

Virginia Center for Inclusive Communities thanks Armstrong Leadership Program and Partnership for the Future for their partnership in this RVA Table Talk



Armstrong Leadership Program

Mission: To challenge, develop, stimulate and grow our student leaders physically, mentally, emotionally and spiritually.

To ensure students acquire skills in the areas of Personal Development, Leadership Training, Mentoring, Post Graduate Preparation and Cultural Exposure in an effort to prepare students for success during and after high school.

Opportunities:

A. **Facilitators Needed:** For workshops, speakers, volunteers, and adults interested in one-on-one mentoring opportunities.

B. **“College Shower”:** Host a shower over the summer for a recent graduate planning to attend a two or four-year college in the fall with your ministry, congregation, organization, or friends.

For more information, contact Yvette Davis Rajput
(804) 314-2622 | yrajput@richmondhillva.org



Partnership for the Future

Mission: Partnership for the Future equips high-achieving high school students for success in college and beyond.

We work with students year-round — offering coaching activities and development activities during the academic year and work internships and life skills training during the summer.

Opportunities:

A. **New Student Recruitment** (February 18th – March 11th): For applicant requirements, partner schools, & more info visit www.partnershipforthefuture.org/prospective/

B. **Internship Hosts:** host a student intern for 3 summers

C. **GUIDES Mentor:** Assist high school seniors with college applications, scholarships, and financial aid on monthly basis from September - March (Recruitment begins in July).

D. **Essay Editors:** assist with editing student essays.

E. **PFF Boot Camp:** A College Prep Seminar (November 2019): Open to any high school student. Visit Facebook or Instagram for details.

For more information, contact Tiffany Thomas
(804) 967-2545 | tthomas@partnershipforthefuture.org

References

Miseducation: Is There Racial Inequality at Your School?
By Lena V. Groeger, Annie Waldman and David Eads,
October 16, 2018 *Based on civil rights data released by the U.S. Department of Education, ProPublica has built an interactive database to examine racial disparities in educational opportunities and school discipline.*
projects.propublica.org/miseducation/

Childhood Trauma And Its Lifelong Health Effects More Prevalent Among Minorities. *The largest study of its kind shows a high prevalence of adverse childhood experiences — or ACEs — across the population, but especially among some vulnerable groups.*
www.npr.org/sections/health-shots/2018/09/17/648710859/childhood-trauma-and-its-lifelong-health-effects-more-prevalent-among-minorities

Bottiani, J.H., Bradshaw, C.P., & Mendelson, T. (2017). “A Multilevel Examination of Racial Disparities in High School Discipline: Black and White Adolescents’ Perceived Equity, School Belonging, and Adjustment Problems.” *Journal of Educational Psychology*, 109(4), 532-545.

Richmond Youth Prevention Week 2019 #YVPWRVA

Join the INSPIRE Workgroup for the Second Annual Richmond Youth Violence Prevention Week! This week will showcase the programs and events that strengthen youth and families in the City of Richmond.

All events are **FREE** to the public

Monday March 18 - Friday March 22
schedule of events can be found on Facebook

for more information
email: inspireworkgroup@gmail.com
and/or

Follow them Instagram & Facebook: **@inspireyvp**

This document can also be found at www.inclusiveVA.org/rvatabletalk

These suggestions are intended for use by adults. Their listing on this page does not imply endorsement by the Virginia Center for Inclusive Communities of all content included therein

Healing Centered Approach to Addressing Trauma

A healing centered approach to addressing trauma requires a different question that moves beyond “what happened to you” to “what’s right with you” and views those exposed to trauma as agents in the creation of their own well-being rather than victims of traumatic events.

The healing centered approach comes from the idea that people are not harmed in a vacuum, and well-being comes from participating in transforming the root causes of the harm within institutions.

Four Key Elements:

Healing centered engagement is explicitly political, rather than clinical.

This means that healing centered engagement views trauma and well-being as function of the environments where people live, work and play. When people advocate for policies and opportunities that address causes of trauma, such as lack of access to mental health, these activities contribute to a sense of purpose, power and control over life situations.

Healing centered engagement is culturally grounded and views healing as the restoration of identity. Some examples of healing centered engagement can be found in healing circles rooted in indigenous culture where young people share their stories about healing and learn about their connection to their ancestors and traditions, or drumming circles rooted in African cultural principles.

Healing centered engagement is asset driven and focuses well-being we want, rather than symptoms we want to suppress. An asset driven strategy acknowledges that young people are much more than the worst thing that happened to them, and builds upon their experiences, knowledge, skills and curiosity as positive traits to be enhanced.

Healing centered engagement supports adult providers with their own healing. Healing centered engagement requires that we consider how to support adult providers with sustaining their own healing and well-being....such as creating structures like sabbaticals for employees, or creating incentives like continuing education units for deeper learning about well-being and healing.

source: <https://medium.com/@ginwright/the-future-of-healing-shifting-from-trauma-informed-care-to-healing-centered-engagement-634f557ce69c>

Volunteer:

Virginia Center for Inclusive Communities

Looking for Volunteer Staff Members at the 2019 Harold M. Marsh, Sr. Connections Institute

The Harold M. Marsh, Sr. Connections Institute (formerly Metrotown) is the Virginia Center for Inclusive Communities’ signature Emerging Leaders Institute program. Since 1993, this peer leadership experience has prepared student delegates to make decisions based on an appreciation of the vast diversity within Virginia. Connections is a yearlong process of challenge, growth, and impact for high school sophomores, juniors, and seniors. The experience begins with a five-day residential program during the summer that allows student delegates to break barriers, deal with biased behavior, and develop an action plan to reduce prejudice in their schools.

The 2019 Connections Institute will take place from Monday, August 5 – Friday, August 9 at the W. E. Skelton 4-H Educational Conference Center, located in Wirtz, Virginia.

www.inclusiveVA.org/volunteer

In order to best support the program and delegates, volunteer staff members must attend a mandatory training beginning on Sunday, August 4.

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