Targeted Violence and Terrorism Prevention (TVTP) Grantee Evaluation

FY2023 Evaluability Assessment Report

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List of Abbreviations

ATAP	Association of Threat Assessment Professionals
CEF	City Engagement Forum
CP3	Center for Prevention Programs and Partnerships
CTAT	Community Threat Assessment Team
DHS	U.S. Department of Homeland Security
EA	Evaluability Assessment
ESD 123	Educational Services District #123
HCP	Health Center Partners of Southern California
HQP	Health Quality Partners of Southern California
IMP	Implementation and Measurement Plan
ISD	Institute for Strategic Dialogue
LLG	Local Leadership Group
MFNN	Multi-Faith Neighbors Network
MOSS	Make Our Schools Safe
OWS	One World Strong
PPG	Prevention Pillar Group
SCN	Strong Cities Network
SFCG	Search for Common Ground
SMYAL	Sexual Minority Youth Assistance League
SRT	School Resource Team
STAT	Student Threat Assessment Team
TAMT	Threat Assessment and Management Team
TMT	Threat Management Team
TTT	Train-the-Trainer
TVTP	Targeted Violence and Terrorism Prevention
UTEP	University of Texas at El Paso

1 Overview

1.1 Purpose

The Department of Homeland Security (DHS) contracted RTI International to conduct an evaluation of the FY2023 Targeted Violence and Terrorism Prevention (TVTP) Grant Program, funded by DHS Center for Prevention Programs and Partnerships (CP3). This report reflects the results of the evaluability assessment undertaken to determine the feasibility of conducting an outcome or process evaluation for grantees. The purpose of this document is to relay fundamental feedback on the evaluability of the seven grantees selected by DHS to be evaluated. These grantees are listed in Table 1 by priority area.

Table 1. FY2023 Targeted Violence and Terrorism Prevention Grantees Evaluated, by Priority Area

Priority Area	Grantee
Promising Practices	- Educational Services District 123 - Health Quality Partners of Southern California - One World Strong - Search for Common Ground - Sexual Minority Youth Assistance League - University of Texas at El Paso
Innovation	Institute for Strategic Dialogue, Strong Cities Network

1.2 Background

The evaluation team's approach to the FY2023 evaluability assessments is built on a growing body of literature about evaluability assessments primarily emerging from international development (Davies & Payne, 2015; International Labour Organization, 2018; Trevisan & Walser, 2014; United Nations Office on Drugs and Crime, 2017). This study follows the Organisation for Economic Co-operation and Development's Development Assistance Committee definition of evaluability as "the extent to which an activity or project can be evaluated in a reliable and credible fashion" (Davies, 2013). Evaluability assessments are the systematic study of grantee activities and capacity to determine whether a project evaluation "is justified, feasible, and expected to produce useful information" (Kaufman-Levy et al., 2003). An evaluability assessment calls for the early review of a project to ascertain whether its objectives and design are adequately defined and needed data capacity exists and to determine whether an evaluation would be useful.

Evaluability assessments are conducted because all projects are not ready for certain types of evaluation for reasons related to design, capacity, and usefulness (Davies & Payne, 2015; Trevisan & Walser, 2014). Building on work from the international development community, three broad questions were identified to determine whether an outcome evaluation is appropriate (Davies, 2013; Dunn, 2008; International Labour Organization, 2020; Sniukaite, 2009; United Nations Office on Drugs and Crime, 2017). First, is the project designed in such a way that measurable outcomes are realistic to expect? This includes a reasonable and realistic theory of change and logic models. Second, can the grantee realistically verify outcomes based on planned data collection systems? This includes whether grantees have collected (or can collect) baseline measures and whether there are suitable comparison groups or conditions. Third, based on organizational contexts (e.g., leadership, partnerships, resources, staffing), is it feasible and useful to assess or measure outcomes? This seeks to understand whether organizations have the resources, capacity, and partnerships needed to complete the project and whether conducting an outcome or process evaluation is likely to produce meaningful information. In the event that an FY2023 TVTP grantee's project is not appropriate for an outcome evaluation, the grantee will undergo a process evaluation.

1.3 Outcome Evaluations and Process Evaluations

The evaluability assessments determine whether TVTP grantees are prepared to participate in an outcome or process evaluation. Process evaluations provide information about how project activities are carried out to understand implementation and describe how the project functions. Although process evaluations are important to advance terrorism prevention (DeMichele et al., 2021), the evaluability assessments are focused on whether projects can undergo an outcome evaluation to understand if there were any measurable changes in "behavior, relationships, activities, or actions of the people, groups, and organizations with whom a program works directly" (Earl et al., 2001).
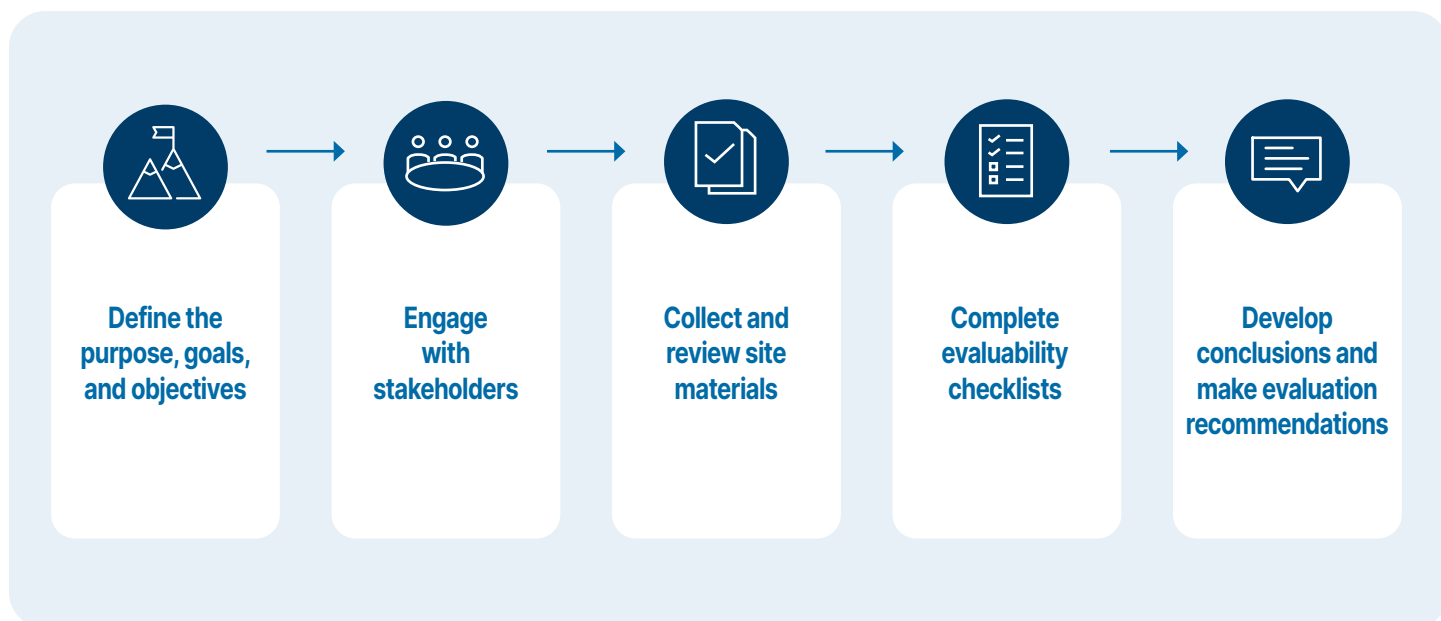
Outcome and process evaluations differ in several respects. The key differences between the two types of evaluation are that the former focuses on change and effectiveness of an intervention on a target population. For this grant program, an outcome evaluation would focus on objectives and outcomes listed in the grantee's Implementation and Measurement Plan (IMP). The purpose of an outcome evaluation is to understand what (if any) difference a project made.

A process evaluation focuses on a grantee's project implementation and functioning. The purpose of a process evaluation is to understand development decisions and provide a description of programmatic operations, activities, and functions. Process evaluations provide an explanation of what project staff do and how they complete key programmatic activities. A process evaluation also provides documentation of the number and types of interactions, number of events, challenges encountered and resolved, and qualitative feedback about the process. This type of evaluation allows evaluators to gain a deeper understanding of how and why a project works the way it does. Both types of evaluations are important to determine the merit and worth of projects to assess scalability and determine project fidelity when scaling projects.

1.4 Methodology and Process

Evaluators were first assigned to grantees in teams of two as site liaisons. Their purpose is to engage with the grantee and other partners or stakeholders, develop an understanding of the grantee's project, conduct an evaluability assessment, and complete the proposed evaluation. Figure 1 shows steps taken by site liaisons to complete the evaluability assessment, described in greater detail below.

Figure 1. Steps Taken to Conduct Evaluability Assessment

Define the purpose, goals, and objectives → Engage with stakeholders → Collect and review site materials → Complete evaluability checklists → Develop conclusions and make evaluation recommendations

Define the purpose, goals, and objectives. First, the evaluation team reviewed project documents to better understand each grant's high-level purpose. The team closely considered all objectives as actions that move the grantee closer to achieving its goals, which in turn contribute to the grant's purpose. Given the complexity of prevention efforts, purpose, goals, and objectives may be difficult to design, but these projects overall constitute steps toward resolving this complex issue.

Engage with stakeholders. Beginning in December 2023, evaluators conducted monthly and ad hoc meetings with project leadership and partners to learn more about the sites. These engagements served as an initial form of data collection and allowed evaluators to establish the relationships needed to conduct mixed-methods community-level evaluations. Furthermore, this engagement supported the document analysis and provided direct engagement with project leaders to clarify stakeholders' intentions and expectations, stakeholder relationships, challenges faced, and the way project leaders navigated implementation toward goals and objectives.

Collect and review site materials. To supplement ongoing discussions with stakeholders, the evaluation team collected and reviewed data from grantees. This data collection served as an opportunity to document, track, and assess real-time changes and adaptations to grants in response to challenges and opportunities presented to grantees. During the data collection process, evaluators reviewed all project documents available, including logic models, IMPs, activity summaries, post-activity feedback, and curricula. The evaluation team additionally conducted a survey with all primary grantees and their partners to identify project accomplishments and challenges and explain how partner activities contribute to achieving project goals.

Complete evaluability checklists. After defining the goals and objectives of each project, the evaluation team completed checklists of questions that gauge three dimensions of evaluability to determine whether projects could support an outcome evaluation or if they were better suited for a process evaluation. These checklists were updated from the Outcome Evaluability Assessment Checklists that the evaluation team used for FY2020, FY2021, and FY2022, which were originally adapted from the international development community to constitute a systematic assessment of each grant (Cook et al., 2023b, 2023c; Cook et al., 2022). Evaluators responded to each question using a comprehensive understanding based on the project documentation, stakeholder engagement, and project infrastructure.

Site liaisons combined and analyzed this information to complete an Outcome Evaluability Assessment Checklist (see Appendix A) developed specifically for this project that ultimately aims to answer three questions:

1. Is the project designed in such a way that measurable outcomes are realistic to expect?
2. Are the results of the TVTP project verifiable based on the planned data collection systems?
3. If an outcome evaluation were completed, would it be useful and meaningful?

Develop conclusions and make evaluation recommendations. Using this checklist, evaluators responded to a series of subquestions to consider various aspects that inform the response to each overarching question. Section 2 discusses in detail responses to these three questions and the most noteworthy subquestion findings as well as how these led to current assessments.

1.5 Grantee Evaluability Determinations

When assessing the type of evaluation each project could support, the evaluation team considered the type of project being evaluated, expected data to be collected, grantee goals and objectives, and how an evaluation of each project could affect the broader TVTP research and practitioner community. Across all seven grantees, evaluators drew upon calls with grantees and partners, project materials, and any available data to determine which evaluation type would be most appropriate for each project component. It is important to note that almost all grantees made changes to their projects during drafting of this report, and some projects are still in a state of flux. Some of these changes are a result of grantees adapting to evaluators' requests, while others were due to shifting priorities, resources, or stakeholder needs.

The evaluation approach is meant to reflect practical realities of conducting community-level projects. These projects come with their own unique context and complexity that necessitate a flexible evaluation design to support adaptive learning opportunities. This flexibility, however, creates challenges to documenting and assessing grantee projects such that reporting reflects the most recent understanding of the projects.

Table 2 shows how each grant project was assessed as of September 2024. Decisions in this report are based on current knowledge; therefore, places where future decisions may change evaluation abilities are noted. Due to the diversity of work being done within grantees' projects, instead of evaluating each grant project as a whole, the evaluation team looked at the distinct components of each grant and assessed them separately. The information provided in Table 2 is expanded upon in Section 2.

Table 2. FY2023 Targeted Violence and Terrorism Prevention Grantee Evaluability Assessment, by Component

Grantee	Component Type	Outcome Evaluability Checklist			Type of Evaluation
		Realistic for Outcomes?	Verifiable?	Useful/ meaningful?	
Educational Services District #123					
Student Threat Assessment Team (STAT) Recruitment, Development, and Trainings	Training	✓	✓	✓	Outcome*
STAT Operations	Threat assessment and management	✓	✓	✓	Outcome†
Care Coordination Program	Social service delivery	✓	✓	✓	Outcome
Psychoeducation Groups	Youth skills development	✓	✓	✓	Outcome*
Family Education Workshops	Training	✗	✗	✗	Process
Health Quality Partners of Southern California					
Workplace Violence Prevention Policy Development	Policy development	✗	✗	✗	Process
Threat Management Team Creation and Training	Training	✓	✓	✓	Outcome*
Organization-Wide Program Awareness	Training	✓	✓	✓	Outcome*
Threat Management Team Implementation and Monitoring	Threat assessment and management	✓	✓	✓	Outcome†

Grantee	Component Type	Outcome Evaluability Checklist			Type of Evaluation
		Realistic for Outcomes?	Verifiable?	Useful/ meaningful?	
Institute for Strategic Dialogue, Strong Cities Network					
Local Leadership Group Development and Training	Training	✓	✓	✓	Outcome
Localized Prevention Planning and Implementation	Threat assessment and management	✗	✗	✓	Process‡
City-Led Prevention Promotion	Information sharing	✗	✗	✗	Process
One World Strong					
Student Resource Teams & Community Threat Assessment Teams	Threat assessment and management	✓	✓	✓	Outcome†
School & Community Organization Trainings	Training	✓	✓	✓	Process
Mentoring Program	Mentoring	✗	✗	✓	Process
Make our Schools Safe Student Groups	Awareness raising	✓	✗	✓	Process‡
City Engagement Forums & Evaluation	Information sharing	✗	✗	✗	Process
Search for Common Ground					
Community Dialogues	Information sharing	✗	✗	✗	Process
Faith Leader Training	Training	✓	✓	✓	Outcome*
Community Resilience Initiatives	Event	✓	✓	✓	Outcome
Sexual Minority Youth Assistance League					
School Trainings	Training	✓	✓	✓	Outcome
LGBTQ+ Youth Support Programs	Events	✓	✗	✓	Process‡
University of Texas at El Paso					
Community Education Events	Events	✗	✗	✗	Process
Podcasts and Social Media Campaign	Information sharing	✗	✗	✗	Process
Action for Kindness Educational Toolkit	Information sharing	✗	✗	✗	Process
Art Project Events	Events	✓	✗	✓	Process

* An outcome evaluation is contingent upon the use of knowledge-based pre-/posttests or other empirical knowledge- or skill-based assessments that accurately reflect the training curriculum.

† An outcome evaluation is contingent upon a third-party collecting and sharing data with the grantee and/or evaluators.

‡ A process evaluation is currently anticipated due to an inability to determine whether measurable outcomes can realistically be expected and, if so, what data will be collected to capture these outcomes. The evaluation team will continue working with the grantee to consider potential opportunities for outcome-level data collection as this component is further developed.

2 Grantee-Specific Evaluability Assessments

2.1 Educational Services District #123

2.5 Search for Common Ground

2.2 Health Quality Partners of Southern California

2.6 Sexual Minority Youth Assistance League

2.3 Institute for Strategic Dialogue, Strong Cities Network

2.7 University of Texas at El Paso

2.4 One World Strong

2.1 Educational Services District #123

2.1.1 Project Summary

Education Service District #123's (ESD 123's) FY2023 TVTP grant consists of two distinct projects aimed at preventing the escalation of violence within different populations. The first project supports the development or expansion of student threat assessment teams (STATs) at Columbia Basin College (CBC) and Washington State University Tri-Cities (WSU Tri-Cities). ESD 123's aim is for these efforts to create a safer college environment by equipping STATs with the necessary skills and resources to effectively manage and mitigate potential threats, and by enabling members of the campus communities to recognize and report threats. This project, hereafter referred to as the "Higher Education Project," consists of (1) STAT recruitment, development, and trainings; and (2) STAT operations.

The second project targets youth between 12 and 18 years of age with frequent police contacts, criminal convictions for low-level crimes, or high discipline rates in educational settings across three Washington counties: Benton, Franklin, and Walla Walla. As part of this project, ESD 123 will offer a range of case management, family education, youth resilience, and community outreach programming. These activities are designed to support at-risk youth and their families, enhancing their ability to cope with challenges and, in turn, reduce the likelihood that adolescents will engage in violence. This project, hereafter referred to as the "Youth Project," consists of (1) care coordination, (2) psychoeducation groups, and (3) family education workshops.

Higher Education Project

2.1.1.1 STAT Recruitment, Development, and Trainings (Objectives 1.1–1.3 and 1.6)

The first component of ESD 123's grant involves several key activities to establish and enhance STATs at CBC and WSU Tri-Cities. ESD 123 is leveraging existing threat assessment efforts at CBC and WSU Tri-Cities to recruit experienced professionals from a range of disciplines to serve on a STAT at each institution. The site aims to enlist staff members at both schools (e.g., professionals from campus housing, security, student conduct, and student services) and eight to ten local community safety stakeholders (e.g., professionals from the police departments, behavioral health providers, the Support Advocacy Resource Center, the fire department, and juvenile justice centers).

ESD 123 will provide a total of six threat assessment and management trainings to all STAT members. ESD 123 conducted the first session in June 2024, training 23 CBC and WSU Tri-Cities staff, local police and sheriff's department personnel, and staff from other education districts on identifying, evaluating, and managing targeted violence threats and recommended threat assessment processes. Topics of subsequent trainings will be developed to meet the teams' needs. Throughout these trainings, ESD 123 is administering pre-/posttests to measure knowledge gain and collecting data including the number and professional makeup of attendees as well as any facilitator observation notes. To further support STAT members, ESD 123 will sponsor travel and registration costs for the Association of Threat Assessment Professionals (ATAP) Conference. ESD 123 will track the number of project personnel attendees and document post-conference team discussions.

Lastly, ESD 123 will offer a train-the-trainer (TTT) bystander intervention training to at least four staff each from CBC and WSU Tri-Cities. TTT-trained staff are then expected to deliver the bystander training to interested faculty, staff, and students at both campuses. In so doing, ESD 123 strives to promote awareness of and willingness to report concerning behaviors across the campuses' communities. This, in turn, will enable the STATs to receive relevant reports and provide intervention, as needed. ESD 123 is currently in the process of identifying a vendor who can deliver the TTT training. For both the TTT training and the subsequent trainings held by the newly trained staff, ESD 123 plans to administer pre-/posttests to measure changes in knowledge gain and self-reported willingness to intervene.

2.1.1.2 STAT Operations (Objectives 1.4–1.5)

Once STAT members are recruited, ESD 123 will assist each STAT in developing policies and procedures to guide their behavioral threat assessment processes and documentation. ESD 123 will collect data on meeting frequency, purpose, and policy and procedure documents; it will then monitor STAT operations and provide technical support to ensure team members understand their roles and can effectively conduct threat assessments according to the established policies and procedures. ESD 123 will periodically review each STAT's reports, assess technical assistance needs, and offer corresponding feedback and support. As of this report, CBC and WSU Tri-Cities are in the process of identifying and finalizing STAT members with ESD 123's assistance, so activities under this component have not yet begun.

Youth Project

2.1.1.3 Care Coordination Program (Objectives 2.1 and 2.4)

ESD 123 developed a Care Coordination program to provide individualized, needs-based services to 12- to 18-year-old youth engaging in behaviors associated with youth delinquency and crime (e.g., substance use, unplanned absences from school, law enforcement contact). Thus far, ESD 123 hired and trained two care coordinators; these individuals receive referrals from agencies and organizations in contact with youth or their family members (e.g., public schools, behavioral health organizations, local law enforcement), develop care plans with youth, make referrals based on the care plans, track care plan progress, and graduate youth from the program once care plan goals have been met. The site also hired and trained a resilience advocate who provides more intensive services for juvenile justice-involved youth. ESD 123 is collecting a range of data, including data obtained through program enrollment documentation, care plans, and pre-/post-program self-assessments for enrolled youth. ESD 123 is working with the evaluation team to develop corresponding follow-up self-assessments.

To support the Care Coordination program, ESD 123 provides targeted and general community outreach. This includes hosting Care Coordination information sessions for potential referring agencies. ESD 123 plans for staff to also attend community and school events, where the team can share information about the Care Coordination program and youth-focused services within the community. As part of these outreach efforts, ESD 123 will administer a community needs survey, which will focus on receiving input from partner agencies about needs and risk factors impacting youth violence in the region. In addition to collecting survey responses, ESD 123 is collecting data about event attendance and monitoring partnerships formed through outreach.

2.1.1.4 Psychoeducation Groups (Objective 2.3)

ESD 123 seeks to promote social, emotional, and life skills among youth currently involved in the criminal legal system. Leveraging previously developed relationships with juvenile justice agencies in Benton, Franklin, and Walla Walla counties, ESD 123 accepts referrals for 12- to 18-year-old youth with repeated law enforcement encounters or lengthy school disciplinary records to complete a 6-week psychoeducation program, called the Youth Resilience Series. This program uses a preexisting publicly available curriculum that was designed to provide high school–aged youth with knowledge and skills related to goal setting and decision-making, prosocial communication and conflict resolution, and civic and workforce involvement.[1] ESD 123 plans to offer the series to 12 distinct cohorts of 5 to 8 youth each (60 to 96 youth over the total period of performance). Its data collection plan involves tracking youth attendance, documenting facilitator observations, and administering a pre-/post-survey, called the Program Evaluation Form, to measure changes in self-reported engagement in problematic behaviors and indicators of emotional and social well-being. The evaluation team is working with ESD to also develop a pre-/posttest to measure applied knowledge gain.

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1   ESD is using six of the 14 high school youth–oriented modules available from curriculum developer Overcoming Obstacles: Confidence Building, Decision-Making, Resolving Conflicts, Communication, Goal Setting, and Managing Your Life. For access to the module content, see https://www.overcomingobstacles.org/portal/en/grade-level/high-school

2.1.1.5 Family Education Workshops (Objective 2.2)

ESD 123 plans to offer a variety of short educational workshops for caregivers of youth (e.g., parents, guardians) and other interested adults to provide basic information about supporting youth mental and behavioral health. ESD 123 has selected two preexisting publicly available curricula for their workshops: Guiding Good Choices[2] and Youth Mental Health First Aid.[3] The first course, Guiding Good Choices, aims to promote healthy parent–child interactions and address children's risk for early substance use. The second course, Youth Mental Health First Aid, is designed to improve caregivers' skills for addressing youth mental health concerns and substance use, including how to respond to youth in crisis. ESD 123 will supplement both curricula with information about local community behavioral health resources. ESD 123 plans to offer these courses to 6 cohorts, depending on community interest, with 15 to 20 participants per class (reaching 90 to 120 caregivers in total). ESD 123 plans to collect workshop registration lists, facilitator observation notes, and pre-/post-surveys to measure participants' self-reported confidence in applying the skills they acquired through the training. Both curricula have been externally evaluated, having demonstrated effectiveness in achieving their intended objectives in delaying youth's initiation to substance use (Spoth et al., 2009) as well as improving mental health literacy and self-reported intentions to and confidence in assisting someone experiencing mental health needs (Bhakta et al., 2024). As such, ESD 123 will not collect outcome-level data to demonstrate the workshops' effectiveness and the evaluation team will conduct a process evaluation of this component.

2.1.2 Outcome Evaluability Assessment

RTI believes an outcome evaluation can be executed for four of ESD 123's project components: (1) the recruitment, development, and training of STATs; (2) STAT operations; (3) the Care Coordination program; and (4) the delivery of psychoeducation groups for youth. The feasibility of an outcome evaluation for these components is contingent on specific implementation and data collection decisions, as discussed throughout this section. The evaluation team will conduct a process evaluation of the component focused on family education workshops.

Higher Education Project

2.1.2.1 STAT Recruitment, Development, and Trainings

Does the quality of the project design and theory of change allow for an outcome evaluation?

The component's mission and purpose are clear, and the theory of change is logical. ESD 123's objectives under this component are threefold: (1) to identify and recruit suitable members from both CBC and WSU Tri-Cities, as well as local community professionals, to participate in the creation of STATs; (2) to support the development of STATs by providing trainings on policies and procedures, as well as professional development opportunities for its members; and (3) to ensure that both STAT members and their campus communities are trained on identifying, assessing, and reporting concerning behaviors. This would be achieved through STAT-specific training for STAT members as well as bystander intervention training to be delivered to campus staff and students. The objectives are SMART (specific, measurable, achievable, relevant, and time-bound), providing a basis for plausible and measurable outcomes.

Are the results of the TVTP project measurable and verifiable based on planned data collection?

Yes, ESD 123 is collecting measurable and verifiable data through knowledge-based pre-/posttests. These tests assess whether the STAT trainings increase members' knowledge about threat management policies and procedures and concerning behaviors (the second and third objectives listed above). However, for ESD 123's initial STAT training (June 2024), the pre-/posttests included questions that did not align with the content delivered. As such, some of the results obtained are not

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2   For more information about the course, see https://crimesolutions.ojp.gov/ratedprograms/77#1-0 ⟳
3   For more information about the course, see https://www.thenationalcouncil.org/our-work/mental-health-first-aid/ ⟳

indicative of knowledge gain. To ensure future tests effectively measure knowledge change, RTI will collaborate with ESD 123 and the training facilitator to develop tests reflective of the curriculum to be implemented in the remaining trainings. This is contingent upon receiving the curriculum beforehand to design aligned test questions.

Similarly, pre-/posttests for both the TTT version of the bystander training and the bystander trainings subsequently delivered to college faculty, staff, and students will measure trainees' change in knowledge about concerning behaviors. The pre-/posttests used for the college bystander trainings will additionally measure change in participants' self-reported willingness to act.

If an outcome evaluation were completed, would it be useful and meaningful?

Yes, by measuring the knowledge gain of STAT members and bystander intervention trainees through pre-/posttests, the evaluation would offer useful insights into the effectiveness of these training projects for increasing relevant knowledge needed to identify and report concerning behaviors, and to conduct effective threat assessment. This could inform future iterations of the trainings and their replication in other contexts.

2.1.2.2 STAT Operations

Does the quality of the project design and theory of change allow for an outcome evaluation?

Yes, the quality of the project design and theory of change support an outcome evaluation. The theory of change is based on establishing and building the capacity of STATs to conduct threat assessment and management of referred students, aiming to reduce their risks and increase their protective factors, ultimately reducing their likelihood of engaging in violence. The objectives are SMART, facilitating an outcome evaluation to assess whether the STATs effectively operated after their creation and training.

Are the results of the TVTP project measurable and verifiable based on planned data collection?

Yes, the results are measurable and verifiable based on ESD 123's plan to collect case notes and team documents from CBC and WSU Tri-Cities' STATs. ESD 123 will document details about both STATs' processes and interventions, such as the number and type of referrals for outside services (e.g., mental health, substance abuse, job skills, housing assistance), case status (i.e., active, in progress, closed), and case outcomes (e.g., resolved, referred to law enforcement). Case notes are also anticipated to include individuals' identified risk factors, behavioral changes, and extremist ideologies or specific grievances, if identified. The evaluation team will review these materials to measure the extent to which STATs were able to effectively operate. However, this outcome evaluation depends on each STAT collecting and sharing these data with ESD 123.

If an outcome evaluation were completed, would it be useful and meaningful?

Yes, an outcome evaluation would help measure whether and to what extent the STATs are conducting threat assessments in alignment with established policies and procedures and implementing appropriate interventions. An evaluation of this component would therefore enable data-driven adjustments to future work and guide similar initiatives at other higher education institutions.

Youth Project

2.1.2.3 Care Coordination Program

Does the quality of the project design and theory of change allow for an outcome evaluation?

Yes, the component's purpose is clear and its theory of change is plausible. The inputs, activities, outputs, and outcomes are logically connected. The objectives are SMART, which will enable the evaluation team to measure youth progress in their care plans and the Care Coordination program's intended effectiveness. The community needs survey will be included in the process evaluation, as ESD 123 does not intend for the survey to measure the outcomes of any intervention.

Are the results of the TVTP project measurable and verifiable based on planned data collection?

Yes, the results are measurable and verifiable based on ESD 123's plan to measure outcomes through care plans and pre-/post-program surveys. Individual care plans include progress notes for each program-enrolled youth, which specify their program goals, service referrals and engagement, and activities the youth completed toward their goals. Pre-/post-program surveys will document each youth's self-reported engagement in problematic behaviors and measures of emotional and social well-being upon program intake and discharge. ESD 123 has also agreed to implement follow-up surveys to measure changes in these elements since the youth's graduation from the program. ESD 123 and the evaluation team are working together to develop and implement an effective tracking system that will enable evaluators to match the survey and deidentified care plan data to individual participants. If this system is implemented as planned, it will enable evaluators to analyze the effectiveness of the Care Coordination program in increasing youth protective factors and decreasing risk factors for youth delinquency. The site is willing to share deidentified survey and care plan data with evaluators.

If an outcome evaluation were completed, would it be useful and meaningful?

Yes, an outcome evaluation would help determine whether ESD 123's program is effective in providing tailored resources to mitigate youth's risk for engaging in problematic behaviors and to promote their individualized care plan goals. However, because the Care Coordination program is not specifically focused on youth at risk of engaging in targeted violence—and does not conduct data to assess for this risk—an outcome evaluation cannot deduce the effectiveness of the program for TVTP. ESD 123 has sufficient resources and buy-in to continue activities under this component for the duration of its project.

2.1.2.4 Psychoeducation Groups

Does the quality of the project design and theory of change allow for an outcome evaluation?

The objectives of this component are clear: the psychoeducation groups are intended to help youth develop greater knowledge and skills related to goal setting and decision-making, prosocial communication and conflict resolution, and civic and workforce involvement, which in turn are expected to reduce risk factors, increase protective factors, and consequently lower the likelihood of recidivism and involvement in violence. It is realistic to expect measurable change in the relevant knowledge and skills as a result of ESD 123's Youth Resilience Series curriculum delivery. Additionally, it is plausible that the Youth Resilience Series could produce observable outcomes related to changes in participating youths' risk and protective factors associated with violence. However, given the relatively limited length and scope of this intervention, the evaluation team would expect any such changes to also be limited in nature and may be more indicative of short-term fluctuations as opposed to real change.

Are the results of the TVTP project measurable and verifiable based on planned data collection?

ESD 123 intends to gather two types of data from the psychoeducation groups to measure related outcomes. First, it will administer the Program Evaluation Form at the beginning and end of each cohort's participation in the Youth Resilience Series, allowing ESD 123 to capture measurable data on changes in self-reported behavior. This form includes self-assessment questions related to mental and social well-being, engagement in problematic behaviors, and substance use. However, this evaluation form has limitations: First, it was developed independently of the Youth Resilience Series curriculum and therefore may not collect data on indicators that are relevant to the curriculum. Moreover, it will only measure changes in self-reported behaviors immediately before and after participation in the 6-week series, which, as noted above, is a relatively short time frame to expect to witness real change in such behaviors. A longitudinal assessment of behavioral changes would therefore be more suitable for this intervention. In addition to the Program Evaluation Form, ESD 123 plans to administer pre-/posttests to assess changes in participants' applied knowledge through scenario-based questions. This approach provides measurable and verifiable data regarding the curriculum's effect on participant knowledge.

If an outcome evaluation were completed, would it be useful and meaningful?

Yes, albeit with limitations. The Youth Resilience Series is not designed to reduce risks directly associated with targeted violence or terrorism. As such, an outcome evaluation would be unable to produce outcomes that would be particularly meaningful to TVTP. Nevertheless, the planned data collection methods will allow for evaluators to measure initial indications of the Youth Resilience Series' intended outcomes by capturing short-term fluctuations but will not necessarily demonstrate its longer-term outcomes. An outcome evaluation that includes longitudinal data collection would be more informative, offering a deeper understanding of the psychoeducation group's ability to improve youth's skills, well-being, disengagement in problematic behaviors, and protective factors against violence. Therefore, while the planned evaluation will be useful in demonstrating short-term knowledge gain and fluctuations in self-reported behaviors, a more comprehensive outcome evaluation would be necessary for a thorough assessment of the psychoeducation groups' progress toward its intended objectives.

2.1.3 Evaluation Design

The evaluation team anticipates that it will review the data sources listed in Table 3 to undertake these process and outcome evaluations. This list is based on our current understanding of project activities, relevant project materials, and the ability of grantees to share data with the research team. As such, this list may shift over time.

Table 3. Anticipated Data Sources for Evaluation

Data Source	Evaluation Type	Purpose
Overall		
Calls with grantee	Process	Monitor updates
Project staff interviews (RTI)	Process	Thematic analysis of detailed data about project processes, accomplishments, and challenges
Event observation (RTI)	Process	Observe for understanding of content and implementation
STAT Recruitment, Development, and Trainings		
Training materials	Process	Review for understanding of content
STAT training pre-/posttests	Outcome	Descriptive analysis to measure change in correct responses before and after training
STAT trainee interviews (RTI)	Process	Thematic analysis of trainees' experience with and feedback from training
STAT trainer interviews (RTI)	Process	Thematic analysis of trainer's development of and experience with training
STAT trainee registration lists (deidentified)	Process	Descriptive analysis of trainee affiliation and professional fields
STAT training facilitator notes	Process	Thematic analysis of trainer's observations of trainee participation and content mastery
Post–STAT training discussion notes	Process	Review for understanding of content
TTT bystander training pre-/posttests	Outcome	Descriptive analysis to measure change in correct responses before and after training
TTT bystander trainer interviews (RTI)	Process	Thematic analysis of trainer's development of and experience with training
TTT bystander trainee interviews (RTI)	Process	Thematic analysis of trainees' experience with and feedback from training
TTT bystander trainee registration lists (deidentified)	Process	Descriptive analysis of trainee affiliation and professional fields

Data Source	Evaluation Type	Purpose
College bystander training participant pre-/post-surveys	Outcome	Descriptive analysis to measure change in self-reported willingness to report concerning behaviors before and after training; descriptive analysis to measure change in correct responses before and after training
ATAP conference attendance list (deidentified)	Process	Descriptive analysis of trainee affiliation and professional fields
Post–ATAP conference discussion notes	Process	Review for understanding of content
STAT Operations		
Organizational threat assessment policies and procedures	Process	Review for understanding of content and analysis of conformity with STAT training
Signed memoranda of understanding	Process	Review for understanding of team affiliations and referral mechanisms
STAT meeting notes	Process	Review for understanding of team operations and makeup
Intervention plans (deidentified)	Process	Descriptive analysis of STAT activities performed; descriptive analysis of behavioral concerns and risk factors identified among intervention plan recipients
Intervention case reviews (deidentified)	Process; Outcome	Review for understanding of applied threat assessment and management processes; descriptive analysis to measure the application of treatment interventions
Case studies (deidentified)	Process	Review for understanding of team processes
Formative and summative evaluation survey results	Process	Descriptive analysis of STAT members' self-reported experiences
Evaluation summary reports	Process	Review for understanding of STAT development and implementation processes and outputs
STAT technical support documentation	Process	Review for understanding of team processes and challenges
STAT member list (deidentified)	Process	Descriptive analysis of trainee affiliation and professional fields
STAT interviews (RTI)	Process	Thematic analysis of responses to gauge satisfaction, usability, acceptability, and sustainability of the STATs
Care Coordination Program		
Enrollment documents	Process	Review for understanding of program enrollment criteria
Signed memoranda of understanding and/or letters of commitment	Process	Review for understanding of program affiliations and referral mechanisms
Partner organization lists and outreach (deidentified)	Process	Review for understanding of organizations involved in Care Coordination programming
Referral intake tracking spreadsheets (deidentified)	Process	Review for understanding of Care Coordination intake and follow-up processes
Care plans (deidentified)	Process	Descriptive analysis of participants' progress toward personal goals
Pre-/post-program self-assessments (deidentified)	Outcome	Descriptive analysis to measure change in self-reported engagement in problematic behaviors and measures of emotional and social well-being
Follow-up self-assessments (deidentified)	Outcome	Descriptive analysis to measure change in self-reported engagement in problematic behaviors and measures of emotional and social well-being
Outreach materials	Process	Review for understanding of content

Data Source	Evaluation Type	Purpose
Community event data	Process	Descriptive analysis of event activities held
Community partner lists (deidentified)	Process	Descriptive analysis of partner organizations' roles and responsibilities
Community survey results	Process	Thematic analysis of responses to gauge community needs; review for event feedback
Care Coordination team member interviews (RTI)	Process	Thematic analysis of responses to gauge satisfaction, usability, acceptability, and sustainability of the Care Coordination program
Psychoeducation Groups		
Program materials	Process	Review for understanding of content
Pre-/post-self-assessments (deidentified)	Outcome	Descriptive analysis to measure change in self-reported engagement in problematic behaviors and measures of emotional and social well-being
Pre-/posttest results (deidentified)	Outcome	Descriptive analysis to measure change in applied knowledge
Workshop attendance data (deidentified)	Process	Descriptive analysis of participant demographics
Workshop facilitator notes	Process	Thematic analysis of facilitators' observations of participants' receptiveness to workshop content
Family Education Workshops		
Workshop materials	Process	Review for understanding of content
Workshop pre-/post-survey results (deidentified)	Process	Descriptive analysis to measure change in self-reported confidence
Workshop registration lists (deidentified)	Process	Review for understanding of attendee demographics
Workshop facilitator notes	Process	Thematic analysis of trainers' observations of attendee participation and content mastery

2.2 Health Quality Partners of Southern California

2.2.1 Project Summary

HQP's grant seeks to increase reporting of and risk-reducing responses to behaviors of concern by creating a workplace violence prevention and intervention program for Health Center Partners of Southern California (HCP), a consortium of 16 primary care health providers. HQP's project is divided into four components: (1) workplace violence prevention policy development; (2) threat management team (TMT) creation and training; (3) organization-wide program awareness; and (4) TMT implementation and monitoring. HQP is partnering with Dr. Manny Tau, an independent threat assessment and management practitioner, to lead training activities and provide technical assistance. For this grant, HQP is only working with the 16 health care organizations that are members of their consortium.

2.2.1.1 Workplace Violence Prevention Policy Development (Objectives 1.1–1.4)

HQP's first task is to assist each HCP member organization in reviewing and updating their current workplace violence prevention policies, or to help them establish new ones if none are currently in place. Effective July 1, 2024, California law (S.B. 553, 2023) mandates that all workplaces, including HCP's members, must develop workplace violence prevention plans. To aid in compliance, HQP will offer technical support and has developed a model policy to serve as a resource for member organizations.

This component depends on member organizations' willingness to share their policies or request HQP's assistance in their development and review. While HQP has begun notifying member organizations about its technical assistance and policy review capabilities, these organizations have thus far been hesitant to share their existing policies. If member organizations do request assistance, HQP will track the number of organizations and the type of assistance requested and provided. As such, this component is well suited for a process evaluation.

2.2.1.2 Threat Management Team Creation and Training (Objectives 2.1–2.3)

Under this component, HQP is working with its participating organizations to identify and train staff who will form TMTs at their respective organizations. Each TMT will be designed to receive and assess staff reports regarding any threatened or completed acts of violence involving other health center staff, patients, or vendors. If individuals present an ongoing concern, TMTs will be responsible for developing comprehensive threat management plans to mitigate the risk of future violence. To this end, HQP has recommended that each health center select a minimum of four individuals from an array of disciplines (e.g., human resources, security, executive management, behavioral health) to attend TMT training and serve as core members of their TMT, with a target of 75 TMT staff across all 16 member organizations. HQP is thus tracking the number and professions of individuals identified.

In June 2024, HQP provided TMT training to 46 staff identified as potential TMT members. The 16 hour training, developed and delivered by Dr. Tau, was intended to assist TMT members in identifying, evaluating, and managing targeted violence threats and to provide basic information about recommended TMT processes. HQP administered pre-/posttests at the training to measure knowledge gain associated with training completion. It also intends to administer a follow-up test within 6 months of the training to gauge knowledge retention. As additional health centers formalize their TMTs, HQP will provide four to eight advanced trainings to TMT staff. For these advanced TMT trainings, HQP intends to administer corresponding pre-, post-, and follow-up tests in addition to scenario-based skills assessments.

2.2.1.3 Organization-Wide Program Awareness (Objectives 3.1–3.2)

The third component of HQP's TVTP grant aims to raise awareness of workplace violence prevention among all staff in the HQP consortium, focusing on non-TMT members such as supervisors and general staff. Alongside the TMT member training described above, these efforts aim to ensure a comprehensive understanding of and adherence to workplace violence policies and procedures at all organizational levels. HQP anticipates that TMTs will begin to receive referrals for threat management as health center staff learn to identify behaviors of concern and receive clear guidance for reporting incidents to their designated TMT. To this end, HQP has timed

their organization-wide workplace violence prevention training to occur shortly after the initial TMT training.

Supervisors. HQP will provide a tailored 4-hour in-person TTT training for supervisors, equipping them with the skills needed to respond effectively to reported threats. Each participating member organization will select one individual to attend this TTT session, who will then deliver the training to supervisors within their respective organizations. Initial trainees will engage in skills-based exercises (e.g., table-top activities, case studies) to assess their ability to deliver the training effectively. Additionally, HQP plans to collect pre-, post-, and follow-up tests to assess TTT participants' knowledge gain and retention. HQP will record the number of trainings subsequently held by TTT participants at their respective organizations. HQP is considering options to monitor the TTT participants' fidelity to the supervisor training curriculum during the subsequent trainings they facilitate within their own organizations.

Staff. HQP will offer a 1-hour in-person training for general staff, providing foundational knowledge about identifying concerning behaviors and reporting procedures. This session will be recorded to ensure accessibility for general staff unable to attend in person, allowing them to view it online. For the in-person training, HQP plans to collect pre-, post-, and follow-up tests to assess general staff's knowledge gain and retention. As of this report date, HQP has not yet determined whether it will be able to administer a knowledge-based test to the online trainees.

As part of this component, HQP is administering pre- and post-program surveys to supervisors, general staff, and TMT members. These surveys are designed to measure familiarity with workplace violence prevention procedures and to learn about the workplace safety climate at each health center. HQP has distributed the pre-program survey to TMT members and plans to administer this survey in advance of the separate supervisor and staff trainings. Toward the end of HQP's project, it intends to deliver the post-program surveys to all three groups, which it will use to measure changes in staff familiarity with workplace violence prevention procedures and staff perceptions of the workplace safety climate.

2.2.1.4 Threat Management Team Implementation and Monitoring (Objective 2.3)

HQP anticipated that once health center staff designated as TMT members received the initial TMT training (June 2024), they would formalize their respective TMTs. As of the writing of this report, 2 member organizations have done so, with 12 others continuing to identify additional staff to serve on their TMTs. HQP is tracking the number of member organizations developing TMTs and, with each new team, their disciplinary makeup (e.g., human resources, security, executive management, behavioral health).

Once member organizations establish their TMTs, they will be required to submit quarterly reports to HQP to monitor their performance. Upon receiving these reports, HQP will assess and record whether TMT performance aligns with organizational policies and the established best practices in threat assessment and management provided through its TMT training.

2.2.2 Outcome Evaluability Assessment

The evaluation team believes an outcome evaluation can be executed for three of HQP's project components: the TMT creation and training, organization-wide workplace violence prevention training, and TMT implementation and monitoring, contingent on specific implementation and data collection decisions discussed throughout this section. A process evaluation is feasible and appropriate for the workplace violence prevention policy development component.

2.2.2.1 Threat Management Team Creation and Training

Does the quality of the project design and theory of change allow for an outcome evaluation?

The component's mission and purpose are clear, and the theory of change is logical. HQP's objectives under this component are twofold: (1) to identify suitable individuals from each member organization to participate in the creation of TMTs, and (2) to ensure that these individuals complete both initial and advanced TMT training. These objectives are SMART and the second objective allows for plausible and measurable outcomes.

Are the results of the TVTP project measurable and verifiable based on planned data collection?

Yes, HQP is collecting measurable and verifiable data through pre-/posttests to assess whether HQP's trainings increase TMT members' knowledge about concerning behaviors and threat management. HQP gathered knowledge-based pre-/posttest data for the initial TMT training. However, some of these data are not reflective of knowledge gain; the RTI evaluation team observed that the trainer deviated from the curriculum, leading to a mismatch between some of the concepts covered during the training and those included on the tests. To ensure that pre-/posttests administered during future trainings can effectively measure knowledge change, RTI will continue to collaborate with HQP and the trainer to develop accurate tests for the advanced TMT training. Developing and administering accurate tests is contingent upon (1) receiving the curriculum from the trainer beforehand in order to design test questions, and (2) the alignment between the pre-/posttests and the delivered curriculum.

If an outcome evaluation were completed, would it be useful and meaningful?

Yes, an outcome evaluation would be useful and meaningful. By measuring the knowledge gains of TMT members through pre-/posttests, the evaluation would offer useful insights into the effectiveness of the training programs for increasing TMT members' knowledge.

2.2.2.2 Organization-Wide Program Awareness

Does the quality of the project design and theory of change allow for an outcome evaluation?

The component's mission and purpose are clear and the theory of change is plausible. The objectives of the supervisor and general staff trainings are SMART. These objectives aim to increase awareness of workplace violence prevention policies and procedures, enhance knowledge on identifying concerning behaviors, and improve reporting mechanisms. Under the supervisor-focused objective, the training also focuses on how to respond to reported threats. Given that both objectives involve structured training, measurable outcomes to capture training effectiveness in increasing knowledge can be expected from this component. In addition, through the pre- and post-program surveys, HQP will capture changes in self-reported familiarity with workplace violence prevention policies and perceptions of the workplace safety climate.

Are the results of the TVTP project measurable and verifiable based on planned data collection?

Yes, HQP plans to collect (1) knowledge-based pre-/posttests for the TTT for supervisors and the general staff trainings, which can be used to measure and verify participants' knowledge change as a result of the trainings; and (2) follow-up tests, which can be used to measure participants' knowledge retention. However, obtaining valid outcome data for the trainings is contingent on the pre-, post-, and follow-up tests matching the curriculum delivered. HQP additionally plans to use case study discussions during the TTT session for supervisors to assess the TTT trainees' familiarity with the core training concepts. HQP is also considering administering a skills-based assessment to measure the trainees' ability to deliver the training content. However, because the site has not yet received the TTT curriculum, it has not determined conclusively whether it will use this kind of assessment. If HQP employs skills-based exercises that measure individual TTT participants' effectiveness in delivering the core training concepts, the evaluation team will also draw upon these data for its outcome evaluation. The evaluation team will work with HQP to design an evaluation tool for this purpose.

Additionally, through the pre- and post-program surveys, HQP is collecting quantifiable data at the beginning and end of its project. These will allow the evaluation team to measure changes in self-reported familiarity of workplace violence prevention policies and procedures as well as changes in perceptions of workplace safety climate. Questions related to the workplace safety climate were derived from a previously validated assessment tool.[4]

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4   The pre- and post-program surveys incorporate questions from Zohar and Luria's (2005) workplace safety climate scale, Organization Level Safety Climate Scale.

If an outcome evaluation were completed, would it be useful and meaningful?

Yes, an outcome evaluation would be useful as it may provide insight into whether the two versions of workplace violence and prevention trainings—one for supervisors and one for general staff—are effective in improving knowledge about concerning behaviors and reporting processes among HCP member organizations. It will also demonstrate the potential of these trainings and HQP's ensuing workplace violence prevention program to improve perceptions of workplace safety climate among staff working at multiple levels (i.e., TMTs, supervisors, and general staff).

2.2.2.3 Threat Management Team Implementation and Monitoring

Does the quality of the project design and theory of change allow for an outcome evaluation?

Yes, the quality of the project design and theory of change support an outcome evaluation. The project design clearly outlines the goals and objectives of the TMT implementation and monitoring component. The objectives are SMART, which facilitates an evaluation to assess whether the TMTs effectively operated after their creation and training.

Are the results of the TVTP project measurable and verifiable based on planned data collection?

Yes, the results are measurable and verifiable based on HQP's plan to measure outcomes through deidentified quarterly reports received from the TMTs. HQP expects these reports to include the following key information: the number of TMT meetings held, the number of TMT members in attendance, the number of threat reports reviewed, corresponding intervention activities conducted, the number of referrals provided, and whether any outside assistance from law enforcement or other service providers was requested. However, this is contingent upon member organizations' willingness to collect and share these data with HQP.

If an outcome evaluation were completed, would it be useful and meaningful?

Yes, an outcome evaluation would help determine whether and to what extent the TMTs are conducting effective threat assessments that align with organizational policy and best practices and implementing appropriate interventions as a result of HQP's grant activities. An evaluation of this component would also be beneficial by enabling data-driven adjustments to future work and potentially guiding similar initiatives by other implementers.

2.2.3 Evaluation Design

The evaluation team anticipates that it will review the data sources listed in Table 4 to undertake these process and outcome evaluations. This list is based on our current understanding of project activities, relevant project materials, and the ability of grantees to share data with the research team. As such, this list may shift over time.

Table 4. Anticipated Data Sources for Evaluation

Data Source	Evaluation Type	Purpose
Overall		
Calls with grantee	Process	Monitor updates
Project staff interviews (RTI)	Process	Thematic analysis of detailed data about project processes, accomplishments, and challenges
Partner staff interviews (RTI)	Process	Thematic analysis of detailed data about partners' roles, processes, accomplishments, and challenges
Event observation (RTI)	Process	Observe for understanding of content and implementation

Data Source	Evaluation Type	Purpose
Workplace Violence Prevention Policy Development		
Program model workplace violence policy	Process	Review for understanding of content
Member organizations' workplace violence policies	Process	Review for understanding of content and analysis of conformity with model policy
Feedback to member organizations on workplace violence policies	Process	Review for understanding of content
Member organization policy survey	Process	Review for understanding of member organizations' self-reported training completion and policy familiarity
Threat Management Team Creation & Training		
Training materials	Process	Review for understanding of content
Training pre-/posttests	Outcome	Descriptive analysis to measure change in correct responses before and after training
Trainee interviews (RTI)	Process	Thematic analysis of trainees' experience with and feedback from training
Trainee attendance lists (deidentified)	Process	Descriptive analysis of trainee affiliation and professional fields
Threat management team member list (deidentified)	Process	Descriptive analysis of trainee affiliation and professional fields
Organization-Wide Program Awareness		
Training materials	Process	Review for understanding of content
Training pre-/posttests	Outcome	Descriptive analysis to measure change in correct responses before and after training
Training follow-up tests	Outcome	Descriptive analysis to measure knowledge retention for a designated period after training
Training skills–based exercises	Outcome	Descriptive analysis of rubric results to measure trainees' readiness to provide training to other staff
Trainee interviews (RTI)	Process	Thematic analysis of trainees' experience with and feedback from training
Trainee attendance lists (deidentified)	Process	Descriptive analysis of trainee affiliation and professional fields
Pre-/post-program surveys (TMT members, supervisors, general staff)	Outcome	Descriptive analysis of self-reported workplace violence policies, procedures, TVTP awareness, workplace safety climate, and experience with the program; and content analysis of workplace violence incident reports
Threat Management Team Implementation & Monitoring		
TMT quarterly reports (deidentified)	Outcome	Descriptive analysis of aggregate risk assessment tasks; descriptive analysis of identified risk and protective factors, interventions, and results; descriptive analysis of activities performed in alignment with model policy
Member organization TMT roster (deidentified)	Process	Review for understanding of team makeup
TMT member interviews (RTI)	Process	Thematic analysis of responses to gauge satisfaction, usability, acceptability, and sustainability of the workplace violence prevention program

2.3 Institute for Strategic Dialogue, Strong Cities Network

2.3.1 Project Summary

The goal of Strong Cities Network's (SCN's) TVTP grant is to assist the governments of small and mid-sized cities in creating, executing, and maintaining multi-actor frameworks for the prevention of hate- and extremism-based violence. Toward this aim, SCN's project includes three components: (1) local leadership group (LLG) development and training, (2) localized prevention planning and implementation, and (3) city-led prevention promotion. SCN is receiving consultative support from subject matter experts (SMEs) in violence prevention and social cohesion from Boston Children's Hospital, the University of Illinois in Chicago, the Eradicate Hate Global Summit,[5] and other independent contractors.

2.3.1.1 Local Leadership Group Development & Training (Objectives 1–2)

For its first task, SCN is focused on recruiting and preparing local government, law enforcement, and civic actors to identify and coordinate existing TVTP efforts in their select cities. First, SCN assigns each city an SME to assist throughout their project involvement. Through the assigned SME, SCN will work with the city point of contact to assemble a directory of local stakeholders and programs relevant to local TVTP efforts. SCN will coordinate with this point of contact to recruit local government (e.g., mayors, city council members, city staff), law enforcement agencies, and civic organizations (e.g., public school personnel, LGBTQIA+ affinity groups, immigrant support organizations) to serve as LLG members. Thus far, SCN has received mayoral buy-in to form LLGs in four pilot cities: Albuquerque, New Mexico; Chattanooga, Tennessee; Overland Park, Kansas; and Stamford, Connecticut.

With support from SMEs, SCN developed five sequential 2-hour training modules to prepare LLG members for their role. The modules are designed to improve participants' knowledge of (1) current trends in hate- and extremism-motivated violence and the public health approach to violence prevention; (2) processes for coordinating different disciplines in violence prevention; (3) community engagement models; (4) community-based primary prevention programs; and (5) community-based secondary prevention programs. SCN plans to collect pretests before the training, posttests approximately 1 month after the training, and follow-up tests 4 to 6 months after the training to assess LLG members' knowledge gain and retention.

SCN also plans to administer periodic surveys to LLG members to assess their experiences with the LLG training and implementation. Survey 1, administered with the LLG training pretest, is designed to measure members' familiarity with the expectations for LLG participation. Survey 2, administered with the training posttest, is designed to measure (1) members' self-reported confidence in applying the skills covered by the training modules and (2) members' perceptions of the training's usefulness in preparing them to serve on an LLG. Survey 3, administered with the training follow-up test, will collect LLG members' feedback on SCN-directed activities that their groups complete in the 4 to 6 months after the LLG training. SCN is considering administering a fourth survey at the close of the project to gather LLG members' perspectives on the implementation process and overarching feedback. SCN has already distributed Survey 1 and is prepared to administer Survey 2.

A fifth city—Athens, Ohio—will not form an LLG but has agreed to participate in SCN-directed TVTP activities. SCN anticipates that three interested groups from the city (K-12 public school personnel, Ohio University staff, and members of the city council and community) will participate; SCN refers to these as a prevention pillar group (PPG). As of this report date, SCN is continuing discussions with Athens to determine suitable training objectives for its PPG and, in turn, whether the pre-, post-, and follow-up tests and surveys designed for the LLGs are relevant.

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5   SCN's original proposal listed the McCain Institute for International Leadership as its subcontractor. Since proposal award, this entity has since moved to the Eradicate Hate Global Summit.

2.3.1.2 Localized Prevention Planning & Implementation (Objective 3)

In component two, SCN intends to work with the LLGs to set up TVTP frameworks. First, SCN will work with each city's LLG to carry out consultative local needs and vulnerabilities assessments (NVAs). Next, it will assist each LLG in designing its unique city TVTP framework, including objectives, activity plans, timelines, key performance indicators, and a sustainability plan. SCN's SMEs will then assess the frameworks based on a rubric of set criteria. Finally, SCN will help the LLGs implement and monitor their TVTP frameworks for 14 months by holding at least two check-in meetings per month with each LLG.

SCN will measure outputs—including the number of stakeholder consultations for each local NVA, the percent of each TVTP framework implemented, and the framework design rubric results—and will collect relevant materials documenting the LLGs' efforts. Additionally, each LLG is expected to identify unique performance indicators and collect and share these data with SCN. However, this component is not yet fully defined, since LLGs have not designed their TVTP frameworks or accompanying performance indicators. The evaluation team is therefore not yet able to confirm whether these frameworks will be designed in a way that would plausibly produce measurable outcomes and, in turn, whether the performance indicators will enable SCN to measure these outcomes. As such, this component is currently well suited for a process evaluation. However, evaluators will continue working with SCN as the LLGs begin designing their frameworks to determine whether this activity would additionally be eligible for an outcome evaluation.

2.3.1.3 City-Led Prevention Promotion (Objective 4)

For its final component, SCN will disseminate information on addressing hate, extremism, and polarization by (1) producing and distributing a monthly newsletter and six webinars and (2) presenting at National League of Cities side events to share lessons learned from working with its five pilot cities. SCN has also extended this component since the project award by adding the (3) Prevention Academy pilot. The Prevention Academy will include four webinars building from the live virtual training modules shared with the LLGs. Through these activities, SCN aims to promote learning exchanges on TVTP between cities across the United States. SCN plans to collect output-level data by measuring the number of events/webinars and the number of attendees. Given this component's focus on information sharing, it is most suitable for a process evaluation.

2.3.2 Outcome Evaluability Assessment

Based on the Outcome Evaluability Assessment Checklist, an outcome evaluation is most appropriate for SCN's LLG development and training component. A process evaluation is most appropriate for the localized prevention planning and implementation component and the city-level prevention promotion component, though the evaluation team will continue to look for opportunities to measure outcomes from the latter.

2.3.2.1 Local Leadership Group Development & Training

Does the quality of the project design and theory of change allow for an outcome evaluation?

Yes, SCN is developing five groups in as many cities that will be responsible for coordinating TVTP efforts based on SCN's training and guidance. SCN anticipates that by identifying diverse sets of violence prevention stakeholders, recruiting them to serve in a TVTP leadership position, and training them on city-led prevention efforts, participating cities will be well positioned to develop and lead their own local prevention initiatives. The training-focused objective (Objective 2) is SMART and allows for measurable outcomes regarding participants' knowledge and confidence change as a result of SCN's project.

Are the results of the TVTP project measurable and verifiable based on planned data collection?

Yes, SCN is administering pre-, post-, and follow-up tests that will measure changes in knowledge associated with the LLG training and changes in LLG members' confidence in designing, coordinating, and delivering a TVTP framework. As of this report date, SCN has facilitated Modules 1, 2, 3, and 4 for the four cities with LLGs and is in the process of scheduling or completing Module 5 for these same cities. Training activities for the city of Athens have not yet been developed. Once they are, the evaluation team will work with SCN to develop accompanying knowledge-based pre-, post-, and follow-up tests, if feasible and appropriate.

If an outcome evaluation were completed, would it be useful and meaningful?

Yes, an outcome evaluation would allow the evaluation team to measure the effectiveness of SCN's trainings in increasing TVTP knowledge and self-confidence in designing and delivering a TVTP framework. SCN has previously delivered similar trainings in other countries but is doing so for the first time in the United States through this project. To the extent that this training is effective in delivering key concepts related to city-led TVTP, it could be useful for other cities and TVTP practitioners to employ.

2.3.3 Evaluation Design

The evaluation team anticipates that it will review the data sources listed in Table 5 to undertake these process and outcome evaluations. This list is based on our current understanding of project activities, relevant project materials, and the ability of grantees to share data with the research team. As such, this list may shift over time.

Table 5. Anticipated Data Sources for Evaluation

Data Source	Evaluation Type	Purpose
Overall		
Calls with grantee	Process	Monitor updates
Project staff interviews (RTI)	Process	Thematic analysis of detailed data about project processes, accomplishments, and challenges
SME pool interviews (RTI)	Process	Thematic analysis of detailed data about project processes, accomplishments, and challenges
LLG member interviews (RTI)	Process	Thematic analysis of detailed data about members' roles, leadership group processes, accomplishments, and challenges
Event observation (RTI)	Process	Observe for understanding of content and implementation
Local Leadership Group Development & Training		
Local stakeholder and program directories	Process	Review for understanding of content
LLG roster	Process	Review for understanding of team makeup
LLG surveys	Process; Outcome	Descriptive analysis of training feedback; descriptive analysis of self-reported change in confidence before and after LLG training
LLG meeting attendance lists	Process	Review for understanding of engagement
LLG training materials	Process	Review for understanding of content
LLG training pre-/posttests	Outcome	Descriptive analysis to measure change in correct responses before and after training

Data Source	Evaluation Type	Purpose
LLG training follow-up tests	Outcome	Descriptive analysis to measure change in correct responses 4 to 6 months after training
LLG trainee interviews (RTI)	Process	Thematic analysis of trainees' experience with and feedback regarding training
LLG trainee attendance lists (deidentified)	Process	Descriptive analysis of trainee affiliation and professional fields
PPG training materials	Process	Review for understanding of content
PPG trainee attendance lists (deidentified)	Process	Descriptive analysis of trainee affiliation and professional fields
Localized Prevention Planning & Implementation		
Local prevention framework rubric results	Process	Descriptive analysis of framework, scoring the quality of TVTP frameworks based on criteria including good practice; alignment with local needs, threats, and national strategies; feasibility; clarity of objectives and methods; and evaluability
LLG consultation materials	Process	Descriptive analysis of (1) number and identity of stakeholder consultations, by city; and (2) guidance provided to determine alignment with local needs and threat assessments
TVTP framework materials	Process	Review for understanding of content
LLG progress reports	Process	Descriptive analysis of proportion of TVTP framework implemented, by city
TVTP framework performance indicator results	Process*	Descriptive analysis of unique indicators determined by each LLG
LLG survey results	Process	Descriptive analysis of responses to gauge satisfaction with project training and technical assistance
LLG member interviews (RTI)	Process	Thematic analysis of responses to gauge satisfaction, usability, acceptability, and sustainability of the LLG framework
City-Led Prevention Promotion		
Strong Cities monthly newsletters	Process	Review for understanding of content
Webinars	Process	Review for understanding of content
Event attendee lists (deidentified)	Process	Descriptive analysis of attendee affiliation
Event materials	Process	Review for understanding of content
Prevention Academy materials	Process	Review for understanding of content
Prevention Academy attendee lists (deidentified)	Process	Descriptive analysis of attendee affiliation

* These data may be used for an outcome evaluation if the LLGs set and collect outcome-level performance indicators.

2.4 One World Strong

2.4.1 Project Summary

One World Strong's (OWS's) grant seeks to improve local prevention capabilities across the city of Boston by bringing together a network of schools, civic actors, and city officials. For the purposes of this evaluability assessment, we have separated OWS's grant into the following five components: (1) School Resource Teams (SRTs) and Community Threat Assessment Teams (CTATs), (2) school and community organization trainings, (3) a mentoring program, (4) Make Our Schools Safe (MOSS) student groups, and (5) City Engagement Forums (CEFs) and evaluation.

2.4.1.1 School Resource Teams & Community Threat Assessment Teams (Objectives 1 and 3)

Under this component, OWS seeks to establish SRTs at all 121 Boston public schools and district-level CTATs made up of relevant civic actors in the Boston area. Once formed, SRTs will identify students susceptible to and at risk of targeted violence and terrorism (TVT) at their schools and, as appropriate, refer these students' anonymized cases to the CTATs. In turn, the CTATs, under the guidance of OWS, will conduct risk assessments of the referred cases and develop individualized intervention plans. The CTATs will provide the referring SRT with the individualized intervention plan, and the SRT will then work with the student to administer the plan.

Through this process, OWS seeks to (1) improve local school prevention capabilities by increasing the capacity of schools to effectively identify students susceptible to TVT and (2) enhance district- and city-wide threat assessment and management capabilities. To measure progress toward these objectives, OWS plans to collect a wide range of data. OWS will track outputs including the number of SRTs and CTATs formed, the professional background or affiliation of team members, and the number of meetings held. Additionally, OWS plans to track indicators to measure outcomes—namely, the effective implementation of the threat referral, assessment, and management processes across these teams. These indicators will include the number of cases identified and referred by SRTs, the number of cases assessed by OWS and the CTATs, the number of intervention plans developed and approved, the number and types of services recommended in intervention plans, and case status. RTI plans to use these data to measure outcomes associated with OWS's establishment and capacity building of the SRTs and CTATs.

2.4.1.2 School & Community Organization Trainings (Objective 1)

OWS has revised this component significantly since project award and is currently working to determine its exact substance and structure. Based on the evaluation team's most recent conversations with OWS, OWS plans to develop a series of training modules that it will offer to Boston public schools, organizations participating in the CTATs, and other interested civic actors in the Boston area. OWS is currently developing a menu of six training modules. The first three modules will focus on an introduction to extremism, youth-relevant online harms, and OWS's planned referral process for its SRTs and CTATs. These trainings will build on existing curricula and resources but will be adapted to the specific context of OWS's grant. The next two modules offered by OWS will be preexisting validated courses that will qualify trainees for accreditation: "Building Resilience" and "Youth Mental Health First Aid."[6] Finally, OWS will advise interested schools and organizations, as appropriate, to take a sixth module: a preexisting training on the Comprehensive Threat Assessment Guidelines (CSTAG) model.[7]

Given the range of needs, capacities, and contexts across Boston public schools and community organizations, each organization will be able to select which of these six modules it participates in. Additionally, although OWS will encourage schools and community organizations to enroll SRT and CTAT members in all relevant modules, it is possible that some SRTs

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6   For more information about the course, see https://www.thenationalcouncil.org/our-work/mental-health-first-aid/.
7   For more information about this model and accompanying trainings, see https://education.virginia.edu/research-initiatives/research-centers-labs/research-labs/youth-violence-project/school-threat-assessment/comprehensive-school-threat-assessment-guidelines.

and/or CTATs will not participate in any modules or will have selected differing modules from one another. Further, schools and community organizations will be allowed to participate in OWS's training modules without necessarily forming or participating in SRTs and CTATs.

Per OWS's IMP, it intends to record the number of each module conducted at each school or organization and the number of participants. For the first three modules, OWS plans to implement surveys to measure awareness of extremism, online harms relevant to youth, and OWS's referral process. OWS does not feel that knowledge-based pre-/posttests would be appropriate for these modules, as its stated focus for these modules is to increase general awareness of these concerns and processes, rather than transfer specific knowledge or skills. Additionally, OWS is concerned that administering knowledge-based assessments will decrease willingness to participate in the trainings.

For the three training modules that will use preexisting curricula, OWS plans to conduct satisfaction surveys to gather participant feedback, but it does not intend to administer assessments to measure knowledge- or skill-related outcomes because these curricula have already been evaluated and validated. Together, the surveys measuring awareness and the satisfaction surveys will be used to conduct a process evaluation of the training component.

2.4.1.3 Mentoring Program (Objective 2)

OWS aims to develop a mentorship program that will serve as one possible service included in the individualized intervention plans designed under its SRT and CTAT component. With support from Roca, one of OWS's partner organizations, OWS will recruit and train college-age mentors from local universities. The program will match at-risk students to mentors based on the student's (mentee's) assessed level of need and risk. Mentors will then provide their mentees with educational support and life skills mentoring, as appropriate. With the mentorship program, OWS seeks to (1) bolster emotional intelligence and social learning to support healthy social interactions and (2) reinforce academic and practical skills to support future employment and long-term resilience. OWS does not currently plan to measure outcomes of this component; this would require schools to share the individualized outcomes of participating mentees, which is restricted due to information-sharing constraints and privacy concerns. However, RTI will work with OWS to determine whether an outcome evaluation is possible for this component if these circumstances change. Currently, OWS plans to collect progress data including the number of mentoring sessions and number of calls into a 24/7 support hotline for mentors. RTI will use these data along with mentor training materials, mentor recruitment measures, and interviews with mentors to inform a process evaluation.

2.4.1.4 Make Our Schools Safe Student Groups (Objective 2)

In the fourth component, OWS intends to support the formation of student-run MOSS groups to raise awareness of violence and school safety, with two primary programming aims. First, OWS will implement an Invent-2-Prevent-style innovation challenge to allow MOSS students to develop their own approaches to address violence and present them to stakeholders. Second, OWS will work with MOSS groups to facilitate awareness-raising sessions in which survivors of violence and former extremists will share their stories with students in schools. Through this process, OWS seeks to use education and dialogue to raise awareness of and build resilience against extremist influence.

OWS plans to collect and share with RTI output-level data on the MOSS groups, innovation challenge, and awareness-raising sessions. OWS additionally plans to implement pre-/post-session surveys during the awareness-raising sessions; however, OWS has not yet designed the content of these awareness-raising sessions or identified beliefs or attitudes that it hopes to promote through these sessions. As a result, RTI cannot yet determine whether these sessions would plausibly result in measurable outcomes. RTI will therefore use the planned output data to inform a process evaluation and will reevaluate these sessions' suitability for an outcome evaluation once they are developed.

2.4.1.5 City Engagement Forums and Evaluation (Objective 4)

The final component of OWS's grant includes CEF meetings and the evaluation and dissemination of the broader project's activities. First, OWS plans to analyze the data it has gathered through its other project components to produce local threat assessment briefings for CEFs, which are made up of city government representatives, to share the progress of the SRTs and CTATs and to inform city policies. OWS will record meetings conducted and publications developed (i.e., webinars, reports, briefings, and CEF meetings) and will collect feedback surveys on the perceived quality of threat assessment briefings. Additionally, OWS intends to assess and synthesize the data it previously collected as part of each grant activity (as discussed under each component above) and subsequently share its materials, frameworks, and lessons learned with other cities nationwide. Given that this component is focused on assessing and disseminating findings from the other project activities, this component is well suited for a process evaluation.

2.4.2 Outcome Evaluability Assessment

Based on the Outcome Evaluability Assessment Checklist, an outcome evaluation is most appropriate for OWS's SRT and CTAT component. A process evaluation is most appropriate for the school and community organization trainings, mentoring program, MOSS student groups, and CEF and evaluation components.

2.4.2.1 School Resource Teams and Community Threat Assessment Teams

Does the quality of the project design and theory of change allow for an outcome evaluation?

Although OWS's IMP does not follow the DHS CP3 template, the purpose and theory of change for this component are clear and its relevant objectives are designed in line with the SMART criteria. Further, this component and its activities are designed in a way that we can plausibly expect them to produce their intended outcomes of establishing SRTs and CTATs that are able to implement threat assessment and management processes.

Are the results of the TVTP project measurable and verifiable based on planned data collection?

Yes, the intended outcomes are measurable and verifiable based on OWS's current data collection plan. As noted above, OWS will collect a range of data to capture the activities of the SRTs and CTATs once they are established. Specifically, evaluators will use OWS's data regarding the functions of the SRTs and CTATs, including indicators such as number of cases identified, referred, and assessed and number of intervention plans developed and approved. These data will serve to measure the capacity of SRTs and CTATs to implement threat assessment and management processes as a result of OWS's project. OWS has also indicated that it intends to request, as possible, additional data on outcomes of the cases managed by the SRTs (e.g., services provided, legal actions). However, the receipt of these data would be contingent upon schools being willing and able to share them, which is unlikely because of existing information-sharing restrictions and privacy concerns. If OWS is able to collect such case-level data, the evaluation team will additionally incorporate those into the outcome evaluation to examine outcomes surrounding the implementation of the individualized intervention plans. This outcome evaluation is contingent upon OWS receiving DHS Compliance Assurance Program Office (CAPO) approval to collect these data, which is still pending as of the writing of this report.

If an outcome evaluation were completed, would it be useful and meaningful?

An outcome evaluation would help determine whether and to what extent the SRTs and CTATs are conducting effective threat assessment and management processes. This evaluation will therefore both speak to the effectiveness of OWS's activities and provide evidence-based findings to guide future work in the establishment of threat assessment and management teams.

2.4.3 Evaluation Design

The evaluation team anticipates that it will review the data sources listed in Table 6 to undertake these process and outcome evaluations. This list is based on our current understanding of project activities, relevant project materials, and the ability of grantees to share data with evaluators. As such, this list may shift over time.

Table 6. Anticipated Data Sources for Evaluation

Data Source	Evaluation Type	Purpose
Overall		
Calls with grantee	Process	Monitor updates
Project staff interviews (RTI)	Process	Thematic analysis of detailed data about project processes, accomplishments, and challenges
Partner staff interviews (RTI)	Process	Thematic analysis of detailed data about partners' roles, processes, accomplishments, and challenges
Event observation (RTI)	Process	Observe for understanding of content and implementation
SRTs & CTATs		
Stakeholder database	Process	Descriptive analysis of number of outreach and awareness sessions conducted, number of schools and civil society organizations onboarded, number of members of threat assessment and management teams, and number of SRTs formed
SRT database	Process	Descriptive analysis of number of SRT meetings conducted
Case management database	Outcome	Descriptive analysis of number of cases identified, number of cases assessed, assessment results, number of intervention plans developed, number of referrals made in each intervention plan, case status and duration in each case, number of intervention plans approved at CTAT meetings, level of resilience to extremism for individuals escalated into active cases, and number of calls into 24/7 hotline for active cases
Case and threat management tracking dashboard	Process	Descriptive analysis to report on aggregate data
SRT training materials and tools	Process	Review for understanding of content
Training database	Process	Descriptive analysis of number of additional trainings provided as a result of SRT and CTAT case reviews
CTAT database	Process	Descriptive analysis of number of CTAT meetings conducted
SRT and CTAT member interviews (RTI)	Process	Thematic analysis of members' experience with and feedback from SRT/CTAT
School & Community Organization Trainings		
Training materials	Process	Review for understanding of content
Training database	Process	Descriptive analysis of number of trainings delivered (and type) and number of training participants (and their demographics)
Training pre-/post-surveys	Process	Descriptive analysis to measure change in self-reported awareness before and after training
Trainee interviews (RTI)	Process	Thematic analysis of trainees' experience with and feedback from training

Data Source	Evaluation Type	Purpose
Mentoring Program		
Recruitment materials	Process	Review for understanding of content
Training materials and guidance	Process	Review for understanding of content
Mentoring database	Process	Descriptive analysis of number of outreach and awareness sessions and engagement events with local colleges, and number of applications and acceptances from local college student potential mentors
Case management database	Process	Descriptive analysis of number of mentoring sessions conducted (disaggregated by each case) and number of calls into 24/7 support hotline for mentors
Mentor interviews (RTI)	Process	Thematic analysis of mentors' experience with and feedback from the mentorship program
MOSS Student Groups		
MOSS database	Process	Descriptive analysis of number of MOSS awareness sessions conducted, number of MOSS student groups formed, number of innovation challenge groups and submissions, and number of awareness-raising sessions delivered by survivors and formers
Innovation challenge submissions	Process	Review for understanding of content
Session materials	Process	Review for understanding of content
Session pre-/post-surveys	Process	Descriptive analysis of change in self-reported measures and change in correct responses before and after the session
CEFs & Evaluation		
Briefing materials	Process	Review for understanding of content
Reports database	Process	Descriptive analysis of number of threat assessment briefings produced and number of publications as a result of findings from the project
Feedback surveys	Process	Descriptive analysis of perceived quality and feedback from threat assessment briefings
CEF database	Process	Descriptive analysis of number of CEF meetings conducted
Stakeholder database	Process	Descriptive analysis of number of knowledge-sharing sessions conducted and number of expressions of interest in adopting the program model elsewhere
Final evaluation report	Process	Review for understanding of content and to extract data
CEF participant interviews (RTI)	Process	Thematic analysis of participants' experience with and feedback from the CEF

2.5 Search for Common Ground

2.5.1 Project Summary

The purpose of Search for Common Ground's (SFCG's) TVTP grant is to strengthen belonging and resilience among rural Central Texas communities, with the ultimate goal of preventing TVT in the region. To do so, SFCG's project is composed of three components: (1) dialogue sessions with local faith leaders, (2) training for local faith leaders, and (3) the development and implementation of community resilience initiatives. SFCG is performing these activities in partnership with the Multi-Faith Neighbors Network (MFNN).

2.5.1.1 Community Dialogues (Objective 1.1)

The first component of SFCG's TVTP grant seeks to generate buy-in for the other two components. As of this report, SFCG and MFNN have built relationships with Central Texas faith leaders and identified five communities that are interested in participating in the project. During the late summer and early fall of 2024, SFCG will conduct dialogue sessions with these interested communities to learn more about the challenges they face and to secure faith leaders' ongoing participation. SFCG will document the number of dialogue sessions and number of participants and will use a rubric to measure the extent to which group dialogues displayed trust, commitment, and relevance to their communities. These data will be used to inform a process evaluation. Outcome data collection is not appropriate for this component, as the purpose is to secure participation for the remainder of the project and is therefore not intended to produce outcomes.

2.5.1.2 Faith Leader Training (Objective 1.2)

In the second component, SFCG intends to train 50 faith leaders from the five communities identified in the previous component. The first training will be designed around SFCG's peacemaking toolkit (developed under an FY2021 TVTP grant), which teaches faith leaders how to use principles of peacemaking to counter division, hate, and extremism in their communities. The second training will take existing SFCG resources on understanding and addressing violent content and adapt them to the context of rural American faith communities. SFCG will invite all faith leaders who complete the first training to complete the violent content training as well.

SFCG has not yet developed its training curricula for faith leaders and therefore has not yet designed the testing instruments it will use to measure the outcomes of its trainings. Currently, SFCG plans to administer skills-based assessments for both the peacemaking and violent content trainings, which will measure participants' ability to implement the techniques covered in the curricula. For the violent content training, SFCG additionally intends to administer knowledge-based pre- and posttests to measure participants' change in knowledge. RTI will use these data to conduct an outcome evaluation of both trainings. A complementary process evaluation will be informed by a satisfaction survey administered after the first training and by other project outputs including number of training sessions and number of participants.

2.5.1.3 Community Resilience Initiatives (Objective 1.3)

The final component of SFCG's grant project seeks to implement resilience initiatives in the five participating communities. Participating faith leaders will form community coalitions in partnership with local civic leaders identified at their discretion. These community coalitions will participate in knowledge-sharing and design sessions led by SFCG in which faith leaders will share what they learned from SFCG's trainings and the coalition will design a unique initiative to strengthen protective factors or mitigate risk factors for TVT in their community. The community coalitions will implement their initiatives during the TVTP grant period, with a goal of reaching 1,000 residents across the five communities.

Per its IMP, SFCG will administer pre- and posttests to members of the community coalitions to measure their "change in willingness to regularly conduct community-level actions to build resilience to local TVT concerns, risk factors, and enhance protective factors." RTI will use these data to measure the outcome of the resilience initiatives on the community coalition members. At this time, SFCG does not intend to measure outcomes of the resilience initiatives on the target communities. RTI will work with SFCG as these initiatives are developed to identify opportunities for such additional data collection, if appropriate.

2.5.2 Outcome Evaluability Assessment

The evaluation team believes that the faith leader training and community resilience initiatives are suitable for outcome evaluations. Below, we review the reasons we came to this determination. Evaluators will conduct a process evaluation of the faith leader dialogue component.

2.5.2.1 Faith Leader Training

Does the quality of the project design and theory of change allow for an outcome evaluation?

Yes, the component's objective—to increase Central Texas faith leaders' capacities to address TVT concerns, risk factors, and protective factors in their communities—is clear, and the component's theory of change is plausible. The target population, activities, and outputs are well defined and logically connected. While participant recruitment has taken longer than expected, delaying implementation of the training component, SFCG still expects to complete project activities within the period of performance.

Are the results of the TVTP project measurable and verifiable based on planned data collection?

Yes, the planned use of skills-based assessments will allow for the measurement of participants' abilities to apply the techniques taught in the trainings. In addition, pre- and posttests administered for the training will allow for the measurement of participants' change in knowledge of violent content. This outcome evaluation is contingent upon SFCG and MFNN administering empirical testing instruments that effectively reflect the training curricula, once developed. Evaluators will work with SFCG as it develops these instruments.

If an outcome evaluation were completed, would it be useful and meaningful?

Yes, an outcome evaluation of SFCG's training project would be useful for the TVTP field, as it may provide insight into whether SFCG's trainings are effective at increasing the knowledge and skills of faith leaders to address local TVT concerns and risk factors, enhance protective factors, and understand and respond to violent content. These data may additionally inform the design and implementation of future peacebuilding trainings for new audiences. RTI does not anticipate any challenges in the sharing of data.

2.5.2.2 Community Resilience Initiatives

Does the quality of the project design and theory of change allow for an outcome evaluation?

Yes, the component's objective—to enable community collaboration to address local TVT concerns, risk factors, and protective factors—is clear. The theory of change is plausible and the target population is clear. However, major project activities and outputs have not yet been defined, as each of the five communities will design and implement their own resilience initiative.

Are the results of the TVTP project measurable and verifiable based on planned data collection?

✓ Yes, the implementation of attitudinal pre-/posttests will allow for measurement of outcomes among the community coalition members. SFCG has not identified outcomes for the target audience of the resilience initiatives, as each coalition is expected to design a unique event or campaign that addresses local concerns. As the community coalitions develop their initiatives, evaluators will work with SFCG to identify community outcomes and opportunities for data collection.

If an outcome evaluation were completed, would it be useful and meaningful?

✓ Yes, an outcome evaluation would provide insight into the effectiveness of community-based initiative design and implementation as a means of bringing together faith and community leaders and increasing their willingness to address TVT concerns. While the overall process of forming the community coalitions and designing projects is replicable, the resulting initiatives will not be generalizable to other contexts as they will be based on local community concerns.

2.5.3 Evaluation Design

The evaluation team anticipates that it will review the data sources listed in Table 7 to undertake these process and outcome evaluations. This list is based on our current understanding of project activities, relevant project materials, and the ability of grantees to share data with evaluators. As such, this list may shift over time.

Table 7. Anticipated Data Sources for Evaluation

Data Source	Evaluation Type	Purpose
Overall		
Calls with grantee	Process	Monitor updates
Project staff interviews (RTI)	Process	Thematic analysis of detailed data about project processes, accomplishments, and challenges
Event observation (RTI)	Process	Observe for understanding of content and implementation
Community Dialogues		
Stakeholder maps	Process	Review for understanding of content
Dialogue records	Process	Descriptive analysis of number of dialogues and number of participants
Completed dialogue rubrics	Process	Review for understanding of content
Faith Leader Trainings		
Training curricula	Process	Review for understanding of content
Training pre-/posttests	Outcome	Descriptive analysis to measure change in correct responses before and after training
Training skills–based assessments	Outcome	Descriptive analysis to measure change in accuracy after completion of trainings
Trainee interviews (RTI)	Process	Thematic analysis of trainees' experience with and feedback from training
Training satisfaction surveys	Process	Descriptive analysis of participant satisfaction and feedback from training
Community Resilience Initiatives		
Knowledge-sharing and initiative design session records	Process	Descriptive analysis of number of sessions and number of participants
Resilience initiative records	Process	Descriptive analysis of number of events and number of participants
Faith and civic leader pre-/posttests	Outcome	Descriptive analysis to measure change in attitudes before and after resilience events

2.6 Sexual Minority Youth Assistance League

2.6.1 Project Summary

The purpose of the Sexual Minority Youth Assistance League's (SMYAL's) TVTP grant is to raise awareness of the risk and protective factors for violence committed against LGBTQ+ youth and build LGBTQ+ youth resilience as a protective factor against violent victimization. SMYAL intends to do so by engaging school staff and LGBTQ+ youth and their family members in Washington, DC; and Montgomery County, Maryland. SMYAL's project is composed of two primary components: (1) training for school staff and youth service providers and (2) LGBTQ+ youth support programs.

2.6.1.1 School Trainings (Goal 1, Objective 1.1–1.4)

In the first component, SMYAL intends to train school staff and school-based youth service providers about risk and protective factors for violence committed against LGBTQ+ youth. This training will consist of two sessions. The first session will focus on terminology, district policies and practice, and creating an inclusive classroom environment; the second session will use scenario-based exercises to teach participants about the bystander effect and how to intervene in cases of bullying. SMYAL aims to train 250 school staff and 300 youth service providers across Washington, DC, and Montgomery County. SMYAL is currently in the process of finalizing the training curricula and recruiting interested schools, with the goal of implementing the training program beginning in fall 2024.

SMYAL intends to administer pre-/posttests to measure participants' change in knowledge of risk and protective factors for violence committed against LGBTQ+ youth, with a target of 80% of participants increasing their knowledge. RTI will support SMYAL in developing these tests once SMYAL has developed and finalized its curriculum. RTI will use these data to conduct an outcome evaluation of this project component. In addition, SMYAL intends to collect data about the number of training engagements, number of participants, and participant satisfaction, which will inform a complementary process evaluation.

2.6.1.2 LGBTQ+ Youth Support Programs (Objectives 2.1–2.5)

In the second component, SMYAL is engaging in multiple activities to increase LGBTQ+ youth resilience as a protective factor against their potential violent victimization. These activities include (1) in-school support sessions, (2) a summer camp, (3) the Little SMYALs program, and (4) a leadership conference.

The in-school support sessions engage 1st through 8th graders (with a target of reaching 250 youth total) and consist of educational sessions about LGBTQ+ identities and how to support your peers. Participants are also provided opportunities to practice recognizing and countering bullying and harassment. SMYAL began conducting its support sessions in the spring of 2024 and plans to continue holding them throughout the 2024–2025 school year.

SMYAL's week-long summer camps are for LGBTQ+ children ages 6 to 12 and are held twice per summer, for a total of four camp sessions during the grant period and with a target of reaching 80 youth total. Activities, including structured journaling and arts programming, are designed to increase camp participants' self-confidence, sense of community, and resilience.

The Little SMYALs program is for LGBTQ+ children ages 6 to 12 and their families, with a target of reaching 150 families total. This program connects participants to other families, the community, and resources. Little SMYALs programming includes workshops and discussion groups for parents, quarterly virtual community updates, children's programming targeting socio-emotional well-being, and quarterly family gatherings. Little SMYALs is an existing SMYAL program that will be expanded to reach more families using the TVTP grant.

Finally, SMYAL is conducting youth leadership conferences for 13- to 24-year-olds to build leadership skills among LGBTQ+ youth. SMYAL plans to hold one conference each summer of its grant period (two conferences in total), with a target of reaching 440 youth in total. The first conference took place over 2 days in July 2024 and included sessions on youth organizing and LGBTQ+ activism, the role of different forms of art (e.g., chalk, storytelling) in organizing or personal development, and networking between attendees.

Across these four activities, SMYAL plans to track output-level data, including the number of completed activities and the number of participants. In addition, RTI is working with SMYAL to develop post-activity satisfaction surveys to measure participant experiences following the camps and leadership conferences. However, SMYAL does not currently plan to collect outcome-level data for this component. As noted above, SMYAL's intended purpose for these activities is to build LGBTQ+ youth's resilience—for example, by increasing their sense of community or connection to resources. This outcome is difficult to measure and often requires longitudinal data collection, which is not possible within the 2 year grant period. Furthermore, the primary target audience of these activities is a sensitive population (LGBTQ+ minors). This population often faces significant psychological stress due to bias and discrimination, necessitating heightened protection during data collection. All research methods must therefore be carefully considered with these youths' needs and privacy in mind so as to not cause harm and undermine the aims of the program. Currently, additional data collection efforts to measure outcomes from this component could not guarantee such protections. For these reasons, a process evaluation is most appropriate for this component. However, RTI will continue to work with SMYAL as this component continues to consider potential opportunities and approaches to conduct outcome-level data collection.

2.6.2 Outcome Evaluability Assessment

The evaluation team believes that the school training component is suitable for an outcome evaluation. Below, we review the reasons we came to this determination. Evaluators will conduct a process evaluation of SMYAL's LGBTQ+ youth support programs.

2.6.2.1 School Trainings

Does the quality of the project design and theory of change allow for an outcome evaluation?

Yes, the component's purpose, goals, and objectives are clear. SMYAL aims to increase school staff's and youth service providers' knowledge of protective and risk factors for violence targeted toward the LGBTQ+ youth community. The component's theory of change is plausible and the target population, activities, and outputs are well defined in the IMP.

Are the results of the TVTP project measurable and verifiable based on planned data collection?

Yes, the use of pre-/posttests will allow for the measurement of this component's outcomes regarding trainees' change in knowledge. While SMYAL's original test instruments do not include empirical test questions, it has agreed to work with RTI to design and implement empirical knowledge-testing questions following curriculum development. This outcome evaluation is contingent upon SMYAL's receipt of DHS CAPO approval to collect these data, which is still pending as of the writing of this report.

If an outcome evaluation were completed, would it be useful and meaningful?

Yes, an outcome evaluation would be useful to the TVTP field. The evaluation would assess whether school staff and youth service providers learn about risk and protective factors relevant to targeted violence against LGBTQ+ youth through SMYAL's trainings. The outcomes could inform the design of future trainings about risk and protective factors for targeted violence against LGBTQ+ populations. While this component has been delayed due to a long Institutional Review Board approval process, SMYAL should have sufficient time remaining to implement their training and collect necessary data.

2.6.3 Evaluation Design

The evaluation team anticipates that it will review the data sources listed in Table 8 to undertake these process and outcome evaluations. This list is based on our current understanding of project activities, relevant project materials, and the ability of grantees to share data with evaluators. As such, this list may shift over time.

Table 8. Anticipated Data Sources for Evaluation

Data Source	Evaluation Type	Purpose
Overall		
Calls with grantee	Process	Monitor updates
Project staff interviews (RTI)	Process	Thematic analysis of detailed data about project processes, accomplishments, and challenges
Event observation (RTI)	Process	Observe for understanding of content and implementation
School Trainings		
Training materials	Process	Review for understanding of content
Training pre-/posttests	Outcome	Descriptive analysis to measure change in correct responses before and after training
Training database	Process	Descriptive analysis of number of engagements and number of participants
Trainee interviews	Process	Thematic analysis of trainees' experience with and feedback from training
Training satisfaction surveys	Process	Descriptive analysis of participant satisfaction and feedback from training
LGBTQ+ Youth Support		
Satisfaction surveys	Process	Descriptive analysis of participant satisfaction and feedback from activities
Event, program, and curriculum materials	Process	Review for understanding of content
Event database	Process	Descriptive analysis of number of engagements, number of participants in school group support and trainings, number of summer camp participants, number of households participating in community-building activities, and number of conference participants

2.7 University of Texas at El Paso

2.7.1 Project Summary

The University of Texas at El Paso originally launched its project, titled the REACH (Resilience, Education, Action, Commitment, and Humanity) initiative, during its FY2021 TVTP grant and is expanding it under its FY2023 grant. This project seeks to prevent and mitigate targeted violence through community-focused education, awareness, and skills-building initiatives, with a primary emphasis on children and youth. UTEP works in partnership with a network of community organizations, including health providers, juvenile detention centers, shelters, and schools. UTEP's project comprises four components: (1) community education events, (2) podcasts and a social media campaign, (3) the creation and distribution of an educational toolkit for school-aged children, and (4) community arts-based projects. These efforts aim to promote dialogue, encourage proactive measures, and cultivate a culture of compassion and unity to counter radicalization and extremism. Under its FY2023 grant, UTEP plans to expand activities beyond the El Paso area to include San Antonio and Hidalgo, Texas; Miami Gardens, Florida; Worcester, Massachusetts; and Camarillo, California, on an ad hoc basis.

The evaluation of UTEP's FY2023 grant will be solely focused on a process evaluation. The evaluation team and UTEP discussed potential data collection adjustments to obtain outcome-level data, with UTEP ultimately deciding to maintain its current approach. UTEP felt that alternative data collection methods would not be appropriate for the audience and context of its project activities.

2.7.1.1 Community Education Events (Objectives 1.1–2.2)

This component features two types of events. The first is a series of education events designed to promote media literacy and civic learning among students and community members. These events vary in content and audience and may take place in person or virtually. As of this report, UTEP has conducted at least 12 media literacy and civic learning events, including an anti-bullying presentation for 7th and 8th graders, presentations on building a culture of kindness for unhoused youth and adults in shelters, and a presentation for the UTEP campus community on civilian response to active shooter events. UTEP plans to host one of these events every 2 months throughout its grant period, with a goal of reaching 500 attendees in total. To assess the performance of these events, UTEP collects short post-event surveys from participants, measuring satisfaction and self-reported knowledge gain. Because the surveys are only collected after the events and include only self-reported measures, this component is best suited for a process evaluation.

The second type of event is referred to by UTEP as a summit, distinguished by having a "call to action" that varies across its broad audiences, ranging from students to the general community. UTEP has conducted two summits so far: one with 3rd graders, covering topics such as bullying prevention, spreading kindness, and managing stress and anger; and another hosted virtually for REACH's Facebook community featuring two talks by invited speakers, one on responding to social media misuse and abuse among youth and the other discussing the role of Hispanic cultural values in deterring youth radicalization and promoting community belonging. UTEP aims to host one call-to-action summit per year and reach a total of 100 attendees. UTEP tracks the number of call-to-action events hosted and the number of attendees.

UTEP does not plan to conduct additional data collection to measure outcomes from its community education events and does not feel that instruments such as pre-/posttests would be appropriate for these events' structures and audiences. As such, the evaluation team will conduct a process evaluation of this component.

2.7.1.2 Podcasts and Social Media Campaign (Objectives 1.1–1.2)

UTEP's second component includes two distinct activities: an educational podcast series and an awareness-raising social media campaign. Through creating and distributing these media, UTEP seeks to support primary prevention of TVT by raising awareness and providing education. UTEP plans to produce ten podcast episodes, in which it will interview relevant experts on various topics, including bullying, reducing stigma toward the Hispanic community, preventing child delinquency, domestic terrorism, mental health promotion as a preventative measure against violence, Hispanic youth radicalization to violent extremism, working with school communities, and strengthening violence prevention efforts within Black communities.

For the social media campaign, UTEP will create posts that include infographics and/or short videos on a topic, such as promoting kindness, unity to build a resilient community, and speaking out against targeted violence. UTEP aims to reach a total of 200,000 individuals through these posts.

Under this component, UTEP will track the number of podcasts and social media posts published and the number of views, likes, and comments. Because the activities under this component are solely focused on the development and distribution of online educational content to a broad audience and not the use of such material, this component is best suited for a process evaluation.

2.7.1.3 Action for Kindness Educational Toolkit (Objective 1.3)

UTEP developed an "Action for Kindness" educational toolkit for distribution among children and youth in schools and shelters. This toolkit includes infographics; miscellaneous materials such as bookmarks; interactive print-out games (e.g., a puzzle, a monopoly-type game); and topic overviews to educate and raise awareness of ten areas: positive peer relationships, understanding anger, conflict resolution and communication skills, respect for diversity, combating unconscious bias and stereotypes, online extremism and radicalization, digital citizenship, understanding civil responsibilities, promoting resilience, and encouraging imagination and the freedom to dream.

UTEP is currently finalizing the toolkit content. Once complete, it plans to distribute the toolkit to a total of 500 children and youth through schools, shelters for unhoused individuals, and local agencies that work with children. Since this component focuses solely on the development and distribution of the toolkit and not its use, it is most appropriate for a process evaluation. To measure this, UTEP will track the number of toolkits distributed.

2.7.1.4 Art Project Events (Objective 2.1)

In the fourth component, UTEP plans to engage children and community members in art project events. To date, UTEP has hosted 36 of these events, including cupcake decorating in shelters for unhoused individuals; building birdhouses with youth in a juvenile detention center; and creating kindness-focused art with children in schools, children with a parent in the military, and design students in college. UTEP has already exceeded its goal of working with 500 attendees. Through these art project events, UTEP seeks to support social integration and decrease social isolation.

UTEP plans to collect output-level data on activity progress—including number of events; number of art products produced; and, depending on the age of the audience, attendees' self-reported knowledge increase and satisfaction with the activity—via a post-event survey. Due to privacy concerns, UTEP only plans to share aggregated attendee survey responses with evaluators for any event that does not involve minors. Because UTEP solely intends on tracking outputs and does not feel that additional data collection to measure outcomes would be appropriate for the populations it works with, the evaluation team will conduct a process evaluation of this component.

2.7.2 Evaluation Design

The evaluation team anticipates that it will review the data sources listed in Table 9 to undertake these process evaluations. This list is based on our current understanding of project activities, relevant project materials, and the ability of grantees to share data with evaluators. As such, this list may shift over time.

Table 9. Anticipated Data Sources for Evaluation

Data Source	Evaluation Type	Purpose
Overall		
Calls with grantee	Process	Monitor updates
Project staff interviews (RTI)	Process	Thematic analysis of detailed data about project processes, accomplishments, and challenges
Partner staff interviews (RTI)	Process	Thematic analysis of detailed data about partners' roles, processes, accomplishments, and challenges
Event observation (RTI)	Process	Observe for understanding of content and implementation
Community Education Events		
Event materials	Process	Review for understanding of content
Post-event surveys	Process	Descriptive analysis of participant satisfaction
Podcasts and Social Media Campaigns		
Podcast and social media campaign materials	Process	Review for understanding of content
Podcast metrics	Process	Descriptive analysis of user engagement
Social media metrics	Process	Descriptive analysis of user engagement
Action for Kindness Educational Toolkit		
Toolkit materials	Process	Review for understanding of content
Toolkit distribution plan and/or records	Process	Review for understanding of distribution
Art Project Events		
Event materials	Process	Review for understanding of content
Event satisfaction surveys	Process	Descriptive analysis of participant satisfaction

3 Conclusion

Evaluators encountered a range of conditions that presented limitations to the current evaluability assessments. Though site-specific project obstacles to undergoing a potential outcome evaluation were discussed throughout Section 2, here we describe contextual factors and other cross-cutting limitations that affected the ability to accurately assess the evaluability of multiple FY2023 sites.

3.1 Context

Evaluators began meeting with grantees in December 2023 and conducted the FY2023 evaluability assessment throughout the fourth quarter of grantees' projects (from July to September 2024). This length of time—significantly longer than the previous evaluability assessments, which were conducted almost immediately after introductory calls with grantees—enabled the team to gather more detailed information to support their evaluability determinations. Evaluators were able to engage in ongoing discussions about grantees' component design and data collection plans to understand more about their intended outcomes. Additionally, in many cases, the team was able to begin observing grant activities and supporting data collection. Indeed, a number of the selected FY2023 grantees have been exceptionally receptive to evaluators' support and recommendations for how to strengthen and implement data collection activities to best support an outcome evaluation. These evaluability assessments were in turn informed by these interactions.

3.2 Limitations

Undeveloped project plans.
During the evaluability assessment process, it became clear to evaluators that some grantees had not yet fully designed some of their components, activities, and data collection methods, or had not yet received DHS approval for these plans. While evaluators' ongoing engagement with grantees will enable them to assist in the design and implementation of data collection methods and instruments throughout the grant, the level of project design still taking place by some grantees made it difficult to assess some components within the evaluability assessment timeline. This limited the assertions that the evaluation team was able to make and makes it likely that the implementation of some components will shift over time.

Need for longitudinal data.
Some of the selected FY2023 grantees seek to produce changes that are long-term in nature, such as levels of resilience or behavioral change. These changes are difficult to reliably capture in the short term and are best measured through longitudinal data collection. However, it is not possible for grantees or evaluators to conduct such longitudinal data collection efforts because of the relatively short time frame of the grant period and the accompanying evaluations.

3 Conclusion

Training evaluations.

As discussed throughout this report, numerous grantees are conducting trainings in one or more project components. One aspect of measuring outcomes that is often lacking with grantees conducting trainings is the ability to identify a reliable baseline and post-training assessment to measure changes in knowledge transfer. The use of pre-/posttests is a well-established and common practice to mitigate this challenge and enable training evaluation. The use of pre-/posttests to measure learning began in the education field and migrated to adult learning in the 1950s–1960s (Kirkpatrick & Kirkpatrick, 2006). In fact, the Kirkpatrick four-level model of training evaluation is still discussed and adapted in the literature today (Alsalamah & Callinan, 2021; Muqorobin et al., 2022).

Numerous grantees examined by this evaluability assessment did include the use of pre-/posttests to measure training outcomes in their IMPs thanks to the dedication of DHS to improve grantee evaluations. However, when the evaluation team examined tests that had already been developed, they discovered that many of these tests were not designed in line with best practices (Cook et al., 2023a) to ensure that they would measure intended outcomes. For example, some test questions only measured self-reported knowledge gain[8] rather than empirical tests of knowledge,[9] or did not accurately reflect the key learning objectives of the training curriculum. Additionally, some grantees were hesitant to administer tests before and after each training because they were concerned that it would negatively impact participation or they felt these tests would not be appropriate for their audience, despite the inclusion of such pre-/posttests in their IMP. However, this practice is critical to identifying participants' baseline knowledge and the level of knowledge after the training. As such, evaluators are working with grantees, when possible, to revise their data collection instruments and methods.

It is also a best practice in training evaluation to conduct a follow-up test some months after the training to determine whether the newly acquired skills, network, or knowledge have been retained and applied to the target population. This allows evaluators to look beyond immediate outcomes and assess short-term outcomes and sometimes even training utility. Most grantees had not planned to conduct follow-up tests, and this type of measurement may not be possible for some of the current grantees because of resource and time constraints or lack of data identifying past participants. Again, evaluators will continue working with grantees to identify opportunities to collect follow-up test data.

Misalignment between IMPs and implementation.

While grantees were required to outline their planned objectives, activities, and measurement plans in their IMPs, it became clear during evaluators' engagements with grantees that the IMPs were not always reflective of actual implementation. For example, some grantees indicated in their IMPs that they would administer pre-/posttests to measure the outcomes of a particular activity. This was partly in response to DHS's encouragement to include pre-/posttests to improve the evaluability of grant projects. However, during conversations with evaluators, the grantees explained that these activities were not in fact designed to produce changes in knowledge or skills. As such, traditional pre-/posttests would not be an appropriate means to measure outcomes, which meant that some IMP performance measures did not align with the actual intervention. Therefore, evaluators are continuously working with grantees as they have begun implementation of certain activities to discuss the up-to-date objectives behind each and, in turn, whether they are suitable for an outcome evaluation. As a result, the evaluability assessments of some components that have not yet begun to be implemented may shift.

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8   A question that measures self-reported knowledge gained could be "I understand the definition of targeted violence and terrorism prevention," with a binary Yes/No response option. Respondents could select either option but there is no empirical way of knowing whether they truly know the definition.
9   Empirical tests require respondents to prove knowledge by asking questions that have a correct answer and one or more incorrect answers.

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Reliance on externally reported data.

A number of the selected FY2023 TVTP grantees are assisting in the development, training, and support of Threat Assessment and Management Teams (TAMTs) as part of their grants. These teams will exist externally from the grantees themselves, housed in organizations such as schools or health center organizations. While this structure facilitates the long-term sustainability of these teams and their efforts beyond each grant period of performance, it also presents a challenge in that the grantees' activities and data are dependent upon these external organizations. For the purposes of the evaluability assessment, this means that much of the outcome-level data that grantees' hope to collect and share with evaluators is ultimately dependent upon these TAMTs and their respective host organizations being willing and able to both collect and share these data. For example, multiple grantees expressed that they plan to report on indicators such as number of TAMT meetings and members in attendance, number of cases referred and assessed, corresponding intervention activities conducted, case-level outcomes, and whether any outside assistance from law enforcement or other service providers was requested. This, however, is contingent upon these TAMTs collecting these data in a manner that will allow for an outcome evaluation. Further, TAMTs must then be willing and able to share these data with the grantee and ultimately with evaluators. This may vary across TAMTs based on capacity, information-sharing constraints, and privacy concerns.

Collecting data from sensitive or protected populations.

Multiple grantees undergoing evaluation seek to engage with sensitive or protected populations such as minors. This requires careful consideration to ensure that data collection efforts do not unintentionally cause harm. Further, these populations are sometimes subject to additional privacy constraints, which inhibits data sharing between grantees and evaluators. Given these limitations on data collection and sharing, the evaluation team ultimately determined that some grant components reviewed under this evaluability assessment are best suited for a process evaluation because of the limited data that will ultimately be shared. Evaluators will continue to work with grantees as they conduct these activities to identify possible additional data collection efforts that may allow for the measurement of outcomes while remaining sensitive to these concerns.

Component type.

One primary reason that some grantees' components were unsuitable for outcome evaluations is that their projects are not engaged in interventions. Rather, they are focused on downstream activities to reduce vulnerabilities to radicalization by engaging professionals, providing technical assistance and referrals, and creating and sharing an assortment of tools and resources. These types of components are generally not suitable for outcome evaluations as they are unlikely to result in outcomes. Instead, process evaluations are valuable to track and document project accomplishments related to outputs to ensure that projects are engaged in activities they set forth to accomplish.

3.3 Summary

The evaluability assessment for the FY2023 TVTP grantees resulted in a mix of outcome and process evaluations for different components. Evaluators determined that 12 project components across 7 projects are expected to be eligible for an outcome evaluation because, based on various contingencies and assumptions identified throughout this report, (1) they are realistically able to achieve outcomes based on their design, (2) these outcomes will be verifiable based on data collection systems, and (3) they will provide useful information to the TVTP field.

The anticipated outcome evaluations are contingent upon a variety of factors, as detailed in each site-specific section. As grantees continue to make changes and develop their projects, determinations in this document may also change. Evaluators plan to conduct a process evaluation for all other project components.

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APPENDIX A. RTI Outcome Evaluability Assessment Checklist

The evaluation team used this checklist as a guide to help determine if an outcome evaluation is feasible for each site component.

Evaluability Question	Response
Does the quality of the project design and theory of change allow for an outcome evaluation?	
Program Logic	
Is the program's purpose clear?	
Is it clear who the target population is?	
Are the program's goals clear?	
Program objectives • Are the objectives specific? • Are the objectives measurable? • Are the objectives attainable? • Are the objectives relevant to the program goal? • Are the objectives time-bound?	
Are the inputs, activities, outputs, and outcomes for each objective logically connected?	
If this component was implemented exactly as planned, would the grantee plausibly achieve their intended outcomes?	
Are the results of the TVTP project measurable and verifiable based on planned data collection?	
Are performance monitoring data being collected to assess program progress (successful completion of activities and outputs)?	
Has the program identified indicators to measure program outcomes? • Are these indicators reliable? • Are these indicators valid? • Does the program have a plan for and the capacity to measure these indicators?	
Are baseline data available? If no, are there plans to collect baseline data?	
Is there data on a comparison (control) group?	
Do program staff have the willingness and/or capacity to implement additional data collection procedures, if they were to be possible or needed?	
Are there barriers or constraints to the sharing of program data with RTI?	
If an outcome evaluation were completed, would it be useful and meaningful?	
To what extent are project activities, to date, being implemented as designed?	
Are resources allocated to the project and its various activities adequate?	
Is this project replicable?	
Has this component been evaluated before?	
Would an evaluation of this project advance academic or practitioner knowledge of targeted violence and terrorism prevention?	
What (if any) are the anticipated risks or constraints on evaluating this program?	

APPENDIX B. Grantee Goals and Objectives

Educational Services District #123

Goal 1: To decrease the risk factors and increase the protective factors that prevent escalation to violence among college students by a) expanding the multidisciplinary Student Threat Assessment and Management Team (STAT) to include higher education participants and more police departments and community-based agencies, b) providing threat assessment and management trainings for higher education partners and new STAT members, c) establishing STAT policies and procedures, d) implementing intervention plans for individuals with risk factors, and e) providing bystander training to the higher education community.

- **Objective 1.1:** Recruit 8-10 higher education stakeholders such as college administrators, student support services staff, and campus security staff to adopt threat assessment and management policies and procedures and participate on the STAT.

- **Objective 1.2:** Recruit 8-10 law enforcement and community-based agency stakeholders such as police officers; mental, substance abuse, community, comprehensive health practitioners; employment services; and housing assistance agencies to adopt threat assessment and management policies and procedures and participate on the STAT.

- **Objective 1.3:** Facilitate TVTP professional development for higher education, law enforcement, and community-based agency partners by having 4-6 new STAT participants attend a Association for Threat Assessment Professionals conference and by holding a minimum of three trainings a year to increase their knowledge of a) risk and protective factors to targeted violence and terrorism, b) adult-based threat assessment best practices, c) implementing threat assessment and management policies and protocols, such as documentation and referrals, and d) how to train campus community bystanders (train-the-trainers).

- **Objective 1.4:** Provide ongoing technical support for the higher education stakeholders weekly, or as needed, to ensure success establishing and sustaining threat assessment and management policies and procedures on campus and STAT participation.

- **Objective 1.5:** Hold STAT meetings a) to assess cases opened and plan the interventions for identified individuals with risk factors as often as needed within 48-72 hours of an incident or reported concern and b) to share resources and best practices, build partnerships to address targeted violence and terrorism, and participate in ongoing training and technical support to implement threat assessment and management policies and procedures at least once a month.

- **Objective 1.6:** Hold a minimum of two trainings a year for higher education community members including faculty, staff, and students to increase their knowledge of a) risk and protective factors to targeted violence and terrorism, b) behavioral changes, c) the role of and means to contact the threat assessment and management (STAT) team, and d) locally relevant services and contact information.

Goal 2: To address risk factors and strengthen protective factors against escalation to violence among youth with high recidivism or high discipline rates in educational settings by a) creating a Care Coordination (i.e., "violence rehabilitation and prevention") program at ESD 123 Student Support Services to provide outreach services, case management, and to make referrals and facilitate youth access to wrap-around services; b) providing parenting and family education and outreach to the referred youths' guardians and family members; c) expanding youth resilience programming through psychoeducation groups; and d) providing community outreach.

- **Objective 2.1:** Support a minimum of 50 youth per care coordinator a year (minimum of 100 youth per year total) by implementing the individualized Coordinated Care and maintenance plans developed by the Care Coordinator in partnership with members of the youths' individualized team comprised of guardians, school staff, wrap-around service providers, law enforcement, probation officers, and others as needed based on the case.

- **Objective 2.2:** Provide three parenting or family education workshops (minimum of 50 influential adult participants) a year to increase protective factors and decrease escalation to violence risk factors in the home and family environments. Workshops will provide information on mental health, substance use prevention, and available community resources.

- **Objective 2.3:** Hold two psychoeducation group meetings per month that will engage 5-8 youth per meeting to reduce risk factors and increase protective factors and resilience through life and coping skills, leadership, mentorship, employment skill building, and civic engagement educational programming as well as recreational activities.

- **Objective 2.4:** Provide community outreach by attending six community (e.g., resource fairs, family expo) or school-based events (e.g., family nights, conferences, sporting events) per year per county (minimum 12 community events per year) to disseminate information on the program and provide information on escalation to violence protective and risk factors, substance use, mental health, healthy relationships, coping skills, resilience, and other related topics.

Health Quality Partners of Southern California

Goal 1: Review existing workplace violence plans and policies

- **Objective 1.1:** Collect copies of current plans/policies

- **Objective 1.2:** Review plans/policies

- **Objective 1.3:** Provide recommended changes to plans/policies

- **Objective 1.4:** Implementation of recommended changes

Goal 2: Develop, train, and implement Threat Management Teams

- **Objective 2.1:** Identify employees at each member organization to serve on Threat Management Team

- **Objective 2.2:** Train Threat Management Teams

- **Objective 2.3:** Implement Threat Management Teams, monitor performance, and provide advanced training

Goal 3: Workplace Violence training for staff

- **Objective 3.1:** Manager/supervisor training

- **Objective 3.2:** All employee training

Institute for Strategic Dialogue, Strong Cities Network

Goal: Support local governments in small and mid-sized cities to develop, implement, and sustain multi-actor frameworks for the prevention of targeted violence and terrorism.

- **Objective 1:** Form a multi-actor Local Leadership Group (LLG) to oversee and coordinate prevention programs and referrals in 6 cities

- **Objective 2:** Build the capacity of each LLG to design, coordinate, and deliver multi-actor TVTP frameworks in their respective cities

Goal: Support local governments in small and mid-sized cities to develop, implement, and sustain multi-actor frameworks for the prevention of targeted violence and terrorism.

- **Objective 3:** Support LLGs to develop, implement, and monitor 12-month TVTP frameworks

Goal: Support local governments in small and mid-sized cities to develop, implement, and sustain multi-actor frameworks for the prevention of targeted violence and terrorism.

- **Objective 4:** Facilitate city-to-city learning exchanges on TVTP across the United States

One World Strong

Note: As of this report, OWS's IMP has not been reviewed or approved by DHS CP3. Additionally, OWS's IMP does not follow the standard DHS template: instead of listing objectives that are specific to each goal, OWS provides one common set of objectives that apply to all of its goals. For the purposes of this appendix, OWS's goals are listed, followed by these cross-cutting objectives.

Goal 1: To bring together a cohesive network of existing civic actors from across Boston to facilitate education and awareness raising, collaboration, information sharing, and implementation of integrated individualized intervention plans.

Goal 2: Effectively refer, manage, and escalate identified threats in the local community, and deliver individualized intervention plans with the support of the civic community to confer an 'umbrella of protection' to disengage, rehabilitate, reintegrate, and reduce recidivism.

Goal 3: To critically review processes, reiterate approaches, and convey critical learnings to relevant stakeholders nationwide.

- **Objective 1:** Increasing the capacity of K-through-12 school "Student Resource Teams (SRTs)" to effectively identify students susceptible to and at-risk of targeted violence and terrorism through awareness, bystander and referral training, ongoing support, and network-building.

- **Objective 2:** Improving student awareness and youth resilience through sensitization and discussion forums to increase their understanding of and resilience to extremism influence; access to effective, student-centered referral mechanisms; and mentoring and life skills development.

- **Objective 3:** Enhancing district and city-wide threat assessment and management capabilities through Community Threat Assessment Teams (CTATs) implementing referral services.

- **Objective 4:** Developing and implementing strategies to support threat identification, referral, and case management across the city of Boston through City Engagement Forums (CEFs) and informing city policies to bolster recidivism reduction and reintegration.

Search for Common Ground

Goal 1: Strengthen local belonging and resilience amongst faith communities to prevent targeted violence and terrorism emerging from rural North/Central Texas.

- **Objective 1.1:** Increase community members' awareness of local TVT concerns, risk factors, and protective factors in rural North/Central Texas.

- **Objective 1.2:** Increase faith leaders' capacity to address local TVT concerns, risk factors, and enhance protective factors in rural North/Central Texas.

- **Objective 1.3:** Enable whole-of-society collaboration to address local TVT concerns, risk factors, and protective actors in rural North/Central Texas.

Sexual Minority Youth Assistance League

Goal 1: To raise societal awareness among school staff members and youth service providers on risk and protective factors against violence towards LGBTQ+ youth and community.

- **Objective 1.1:** To conduct 24 awareness raising sessions (12 annually) among teachers, administrators, and youth service providers by the end of the grant period.

- **Objective 1.2:** To train 250 administrators, staff, and teachers (125 annually) in elementary and middle schools by the end of the grant period.

- **Objective 1.3:** To train 300 youth service providers (150 annually) by the end of the grant period.

- **Objective 1.4:** 80% of participants will have increased their knowledge on LGBTQ+ training topic and factors for targeted violence against LGBTQ+ community.

Goal 2: To build LGBTQ+ youth resilience as a protective factor against violence through in-school support, family support, and community-building with peers at trainings, summer camps, and youth leadership conferences.

- **Objective 2.1:** To host 208 (104 annually) engagement for in school support, community-building, and youth leadership.

- **Objective 2.2:** To provide in school support to 250 youth (125 annually) grades K-8 with discussions on LGBTQ+ identities, respecting people's identities, identifying and practicing strategies in circumstances of bullying by the end of the grant period.

- **Objective 2.3:** To engage 80 youth (40 annually) ages 6-12 in week-long camp during summer of 2024 and 2025.

- **Objective 2.4:** To support 150 families (75 annually) with children ages 6-12 years of age in Little SMYALs program through connection to community, other families, and resources by the end of the grant period.

- **Objective 2.5:** To engage 440 youth (220 annually) in Rise Up! National Youth Leadership conference during summer of 2024 and 2025.

University of Texas at El Paso

Goal 1: Prevent targeted violence and domestic terrorism through education and awareness-raising to identify online extremism and deter online radicalization (primary prevention).

- **Objective 1.1:** Provide community education through the Media Literacy and Civic Learning Symposium/Presentation/ Workshop/Training and Podcast Series to at least 250 online and in-person attendees/viewers per year (500 attendees/ viewers at the end of the grant period).

- **Objective 1.2:** Promote the dissemination of educational content through our Violence Prevention Awareness Social Media Campaign to reach at least 100,000 individuals online per year (200,000 individuals at the end of the grant period).

- **Objective 1.3:** Distribute educational materials to at least 250 school-age children per year through the development of the Action for Kindness Educational Toolkit (using evidence-based information) to expand their knowledge and skills (500 students at the end of the grant period).

Goal 2: Prevent and reduce the impact of targeted violence and domestic terrorism (secondary and tertiary prevention).

- **Objective 2.1:** Engage at least 250 at-risk school-age children and community members per year in our Civic Engagement and Empowerment Arts-Based Projects to reduce social isolation and promote social integration (500 attendees at the end of the grant period).

- **Objective 2.2:** Promote the fostering of community coalitions and partnerships via the Call-to-Action Summit to at least 100 attendees during the Year-2 grant period (100 attendees at the end of the grant period).

Science and
Technology