

Rape Prevention Education

Guidance Document

SHIFTING BOUNDARIES

Updated January 2026

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RPE Grant Overview

The RPE program works to prevent sexual violence by providing funding to state and territorial health departments in all 50 states, the District of Columbia, Puerto Rico, the U.S. Virgin Islands, and state, territorial, and tribal sexual assault coalitions. The RPE program recipients work collaboratively with diverse stakeholders including educational institutions, rape crisis centers, community organizations, and other state agency partners to guide the implementation and evaluation of their state sexual violence prevention efforts.

CDC supports this work by providing tools, training, and technical assistance to RPE programs to promote the implementation and evaluation of programs, practices, and policies based on the best available evidence to prevent sexual violence.

The RPE program is authorized through the Violence Against Women Act (VAWA), passed by Congress in 1994, and most recently reauthorized in 2022. In 2016, CDC received additional funding to support program evaluation research on programs implemented through RPE. Descriptions of these programs are available on CDC's Funded Research page under the "2016" section.

Primary prevention—stopping sexual violence before it begins—is the focus of the RPE program. Program activities are guided by a set of principles that include:

- Preventing the first-time occurrence of sexual violence
- Reducing risk factors and enhancing protective factors linked to sexual violence perpetration and victimization
- Using the best available evidence when planning, implementing, and evaluating prevention programs
- Implementing comprehensive strategies that address individual, relationship, community, and societal factors
- Analyzing state and community data, such as health and safety data, to inform program decisions and monitor trends
- Evaluating prevention efforts and using the results to improve future program plans

The RPE program encourages the development of comprehensive prevention strategies using the public health approach and the social-ecological model (SEM). These frameworks guide the recipients to implement a range of activities to address the ways individual, relationship, community, and societal factors impact sexual violence.

This approach is more likely to prevent sexual violence across a lifetime than any single intervention and is also more likely to benefit the largest number of people and reduce sexual violence.

Shifting Boundaries

Curriculum Goals, Description & Implementation

Program Goals

Shifting Boundaries is a two-part intervention—a classroom curriculum and schoolwide component—designed to reduce peer and dating violence and sexual harassment among middle school students by highlighting the consequences of this behavior and by increasing faculty surveillance of unsafe areas within the school. This primary prevention program aims to:

- Increase knowledge and awareness of sexual abuse and harassment.
- Promote prosocial attitudes and a negative view of dating violence and sexual harassment.
- Promote nonviolent behavioral intentions in bystanders.
- Reduce the occurrence of dating violence and peer violence.
- Reduce the occurrence of sexual harassment.

Target Population

Research suggests that adolescents can experience dating violence and sexual harassment as young as sixth grade (Callahan, Tolman, and Saunders 2003). Thus, the Shifting Boundaries intervention is designed for middle school students in sixth and seventh grades.

Program Activities

Shifting Boundaries is an intervention designed to reduce the incidence and prevalence of dating violence and sexual harassment among adolescents. The intervention consists of two parts: a classroom-based curriculum and a schoolwide component.

Classroom Curriculum

The classroom curriculum has six sessions that cover 1) the construction of gender roles, 2) the setting and communicating of boundaries in interpersonal relationships, 3) healthy relationships, 4) the role of the bystander as intervener, 5) the consequences of perpetrating, and 6) the state and federal laws related to dating violence and sexual harassment. The six lessons are flexible with current school schedules and are taught over 6 to 10 weeks. Lessons are taught by trained facilitators.

These six lessons use both concrete/applied materials and abstract thinking components. Two of the activities consist of students measuring their own personal space and creating “hot spot” maps of their school that highlight safe and unsafe spaces regarding dating violence and sexual harassment. The curriculum includes a fact-based component based on the idea that increased knowledge of facts and about consequences of one’s behaviors are appropriate and useful

primary prevention tools. Facts and statistics about sexual harassment, sexual assault, dating violence, and the legal definitions of all these terms are part of this fact-based component. Students explore the concepts of laws and boundaries, consider laws as they apply by gender, plot the shifting nature of personal space, learn how to help a friend in need, and learn about other sources of help. One of the last activities dictates that students sign the Respecting Boundaries Agreement, which is tied to prohibited behaviors in the school rules.

Schoolwide Intervention

The second component of Shifting Boundaries is a school-level intervention. This intervention affects the entire school building and consists of revising school protocols for identifying and responding to dating violence and sexual harassment, the introduction of temporary school-based restraining orders, and the installation of posters in the school to increase awareness and reporting of dating violence/harassment. Another component helps schools work with students to identify any unsafe areas of the building through hotspot mapping. The classroom curricula and the schoolwide intervention are linked, as the student hotspot maps of unsafe areas in school are used to determine the placement of faculty or school security for greater surveillance of these areas. The building interventions are conducted on the same schedule as the classroom curricula, lasting 6 to 10 weeks.

Program Theory

The design of these interventions was informed by the Theory of Reasoned Action (TRA) [Ajzen and Fishbein 1980; Fishbein 1967]. TRA explains the main elements and inputs that result in any specific behavior; it proposes that one's attitude toward a behavior consists of a belief that the behavior leads to a type of outcome and an assessment of that outcome. If the assessment of the outcome is positive, the individual may then intend to or actually carry out such behavior. Further, attitudes toward and perceived norms about the desired behavior affect the intention to change, modify, or adopt a specific behavior. The Shifting Boundaries interventions were designed to address elements of the theory, with the belief that increased knowledge would change attitudes, which in turn affects behavioral intentions leading to behavioral change (Taylor et al. 2011).

Facilitator Training

If interested in the Shifting Boundaries Training for your facilitators, please contact:

Jess Danko

jess.danko@sdfmc.org

605-730-2560

Parental/Guardian Consent

RPE federal funding recommends that before you begin any of the components of the Shifting Boundaries curriculum, you have received parent or guardian permission for youth to participate in the program. Sample Parent/Guardian Consent Form is in *Appendix A*. Please store signed consent forms in a locked cabinet or scan signed consent forms and store a digital copy in a secure locked folder on the computer. See *Appendix B* for more information on how to keep information secure. ****Note** If you plan to utilize gift cards as an incentive then we recommend using the consent form in *Appendix A*.**

Evaluation

Evaluation and monitoring are critical to the success of implementing sexual violence prevention work. Data collected through program evaluation informs program leadership and partners on the implementation, progress, and outcomes of programs. Evaluation is a required component of the CDC RPE work, to provide information on what works (or what does not work) to reduce sexual violence and impact risk/protective factors. Evaluation provides the foundation for grantees to address the following:

- Ongoing program improvement,
- Required reporting to CDC,
- compare local, state, and national sexual violence data,
- monitor progress towards expected outcomes,
- improve programs by strategically directing training and technical assistance efforts

All evaluation forms and surveys can be found in the next sections or by following the link & scrolling to the tab “Evaluation Tools for Funded Partners”:

<https://doh.sd.gov/topics/sexual-health-prevention/rape-prevention-education/>

Attendance, Reach, and Dosage

Attendance Form

The purpose of the Attendance Form is for facilitators to track how many classes each youth attends in Shifting Boundaries. This assists the evaluation team to gather the necessary information needed to report implementation progress to the CDC. Facilitators will list the names of youth in the first column and indicate the dates on which the youth completed each session of Shifting Boundaries.

Directions: Facilitators download the Attendance Form at the start of a program cycle. Complete the Attendance Form after each class. Once program cycle has ended, email the completed Attendance Form to Emmeline Weber (Emmeline.weber@sdstate.edu).



Entry/Exit Surveys

Youth participating in the Shifting Boundaries curriculum will be asked to take a survey before starting the program and another survey at the end. These surveys are called the Entry-Common Measures Tool and Exit-Common Measures Tool. Surveys can be completed either online or via paper/pencil. If sites complete the surveys via paper/pencil, please scan/email completed surveys to Emmeline Weber (Emmeline.weber@sdstate.edu) or mail completed surveys to the following address:

Address if sending via USPS:

SDSU Population Health Evaluation Center
Attn: Emmeline Weber
SWC Box 506
Brookings, SD 57007

Address if sending via shipping company:

SDSU Population Health Evaluation Center
Attn: Emmeline Weber
1101 Medary Ave
Brookings, SD 57007

Electronic Surveys:

Entry- RPE Common Measures Tool survey link: https://redcap.link/entry_rpecmt

Exit- RPE Common Measures Tool survey link: https://redcap.link/exit_rpecmt

Paper/Pencil Surveys:

Entry-Common Measures Tool	 Entry Survey_RPE_updatec
Exit- Common Measures Tool	 Exit Survey_RPE_updatec

Fidelity Log

To collect information necessary for federal reporting purposes, program facilitators must complete the Fidelity Log at the end of a class cohort (after the last session held). The Fidelity Log asks questions specific to the program that was implemented to ensure the program was conducted as intended. Facilitators complete the Fidelity Log by following the link below:

Fidelity Log: <https://redcap.link/rpefidelitylog>

Performance Measures: Youth Feedback

To better inform on areas of success and improvement of Shifting Boundaries, youth who participated in the Shifting Boundaries curriculum will be asked to provide feedback on the following questions:

- 1. What did you like about Shifting Boundaries?**
- 2. What did you not like about Shifting Boundaries?**
- 3. What would you change about Shifting Boundaries?**

Facilitators will ask these three questions in a format that works best for your class to gather individual youth feedback. One suggested format included handing out sticky notes for youth to write responses to each question, then have youth stick the notes to a larger paper with everyone else's responses.

Once the activity is completed, the facilitator will collect the responses and scan/send to Emmeline Weber (Emmeline.weber@sdstate.edu).

Monthly Facilitator Report

Each month a “Monthly Facilitator Report” will be required to complete. A link to the form will be sent via email on the 1st of each month and to be completed by the 10th of the month. An example of the “Monthly Facilitator Report” form can be found in *Appendix C*. Once the questions are completed and submitted, we will contact the site if there are any questions or concerns.

Monthly Facilitator Report: <https://forms.office.com/r/yy9iEaUmgL>

This report will provide South Dakota Department of Health:

- Current activities/accomplishments
- Challenges
- Technical assistance/training needed
- Observed impacts of programming on youth

Information received from the Monthly Facilitator Reports will guide the submission of the annual report that the South Dakota Department of Health submits to the CDC.

Triannual Progress Report

As part of ongoing communication efforts, the SD DOH requests sites to complete a Triannual Progress Report. This report will help sites and SD DOH organize and ensure completion of requirements outlined in their respective contracts. Since each organization’s contract can vary, organization specific Progress Reports will be emailed to partners during the reporting timeframe.

What to expect:

- Emmeline Weber will email the Triannual Progress Form 3 times per year to site administrators to complete:
 - October 1st (report on June, July, Aug, Sept 2025)
 - February 1st (report on Oct, Nov, Dec, Jan 2025/6)
 - June 1st (report on Feb, Mar, Apr, May 2026)
- Once completed, email the form back to Emmeline Weber (Emmeline.weber@sdstate.edu).

A cheat sheet with the evaluation and reporting information discussed in the previous sections can be found in Appendix D.

Supplies

Each lesson will list the necessary supplies needed. Supplies are covered by the RPE funding and available funding can be found under the supplies/incentive line in the budget.

Tablets

Any tablets purchased with federal funds funding need to be tracked on the **Tablet Tracking Form**. Once or twice a year the Tablet Tracking Form will be sent out to update the condition of tablet.

All tablets purchased by federal funds will be labeled and provided. **Please seek prior approval before purchasing more tablets or accessories for the tablets **

Incentives

Incentives are based on the availability of federal funding and meeting the requirements below. Incentives are typically used to thank the participants for completing programming and/or for completing entry and exit surveys. Each club has a budget line item 'supplies/incentive' on their RPE budgets, please make sure you have the funding available before purchasing incentives. Please limit it to around \$15 to 20 per participant.

Clubs can choose to purchase incentive items that are functional or useful items to participants such as a journal, book, pens, fidgets, water bottles or classroom supplies.

With RPE grant: Gift Cards and Meals are not available to purchase for incentives.

Receipts of purchased incentives need to be submitted with Invoices. Please email Sarah Barclay (sarah.barclay@state.sd.us) if you are not sure if your incentive would meet federal regulations.

Data Privacy and Security Requirements

See full document in Appendix B.

Access to Data

Access to RPE data including attendance sheets and the entry and exit surveys should only be granted to Boys & Girls Club staff who need access.

Secure Storage

Documents that contain personal identifiable information (PII) (e.g., completed parent consent forms, and rosters of youth) must be stored in a separate, locked file cabinet and/or on a separate secure computer server from the survey data.

Hard copies of completed surveys should be stored in a locked file cabinet. Survey responses should be separated from any PII.

Electronic data files must be stored on a secure computer server or hard drive, and all computers and other devices must be password-protected with access to data granted to only RPE project staff who need access to the data.

Local Data Transmission

****All reports submitted should not include any information that could identify a youth. (ex. – last name, date of birth, putting name on surveys). This minimizes the risk of identifying the individual youth by their responses.**

When sending hard copy of completed surveys to the grantee organization and/or local evaluators, these documents should be sent in a package marked confidential via U.S. Postal Service or Federal Express. An authorized signature and show of picture identification should be required before receipt. The sender must obtain a tracking number and follow up if data are not received. Documents including PII should be shipped separately using these same protocols.

When sending electronic files to grantee organization and/or local evaluators, these files will be transmitted via encrypted email, or flash drives. Passwords should be transmitted separately from secure files.

Appendix A: Shifting Boundaries/Guardian Consent Form

(Logo, Club name)

(Street address, City, State ZIP)

Shifting Boundaries Parent/Guardian Consent Form

The *(insert your club's name here)* will soon be implementing sessions of the *Shifting Boundaries* curriculum, and we would like your permission for your child to participate. The *Shifting Boundaries* curriculum is a two-part intervention—a classroom curriculum and schoolwide component—designed to reduce peer and dating violence and sexual harassment among middle school students by highlighting the consequences of this behavior and by increasing faculty surveillance of unsafe areas within the school. This primary prevention program aims to:

- Increase knowledge and awareness of sexual abuse and harassment.
- Promote prosocial attitudes and a negative view of dating violence and sexual harassment.
- Promote nonviolent behavioral intentions in bystanders.
- Reduce the occurrence of dating violence and peer violence.
- Reduce the occurrence of sexual harassment.

Shifting Boundaries curriculum is funded through a federal grant called Rape Prevention Education (RPE) provided by the South Dakota Department of Health (SD DOH). As part of RPE guidelines, evaluation efforts inform on program implementation and outcomes. To do this, your young person will be asked to participate in an entry and exit survey at the beginning and end of the program. The survey asks questions about specific topics covered in *Shifting Boundaries* and sexual violence prevention. Surveys are anonymous, no identifying information will be shared, and your young person can skip any questions they do not wish to answer.

Please sign below where indicated and return this letter to me by *(insert date)* to secure your young person's place in this important program. Should you have any questions, I can be contacted at the number below. We thank you for your time and your support.

Sincerely,

(Your name here)

(Your phone number here)

(child's name) has my permission to participate in the *Shifting Boundaries* program.

Print parent/guardian name: _____

Parent/Guardian Signature: _____ Dated: _____

Appendix B: RPE Data Privacy Security Requirements

Data Privacy and Security Requirements

In addition, collection of personally identifiable information (PII)—which includes any data that could potentially be used to identify a particular person, such as full name, date of birth, etc.—requires protection against unauthorized access.

Consequently, it is important to keep such data secure. The following sections describe required procedures for ensuring the protection of private information, including granting access to data, secure storage of identifying information, data transmission, reporting, and destruction of identifying information.

Access to Data

Access to RPE data should only be granted to project staff who need access and who sign a confidentiality agreement. Staff responsible for data collection and data entry or scanning need to sign confidentiality agreements because these activities involve access to the data. Other staff may not need access or may only need limited access. For example, facilitators may collect attendance data but may not need access to completed entry and exit surveys.

Secure Storage

Documents that contain PII (e.g., completed parent consent forms, youth assent forms, and rosters of youth with parent consent and who assented) must be stored in a separate, locked file cabinet and/or on a separate secure computer server from survey data.

Hard copies of completed surveys should be stored in a locked file cabinet. Survey responses should be separated from any PII. This can be done by:

- Not collecting PII on surveys;
- Collecting and recording PII separately (e.g., a roster) and using identification numbers on surveys; and
- Keeping completed surveys in a separate filing cabinet from rosters, consent/assent forms, and attendance sheets.

Electronic data files must be stored on a secure computer server or hard drive, and all computers and other devices must be password-protected with access to data granted only to project staff who need access to the data and who have signed a confidentiality agreement.

Electronic data may also be stored on a secure CD or flash drive that is password protected and accessible only to staff who have signed a confidentiality agreement. Secure CDs and flash drives should be stored in a locked file cabinet. PII should be stored separately from survey data. This can be done by:

- Storing PII in a separate dataset from survey responses, in a different file and/or folder, or on a different CD or flash drive that can be accessed only by staff who need to know PII; or

- Locking hard-copy, consent/assent forms, rosters, and attendance sheets in a filing cabinet and using identification numbers in the electronic survey dataset.

Electronic data may be stored in the cloud as long as they are encrypted, password-protected, and accessed only on authorized computers that require password protection.

Local Data Transmission

When data collectors send hard copy, completed surveys to the grantee organization and/or local evaluators, these documents should be sent in a package marked confidential via U.S. Postal Service or Federal Express. An authorized signature and show of picture identification should be required before receipt. The sender must obtain a tracking number and follow up if data are not received. Documents including PII should be shipped separately using these same protocols.

When data collectors send electronic files to the grantee organization and/or local evaluators, these files will be transmitted via encrypted email, CDs, or flash drives. The secure shipping protocols above should be used when shipping CDs or flash drives. Passwords should be transmitted separately from secure files (e.g., in a separate email message, in a voicemail message).

Data submission to the CDC will be through the DVP Partners Portal.

Submission of De-Identified Data to the DVP Partners Portal

Data submitted to the DVP Partners Portal annually should not include PII about youth participants.

Reporting

Reports about performance measures data should not include any information about individual youth respondents. To minimize the risk of identifying individual youth by their responses, cell sizes smaller than 10 respondents should use data suppression techniques or not be reported.

Destruction of Performance Measures Data

Documents that include PII or survey data should be destroyed in a secure manner (e.g., shredding hard copies, deleting electronic files) after three years.

Appendix C: RPE Monthly Facilitator Report

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Monthly Facilitator Report

Please complete the following monthly facilitator report. The purpose of this report is to provide the opportunity for individuals involved with PREP, SRAE, MCH, or RPE programming to share their experiences and suggestions for future program implementation. The responses provided will allow program leadership the ability to learn what is working well and what needs improvement. Please answer the following questions as best as you can. If you have questions or need assistance with the report, please contact Beth Walstrom beth.walstrom@sdstate.edu. Thank you for your time!

* Required

Site Information

Report Month * □

Select your answer ▼

Your name (first and last) * □

Enter your answer

Please select all programs taught in this reporting month, including programs that were started but not yet complete: * □

SMART Moves

Making A Difference! (MAD)

My Journey

Teen Outreach Program (TOP)

Appendix D: Program Reporting & Associated Information Cheat-Sheet

Task	When	Link/information	Completed (Y/N)	Who to send completed materials (if applicable)
Evaluation				
Complete the Entry Survey	Beginning of program	https://redcap.link/entry_rpecmt		If completing paper copies of the survey, scan/email surveys to Emmeline Weber (Emmeline.weber@sdstate.edu); or mail surveys to address provided.
Complete Attendance Form	Each day class is held	 SB Attendance Sheet_template.xlsx		Email completed attendance form to Emmeline Weber (Emmeline.weber@sdstate.edu) at the end of the full class.
Complete the Exit Survey	End of program	https://redcap.link/exit_rpecmt		If completing paper copies of the survey, scan/email surveys to Emmeline Weber (Emmeline.weber@sdstate.edu); or mail surveys to address provided.
Participants complete Youth Feedback Activity	End of program	What did you like about Shifting Boundaries? What did you not like about Shifting Boundaries? What would you change about Shifting Boundaries?		Email results of feedback activity (take a picture, write up answers in Word doc, etc.) to Emmeline Weber (Emmeline.weber@sdstate.edu)
Reporting				
Monthly Progress Report	First week of each month	A link to the form will be sent via email on the 1 st of each month and are to be completed by the 10 th of the month.		Complete the link sent from Emmeline Weber (Emmeline.weber@sdstate.edu)
Triannual Progress Report	Oct 1 Jan 1 June 1	A form will be sent via email 3 times per year to site administrators to complete.		Send completed form to Emmeline Weber (Emmeline.weber@sdstate.edu)
Trainings				
Facilitators complete Shifting Boundaries training	Complete training once	Facilitators are required to be trained in the Shifting Boundaries curriculum. See "Facilitator Training" section in Guidance Document.		Send proof of training completion (e.g., training certificate, confirmation email, etc.) to Jess Danko (jess.danko@sdfmc.org)

