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Targeted Violence and Terrorism Prevention (TVTP) Grantee Evaluation: FY2020 Evaluability Assessment

Prepared by

Sarah Cook

Ariane Noar

Matthew DeMichele

RTI International

3040 E. Cornwallis Road

Research Triangle Park, NC 27709

Table of Contents

1	Overview	1
1.1	Purpose.....	1
1.2	Background.....	1
1.3	Outcome Evaluations and Process Evaluations	2
1.4	Methodology & Process	2
1.5	Grantee Evaluability Determination	3
2	Grantee-Specific Evaluability Assessments	5
2.1	Bay Area UASI (Bay Area)	5
2.1.1	Project Summary.....	6
2.1.2	Outcome Evaluability Assessment	7
2.1.3	Evaluation Design.....	10
2.2	Colorado Resilience Collaborative (CRC)	11
2.2.1	Project Summary.....	11
2.2.2	Outcome Evaluability Assessment	12
2.2.3	Evaluation Design.....	13
2.3	Counter Extremism Project (CEP)	14
2.3.1	Project Summary.....	14
2.3.2	Outcome Evaluability Assessment	16
2.3.3	Evaluation Design.....	17
2.4	The National Governor’s Association (NGA)	18
2.4.1	Project Summary.....	19
2.4.2	Evaluation Design.....	20
2.5	Arizona State University - The McCain Institute (McCain)	20
2.5.1	Project Summary.....	20
2.5.2	Evaluation Design.....	22
2.6	Life After Hate	23
2.6.1	Project Summary.....	23
2.6.2	Outcome Evaluability Assessment	25
2.6.3	Evaluation Design.....	26
3	Conclusion	27
3.1	Outcome Evaluation Context and Challenges.....	27
3.2	Summary	29
	References	31
	APPENDIX A.....	32
	APPENDIX B.....	34

1 Overview

1.1 Purpose

In 2021, the Department of Homeland Security contracted RTI International to conduct an Evaluation of the FY20 Targeted Violence and Terrorism Prevention Program (TVTP) Grant Program. Prior to beginning an evaluation study, an evaluability assessment is needed. 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 six grantees selected by DHS to be evaluated. The grantees are listed in Table 1 below by priority area.

Table 1. FY20 TVTP grantees selected to be evaluated by RTI, by priority area

Local Prevention Framework	
Bay Area Urban Area Security Initiative (Bay Area)	University of Denver Colorado Resilience Collaborative (CRC)
Replication	
The Counter Extremism Project (CEP)	National Governor's Association's (NGA)
Innovation	
Arizona State University McCain Institute (McCain)	Life After Hate Inc. (LAH)

1.2 Background

RTI's approach builds on a growing body of literature about evaluability assessments mostly emerging out of international development (Davies and Payne, 2015; Trevisan and Walser, 2014; International Labor Association 2018; United Nations Office on Drug and Crime, 2017). We follow the OECD-DAC definition of evaluability as "the extent to which an activity or project can be evaluated in a reliable and credible fashion" (found in, Davies, 2013). Evaluability assessments are the systematic study of grantee activities and capacity to determine whether a "program 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, the needed data capacity exists, and determine whether an evaluation would be useful.

Evaluability assessments are conducted because all programs are not ready for evaluation for reasons related to design, capacity, and usefulness (Davies and Payne, 2015; Trevisan and Walser, 2014). Building on work from the international development community, we have identified three broad questions to motivate the evaluability assessments to determine if an outcome evaluation is appropriate (Davies, 2013; Dunn, 2008; International Labor Association 2020; Sniukaite, 2009; United Nations Office on Drug and Crime, 2017). First, is the program designed in such a way that measurable outcomes are realistic to expect outcomes? This includes a reasonable and realistic theory of change and logic models. Second, we need to determine whether the grantee can realistically verify outcomes based on the planned data collections systems. This includes whether grantees have (or can) collected baseline measures and whether there are suitable comparison groups or conditions. Third, based on the 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 a process or outcome study is likely to produce meaningful information. In the event a grantee's project is not appropriate for an outcome evaluation, RTI will then default to a process evaluation.

1.3 Outcome Evaluations and Process Evaluations

The evaluability assessments will determine whether the TVTP grantees are prepared to participate in a process or outcome evaluation. Process evaluations provide information about how program activities were carried out to understand implementation and describe how the program functions. Although process evaluations are important to advance terrorism prevention (see FY2016 report), the evaluability assessments are focused on whether programs can withstand an outcome evaluation to determine program results 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)

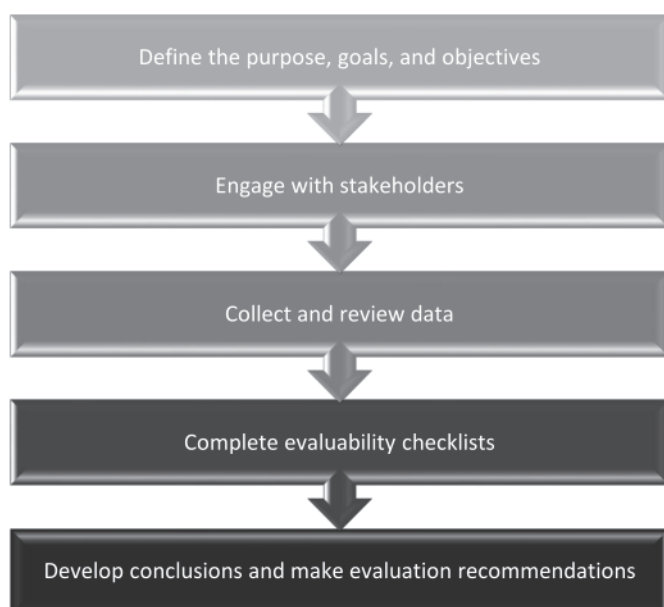
Outcome and process evaluations differ in several respects. The key differences between the two types of evaluation are that outcome evaluations focus on change and effectiveness of an intervention on a target population. For this grant program, an outcome evaluation would focus on the objectives and outcomes listed in the Implementation and Measurement Plans (IMPs). The purpose of an outcome evaluation is to understand what (if any) difference a program 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 program staff do and how they complete key programmatic activities. A process evaluation would also provide 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 researchers 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 programs to assess scalability and determine program fidelity when scaling programs.

1.4 Methodology & Process

RTI project staff are 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 the steps taken by the site liaisons to complete the evaluability assessment, described in greater detail below.

Figure 1. Steps taken to conduct the evaluability assessment



Define the purpose, goals, and objectives. First, RTI reviewed program documents to better understand each grant’s high-level purpose. We closely considered all objectives as actions that move the grantee closer to achieving the goals, which in turn contribute to the grant’s purpose. Given the complexity of TVTP, we recognize that purpose, goals, and objectives may be difficult to design, but that these projects overall constitute steps towards resolving this complex issue.

Engage with stakeholders. Beginning in September 2021¹, RTI 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 us to establish the relationships needed to conduct mixed methods community-level evaluations. Furthermore, this engagement supported our document analysis and provided direct engagement with program leaders to clarify stakeholders' intentions and expectations, stakeholder relationships, challenges faced, and how they have navigated implementation towards goals and objectives.

Collect and review data. To supplement our ongoing discussions with stakeholders, RTI collected and reviewed data from a wide range of sources. 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. For example, RTI's data collection has enabled us to track grantees' programmatic responses to navigating changing COVID-19 conditions and regulations. COVID-19 has further complicated dynamics with regards to violent extremism; therefore, the ability to understand how grantees can respond can provide important information to the TVTP field. During the data collection process, RTI reviewed all program documents available, including logic models, IMPs, quarterly reports, activity summaries, post-activity feedback, and curricula. RTI additionally conducted a survey with all primary grantees and their partners to identify program accomplishments and challenges and explain how partner activities contribute to achieving program goals. Finally, RTI conducted observations of trainings and events, as appropriate and logistically feasible.

Complete evaluability checklists. After defining the goals and objectives of each project, we completed checklists of issues gauging three dimensions of evaluability to determine if each grantee could support an outcome evaluation or if they were better suited for a process evaluation. As discussed previously, these checklists were adapted from the international development community to constitute a systematic assessment of each grant. RTI responded to each question using our comprehensive understanding based upon the program documentation, stakeholder engagement, and program infrastructure.

Site liaisons combined and analyzed this information to complete an Outcome Evaluation Assessment Checklist (see Appendix A) developed specifically for this project that ultimately aims to answer the following 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 program verifiable based on the planned collection systems?
3. If an outcome evaluation were completed, would it be useful and meaningful?

Develop conclusions and make evaluation recommendations. Using this checklist, RTI responded to a series of sub-questions to consider all the various aspects that feed up to inform our response to each overarching question. We discuss in detail our responses to each of these three questions and the most noteworthy sub-question findings, as well as how these led us to our current assessments in Section 2.

1.5 Grantee Evaluability Determination

When assessing the type of evaluation each project could support, we considered the type of project being evaluated, the expected data to be collected, the goals and objectives of the grantee, and how an

¹ RTI could not fully engage with sites until September 2021 due to administrative delays. See *IMP Recommendations Report* for more information on RTI engagement timeline.

evaluation of each project may affect the broader TVTP research and practitioner community. It is important to note that almost all the grantees made changes to their projects during the time RTI was drafting this report and some are still in a state of flux. We acknowledge and appreciate that some of these changes are a result of grantees being flexible to adapt to RTI's evaluation requests, but other changes were due to shifting priorities, staff changes, resourcing, and institutional review board (IRB) challenges.

RTI's evaluation approach is meant to reflect the real-world realities of conducting community-level programs. These programs come with a lot of context and complexity that necessitates a flexible evaluation design to support adaptive learning opportunities. This flexibility, however, creates challenges to documenting and assessing grantee project such that our reporting reflects our most recent understanding of the grantees.

RTI is currently communicating with Bay Area UASI (Project 2) and CEP about the possibility of conducting an outcome evaluation. We are also waiting for a new case management system to be launched at LAH before knowing if there will be data available for an outcome evaluation. The decisions in this report are based on our current knowledge so we denoted with asterisks places where we anticipate future decisions possibly changing our evaluation abilities. **Table 1** shows how we assessed each site as of March 2022. Due to the diversity of work being done within grantees, instead of evaluating each grant project as a whole, we looked at the main components of each grant and evaluated them separately. The information provided in Table 1 is expanded upon in Section 2.

Table 1. FY20 TVTP Grantee Evaluability Assessment, March 2022

Grantee	Type of project	Outcome Evaluability Checklist			Type of Evaluation
		Realistic for outcomes?	Verifiable?	Useful/ meaningful?	
Bay Area					
Combined CAB, BA, & PS (Projects 1&4)	Training	Yes	Yes	Yes	Outcome
SSA Programming (Project 2)	Training	Yes*	Yes*	Yes	Outcome*
NTAC Dashboard (Project 3)	Infrastructure	-	-	-	Process
CEP					
Alternative Pathways (in-person) (Goals 1 and 2)	Intervention	Yes*	Yes*	Yes	Outcome*
Alternative Pathways (mail course) (Goal 3)	Intervention	-	-	-	Process
Info sharing/ webinars (Goal 4)	Information sharing	-	-	-	Process
McCain Institute					
Prevention Practitioner’s Network (Goal 1, Objective 1.1)	Networking	-	-	-	Process

Grantee	Type of project	Outcome Evaluability Checklist			Type of Evaluation
		Realistic for outcomes?	Verifiable?	Useful/ meaningful?	
Workshops & Symposiums (Goal 1, Objective 1.2)	Information/ Networking	-	-	-	Process
Framework development (Goal 2)	Information sharing	-	-	-	Process
Prevention Practitioner's Public Directory (Goal 3)	Networking	-	-	-	Process
LAH					
ExitUSA (Goal 1)	Client Services	-	-	-	Process
Exit USA outreach (Goal 2)	Awareness	No*	No*	No*	Process*
MHPCD/LE training (Goal 3)	Training	Yes	Yes	Yes	Outcome
NGA					
Policy Academy (Goals 1-3)	Technical Assistance	-	-	-	Process
CRC					
101/201 trainings (Goal 1)	Training	Yes	Yes	Yes	Outcome
Consultation, triage, & community events (Goal 2)	Client services	-	-	-	Process
Resource library (Goal 3)	Information sharing	-	-	-	Process

*RTI is continuing to work with some grantees to determine the feasibility of conducting outcome data collection. Responses denoted with an asterisk are based on current status and are subject to change.

2 Grantee-Specific Evaluability Assessments

In this section, we provide a summary of each of the grantee's projects, followed by a description of our evaluability assessment methods and findings, and finally our planned evaluation design. Each site is reviewed by the separate components that were listed in Table 1 (pg. 4). Sites and specific components that we know will be the subject of an outcome evaluation include more detailed information on the evaluability assessment findings than those where a process evaluation is the most appropriate. All site goals and objectives were extracted from the IMPs and collected in Appendix B.

2.1 Bay Area UASI (Bay Area)

This section of the report will document our evaluability assessment with the Bay Area Urban Areas Security Initiative (Bay Area UASI or Bay Area). The evaluability assessment ran from September 2021 to February 2022, during which time we engaged in telephone calls, surveys, and reviewed policy and program documents. In the following section, we elaborate on the project, including their metrics for measuring success. Additionally, we explain how we conducted our evaluability assessment and how we concluded why a process or outcome evaluation is appropriate. Finally, we describe our evaluation plans moving forward.

2.1.1 Project Summary

Bay Area UASI's project is unique in its multi-pronged approach. The Bay Area project narrative outlined four distinct components consisting of Community Awareness Briefings (CABs) (Project 1), Youth Resilience trainings (Project 2), National Threat Assessment Protocol implementation (Project 3), and Behavioral Indicators trainings (Project 4). However, while Bay Area UASI initially proposed CABs and Behavioral Indicators trainings as separate initiatives, during implementation they decided to merge them into a combined training with the CABs and Behavioral Indicators sections as separate modules. They also added a third module to the training, which outlined prevention strategies and resources for participants, resulting in a three-hour training. As training participants cannot sign up for distinct modules, we will merge Projects 1 & 4 in this report and will evaluate them together. Project 2 and 3 will be discussed separately. In the following sections, we further explicate each project's design and metrics for measuring success.

Combined Community Awareness Briefings, Behavioral Assessment Trainings, and Prevention Strategies (Projects 1 & 4)

Bay Area UASI is implementing three-hour trainings made up of three modules (CABs, behavioral assessment trainings, and prevention strategies) to enhance community awareness of the drivers of violent extremism and the threat of targeted violence by training participants to recognize characteristics of persons mobilizing and radicalizing to violence. To achieve these program goals, Bay Area intends to deliver nine, instructor-led training seminars and eight, instructor-led, train-the-trainer (ToT) seminars for sustainability. Bay Area will directly engage with faculty and staff at high schools and Houses of Faith (HOF) located in the 12 counties and three major cities that comprise the Bay Area. This will include 55 high schools and 100 HOF. Bay Area's Project 1 & 4 aims to increase awareness of the characteristics of persons mobilizing or radicalizing to violence and enhance the ability of individuals to recognize the behavioral characteristics of someone about to perpetrate targeted violence.

To measure these goals, Bay Area's planned performance measures will gather data about training satisfaction, knowledge obtained, and the application of such knowledge. Bay Area UASI will use pre-/posttests to measure knowledge gain of the training materials. Additionally, they will evaluate whether participants feel confident and capable of assessing behavioral characteristics, identifying persons mobilizing to violence, and initiating the appropriate interventions when recognizing indicators of radicalization to violence. For the TOT trainings, Bay Area will also evaluate the training report to ensure that participants feel capable and confident to facilitate trainings themselves. For each of these surveys, Bay Area aims for at least 80% of participants to have attained satisfactory results. Lastly, Bay Area will conduct follow up post-training tests to measure knowledge application by participants in the months after they completed the training to capture results pertaining to application of training content.

Safe Schools Ambassadors Programming (Project 2)

Bay Area UASI, in partnership with subcontractor Community Matters, is implementing a training Safe School Ambassadors® (SSA) Program and corresponding SSA Training of Trainers (TOT) Sustainability Model, with an overall goal of developing protective factors and reducing risk factors to violence in youth communities. The project seeks to implement the SSA training program in five schools, training up to 40 students and five faculty per school. Second, the project seeks to identify up to four representative individuals from each of the five counties included in the target area and conduct a TOT so that these representatives can in turn conduct SSA trainings in their respective communities. Lastly, the project aims to implement a second year of SSA training in five schools with trainers that completed the TOT working together with Community Matters trainers. Project 2 targets staff, administrators, and students

from five schools located in the 12 county, three city regions and aims to have training participants reflect these schools' demographic distributions.

Bay Area UASI will record the number of schools, students, and faculty that participate in the SSA and TOT trainings. They will collect post-training surveys to measure the percent of student participants that self-report feeling confident and capable of intervening with their peers, as well as surveys from after SSA TOT trainings that measure the percent of participants that self-report feeling confident and capable to begin facilitating SSA trainings. Bay Area and Community Matters do not currently conduct pre-tests to establish a baseline of participant knowledge or confidence and do not include questions in its post-training surveys to measure knowledge gain as opposed to confidence. Both are needed for an outcome evaluation. RTI is currently working with Bay Area and Community Matters to determine the feasibility of implementing such pre-/posttests for Year 2 of their program. To assess how SSAs are applying the skills learned in the training to intervene with their peers, Community Matters requests that training participants meet regularly following trainings and create Action Snapshot Campaigns to provide summaries of times when students intervened and how they did so.

NTAC Dashboard (Project 3)

Under Project 3, Bay Area UASI seeks to reduce targeted school violence by implementing NTACs, which includes establishing a Targeted School Violence database and the cross-jurisdictional use of this data. To do so, Bay Area UASI conducted regional outreach and socialization of the program. Through this process, Bay Area UASI found that the Santa Clara County Office of Education (SCCOE) had worked with DataZone to develop a similar dashboard. In pursuit of their shared goals, Bay Area UASI collaborated with SCCOE to expand their database to include data from the school systems under Bay Area UASI's purview. The target population for these activities are the 12 County Offices of Education that are in proximity to the Bay Area.

Bay Area will measure their goals by evaluating document tools, frameworks, templates, etc. including a letter of intent, project governance structures, data architecture framework, Concept of Operations framework, data security framework, enhanced threat assessment protocols, data sharing requirements, school violence impact stories, and context models. Additionally, they intend to solicit and record incremental client reviews to outputs. While this grant project is expanding the SCCOE DataZone portal to improve risk assessment within Bay Area counties, the grant period does not include measuring how the counties utilize the portal. This situates the project for a process evaluation where RTI would be able to document Bay Area's completion of activities and outputs and assess final products developed as a result of the collaboration between Bay Area UASI and SCCOE in a process evaluation.

2.1.2 Outcome Evaluability Assessment

Our evaluability assessment began by reviewing the Bay Area UASI's IMPs for each of their projects. Additionally, we have regular, ongoing calls with our Bay Area points of contact as well as their subcontractors to ask questions and develop a clear understanding of the projects. RTI continued the evaluability assessment by conducting a survey and reviewing the quarterly reports provided to the Center for Prevention Programs and Partnerships (CP3) and reviewing documentation from each of the respective projects.

Using all these resources collectively, RTI completed an Outcome Evaluation Assessment Checklist for each of the three Bay Area projects to determine if an outcome evaluation or a process evaluation would be the most feasible and appropriate. Based on our knowledge of the projects, we believe an outcome evaluation would be the best type of evaluation for Bay Area UASI's Projects 1 & 4. Contingent

upon the revision of data collection instruments and IRB approval, RTI hopes to conduct an outcome evaluation of Project 2, as outlined in the following sections.

Evaluating Community Awareness Briefings and Behavioral Assessment Trainings

Is the project designed in such a way that measurable outcomes are realistic to expect?

Yes, RTI has assessed that Project 1 & 4's design allows for realistic outcomes. Overall, Bay Area communicates their program mission in a clear and concise manner, is on schedule to be completed on time, and all inputs, activities, and outputs are well defined and sufficient within their IMP. Additionally, project objectives are SMART, and the theory of change is clear and plausible.

However, it is important to note that, although Bay Area clearly defined their target population in their IMP as being 55 high schools and 100 HOF in the Bay Area, their trainings included a much more diverse population, such as individuals from police departments, non-profit organizations, and health departments. This may expand the impact of their programming but will also create a challenge in assessing whether their program is reaching the intended communities (or if the intended communities have changed).

Are the results of the TVTP program verifiable based on the planned collection systems?

Yes, as discussed above, Bay Area has planned collection systems to measure outcome-level results. While Bay Area did not include all these data collection instruments in their initial design, RTI worked with Bay Area to discuss best practices in evaluating training programs and, in response, Bay Area revised their IMPs and tools to conduct pre-/posttests, gather data on knowledge gain as opposed to just confidence, and to conduct follow-up posttests to measure knowledge application. Based on this revised IMP, RTI believes that the planned collection systems will be able to verify TVTP program results.

Nonetheless, it is important to note a factor influencing the quality of an outcome evaluation. During our discussions with Bay Area, they noted that they have had a significantly lower response rate to pre-/posttests due to the virtual setting of their trainings during COVID-19. This should not pose a challenge moving forward as Bay Area has begun in-person trainings and expects almost all trainings to move back to in-person. This challenge did however inhibit data collection during the previous months of project implementation.

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

Yes, this type of training project is something other organizations could replicate and benefit from, if found to be effective in TVTP. Based on our initial discussions with Bay Area, RTI believes that key stakeholders and partners will be available to participate in an outcome evaluation, in addition to the data collected by Bay Area throughout implementation. It is possible that external factors, such as COVID-19, might inhibit an outcome evaluation by limiting project activities or forcing them to revert to a virtual setting which could hamper future data collection. However, while this may inhibit some aspects of an outcome evaluation, RTI believes that it will still have sufficient access to key stakeholders, partners, and data to be able to conduct an outcome evaluation.

Evaluating Safe Schools Ambassadors Programming

Is the project designed in such a way that measurable outcomes are realistic to expect?

After reviewing the Youth Resilience project's overall design, RTI found that it is sufficiently defined, plausible, and relevant to support an outcome evaluation. The mission, goals, objectives, inputs, outputs, and activities are clear. Objectives largely follow SMART guidelines, although they are not time-bound, and it is not clear if there will be sufficient time for the project to measure longer-term outcomes. The project is not currently designed to collect baseline data prior to implementing this

program. RTI is currently having conversations with the project team to determine if IRB hurdles can be overcome and if the project design can be modified to include pre-/posttests for student ambassador training.

Are the results of the TVTP program verifiable based on the planned collection systems?

At this point in time, planned collection systems are not sufficient to verify outcome-level results of Project 2. As described under the Project Summary, during Year 1 of the SSA project, Community Matters conducted surveys with student participants following their two-day training to gather their feedback on the program and confidence levels utilizing the skills they learned. However, they did not conduct a pre-test to establish a baseline level of confidence. Without this baseline it would not be possible to conduct an outcome evaluation.

However, RTI is currently working with Bay Area UASI and Community Matters to revise the planned data collection systems for Year 2 (beginning August/September 2022) to add structured pre-/posttests to measure knowledge gain. RTI is also limited by their IRB designation and is currently prohibited from obtaining any data from minors. Part of RTI's discussions with Bay Area includes the grantee submitting an IRB amendment allowing for RTI to view data collected from minors, making their IRB the IRB of Record for the Project 2 evaluation. If these discussions successfully move forward, the current systems would be augmented in three primary ways. First, Community Matters would add pre-tests for its SSA trainings to establish a baseline and therefore enable an outcome evaluation. Second, the current post-workshop surveys would be revised to become posttests and include questions measuring knowledge gain, in addition to confidence, to strengthen an outcome evaluation. Finally, post-workshop tools to measure knowledge application may be obtained to gather additional data on student interventions in the months after they participated in a training.

It is not clear at this point in time if these revisions will be made, as IRB approval is still required and RTI, Bay Area UASI, and CP3 are still trying to determine if a stipend for schools is available. Should these instruments be applied, RTI believes that outcome-level results will be verifiable and will thus conduct an outcome evaluation. However, it is important to note that this outcome evaluation would focus exclusively on the Year 2 trainings, which are co-taught by Community Matters trainers and the TOT participants. It will not be possible for RTI to conduct an outcome evaluation of the Year 1 trainings (taught solely by Community Matters), as they are already complete.

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

Although the SSA program curriculum is proprietary and therefore not possible to be replicated by the broader TVTP field, the project outcomes may provide the field with insights into whether a similar curriculum, training structure, and sustainability model is effective in increasing students' and faculty members' knowledge of how to identify and react to instances of mistreatment and bullying. An outcome evaluation would be even more useful if it is able to establish the project's impact on student interventions in these instances.

Additionally, an outcome evaluation may be inhibited by external factors. COVID-related school protocols and staffing shortages may make it difficult for trainings to proceed. Additionally, both COVID concerns, and broader school capacity constraints may inhibit the outcome evaluation itself, as they might limit schools' ability to assist in data collection. DHS is working to determine if a stipend for the schools is possible to help offset some of this burden, but that still may not solve problems related to staffing shortages or school closures. If these external factors do not inhibit work, we anticipate that key

stakeholders, such as Community Matters trainers, faculty member participants, and TOT participants will be available to participate in an outcome evaluation.

Dependent upon Bay Area UASI and Community Matters addressing the issues outlined above, RTI will proceed with conducting an outcome evaluation of the Youth Resilience project. However, if the IRB will not cover RTI's activities or we are unable to get the new data collection systems into place, a process evaluation will be conducted, which will still provide valuable information on the application of such a program in schools.

2.1.3 Evaluation Design

Project 1&4: Community Awareness Briefings and Behavioral Indicator Training

RTI will conduct an outcome evaluation of the Bay Area UASI's Project 1 & 4, which implements CABs, Behavioral Assessment, and Prevention Strategies trainings. The outcome evaluation will provide essential insights about the meaningful impact of the training as a tool for improving community awareness and connecting community leaders with necessary skills and resources. Firstly, RTI will continue to hold meetings with Bay Area to obtain updates on programming, will review the training curriculum and other materials, and will observe trainings to gather data regarding their practices, as possible. RTI will additionally interview trainers/trainees as they are available and review training feedback to augment its evaluation with any important findings on participant satisfaction.

RTI will focus on the data collection instruments detailed in the Project Summary, specifically: pre-/posttest results to measure knowledge gain and confidence and a follow-up posttest conducted three to six months following training to measure knowledge retention and application.

Project 2: Safe School Ambassadors

RTI hopes to complete an outcome evaluation of the Bay Area UASI's Project 2, the implementation of Community Matters' Safe Schools Ambassador program at five Bay Area schools. This outcome evaluation is contingent upon the revision of data collection systems to establish pre-/posttests, among other instruments detailed in the above sections. Should it move forward, the outcome evaluation will examine the efficacy of promoting social cohesion in schools as a means of preventing isolation and radicalization to violent extremism.

In the case that RTI conducts a process evaluation, RTI will continue meeting with Community Matters and Bay Area to obtain updates and will review existing materials, including their curriculum, school and participant selection criteria, post-training surveys, Action Snapshot Campaigns, and end of year surveys. RTI will additionally observe an in-person TOT course and possibly conduct interviews with trainees and other stakeholders. These data will enable RTI to provide a deeper understanding of the training process itself, such as the number of trainings, challenges encountered and resolved, existing gaps, and qualitative feedback about the training structure or curriculum.

If RTI attains IRB approval and is able to conduct an outcome evaluation, it will analyze a series of additional data, including pre-/posttests and Year 2 trainings and Action Snapshot Campaigns describing interventions that took place in the months following trainings. An outcome evaluation would enable RTI to examine the outcomes that took place as a result of these trainings, including knowledge and confidence gained and application. This will potentially provide the TVTP field with some understanding if this format and subject matter is effective in enabling students to intervene when they observe instances of bullying and mistreatment.

Project 3: NTAC Dashboard

RTI will conduct a process evaluation of the Bay Area UASI's Project 3. Process evaluations allow researchers to see the inner workings of a project and document accomplishments that may not otherwise be tracked in a spreadsheet or data report. Conducting a process evaluation of the NTAC Protocol dashboard will be multifaceted and require multiple modes of data. RTI will continue to track Bay Area's process and note when key products or milestones are completed or delayed. RTI will continue to have calls with Bay Area to obtain updates and meet with partners working on this database. We will also review any other data collected by Bay Area as related to their grant objectives.

2.2 Colorado Resilience Collaborative (CRC)

In this section of the report, we will describe the evaluability assessment of CRC's grant. The assessment ran from September 2021 to February 2022. During this time, RTI has engaged in six Zoom calls, reviewed program documents (such as their triage consultation flow chart and infographic on prevention impact) and post-training surveys and completed a survey with CRC and its partners.

Through our assessment, RTI has determined that it is possible to conduct an outcome evaluation of CRC's training component and a process evaluation of CRC's consultation, triage, and community events and the online resource library. In the sections below, we will summarize the project, our evaluability determination, and how we plan to conduct the evaluations.

2.2.1 Project Summary

CRC's TVTP grant has three primary goals: building awareness, strengthening local networks and collaboration, and creating sustainable approaches to prevent and intervene in targeted violence in Colorado. The project consists of three main components: 101 and 201 trainings, consultation and triage of cases, and an online resource library. Overall, CRC aims to target professionals in the education, behavioral health, and law enforcement sectors, in addition to non-professional community members, such as parents and students.

Developing and presenting 101/201 Trainings (Goal 1)

CRC has created a unique and targeted set of trainings aimed at educating professionals in the law enforcement, behavioral health, and education sectors, as well as non-professional community members on targeted violence. Their trainings are divided into two levels: 101 and 201. Their 101 training is focused on community awareness and their 201 training is focused on threat assessment and management and incorporates mental health perspectives. CRC adapts the trainings to meet the needs of the organization or group that is requesting the training. For example, they may shorten the training to a desired length, or they may spend more time on a certain topic. CRC aims to train at least 800 individuals and 50 organizations in Colorado with these curricula. As of early March 2022, CRC had trained a total of 719 people, so CRC is on track to complete this objective.

In addition to recording the number of training participants by profession and county, CRC has used post-training surveys to capture self-reported data on knowledge gain since the project began. CRC has not used pre-/posttests to measure baseline knowledge or knowledge gain that is not self-reported in the past. However, as of March 2022, CRC agreed to incorporate pre-/posttests into their remaining trainings. CRC is currently in the process of drafting these instruments with CP3. While CRC does not know exactly how many trainings they will conduct between March 2022 and the project end, they have estimated that they will hold six more trainings and committed to using the pre-/posttests in all of these. CRC does not intend to conduct follow-up surveys in the months after trainings have taken place to track sustained confidence or knowledge application.

Providing triage, consultation, and community events (Goal 2)

The second component of CRC's TVTP grant is to provide triage, consultation, and community events for individuals or groups looking for guidance on how to formulate a response to cases or scenarios. CRC's triage and consultation activities vary depending upon the needs of the case and are assessed and triaged appropriately. Situations that need greater attention or more specific aid beyond what CRC can provide are referred to one of two partners: Life After Hate or Nicoletti-Flater Associates to provide more in-depth support. CRC then provides in-depth consultation with cases that are not referred out and delivers relevant resources, actionable feedback, and sometimes a 101 or 201 training. In total, CRC aims to triage at least 75 cases and deliver in-depth consultation services to at least 50 cases. CRC is gathering aggregated case data in a qualitative format to track their progress towards this objective.

CRC plans to disseminate learning from its experience conducting these consultations. Although CRC planned to facilitate a virtual meeting to present their findings, they told RTI in February 2022 that they have since revised this activity to consist of the development of a toolkit for how to conduct consultations. This has yet to be developed as of this evaluability assessment and is currently not reflected in the IMP. CRC plans to track the number of toolkit views as a performance measure. Additionally, CRC plans to host four virtual or hybrid (in-person + virtual) events to enhance collaboration and knowledge sharing among four different community groups: LGBTQIA+, Latinx, New Americans, and Veterans. CRC will distribute a post-event survey to gather data asking participants about their satisfaction with the events.

CRC's triage and consultation activity is very context dependent as no two cases/consultations are the same. Some of CRC's consultations are limited to providing individuals with resources or referrals and would therefore be difficult to measure at the outcome level. The toolkit and knowledge sharing events are also not designed in a way where any outcome data would be extractable. As such, we have determined that this component is best suited for a process evaluation.

Creating an online resource library (Goal 3)

CRC's third component focuses on the creation of an online resource library. This library will contain a collection of targeted violence prevention and intervention technical assistance resources and would be free to anyone who registers. CRC has faced internal delays in completing the website, but CRC believes it is on track to finalize the website by the end of March 2022. Once the website is live, CRC aims to have at least 1,000 persons access materials through the resource library. The library will require that all individuals register before downloading materials and CRC will use this registration information (profession, county, state, how they plan to use the resources), in addition to web analytics, to track how many individuals access their materials. While the project aims to develop the resource library and track site traffic, the scope does not include measuring how individuals use the resources. A process evaluation will be conducted on this component of the project.

2.2.2 Outcome Evaluability Assessment

The evaluability assessment relies on information gathered by reviewing CRC's IMP and project proposal and conducting a series of calls with our CRC points of contact. Due to COVID-19 travel restrictions, RTI has not conducted any in-person interviews or site visits.

RTI completed the Outcome Evaluation Assessment Checklist developed for this project to determine if an outcome evaluation or a process evaluation would be the most feasible and appropriate. Based on these questions, we believe an outcome evaluation is most appropriate for the training component and

a process evaluation is most appropriate for the other two components. Below we review the reasons we came to this determination for the 101/201 trainings.

Evaluating the 101/201 Training

Is the project designed in such a way that measurable outcomes are realistic to expect?

The program's mission, goals, and objectives are clear, and their IMP is constructed logically. The program theory of change is plausible, and the site is on track to accomplish objectives on time. The objective is SMART, but it is important to note that this objective aims to 'facilitate access' to training and resources. This objective does not inherently lend itself to outcome-level results; however, based on conversations that RTI has had with CRC and reviewing their post-training surveys, we have established that CRC means to focus on increasing knowledge. As such, we have determined that the project is designed in such a way that measurable outcomes are realistic to expect.

Are the results of the TVTP program verifiable based on the planned collection systems?

Yes, the planned collection systems are sufficient to verify outcome-level results. As discussed in the Project Summary section, although CRC has not collected objective pre-/posttests to date, they agreed to do so in all remaining trainings. With this data available, RTI will be able to establish a baseline and measure objective knowledge gain and therefore verify outcome-level results of CRC's trainings.

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

Yes, an outcome evaluation, if feasible, would be useful to the TVTP field, as it may provide insight into whether CRC's curriculum is helpful in increasing professionals' and non-professionals' understanding of TV, recognizing signs of it, and knowing how to apply learnings post-trainings. However, it may be difficult to replicate this project, as CRC often tailors its trainings to meet the specific needs of their clients. In theory, training participants would be available to participate in an outcome evaluation and RTI does not anticipate any external factors that would reduce its ability to conduct an outcome evaluation. Based on these questions, we believe that an outcome evaluation would be useful and meaningful.

2.2.3 Evaluation Design

To gather data on the overall project's implementation, RTI will continue to meet with CRC to monitor updates and review materials, in addition to conducting qualitative interviews with their staff to learn more about the different processes and accomplishments of the project.

To conduct an outcome evaluation of the 101 and 201 trainings, RTI will review all data from the pre-/posttests completed in their final trainings to verify results. Additionally, we will use data from CRC's existing post-training surveys to look at self-reported confidence and understanding of the material taught in the trainings. We will also review the training curriculum to better understand the content of what is being taught. CRC also intends to record a 101 and 201 training session, which RTI will review.

To conduct a process evaluation of the consultations, toolkit, and networking events component, RTI will review the relevant program documents and materials, in addition to reviewing any records surrounding consultations, such as numbers and types of support that CRC provided. Additionally, RTI plans to observe at least one of the community events in order to provide a deeper understanding of these events' structure and agenda. Finally, RTI will review the resource library and its resources once it is live. CRC will also provide RTI with the data that it receives from the website analytics to provide more insight into the trends in use of these resources, such as the frequency of views of different resources and types of individuals viewing them.

2.3 Counter Extremism Project (CEP)

This section of the report will document our evaluability assessment of the Counter Extremism Project (CEP). CEP's project involves three primary components: 1) the development and implementation of the Alternative Pathways training curriculum for both in-person delivery and 2) through mail correspondence, and 3) the presentation of their findings regarding the intervention to key stakeholders. CEP has experienced several delays to their project due to the IRB process and unexpected key staff turnover. To adapt to these delays, CEP has tentatively prepared a three to six month No Cost Extension (NCE) request to allow for completion of the project. CEP did recently (January 2022) receive IRB approval and has new leadership working on the program. As such, they are currently waiting to see if the project can get up and running before deciding whether they will move forward with the NCE. Therefore, many components of a possible evaluation for CEP's intervention are still undetermined. Assuming all things go as planned moving forward, however, we anticipate conducting an outcome evaluation of the implementation of the Alternative Pathways in-person training.

RTI's evaluability assessment of CEP's project ran from September 2021 to February 2022, during which time we engaged in telephone calls, reviewed policy, and program documents, and completed a survey with CEP. RTI identified two primary challenges that may affect the evaluability of CEP's grant. First, RTI recently discovered that, due to a combination of RTI's IRB determination and DHS's adoption of the Common Rule², RTI is not currently authorized to collect any data from prisoners. This restriction would prohibit us from conducting an outcome evaluation and would limit the data reviewed in a process evaluation. After discussions with DHS and RTI's IRB, RTI requested CEP's IRB be the IRB of record for RTI's evaluation in order to enable an outcome evaluation. This will not affect the CEP implementation timeline, as activities can continue while awaiting IRB review; however, it is important to note that RTI's outcome evaluation is contingent upon receiving this approval.

This report considers both the work they have completed thus far and the intervention as it is described in their IMP to identify whether an outcome or a process evaluation is appropriate. If CEP proceeds with the NCE and implements the intervention as originally planned, RTI plans to perform an outcome evaluation of their Alternative Pathways in-person training component and a process evaluation of the Alternative Pathways mail-correspondence training component. For the knowledge sharing component, RTI will document these accomplishments through a process evaluation.

In this section, we will summarize the project, explain how we decided to perform both a process and outcome evaluation on distinct components of CEP's project and will describe our evaluation plans moving forward.

2.3.1 Project Summary

The Counter Extremism Project (CEP) has collaborated with experts in the field to develop the Alternative Pathways curriculum which seeks to reduce recidivism and prevent radicalization to violent extremism among susceptible incarcerated communities and people with terrorism related convictions. After initial challenges with different corrections facilities, CEP has established a protocol with Parallel Networks, Choice Resources, and Richard J. Donovan Corrections facility to administer the Alternative Pathways curriculum to at-risk incarcerated individuals. CEP collaborated with Parallel Networks to develop the curriculum and continues to work with Choice Resources to train their staff as

² Common Rule: 45 CFR 46 restricts the Federal government and its contractors from collecting data that "involves a category of subjects that is vulnerable to coercion or undue influence, such as **children, prisoners**, individuals with impaired decision-making capacity".

implementers of the program inside Donovan Prison in San Diego, California. As part of this intervention, CEP aims to connect at-risk incarcerated individuals with post-release support as well to promote social reintegration and cohesion.

CEP's project implementation has been restricted due to delays in attaining IRB approval. CEP began the IRB review process in Quarter 2, prior to RTI's involvement in September of 2021. CEP had ongoing negotiations with their IRB until January of 2022 when they received approval. Therefore, CEP's work thus far has been limited to preparing materials for the Alternative Pathways curriculum and initial outreach to incarcerated individuals to solicit interest in the written correspondence course.

Developing and implementing the Alternative Pathways curriculum as an in-person course (Goals 1, and 2)

Initially, CEP began their work by conducting a thorough multidisciplinary review of materials regarding approaches to preventing radicalization, especially among vulnerable imprisoned populations. Using this information, CEP collaborated with experts to generate the innovative Alternative Pathways curriculum. The Alternative Pathways curriculum uses a social cohesion and eco-systemic perspective to prevent radicalization to violent extremism. Specifically, the curriculum presents a counter-narrative to participants which explains driving factors towards violent extremism and offers protocols for addressing these grievances non-violently on the individual and communal level.

CEP intends to deliver the Alternative Pathways curriculum via a 10 week in-person course to 72 incarcerated participants who are set for release prior to 2025. Thus far, CEP has trained instructors from their community partner, Choice Resources, on the Alternative Pathways curriculum and coordinated with Donovan Prison facility to ensure the course will have a platform within the facility. Furthermore, in conversations with CEP, they have tentatively discussed the possibility of implementing an additional course at Calipatria State Prison. At Donovan Prison facility, CEP will market the program to the broad prison population through an initial information session and flyers and will consult with the mental health services to target specific at-risk groups. The 72 participants will be divided into four distinct class groups, with 18 participants in each class.

In their IMP, CEP indicates that they will record completion of the course and conduct pre-/posttests with participants to test any increase in their knowledge of risk factors and indicators associated with radicalization to violent extremism. They additionally plan to have participants complete feedback surveys regarding the lesson and their confidence, therefore allowing CEP to gain more nuanced information about possible best practices on a week-by-week basis. CEP is still in the process of developing these data collection instruments. CEP also plans for the instructors from Choice Resources to gather weekly progress notes during the program to report back to CEP as an indicator of participant's progress.

Implementing the Alternative Pathways curriculum as a mail-correspondence course (Goal 3)

CEP utilized a database from the New America Foundation containing individuals accused or convicted of terrorism or extremism related crimes from which they will draw on to target their mail correspondence intervention, according to their IMP. CEP collaborated with Parallel Networks to initiate mail-correspondence with 60 susceptible incarcerated individuals from the database. In their initial round of outreach, CEP prioritized contacting individuals who have upcoming release dates within a year to address the most urgent cases. Of these, CEP received responses from 36 people (60%). CEP will engage with the individuals who respond with interest to gain a commitment to complete the same Alternative Pathways curriculum being done in-person but adapted to a written context. CEP's objectives seek to have 10 participants complete this mail correspondence course. CEP intends for the

delivery of the Alternative Pathways curriculum to increase awareness of radicalization risk factors and the available support alternatives amongst susceptible incarcerated populations.

In their IMP, CEP indicates that they will record completion of the course and conduct pre-/posttests with participants of the mail correspondence training to test any increase in their knowledge of risk factors and indicators associated with radicalization to violent extremism. However, in subsequent conversations with CEP, they clarified that they will not implement pre-/posttests for the mail correspondence course. Instead, CEP intends to record qualitative observations about respondent's perception of their own progress, confidence about course material, and understanding of their own narrative. While these measures will provide helpful insight regarding participant's experience taking the Alternative Pathways course, these subjective measures cannot verify the achievement of their program objectives. The lack of pre-/posttests means that CEP will not be able to objectively measure the knowledge gained by participants from the course and will not have a baseline status to compare against. Therefore, RTI has determined that it will conduct a process evaluation of the mail correspondence course.

CEP presents findings and best practices to promote replicability (Goal 4)

Finally, CEP intends to analyze the outcomes of the in-person and mail courses to glean information about best practices for preventing radicalization to violent extremism among incarcerated populations and present this information to policymakers and community organizers through a series of events. To reach a variety of stakeholders, CEP plans to generate a final report with their findings, as well as present on this information at three webinars and two other public facing events. Additionally, their IMP mentions the possibility of holding workshops with other community organizations to train them on recreating the program. CEP will use surveys, interviews, and focus groups in order to measure participant knowledge. RTI intends to conduct a process evaluation for this component.

2.3.2 Outcome Evaluability Assessment

Our evaluability assessment began by reviewing CEP's IMP and having a series of calls with our CEP points of contact to ask questions and develop a clear understanding of the project. RTI continued the evaluability assessment by having monthly and ad-hoc calls with the CEP points of contact, reviewing the quarterly reports provided to CP3, and reviewing their Alternative Pathways curriculum. The uncertainty regarding CEP's timeline presents some challenge to RTI's ability to evaluate their programming. However, when considering the evaluability of CEP's projects, we turned to their program design based on the assumption that they will follow through with the project and evaluation.

Based on these findings, the need for IRB revisions allowing for collection of data from prisoners, and the assumption that the CEP project will follow their current project design and plans for a NCE, RTI has determined that it will try to conduct an outcome evaluation of CEP's Alternative Pathways in-person training component. RTI will also conduct a process evaluation of CEP's Alternative Pathways mail-correspondence course as well as the grant's knowledge sharing component.

Evaluating the Alternative Pathways curriculum in-person course (Goals 1 and 2)

Is the project designed in such a way that measurable outcomes are realistic to expect?

It is not certain if the project, as originally designed, will be completed on time due to programming delays and the uncertainty of the NCE submission. However, for the purposes of this Evaluability Assessment, RTI will focus on what was included in the original project design. Overall, CEP has defined clear and measurable goals and outcomes that are realistic to expect. Furthermore, the inputs, activities, and outputs are well defined and realistic given the project scope. However, RTI has identified two

important considerations in measuring outcomes based upon CEP's identified objectives. First, the objectives, activities, and performance measures focus on measuring outcomes immediately following the intervention, such as conducting posttests and asking participants about their interest in pre- and post-release programs. However, they did not include time or instruments in their design to measure these outcomes in the short or long-term following this intervention. Second, CEP's objectives for Goal 2 focuses on "increasing awareness" or "making [the target population] aware." Based on conversations that RTI has had with CEP, we have established that CEP means this objective to focus on increasing knowledge and understanding of the concepts covered in its curriculum. With this more specific language in mind, RTI believes that it can expect to collect outcomes to measure progress against this objective.

Are the results of the TVTP program verifiable based on the planned collection systems?

Yes, the results are verifiable, contingent upon CEP implementing their project and data collection as described in the IMP and contingent upon RTI receiving authorization to collect and analyze data from prisoners. As noted above, it is unclear how project delays may affect planned collection systems, but RTI assessed the evaluability of the project based on the planned collection systems. Overall, RTI believes that the program results will be verifiable. Below are key points that RTI identified in its assessment.

First, CEP identified performance indicators to adequately measure project objectives, including baseline data, and has established in its project design a data collection system. CEP indicated they will develop pre-/posttests for the participants to measure knowledge gained through the intervention. CEP has not fully developed their pre-/posttest instrumentation so RTI cannot verify at this point that the instruments will accurately capture knowledge transfer. However, CEP indicated that it is willing to share and collaborate with RTI on instrument development to ensure that they are effective in collecting data for an outcome evaluation. This will serve as CEP's primary data source for an outcome evaluation, but RTI will also review CEP's other planned instruments to inform its evaluation. For example, CEP plans to have participants complete feedback surveys each week about the lesson and their confidence and to record the number of participants who engage with the course and how many complete the course.

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

An outcome evaluation of the Alternative Pathways in-person workshop component would be useful and meaningful to the growing body of work on preventing radicalization in prisons and aiding deradicalization among incarcerated populations. Not only is the project highly generalizable and applicable to other facilities, but a successful evaluation of this program would address the lack of literature on preventing radicalization within the vulnerable incarcerated population. Additionally, this project seeks to work with both incarcerated Islamic and far-right extremist populations; therefore, it may provide useful information on the differences or similarities in working with these different populations.

2.3.3 Evaluation Design

RTI will try to conduct an outcome evaluation of CEP's in-person training component, pending the implementation of CEP's programming and data collection in line with their IMP as well as approval of IRB modifications to allow for data collection from prisoners.

Completing the outcome evaluation of the CEP Alternative Pathways curriculum in-person will involve multiple sources of data. First and foremost, RTI will work with CEP to develop robust pre-/posttest instruments, which gather all necessary data about the knowledge and skills attained by participants in

the program. RTI has reviewed the Alternative Pathways curriculum and documentation regarding its development and will use this information to inform pre-/posttests, in coordination with CEP. Additionally, RTI will continue to have calls with CEP to obtain updates and consider the possibility of observing their in-person course at the Donovan Prison facility (depending on limitations due to the pandemic). Furthermore, RTI will review any feedback gathered through feedback surveys and potential in-person interviews from participants, trainers, and prison administrators about their confidence in the project. Due to IRB restrictions, all the described data collection and analysis depends upon a modification to CEP's IRB packet allowing RTI researchers access to the data.

An outcome evaluation will provide evidence of the effectiveness of the Alternative Pathways curriculum which will expand our knowledge mechanisms for countering violent extremism and opening opportunities for program replication. Specifically, an outcome evaluation of the CEP project will contribute to literature about preventing radicalization to violent extremism by promoting awareness, social cohesion, and providing ongoing resources. RTI's evaluation of CEP's TVTP grant may also establish protocols and best practices for other community organizations to begin similar programs within other prison facilities.

For CEP's implementation of the Alternative Pathways curriculum via mail (Goal 3), RTI will conduct a thorough process evaluation, although the scope of the process evaluation is dependent upon the IRB allowing RTI access to data collected from incarcerated individuals. In this case, RTI will examine the observations collected by CEP about their correspondence with the respondents as well as the feedback received directly from participants. This process evaluation will reveal how the Alternative Pathways curriculum was translated into a mail correspondence course and any initial findings about the challenges and effectiveness of courses conducted over mail.

Additionally, for CEP's knowledge sharing component (Goal 4), RTI will also conduct a process evaluation. RTI will review CEP's analysis of their training results and any materials they produce from their data. Additionally, when possible, RTI will attend events where CEP presents on their findings, examine any feedback surveys that CEP receives from their event participants, and may independently conduct interviews with individuals participating in the knowledge transfer activities. A process evaluation would also provide documentation of the number and types of interactions, number of events, challenges encountered and resolved, and qualitative feedback about the process.

2.4 The National Governor's Association (NGA)

This section of the report will document our evaluability assessment with the National Governor's Association's Center for Best Practices (NGA). The evaluability assessment ran from September 2021 to February 2022, during which time we engaged in telephone calls, reviewed policy, and program documents, and completed a survey with NGA and their partners. Throughout this time, NGA has had three project leads as each of their predecessors have left NGA. This has been slightly disruptive to the evaluation as RTI has been provided different information by the newest project lead as to the length of their program after months of hearing another timeline. They also provided new information and explanations we had not previously heard, such as the expectation that states would use their Strategic Action Plans to create a State Prevention Strategy to present to their Governor and NGA would help them craft a letter to the Governor. Our previous understanding was that the Strategic Action Plans were the final product of the Policy Academy. It is possible these changes have had effects on the states as well, which we hope to understand when we interview them.

NGA's project seeks to provide four states with technical assistance to facilitate development of project plans, identification of resources, and prepare media toolkits. In this section, we will explain how we concluded that this grantee is best suited for a process evaluation by first describing the NGA's grant-funded Policy Academy and the NGA's goals followed by a description of our evaluation plans moving forward.

2.4.1 Project Summary

The NGA has developed a 'Policy Academy' that is assisting up to five states in developing Strategic Action Plans and State Prevention Strategies to address and reduce TVTP by adopting comprehensive, data-driven approaches. Four states (Hawaii, Illinois, New York, and Wisconsin) were selected for the NGA Policy Academy. Each state developed a multidisciplinary team of key stakeholders to participate in the Policy Academy and develop this strategic plan. The NGA's goals for this project are that 1) each of these four states develop a strategic plan that addresses their state's targeted violence prevention goals, 2) that these states effectively allocate their funding by using evidence-based programming, and 3) that these states' Governors gain public support for prevention activities via improved communication to the public and strengthened relationships between government, private, and non-profit organizations.

To achieve these goals, the NGA provides technical assistance (TA) to the Policy Academy, including meeting facilitation, creating, and providing resources, and other expertise as determined by state needs to develop and finalize their strategic plan. The NGA's TA role extends only as far as the development of these Strategic Action Plans. The states are responsible for developing their own State Prevention Strategy and any adoption or implementation of new practices. Though implementation is the ultimate goal, adoption and execution of these strategic plans is up to the individual states. The NGA staff conducted at least one in-state workshop for each state where they facilitated a meeting with the working group to help develop ideas and consensus while also guiding the working group through activities to help identify strengths and weaknesses of the state's planned approach.

The NGA has partnered with Kivvit, a communication advising company, to develop a Messaging Toolkit resource for states to utilize as part of their strategic plans. The NGA has also partnered with the RAND Corporation to help states develop metrics and key indicators to evaluate the effectiveness of their strategic plan once implemented in their state. Upon completion, RAND will gather these metrics and key indicators and create a library for all states to use when considering implementation of a targeted violence strategy or initiative.

Policy Academy workgroup members are also invited to participate in two cross-site events hosted by the NGA. The first, a virtual Multi-State Learning Lab for Policy Academy participants, took place on August 24-25, 2021³. The second event the NGA will host, which RTI plans to attend, is a virtual final cohort meeting in April 2022 for all sites to attend and share their experiences and lessons learned with their Policy Academy peers.

Performance measures planned for this project are counted by the number of each of the four states that develop strategies including certain study components such as threat assessments, using data to make decisions, and a communications toolkit. These performance measures are designed for tracking accomplishments which is useful in a process evaluation. The NGA planned two surveys for Policy

³ RTI was unable to attend due to a 6-week timeframe from July 2021 to September 2021 where our site contact was paused to address IRB and CAPO approvals.

Academy participants, one at the beginning of the Policy Academy and one at the end. RTI received a copy of the survey conducted at the beginning of the Policy Academy. The survey only had a few questions and asked about preferential meeting days and times for the in-state workshop so it did not provide any useful information for our evaluation. Surveys were also circulated after webinars to collect reaction feedback about the training and participant satisfaction. RTI plans to have input into the second survey that will be conducted at the end of the Policy Academy. This final survey is expected to provide a general sense of the activities, and outputs related to the NGA's TA to states. As this is a TA project and no changes or interventions are being implemented during this period of performance, RTI will conduct a process evaluation of the NGA TVTP grant.

2.4.2 Evaluation Design

RTI will conduct a process evaluation of the NGA's TVTP grant project. Process evaluations allow researchers to see the inner workings of a project and document accomplishments that may not otherwise be tracked in a spreadsheet or data report. Conducting a process evaluation of the NGA Policy Academy will be multifaceted and require multiple modes of data. First and foremost, RTI will continue to track the Policy Academy's process and note when key products or milestones are completed or delayed. RTI will continue to have calls with the NGA to obtain updates and will observe future workshops and other events, including the final cohort gathering. We plan to conduct interviews with representatives from all four of the states to learn about the Policy Academy experience from their point of view.

RTI will review the Strategic Action Plans developed by each of the states as well as the State Prevention Strategy, keeping an eye towards the presence of key Policy Academy elements (e.g., use of risk assessments; Messaging Toolkit integration). We will review the Prevention Messaging Toolkit and the library of Performance Metrics and Key Indicators including associated usage data. We will also review any other data collected by the NGA as related to their grant objectives.

A process evaluation would provide a deeper understanding of the structure of the NGA Policy Academy, provide information on resource and TA needs for organizing bodies developing strategic plans in this field, review networking and knowledge sharing between states working to implement change, and track the utilization of shareable resources.

2.5 Arizona State University - The McCain Institute (McCain)

This section of the report will document our evaluability assessment with The McCain Institute (McCain). The evaluability assessment ran from October 2021 to February 2022, during which time we engaged in Zoom calls and reviewed program documents and materials. McCain's period of performance ends in September 2022, although they are planning to apply for a three month No Cost Extension (NCE).

We believe all components of the McCain grant are suitable for a process evaluation. A process evaluation of McCain's TVTP grant will provide useful information on the novel creation and structure of the PPN and associated public directory of practitioners willing to accept referrals. It would also provide greater understanding of the structure of McCain's project, how they came to fruition, participants self-reported knowledge and confidence gained from the virtual workshops, and types of collaboration and networking stemmed from the workshops and symposiums.

2.5.1 Project Summary

The McCain Institute's TVTP program consists of four main project activities. The overarching goal of the program is to build a national network that both increases the efficacy of locally based prevention

frameworks and programs and expands referral sources of qualified professionals throughout the country.

Developing the Prevention Practitioners Network (PPN) (Goal 1 Objective 1.1)

McCain Institute first created the PPN steering committee that consists of 13 interdisciplinary experts, surpassing their original goal of five to nine members. They developed five network committees that have created or updated multiple PPN documents, such as a code of ethics, a code of ethics policy and procedures, an ethics complaint form, and a PPN one-pager that provides an overall description of the network. McCain continues to meet with the steering committee and the five PPN committees monthly.

Although McCain Institute continues to engage practitioners and collect information on interest in joining the network, they decided to abandon the notion of having member and, instead, are focusing on participants. Anyone who attends a PPN event will be considered a “participant”. To measure the progress on this component McCain Institute is planning to track the number of steering committee members and PPN participants. Activities such as creating a practitioner’s network, while helpful to practitioners, are not interventions and are not designed to measure outcomes at this stage. Therefore, RTI will conduct a process evaluation of McCain’s PPN.

Hosting Workshops and Symposiums (Goal 1 Objective 1.2)

Under this task, the McCain Institute planned to host nine virtual workshops and three in-person networking symposiums. All nine workshops have been completed and one symposium has taken place.

Workshops

The virtual workshops typically lasted two hours each, and they focused on collaboration and knowledge sharing in relevant topics. Brief three question pre-/post-workshop surveys measuring self-reported confidence and knowledge gain were developed and collected before and after each workshop. Participants will be receiving a follow-up survey about networking and collaboration during and after the workshops once it is approved by IRB.

In addition, McCain is collecting number of participants attending each workshop, number of views of workshop recordings posted on YouTube, number of downloads of workshop materials, and measure self-reported change in knowledge in the virtual workshops. RTI has attempted to review some of these data, but there are discrepancies between the data provided by the site and the numbers reported in the quarterly reports. RTI is still working with the site to rectify these numbers.

Symposiums

McCain Institute has originally planned for three in-person symposia, which are networking events to increase collaboration between TVTP providers. The first was hosted virtually in December 2021 due to COVID-19. After meeting with the steering committee in January 2022, they decided the second symposium will also be virtual (planned for March 23-24). This led to a decision to apply for a three-month no cost extension application, which is currently being developed. If approved, this extension will allow for an additional in-person symposium held in the fall of 2022. Participants of these symposia will also receive a follow-up survey asking self-reported collaboration and networking questions. McCain additionally plans to count number of participants attending each symposium and measure increase in collaboration and networking for the in-person symposiums.

Since this component is to produce workshops and symposia and not an intervention, it is not designed to collect measurable outcomes. Therefore, RTI will conduct a process evaluation of this component.