

WOX Grant Application Form for 2022

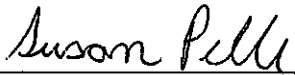
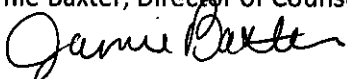
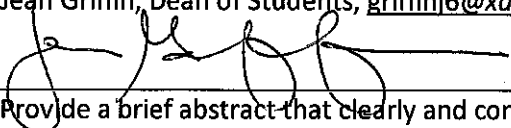
1/4/21

Use and completion of this Application Form is required for submission of your grant. Only Applications using this template will be considered for an award.

The completed WOX Grant Application must be emailed to cassidycoxs@xavier.edu **and** a paper copy with appropriate signatures mailed or hand delivered to Cyndi Meyer, Alumni Building ML 5630 by 5 p.m. **March 1, 2022.**

NOTE: Applicants are encouraged to seek proposal assistance through the Office of Grant Services. Please contact Shari Howell by phone at 745-1904 or email at howells3@xavier.edu as early as possible and at least 10 business days before the due date.

PROPOSAL FOR WOX GRANT

Title of Proposed Project:
Confidential Peer Support Volunteer Program
Amount Requested:
8417.44 (one year)
Name of each applicant, their position and signature:
Add ALL appropriate signatures below as outlined in the Guidelines document for the WOX Grant Awards. For each approval needed, please type the person's name, title, email address, and <u>have them physically sign the Application.</u>
Susan Pelle, Campus Advocacy Coordinator, pelles@xavier.edu 
Jamie Baxter, Director of Counseling Services, baxterj1@xavier.edu 
Jean Griffin, Dean of Students, griffinj6@xavier.edu 
Provide a brief abstract that clearly and concisely states the aim of your project, anticipated value for XU students and/or faculty, and the indicators of success: (maximum 350 words)
"1 in 5 women and 1 in 16 men will be sexually assaulted while in college" (Krebs). Gender-based violence (GBV) includes sexual assault, intimate partner and dating violence, stalking, and sexual harassment and research shows that the first response a survivor of GBV receives when they disclose is critical to their healing (Campbell; Herman). Negative responses can increase feelings of shame and isolation, prompting more psychological trauma. However, receiving an empathetic response has been associated with a variety of positive outcomes, including positive life change, self-worth, and growth (Borja; Filipas). The goal of a first responder, then, is to provide a safe place that empowers survivors to seek recovery and resource paths that

are right for them. An evidence-based campus model (CCC; "Transforming Ohio Campuses"; "A Safer Campus"; "Preventing and Addressing Campus Sexual Misconduct") will be used to sustain a Confidential Peer Support Volunteer (PSV) Program that has been generously funded by the Women of Excellence (WOX) Grant since August of 2020. Because survivors are much more likely to disclose to a friend or peer, this program will continue to be made up of Peer Support Volunteers (PSV) expertly and comprehensively trained and supervised to provide survivor-centered, strength-based, culturally-responsive support services for student survivors of GBV. Since the program's start date, we have tracked student needs, assessed services, and paid attention to successes as well as gaps in service. Using this data, confidential peer support services have transformed in significant ways and will now include peer-facilitated support groups, "How to Support a Friend" workshops, confidential peer support at any events that address GBV, and campus-wide/survivor-centered programming. The value of and indicators of success for this program are a continued increase in the number of survivors who access peer support and advocacy services, feel more empowered, feel safer on campus, and remain enrolled as Xavier students and thrive in this setting.

NARRATIVE

Please provide a detailed project description (in #1) and answer the questions below (#2 - #8) Limit the length of your answers (including project description) to three single-spaced, typed pages.

1. Provide a detailed description of your project; what will take place, where, when, and who will be involved in the project, and the timeline. (maximum 1 page)

To continue the Confidential Peer Support Volunteer Program, I will supervise and mentor 5-7 student leaders to serve as Peer Support Volunteers (PSVs). They will participate in mandatory training, which includes trauma-informed care and support, foundational knowledge of GBV, support group and facilitator training, PSV policies and procedures, Title IX and Sex Discrimination policies and procedures, campus and community resources, survivor confidentiality, and self-care practices. All students who are accepted into the program will volunteer their time for survivor support groups, confidential peer support, outreach, and campus-wide events. The WOX grant would fund student volunteer training, training materials, promotional materials, journals and other items for support group members, and giveaways for campus-wide self-care events. And although members of this program are volunteers, the WOX grant would allow each student to be paid for all training sessions and mandatory monthly meetings.

I will revise and update the training curriculum and facilitate training content. I will also invite Xavier-specific student leaders, organizations, and campus and community partners to share their specialized knowledge during training. And because support services and healing are different for every survivor and are shaped by their own identities and experiences in the world, PSVs will receive continuing education on culturally-responsive services, which includes a knowledge of the barriers and challenges that marginalized students might face if they choose to disclose and access services. PSVs are also required to attend monthly in-service and biweekly team meetings. Finally, a paid graduate student intern will work 6 hours a week to assist with supervision and mentoring; they will also assist with all logistics, training, assessment, and sustainability of the program. The hope is that with exciting new services and through continued outreach, strategic marketing, and a strong social media presence, the PSVs will continue to provide a much-needed service on campus.

Timeline of project development, management, and continued growth

- **July 2022:** Hire volunteers and graduate student intern; create training curriculum; invite training speakers; update PSV policies, procedures, and interaction forms
- **August 2022 – September 2022:** Orientation; mandatory PSV training; commitment and confidentiality contracts; promotion/advertisement of services; social media/outreach

- **September 2022 – May 2023:** PSVs will facilitate support groups, host open self-care events, and serve as confidential resources at events focusing on GBV; promotion/advertisement of services; on-going training on culturally responsive support services; monthly in-service meetings; biweekly team meetings; ongoing outreach; yearly assessment

2. How does this proposed project enhance the mission and purpose of Women of Excellence?

Because PSVs are emerging leaders and activists who engage with a more complex and interconnected world, they will be given a space to develop their passions and intellect and also develop skills that will shape their lives and the lives of those surrounding them in profound and caring ways. Because GBV is based on unequal power relations and is about control, it disproportionately impacts women and girls, particularly women and girls of marginalized identities. We know that 91% of rape and sexual assault victims are women (“What is Sexual Violence?”) and that college women ages 18 to 24 are three times more likely than women in general to experience sexual violence (“Victims of Sexual Violence: Statistics”). One result of these statistics is that PSVs will disproportionately interact with female students. Through this interaction, PSVs will learn to support and empower those who have been harmed. They will learn to build a safe, supportive, and inclusive campus. They will understand how all philanthropic work is interdependent with the community. They will learn how, when, where, and why to ask and reflect on questions such as, “what is my purpose, what makes for a livable life, and what might a more just world look like.”

3. How will this project further the mission of Xavier University to “engage and form students intellectually, morally and spiritually, with rigor and compassion, toward lives of solidarity, service and success?”

GBV not only impacts survivors, but it also has a profound impact on friends and family as well as an entire campus community. Because the Peer Support Volunteer Program represents Counseling Services as well as the campus community, the program’s guiding principles align with Xavier’s community commitment to learn together, serve together, and succeed in changing the world together. Three key elements of survivor-centered care are to recognize the uniqueness and wholeness of each person, recognize the entire context of their lives, and recognize that the effects of trauma on underrepresented communities are magnified because of other forms of oppression and marginalization. As PSVs develop as leaders, educators, and social change agents who work with rigor and compassion, they will generate positive cultural change over the long term.

4. Why is this project important? Does it address a gap within existing University programs?

Survivors who are blamed and/or not believed are often afraid to be on campus, afraid to attend classes, or afraid of running into the respondent. When they receive negative or apathetic responses to a first disclosure, they also experience higher rates of PTSD, depression, anxiety, and suicidality (Miller; “Violence against Women”). Emotional distress on its own is devastating, but it also directly impacts a student’s ability to thrive in an academic setting. The result is that their grades drop, they lose scholarships and financial aid, they transfer schools, and/or they (34.1%) completely drop out (Mengo and Black). These losses have long-term negative effects on a survivor’s physical, emotional, spiritual, and financial well-being. “33% of women who are raped contemplate suicide and 13% attempt suicide” (“Victims of Sexual Violence”). These statistics are unbearable and intolerable, especially when we know that an empathetic first response shapes a survivor’s healing journey in positive and empowering ways. A simple way to change the culture is to support survivors. In “Xavier University’s 2019 Campus Climate Survey,” 70% of our students reported that when they experienced GBV, they told a friend. This was by far the most common response. Because survivors are much more likely to disclose to a friend or peer, a simple way to support them would be to train individuals in their peer group on confidential trauma-informed care and train the campus community on how to support survivors who might choose to disclose to them.

The PSVs will serve a role entirely different and distinct from the BRAVE Peer Educators program, in which students facilitate peer-to-peer prevention education programs to student groups in our campus community to encourage increased knowledge and intervention. BRAVE Peer Educators do not provide the kind of critical and confidential support that the PSVs will provide. To promote Xavier meeting national best practices for campus GBV prevention and response, Xavier should have both roles/services available to students.

5. What is the expected outcome of your project? How many people (faculty, staff, students) will be engaged in your project? If the project will continue beyond the Grant timeline, what are your plans for future funding?

Sexual violence has been identified as a serious public health epidemic and human rights abuse “with both short- and long-term consequences” (“Violence against Women”; “What is Sexual Violence?”). My role as the confidential Campus Advocacy Coordinator is a professional staff position and best practice would have both peer and professional staff working collaboratively. An evidence-based confidential peer support volunteer program would allow our campus to more thoroughly acknowledge and address this public health epidemic by reaching more survivors by creating more entry points. We learned during our first two years that survivors are looking for community and this allowed us to shift from direct one-on-one support to group support. Our third year, then, will allow us to strengthen and grow these new services while we continue to collect data and assess the program. The outcome of this project is that survivors have access to various forms of confidential support as well as access to spaces that foster community. Further, those in our community gain more knowledge on how to respond to disclosures in ways that support, validate, and empower survivors.

6. How will you measure the success of your project, if funded? What are the qualitative and quantitative measures that you will use to assess impact and effectiveness?

Because the project engages two groups of students, peer support volunteers and student survivors, the evaluation plan is two-tiered. The first-tier assesses and evaluates the training itself. Peer support volunteers quantitatively/qualitatively evaluate our training materials, topics and themes, engagement, speakers, knowledge gained, and preparation for the work. This data has shaped our continuing education topics for the past two years. The second tier will measure the success of survivor support services. This will be compiled using quantitative measures to track the number of clients served, the types of services provided, ongoing services, and the number of referrals to campus and community resources. This is the data that allowed us to grow in new and unexpected ways.

7. If your project is funded, how will the WOX Giving Circle be recognized as having played a role in the success / completion of your project? Give specific examples.

If a grant is received, it is imperative to share the announcement of the project and its funding source University-wide. Because the Peer Support Volunteer Program is housed in Counseling Services as well as Student Affairs, the WOX Giving Circle’s gift is and would continue to be recognized on webpages and social media and also be identified as a project funder in outreach materials.

8. If you are applying for a 2-year grant, please explain why a 2-year award is important to the success of your project. (Note: these are projects that will take 2 years to complete, not for 2 years of funding for the same project).

BUDGET

What is the amount of funding requested?

Below please provide a **detailed** budget with justification/need for each itemized expense.

- If your project requires students to be paid, that payment must be included as an itemized expense. For example, if your project requires 2 student coordinators, the role needs to be specified and included as an itemized expense. [i.e. Student workers: $2 \text{ students} * \$8.10/\text{hr} * 10 \text{ hrs/week} * 12 \text{ weeks} = \$1,944$; Student worker fringe benefits - $\$1,944 * 1\%$ (stated fringe benefits rate for full-time students) = $\$19.44$]. Note: Students must be paid as an employee and cannot be given stipends.
- If more than 25% of your budget is allocated toward food and incentives, specific detailed rationale and explanation for these expenses should be provided.
- Include a detailed list of supplies and equipment necessary to complete your project.
- If your project's total budget is greater than \$10,000 per year, other sources of support must be stated and appropriate documentation from other funding partners must be provided.
- All costs, including student pay rates, must follow University policy. Your budget for these items should take this into account. Please contact Shari Howell (howells3@xavier.edu) to discuss budget questions.

BUDGET

What is the amount of funding requested?

8417.44 (Total for one year)Please provide a **detailed** budget with justification/need for each itemized expense.

Item	Cost Per Year	Justification
Training Pay (7 students & 1 graduate assistant *9.30/hr*24 hours)	1785.60	Mandatory 24-hour (fall semester) PSV training for 7 volunteers and one graduate assistant
Fringe Benefits	17.86	Fringe benefits for 7 volunteers and 1 grad assistant– training pay (1%)
In-Service Meetings (7 students *9.30/hr*12 hours)	781.20	Pay for 12 hours of continuing education at in-service meetings for 7 volunteers
Fringe Benefits	7.81	Fringe benefits for 7 volunteers – in-service meetings pay (1%)
In-Service Meetings (1 graduate assistant *9.30/hr* 24 hours)	223.20	Pay for 24 hours of continuing education at in-service meetings for 1 graduate assistant
Fringe Benefits	2.23	Fringe benefits for 1 graduate assistant – in-service meetings pay (1%)
Training Materials	315.00	Printing costs for training materials for 7 volunteers and 2 facilitators (35.00/person).
Outreach and Advertising Materials	1010.00	800 resource cards (.55 each = 440.00); 400 information cards (.75 each = 300.00); flyers (100.00); 500 magnets (.34 each = 170.00).
Items for Support Group Members	377.50	20 Journals (4.00 each = 80); 20 packs of markers (3.00 each = 60); 150 heart-shaped stress balls with PSV logo (1.25 each = 187.50; 50.00 set up fee = total 237.50)
Items for 4 Campus-wide Self-care Events (2 events in fall; 2 events in spring)	600.00	150.00 for each event = 600 (items are not yet determined, but could include succulents, planters, mugs, paint pens, paint, and canvases)
Continuing Education Book	180.00	One book and additional essays for continuing education for 7 volunteers and 2 facilitators (20.00/person).
Graduate Assistant (1 student*9.30/hr*252 hours)	2343.60	Graduate Assistant working 6 hours a week throughout the AY
Fringe Benefits	23.44	Fringe benefits for graduate assistant salary
Training Lunches	270.00	Lunch for 7 Peer Support Volunteers and 2 training facilitators for 3 days (10.00/person/day)
In-Services Snacks	300.00	Breakfast snacks for 7 Peer Support Volunteers and 2 facilitators for monthly in-service meetings (50.00/6 meetings)
T-shirts	180.00	9 t-shirts to promote peer support services (20.00/person)
Total Cost	8417.44	

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- "Preventing and Addressing Campus Sexual Misconduct." *White House Task Force to Protect Students from Sexual Assault*. 2017.
- "A Safer Campus: A Guidebook on Prevention and Response to Sexual and Intimate Partner Violence and Stalking for Ohio Campuses." *OAESV & ODHE*. Second Edition. 2015.
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