

CATA DEI Breakout 1

Prompt	Group Responses
<p>How are your communities/schools/programs responding to recent events...or how are they approaching conversations surrounding diversity, equity and inclusion?</p>	<ul style="list-style-type: none"> -Challenging because there has not been a positive district response (conflicting events/priorities) -Northern CA, not a lot going on, but in SLO there was a massive response (just as far as community/town goes - can't speak for the schools) -Districts are split because of the context of the pandemic -Districts can't police beliefs, especially when they are coming from the home. <p>Not much yet as far as district response</p>
<p>How are you challenging yourself to develop in this space? Where do you need coaching?</p>	<p>Trying to grow by participating in PDs like this one. Having conversations. I am sure I need coaching but not sure where.</p> <ul style="list-style-type: none"> -Listening to podcasts (Code Switch and others), CATA book club. -Unconscious biases are a place where we need coaching. Classroom observers/coworkers in the program can provide this. -"Don't know what you don't know." There is a desire to understand and achieve personal growth in this space, but it can be hard to ask. -"This was my first year teaching. I have found that I need to try to understand where my students are coming from and not judge them on their attitude or "laziness ".
<p>What actionable steps can CATA take to help our community develop professionally?</p>	<ul style="list-style-type: none"> -Provide training on how to have critical conversations with students, especially when they speak/ behave in a way which does not align with class culture. Especially without attacking a person's belief system.

	<ul style="list-style-type: none">-Dr. Gorter's book club is a great first step!-Facilitate conversations between professionals. Honest conversations/dialogue are an important first step in tackling this issue.-Could it be a different approach based on region? There are different needs/populations/attitudes based on location in the state. There is value in having a statewide approach and local approach.-This could be a discussion panel with people of differing perspectives. In the context of COVID, this could be held virtually over Zoom or another platform. "Help me understand what I can do better." Could be former students?
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Any Other Information to Share:

-When interacting with students, it's important to teach them how to interact with each other positively.

CATA DEI Breakout 2

Prompt	Group Responses
<p>1) How are your communities/schools/programs responding to recent events...</p> <p>2) or how are they approaching conversations surrounding diversity, equity and inclusion?</p>	<p>1) Panel of students sharing their experience as DREAMers at SMHS School has been a staging area for police during protests- unnerving Sharing California FFAs black lives matter post Could be doing more</p> <p>2) No official statements from districts No solidarity posts</p>
<p>How are you challenging yourself to develop in this space? Where do you need coaching?</p>	<p>Open book relationship is built with students but still need coaching Being open (to students you trust) about LGBTQ status and maintaining professionalism Being willing to ask questions to students</p>
<p>What actionable steps can CATA take to help our community develop professionally?</p>	<p>How can we weave these conversations into curriculum Understanding terminology and not claiming ignorance Training</p>

Any Other Information to Share:

Gender expression

Make our FFA Chapters a safe space

CATA DEI Breakout 3

Prompt	Group Responses
<p>How are your communities/schools/programs responding to recent events...or how are they approaching conversations surrounding diversity, equity and inclusion?</p>	<p>Social media -- issues with inappropriate posting (racially charged). Having to report in school... chain of command.</p> <p>Book studies, Action plan development for AY discussed.</p> <p>Lots of wonderings about “How?” How do we approach/facilitate/discuss/create openness... etc.</p> <p>Clearly, students posting support for BLM. The topic is out there.</p> <p>Lots of feelings of being overwhelmed.</p> <p>Want strategies/tools... for personal reflection to be an example/useful to students.</p>
<p>How are you challenging yourself to develop in this space? Where do you need coaching?</p>	<p>Signed up for Blind Spot book circle with CATA</p> <p>Reflection on personal upbringing and thinking about it through lens of students’ experiences and recent events.</p> <p>George Floyd = Tipping Point</p> <p>Complexity of who I am in light of recent events (sometimes an activist and sometimes an ally)</p> <p>Sharing information and learning on personal platforms</p> <p>Getting outside comfort zone... community Zooms led by leaders in movements. Not just learning from people who confirm but challenge/expand understanding</p> <p>Identifying what I need to unlearn... times when I need to speak/not be silent.</p> <p>Need to build knowledge... don’t want to pretend I am all-knowing on this topic.</p> <p>Grew up sheltered... with positive influences, been aware of things but never saw the negative sides.</p> <p>Trying to figure out what I can do/how to help.</p> <p>Following people on Social media, purchasing teacher-driven books on DEI, seeking opportunities to break down barriers and challenge self.</p> <p>Focusing on becoming who students need me to be</p> <p>We think about race but DEI is multi-layered.</p> <p>COVID = impacts</p>

<p>What actionable steps can CATA take to help our community develop professionally?</p>	<p>Who is not here? Will these actions take root? With profession, change comes when tied with specific legislation passed. (ie. Young women pushing in 1969 for inclusion to FFA) Change must be systemic -- Leaders in power roles need to get comfortable with fact the conversations need to be had. Need to be strategic and direct Be purposeful in RFPs... asking all to contribute ideas to professional development opportunities... and pushing for more DEI-centric workshops/trainings/and discussions within all offerings. Share resources Not be defensive... remain open Learn how to have conversation without emotion - Crucial Conversations!</p>
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Any Other Information to Share:

CATA DEI Breakout 4

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<p>How are your communities/schools/programs responding to recent events...or how are they approaching conversations surrounding diversity, equity and inclusion?</p>	<p>School districts varied in response. Smaller rural areas had more flexibility to meet with students in a distant learning environment. Post-Secondary went virtual Districts tried to work with the equity gap by providing Hot spots, opening up areas for families to connect. Some Districts provided one to one devices. The problem what students/families did not have the aptitude to use device and or program. Students on IEP, 504 directly affected by the distant learning. Needed hard copies of materials but for some districts did not want to provide that. Those students seemed to drop off even though they were provided with devices. Inclusion, Officer teams how to increase other groups into the activities. How we talk to others</p>
<p>How are you challenging yourself to develop in this space? Where do you need coaching?</p>	<p>Willingness to try different things Regional Meetings geared to specific courses (San Joaquin) Use of internet Found Facebook groups that were geared towards Ag Teachers and distant learning Signed up for Germinate Online Training coming soon</p>
<p>What actionable steps can CATA take to help our community develop professionally?</p>	<p>Work towards online training during this time.</p>

Any Other Information to Share:

Mindfulness training

CATA DEI Breakout 5

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<p>How are your communities/schools/programs responding to recent events...or how are they approaching conversations surrounding diversity, equity and inclusion?</p>	<p>No response from district Diversity training prior to current events. Were forced into training because of a lawsuit. The resigning of a board member recently. Common thread, very little training prior to now. No statements from districts. Focused mainly on EL and 504 populations before, not racial divide. Released a general blanket statement.</p>
<p>How are you challenging yourself to develop in this space? Where do you need coaching?</p>	<p>People over politics, being a good human. Becoming more aware. Everyone needs growth in avoiding bias. You don't think of yourself of being bias or racial. But when you look at your department, you are not representative of your students. How can I saw things better to present to staff so they know that we are diverse and representing our population. In my personal life I have a diverse group of friends, but have a hard time creating diversity in my classroom and what I am teaching. Listening and having open and honest communication. Think about what we say that can be insensitive and rude to others. Place yourself in others shoes. Think about supporting all. Having the difficult conversations with friends. Making my kids feel comfortable and wanted. How do I help those students that I feel that I am undeserving. It starts in the classroom. Getting to know your students. Actually know them, all of them, the quiet, the bad, the good. But making a connection. Reaching out to parents in the beginning. Being a white female, I will never be able to say that I have been in your shoes. Making sure that our students know that their Ag teacher values them.</p>
<p>What actionable steps can CATA take to help our community develop professionally?</p>	<p>Continue the conversations. Don't let it stop here. Are our conversations effective? Avenues of presentations and types of presenters. Girls in shops, POC as presenters. Sometimes the best candidate isn't always the one on paper. Enjoyed these "different" topics. Not your traditional</p>

	curriculum topics.
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Any Other Information to Share:

Appreciated the NEW choices in topics, thank you! These are things that we have to address.

CATA DEI Breakout 6

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<p>How are your communities/schools/programs responding to recent events...or how are they approaching conversations surrounding diversity, equity and inclusion?</p>	<ul style="list-style-type: none"> *Protest/ Vigils are happening, peacefully *Signs are being posted and taken down by other community members *Generic emails being sent out “we support our students” *Some districts are silent
<p>How are you challenging yourself to develop in this space? Where do you need coaching?</p>	<ul style="list-style-type: none"> *Immersing yourself in students culture- Have open conversations *Being transparent *Gathering resources to share with supporters and peers *How do you address others on the opposite end *Implicit bias *How can I help to include diversity
<p>What actionable steps can CATA take to help our community develop professionally?</p>	<ul style="list-style-type: none"> *DEI committee (Nicole Borba and LaKeishia Martin want to serve!) <ul style="list-style-type: none"> - Make things teachable and required in regional meetings etc. (Roadshow etc.) *Work to get more teachers comfortable with the uncomfortable. *Generate ideas on how chapters can be inclusive. *Toolbox on how to be able to include and invite diverse groups to our chapters *CATA works with FFA on literature- clarity on how things are translated.

Any Other Information to Share:

CATA DEI Breakout 7

Prompt	Group Responses
<p>How are your communities/schools/programs responding to recent events...or how are they approaching conversations surrounding diversity, equity and inclusion?</p>	<p>Megan: Discussions of changing name of the town. Teachers are focusing on how to make district inclusive for staff (not diversified as staff), then break down what we are doing for our students.</p> <p>Chelsy (Elk Grove): Marches, and principal has sent letters to everyone stating support. District is trying to take action.</p> <p>Shay: Marches, and support for diversity and equity.</p> <p>Bradley: (Mendota) not very diverse 99% hispanic. Not a lot of conversations. Supporting family and future school life. Students working in fields and not going to school</p> <p>Robyn: (Norco) 50/50 white and hispanic. 3% are african american. Not much response from school because of closure. High school came out with a statement about diversity and inclusion. Community is working on this. Serves on City Council and has been working with their community. One lady sent an email to the board with 4 questions, and Robyn felt like she couldn't answer the questions and asked her to come in and talk. Asked her to share and explain how she is feeling to help her family feel more welcome. Incorporate cultures in the city to allow for diversity to be seen through literature, events, etc.</p>
<p>How are you challenging yourself to develop in this space? Where do you need coaching?</p>	<p>Shay: Joined Erin's Book club.</p> <p>Robyn: It is about listening and hearing what people are saying and being empathic.</p> <p>Megan: Joined Erin's book club, take a step back and evaluate yourself to make a positive change. Challenged herself to reach out to students and asked them questions about their perceptions and did some self reflection.</p>

	<p>Chelsey: Need help with how to better support students. At a very diverse school, my kids often feel uncomfortable at FFA events. How can we better support them at State, Region, Sectional Events. Allowing them to be inclusive of cultures.</p> <p>Bradley: Learning how to have conversations to bridge the gap. The association can really be seen this year trying to move boundaries to be more inclusive.</p>
<p>What actionable steps can CATA take to help our community develop professionally?</p>	<ol style="list-style-type: none"> 1. Provide opportunities for training. How do we have these conversations respectfully, and authentically, so we can move forward and help our students? <ol style="list-style-type: none"> a. How can we address this in a classroom setting? What does that look like? 2. Sharing ideas of helpful information with each other. Provide a resource center that people could access with resources that are relevant to teachers. 3. Continue having difficult conversations as a professional organization 4. Start reviewing practices: rubric do not cater to students who are English language learners. What is the goal? The message of the speech or the presentation? How can we be inclusive of all students? Should we review items? 5. Looking at inclusion of teachers in the CATA.

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