

Created by Melissa Siegel Barrios

## Shifting Boundaries Stakeholder Report

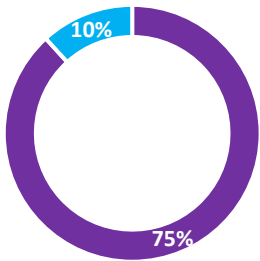
July 2020

*Outcome: Increase in implementation of the Shifting Boundaries curriculum with fidelity (reflecting adaptations)*

*Outcome: Increase in effective training of facilitators to implement Shifting Boundaries and of teachers at schools where Shifting Boundaries is being implemented*

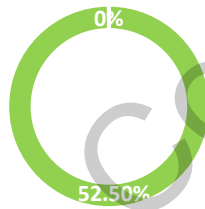
*Outcome: Increase in student connectedness to school*

% of items marked as fully completed on fidelity checklist



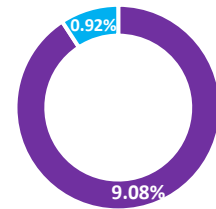
■ Current % ■ Gap to Year 5 Target %

% change in knowledge, positive attitudes, and beliefs of trained facilitators and teachers (summary score)



■ Current % ■ Gap to Year 5 Target %

% change in responses to question(s) measuring self-reported school connectedness (summary score)



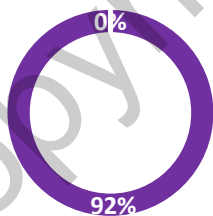
■ Current % ■ Gap to Year 5 Target %

*Outcome: Increase in skills with regards to solving problems non-violently for participants*

*Outcome: Increase in knowledge about healthy relationships*

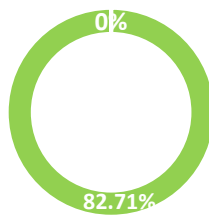
*Outcome: Increase in connection to a caring adult*

% of participants who demonstrated skills shown through activity-based assessments



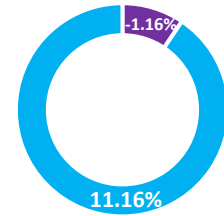
■ Current % ■ Gap to Year 5 Target %

% of post responses indicating a change in knowledge about healthy friendships

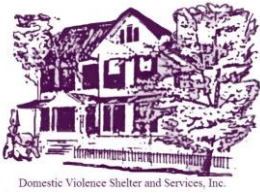


■ Current % ■ Gap to Year 5 Target %

% change in responses to question(s) measuring connection to a caring adult (summary score)



■ Current % ■ Gap to Year 5 Target %



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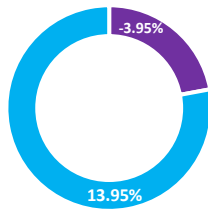
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*Outcome: Increase in student buy-in related to IPV and TDV prevention*

*Outcome: Decrease in negative attitudes regarding flexible definitions of masculinity and femininity among program participants*

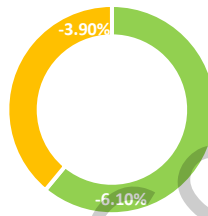
*Outcome: Reduction in attitudes supportive of aggression among program participants*

% change in responses to question(s) measuring attitudes on IPV and TDV prevention (summary score)



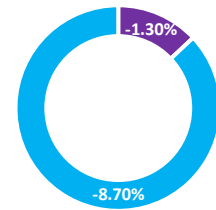
■ Current % ■ Gap to Year 5 Target %

% change in responses to questions measuring acceptance of harmful norms around masculinity and femininity (summary score)



■ Current % ■ Gap to Year 5 Target %

% change in responses to questions measuring aggression supporting attitudes (summary score)



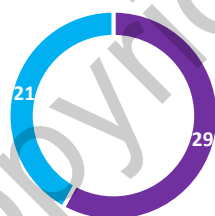
■ Current % ■ Gap to Year 5 Target %

*Outcome: Increase in resources and capacity of schools to implement Shifting Boundaries in middle schools in target county*

*Outcome: Increase in youth involvement in IPV and TDV Program Activities*

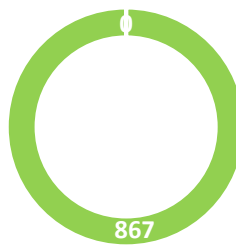
*Outcome: Increase in youth involvement in IPV and TDV Program Activities*

Number of statements endorsing increased school capacity and resources



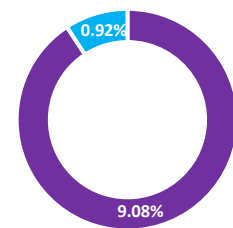
■ Current # ■ Gap to Year 5 Target #

Number of students involved in IPV and TDV program activities

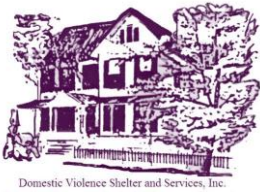


■ Current # ■ Gap to Year 5 Target #

% change in responses to question(s) measuring endorsement of feelings of involvement (summary score)



■ Current % ■ Gap to Year 5 Target %



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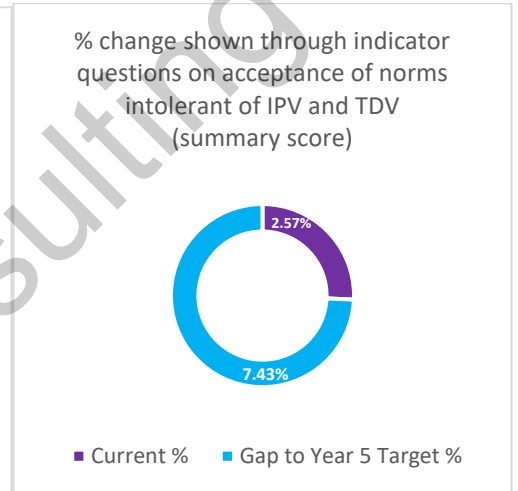
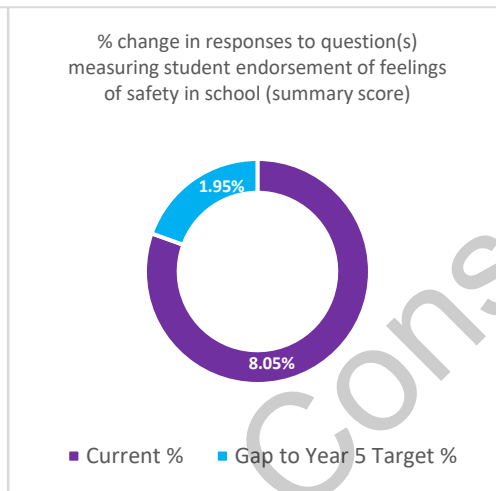


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*Outcome: Increase in the state knowledge base with data from a community-level prevention effort due to implementation of Shifting Boundaries under DELTA Impact*

*Outcome: Increase in safety in school for students at participating schools*

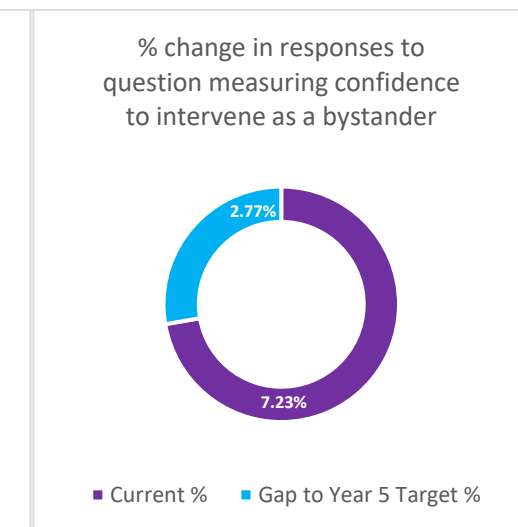
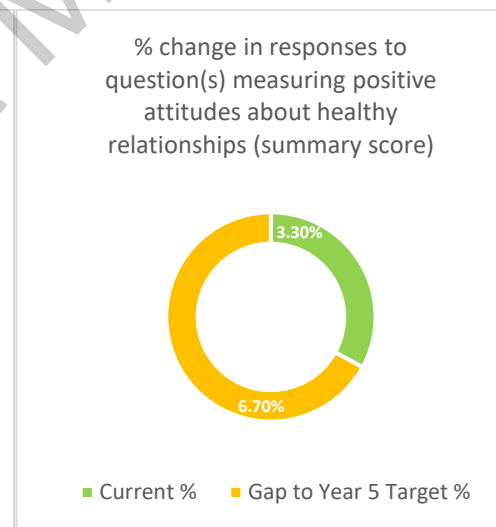
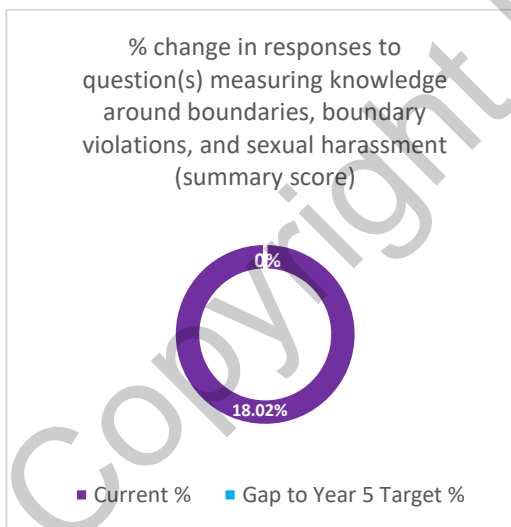
*Outcome: Increase in norms intolerant of IPV and TDV*



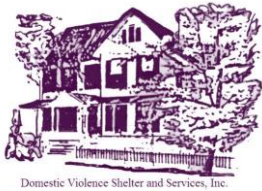
*Outcome: Increase in knowledge around boundaries, boundary violations, and sexual harassment*

*Outcome: Increase in knowledge about healthy relationships*

*Outcome: Increase in confidence to intervene as an active bystander*



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### Outcomes we don't yet have data on:

- Increase in effectiveness of the implementation of Shifting Boundaries based on effective adaptations
- Increase in sanctions related to IPV within program settings
- Increase in knowledge about unsafe areas within the school among school personnel
- Increase in security in student identified risk areas by school personnel

### Conclusions:

We are close to or have achieved our Year 5 Target for ten of the eighteen outcomes including: Increase in implementation of the Shifting Boundaries curriculum with fidelity, increase in effective training of facilitators to implement and teachers at schools for Shifting Boundaries, increase in student connectedness to school, increase in skills with regards to solving problems non-violently, increase in knowledge about healthy friendships, increase in youth involvement in IPV/TDV program activities (our reach for implementation), increase in youth involvement in IPV/TDV program activities, increase in the state knowledge base with data from a community-level prevention effort, increase in safety in school for students, and increase in knowledge around boundaries, boundary violations, and sexual harassment. For those outcomes, getting teachers to better implement Shifting Boundaries with fidelity at NHCS middle schools and address some of the indicators more directly throughout the curriculum will help fill that gap to help us achieve our Year 5 target. We are on track to meet the outcome of increasing resources and capacity of schools to implement Shifting Boundaries in middle schools in target county. We need to further explore ways the Shifting Boundaries curriculum or other accompanying activities can impact the outcomes where there are significant gaps to reaching our year 5 targets including: Increase in connection to a caring adult, increase in student buy-in related to IPV/TDV prevention, decrease in negative attitudes regarding flexible definitions of masculinity and femininity, decrease in attitudes supportive of aggression, increase in norms intolerant of IPV/TDV, increase in positive attitudes about healthy relationships, and confidence to intervene as a bystander.