

Rape Prevention and Education Program Annual Evaluation Report

February 1, 2025 – January 31, 2026

Report prepared for:



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Background

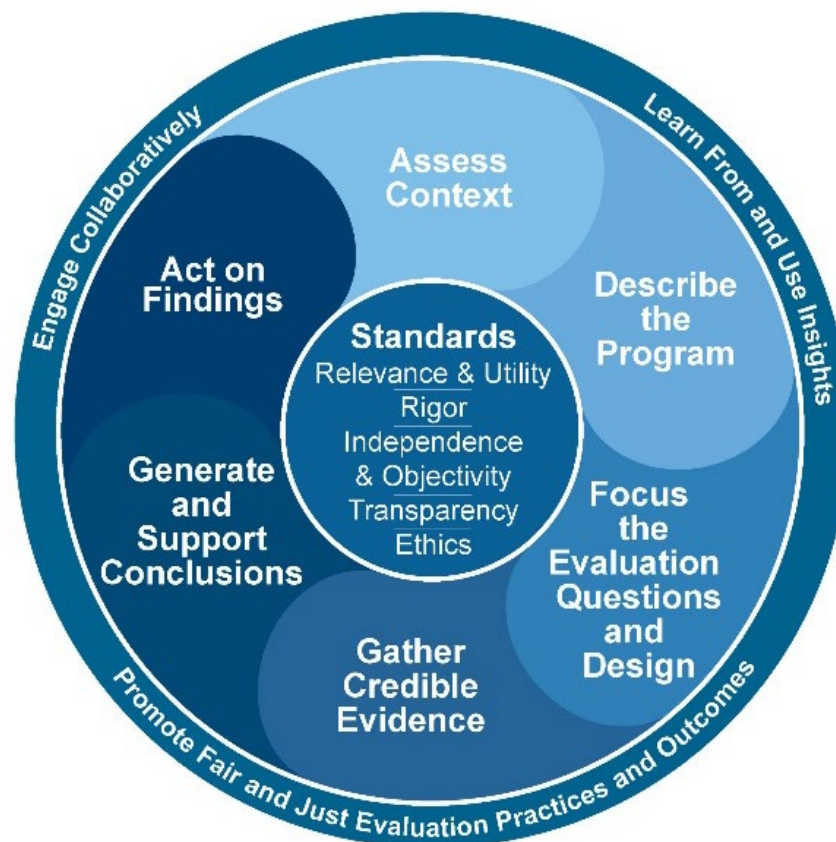
The federal Rape Prevention and Education (RPE) program provides funding to state and territorial health departments for the purpose of primary prevention: preventing sexual violence before it occurs. The RPE program works collaboratively with a variety of stakeholders to implement and evaluate sexual violence prevention efforts. The federal RPE program was established under the Violence Against Women Act and is administered by the Centers for Disease Control and Prevention (CDC).¹

The South Dakota Department of Health (SD DOH) is a recipient of the RPE program funds. The SD RPE program strengthens sexual violence prevention efforts by providing education that focuses on primary prevention.² The target populations for the SD RPE program involve children, youth, and young adults, as these populations demonstrate higher instances of victimization in SD. The South Dakota Foundation for Medical Care (SDFMC) supports the management of the state's RPE program delivery.

Program Evaluation

The Population Health Evaluation Center (PHEC) at South Dakota State University (SDSU) was contracted to perform the SD RPE program evaluation. Using the CDC Framework for Evaluation in Public Health, SD DOH leadership and the evaluation team met to discuss the needs of the program and potential interest areas of the SD DOH. The framework supports the inclusion of program stakeholders and partners to understand the program's context and provides guidance for conducting effective program evaluation.³ The framework model is depicted in Figure 1.

Figure 1. CDC Framework for Program Evaluation in Public Health³



The SD DOH and evaluation team updated an evaluation plan (including questions and activities outlined in Appendix A), established evaluation activity timelines, and revised the work plan and state action plan. A logic model developed during the previous year remained in place (Appendix B). The evaluation plan was designed to monitor implementation efforts and provide ongoing feedback to stakeholders to ensure the activities outlined in the work plan achieved the intended short and intermediate-term outcomes. The evaluation plan included questions focused on implementation efforts, with outcomes and indicators identified in the logic model used to guide assessment of progress toward the evaluation objectives.

Programs & Partnerships

The SD RPE program pursued three focus areas related to educational programs and partnerships:

Focus Area 1	Improve Economic Support	Strengthen processes, policies, and interventions with Bright Start Home Visiting Nurses
Focus Area 2	Create Protective Environments	Implement the Shifting Boundaries curriculum with the Boys and Girls Clubs
Focus Area 3	Promote Social Norms that Protect Against Violence	Build partnerships with South Dakota colleges and universities to implement the ENGAGE curriculum

The following section describes the implementation, activities, and outcomes of these focus areas.

Bright Start Home Visiting Nurses

The SD RPE program established a partnership with Bright Start Home Visiting Nurses (HVNs) and their clients in October 2024. The goals of this partnership are to understand the needs of HVNs; provide technical assistance; offer training on subjects like Intimate Partner Violence (IPV), unhealthy vs healthy relationships, and how IPV affects children; and develop or provide resources for Bright Start participants and their children experiencing IPV.

A total of 100 Power and Control Wheels were distributed to HVNs for use in communities across South Dakota. These evidence-informed educational resources support meaningful conversations about healthy relationships, intimate partner violence, and the dynamics of power and control. The Power and Control Wheel provides a clear visual framework to help individuals identify patterns of abusive behavior, recognize common tactics used to establish and maintain control, and increase awareness of healthy relationship characteristics, available support services, and violence prevention resources.

The SD RPE and HVN teams held five meetings in April, May, June, August, and November 2025, during which training, resources, and post-assessment findings were discussed. Two training sessions were held specifically for HVN staff, and another was offered to a larger audience that included HVNs, all via Zoom. The sessions were recorded and made available for later viewing. Table 1 provides a brief description of these activities.

Table 1. HVN Trainings

Title of Presentation	Speaker Name	Topic	Date	Audience	Approximate # of Attendees / Recording Views
Preventing & Responding to Intimate Partner Violence & Reproductive Coercion Webinar	Dr. Karen Grace	Identifying key risk factors for IPV and RC, the impact of IPV and RC on reproductive health, and strategies for organizations and advocates to prevent and respond to IPV and RC	5/20/2025	SD DOH staff, partners, community organizations	41 / 38

Asset Mapping Training	Dr. Gail Mason	Developing a document of community resources that can assist clients	7/17/2025	HVN staff	28 / 26
Stalking: Know It, Name It, Stop It	Coleen Hoffman (Safe Place of Eastern SD)	Increasing awareness and understanding of stalking and the intersections with domestic and sexual violence	11/5/2025	HVN staff	25 / 11

Short post-webinar surveys were provided at the end of each presentation to capture webinar satisfaction and interest in other RPE topics for future webinars. Results showed that survey participants indicated high satisfaction with each training opportunity. Each survey asked participants what other violence prevention resources or trainings they would like to see in the future; however, the question format changed between the first and second presentations from multiple choice to open-ended. Figure 2 displays the results from the presentation with Dr. Grace. Table 2 displays the responses from the other two training sessions.

Figure 2. Violence Prevention Resource Needs

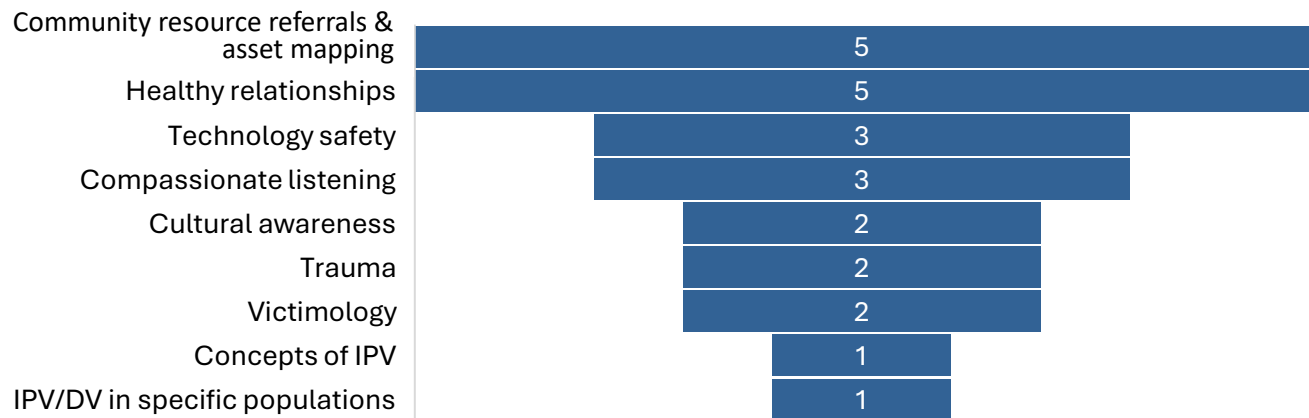


Table 2. Violence Prevention Resource Needs

What other violence prevention resources or trainings would you like to see available in the future? (e.g., information on certain topic areas, specific materials such as brochures, or speakers)
• More specific on what is as Nurse Home Visitors are able to do in an incidence where violence is present but resources may not be readily available • Specific materials and speakers from community shelters such as WAVI • Some people from the Oglala Tribe who has resources • Healthy relationships and red flags in a relationship. • Victim's Assistance may be a good topic. I am not always sure what they can provide for clients or how to assist clients to utilize. • I find it helpful to see into the mindset of the victim and all the ways certain situations impact them. This helps me decipher what may be helpful to clients in these situations or at least be able to understand their situation better. I felt the video shared was extremely impactful and I would be interested in hearing from someone with lived experience. • Safety training from law enforcement for nurse home visitors. Additionally with the ripple effect and protection orders what to do when they use others in the circle. Example hire someone to vandalize. • Anything would be helpful! • Restraining Orders. Best way to respond and advise a client when she doesn't follow the restraining order.
Shifting Boundaries

The SD RPE program implemented the Shifting Boundaries curriculum to provide primary prevention education. This curriculum is 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.

Implementation

Data collected as part of evaluation and monitoring activities for Shifting Boundaries included attendance logs, reach, dosage, entry and exit surveys, fidelity logs, youth feedback, and facilitator reports. Three organizations in SD implemented programming with SD RPE. South Dakota communities served by the programming included Aberdeen, Hill City, and Pierre. Table 3 outlines the number of cohorts held for each organization and the number of youths who attended at least one session per organization. The number of youths reached reflects the attendance reported by facilitators and is not indicative of the number of SD RPE entry or exit surveys completed. Overall, 51 youth attended at least one class of SD RPE programming.

Table 3. SD RPE Reach and Dosage

Organization	Location	# Cohorts	# Youth Reached (Youth initiated or attended at least 1 session)
Boys & Girls Club: Capital Area	Pierre, SD	2	15
Boys & Girls Club: Aberdeen	Aberdeen, SD	1	11
Boys & Girls Club: Black Hills	Hill City, SD	2	25
	Total	5	51

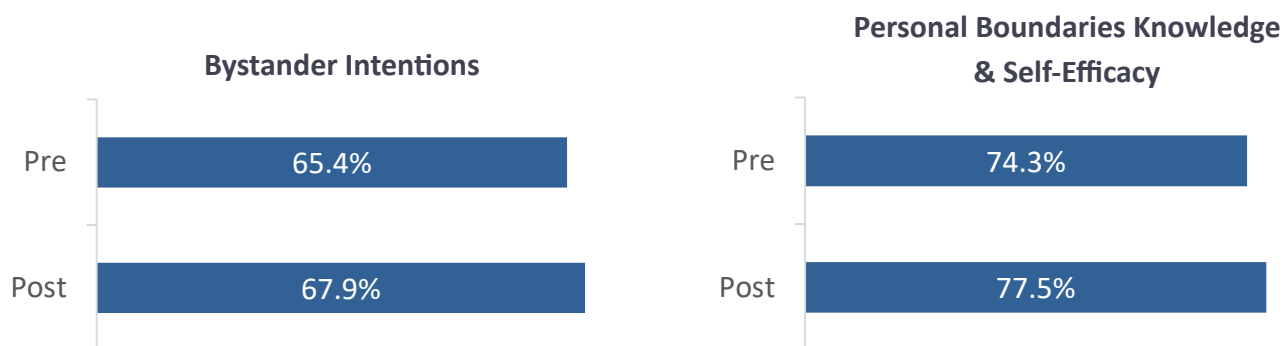
Survey Data

SD RPE program participants took the RPE Common Measures Entry and Exit Surveys prior to and after completing the program. Pre- and post-survey questions were analyzed and grouped to inform four scales measuring the youth's intentions, understanding, and knowledge with anticipated program outcomes (Appendix C). Thirty-four participants completed entry surveys, and 32 completed exit surveys. Figure 3 displays survey results for all sites.

Figure 3. SD RPE Survey Data

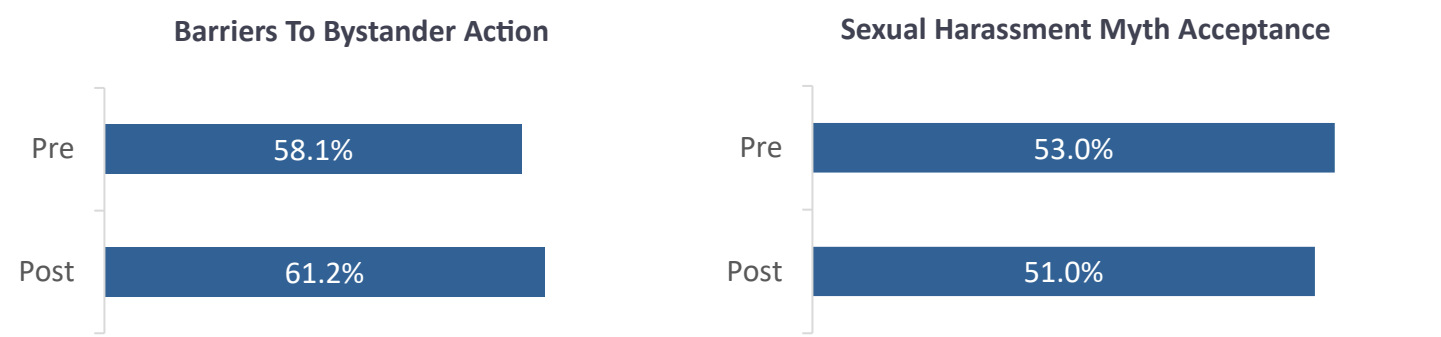
Scales: Bystander Intentions and Personal Boundaries Knowledge & Self-Efficacy

% selecting "agree" or "strongly agree" for the questions listed in Appendix C. For these scales, higher percentages showing more agreement indicate a more favorable outcome.



Scales: Barriers to Bystander Action and Sexual Harassment Myth Acceptance

% selecting “disagree” or “strongly disagree” for the questions listed in Appendix C. For these scales, percentages showing more disagreement indicate a more favorable outcome.



Feedback

Boys & Girls Clubs implementing SD RPE programming were asked to complete a monthly facilitator progress report. The report asks sub-recipients to indicate if programming was held, challenges, the activities or accomplishments of the month, and other feedback the clubs wish to share. Facilitators highlighted program implementation efforts and useful strategies. Additionally, facilitators were asked to describe any feedback received from participants’ guardians (e.g., trusted adult, parent, other family members) about their youth's time in the program. Table 4 displays the facilitator and guardian feedback.

Table 4. Facilitator and Guardian Feedback

Facilitator Feedback
- A small group was much easier to facilitate, and the conversations were more valuable. I believe I will aim for smaller class sizes moving forward. - The kids were very quiet when answering questions so I encouraged them to answer in their heads, what they would say. I feel like many of them were uncomfortable sharing with the group, so we went to an answer in your head instead of out loud system. - We started a bit slow with low numbers, but as the class went on, we added more and more kids. I was worried that kids would drop off after it started.
Guardian Feedback
My child really enjoyed the class. They didn't want to do it at first, but when it started, they reminded me not to pick them up too soon so they could stay for the whole discussion.

Technical Assistance Calls

A quarterly technical assistance call hosted by the SDFMC was established with the funded Boys & Girls Clubs to discuss implementation processes, provide feedback, inform on reporting or evaluation updates, and facilitate conversations between clubs to encourage ideas and collaborations. Technical assistance calls were held online during the contract year on July 23 and October 23, 2025, and January 29, 2026. An additional technical assistance opportunity was provided in-person during the Positive Youth Development Conference on April 23-24, 2025.

ENGAGE

The SD RPE program made steps toward delivering the ENGAGE curriculum, a program offered by the Curators of the University of Missouri. ENGAGE is a violence prevention strategy for use by higher education institutions. It presents bystander training that “focuses on encouraging a culture of care and a desire to engage in preventing potentially harmful situations.”⁴

Once an agreement is secured with the program creators, the SD RPE team will build partnerships with South Dakota colleges and universities to implement the curriculum, with the target audience being college students. Technical assistance and training will be provided to the colleges offering the curriculum.

In preparation for the launch of this program, a pre-survey and post-survey were created to evaluate program participants' attitudes or perceptions regarding violence prevention topics. A fidelity log was also developed.

SD RPE Workgroup

In October 2025, the SD RPE program established a statewide RPE Workgroup led by the SDFMC RPE Coordinator. The workgroup focuses on advancing primary prevention strategies across South Dakota and will serve as a collaborative space for sharing resources, best practices, and fostering partnerships among prevention stakeholders. This group convenes a multidisciplinary network of organizations committed to preventing sexual violence in the state by promoting primary prevention strategies and strengthening community and systems-level partnerships. The goal of the RPE Workgroup is to improve statewide coordination, planning, and resource sharing by cultivating a sustainable network that supports data-informed, evidence-based primary prevention of sexual violence through shared leadership, inclusive engagement, and strategic action.

The workgroup held its first meeting on Oct. 30, 2025. Attendance included:

- Jess Danko, SDFMC
- Sarah Barclay, SD DOH
- Beth Walstrom, SDSU PHEC
- Coleen Hoffman, Safe Place of Eastern South Dakota
- Gail Mason, SD Coalition Ending Domestic & Sexual Violence
- Krista Heeren-Graber, SD Network Against Family Violence and Sexual Assault
- Renae Servaty, Artemis House
- Christina Young, Center for the Prevention of Child Maltreatment

Topics discussed during the meeting are outlined in Table 5.

Table 5. RPE Workgroup October Meeting

Topic	Purpose	Talking Points
Overview of the RPE Program	Establish a shared understanding of the program and why the group exists	• Brief overview of the RPE program’s purpose — primary prevention of sexual violence. • How the state’s RPE program aligns with CDC and state prevention plan. • Role of the workgroup in advancing prevention across communities.

Workgroup Purpose, Goals, and Expectations	Clarify the “why” and “how” of the group	• Purpose: Guide, collaborate, and strengthen RPE implementation. • Initial goals: Build connections, share strategies, identify gaps, and shape future efforts. • Expectations: Attend, participate, share expertise, and maintain communication.
Identify Focus Areas	Begin shaping the group’s priorities	• Potential focus topics: ○ Community-level strategies ○ Youth prevention efforts ○ Messaging and communication ○ Training and resource needs ○ Evaluation or data sharing
Next Steps	Confirm follow-up and engagement plan	• Meeting frequency and format. • Communication: meeting notes, email list, etc. • Identify next meeting topic or early action item(s).

By the conclusion of the meeting, the RPE Workgroup identified a need for an assessment of prevention awareness programming in high schools, specifically, to learn about the schools’ current activities, to discover their needs for prevention awareness programming or education, and to understand the schools’ capacity to do programming or education. Progress on this initiative was planned to continue with the next reporting period.

Sexual Violence Data

Two reports on 2023 sexual violence statistics in South Dakota were generated: one providing a summary of statewide crime trends and the other focusing on incidents occurring on college campuses. Both reports can be accessed at the SD DOH website for [Sexual Violence Data & Reports](#).

The South Dakota Sexual Violence Data Summary presents an in-depth overview of sexual violence trends across South Dakota using FBI Uniform Crime Reporting (UCR) data from 2023. The report explores victim-offender demographics, arrest rates, geographic and tribal-specific data, and the relationship between victims and offenders. It also includes historical trends, legal definitions, and key limitations in crime reporting.⁵ Key takeaways from the report are shared in Figure 4.

Figure 4. South Dakota Sexual Violence Data Summary 2023 Key Takeaways



The South Dakota Campus Safety Reports Summary compiles data from 17 campus safety reports submitted by South Dakota post-secondary institutions, as required by the Clery Act. The report outlines incidents of rape, fondling, stalking,

domestic violence, and dating violence reported on campuses, non-campus properties, and adjacent public areas in 2023.⁶ A summary of these incidents is depicted in Table 6.

Table 6. South Dakota Post-Secondary Education Crime Statistics

Crime Statistics Reported on On-Campus, Non-Campus, & Public Property

	2020	2021	2022	2023
Total Sex Offenses (Forcible)^a	15	20	29	41
Rape^b	6	9	20	25
Fondling^b	4	9	9	13
Total Sex Offenses (Non-Forcible)^c	0	0	0	2
Total Violence Against Women Act (VAWA) Offenses^d	13	32	37	32
Stalking	8	21	21	16
Domestic Violence	2	9	4	3
Dating Violence	3	1	12	12

^a Total sex offenses (forcible) are the combined number of rape and fondling offenses.

^b Rape and fondling were not reported separately at three institutions in 2023 but would be included in the total sex offenses (forcible).

^c Total sex offenses (non-forcible) are the combined number of incest and statutory rape offenses.

^d Stalking, domestic violence, and dating violence were not reported separately at one institution in 2023 but would be included in total VAWA Offenses.

Additional Activities

The SD RPE program hosted a Zoom webinar titled “Stalking: Know It, Name It, Stop It” with Coleen Hoffman from Safe Place of Eastern SD on Jan. 26, 2026. This presentation had previously been shared with HVN staff in November 2025. The webinar invitation was widely shared among SD DOH staff, partners, and community organizations working with adolescents or populations at high risk of violence.

Seventy-five people attended the webinar and there were 38 recording views following the event. Of those, 15 completed a short post-webinar survey to capture webinar satisfaction and interest in other adolescent-focused topics for future webinars. Results showed that survey participants indicated high satisfaction with the webinar. Participants were asked what other violence prevention resources or trainings they would like to see in the future. Table 7 displays the responses.

Table 7. Violence Prevention Resource Needs

What other violence prevention resources or trainings would you like to see available in the future? (e.g., information on certain topic areas, specific materials such as brochures, or speakers)

- Anything related to partner violence
- Excellent training. Explained how to differentiate what we all think we know about stalking and make it relevant to today and how we really need to take a deeper look and think about it more seriously.
- Glad to be helping bring training to SafePlace in March for Sexual Assault investigations, prosecution, advocacy working together in a local MDT. Also to bring a similar training in September on domestic violence.

Evaluation Activities

Evaluation activities for the reporting period (Feb. 1, 2025 – Jan. 31, 2026) surrounded data collection, management, and reporting; data management systems; and evaluation instrument development. The following summarizes the specific activities achieved:

Data Collection, Management, and Reporting

SD RPE evaluation activities mostly consisted of data collection, tracking, and reporting for funded partners. Using data tracking and monitoring tools, the evaluation team submitted an annual progress report for federal reporting in October 2025.

Data Management Systems

SDSU PHEC developed new attendance logs and a fidelity log in REDCap, a secure, web-based application used for building and managing online databases and surveys. By adding the attendance logs and fidelity log to the system, partners can access these forms in one easy location. Forms are sorted by cohort, ensuring proper data organization and storage.

The new attendance and fidelity logs in REDCap increase validity among reported attendance numbers and surveys completed by providing space on the attendance log to record the number of surveys completed. The attendance logs also automatically calculate the following performance measures data for each cohort:

- ✓ Number of youth who attended at least one session
- ✓ Number of youth who attended at least 75% of sessions
- ✓ Number of entry surveys completed
- ✓ Number of exit surveys completed

The fidelity log provides an automatic calculation of the following measures:

- ✓ Total number of programs implemented
- ✓ Start and end date of programs
- ✓ Number of programs implemented per organization

Evaluation Instrument Development

Using REDCap, online evaluation instruments were developed for HVN webinars and the ENGAGE curriculum entry and exit surveys and fidelity log. This process involved building evaluation tools, organizing question flow and response options, configuring data collection settings, and preparing instruments for electronic distribution and data capture.

References

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Appendix A: Evaluation Plan – Evaluation Questions and Activities

Evaluation Questions

- **Question 1:** To what extent has the recipient accomplished the short- term and intermediate outcomes in the NOFO logic model?
- **Question 2:** To what extent has the recipient increased internal and partner capacity to facilitate/monitor the implementation of SV prevention strategies and promote health equity?
- **Question 3:** To what extent has the recipient leveraged multisector partnerships and resources toward SV prevention?
- **Question 4:** To what extent has the recipient implemented strategies that address SDOH?
- **Question 5:** To what extent has the recipient achieved high-quality implementation of SV prevention strategies that increase health equity at the community and societal levels?
- **Question 6:** To what extent has the recipient increased use of data-driven decision making, as well as state/territory- and community-level monitoring of trends, related to SV prevention and SDOH?
- **Question 7:** Which factors are critical for implementing selected prevention strategies and approaches?

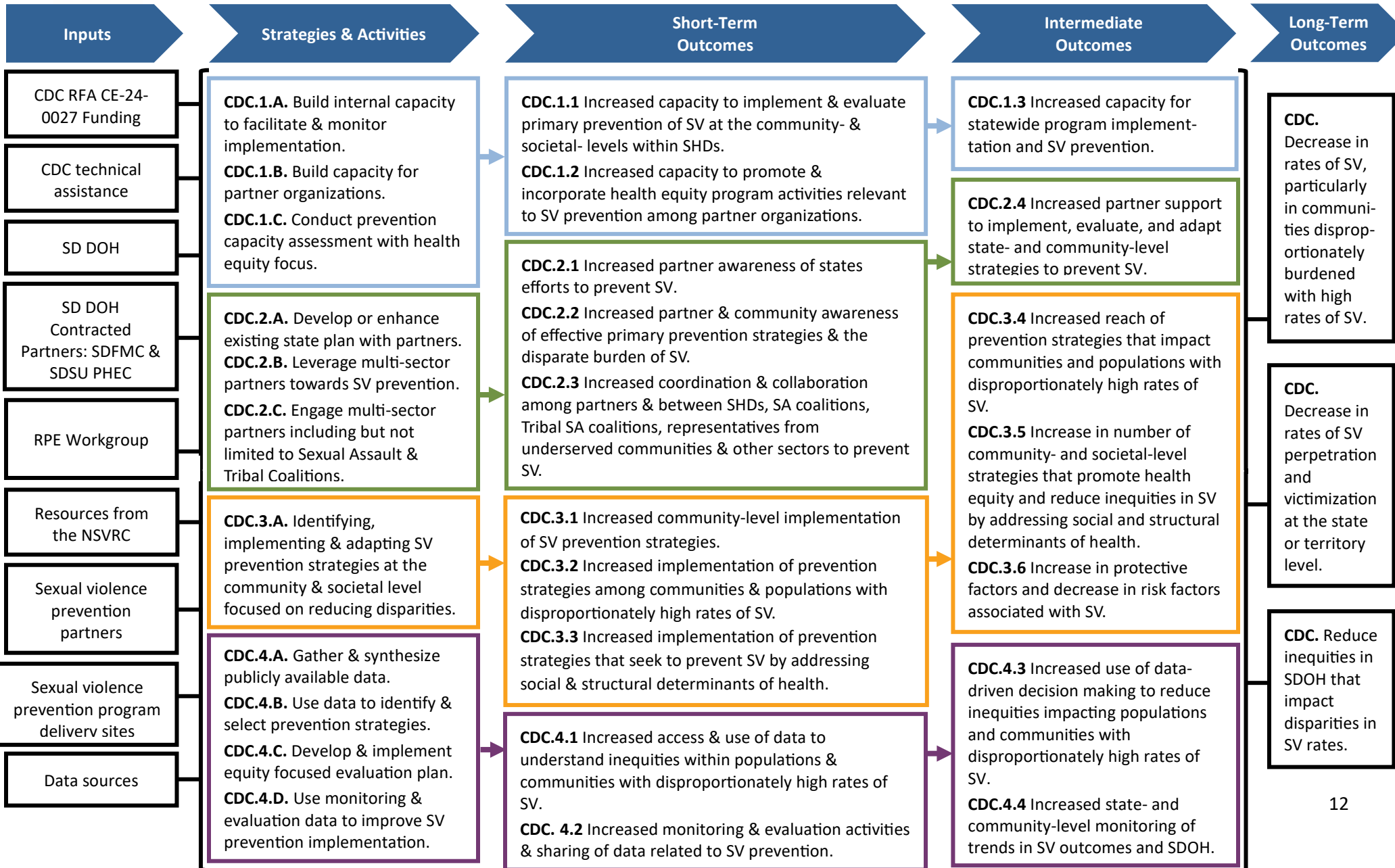
Evaluation Activities

- Strategy 1: Build Infrastructure for SV Prevention
- Strategy 2: Develop State Action Plan
- Strategy 3: Implement SV Prevention Approaches
- Strategy 4: Use Data to Inform Action

Appendix B: Logic Model



South Dakota Rape Prevention Education Program Logic Model



Appendix C: SD RPE Common Measures Surveys Scales & Questions

Scale 1. Bystander Intentions

I feel I am able to understand what a victim goes through.

It's important for people in my community to stop sexual harassment and abuse.

Speak up when someone is victim-blaming.

Speak up to someone bragging about harassing someone.

Get help for someone you know who was sexually harassed or abused.

Talk with friends about things to do to prevent sexual harassment and abuse.

Scale 2. Personal Boundaries Knowledge & Self-Efficacy

I understand the importance of boundaries.

I know what my personal boundaries are.

I understand when consent is, is not, and cannot be given.

I know what steps I can take if someone does not respect my personal boundaries.

I am confident I can recognize when someone else's personal boundaries have been violated.

I know what steps I can take if someone else's personal boundaries are not being respected.

Scale 3. Barriers to Bystander Action

If a person is not physically harming someone, then they are not really abusive.

If I see someone harassing or physically fighting with someone, it's none of my business.

I don't think there's much I can do about sexual harassment and abuse.

I could get physically hurt by helping.

It might not be serious enough for me to help.

Even if I don't know the person, I can still help.

Scale 4. Sexual Harassment Myth Acceptance

As long as you are just joking around, making sexual comments to someone is okay.

If no one else sees me being harassed, there's nothing I can do because the harasser will just say I'm lying.

People often lie about being sexually harassed to get back at someone.