

This final report was prepared by:



VIRGINIA CENTER FOR  
**INCLUSIVE  
COMMUNITIES**

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**SPECIAL THANKS**

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Old Dominion University  
University of Richmond

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# 2014-2015 FINAL REPORT



# 2014-2015 DIVERSITY DIALOGUE DAY

co-sponsored by



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...

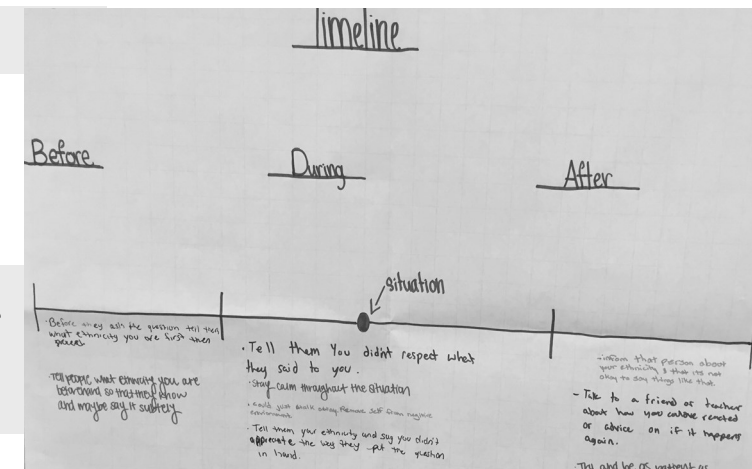
**88%** Percentage of students who agreed that they are more aware of how their own experience with class/socioeconomic status has shaped their opinions.

**90%** Percentage of students who agree that Diversity Dialogue Day motivated them to make their school a place where people from different classes/socioeconomic statuses can feel welcome.

### In the spring...

**98%** Percentage of students who agreed that the program made them more aware of how their experiences with stereotypes helped to shape their opinions.

**98%** Percentage of students who said they are more aware of where and when people might feel excluded in their school based on stereotypes.



### Over all three programs...

**90%** Percentage of students who reported that the Diversity Dialogue Day program gave them an increased awareness of the experiences of people who are different from them.

**90%** Percentage of students who agreed that the day made them more likely to be an upstander or ally in a situation where they see a stereotype OR where a student is being excluded based on class/socioeconomic status.



### Educators:

**100%** Percentage of educators who agreed that attending Diversity Dialogue Day was valuable.

**99%** Percentage of educators who reported that they learned new ways to discuss and address divisions based on class/socioeconomic status or stereotypes.

**100%** Percentage of educators who said that they would like all students and educators in their school to participate in a program like Diversity Dialogue Day.



# 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 other in order to bring about positive change in their schools and communities. At the end of the programs in Peninsula and Richmond, students brainstormed ways that they could be an effective ally or upstander for people of different socioeconomic backgrounds. At the end of the Tidewater Diversity Dialogue Day, students were asked to share empowering messages about how they can use social media to combat stereotypes. Here are some examples of their work:

**ALLY**  
Someone who actively supports and advocates for those who are targeted by bullying, prejudice and discrimination by taking a series of actions over time

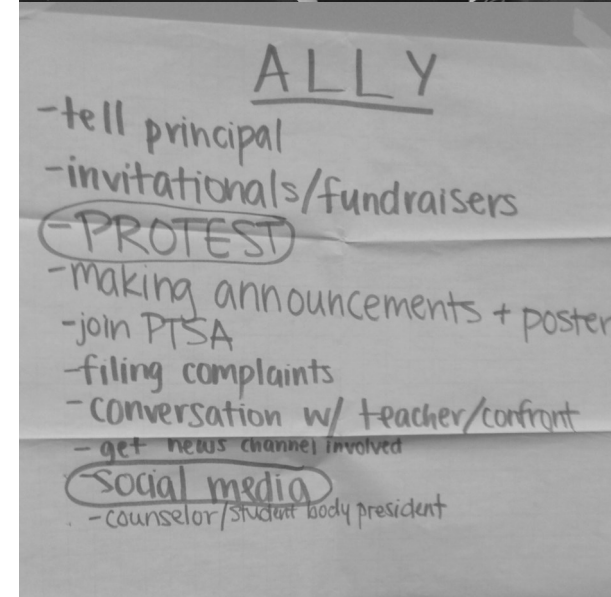
- Stand up for your friends
- Be encouraging
- Be understanding & caring
- Don't be judgmental
- Don't be a bystander
- Take action
- Be positive
- Couldn't afford concert so new group of friends found new activities
- Doing fundraisers
- Be the shoulder to cry on
- Protest
- Speaking up for misappropriation of fund
- Create a club
- Protest
- Social media
- Starting an organization or club
- Start a revolution
- Supporting people's opinions
- Protest with the victim
- Helping a person through certain situations
- Increasing awareness
- A friend who is there at all times
- Protests
- Planned
- Long-term
- Problem-solvers
- Help friends get through a bad day
- Raise money for prom to lower ticket price
- Protest
- Social media
- Be nice
- Always there for victim
- Spread awareness
- Start a club/support group
- Petitions if necessary
- Fight for a cause
- Donate money
- Take preemptive action
- Parent support
- Petition
- Lead by example
- Be inclusive
- Invite others to be in your group
- Petition
- Communicate
- Listen
- Long term support
- Report hate groups on social media
- Protestors
- Plan to take action
- Constant supporters
- Proactive
- Tries to find new ways to engage in conversation
- "can't afford prom"-fundraising to lower costs
- Continuously support someone
- Being a shoulder to cry on
- Joining organizations
- Sticking up for others
- Discuss & inform
- Set an example
- Create a supportive environment
- Supportive
- True friend

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**UPSTANDER**  
Someone who witnesses a negative action such as bullying, harassment, or discrimination and takes some kind of action in the moment to stop it.

- Take action in your community
- Community service
- Spread your ideas
- When someone is being bullied, intervene and stop it
- Not everyone had phone so they suggested other alternatives to using phone
- Girl couldn't afford new clothes, so friend offered to buy new clothes
- Say something, do something to change someone's life for the better
- Confront the wrong-doers
- Discussion
- Speaking out
- Social media
- Confront the bully or the issue
- Protect the victim
- Speak out/stand up
- Create chain reaction with your actions
- A supportive club
- Creating a happy/kind environment
- Taking action
- Passionate-more spontaneous
- Act now, think later
- Get in their face
- Ask for help
- Give a hug
- Make them smile
- Defend them
- Talk out against wrong people
- Tell an adult
- Take action in the moment
- Confront bully
- Comfort victim
- Support change
- Promote a discussion
- See a problem, change it
- Speak out against the bully
- Tell a teacher or administrator
- Standing up for others
- Provide immediate support
- Call out discrimination even if it comes from a position of power
- State problem
- Speak up
- Defend
- Protest
- Breaking up cliques at lunch
- Take initiative in the moment
- Reactive
- Vocal
- Know what's right & wrong
- Stands up and takes action
- Speaking up when seeing something
- Providing at-the-moment help
- Telling someone when seeing negative behavior
- Confronting
- Speak up & out against discrimination
- Bravery
- Take initiative
- Informing
- Peace or calm-mature
- Alert
- Aware
- Good motives
- Speak up

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## SNAPSHOTS

### ABOUT DIVERSITY DIALOGUE DAY 2014-2015 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.

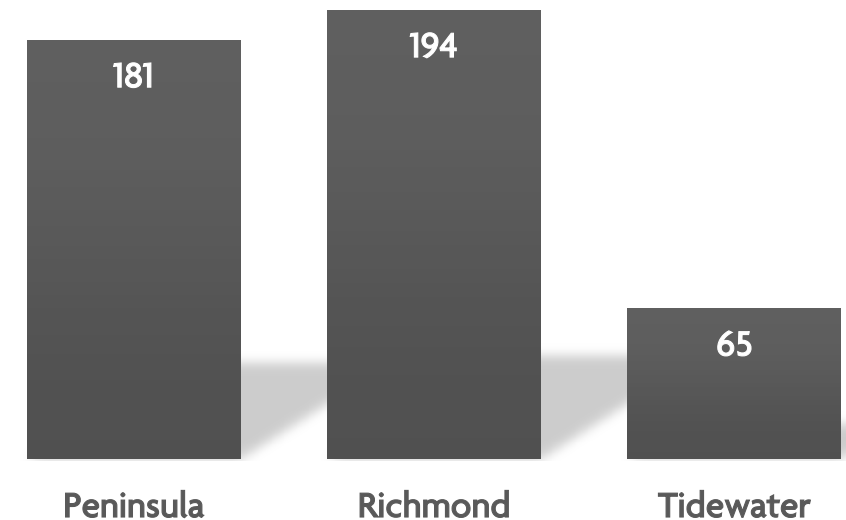
#### WHERE

In the 2014-2015 school year, Diversity Dialogue Day forums sponsored by Dominion Resources took place in three regions across Virginia: Peninsula (including attendees from Hampton, Newport News, and Williamsburg), Richmond (including attendees from Chesterfield, Hanover, Henrico, New Kent, Prince George, and Richmond), and Tidewater (including attendees from Norfolk, Suffolk, and Virginia Beach).

#### TOTAL NUMBER OF PARTICIPANTS

In total, 440 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...

"[The day was] very informative, and allowed for making a connection for teachers & students."

"Students have always gotten a lot out of Diversity Dialogue Day. Students bring new ideas to our student council to make it better."

"I come to Diversity Dialogue Day each year because my students are very interested and this day gives them new information and ideas that they can back to school."

"I found the day to be very informative and worthwhile. Very glad we attended!"

DIVERSITY DIALOGUE DAY  
**GOAL and OBJECTIVES**

2014-2015 PROGRAM

# GOAL

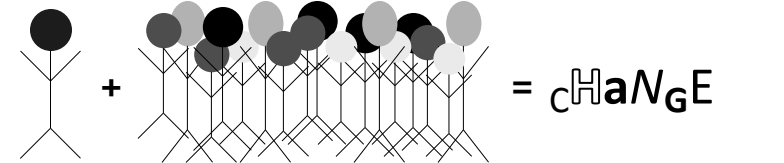
To increase high school youth's sensitivity to and awareness of diversity issues so that they can create school and community environments free from the distractions of prejudice, stereotypes, and bigotry.

## objective #1

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

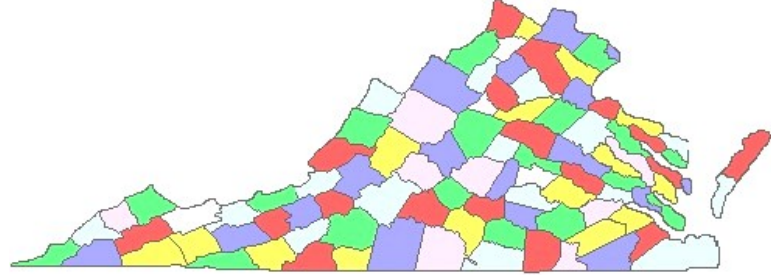
## objective #2

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.

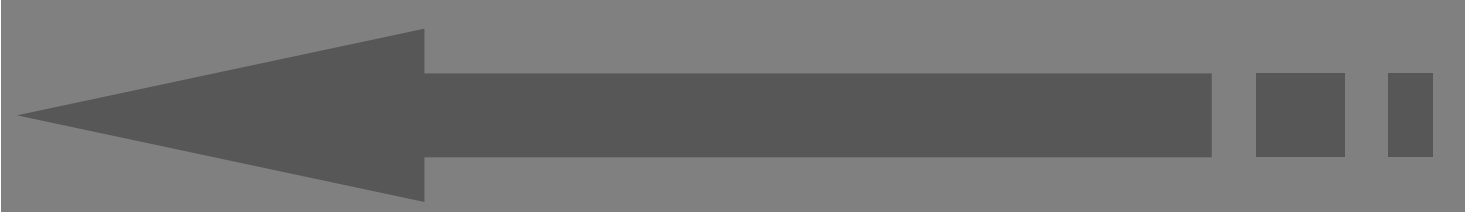


## objective #4

Be exposed to diverse perspectives.



# HOW DID WE DO THIS?



## *In the Fall...*

Students gathered at Hampton University and the University of Richmond 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.



## *In the Spring...*

We traveled to Old Dominion University in Norfolk to talk about how we are all #MoreThanAStereotype. In this newly designed curriculum, students learned to recognize stereotypes and understand how they contribute to prejudice and intolerance. In the large group workshop, students participated in an interactive activity that helped them to get a sense of how different people in the room have experienced stereotypes based on social identity. In their small groups, students took part in learning activities that explored personal experiences with discrimination and considered ways to take action before, during, and after a prejudicial event to create positive change. At the end of the day, students left with practical skills to help make their schools more inclusive.

