Funding Opportunity
Youth-centered Environmental Shift (YES!) Program

Funding Opportunity

This iGrants application (Form Package 106) is open to middle schools that educate students in 6th, 7th, and 8th grades in **small to medium districts in non-urban areas** throughout Washington state. Schools will be scored using a rubric, and three middle schools will be selected to implement the innovative sexual violence prevention strategy, the Youth-centered Environmental Shift (YES!) Program from April 2021–September 2023.

Middle schools selected will implement YES! and participate in data collection to evaluate the program. The program works to improve school climate and culture to disrupt all forms of sexual violence. Schools will partner with the Sexual Violence Prevention Project and Grants Coordinator at the Office of Superintendent of Public Instruction (OSPI) to implement YES! to make sure the program fits the needs of the school. Schools will also be partnering with researchers at the University of Washington for the evaluation component of this project with the Office of Superintendent of Public Instruction acting as a liaison.

Informational Webinar for interested schools – via Zoom
> **February 24, 2021**
> **11:00a.m.–12:30p.m.**
> **Zoom Meeting Link**
> Meeting ID: 824 0016 0611
> Passcode: YES

Overview of the YES! Program

Prompted by the Centers for Disease Control and Prevention's (CDC) call to leverage new research regarding community-level primary prevention strategies for sexual violence (SV), staff at the Office of Superintendent of Public Instruction created a SV prevention program in 2019 titled Youth-centered Environmental Shift (YES!)—a program to be implemented with Rape Prevention and Education program funding from the Washington State Department of Health (DOH). YES! is well-grounded in the literature and designed to incorporate youth input concerning school climate and culture into community-level primary prevention strategies to create protective environments and reduce rates of SV victimization and perpetration within school communities. The CDC lists multiple community-level strategies to create protective

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environments.[1] Improving safety, monitoring, and applying school-level prevention strategies, the main focus of YES!, provide a step toward achieving community-level reductions in SV. The goal of YES! is to create a school culture where students are emotionally and physically safe, supported, and free of abuse, specifically SV. Middle school (MS) students who participate in YES! may subsequently take their new knowledge, behaviors, and attitudes into high school and beyond. YES! is a community-level intervention rather than solely an individual- or relationship-level program. YES! does not include a student-level curriculum, reducing the burden on educators in terms of time and resources and potentially making the program easier to implement and more scalable under the constrained resources of many school districts. YES! is focused on the school community and school-level strategies. The components included in YES! are:

- Development of School Support Teams
- School Climate and Environmental Shift
- YES! Protocol and Plan Implementation

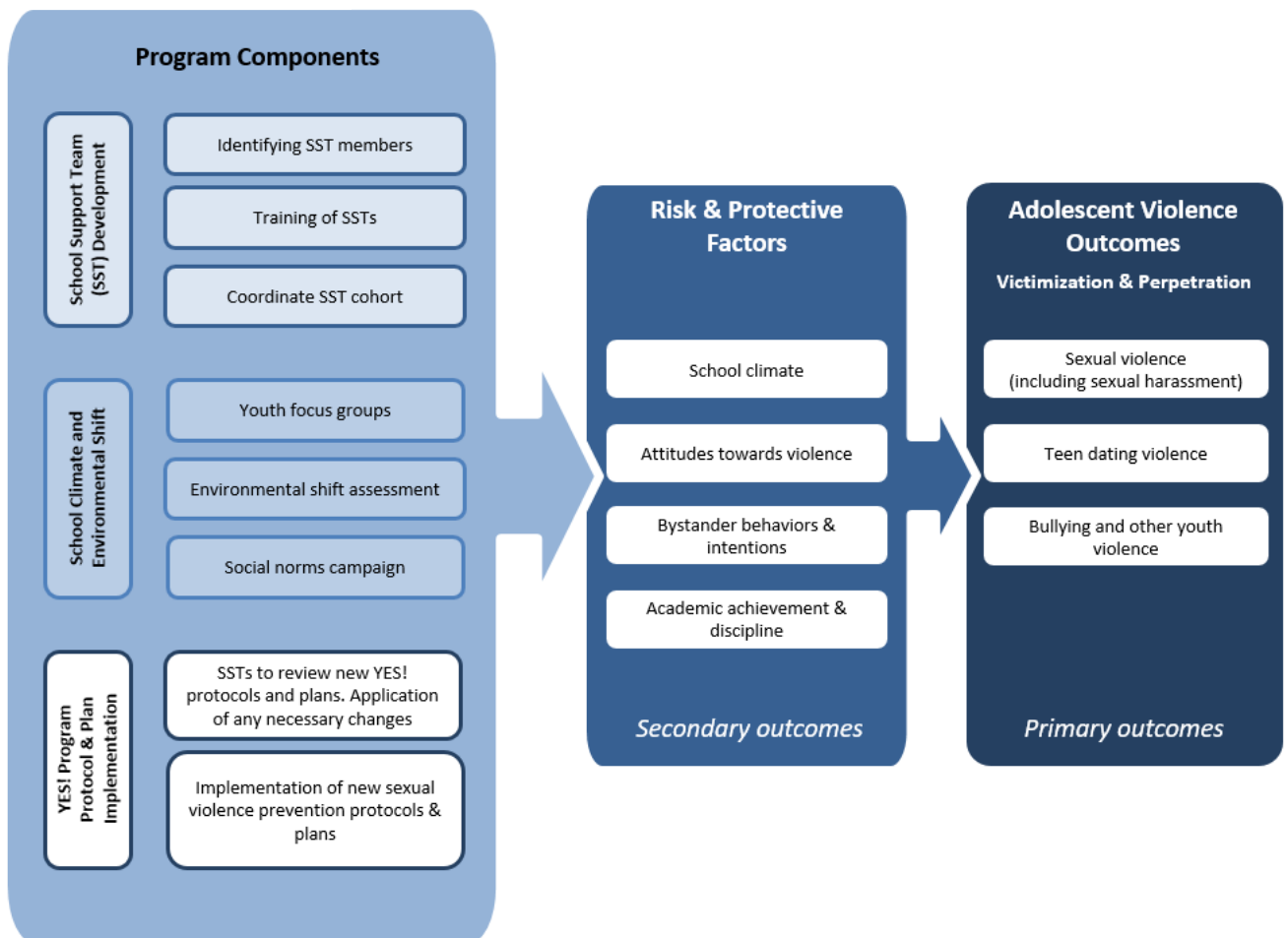| School Support Teams	Environmental Shift	Protocol & Plan Revision/Implementation
• Leads MS implementation • Includes – administrator, educator, support staff, district level staff • Engages students throughout implementation • Trainers of MS staff	• Authentic youth feedback to gauge physical, social, and cultural safety of school through environmental shift assessment (ESA) • Implement It's About Respect social norms campaign developed by DOH	• Revise protocols & plans suggested by advisory boards • Obtain building (students/staff) feedback • Adoption of building-level protocols/plans • Implementation at each MS

Figure 1: Overview of YES! Program

YES! utilizes the Whole School, Whole Community, Whole Child Model (WSCC) as its underlying foundation. The WSCC is an ecological approach developed by the CDC and the Association of Supervision and Curriculum Development (ASCD) to increase the connectedness of communities by placing youth at the center to support their development and long-term success. The development of a positive social and emotional climate increases academic achievement, reduces stress, and improves positive attitudes toward self and others.

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[1] Basile K, DeGue S, Jones K, et al. *STOP SV: A Technical Package to Prevent Sexual Violence*. Atlanta, GA: National Center for Injury Prevention and Control, Centers for Disease Control and Prevention; 2016. doi:10.1016/j.arbr.2013.11.006

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Figure 2: Theory of Change

Program Components

School Support Team (SST) Development
- Identifying SST members
- Training of SSTs
- Coordinate SST cohort

School Climate and Environmental Shift
- Youth focus groups
- Environmental shift assessment
- Social norms campaign

YES! Program Protocol & Plan Implementation
- SSTs to review new YES! protocols and plans. Application of any necessary changes
- Implementation of new sexual violence prevention protocols & plans

Risk & Protective Factors
- School climate
- Attitudes towards violence
- Bystander behaviors & intentions
- Academic achievement & discipline

Secondary outcomes

Adolescent Violence Outcomes
Victimization & Perpetration
- Sexual violence (including sexual harassment)
- Teen dating violence
- Bullying and other youth violence

Primary outcomes

[2;3;4] The WSCC emphasizes that each student should be challenged, healthy, supported, engaged, and safe. Although the primary goal of YES! is to prevent SV, we expect that the focus on a protective environment could also have broader impact on aspects of student achievement that are supported by growing community connectedness. Outcomes for YES! include reducing SV victimization and perpetration (primary outcomes) and improving risk and protective factors including increasing academic achievement (e.g., attendance, grades) and discipline (secondary outcomes).

[2] Durlak JA, Weissberg RP, Dymnicki AB, Taylor RD, Schellinger KB. The impact of enhancing students' social and emotional learning: A meta-analysis of school-based universal interventions. *Child Dev*. 2011;2(1):405-432. doi:10.1111/j.1467-8624.2010.01564.x

[3] Harper S, Lynch J. Trends in socioeconomic inequalities in adult health behaviors among U.S. States, 1990-2004. *Public Health Rep*. 2007;122(2):177-189. doi:10.1177/003335490712200207

[4] Lewallen TC, Hunt H, Potts-Datema W, Zaza S, Giles W. The whole school, whole community, whole child model: A new approach for improving educational attainment and healthy development for students. *J Sch Health*. 2015;85(11):729-739. doi:10.1111/josh.12310

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There are three large components of the YES! program that support the program's Theory of Change (Figure 2). These components include School Support Team Development, School Climate and Environmental Shift, and YES! Protocol and Plan Implementation. These components are tied to having an impact on violence perpetration and victimization and on risk and protective factors (Figure 2).

School Support Team (SST) Development

Developing the SST at each middle school involves identifying appropriate and eager staff to comprise the team. SSTs serve as the lead implementers of YES!, along with OSPI staff. Participating YES! pilot schools will seek involvement from school staff representing a variety of student/staff relationships within the school community to serve on the SSTs throughout program implementation. These staff are expected to include one of each of the following: administrator, educator, support staff (e.g., paraeducator), school nurse **and/or** school counselor, and district level staff. Both a school nurse and school counselor are encouraged to be on the SST if school staff capacity allows. SSTs at each school will keep students informed about YES! and seek input (e.g., through assemblies, advisory boards, focus groups, homerooms, student clubs) to ensure student voices are represented by program implementation leadership.

In order to see community-level shifts in school climate and culture, it will be important to train the SST members to be change agents who will demonstrate organizational understanding and support for the YES! prevention efforts. Such training is a necessary foundational piece of the school climate improvement process.[5] This training will occur with all YES! intervention schools and include adult learning on the program components, the spectrum of SV, concepts of primary prevention, and the impact of SV. Training will first be held with the SSTs at each school individually and include feedback and input from SST staff on logistics of implementing and refining the program in their school. Then, the three SSTs will meet to build a YES! cohort of problem-solving schools and to develop staff competency in the relevant research and literature to support their implementation of the program. OSPI will also support SSTs throughout program implementation to ensure that SST members are engaged, comfortable with the program components, and can serve as champions of YES! in their schools.

School Climate and Environmental Shift

Youth are experts in their own environments. YES! acknowledges the importance of engaging youth throughout the climate and culture shift in a school community. Many students experience a unique form of oppression called adultism, which can include the "toughening up" process for young boys, the instillation of fear in girls, and the conditioning of "abusive" and "dependent" male and female roles. [6] Often, these learned behaviors come from the

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[5] National School Climate Center. *The School Climate Improvement Process: Essential Elements*. New York, NY; 2012. https://files.eric.ed.gov/fulltext/ED573705.pdf

[6] Creighton A, Kivel P. *Helping Teens Stop Violence, Build Community, and Stand for Justice*. Turner Publishing Company; 2011.

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educational process itself and lead to perpetration of violence in communities and schools. Well-intentioned educators and school systems can trivialize the intelligence of students and inadvertently deny them access to important information when youth are not brought into the educational process with consideration of their expertise. By engaging in school climate and environmental change, school personnel can provide information and support students, so they feel empowered and develop self-efficacy to make change.

The school climate and environmental shift component of YES! utilizes youth-centered feedback to measure and gauge the social, cultural, and physical environments in the school community in order to identify opportunities for promoting safety and a positive school climate that fosters social-emotional security. SSTs will run focus groups with selected students at each YES! school to obtain information about how youth might assess their school community and environment. The student focus groups will inform the development of environmental shift assessments (ESAs) created by SSTs. After the development of each assessment (social, cultural, and physical), students at each middle school will participate in conducting the ESAs. The information gathered from the focus groups and ESAs will help the SST cohort prioritize change and address identified gaps at each school. This includes, for example, YES! Program revision, monitoring of hallways, representative posters, and materials for students.

Finally, schools will implement a social marketing campaign called *It's About Respect*, developed by the Washington State Department of Health (DOH). The campaign was developed from online discussions with middle schoolers and includes both videos and posters. This campaign, geared towards students in grades 6–8, emphasizes respect and physical and emotional boundaries. In 2018, DOH piloted this campaign at two middle schools and found significant increases in specific knowledge, attitude, behavior, and perceived norm variables regarding respect and boundaries, when compared to schools with no such social marketing campaign[7].

YES! Protocol and Plan Implementation

The third component of YES! is the implementation of building-level protocols and plans geared completely towards sexual violence prevention. Improving safety and monitoring in schools, in addition to applying school-level protocols and plans, are identified strategies to modify physical and social characteristics of the school community environment in order to reduce SV. Once adopted, SSTs and the Sexual Violence Prevention Project and Grants Coordinator at OSPI will train school staff on the protocols and plans associated with the YES! Program adoption to cultivate buy-in from all school staff. The implementation of the new protocols and plans is intended to create safer environments in each school.

The YES! Program protocols and plans are currently being developed by two advisory boards. The YES! Advisory Board is comprised of a group of educators and sexual violence prevention

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[7] Washington DOH, 2020. unpublished data.

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stakeholders from across Washington. The second board is comprised of middle and high school students from Eastern and Western Washington. This program relies heavily on the guidance of student experience and stakeholder expertise. Pilot schools will be able to review the protocols and plans before adopting them at the school level. The list of topic areas being discussed by advisory boards for the new protocols includes:

- Dress code
- Holding peers and staff accountable
- Suggestions for discipline specific to low-level sexual violence offenses
- Training for school staff
- Authentic student engagement

Members of the YES! Advisory Board:

Name	Affiliated Org	Role
Passia Abraham	University of Washington	Community Educator/Graduate Student
Sojourner Duxbury	YWCA	Community Educator
Kyla Bennett	Office of Superintendent of Public Instruction	Staff Attorney, Office of Professional Practices
Kristin Hennessey	Office of Superintendent of Public Instruction	Program Supervisor, Equity and Civil Rights
Ilene Stohl	Washington State Coalition Against Domestic Violence (WSCADV)	Prevention, Teen Dating Violence
Robin Tatsuda	ARC of King Co.	Executive Director
Abigail Westbrook	Washington State School Directors Association	Policy and Legal Services Director
Josh Lynch	Office of Superintendent of Public Instruction	Program Supervisor, LAP and Discipline
Michealea Lemons	Pierce Co. Aids Foundation	Prevention and Health Coordinator
Michael Harrington	Finley Middle School	Principal
Theresa Shinn	Wapato Middle School	Asst. Principal
Amy Boswell	Department of Children, Youth, and Families (DCYF)	Social Worker
Joanna Zapien	Safe Place	Youth and Parenting Program Manager
Andrea Wessel	Office of Superintendent of Public Instruction	Sexual Violence Prevention Project and Grants Coordinator

YES! Program Evaluation

In developing and finalizing the YES! Program, an opportunity arose to apply for a grant from the CDC to evaluate YES! as an effective strategy to prevent sexual violence. OSPI worked with the University of Washington's Northwest Center for Public Health Practice and Harborview Injury Prevention and Research Center to complete this grant. The YES! Program evaluation was one of six projects funded in the United States.

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Throughout the life of the YES! Program, we will be collecting quantitative and qualitative data from students and staff at each pilot school. Parents, caregivers, and guardians will need to be notified no later than 30 days before students will be asked to complete questionnaires to allow time for student opt out. Questionnaires will collect quantitative data on our primary outcomes of violence perpetration and victimization (principally SV, but also teen dating violence, bullying, and other youth violence) and the listed secondary outcomes of risk and protective factors. Questionnaires will also include process measures for program refinement of YES! at each school. Qualitative data will be collected through focus groups with staff and students to understand the delivery, feasibility, and acceptability of YES!.

Students and staff will be presented with questionnaires no more than twice per academic year, and focus groups will be conducted throughout program implementation and evaluation with assistance from the SSTs. The questionnaires geared towards students will be age appropriate for young people in grades 6, 7, and 8 in addition to being a reasonable length, taking around 20 minutes.

Timeline
- Informational webinar – February 24, 2021 – 11:00a.m.-12:30p.m.
- Application closes –March 22, 2021 – 4:00 p.m.
- Grantees announced – Friday, March 19, 2021
- Funding period – April 1, 2021 – September 1, 2023

Applicant Eligibility
- Public middle schools containing grades 6-8
- Tribal compact or tribal middle schools containing grades 6-8

Definitions
- **Sexual Violence**: Sexual violence is any type of unwanted sexual contact, ranging from sexist comments and actions to rape and murder. Sexual violence can include words and actions of a sexual nature against a person's will. A person may use force, threats, manipulation, or coercion to commit sexual violence. There is a social context that surrounds sexual violence. Social norms that condone violence, using power over others, traditional ideas about masculinity, and social norms that allow for sexism, racism, adultism, and other forms of oppression that promote silence about violence and abuse and contribute to the occurrence of sexual violence.[8]
- **Readiness**: Willingness, eagerness, and/or preparedness to engage in the work of something.

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[8] National Sexual Violence Resource Center (NSVRC). Accessed on 1/21/2021 from https://www.nsvrc.org/lifespan-what-sexual-violence.

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Funding

Selected middle schools serving students in grades 6, 7, and 8 will each receive a total of twelve thousand dollars ($12,000.00) over the course of two and a half years. During years 1 and 2, schools will each receive $5,000.00 for program implementation and evaluation. In year 3, schools will receive funding for participating in the remaining evaluation activities.

Funding Period: April 2021–September 1, 2023

Grant Year (Starting month – ending month)	Funding for Program Implementation	Funding for Program Evaluation
April 1, 2021 – January 31, 2022	$3,000.00	$2,000.00
February 1, 2022 – January 31, 2023	$3,000.00	$2,000.00
February 1, 2023 – September 1, 2023	N/A	$2,000.00
Totals	$6,000.00	$6,000.00
Total		**$12,000.00**

Assurances (required)

The superintendent and school principal agree to the following conditions for funding implementation of the Youth-centered Environmental Shift (YES!) Program.

1. Funding for schools participating in the YES! Program Implementation and Evaluation grant will be used by schools to cover the costs of the project.

2. Districts and schools must ensure that grant funds are used in a timely manner each year of the grant.
   There are two funding streams that support implementation and evaluation of the YES! Program. Each year:

   - **Schools will need to ensure funds are drawn down for Program Implementation by October 31.**

   - **Schools will need to ensure funds are drawn down for Program Evaluation by June 30.**

3. Schools must implement the Youth-centered Environmental Shift (YES!) Program to fidelity. This includes:

   a. Creating a School Support Team (SST);

   b. Engaging and partnering with students throughout the life of program implementation and evaluation;

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    c. Administering Environmental Shift Assessments (ESAs);

    d. Implementing the *It's About Respect* social norms campaign;

    e. Reviewing, revising, and adopting the building-level YES! protocols and plans to prevent sexual violence.

4. School SSTs must partner with the Sexual Violence Prevention Project and Grants Coordinator at the Office of Superintendent of Public Instruction (OSPI) to implement the YES! Program, including but not limited to: regular meetings with OSPI (monthly), meetings with other School Support Teams (SSTs) from the other pilot schools (quarterly), assist with staff training, administer evaluation surveys to staff and students, and partner with students to target implementation to each school community.

5. Schools will participate in staff and student evaluations throughout the life of the grant. Evaluations may include but are not limited to brief surveys of students during school hours, brief surveys of staff, small focus groups with students, and one-on-one interviews with students and/or staff.

6. Schools will enter into a data sharing agreement with the University of Washington in order to conduct the evaluation.

7. Schools shall notify all parents, caregivers, and guardians about the YES! Program. All parents, caregivers, and guardians must be informed about evaluation activities no later than 30 days prior to any student evaluation to allow for ample time for students to be opted out.

8. This project is funded by the Centers for Disease Control and Prevention (CDC) and must adhere to the following, if applicable:

    1. Acknowledgement of Federal Support

    Publications, journal articles, statements, press releases, etc. produced under a CDC grant support project must bear an acknowledgement and disclaimer, as appropriate.

    For example: This publication (insert appropriate title, etc.) was supported by the Grant or Cooperative Agreement Number, XXX, funded by the Centers for Disease Control and Prevention. Its contents are solely the responsibility of the authors and do not necessarily represent the official views of the Centers for Disease Control and Prevention or the Department of Health and Human Services.

    For support in determining what items require this disclaimer and to access the appropriate Cooperative Agreement Number, contact the Washington Department of Health (DOH).

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2. Required Disclosures for Federal Awardee Performance and Integrity Information System (FAPIIS): Consistent with 45 CFR 75.113, applicants and recipients must disclose in a timely manner, in writing to the CDC, with a copy to the U.S. Department of Health and Human Services (HHS) Office of Inspector General (OIG), all information related to violations of federal criminal law involving fraud, bribery, or gratuity violations potentially affecting the federal award. Subrecipients must disclose, in a timely manner in writing to the prime recipient (pass through entity) and the HHS OIG, all information related to violations of federal criminal law involving fraud, bribery, or gratuity violations potentially affecting the federal award. Disclosures must be sent in writing to the CDC and to the HHS OIG at the following addresses:

> CDC, Office of Grants Services
> Natasha Jones, Grants Management Officer/Specialist
> Centers for Disease Control and Prevention
> Branch 5
> 2939 Flowers Rd.
> Atlanta, GA30341
> Email: njones6@cdc.gov (Include "Mandatory Grant Disclosures" in subject line)
>
> AND
>
> U.S. Department of Health and Human Services
> Office of the Inspector General
> ATTN: Mandatory Grant Disclosures, Intake Coordinator
> 330 Independence Avenue, SW
> Cohen Building, Room 5527
> Washington, DC 20201
>
> Fax: 202-205-0604 (Include "Mandatory Grant Disclosures" in subject line) or
> Email: MandatoryGranteeDisclosures@oig.hhs.gov

3. Compliance with all applicable federal laws, regulations, policies, and CDC General Terms and Conditions for Non-research awards:
https://www.cdc.gov/grants/federalregulationspolicies/index.html.

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Overview of iGrants Application

Application Questions:

1. Contact Information
   - Name of person filling out this form:
   - Role:
   - Phone number(s):
   - Email:
   - Preferred method of contact:
   - School Name:
   - Address:
   - District Name:
2. Is your school a middle school containing *only* grades 6, 7, and 8?
   - Yes/No
3. Student demographics:
   - Total enrollment (by grade):
   - Number of students eligible for free or reduced-price lunch:
   - In what type of community is your school located? Rural, non-urban, suburban, urban
   - Students by Race and Ethnicity:
     - American Indian or Alaskan Native
     - Asian or Asian American
     - Black or African-American
     - Hispanic or Latino/Latina
     - Native Hawaiian or other Pacific Islander
     - White or Caucasian
     - Other
   - Languages other than English that are spoken:
4. As per the guidance document, the School Support Teams at each pilot school will serve as the lead implementers of the YES! Program. Please list the name and contact information for the staff you have selected to serve on your School Support Team:
   - Administrator:
   - Educator:
   - School Counselor:
      and/or
   - School Nurse:
   - Para-educator or other support staff:
   - District Administrator/Partner:

Responses to the following four questions will help us plan how to best support each selected applicant in implementing the YES! Program.

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5. Does your school have the capacity for students to take online surveys about the YES! Program either in building or through distance learning?
   o Yes/No
   o If Yes, briefly explain:
6. Do your students have a specified teacher check-in opportunity, such as homeroom or study block? How often are your students in this space? What times?
7. Is your school administration willing to share staff emails with the evaluation team to assist in data collection from school staff about the YES! Program?
   o Yes/No

Long Answer Questions:
Please respond with no more than 6–8 sentences.

8. Describe your school's interest in the Youth-centered Environmental Shift (YES!) Program: (e.g., how do you see this program benefiting students and your school; how does this program fit with your district's or school's current goals and/or activities?)

9. What is your staff's readiness to address various forms of sexual violence among students? What is the readiness of the community in which you live?

10. Have you ever engaged with students in making important decisions at the school building level? How? For what decisions? How did it go? If you have not, why?

11. Piloting new strategies, especially those designed to impact an entire setting (in this case a school building/district), can be both exciting and challenging. What challenges do you anticipate when implementing the YES! program?

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Scoring Rubric

State of Washington
Office of Superintendent of Public Instruction
YES! Program iGrants Evaluation Scoring Sheet

Reviewer Number:		Name of School Applying:		Date:		
Is this application for a middle school that serves only 6,7, and 8th grades?					Score	Comments
Yes - 5 pts		No - 0 pts			/5	
What is the total student enrollment for this school?				#	N/A	
Is this school located in a rural, non-urban, suburban, or urban community?				Rural/non-urban/suburban/urban	N/A	
Q4 - Does the proposal include detailed roles of staff for the School Support Team (SST)?						
0		1-3		4-5		Score
No roles are identified		1-3 roles are identified		Most or all roles are identified		/5

Long Answer Questions

Q8 - Describe your schools interest in the Youth-centered Environmental Shift (YES!) Program: (e.g. how do you see this program benefiting students and your school; how does this program fit with your district's or school's current goals and/or activities?)				
0-3	3-8	9-12	Score	Comments
Minimal information on level of or reason for interest; minimal information on how this program relates to other efforts in the school or district; or application shows little to no understanding of the YES! Program.	Applicant provides an adequate amount of information that indicates interest in the program and/or anticipated benefits. Applicant provides adequate information on how this fits with other school or district efforts; at least moderate understanding of the YES! program is indicated.	Strong evidence of interest is provided; clear connections are made with other school or district efforts; application clearly articulates an understanding of the YES! Program and potential benefits of implementation.	/12	

Q9 - What is your staff's readiness to address forms of Sexual Violence among students? What about the community in which you live?				
0-3	3-8	9-12	Score	Comments
Minimal information on how staff and/or community is ready to address sexual violence.	Applicant provides information on how they think staff/community willingness to address sexual violence within the school building and beyond.	Applicant provides information on staff and community willingness to address sexual violence. Applicant can identify points of contention within communities and shows comfort in dealing with possible adverse reactions or responses.	/12	

Q10 - Have you ever engaged with students in making important decisions at the school building level? How? For what decisions? How did it go? If you have not, why?				
0	1-3	4-5	Score	Comments
The school has never engaged students in the decision making process and has no interest in doing so in the future.	School has never, or has minimally engaged students in the decision making process but is willing to learn and shows enthusiasim about the potential of working alongside students.	School has experience engaging students in the decision making process and may have a system or process established within the school building to do so. Shows enthusiasm about working alongside students as partners, decision makers.	/5	

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Q11- Piloting new strategies, especially those designed to impact an entire setting (in this case a school building), can be both exciting and challenging. What challenges do you anticipate when implementing the YES! program?				
0-3	3-8	9-12	Score	Comments
Minimal information on identified challenges that this pilot school may face implementing the YES! Program.	Applicant provides information on identified challenges that this pilot school may face implementing the YES! Program and willingness to work to address issues that arise.	Strong evidence of interest is provided; Applicant provides information on identified challenges that this pilot school may face implementing the YES! Program and potential solitions.	/12	
		Total Score:		/51
Comments/Considerations/Thoughts:				

Contacts

Program specific questions:
Andrea Wessel, Sexual Violence Prevention Project and Grants Coordinator
Email: andrea.wessel@k12.wa.us
Cell: 360-764-9235

Funding, Grant, or iGrant questions:
Email: YESProgram@k12.wa.us

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