proficiency 32-hour training to all Leadership first was important. They shared the following comments:

- “The district can start fostering opportunities by making trainings as these a required part of employee orientation starting with union leaders and upper cabinets. ”
- “More trainings on the issues a lot of the time we don't take the time to learn about the people we work with.“
- “Starts with leadership. They must get in this space to make this work live across the system. ”

SUMMARY PREPARED BY INSTRUCTOR

Overall presenter feedback of the training.

Staff from AMA and A4 were a large part of this cohort. The staff engaged in lengthy, rich discussion about the continued need for DEI work in the district. School staff including a vice principal, principal, after school program coordinators, and a few teachers provided context for school site work and now decisions can advance equity initiatives.

The facilitators decided to have extended time for discussion and removed two videos from Day 2. The discussion with the group and examples addressed the content from the videos. The discussion naturally developed into addressing inequities for students and how staff can use the training to support daily decisions to create systemic change.

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

