

This final report was prepared by:



VIRGINIA CENTER FOR
**INCLUSIVE
COMMUNITIES**

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2013-2014 FINAL REPORT



2013-2014 DIVERSITY DIALOGUE DAY
co-sponsored by



VIRGINIA CENTER FOR
**INCLUSIVE
COMMUNITIES**



Dominion®

ACHIEVING SUCCESS THROUGH INCLUSION. The Virginia Center for Inclusive Communities works with schools, businesses, and communities to achieve success by addressing prejudices, in all forms, in order to improve academic achievement, increase workplace productivity, and enhance local trust. Through workshops, retreats, and customized programs that raise knowledge, motivation, and skills, VCIC develops leaders who work together to achieve success throughout the Commonwealth.

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EVALUATION RESULTS

In the fall...

95%

Percentage of students reported that they agree that including people from different groups can lead to creating a safer school environment.

98%

Percentage of students who agree that they are better able to recognize prejudiced comments and actions as a result of participating in Diversity Dialogue Day.

In the spring...

86%

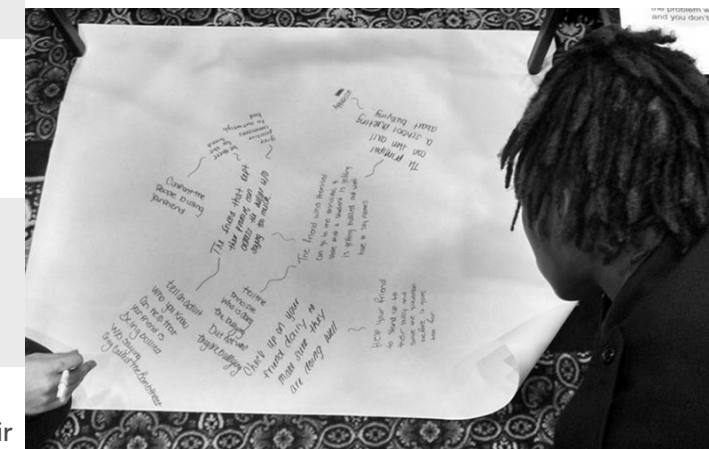
Percentage of students who said that they are more aware of how their experience with class/socioeconomic status shapes their opinions.

91%

Percentage of students who said they are more motivated to work with people from different classes as a result of participating in Diversity Dialogue Day.

91%

Percentage of students who said they are more aware of where and when people might feel excluded in their school based on class or socioeconomic status.



Overall... Pre-survey and post-survey data showed that Diversity Dialogue Day made students more conscious of how their schools could be more inclusive. For example:

- 97% percent of students reported that they have an increased awareness of the experiences of people who are different than them.
- At the fall program, students were asked if they think others feel unsafe at their school. 28% of pre-survey respondents answered "no", while on the post-survey only 8% had the same response. A random sampling showed that this difference in means was statistically significant.
- At the spring program, pre-survey results showed that 56.5% of respondents either "agreed" or "strongly agreed" that they thought class or socioeconomic status affected students at their school. That percentage rose to 71% on the post survey. A random sampling also suggested that the differences between these means was statistically significant.

Educators:

98%

Percentage of educators who reported that they would like all students and educators at their school to participate in a program like this.

98%

Percentage of educators who said that the large group workshops helped high school students to better understand school safety or socioeconomic status.

100%

Percentage of educators who said that attending Diversity Dialogue Day was valuable for students at their school.



COMMITMENT TO CHANGE

Diversity Dialogue Day provides a space for youth to come up with great ideas to address some of their school's most challenging problems. At the end of each Diversity Dialogue Day forum, students are asked to make commitments to themselves and to each another in order to bring about positive change in their schools and communities. At the end of the programs in Peninsula and Richmond, students were asked to make individual commitments to stop negative behaviors, start positive ones, and to continue to take action towards creating inclusive schools. At the end of the Tidewater Diversity Dialogue Day, students brainstormed ways that they could be an effective ally or upstander for people of different socioeconomic backgrounds. Here are some examples of their work:

Richmond Schools List 2013 Diversity Dialogue Day

Start...	Stop...	Continue...
<ul style="list-style-type: none"> I will start standing up for people Understanding how people react and how they react differently than I do Listening with respect Up standing Becoming aware of language Being more aware of others and their lives compared to mine Being aware of what we say around people Noticing my environment and the other people in it Being a shark in some situations when people need an advocate Face problems head on Sticking up for people when they are being talked about Being more self-assertive in a conflict situation Dealing with conflict, combating "isms" Keep in mind different ways of dealing with conflict Respect towards others comments Looking for commonality Caring Listening Communicate Helping resolve situations To listen to what people have to say when a conflict is occurring Recognizing when people need help Getting to know before judging 	<ul style="list-style-type: none"> Stop the rude and inappropriate behavior Hateful language Bystanding Bullying Comparing people to each other Discriminating people because of skin, gender, nationality, etc Letting things go without taking effective action Being so judgmental Being a bystander Just completely ignoring problems Gossiping/spreading rumors Judgment based on appearance and physical/sexual orientation Exclusive behavior Exclude people unintentionally Labeling people by social factions and acting accordingly Judging Violence Making mean jokes even if it's just "a joke" Judging people on how they look or what they have Standing around and take up for others Letting things go unnoticed Judging people's differences Leaving out people and letting them into our lives Self-sacrificing and not saying what I want 	<ul style="list-style-type: none"> Intervening when I hear people insulting others I will continue being myself and not changing for others Diversity Unjudgemental Random acts of kindness Allying - forming alliances Respecting other peoples' opinions even if they conflict with mine Being aware of my actions and how they affect others Being the leader that I signed up to be Helping friends and standing up for people Having a connections club and spreading the message of acceptance Labeling people about any issues I have in a non violent way Advocating/supporting all types of people Being a friend to others Help others stay strong Not bullying Standing up for our beliefs

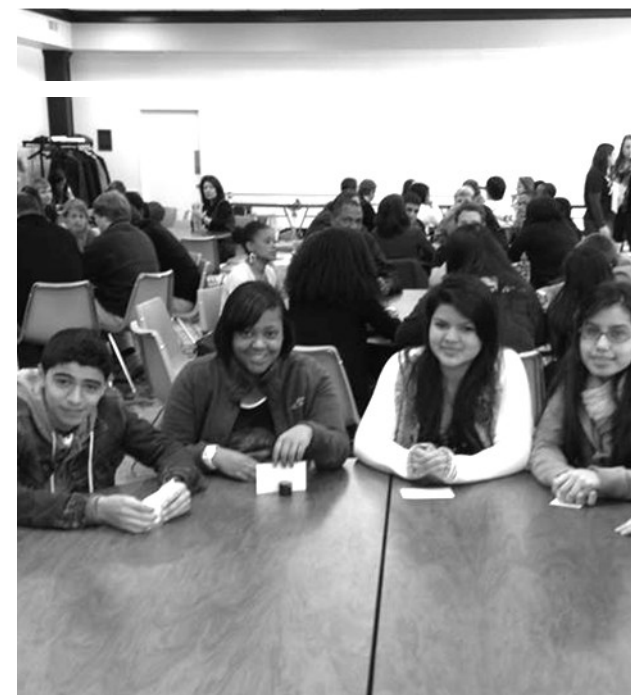
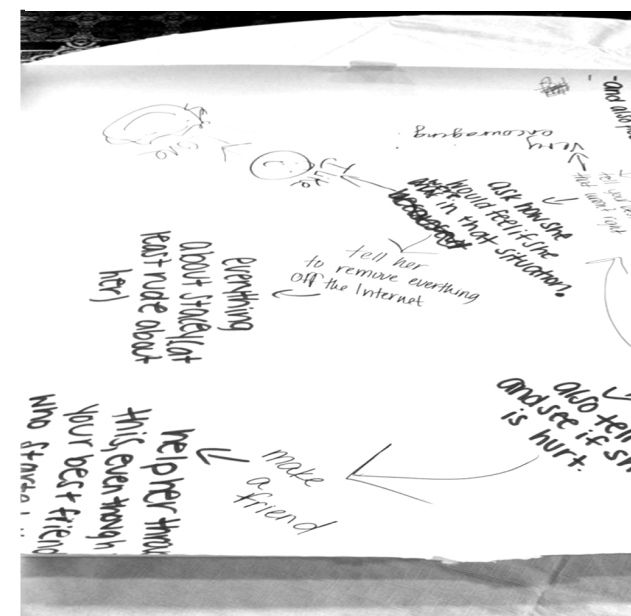


Ally

Someone who actively supports and advocates for those who are targeted by bullying, prejudice, discrimination, or advantage/privilege.

- Form a club
- Role model
- Friendly
- Supportive
- Not fighting other people's battles
- Supportive
- Collective
- Equal
- Adventurous
- Kind
- Together
- Unity
- Contemplative
- Listening
- Join a group
- Friendship
- Acceptance
- Love
- Peace
- Awareness
- Supporting a friend
- Awareness posters
- TAB club
- Befriend them
- Spread awareness through social media
- Support victims
- Start new trends
- Get involved
- Befriend the unfrienable
- Beware of people's financial situations
- Progress don't digress
- Friend
- Nice
- Support
- Fundraisers-spread the word
- Whole-hearted about the cause
- Supportive
- Awareness
- Help discretely
- Unconditional positive regard
- Represent physically
- Advocacy
- Talk w/ the victim
- Talk w/ the victimizer
- Post on social media
- Be emotional
- Support/advocate for the person
- Help spread awareness
- Constant Friend
- Helps the student get involved & be comfortable
- Someone who advocates something
- Someone who supports a friend that's bullied
- Supports the person who's bullied
- Speaks out
- Starts campaign
- Support system
- Express statements
- Courageous
- Influential
- Effective Communication
- Encouraging
- Sponsors
- Orator
- Fundraiser
- Inspire
- Anti-bullying event
- Protest
- Petition
- Advocate
- Passive resistant
- Educate

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SNAPSHOTS

ABOUT DIVERSITY DIALOGUE DAY 2013-2014 school year

OVERVIEW

A one-day high school forum, Diversity Dialogue Day (3D) is open to all high school students and educators in each of VCIC's chapter locations. The program is designed to bring students through a process of awareness to action. 3D gives youth an opportunity to develop solutions to create a more inclusive environment at their school. It's a chance for students to learn about discrimination and prejudice, talk with their peers about problems facing their schools, and get motivated to create change!

GOAL

To increase high school youth's sensitivity to and awareness of diversity issues so that they can create school and community environments free from the distractions of prejudice, stereotypes, and bigotry.

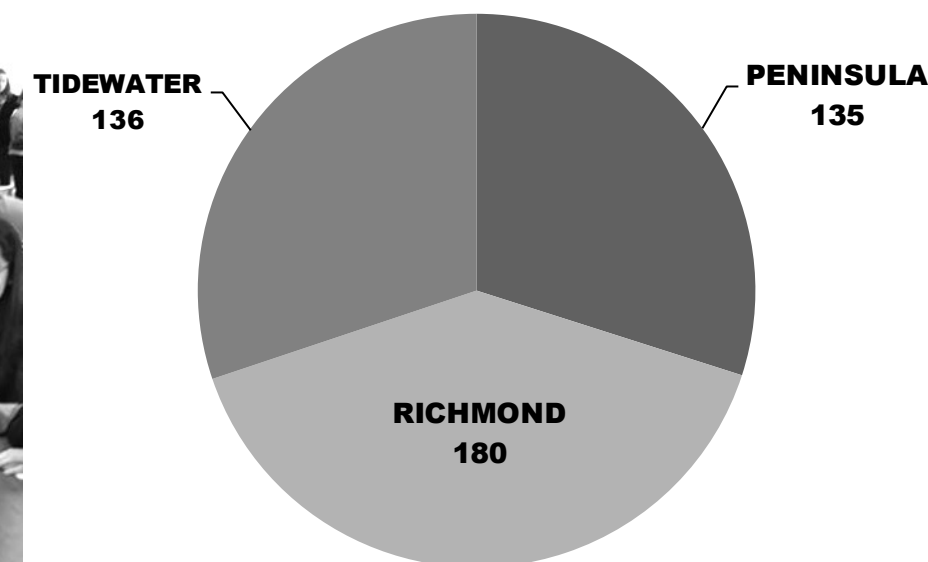
WHERE

In the 2013-2014 school year, Diversity Dialogue Day forums sponsored by Dominion Resources happened in three regions across Virginia: Peninsula (including attendees from Hampton, Newport News, Williamsburg, and York), Richmond (including attendees from Chesterfield, Goochland, Hanover, Henrico, Prince George, and Richmond), and Tidewater (including attendees from Franklin, Norfolk, Portsmouth, Suffolk, and Virginia Beach).

TOTAL NUMBER OF PARTICIPANTS

In total, 451 students, educators, and volunteers came together across three regions to address how they can effectively combat prejudice in their schools.

PARTICIPANTS BY REGION



EDUCATORS SAID...

"Diversity Dialogue day is very informative, modern, and allows students and educators to converse openly."

"Taking the step to come to a conference like this and demonstrating a willingness to open themselves to new peers develops students' leadership skills."

"Diversity Dialogue Day raises [students'] awareness of issues within and outside of our school community and provides them with tools to deal with those issues."

"This is a very useful program with a great dialogue amongst professionals."

"Being with a group as diverse as this and getting new perspectives is empowering."

DIVERSITY DIALOGUE DAY

GOAL and OBJECTIVES

2013-2014 PROGRAM

GOAL

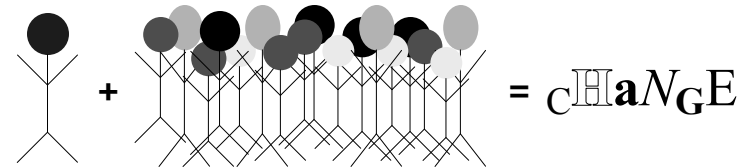
To increase high school youth's sensitivity to and awareness of diversity issues so that they can create school and community environments free from the distractions of prejudice, stereotypes, and bigotry.

objective #1

INCREASE understanding of what prejudice is, **DECREASE** stereotypic attitudes, and develop an **EXPANDED** awareness of discrimination and the harmful effects on individuals, groups, and communities.

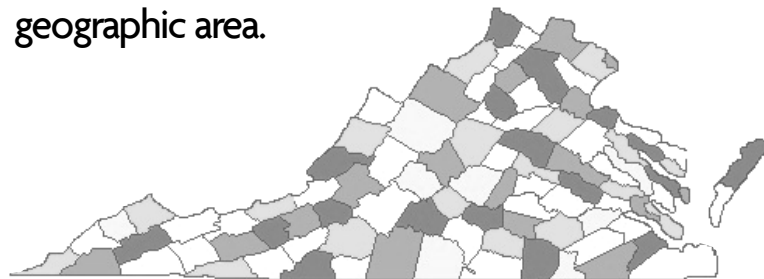
objective #2

Develop an increased sense of personal empowerment and recognize the positive impact they, as individuals and as groups of students, can have on their own schools and communities.



objective #3

Create connections with peers from a similar geographic area.



objective #4

Be exposed to diverse perspectives.



HOW DID WE DO THIS?

In the Fall...

We traveled to Hampton University and the University of Richmond to talk about SAFETY IN SCHOOLS. We looked at student perceptions of their school climates in regards to safety and inclusion and also examined statistics on safety in Virginia's schools. Students held "silent conversations" about real-world scenarios to develop conflict transformation skills and then created group skits to showcase this new knowledge. At the end of the day, students completed personal commitment sheets and pledged to stand up for themselves and others in order to make schools safer for all students.



In the Spring...

Students in the Tidewater region gathered at Old Dominion University in Norfolk to talk about CLASS/SOCIOECONOMIC STATUS. This program focused on how individuals and groups perceive the effects of class on their school climates. During the large group workshop, students learned what wealth distribution looks like in the United States while also examining the various experiences of people from different classes. They returned to their breakout groups to reflect on their own experiences with class. They recalled situations where students may have been excluded due to their socioeconomic status, and used these situations to brainstorm ways to become effective allies and upstanders in the future. Students made individual commitments and then shared with their classmates ways they pledged to become more inclusive of others from different classes.

