

DISTRICT-WIDE CULTURAL COMPETENCE AWARENESS TRAINING

WITH THE DEPARTMENT OF DIVERSITY, EQUITY & POVERTY PROGRAMS

Evaluation Update

Results from Central Office, Bus Drivers, Mechanics & General Maintenance

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Introduction

The Department of Diversity, Equity & Poverty Programs (DEP) designed and provided an awareness training in cultural competence to various JCPS role groups beginning in the summer 2012 and through the present (Winter 2012). Several interim evaluation updates have been shared throughout the roll-out. The purpose of this report is to provide a formal evaluation update with recommendations for specific role groups to support planning and decision making to DEP, other department leadership personnel and stakeholders involved in ensuring implementation of cultural competence in JCPS. The role groups included in this report include Central Office Personnel, Bus Drivers and mechanics, and General Maintenance.

Structure of report: The report is divided by role group. For each role group, the survey data collected after the trainings is presented followed by recommendations to consider for next steps.

A Note on School Trainings: Prior to the start of the 2012-13 school year, the DEP department met with the principals and provided professional development on facilitating the awareness training with their school staff. As of November 2012 the majority of schools (over 90%) have completed their training with staff. A separate report will be provided on the data from the school trainings and each school is receiving the specific results to help target their training based on their staff's reported needs.

Major Findings

- Participants of the training reported the training as (a) helpful in understanding cultural competence, (b) having mid to high levels of engagement and learning new information during the training, and (c) reported gains in knowledge of specific components.
- The student voices component of the training and listening to perspectives of other participants were rated as the most useful training components by the participants of all groups.
- Recommendation for follow up PD is suggested for all groups; however, the content/focus of follow-up PD varies based on data that emerged from each group.

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Central Office Administrative and Support Personnel

A total of 894 Central Office Personnel attended awareness training on cultural competence. Multiple awareness training sessions were facilitated by DEP and largely held at central office locations such as VanHoose and Gheens. An online survey link was sent to attendees to complete. A total of 339 completed the survey. Exit slips that were provided at trainings were also analyzed for themes and reported below.

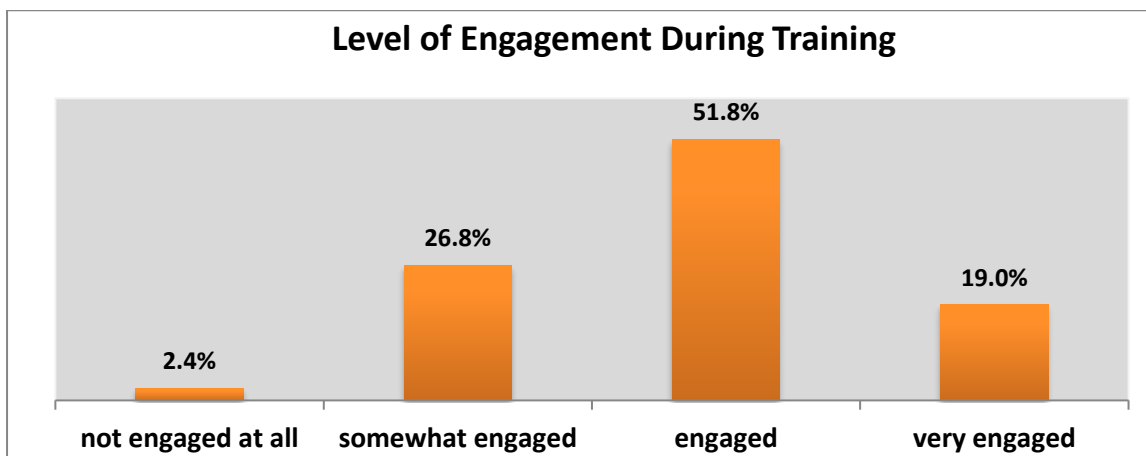
Location and Role of Attendees:

Location	
C.B Young	10.1%
Dawson Orman	1.6%
DuValle	0.8%
Gheens	13.3%
Jaeger	9.7%
LAM Building	10.5%
VanHoose	54.0%
Role	
Administrator	36.6%
Support Staff	63.4%

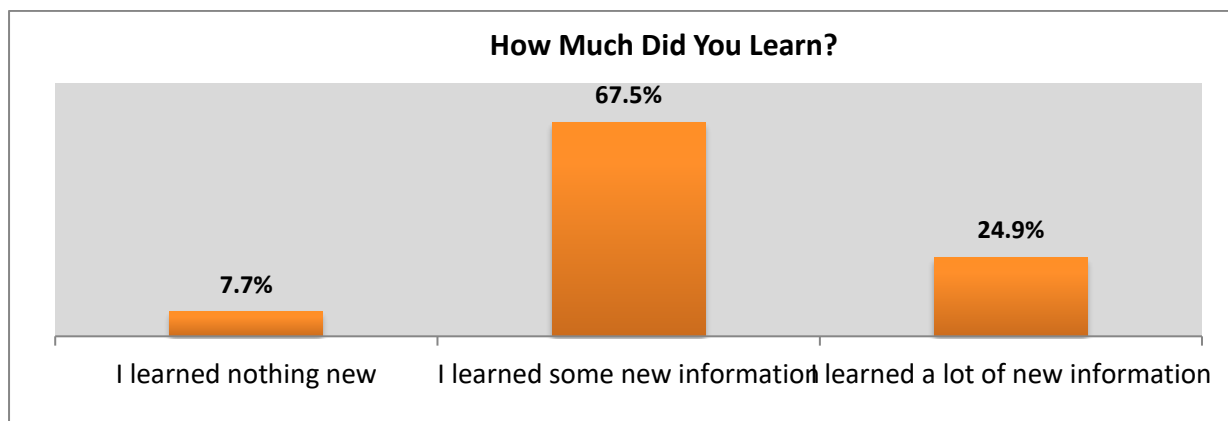
- 59% of attendees reported having either none (31%) or only one (29%) prior professional development experience in JCPS that focused specifically on Inclusion

Self-Report Engagement and Knowledge Growth

- 70.8% of respondents reported being engaged or very engaged.



- The majority (92.4%) of respondents reported learning some new information or a lot of new information.



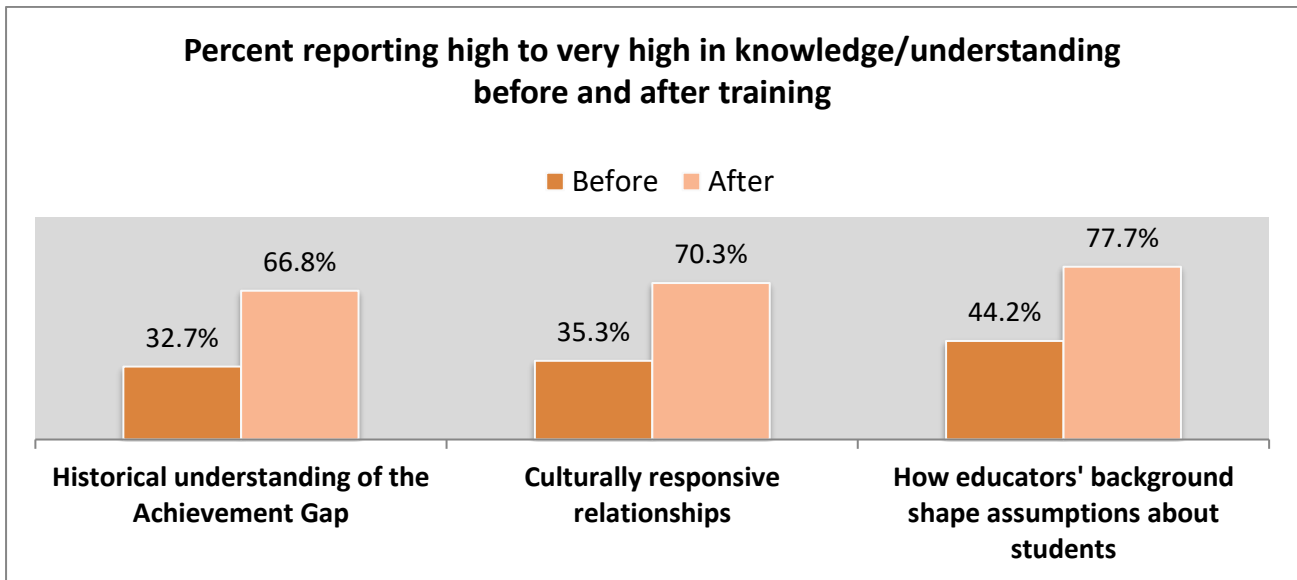
- The majority (92.6%) said the training was somewhat to very helpful for understanding cultural competence.



- The Student Voices component of the training was rated the most useful

	Not useful	Somewhat useful	Very useful
JCPS demographics quiz	4.5%	42.1%	53.4%
Historical Axis of Diversity	8.4%	53.7%	37.9%
Cultural Competence self-test	6.9%	53.0%	40.1%
Student Voices	4.5%	34.8%	60.7%
Listening to perspectives of other participants	5.7%	43.3%	51.0%
Resource Guide	5.7%	49.4%	44.9%

- There were significant gains in self report knowledge/understanding on various components of the training.



**Exit slips* were developed by the Department of Diversity, Equity and Poverty (DEP) and completed by Central Office staff after the Cultural Competence Awareness Training. Several major themes arose to the key questions around what each individual will do to improve equity and inclusion in their work; and recommendations for DEP to improve the culture of inclusion. Participant recommendations were combined and are embedded in the recommendation section.

One intentional thing you will do in your line of work that fortifies inclusion?

- The most frequent response was listen to others, and be more understanding and sensitive of others (including students and parents) and their culture.
- Encourage others around them to be open and understanding, and step in when comments/discussions are insensitive.
- Try to treat others with respect and understanding, and remain open and aware of the treatment of others – “Create an atmosphere that fosters awareness and inclusion.”
- Learn more about and be aware of students, their families, and their cultures (values).

It is important to note that on the exit slips and in some open ended survey responses there were comments that highlighted the need for ongoing attention to improving cultural competence within central office departments. Some participants shared that they have witnessed or personally experienced mistreatment by other staff members within their own departments and would like on-going PD to help mediate some of these issues where they arise.

Open-Ended Survey Responses: The open-ended responses revealed a primary theme around the need for on-going training and smaller discussions, and more information about other areas of cultural competence. Below are some of the reflections from participants:

- ❖ *“Very Important Material. We must do more of this kind of training throughout the year”*
- ❖ *“I feel it is important to that we move forward to address this topic in more intimate settings, challenging JCPS employees to self-examine in a non-threatening, compassionate environment.”*
- ❖ *“The audience participation was the best part of the training. I would encourage that future sessions include table talk or small group discussions in order to be even more interactive.”*
- ❖ *“We need PD training on communication styles and the delivery of effective feedback when responding to prejudicial or culturally incompetence remarks. Another PD I feel will help is exploring the intersections between ethnicity, socio-economic status, culture and race as dimensions of diversity.”*
- ❖ *I feel like this course focused mainly on African-Americans and little on Hispanic individuals”*
- ❖ *I would like more information on cultural perspectives/differences of persons who are from lower socioeconomic populations as many of our students come from this population.”*

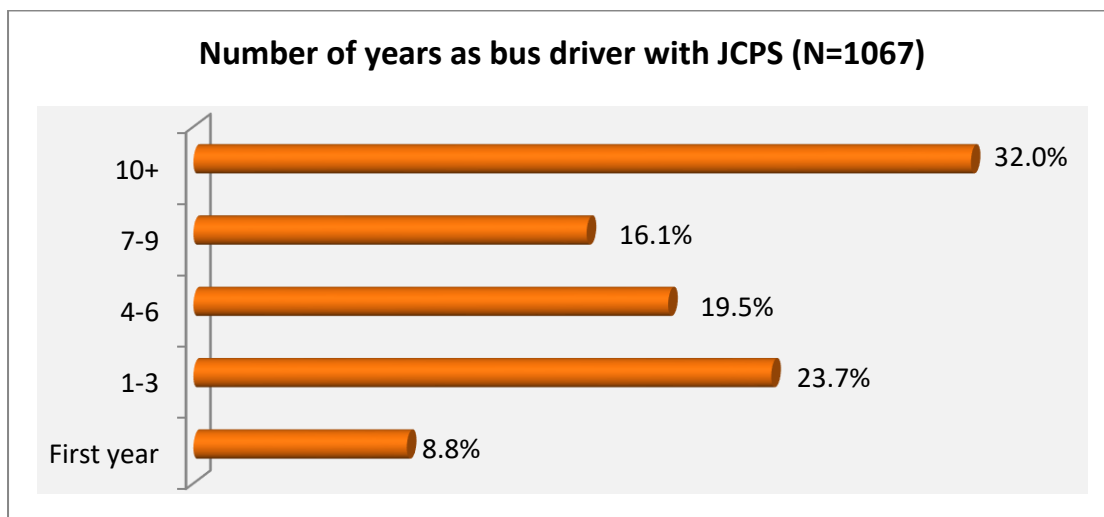
Recommendations: The following recommendations are based on the participants’ feedback about what DEP can do to strengthen the culture of inclusion in central office coupled with the evaluator’s recommendations.

- Offer and conduct follow-up professional development for Central Office staff on understanding and improving inclusive behaviors, attitudes and practices in the work place and in schools. The professional development should include the use of Student Voices, and increased attention to the wide Variety of cultures represented by our students and related beliefs, customs.
- Encourage Central Office staff that do not have regular in-person contact with schools to visit and engage with at least one schools through programs such as Every1Reads.
- Consider offering involvement in book study and/or courageous conversation discussion groups that can meet on regular bases for Central Office staff that are interested. Participants also suggested having other meet/greet opportunities such as cultural social events and cross-departmental conversations.
- Ensure the DEP/ cultural connections (*Global Connections*) newsletter gets distributed or Central Office staff/or they are made aware of it and share information/updates.

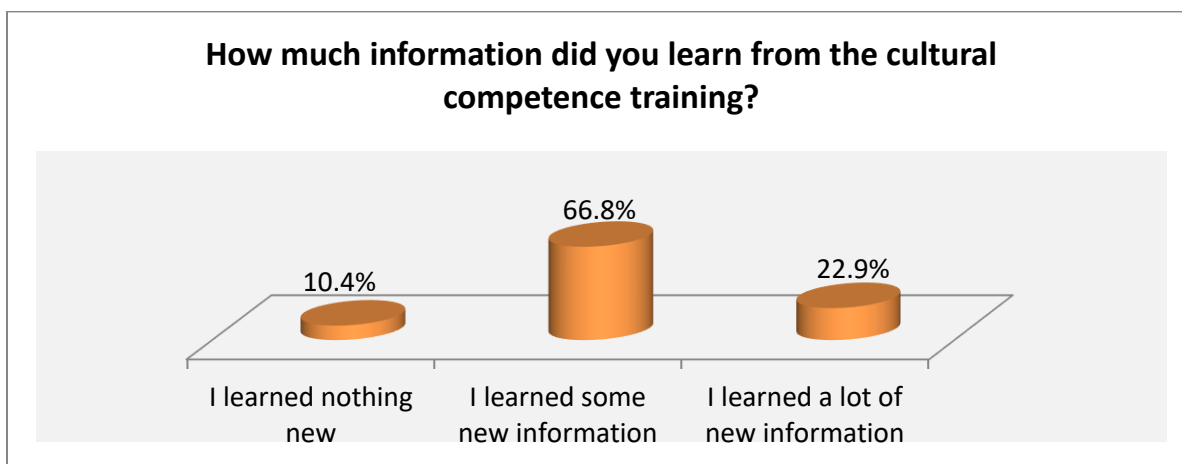
Bus Drivers & Mechanics

A total of 1415 bus drivers (including bus mechanics) attended the awareness training on cultural competence. Multiple awareness training sessions were facilitated by DEP with support from the bus compound managers. Surveys were administered to the participants after training and processed through the data management & planning office. A total of 1067 surveys were completed and reflect a 75% response rate.

- The majority of bus drivers (68%) have been driving busses with JCPS for over 4 years.



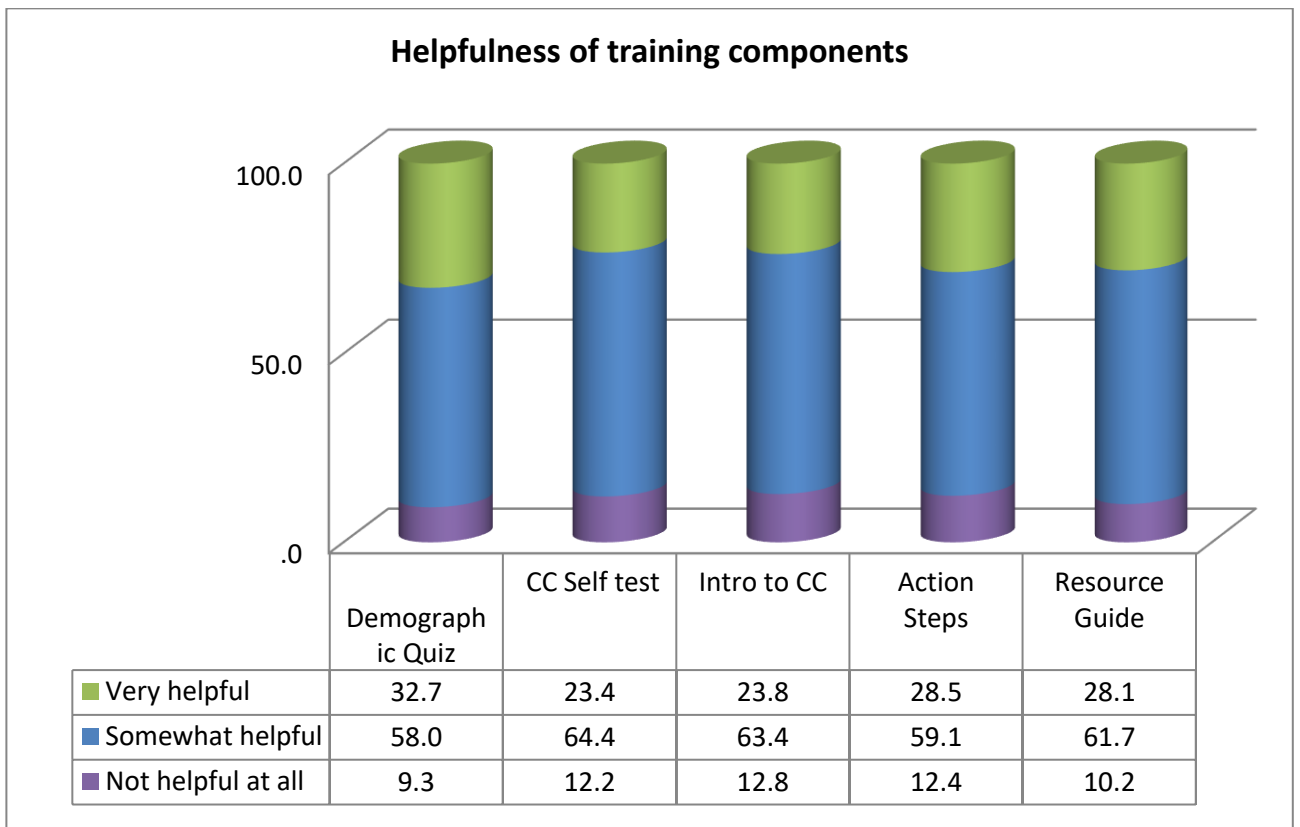
- The majority (89.7%) learned some new to a lot of new information.



- The majority (86%) reported the training was somewhat to very helpful for their understanding of cultural competence



- The participants found the demographic quiz the most helpful training component.



- The participants were shown a list of action steps and asked to report the likelihood of implementing the action steps. The most likely steps they report they will implement this school year are (1) make eye contact, smile and greet every student, and (2) learn first name or nickname of each student. The least likely action step was learning about and acknowledging religious holidays celebrated by students.

Action Steps	not likely	somewhat likely	very likely
Make eye contact, smile and greet every student	3.2%	15.6%	81.3%
Learn greeting in native language of students	21.2%	44.6%	34.2%
Learn first name or nickname of each student	5.6%	20.2%	74.2%
Learn about and acknowledge religious holidays celebrated by students	19.6%	47.8%	32.6%
Actively challenge my negative attitudes, belief, assumptions, and expectations of students	9.7%	41.0%	49.4%
Establish a positive connection with all guardians of students	7.3%	29.3%	63.4%

Open Ended Perspectives of Bus Drivers: The bus drivers were asked to respond to three open ended questions on the survey that ask about their biggest challenge they face in their job, training and support needs, and feedback/suggestions for improvement. The primary themes that emerged are listed under each question.

What is the biggest challenge you face in your job as a bus driver?

- Overwhelmingly, the vast majority of open responses to this question described problems with managing student behavior and fighting while driving the bus and discipline related issues as the biggest challenge they face. *“Managing bad and distracting behavior of students on bus that will ensure safety and respect for all.”*
 - Many described problems working with schools to effectively discipline the students when they exhibit bad behavior on the bus saying they need *“support from principals when dealing with discipline on the bus”*
- The second most frequent response to this question described language barrier issues and *“knowing how to deal with situations without being offensive (culturally)”*
- Amount of changes in rules and regulations, and bus routes they must follow. It was noted by many that changing routes each year inhibits their ability to have ongoing relationships with students.
- Learning names and faces of all students on their bus

What support, training, or information do you need to help support you in your job this year?

- School admin support and clear policy communication & enforcement for addressing student safety concerns. The need for having *“written enforcement code given out to every student and driver to know what penalties come with what actions”* was suggested.
- Specific information/tools for how to handle the various scenarios that arise on the bus
 - Chance for new drivers to talk with experienced drivers
- Learning key phrases in different languages spoken by students and parents

Feedback or suggestions for improvement:

- Specific situations bus drivers encounter to be addressed in trainings with respect to both discipline/student management issues and cultural related issues *“you should show actual people being offended in a way that most others may not know”*
- Allow bus drivers with excellent attendance records to retain their route the following year (not based on seniority) to provide stability and a familiar face for all students
- Route selection should take place every 2-3 years, students will have a chance to develop relationships with children

Recommendations:

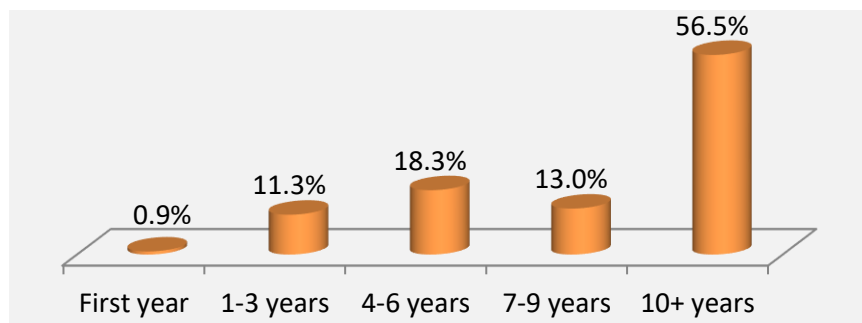
- Offer follow-up Professional Development for Bus Drivers with specific support/information around key phrases in different languages and specific sceneries that can offer practical tips on “how to handle” various common situations that arise in both the workplace, on the bus and with parents/guardians.
- Support retention of bus driver routes to allow continuity and relationships with students/guardians across time.
- Support bus drivers around addressing discipline/student behavior (e.g., Professional Development around managing student behavior, de-escalation techniques, ensure policy and communication is clear around safety issues between driver and school when it comes to discipline.
- Provide opportunities/forum for new drivers to talk with model experienced drivers.

General Maintenance

A total of 118 general maintenance and grounds personnel attended the awareness training on cultural competence and completed the survey following the training. The trainings were facilitated by the DEP staff in the September 2012 with coordination support from the General Maintenance director.

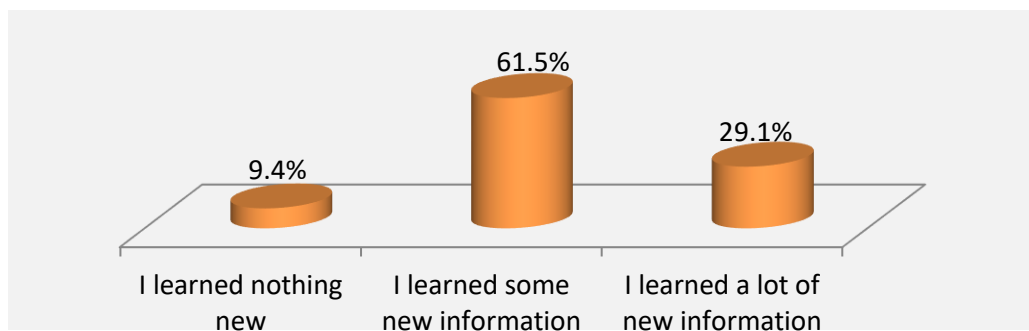
- Of the respondents, 79% work on general maintenance, 13% worked on grounds, and 8% did not identify their role. As shown in the figure below, over half of the respondents have been with JCPS for ten or more years, while approximately one percent was in their first year with JCPS.

Number of Years with JCPS



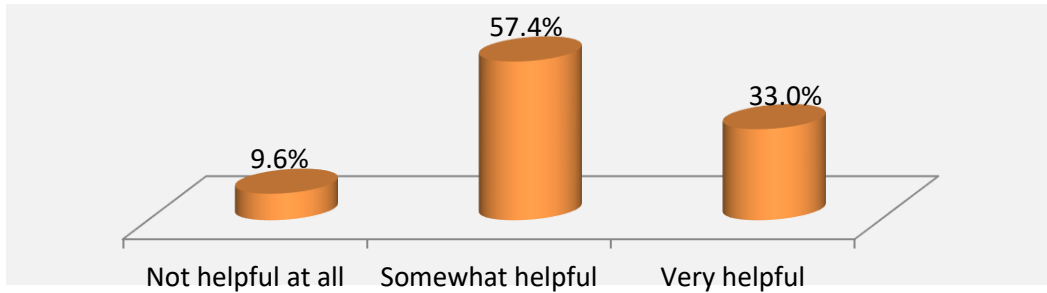
- 61% reported learning some new information, while 29% learned a lot of new information and 9% said they learned nothing new.

How much information did you learn?



- The majority (90.4%) reported that the training was somewhat helpful (57.4%) to very helpful (33%), while almost 10% felt like it was not helpful at all.

How helpful was the training for understanding cultural competence?



- The majority of responses for all components fell in the “somewhat helpful” category. The lowest rated component was the *self-test in cultural competence* while the component rated most helpful was *listening to the perspectives of other participants*, followed by the *demographic quiz*.

	Not helpful at all	Somewhat helpful	Very helpful
Demographic Quiz	6.9%	59.5%	33.6%
Historical Axis	8.7%	58.3%	33.0%
Self-test in cultural competence	16.7%	62.3%	21.1%
Introduction to cultural competence	9.6%	62.3%	28.1%
Resource Guide	8.9%	66.1%	25.0%
Listening to the perspectives of other participants	11.4%	51.8%	36.8%

Biggest Challenge: When asked “What is the biggest challenge you face in your job (around diversity and inclusion or in general)?” the responses fell into the following categories listed in order of frequency of responses:

- Language Barriers
- Difficulty working with different people (references to age, race and positions)
- Behaviors and work ethic of co-workers

Action Steps: When asked “What is one intentional thing you will do to improve inclusive and culturally competent relationships with the other members in your department?” the primary themes that arose were:

- Be more patient and understanding of others

- Try to learn some key phrases in other languages
- Treat others with respect

Support Needs: When asked “What support, training or information do you need to help support you in your job this year?” the major themes were:

- More opportunities for training, workshops and classes
 - Training on culture and diversity
 - Training on language
 - Training on technology
- More communication
 - In general
 - Informing employees of the job changes and rules

Recommendations

- Provide professional development opportunities for general maintenance staff on culture and various aspects of diversity (e.g., age, race, status, language) that can help facilitate improved relations among various groups of staff as well as improve the overall understanding of culturally competence and interpersonal work relations.
- Provide opportunities for training in other areas including language and technology that can offer staff educational opportunities for upward movement into other positions.
- Increase communication within the department overall, and specifically regarding changes in rules or positions.

Conclusion

The results from the cultural competence training for these three groups reflect positively on the impact that the trainings had on attendees. While responses varied by individual, the majority within each group reported the trainings as helpful, engaging and informative. The results also sent a clear message regarding the need for further and on-going professional development and small discussion groups in the area of cultural competence, as well as other areas specific to their job duties.