



# Memorandum

**TO:** PUBLIC SAFETY, FINANCE AND  
STRATEGIC SUPPORT COMMITTEE

**FROM:** Edgardo Garcia

**SUBJECT:** SEXUAL ASSAULT EDUCATION  
AND TRAINING PROGRAM REPORT

**DATE:** March 4, 2020

Approved

Date

3-12-20

## RECOMMENDATION

Accept the report on the Sexual Assault Training and Education Training Program, including an evaluation of the delivery of the most recent affirmative consent-based curriculum and multiple age-appropriate classes for middle and high school students.

## BACKGROUND

Early in 2018, the Public Safety, Finance, and Strategic Support Committee (PSFSS Committee) members took special note that the number of reported rapes in San José had been steadily rising.

Councilmember Arenas submitted a budget document that proposed funding for a contract provider to conduct a series of sexual assault and prevention trainings in San Jose public schools. As part of the June Budget Message for Fiscal Year 2018-2019, Mayor Liccardo recommended and the Council approved, one-time funding of \$150,000 for sexual assault education and training, as proposed by Councilmember Arenas.

The content of this education and training was directed to be based on the most recent affirmative consent-based curriculum and provided with multiple age-appropriate options for middle and high school students.

A workplan for the delivery and evaluation of the training was agreed upon and is provided below. As the workplan indicates, lead time was necessary for the YWCA to hire staff, confirm the curriculum and enter into agreements with school districts, which prevented training from launching before the 2019-2020 school year.

### **Sexual Assault Training Delivery and Evaluation Workplan**

| Timeframe          | Task                             |
|--------------------|----------------------------------|
| March - April 2019 | Execute MOU agreement with YWCA. |

|                                  |   |
|----------------------------------|---|
| May-June 2019                    | Confirm program plan, including the curriculum, lesson plan and timeline.   |
| May-July 2019                    | Secure program locations and YWCA enter into MOUs with two schools.   |
| May-August 2019                  | YWCA to recruit, hire and orient staff to provide training.   |
| September 2019-June 2020         | YWCA delivers program to schools.   |
| January-June 2020 PSFSS Workplan | Return to the Public Safety, Finance and Strategic Support Committee with an internal evaluation and contractor's evaluation of the training. |
| May-June 2020                    | YWCA finalizes and submits a final program evaluation report to City.   |

It was anticipated that YWCA would create a robust evaluation program grounded in evidence and current best practices, to assess the effectiveness of the training and make recommendations for future program and potential funding opportunities.

## **ANALYSIS**

What follows is the Police Department's narrative update and evaluation of YWCA's Sexual Assault Education and Training Program.

In March of 2019, YWCA contracted with the City of San Jose to provide sexual assault education and training to middle school and high school youth at mutually agreed upon locations. The program includes 10-week training sessions for middle school youth and 12-week training sessions for high school youth, with the goal of reaching a total of 2,500 middle and high school students.

The curriculum ensures that youth understand consent, refusal, and healthy relationships. The content of the program is based on the most recent affirmative, consent-based curriculum and provided with age-appropriate options for middle and high school students.

The middle school program was designed around the "Shifting Boundaries"<sup>1</sup> style curriculum, which is an evidence based, multi-level prevention program appropriate for middle school age youth. The program is unique to this age group in that it embraces an environmental approach that identifies multiple strategies to support young people, through both school-wide interventions and classroom workshops. "Shifting Boundaries" is a series of workshops and meetings that provide the opportunity to plan and implement a youth-led, campus-wide awareness event at their school. The curriculum focuses on teen dating violence, sexual harassment, and to increase knowledge and shift behavioral intentions to intervene as a bystander. The following are a list of the classes within the Shifting Boundaries curriculum that are geared for middle school age students, along with the learning objective of the class:

<sup>1</sup> <http://www.wcwonline.org/proj/datingviolence/ShiftingBoundaries.pdf>.



|   |  |
|---|--|
| What is a Boundary?                                 | To define/discuss the meaning and role of boundaries in student relationships and experiences. Setting and communicating boundaries for themselves while introducing laws and school policy and how boundaries are used to implement them.   |
| Consent and Measuring Personal Space                | To define and understand what is and isn't consent. Practice recognizing and communicating consent and boundaries with "personal space" activity. Understanding the myths and facts around consent.  |
| Mapping "Hot" & "Cool" Spaces at School             | To identify where in the school the students feel "hot" and where they feel "cool." To empower students to transform "hot" areas into "cool" areas by examining why they consider particular locations to be "hot" and what the school can do to make those areas "cooler." Cool = Safe – Hot = Unsafe |
| Flirting or Hurting Sexual Harassment Myths & Facts | To define sexual harassment and help students differentiate between behaviors that are against school policy or against the law. Students will be able to identify key facts and myths about sexual harassment. Empower students to identify sexual harassment and stand up for themselves and others. |
| Healthy vs Unhealthy Relationships                  | Identify characteristics of a healthy, unhealthy, and abusive relationship. Understand teen dating violence. Understand how to support someone experiencing dating violence.   |
| Safe Bystander Intervention                         | To know what it means to be an active bystander. Empower students on how to safely intervene in situations of harm. Students will learn the Direct, Divert, and Partner methods of safe bystander intervention.  |

Age appropriate classes provided at the high school level encompass curriculum called "Bringing in the Bystander."<sup>2</sup> "Bringing in the Bystander" is an in-person prevention program designed to teach high school students to intervene before, during, and after instances of sexual assault, relationship violence, and stalking. During the program, participants learn knowledge and skills to identify and safely intervene to prevent sexual assault and relationship violence and stalking. This program is very interactive and allows participants to develop and practice bystander intervention prevention skills at the high school level. The following are a list of the classes within the "Bringing in the Bystander" curriculum that are geared for high school age students, along with the learning objective of the class:

<sup>2</sup> <https://preventionnavigator.rainn.org/program/bringing-in-the-bystander/overview/>

|                         |  |
|-------------------------|--|
| Relationship Abuse      | Students will understand the differences between healthy and unhealthy relationships and essentials to having a healthy relationship. Students will be able to identify relationships that are healthy and relationships that are abusive or unhealthy.                              |
| That's Love Campaign    | Students will take part in a campus-wide campaign to help bring awareness to what healthy and unhealthy relationships are. Students will re-create the One Love "Stick it to Love" Campaign.   |
| Sexual Assault          | Students be able to identify and define Sexual Assault and Consent. Students will learn what victim blaming is and why it's harmful. Students will understand issues around reporting.   |
| Spectrum of Abuse       | Students will gain understanding on how cultural gender norms can contribute to violence and abuse. Students will learn about how violence can affect anyone and perpetuated by anyone.  |
| Positive Bystander      | Students will understand what it means to be a good bystander/upstander. Students will gain techniques on how to intervene safely in situations. Students will learn self-care and trauma stewardship.   |
| Warning Signs           | Students will learn how to recognize warning signs of relationships. Students will gain strategies on how to support survivors.  |
| Chalk the Walk Campaign | Students will write and draw inspiring messages on the sidewalk to provide encouragement and information about SA, TDV, etc. Examples: End Teen Dating Violence, I believe you, you matter, your voice is powerful, 1 in 6 women will be affected by SA, help end the violence, etc. |

YWCA has had limited middle school programming this fiscal year due to several factors. Establishing programs in high schools took longer and more work than expected. Moreover, middle schools have been reluctant to have this type of program in their schools due to concerns with 'consent education' despite the middle school curriculum, "Shifting Boundaries", being an evidence-based model. Several middle schools have agreed to work with YWCA to schedule one-off education sessions known as the "Teen Empowerment Program" in the coming months. The following schools are currently working to schedule these sessions:

- KIPP Academy (serving all 6th, 7th, 8th grade middle school students)
- Hoover Middle School
- Ohlone Middle School

This will total approximately 180 middle school students reached during these sessions.



YWCA has been able to reach 634 students from September of 2019 to February of 2020 with their Teens Ending Abuse Club (TEA CLUB) "Bringing in the Bystander" curriculum as well as their Teen Empowerment Program, with its abbreviated, one-off sexual assault education and training. These programs are anticipated to reach 1,270 students by June 2020. The following is the list of schools where these programs are currently operating:

- TEA CLUB is operating at the following schools:
  - Apollo High School
  - Broadway High School
  - Gunderson High School
  - Santa Teresa High School
  - Silver Creek High School
  - Lincoln High School
  - Independence High School
  - Downtown College Prep El Primero Campus
  - Downtown College Prep Alum Rock Campus
- TEA CLUB Week occurred at Gunderson High School, 475 students reached in five days
- Teen Empowerment Program One-Off Presentations occurred at:
  - Independence High School
  - Escuela Popular Bi-Lingual School
  - Tahoma Summit High School
    - Total of 104 students

YWCA's "Bringing in the Bystander" curriculum has a "pre-test" and a "post-test" as a knowledge assessment for measuring the percentage of students who increased their knowledge of dating violence, sexual harassment prevention and healthy relationship practices. To date, YWCA has seen the following results:

- Improvement from 64% to 83% of students checking in with their partner in initiating sexual contact.
- Improvement from 18% to 67% of students knowing how to have healthy breakups.
- Improvement from 77% to 92% of students knowing that men do not always need to be in control.
- Improvement from 42% to 82% of students answering either 4 or 5 on a scale of 1-5 on how empowered they feel.
- Improvement from 30% to 67% of students having intervened during racist or sexist comments at least once.
- Improvement from 29% to 58% of students having intervened during bullying and harassment at least once.

YWCA is also in the process of reaching out to additional schools for participation in the TEA CLUB Program. The following high school is in the scheduling process:

- James Lick High School

The following schools have not responded to YWCA's requests to schedule at the time of this report:

- Luis Valdez High School
- Calero High School
- Mt. Pleasant High School

Per the agreement between the City of San José and YWCA, the Sexual Assault Education and Training Program is scheduled to run until June 30, 2020. Currently, the YWCA has already put into practice the distribution of a pre-test and post-test evaluation to gauge program comprehension. The pre and post tests are designed to examine the change in overall critical thinking skills, dispositions, and the increase in knowledge and understanding of teen dating violence and abuse. Additionally, the number of students attending trainings and one-off sessions are being tracked to measure and provide concrete numbers that identify reach, accessibility and student engagement.

To measure the program's effect, best practices, and courses of action to improve, the YWCA will be providing mid-year evaluations and end-of-school year interviews to identify weak points in which program enhancements can be made to become a more effective program. Due to the initial difficulty of developing relationships and setting up the program at schools in the first semester of the 2019-2020 school year, the department will be pushing the January mid-year assessment to when the program is contracted to end in June. This will provide an overall evaluation of the 2019-2020 school year that encompasses more data to be analyze.

We will continue to practice and evolve the evaluation program to measure the program's effects on students, improvements, and current best practices to maintain success as the program moves forward. In addition, YWCA will contract with a research and evaluation company to collect and analyze Program Monthly Narrative Report data, develop an evaluation of the Sexual Assault Education and Training Program, and complete a final report.

## **CONCLUSION**

The Department is grateful for this opportunity to partner with YWCA in reducing sexual assaults in the City of San José through educational efforts. It is important to note, that even though efforts to partner with all the schools has taken longer than expected, the TEA CLUB "Bringing in the Bystander" curriculum has shown positive results. At this early point, the Department believes that the program should be expanded to reach more students in the 2020-2021 fiscal year, as funds allow.

In today's world, of immediate media in the hands of most of the youth in our community and the complex nature of a majority of sexual assaults occurring in the privacy of one's home, it is important that programs that promote healthy relationships put on by our community partners like the YWCA be supported. Furthermore, the City of San Jose should partner with the County

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Office of Gender-Based Violence Prevention in support of continuing sexual assault education to the youth in our community. This partnership could be a force multiplier in creating partnerships with the schools in our community and avoid duplication of education programs supported by the City of San Jose and the County.

**COORDINATION**

This memorandum has been coordinated with the City Attorney's Office.

/s/

EDGARDO GARCIA

Chief of Police

For questions, please contact Lieutenant Brian Anderson, Special Victims Unit Commander at (408) 707-6477.