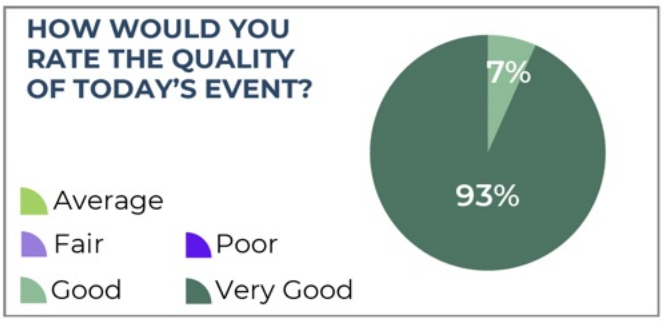
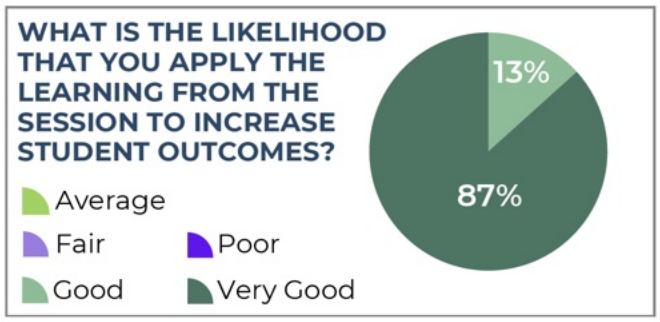
# DEI SURVEY REVIEW

## CULTURAL PROFICIENCY - 32-HOUR INTENSIVE TRAINING, SESSION #3

Session three 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

87% of total responses stated that the Cultural Proficiency 32-hour training met their expected outcomes. They shared the following comments:

- "This met expectations by the informing and showing explicit examples relaying to FUSD. Bringing information on Fresno history to our students and families."
- "Incredibly eye opening training. Learned so much that I will take on with me and my role as a FUSD staff at a school site."
- "I appreciated the diverse instructional strategies to engage us in the learning, processing and reflection."

### GREATEST IMPACT ON LEARNING

53% of total responses shared that the discussions during the training had the greatest impact on learning. 40% shared that the activities had the greatest impact on their learning. Some of their comments are below:

- "Discussion. It is a healthy place to express lived experiences."
- "Talking about the bias we have, how privileged we can be are some of the topics I will remember."
- "I loved the cultural iceberg to reinforce the idea that culture is complex. "
- "When we talked about privilege on the last day and the bathroom exercise to think about equity for all."

### UNDERSTANDING AND PERSPECTIVE

64% of total participants responded that self reflection was an important new understanding they acquired. 14% shared that identifying your bias was an important new understanding they acquired. Some of their comments are shown below:

- "The test we did from Harvard was a good reminder and it helped to look at myself plus speak with others about it to learn from them."
- "The Cultural Iceberg and what we see on the surface does not tell us the whole story. "
- "Learning how hard change can be. Sometimes we can be scared of change, so we don't want to have someone come and tell me to change. This then causes conflict."

### ADDITIONAL FEEDBACK

- "Very fun and interesting training. "
- "There was a dominate voice and it was prevalent throughout. Not sure what you want to do with that info."
- "So proud of our DEI team!!"

## COURSE SPECIFIC QUESTIONS

### LEARNING TO ACTION

53% responded that they plan to support their school sites by sharing information during site PL. 47% responded that they planned to share their knowledge and speak up. See the following comments:

- “I will bring this to our staff meetings in after school programs.“
- “Planning professional learning with the lens of equity and how you take actions through cultural proficiency. ”
- “Within my role with ensuring the participants and partners in the work are aware and get the learning ”
- “To do my part in having a voice.”

### LESSONS LEARNED

93% of attendees responded that the training helped them to recognize their own biases, while 20% shared that the training provided them the opportunity for self reflection. They shared the following comments:

- “Loved the Harvard quiz. I was surprised at my hidden bias and re committed to digging deeper. “
- “Planning professional learning with the lens of equity and how you take actions through cultural proficiency. ”
- “Self reflection is continuous and need to monitor when encountering new people and changes.”
- “It allows me to be more cognizant of my subconscious biases and making sure I confront them.”

### FOSTERING INCLUSIVE ENVIRONMENTS

40% of total attendees responded that providing the Cultural Proficiency 32-hour training to staff would foster inclusive environments for students, families, and/or staff. 27% shared that family and community engagement was important. They shared the following comments:

- “Have everyone take this training! ”
- “Continue open dialogue and inviting the community to have voice in decisions that affect their lives and their students lives.“
- “FUSD has a lot of awareness as they promote a lot of things. However, a lot of families are still unaware. We tend to send flyers and information on parent square home but we don't make it a bit deal about inclusivity.”

### SUMMARY PREPARED BY INSTRUCTOR

Overall presenter feedback of the training.

The cohort included a few teachers, several DPI staff members, and staff from other departments including A4 and Extended Learning ASP staff. There were only two teachers in this cohort so much of the conversation was about department context and district decisions.

This session began the week after the presidential inauguration which created a unique environment and discussion on days 1 and 2 brought up the uncertainty of public education. The content was appreciated as it reinforced the need for these discussions and how the staff can continue to advocate for students.



The training content was updated with new videos for the social experiences and privilege on day 4. We now include videos about students with disabilities, intersectionality of identities, and providing access for deaf and hard of hearing students.

DEI managers Jorge Arroyo, Danny Rodriguez, and D’shara Strange were co-facilitators on different days.