



MADE POSSIBLE BY



Actions Speak Louder

**FINAL REPORT**  
**2022-2023 SCHOOL YEAR**

## OVERVIEW

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

## GOAL

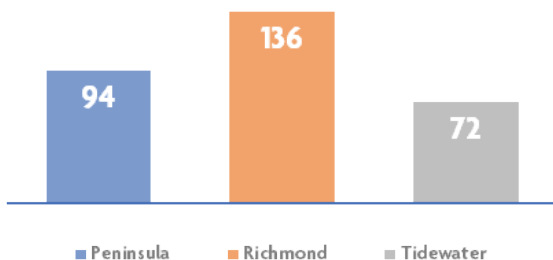
To increase high school youth's sensitivity to and awareness of diversity issues so that they can create school and community environments free from the distractions of prejudice, stereotypes, and bigotry.

## OBJECTIVES

- Increase understanding of what prejudice is, decrease stereotypical attitudes, and develop an expanded awareness of discrimination and the harmful effects on individuals, groups, and communities.
- Be exposed to diverse perspectives.
- Create connections with peers from a similar geographic area.
- 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.

## NUMBER OF PARTICIPANTS

In total, 302 students, volunteers, and educators came together across three regions to increase their capacity to combat prejudice in their schools.



## WHERE

In the 2022-2023 school year, Diversity Dialogue Day forums took place in four regions in Virginia, three of which were sponsored by Dominion Energy (Peninsula, Richmond, and Tidewater). The Peninsula program took place at the Virginia Peninsula Community College (in conjunction with the Peninsula campus of ODU) and was attended by schools representing: Hampton, Newport News, and Williamsburg. The Richmond program took place at the University of Richmond and was attended by schools representing: Chesterfield, Goochland, Henrico, and Richmond. The Tidewater program took place at Old Dominion University and was attended by schools representing: Chesapeake, Portsmouth, Norfolk, and Virginia Beach.

## STUDENT EXPERIENCE

2022-2023 marked VCIC's transition from virtual one-day forums back to in-person programming across all chapter areas. Students connected with youth from other schools in their region for large-group interactive workshops that allowed for skit performances and audience interaction that challenged students to consider their responses to incidents of stereotyping, prejudice, and bullying in real-time. Participants deepened their engagement in smaller and intentionally diverse discussion groups. Content centered on personal and interpersonal reflections on school climate, brainstorming on fostering inclusion and reducing incidents of stereotypes, and forming personal commitments to share with their classmates. Small group activities helped students identify their unique talents for leadership before rejoining with peers from their respective schools where they recorded highlights and insights that would help them in keeping their commitments to one another after returning back to their schools.



# EVALUATION HIGHLIGHTS

## In the Richmond region:

94%

of students agree that they have an increased awareness of the experiences of people who are different than them.

## In the Peninsula region:

95%

of students agree that they are more aware of how they might have contributed to stereotypes in the past.

## EDUCATOR SPOTLIGHT

Educators from each chapter area met with a VCIC facilitator while students were in their discussion groups. By connecting with educators and administrators from schools across their region, participants broadened their perspectives on meaningful youth engagement and considered new approaches to fostering inclusion in their learning communities. Educators reflected on the students' responses to the large-group workshop before discussing their own observations around school climate and culture. Through interactive activities and small-group brainstorming, participants ultimately discovered strategies for increasing a sense of belonging for all students.

"I truly enjoyed being a part of this program. It was enlightening, inspiring, and motivating."

## In the Tidewater region:

94%

of students agree that they have an increased awareness of the experiences of people who are different than them.



## STUDENTS SAID:

- ▶ "I met a lot of people who are different than me, but we're all working towards the same goal and I feel more hopeful and prepared."
- ▶ "Excellent day full of productive and insightful discussion that helped me find likeminded, strong people in my community."
- ▶ "Today was amazing and it opened my eyes and I realized that change is possible."
- ▶ "From listening to stories to speaking about my own, I now know how I can grow and how I can help others grow with me."
- ▶ "This experience made me feel less alone, heard, and filled with hope."
- ▶ "My experience at DDD was great. I broke out of my shell and spoke to people I have never seen before. It has also made me aware that the issues I have, others have too."



## THANK YOU TO DDD VOLUNTEERS

Darryl Boykins	David LeFebvre
Chevonne Braxton	Christina LiPuma
Andrew DeVault*	Sheena Lyle
Roniesha Dennis	Shephanie Muhlheim*
Steve Dowell	Vivian Oden
Juhanna Frias Laguitan	Jacob Paul
Juhanna Frias	Samantha Prada
Armani Futrell	Jacque Quinlan
Kevin Grant	Courtney Reece
LaToya Harding*	Buffy Ruffin
Aparna Harger	Raviteja Sagiraju*
Alexis Henry	Mitsue Shiokawa
Sheena Howard	Trianne Smith Elaine Freese
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