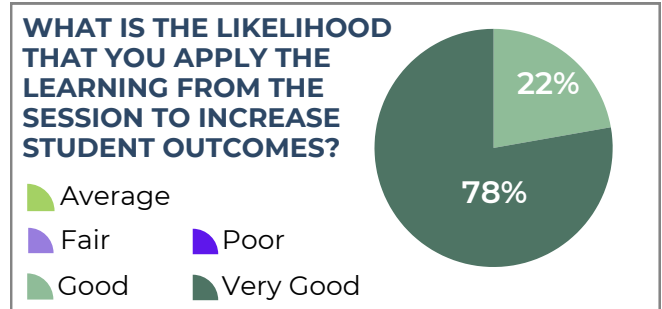
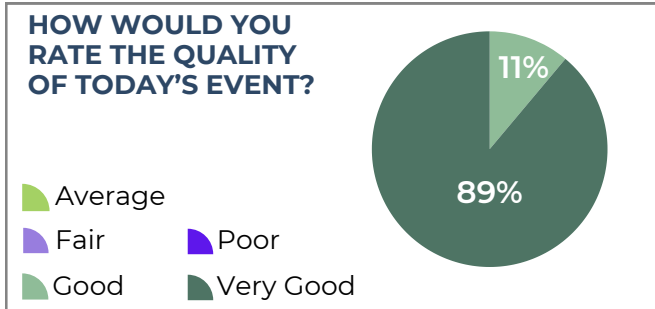


# DEI SURVEY REVIEW



## CULTURAL PROFICIENCY - 32-HOUR INTENSIVE TRAINING, SESSION #4

Session four 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 stated that the Cultural Proficiency 32-hour training met their expected outcomes. They shared the following comments:

- “This training exceeded my expectations. I learned about the cycle of interrelatedness, essentially elements and social experiences videos.”
- “This exceeded my expectations because I learned so many new elements that I will be taking back and implementing at my site.”
- “Met expectation, goes through a lot of sensitive topics and really get the brain to think deep about how students are facing them everyday waiting for interventions.”

### GREATEST IMPACT ON LEARNING

53% of total responses shared that the discussions during the training had the greatest impact on learning. 47% shared that the articles had the greatest impact on their learning. Some of their comments are below:

- “I think the dangers of the single story video and discussion around that topic was very impactful because I think many people have been a victim of the ‘single story’ or even been the one to stereotype.”
- “The discussion with colleague was very impactful. It provides a different aspect and approach I haven't thought of or experienced.”
- “The news articles shared about Fresno's history had the greatest impact on me, and I hope to find more resources to learn more of our city's past.”

### UNDERSTANDING AND PERSPECTIVE

61% of total participants responded that self reflection/awareness was an important new understanding they acquired. 28% shared that they had acquired a new understanding of the Cultural Proficiency Tools. 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 understanding of culture and it not just being race. Also, I gained new perspective into how important language, listening is, and being intentional with both. “
- “Acknowledgement that cultural proficiency is a continuum and the hope is to nurture healthy behaviors.”
- “I was very intrigued by the Cultural Proficiency Continuum as a whole. I did not know that it could be measured on a scale.”

### ADDITIONAL FEEDBACK

- “I really enjoyed the training and appreciated the different activities and clips. It was definitely one of the more engaging trainings I have attended. ”

## COURSE SPECIFIC QUESTIONS

### LEARNING TO ACTION

44% responded that they planned to share their knowledge and speak up. 47% responded they plan to support their school sites by sharing information during site PL. See the following comments:

- “I would like to meet with my colleagues that have participated in this training to see how we can begin addressing issues at our school site.”
- “I’ll do my best to interject in situations I deem go against the teachings that I’ve learned.”
- “I plan to implement these lessons during my staff meetings.”
- “By talking with people in our building about what I have learned today.”

### LESSONS LEARNED

50% 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:

- “Helped me understand that even I still have some learning and growing to do to and unconsciously biases do exist.”
- “Called it out so that I was conscious about it, as well as tools to work through it and be more intentional my actions.”
- “This experience helped me realize that I have a lot more learning to do, but being a part of this has been a great first step.”
- “It helps me reexamine where I am and that I am never going to be done learning.”

### FOSTERING INCLUSIVE ENVIRONMENTS

60% of total attendees responded that family and community engagement was important to foster inclusive environments for students, families, and/or staff. 25% shared that it was important to listen to the feedback from staff. They shared the following comments:

- “Listen and ask questions to the community about what they need to feel included.”
- “I believe collaborating with departments like ParentU would be a great way to connect with families to discuss topics related to cultural proficiency.”
- “Garner more feed back from staff, students, and families and take that feedback into account when making decisions.”
- “Consider sharing cultural experiences with families so they feel included.”

### SUMMARY PREPARED BY INSTRUCTOR

Overall presenter feedback of the training.

The cohort was a mix of classified staff including DPI, A4, AMA, and extended learning staff from middle schools with a few teachers from elementary and middle schools. The discussion highlighted the need for more learning and more staff being required to participate in the training which was also reflected in the survey responses.

We were more successful incorporating sketch notes this session with intentional time to reflect on the learning throughout which produced better understanding of the CP concepts including the continuum. The facilitators also transitioned to DEI-focused brain starters with a language activity rather than the usual phrase game handout. The team plans to continue this with new activities next year.

DEI managers Jorge Arroyo, Danny Rodriguez, and D’shara Strange were co-facilitators on different days and new managers Amber Esquivel and Carol Padilla-Shaath facilitated activities before they begin co-facilitating full days in the next school year.

