

Targeted Violence and Terrorism Prevention (TVTP)
Grantee Evaluation

FY 2021 Evaluability Assessment Report

Developed for:



Science and
Technology

Developed by RTI International

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1 Overview

1.1 Purpose

In 2022, the Department of Homeland Security (DHS) contracted RTI International to conduct an evaluation of the FY 2021 Targeted Violence and Terrorism Prevention (TVTP) Grant Program. Prior to beginning an evaluation, however, an evaluability assessment was needed. This report reflects 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 by priority area in Table 1.

Table 1. FY 2021 Targeted Violence and Terrorism Prevention Grantees Evaluated, by Priority Area

Priority Area	Grantee
Promising Practices	<ul style="list-style-type: none">• Case Western Reserve University• Middlebury's Center on Terrorism, Extremism, and Counterterrorism in collaboration with iThrive Games• Palm Beach County Sheriff's Office• The Regents of the University of Colorado• Virginia Department of Criminal Justice Services
Innovation	<ul style="list-style-type: none">• Boston Children's Hospital• Teachers College, Columbia University

1.2 Background

The research team's approach builds 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 "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 and needed data capacity exists and to determine whether an evaluation would be useful.

Evaluability assessments are conducted because all programs 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 if an outcome evaluation is appropriate (Davies, 2013; Dunn, 2008; International Labour Organization, 2020; Sniukaite, 2009; United Nations Offices on Drug and Crime, 2017). First, is the program 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 a grantee's project is not appropriate for an outcome evaluation, the grantee will instead 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 program activities are carried out to understand implementation and describe how the program functions. Although process evaluations are important to advance terrorism prevention (see DeMichele et.al., 2021), the evaluability assessments are focused on whether programs can undergo an outcome evaluation to understand if there are 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).

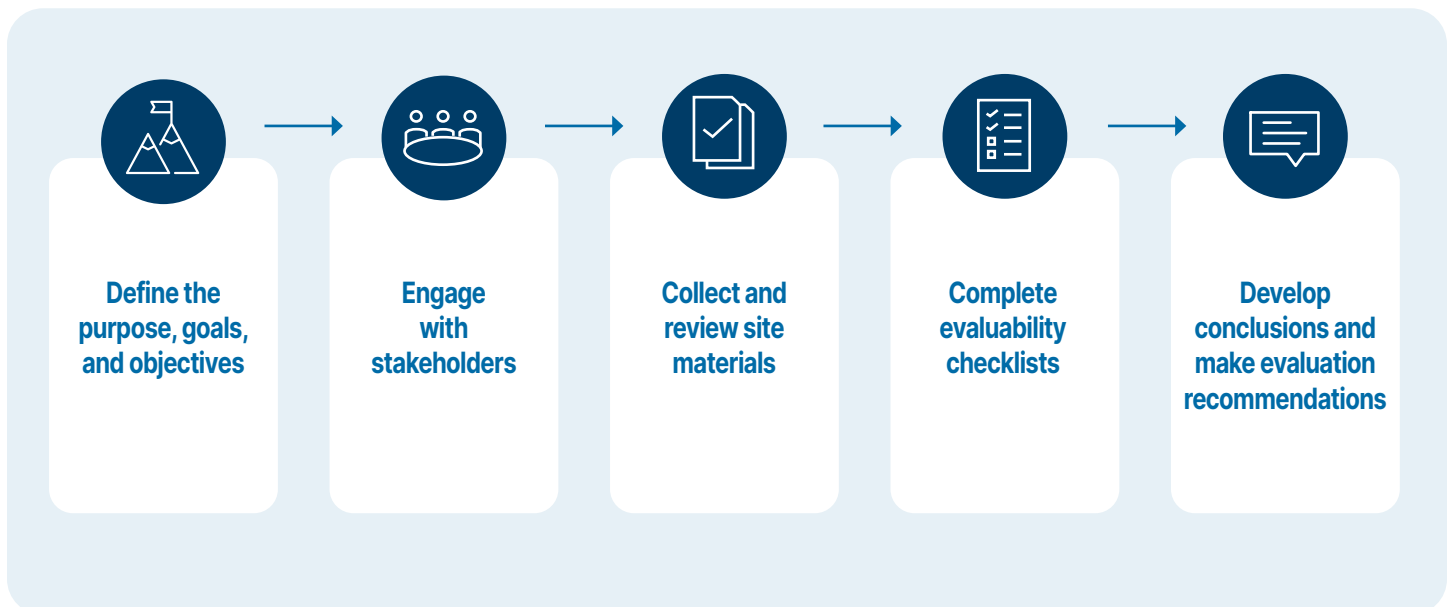
Outcome and process evaluations differ in several respects. The key differences between the two types of evaluation are that the former focuses on change and effectiveness of an intervention on a target population. For this grant program, an outcome evaluation would focus on objectives and outcomes listed in the grantee’s Implementation and Measurement Plan (IMP). The purpose of an outcome evaluation is to understand what (if any) difference a 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 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 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 and Process

Researchers 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 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. First, the research team reviewed program 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 towards resolving this complex issue.



Engage with stakeholders. Beginning in February 2023,¹ researchers 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 researchers to establish the relationships needed to conduct mixed-methods community-level evaluations. Furthermore, this engagement supported the document analysis and provided direct engagement with program leaders to clarify stakeholders' intentions and expectations, stakeholder relationships, challenges faced, and the way program leaders navigated implementation towards goals and objectives.



Collect and review site materials. To supplement ongoing discussions with stakeholders, the research 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, researchers reviewed all program documents available, including logic models, IMPs, activity summaries, post activity feedback, and curricula. The research team 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.



Complete evaluability checklists. After defining goals and objectives of each project, the research team completed checklists of issues gauging three dimensions of evaluability to determine if projects could support an outcome evaluation or if they were better suited for a process evaluation. These checklists were modified from the FY 2020 Evaluability Assessment checklists which were adapted from the international development community to constitute a systematic assessment of each grant (Cook et.al. 2021). Researchers responded to each question using a 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 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 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, researchers 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 RTI could not begin engaging with sites until late February 2023 due to administrative delays.

1.5 Grantee Evaluability Determinations

When assessing the type of evaluation each project could support, the research 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, the research team drew upon calls with grantees and partners, program 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 researchers' evaluation requests, while others were due to shifting priorities, resources, or stakeholder needs.

The research team's evaluation approach is meant to reflect real-world realities of conducting community-level programs. These programs come with their own unique context and complexity that necessitates 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 site was assessed as of May 2023. 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 research team looked at the main components of each grant and evaluated them separately. The information provided in Table 2 is expanded upon in Section 2.

Table 2. FY 2021 Targeted Violence and Terrorism Prevention Grantee Evaluability Assessment, by Component, May 2023

Grantee	Component Type	Outcome Evaluability Checklist			Type of Evaluation
		Realistic for Outcomes?	Verifiable?	Useful/meaningful?	
Boston Children's Hospital					
Targeted Violence and Terrorism Strengths, Needs, and Risks: Assessment and Management Tool research and development	Research and development	⊗	⊗	⊗	Process
Training and consultation	Training	⊙	⊙	⊙	Outcome
Dissemination	Information sharing	⊙	⊗	⊗	Process
Case Western Reserve University					
Law enforcement and stakeholder trainings	Training	⊙	⊙	⊙	Outcome
Civic engagement program	Event	⊙	⊗	⊗	Process
Suspicious activity reporting standards	Information sharing	⊙	⊗	⊗	Process
Threat assessment feasibility study	Information sharing	⊙	⊗	⊗	Process
Middlebury's Center on Terrorism, Extremism, and Counterterrorism					
Game research	Research and development	⊙	⊗	⊗	Process
Game testing	Game administration	⊙	⊙	⊙	Outcome†

Grantee	Component Type	Outcome Evaluability Checklist			Type of Evaluation
		Realistic for Outcomes?	Verifiable?	Useful/meaningful?	
Palm Beach County Sheriff's Office					
Bystander awareness trainings	Training	✓	✓	✓	Outcome†
211 Resource Center trainings	Training	✓	✓	✓	Outcome†
Risk management	Direct services	✗	✓	✓	Process
Police and behavioral health partnership conference§	Event	✗	✗	✓	Process
The Regents of the University of Colorado					
Warning Signs and Safe2Tell awareness, messaging, and training	Training	✓	✓	✓	Outcome†
Community Awareness events and messaging	Event	✗	✓	✓	Process
Threat Assessment and Management training	Training	✓	✓	✓	Outcome
Threat Lethality Checklist training	Research and development; Training	✓	✓	✓	Outcome
Teachers College, Columbia University					
Research and development	Information gathering	✗	✗	✗	Process
Educator trainings	Training	✓	✓	✓	Outcome†
Stakeholder workshops	Training	✗	✗	✗	Process
Training sustainability	Information sharing	✗	✗	✗	Process
Virginia Department of Criminal Justice Services					
Community Awareness Briefings and Domestic Terrorism Violent Extremism trainings	Training	✓	✓	✓	Outcome
Aberrant Behaviors trainings	Training	✓	✓	✓	Outcome†
Community Behavioral Threat Assessment Team trainings, Train-the-Trainer, and Legal trainings	Training	✓	✓	✓	Outcome†
See Something, Say Something trainings	Training	✓	✓	✓	Outcome†

† Outcome evaluation is possible but is contingent upon consistent implementation of knowledge-based pre-/posttests.

§ Evaluation is contingent upon the grantee incorporating the component into a revised Implementation and Measurement Plan with a corresponding measurement plan.

2 Grantee-Specific Evaluability Assessments

For each grantee discussed, a summary of the project is provided, followed by a description of evaluability assessment methods and findings. As previously discussed, these findings draw upon information gathered by engaging with grantees and reviewing program documentation to answer the three identified evaluability assessment questions, which in turn determine if a project component is most appropriate for an outcome or process evaluation. Finally, the planned evaluation design is discussed, including which data sources the research team anticipates reviewing to undertake the outcome and process evaluations and how these data will be used. These data sources are based on the current understanding of program activities, relevant program materials, and the ability of grantees to share data with the research team. As such, these assessments may shift over time.

Each site is organized by the components listed in Table 2. Components that will be the subject of an outcome evaluation include more detailed information on evaluability assessment findings than those in which a process evaluation is the most appropriate. All site goals and objectives are extracted from IMPs and presented in Appendix B for easy reference.

2.1

**Boston
Children’s Hospital**

2.5

**The Regents of the
University of Colorado**

2.2

**Case Western
Reserve University**

2.6

**Teachers College,
Columbia University**

2.3

**Middlebury’s Center on Terrorism,
Extremism, and Counterterrorism**

2.7

**Virginia Department of
Criminal Justice Services**

2.4

**Palm Beach
County Sheriff’s Office**

2.1 Boston Children's Hospital



2.1.1 Project Summary

Boston Children's Hospital's TVTP grant program seeks to increase the capacity of mental health practitioners (MHPs) across the United States to engage with clients at risk for targeted violence and terrorism (TVT). There are three goals in support of this aim: develop a clinical risk assessment and management tool for TVT, train clinicians to use this tool and provide ongoing consultation, and disseminate best practices. Following these goals, the project of Boston Children's was divided into three primary grant components: (1) Targeted Violence and Terrorism Strengths, Needs, and Risks: Assessment and Management Tool (T-SAM) research and development, (2) training and consultation, and (3) dissemination.

2.1.1.1 T-SAM Research and Development (Goal 1)

Boston Children's has developed T-SAM following a review of existing risk assessment tools, meetings with subject matter experts in TVT and suicidality—a field with a promising approach to risk assessment and management, and an examination of the literature on risk and protective factors for TVT and suicidality. The T-SAM is currently being piloted by MHPs in one adult- and one youth-facing TVT program. MHPs will complete surveys assessing the T-SAM's usability and feasibility at the conclusion of the pilot study. As this component is focused on research and development of a novel clinical tool, a process evaluation is most appropriate.

2.1.1.2 Training and Consultation (Goal 2)

Boston Children's hosted a virtual, 1-day training with 34 licensed MHPs across the country in February 2023 to introduce the T-SAM. For this training, Boston Children's chose practitioners who had established relationships with threat assessment teams and/or worked with patients exhibiting risk factors for TVT behavior. Following the training, these MHPs were provided with the T-SAM and encouraged to use it with appropriate clients. Prior to the training, the research team worked with Boston Children's to develop appropriate pre-/posttests to measure knowledge change, which Boston Children's implemented at the T-SAM training.

Moving forward, Boston Children's will convene six monthly consultation calls with practitioners to answer questions, discuss implementation of the tool, and share best practices. Boston Children's will administer a survey at each consultation call to measure clinician use of the tool. Boston Children's also plans to have clinicians submit deidentified patient data when they use the T-SAM to examine clinician use of the tool. Boston Children's has received institutional review board (IRB) approval to begin collecting these data, although it is still in discussions with the Compliance Assurance Program Office (CAPO) regarding concerns around the collection of demographic data, linking client follow-up responses, and consent protocols which may inhibit data that Boston Children's is ultimately allowed to collect and analyze. Finally, Boston Children's will administer a final survey to MHP training participants at the end of the consultation call period. Boston Children's will incorporate the same questions as those used in the pre-/posttests into the final survey to measure the effect of these consultations and tool application on knowledge. With the implementation of pre-/posttests during the T-SAM training and the potential use of these test questions in the final survey, this component is suitable for an outcome evaluation.

2.1.1.3 Dissemination (Goal 3)

The final component of Boston Children's grant consists of revising the T-SAM and disseminating best practices. Boston Children's intends to refine the T-SAM based on results from the pilot study and feedback gained during practitioner consultation calls. Once those revisions have been made, Boston Children's plans to share the tool and best practices for working with clients at risk for TVT through academic publications, conferences, and professional networks. Boston Children's has applied for a one-quarter no-cost extension (NCE) to complete all data analysis and final products. Boston Children's is also using its FY 2022 TVTP grant to train MHPs in four Massachusetts school districts to use the T-SAM. This component is most suitable for a process evaluation, as it consists of documenting and disseminating results of the TVTP grant project.



2.1.2 Outcome Evaluability Assessment

Based on the assessment, an outcome evaluation is most appropriate for the training and consultation component, and a process evaluation is most appropriate for the other two components. Below, reasons for the determination for the training and consultations are reviewed.

2.1.2.1 Training and Consultation (Goal 2)

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



The grant is designed in such a way that an outcome evaluation is realistic. The grant's mission, goals, and objectives are clear, and Boston Children's IMP is constructed logically. The program theory of change is plausible, and the site is on track to accomplish objectives on time.

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



Boston Children's has multiple methods of data collection planned for training and consultation that are sufficient to verify outcome-level data. The research team has worked with Boston Children's to ensure that training pre-/posttests include empirical knowledge-based questions. With these data, the team should be able to measure knowledge gain among participants. Boston Children's will also incorporate the same questions in the final survey at the end of the consultation call period, which could allow the team to measure knowledge reinforcement as well as use of the T-SAM by participating practitioners. Boston Children's additionally received IRB approval to collect deidentified patient data from MHPs, pending the remaining CAPO approval discussed above. Should CAPO approve of Boston Children's proposed data collection methods, the research team should be able to assess practitioner application of the T-SAM over time with clients.

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



An outcome evaluation would be useful to the TVTP field, as it may provide insight into whether the training and clinical risk assessment tool from Boston Children's assists practitioners in evaluating and managing at-risk clients. Findings from this analysis may also be useful for future grantees that intend to create tools for mental and behavioral health practitioners.



2.1.3 Evaluation Design

The research team anticipates that it will review data sources listed in Table 3 to undertake this evaluation.

Table 3. Anticipated Data Sources for Boston Children's Evaluation

Data Source	Evaluation Type	Purpose
Overall		
Calls with grantee	Process	Monitor updates
Program staff interviews	Process	Thematic analysis of detailed data about project processes, accomplishments, and challenges
Partner staff interviews	Process	Thematic analysis of detailed data about partners' role, processes, accomplishments, and challenges
Targeted Violence and Terrorism Strengths, Needs, and Risks: Assessment and Management Tool (T-SAM) research and development		
Risk assessment tool review	Process	Review for understanding of content
Subject matter expert recordings and notes	Process	Review for understanding of content
Risk and protective factors literature review	Process	Review for understanding of content
T-SAM version 1	Process	Review for understanding of content
Pilot testing usability and feasibility surveys	Process	Examine provider feedback on utility of T-SAM tool
Training and consultation		
Recorded training	Process	Review for understanding of content
Training pre-/posttests	Outcome	Descriptive analysis to measure change in correct responses before and after training
Consultation call surveys (monthly)	Process	Descriptive analysis to measure monthly changes in reported T-SAM use and client outcomes
Final survey (6 months after training)	Outcome	Descriptive analysis to measure change in correct responses 6 months after training
Deidentified patient data	Outcome	Descriptive analysis to measure practitioner use of tool
Dissemination		
T-SAM version 2	Process	Review for understanding of content
Manuscripts	Process	Review for understanding of content

2.2 Case Western Reserve University



2.2.1 Project Summary

Case Western Reserve University's (CWRU's) TVTP grant program—conducted in close partnership with the Northeast Ohio Regional Fusion Center (NEORFC)—seeks to improve the capacity of suburban and rural Northeast Ohio law enforcement and key stakeholders to address violent extremism. CWRU's project consists of four components: (1) law enforcement and stakeholder trainings, (2) a civic engagement program, (3) suspicious activity reporting standards development, and (4) a threat assessment feasibility study.

Many of CWRU's activities are behind schedule due to the inability to hire a key staff person funded by the grant, so CWRU has received a two-quarter NCE. As such, the following description of program components largely represents planned activities and data collection.

2.2.1.1 Law Enforcement and Stakeholder Trainings (Goal 1, Objectives 1.1–1.5)

CWRU developed and implemented a five-module online training for law enforcement, building on a curriculum developed in the FY 2021 TVTP grant. Modules are 10–20 minutes and provide information on eight key indicators of imminent violent behavior, active extremist groups, and the roles and responsibility of the NEORFC. The training was offered to law enforcement agencies by the NEORFC director in early February 2023, with CWRU engaging in targeted follow-up to encourage participation. CWRU has also offered to deliver the training in person if a department is interested. CWRU intends to modify the training for law enforcement stakeholders (e.g., EMS, social workers) after fielding the training for several months and soliciting feedback.

In addition to collecting data on the number of individuals completing the law enforcement training and departments in which they serve, CWRU administered a survey that measured self-reported knowledge gain after each module. These surveys did not constitute empirical tests of knowledge and CWRU did not ask participants to complete these same questions before they took the training, meaning that no baseline data were collected. After conversations with the research team, CWRU agreed to implement short pre-/posttests with questions for all five modules. These questions were programmed and implemented as of May 2023, replacing the preexisting surveys and providing a possible opportunity for an outcome evaluation.

2.2.1.2 Civic Engagement Program (Goal 1, Objectives 1.6–1.7)

In addition to raising awareness of TVTP risk factors among law enforcement officers and their stakeholders, CWRU seeks to do the same among the larger community in Northeast Ohio as part of its first goal. For this component, CWRU intends to deliver Community Awareness Briefings to relevant community members as identified by law enforcement. The mode, length, and content of these briefings will be driven by the needs of the individual community; thus, it is expected that no two civic engagements will be exactly the same. Given the individualized nature of these events, CWRU does not intend to engage in systematic data collection beyond documenting the number of engagements and number of individuals in attendance. Therefore, this component is most appropriate for a process evaluation.

2.2.1.3 Suspicious Activity Reporting Standards (Goal 2)

The suspicious activity reporting component of CWRU's TVTP grant seeks to assess how law enforcement agencies detect and report suspicious activity to the NEORFC and make improvements where feasible. CWRU uses structured interviews and surveys with individual law enforcement agencies to assess the departmental structure and procedures for identifying and sharing suspicious activity. CWRU expects that these procedures will not be uniform across departments, thus a primary function of this component is documenting these varying practices and identifying model examples. CWRU will work with departments that express a willingness to improve their practices to implement policies and processes for identifying and sharing information

with the NEORFC. In addition to interviews, surveys, and documentation of changes in reporting procedures, CWRU intends to collect aggregate data on the number of referrals and type of information shared with the NEORFC. While CWRU expects to see an increase in referrals during the grant period, the individualized nature of the assessment and intervention makes a process evaluation most appropriate.

2.2.1.4 Threat Assessment Feasibility Study (Goal 3)

The final component of CWRU's TVTP grant will assess the feasibility of creating extremism-focused threat assessment and management teams (TAMTs) in Northeast Ohio. CWRU will engage in several activities in pursuit of this component, including expansion of an advisory board established under a prior grant, cataloguing of resources for inclusion in potential violent extremist TAMTs (e.g., mental health services), and delivery of training to potential TAMT participants. The final product of this component will be a report evaluating the suitability of various TAMT models in the region. This evaluation will be based on quantitative and qualitative data collected from interviews and focus groups with law enforcement, community stakeholders, and the advisory board. Given that this component seeks to engage in exploratory research and resource documentation, a process evaluation is most appropriate.



2.2.2 Outcome Evaluability Assessment

Based on the Outcome Evaluation Checklist, an outcome evaluation is appropriate for the training component and a process evaluation is most appropriate for the other three components. The reasoning for the decision concerning the training is described below.

2.2.2.1 Law Enforcement and Stakeholder Training Program

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



Goals and objectives as presented in CWRU's IMP are not evaluable; however, the research team's conversations with CWRU have provided a clear understanding of the program's mission that will facilitate an outcome evaluation. Specifically, the expressed objective of the training program is to increase participant knowledge of the training curriculum, which is measurable and verifiable at the outcome level. The research team has recommended the IMP be revised to reflect the expressed objective. The remainder of the IMP—including descriptions of program activities, outputs, and performance measures—is logical and clear. As noted in the Project Summary, this program is behind schedule, and a two-quarter NCE has been requested, during which it is expected that the training program will be fully implemented.

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



Outcome-level results for the law enforcement and stakeholder training component can be established for the stated objective if empirical, knowledge-based questions are implemented in pre-/posttests for all training modules and if pre-/posttest participation rates are sufficiently high. As discussed in the Project Summary, CWRU has programmed pre-/posttests for each module as of May 2023. The research team should be able to measure and verify outcomes using these test data; however, CWRU has indicated it is having initial challenges in recruiting and retaining participants through all five modules of the law enforcement training. If only a small number of law enforcement professionals participate in the pre-/posttests, the ability to identify outcome-level findings may be limited. As the stakeholder training has not been developed yet, it is unclear if this challenge will persist for this set of trainings as well.

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



An outcome evaluation for the training component would be useful to the TVTP field, as it may inform whether CWRU's training curriculum is helpful in improving law enforcement and key stakeholders' knowledge of terrorist precursor and preparatory activities and suspicious activity reporting practices.



2.2.3 Evaluation Design

The research team anticipates that it will review data sources listed in Table 4 to undertake this evaluation.

Table 4. Anticipated Data Sources for Case Western Reserve University Evaluation

Data Source	Evaluation Type	Purpose
Overall		
Calls with grantee	Process	Monitor updates
Program staff interviews	Process	Thematic analysis of detailed data about project processes, accomplishments, and challenges
Partner staff Interviews	Process	Thematic analysis of detailed data about partners' role, processes, accomplishments, and challenges
Law enforcement and stakeholder trainings		
Law enforcement training curriculum and online modules	Process	Review for detailed understanding of content
Law enforcement training pre-/ posttests	Outcome	Descriptive analysis to measure change in correct responses before and after training
Stakeholder training curriculum and online modules	Process	Review for detailed understanding of content
Stakeholder training pre-/ posttests	Outcome	Descriptive analysis to measure change in correct responses before and after training
Documentation of outreach and engagement	Process	Review to understand engagement strategies and best practices
Civic engagement program		
Community briefing materials	Process	Review for detailed understanding of content
Documentation of outreach and engagement	Process	Review to understand engagement strategies and best practices
Suspicious activity reporting standards		
Structured interviews	Process	Qualitative analysis of law enforcement agency structure and reporting procedures
Law enforcement surveys	Process	Quantitative analysis of law enforcement agency structure and reporting procedures
NEORFC referral data	Process	Examine data to understand trends in suspicious activity reporting
Final report	Process	Review for understanding of Case Western Reserve University suspicious activity report process findings
Threat assessment feasibility study		
Law enforcement advisory group meeting materials	Process	Review for understanding of advisory board function and feedback on feasibility of threat assessment and management team
Community stakeholder training curriculum	Process	Review for detailed understanding of content
Community stakeholder focus groups	Process	Examine demographic data collected on participants and qualitative feedback on training
Final report	Process	Review for understanding of Case Western Reserve University threat assessment feasibility findings

2.3 Middlebury's Center on Terrorism, Extremism, and Counterterrorism



2.3.1 Project Summary

Middlebury's Center on Terrorism, Extremism, and Counterterrorism's (CTEC's) TVTP grant program has three interrelated goals: to conduct research on effective online gaming approaches for youth, to build an online game to increase awareness and build resilience among youth to online radicalization, and to implement the game among high school-aged youth for feedback and analysis. As such, the grant is separated into two components: (1) game research and (2) game testing. CTEC has partnered with iThrive Games, a company that designs game-based learning tools, to undertake the game development.

2.3.1.1 Game Research (Goal 1)

The first component of CTEC's TVTP grant is to conduct research on radicalization and gaming among youth. This includes research into radicalization in gaming, a review of existing literature on the effectiveness of different preventative approaches and how to evaluate them, and an audience analysis to better identify which audiences are most at risk of extremist recruitment through online gaming. This research is now complete and culminated in three reports that summarize CTEC's findings on these three topics. CTEC does not intend to distribute these reports widely or measure how individuals use these resources. Therefore, a process evaluation will be conducted for this component.

2.3.1.2 Game Testing (Goals 2-3)

CTEC seeks to apply the research conducted under its first component to create an online game that will increase awareness of online radicalization among youth and build their resilience to it. To do so, CTEC plans to build a narrative design (i.e., the storyline surrounding and contextualizing the game), which would in turn be used to develop the game itself. CTEC has completed both narrative and game design activities, including hosting a series of "codesign" focus group sessions. This design format enabled CTEC to share the game with experts and youth and receive their feedback on interest and usability, thus incorporating perspectives of the target population throughout the game development process.

With the game now developed and operational, CTEC intends to test it with high school students and youth engaged in youth-focused organizations (e.g., Boys and Girls Clubs) with a target of 250 high school-aged youth completing game testing in total. Youth will be engaged to participate in game testing through either the high school or youth-focused organization that they belong to but will be asked to test the game at home on their own. CTEC plans to administer pre-/posttests during each individual testing session, which will be embedded into the game software. Per CTEC's IMP, these surveys will seek to gather qualitative feedback on the game and to measure the change in youth awareness and knowledge of radicalization, recruitment, and community resilience methods. CTEC's initial draft pre-/posttests, however, did not include test questions that would empirically measure change in youth awareness and knowledge. CTEC agreed to incorporate such questions into testing before it begins administering them; therefore, revised tests would be used for all 250 anticipated participants. At the time of this report, CTEC is in the process of revising these tests. CTEC additionally stated that it will work with iThrive to extract telemetry data (e.g., length of time played) from each game testing session to analyze how pre-/posttest results correspond with user experience. CTEC does not intend to conduct any follow-up testing as initial game testing will be conducted up to the end of CTEC's grant period and because CTEC did not initially budget for incentives for youth to complete follow-up tests in the initial project design.

CTEC has made two significant changes to its planned activities and data collection since the beginning of the grant. First, the IMP stated that CTEC would also administer its pre-/posttests among control groups of youth; however, it no longer intends to do so. CTEC explained that pretests would provide sufficient baseline information that would make control data redundant. Additionally, CTEC wanted to focus all youth engagement efforts on recruiting youth to participate in the game to maximize feedback and

therefore did not want to expend resources engaging youth to take tests without testing the game. Second, because of delays in grant implementation, CTEC determined that it will only conduct testing on the game's beta version (Version 0.1) and no longer plans to conduct a second round of testing on the game's pilot version (Version 1.0) as was originally planned. The pilot version will be the result of revisions to the beta version based on the youth testing feedback and pre-/posttest results. These changes in implementation are not currently reflected in the IMP. Regardless of these changes, if planned data collection instruments and efforts remain the same and CTEC is allowed to share its data, this component is eligible for an outcome evaluation.



2.3.2 Outcome Evaluability Assessment

Based on CTEC's planned activities, a process evaluation is most appropriate for the game research component and an outcome evaluation is appropriate for the game testing component. Reasons underlying the determination for the game testing component are described below.

2.3.2.1 Game Testing (Goals 2 and 3)

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 the IMP is constructed logically. Each objective included under this component is SMART (specific, measurable, achievable, relevant and time-bound). No complications have thus far impeded CTEC from completing its objectives. Additionally, by creating the game from an established evidence base and receiving inputs from both subject matter experts and the target population itself, CTEC has positioned itself well to achieve its intended outcome. Though a comparison group would have bolstered outcome findings, the absence of one will not prevent some conclusions from being drawn. Based on these factors, 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 data collection systems?



As discussed above, CTEC plans to administer pre-/posttests to measure change in youth awareness and knowledge of radicalization, recruitment, and community resilience methods as a result of playing the game as part of the testing. The pre-/posttests are currently being revised to include empirical test questions. CTEC will submit its surveys and data collection plan for full IRB review, as it is collecting data from minors, and contingent upon IRB approval will provide the research team with deidentified pre-/posttest data. Based on the assumption that CTEC implements revised pre-/posttests with empirical test questions and can share these data collected from minors with the research team, outcomes of CTEC's game on youth awareness and knowledge of radicalization, recruitment, and community resilience methods can be identified.

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



Yes, an analysis of these outcomes would contribute to the TVTP field as it would establish whether the game CTEC and iThrive has created is effective in raising awareness of extremist recruitment tactics. These data may additionally provide a basis upon which other organizations could build their own youth-focused TVTP game-based resilience program. The research team does not anticipate facing any challenges from external factors, although one potential constraint on this evaluation is the sharing of data gathered from participating minors. If CTEC receives approval to do so, outcome evaluation results would be useful and meaningful.



2.3.3 Evaluation Design

The research team anticipates that it will review data sources listed in Table 5 to undertake these outcome and process evaluations.

Table 5. Anticipated Data Sources for Center on Terrorism, Extremism, and Counterterrorism's Evaluation

Data Source	Evaluation Type	Purpose
Overall		
Calls with grantee	Process	Monitor updates
Program staff interviews	Process	Thematic analysis of detailed data about project processes, accomplishments, and challenges
Partner staff interviews	Process	Thematic analysis of detailed data about partners' role, processes, accomplishments, and challenges
Game research		
Research report	Process	Review summarized research into radicalization and extremism in gaming
Literature review	Process	Review summarized evaluation of past educational strategies for countering violent extremism
Audience analysis report	Process	Review determinations regarding who is at most risk for recruitment in digital gaming
Game testing		
Narrative design and curriculum	Process	Identify focus of educational activities
iThrive simulation game	Process	Review for detailed understanding of content
Beta simulation feedback data	Process	Review for self-reported feedback regarding game design, ease of use, and engagement and to examine software error reports
Beta simulation pre-/posttest data	Outcome	Descriptive analysis to measure change in correct responses before and after training
Final report	Process	Descriptive analysis of detailed data about project processes, accomplishments, and challenges

2.4 Palm Beach County Sheriff's Office



2.4.1 Project Summary

The TVTP grant program of the Palm Beach County Sheriff's Office (PBSO) has an overarching goal of preventing a mass attack in its county by improving the region's ability to identify, respond to, and provide services for those at risk of committing targeted violence. The project consists of four components: (1) bystander awareness trainings, (2) 211 Resource Center trainings, (3) risk management, and (4) a police and behavioral health practitioner partnership conference.² The first two components are designed to target individuals who might encounter persons at risk of committing targeted violence in the course of their regular personal and/or work lives, including school-aged children, members of community groups, and social service practitioners. The risk management component targets at-risk individuals themselves through PBSO's Behavioral Service Division (BSD) and its partner, Southeast Florida Behavioral Health Network (SEFBHN). The conference is focused on teaching law enforcement and clinical staff to collaborate in working with high-risk populations.

2.4.1.1 Bystander Awareness Training (Objective 1.1)

For this component, PBSO aims to train individuals from community organizations and neighborhood associations on targeted violence prevention. Using professionals from SEFBHN and off-the-shelf training materials purchased from Emergency Services Group International, PBSO seeks to increase the capacity of community members to identify people at risk of mass violence. There are three different trainings under this objective: (1) bystander awareness trainings for the public; (2) bystander awareness trainings for students in school settings; and (3) the train-the-trainer (TTT) version of the public bystander awareness trainings. The TTT was designed for SEFBHN personnel to facilitate bystander awareness trainings. While the public bystander awareness training is targeted at individuals working in public health and social service organizations, it is also open for members of the public to attend on a first-come, first-served basis. PBSO aims to train 300 community members. Eight trainings have been completed as of this assessment, two of which were TTT courses with 14 individuals and six of which were public bystander awareness trainings with 150 community members. The exact number of student trainings have not been confirmed, but PBSO has stated these trainings have occurred on a weekly basis for at least six months.

SEFBHN recently began using newly developed pre-/posttests for public bystander awareness trainings but indicated that they do not include empirical test questions. SEFBHN is receptive to implementing knowledge-based pre-/posttests for future public bystander awareness trainings with the research team's input. If PBSO incorporates knowledge-based pre-/posttests for its remaining public bystander awareness trainings, an outcome evaluation may be possible.

The school students' training has been targeted to charter schools within Martin and St. Lucie counties, with current efforts for Palm Beach County underway. PBSO detectives have begun training school-aged children at local charter schools on concerning behaviors they might see in other students and when and how to report their concerns to trusted adults. Because these trainings are for large groups of students in a gym- or auditorium-type setting, it was determined that it is not practical to administer pre-/posttests.

The site's training facilitator, SEFBHN, reported that TTT courses completed prior to May 2023 did not include knowledge-based pre-/posttests. It has agreed that any remaining TTT courses will incorporate newly developed pre-/posttests, but PBSO does not know at this time if additional TTT courses will be conducted under this grant. Because there are no additional TTT courses currently planned, this training will undergo a process evaluation. If additional trainings are planned, the research team could work with PBSO and SEFBHN to implement empirical pre-/posttests to possibly measure outcomes.

² This conference was not originally part of their IMP. It is included here because the research team was told it would be added to their IMP, though as of the writing of this report it has not been officially added.

2.4.1.2 211 Resource Center Trainings (Objective 1.1)

For this component, PBSO aims to train individuals who work at the 211 Resource Center (211) in Palm Beach County on targeted violence prevention. PBSO has stated that 211 operators receive calls for assistance from individuals in need of service, during which individuals may describe or portray indicators of an intent to commit a violent attack. PBSO intends for trainings to prepare 211 staff to identify those indicators and know when to contact PBSO about a concerning caller. In so doing, PBSO seeks to increase staff capacity to identify people at risk of mass violence. Finally, PBSO plans to assist 211 staff in creating new protocols to follow when managing calls with persons they intend to refer to PBSO.

As of this report, PBSO has not provided the research team with the number of trainings held or the number of 211 staff who have received training. PBSO implemented pre-/posttests during all previous 211 trainings but, after review, the team determined that these tests only contain a few questions which researchers are currently unclear if they measure capacity gain—the stated objective of these trainings. The research team has requested the training curriculum to further assess and provide feedback on the pre-/posttest questions. The ability to conduct an outcome evaluation may be contingent upon PBSO agreeing to revise the pre-/posttests and doing so with enough 211 staff still to be trained participating in the pre-/posttests. As of this assessment, PBSO did not know how many remaining staff would be trained but estimated it to be approximately 25.

PBSO has encountered issues in implementing this component due to 211 staffing issues. Therefore, PBSO decided to reallocate funds from training all 211 staff to putting them towards hosting a practitioner-oriented conference on police and behavioral health practices. This is a new activity and, as such, is not included in PBSO's IMP. This activity is described below as a separate component.

2.4.1.3 Risk Management (Objective 1.2)

The risk management component consists of two separate but connected activities. For these components, PBSO aims to respond to persons identified as at risk of committing mass violence by increasing the capacity of PBSO's BSD to assist with threat assessment teams, conduct bystander training, and conduct training for 211 staff. The first activity exclusively encompasses the hiring and training of two PBSO BSD detectives, which has been completed. The only data captured for this activity pertain to outputs—specifically, human resources and payroll documentation. This activity is not eligible for an outcome evaluation. The second activity aims to increase Palm Beach County's capacity to provide recidivism-reduction resources to those identified as at risk. This activity is focused on using new detectives to provide risk-reducing case management by increasing the number of referrals to SEFBHN for violence reduction and recidivism-reduction resources. Part of this activity also includes the review and updating of protocols.

Those deemed at risk by the BSD Targeted Violence Unit—which has been trained to use a myriad of risk assessment tools—are referred to SEFBHN. Individual referral data include referral reason, services provided, and case outcome (e.g., open or closed). Aggregate data, such as the number of calls (by type) and various referral and program enrollment data, are also collected. Unfortunately, outcome data are not available to the research team as they constitute private health information that BSD staff do not have access to or are not evaluable due to a lack of program-specific performance data. As such, a process evaluation is most appropriate for this component.

2.4.1.4 Police-Behavioral Health Partnership Conference (No Associated Objective)

In early April 2023, PBSO hosted and facilitated a conference primarily focused on networking and information sharing among local police agencies that have implemented co-response units that partner police officers with behavioral health practitioners. PBSO advertised the conference by word of mouth through various online practitioner networks and reported a total attendance of approximately 200 police agency representatives from across the United States, over half of which were from outside of Florida. Over those 2 days, several of those representatives held panels to discuss their agency's implementation of the behavioral health co-responder partnerships as well as lessons learned in the process. As this activity is a conference, this component is most appropriate for a process evaluation. The conference was not originally included in PBSO's IMP, but PBSO intends for this activity to fall under a new goal in a revised version of the IMP, pursuant to advice from DHS as grant funds were used to help support this conference. PBSO intends for this activity to be an annual event for practitioners around the country to attend. As of this report date, the research team has not received a revised IMP.



2.4.2 Outcome Evaluability Assessment

Based on the Outcome Evaluation Checklist, an outcome evaluation is possible for the public bystander training and the 211 call center staff training components. A process evaluation is feasible and appropriate for the risk management component and police-behavioral health partnership conference component.

2.4.2.1 Bystander Awareness 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. The IMP is constructed in a logical manner. The program's theory of change is plausible, and the site is expected to complete stated objectives on time. This component focuses on three trainings, which follow a set curriculum and are designed in a way to produce observable knowledge outcomes.

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



The public bystander awareness trainings should be appropriate for an outcome evaluation if the site adapts planned data collection measures. Pre-/posttests currently employed do not assess knowledge gain. However, SEFBHN indicated that it is willing to implement knowledge-based pre-/posttests for future trainings.

The planned data collection systems are not sufficient to verify outcome-level results for the school-based bystander awareness training because practical considerations prohibit the site from implementing pre-/posttests.

The training developer for the TTT course recently developed a pre-/posttest instrument. However, this instrument was developed after the two TTT courses were held. As such, no data were collected that measure training outcomes, though the research team will be notified if another TTT is scheduled.

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



Yes, an outcome evaluation can denote whether the bystander awareness training curriculum is effective in increasing community members' knowledge of how to identify people at risk of mass violence. However, this curriculum was purchased in an off-the-shelf package from a vendor, which is proprietary and therefore cannot be replicated outside of this vendor. Overall, an outcome evaluation can be useful and meaningful for the public bystander awareness training if appropriate instrumentation is used.

2.4.2.2 211 Resource Center 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. The IMP is constructed in a logical manner. The program's theory of change is plausible, and the site can complete the stated objectives on time. The primary design hurdle for an outcome evaluation stems from the fact that this objective focuses on "capacity gain." As discussed above, the pre-/posttest questions will not measure capacity but rather knowledge, which is only one piece of the puzzle. As such, they will provide outcome-level data based on knowledge gained from the training but will not provide data on progress against PBSO's intended objective. More data would be needed to assess capacity, such as willingness of 211 staff to connect to PBSO resources and knowledge of referral procedures.

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



The planned data collection systems are sufficient to verify outcome-level results for the 211 staff training component if PBSO agrees to adopt suggested revisions to current pre-/posttests in future trainings. Outcome data may also be contingent upon the number of staff that are still to be trained.

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



An outcome evaluation of the training can denote whether PBSO's training curriculum is helpful in improving the capacity of 211 staff to identify people at risk of mass violence. Based on this information, an outcome evaluation can be useful and meaningful.



2.4.3 Evaluation Design

The research team anticipates that it will review data sources listed in Table 6 to conduct these outcome and process evaluations.

Table 6. Anticipated Data Sources for Palm Beach County Sheriff's Office Evaluation

Data Source	Evaluation Type	Purpose
Overall		
Calls with grantee	Process	Monitor updates
Program staff interviews	Process	Thematic analysis of detailed data about project processes, accomplishments, and challenges
Partner staff interviews	Process	Thematic analysis of detailed data about partners' role, processes, accomplishments, and challenges
Site visit	Process	Interview grantees, attend planned trainings for observation, and gather qualitative data about activity processes and outputs
Bystander awareness trainings		
Public bystander awareness training curriculum	Process	In-depth review of course content to determine applicability to related objective
Public bystander awareness training pre-/posttests	Outcome	Descriptive analysis to measure change in correct responses before and after training
Student bystander awareness training curriculum	Process	In-depth review of course content to determine applicability to related objective
Train-the-trainer bystander awareness course curriculum	Process	In-depth review of course content to determine applicability to related objective
211 Resource Center trainings		
Palm Beach County Sheriff's Office (PBSO) training curriculum	Process	In-depth review of course content to determine applicability to related objective
PBSO training pre-/posttests	Outcome	Descriptive analysis to measure change in correct responses before and after training
211 policies and protocols	Process	Determine revisions to call center protocol pursuant to staff trainings
Risk management		
Referral documentation	Process	Determine what proportion of individuals the Behavioral Services Division encounters are referred to Southeast Florida Behavioral Health Network (SEFBHN)
Aggregate SEFBHN case referral statistics	Process	Review the number and status of cases SEFBHN has received from PBSO and types of programs to which individuals were subsequently referred
Aggregate violence rehabilitation program statistics	Process	Analyze aggregated statistics for referrals made to violence rehabilitation programs
Police and behavioral health partnership conference		
N/A	N/A	N/A

2.5 The Regents of the University of Colorado



2.5.1 Project Summary

The primary goal of The Regents of the University of Colorado's (hereafter CU Boulder's) project is to educate and empower community members to identify and report their concerns about others' risk for violence to interrupt the path toward violence and strengthen the local infrastructure. CU Boulder's aim is prevention of targeted violence and terrorism through bystander response, referral, threat assessment, and case management. To do so, CU Boulder has four project components: (1) combined trainings on Warning Signs and Safe2Tell, (2) community awareness events and messaging, (3) Threat Assessment and Management training, and (4) a Threat Lethality Checklist training.

2.5.1.1 Warning Signs and Safe2Tell Awareness, Messaging, and Training (Goals 1 and 3)

This component aims to enhance (1) community awareness of warning signs and (2) bystander reporting and response through Safe2Tell³ by training community members and staff, faculty, and students. CU Boulder initially intended to host trainings on these two elements separately but ultimately combined them into one Warning Signs and Safe2Tell training. This allows it to use resources more efficiently and to avoid potential recruitment issues that would stem from attempting to recruit participants for two separate activities simultaneously. CU Boulder decided not to conduct a pretest as planned due to recruitment challenges related to time constraints of students within scheduled classes and perceiving upfront hesitancy from community members. CU Boulder's posttest questions were designed to measure self-perceived participant awareness of concerning behaviors, warning signs of violent behavior, and the Safe2Tell reporting system. Based on materials provided by CU Boulder, the posttest was only administered at four of 11 trainings delivered; no explanation was provided for why the posttest was not administered in the other seven trainings. It is also not possible to conduct any follow-up analyses on participants, as contact information for attendees was not retained.

Originally, CU Boulder planned to conduct (1) Warning Signs and Safe2Tell training including components for bystander reporting and response triage, investigation, and referrals for four University of Colorado Police Department (CUPD) officers and (2) a TTT for 22 CUPD officers to learn how to train others on Safe2Tell and bystander reporting processes. Both trainings were intended to begin in Fall 2023. Though its IMP has not been revised to reflect this change, CU Boulder has indicated that it no longer plans to conduct the TTT component and will only deliver the bystander reporting and response triage, investigation, and referral training to CUPD officers. Furthermore, data collection procedures have undergone several revisions. At the time of this report, CU Boulder has informed the research team that it does not have any data collection planned for this training. The team is currently in conversation with CU Boulder regarding data collection plans.

As part of this goal, CU Boulder initially produced 28 social and digital media messages and is currently producing an additional 25, as well as other graphical content. CU Boulder conducted four focus groups with a total of 10 people to elicit reactions on different messaging themes. These social and digital media messages are aimed at promoting threat awareness, community awareness, warning signs for concern, and radicalization pathways to violence. Upon completion, CU Boulder intends to disseminate the messages to approximately 190,800 people at CU Boulder and in the community and record views, shares, and comments on these messages.

In addition to the digital messaging, CU Boulder will produce a training video for Safe2Tell to be disseminated via SkillSoft (an online learning platform currently being used at CU Boulder) that will only be available to students, faculty, and staff at CU Boulder and will not include the general Boulder community. At present, CU Boulder aims to incorporate pre-/posttests into these online trainings to measure increased knowledge on warning signs and participant confidence regarding the use of Safe2Tell.

³ CU Boulder's version of Safe2Tell is an anonymized system that provides people with the ability to report a broad array of safety concerns. At the beginning of the grant, it was primarily used in K-12 school settings; CU Boulder aimed to expand this scope through a series of trainings to also include CU Boulder students, faculty, and staff.

2.5.1.2 Community Awareness Events and Messaging (Goal 2)

This component aims to host Community Awareness Events during CU Boulder football and basketball games to reach 88,000 community members. CU Boulder's current goal is to develop these materials and disseminate them at two football games and two men's and women's basketball games in Fall 2023. CU Boulder used the same four focus groups discussed in the previous component to also elicit reactions on themes for these materials. Consistent with CU Boulder's IMP, there is no data collection planned to measure impacts of these materials, and the intended measurement approach is to record outputs such as the production of these materials, the number and nature of events they are distributed at, and the approximate attendance of these events. CU Boulder initially planned to hire students to champion these activities and pass out fliers, but it has instead been connecting directly with faculty and visiting classes on campus. At present, students provide feedback on the messaging within this campaign to ensure its appropriateness for the targeted audience and to ensure that takeaway messages are what are intended by this initiative.

2.5.1.3 Threat Assessment and Management Training (Goal 4)

The third component of CU Boulder's project seeks to increase the knowledge of threat assessment and management among CU Boulder's threat assessment and management team members. The threat assessment training model is complete, and CU Boulder has conducted the 4-day training. CU Boulder conducted two waves of pre-/posttest data, with a pretest being conducted before Day 1 of the training, a posttest after Day 2, a pretest before Day 3, and a posttest after Day 4. Attendance for this event began at 45 individuals, with 33 completing the final day of the training. This component also includes the development of three detailed case studies to inform future Threat Assessment and Management trainings.

2.5.1.4 Threat Lethality Checklist Training (Goal 5)

The final component involves developing a Threat Lethality Checklist, delivering trainings on the use of the Checklist with CUPD officers, and measuring knowledge of the Checklist using pre-/posttests. The Threat Lethality Checklist is a practice guidance tool that draws upon research and insights from law enforcement officials and subject matter experts to establish criteria for identifying potential threats based upon incident report data and guidance on how to refer these individuals to different available service options. The Checklist has been developed and the training is on schedule to be completed by the end of Summer 2023. In addition to implementing pre-/posttests for the training, CU Boulder intends to disseminate a follow-up survey, although the program team is currently investigating whether conducting a series of focus groups instead of a follow-up survey would produce more valuable data.

Additionally, CU Boulder has decided to produce a video component related to the Threat Lethality Checklist, even though this was not originally included in the IMP. CU Boulder is currently producing the Threat Lethality Checklist training and indicated that it modeled the script on the content covered in the in-person Threat Lethality Checklist training but added modules to emphasize community context and practical challenges that have been experienced by officers. CU Boulder intends to primarily reach a law enforcement audience with these materials. Because CU Boulder is still in the production phase for the video training, it has not yet developed data collection instruments. However, at present it intends to deploy the training in Fall 2023 and administer pre-/posttests related to the Threat Lethality Checklist video training at that time.



2.5.2 Outcome Evaluability Assessment

An outcome evaluation is most appropriate for the following training components, contingent upon implementation of pre-/posttests as described in the IMP. Below, reasons for this determination for each set of trainings is reviewed.

2.5.2.1 Warning Signs and Safe2Tell Awareness, Messaging, and Training (Goals 1 and 3)

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



The program's mission and objective are clear. The program theory of change is plausible, and the site is on track to accomplish the component on time. The initial objective is SMART and aims to establish awareness of the radicalization to violence process and the threat of targeted violence within the community.

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



CU Boulder has not yet finished designing and implementing the Safe2Tell training video but has tentatively agreed to implement accompanying pre-/posttests. The research team should be able to evaluate outcome-level findings related to the training, contingent upon CU Boulder designing and implementing pre-/posttests that empirically measure outcomes, are implemented consistently, and are completed by a sufficient number of individuals. Additionally, an outcome evaluation of the training video would be contingent upon CU Boulder being able and willing to share these data with the team.

For in-person trainings, as previously discussed, no pretest data are being collected and CU Boulder is only implementing posttests in some trainings, which limits the value of these data and the ensuing evaluation. Based on the current data collection plan, there is no way to measure outcomes of the Warning Signs and Reporting through Safe2Tell in-person training component.

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



An outcome evaluation of CU Boulder's Warning Signs and Reporting through Safe2Tell in-person training for community members, staff, faculty, and students and training for CUPD officers would be useful, as it might measure the extent to which these trainings are effective in increasing knowledge on this subject matter. An outcome evaluation of CU Boulder's Safe2Tell training video, if feasible, would be useful to the TVTP field, as it may provide insight into whether the training is helpful in increasing community members' understanding of how to engage Safe2Tell.

2.5.2.2 Threat Assessment and Management Training (Goal 4)

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



Objectives under this goal are clear and SMART. The program theory of change is plausible, and at present the site is on track to accomplish the objective on time. Objectives aim to coordinate, communicate, and institutionalize procedures for managing, referring, and monitoring threat assessment and management students, faculty, staff, and others. Progress towards these objectives will be measured through pre-/posttests. As such, the project is designed in such a way that measurable outcomes are realistic to expect.

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



Yes, the planned data collection systems are sufficient to verify outcome-level results, and CU Boulder is using pre-/posttests to measure knowledge gained through the training. CU Boulder provided the research team with data collection instruments, which vary across the two sequential waves of training and testing and include questions that empirically measure knowledge.

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



An outcome evaluation of this component would be useful to the TVTP field. It has the potential to provide insight into whether CU Boulder's tailored Threat Assessment and Management training curriculum is helpful in increasing the knowledge of threat assessment and management among CU Boulder's threat assessment and management team members.

2.5.2.3 Threat Lethality Checklist Training (Goal 5)

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



The program’s goal is clear and objectives are SMART. The program’s theory of change is plausible, and CU Boulder is on track to complete the project in its current timeline. The objective aims to deliver trainings to enable the use of the Threat Lethality Checklist by CUPD officers as measured through pre-/posttests. Consequently, the project is designed in such a way that measurable outcomes are realistic.

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



Yes, the planned data collection systems are sufficient to verify outcome-level results. CU Boulder plans to implement pre-/posttests that it will use to measure knowledge gained through the in-person training, though these have not yet been developed. All outcome-level findings related to this component are contingent upon review of pre-/posttest instruments to ensure they adequately measure a change in knowledge. CU Boulder has not determined whether it will administer follow-up surveys after the pre-/posttest. If it maintains the original plan to conduct follow-up surveys, and if they include the same questions used during pre-/posttests, the research team should be able to measure knowledge retention over time.

CU Boulder is still determining what data collection will be appropriate for the video training. CU Boulder is considering conducting pre-/posttests, feedback surveys, or focus groups. The outcome evaluation of this component is contingent upon the implementation of a pre-/posttest. If CU Boulder chooses to use alternative data collection methods, the video training will be most appropriate for a process evaluation.

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



Yes, an outcome evaluation may provide insight into whether CU Boulder’s tailored Threat Lethality Checklist training is helpful in increasing the awareness of the Checklist during responses to a reported concern for violence at CU Boulder and in the local community. An outcome evaluation would be useful and meaningful.



2.5.3 Evaluation Design

The research team anticipates that it will review data sources listed in Table 7 to undertake these outcome and process evaluations.

Table 7. Anticipated Data Sources for The Regents of the University of Colorado Evaluation

Data Source	Evaluation Type	Purpose
Overall		
Calls with grantee	Process	Monitor updates
Program staff interviews	Process	Thematic analysis of detailed data about project processes, accomplishments, and challenges
Partner staff interviews	Process	Thematic analysis of detailed data about partners’ role, processes, accomplishments, and challenges
Warning Signs and Safe2Tell awareness, messaging, and training		
Warning Signs and Reporting through Safe2Tell training curriculum	Process	Review for detailed understanding of content
Warning Signs and Reporting through Safe2Tell training participant data	Process	Review to measure completion of trainings and assess participant demographics

Data Source	Evaluation Type	Purpose
Warning Signs and Reporting through Safe2Tell training posttests	Process	Analysis of confidence regarding the identification of warning signs and the use of Safe2Tell
Social media messages	Process	Review for detailed understanding of content
Social media message data	Process	Analysis to measure online reach and response to these messages
Safe2Tell training video	Process	Review for detailed understanding of content
Safe2Tell training video pre-/posttests	Outcome	Descriptive analysis to measure change in correct responses before and after training
University of Colorado Police Department Warning Signs and Reporting through Safe2Tell training curriculum	Process	Review for detailed understanding of content
Community awareness events and messaging		
Community Awareness Campaign messages	Process	Review for detailed understanding of content
Community Awareness Campaign message data	Process	Analysis to measure online reach and response to these messages
Threat Assessment and Management training		
Implementation tracking form	Process	Review to understand The Regents of the University of Colorado's procedures for managing, referring, and monitoring threats
Threat Assessment and Management training curriculum	Process	Review for detailed understanding of content
Threat Assessment and Management participant data	Process	Review to measure completion of trainings and assess participant demographics
Training pre-/posttests	Outcome	Descriptive analysis to measure change in correct responses before and after training
Threat Lethality Checklist training		
Threat Lethality Checklist training curriculum	Process	Review for detailed understanding of content
Threat Lethality Checklist training participant data	Process	Review to measure completion of trainings and assess participant demographics
Training pre-/posttests	Outcome	Descriptive analysis to measure change in correct responses before and after training
Training follow-up survey	Outcome	Descriptive analysis to measure change in correct responses before and after training

2.6 Teachers College, Columbia University



2.6.1 Project Summary

The purpose of the TVTP grant program of Teachers College, Columbia University, as outlined in its IMP, is to reduce biased practices in K–12 classrooms. The four project components consist of (1) research and development about the connection between biased educational practices and radicalization, (2) educator trainings, (3) stakeholder workshops, and (4) training sustainability efforts. Teachers College added the third component, stakeholder workshops, in a revision of its IMP in March 2023 to reflect a revised “whole-of-society” approach. As a result, Teachers College’s project aims to impact any individuals who have interactions with youth.

2.6.1.1 Research and Development (Objective 1.1, Goal 2)

Teachers College’s grant program is based on a novel theory of radicalization called “educational displacement,” which theorizes that biased and stigmatizing classroom practices are a significant initiating factor that leads youth on a path to explore alternative and ultimately violent radical ideas. The first stage of Teachers College’s project seeks to gather data in support of this theory by administering surveys to young adults (18–21), parents, and teachers. These surveys primarily ask respondents to identify biased or stigmatizing behaviors they have experienced and assess their own competencies for reducing harm. Participants in this study were recruited using convenience sampling: Teachers College sent emails with survey links to individuals in their personal and professional networks, shared the survey on social media, and recruited participants during invited talks. As of the sixth quarter of the eight-quarter project, a total of 620 surveys have been collected and are being used to inform training content. As this component is exploratory in nature, a process evaluation is most appropriate.

2.6.1.2 Educator Trainings (Objectives 1.2–1.3, Goal 3, Goal 4)

The training for educators, as conceptualized in the IMP, is a 30-hour asynchronous training hosted on Canvas. There are a total of 10 courses, with each course corresponding to a step in the educational displacement model of radicalization. As Teachers College developed the curriculum, it decided to also offer a hybrid version of Course 1. The hybrid course involves partial live instruction over Zoom and partial asynchronous instruction over Canvas. Teachers College has completed five hybrid educator trainings in 2023. Additional trainings are planned for June but have not yet been scheduled. While the curriculum for Courses 2 through 10 has been developed, Teachers College has not yet implemented the courses itself. As of the writing of this report, it is unclear when these additional courses will be made available to educators.

As Course 1 of this training grants Continuing Education Units or Continuing Teacher and Leader Education credits upon completion, a series of assessments are built into the training. These include discussion posts, activities encouraging self-reflection, and quizzes. In addition, Teachers College is administering pre-/posttests and a course evaluation.

2.6.1.3 Stakeholder Workshops (Objective 1.2, Goal 3, Objective 4.2)

The third component of Teachers College’s project is a series of workshops for key stakeholders. This component developed in response to requests from various audiences to adapt the content from educator trainings to other settings. Organizations that have requested such workshops include law enforcement agencies, human rights organizations, and educational spaces including public libraries and college lecture series. Because the training content is being adapted as a customized training for these varying audiences, no two workshops are the same; they vary in length, modality (in person vs. online), and material covered. Given this lack of uniformity, it would not be appropriate for Teachers College to administer knowledge-based pre-/posttests. Instead, it has submitted an IRB modification to administer postworkshop surveys that assess satisfaction and self-assessed knowledge gain. For these reasons, the noneducator workshops are most appropriate for a process evaluation.

2.6.1.4 Training Sustainability (Objectives 1.4–1.5, Objective 4.3)

The fourth component of Teachers College’s grant project involves activities to ensure the sustainability of the educator training. This component involves three distinct but related objectives: (1) securing a certification for the course from Teachers College, (2) developing partnerships with other educational institutions to include the training as part of onboarding for new hires or continuing education for existing staff, and (3) building a network of educators and other stakeholders who are interested in continuing to collaborate. Project staff have been working with the Teachers College administration to gain certification for the training and to get the training listed as a permanent offering. Teachers College is also considering other online platforms to host the training, including EdX and Noodle. As this component of the project is devoted to project sustainability, a process evaluation is most appropriate.



2.6.2 Outcome Evaluability Assessment

An outcome evaluation is most appropriate for the educator training component, and a process evaluation is most appropriate for the other three components.

Educator Trainings (Objectives 1.2–1.3, Objectives 3.1–3.2, Goal 4)

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



The purpose, goal, and target population of the project are clear and align with the theory of change proposed by Teachers College. The theory of change itself is plausible, although it has not been empirically tested. While the survey Teachers College is administering under the research and development component will establish the prevalence of Educational Displacement and its correlates among a nonrandom sample of students, parents, and teachers, this survey is unable to make a causal connection between these behaviors and radicalization to violence.

Eight objectives relate to this project component, ranging from training implementation, improvement, and impact. These objectives vary in specificity, but few of them are SMART, making it difficult to evaluate progress towards achieving them. Specifically, objectives related to long-term impacts of the training, such as increasing “a sense of belonging” and reducing “instances of bullying and targeted violence” are not attainable based on planned activities and are not measurable based on planned data instruments, methods, and sources. Still, three of the eight objectives are related to knowledge gain and, as it is expected that this project component will produce outcomes related to knowledge gain, progress towards these objectives should be assessed using an outcome evaluation.

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



Teachers College is collecting data on performance measures associated with this project component, including enrollment rates and pre-/posttests. The tests administered to this point are not sufficient to measure outcomes. Therefore, empirical test questions were developed based on Teachers College’s curriculum. Teachers College has agreed to implement these questions, pending IRB approval, which will allow for establishing a baseline of knowledge and measuring change in knowledge before and after the training.

Successful measurement of outcomes is dependent on training enrollment and completion rates. While many have enrolled in the asynchronous training, it is unclear if a sufficient number of participants will complete the training and the revised pre-/posttests during the remaining period of performance to allow for statistically significant results. Data collection is also possible during the hybrid training, and Teachers College has planned additional Zoom trainings to occur during the summer, although the exact dates have not yet been set. In addition, while the course has been free to educators thus far, Teachers College will begin charging a registration fee for both the asynchronous and hybrid training in August 2023, which may affect enrollment and, consequently, data collection.

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



An outcome evaluation would be useful and meaningful as it would shed light on the effectiveness of Teachers College's trainings with educators, who play an important role in primary prevention. However, further research will be necessary to empirically establish the validity of Educational Displacement theory and the interventions suggested to teachers through these trainings, as the planned data collection will not capture this. If successful, this program will give participants tools to recognize biased speech and behavior, which could facilitate support for violent extremism, as well as identify risk factors associated with mobilization to violence. This project is likely limited in its replicability; while other grantees could design online training courses for educators, much of the design and content of this project is proprietary to Teachers College. Still, an outcome evaluation could produce useful findings for other grantees regarding project implementation and dissemination. It is also unclear if Teachers College will be able to implement the full course curriculum during the period of performance. At this point, only one of 10 course modules have been published. Notably, Teachers College only plans to continue the asynchronous version of the course beyond the end of the period of performance. As discussed above, completion rates may limit the evaluability of the online version of the training. If this is the case, an outcome evaluation may only be possible for the hybrid version of the training.



2.6.3 Evaluation Design

The research team anticipates that it will review data sources listed in Table 8 to undertake these outcome and process evaluations.

Table 8. Anticipated Data Sources for Teachers College, Columbia University, Evaluation

Data Source	Evaluation Type	Purpose
Overall		
Calls with grantee	Process	Monitor updates
Program staff interviews	Process	Thematic analysis of detailed data about project processes, accomplishments, and challenges
Research and development		
Parent, teacher, and student surveys	Process	Analysis of survey administration process, accomplishments, and challenges and thematic analysis of survey results
Educator trainings		
Training curriculum	Process	Review for understanding of content
Live training observation	Process	Collect data related to training content and participation/engagement
Pre-/posttests	Outcome	Analysis of participant confidence and feedback from training
Course evaluations	Process	Analysis of participant satisfaction and feedback from training
Stakeholder workshops		
Training recordings	Process	Review for understanding of content
Post-training satisfaction surveys	Process	Analysis of participant satisfaction and feedback from training
Training sustainability		
Documentation of Teachers College, Columbia University, certification application	Process	Analysis of application process and assessment of certification achievement
Documentation of other course platform applications	Process	Analysis of application process and assessment of certification achievement
List of stakeholders interested in networking	Process	Assessment of completion

2.7 Virginia Department of Criminal Justice Services



2.7.1 Project Summary

The grant project of the Virginia Department of Criminal Justice Services (VA DCJS) aims to establish, expand, and enhance local TVTP frameworks across the entire Commonwealth of Virginia through a series of trainings for the broader community and for law enforcement. The VA DCJS project includes four components: (1) Community Awareness Briefings (CABs) and Domestic Terrorism Violent Extremism (DT/VE) trainings; (2) Aberrant Behaviors trainings; (3) Community Behavioral Threat Assessment Team (CBTAT) training, TTT, and Legal training; and (4) See Something, Say Something trainings. The e-Learning modules and all training handouts will be translated into three languages (Korean, Mandarin, and Spanish) and translated for deaf and hearing-impaired constituents. VA DCJS has received a two-quarter NCE due to initial challenges in hiring the necessary project staff.

2.7.1.1 CABs and DT/VE Trainings (Goal 1)

VA DCJS aims to deliver combined CABs and DT/VE trainings to law enforcement, public and private school, and mental health professionals and other community members throughout Virginia. For the CAB portion of the combined trainings, VA DCJS discovered that the Virginia Fusion Center had already modified the CAB to highlight state resources and include context-specific elements, so VA DCJS chose to use this existing curriculum. Additionally, the Virginia Fusion Center provided accompanying pre-/posttest questions with its materials.

For the DT/VE portion of the trainings, VA DCJS contracted a vendor to develop the curriculum as well as accompanying pre-/posttests intended to measure knowledge gained from the training. VA DCJS has started hosting its combined CAB and DT/VE trainings and plans to hold a total of 21 trainings for 1,300 participants in total. VA DCJS is administering pre-/posttests for each training in addition to collecting logistical and participant data.

2.7.1.2 Aberrant Behaviors Trainings (Goal 2)

VA DCJS's second component involves delivering an Aberrant Behaviors training to raise awareness among community members, faith-based community representatives, and public and private school personnel throughout Virginia of the risk and protective factors for radicalizing to violence. VA DCJS contracted a vendor to develop the curriculum and pre-/posttests for the course. VA DCJS initially intended the Aberrant Behaviors training to be a 1-day, in-person training but, after further discussions with the vendor, determined that the course would best be delivered as a half-day training with an accompanying e-Learning module. VA DCJS seeks to deliver the half-day training and e-Learning module to 700 community members across 14 sessions. The training curriculum, e-Learning modules, and pre-/posttests are still under development as of the writing of this report. In addition to pre-/posttest data, VA DCJS intends to collect logistical and participant data for each training session. For the e-Learning module, it intends to document the date, time, duration of login, and number of participants that reach completion. It is undetermined as of the writing of this report whether there will be distinct pre-/posttests for the in-person and e-Learning components.

2.7.1.3 CBTAT Training, TTT, and Legal Training (Goal 3)

VA DCJS’s third component includes the development and delivery of an initial CBTAT training, a 2-day TTT course, and a Legal training. The CBTAT training focuses on how the community behavioral threat assessment process operates and the TTT course is designed to train law enforcement, mental health professionals, and community members to teach this same material to others. The Legal training is designed to increase knowledge regarding liability and the legality of sharing information surrounding these threat assessments. All three training types are targeted at law enforcement and mental health professionals as well as other relevant community members. VA DCJS has begun conducting CBTAT trainings, but the curricula for both the TTT and the Legal training are still under development. VA DCJS did not specify CBTAT training targets in its IMP but plans to host a total of 26 TTTs, convening approximately 495 law enforcement professionals, 370 mental health professionals, and 370 community members. VA DCJS also plans to host 14 Legal trainings for 700 of these professionals in total. VA DCJS will not require any prior training as a prerequisite for participation in TTTs and has not yet determined recruitment or selection criteria for participants.

VA DCJS contracted a vendor to generate pre-/posttests intended to measure knowledge gained from CBTAT, TTT, and Legal trainings. Additionally, VA DCJS plans to develop a pre-/posttest for the Legal training that measures knowledge gained regarding legal liability and increase in likelihood of engaging in appropriate information sharing. In addition to pre-/posttest data, VA DCJS is collecting data on attendance, participation in previous trainings, and professional background for all three types of training.

2.7.1.4 See Something, Say Something Trainings (Goal 4)

VA DCJS’s fourth and final component is the delivery of See Something, Say Something trainings to increase community members’ ability to act on the awareness gained through VA DCJS’s other trainings and to know how to contact TAMTs. VA DCJS has partnered with Virginia state police to deliver the training as a live webinar. Additionally, VA DCJS will develop two e-Learning modules to make available to stakeholders throughout Virginia. VA DCJS plans to host 20 trainings in total, convening 880 community members and representatives of faith-based communities, public and private schools, and institutions of higher education. It will also make the e-Learning modules available to all community members across Virginia and expect them to be completed by 200 individuals. VA DCJS is currently in the final stages of curriculum and pre-/posttest development and has not yet begun to deliver these trainings. In addition to pre-/posttest data, VA DCJS intends to collect data on attendance, participation in previous trainings, and professional background.



2.7.2 Outcome Evaluability Assessment

An outcome evaluation is most appropriate for all training components, contingent upon implementation of pre-/posttests that determine knowledge gain as described in the IMP. Below, reasons for this determination for each set of trainings is reviewed.

2.7.2.1 CABs and DT/VE Trainings (Goal 1)

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



The program’s mission and purpose are clear. The program theory of change is plausible, and the site is on track to accomplish the objective on time given its NCE. This component aims to establish awareness of the radicalization to violence process and the threat of targeted violence within the community. As such, the project is designed in such a way that measurable outcomes are realistic to expect.

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

Yes, the planned data collection systems are sufficient to verify outcome-level results. As discussed in the Project Summary, VA DCJS is using pre-/posttests, which the research team has reviewed and determined are sufficient to measure knowledge gained through trainings. Contingent upon VA DCJS sharing these deidentified data with the team, the team should be able to establish a baseline and measure objective knowledge gain from the combined CAB and DT/VE trainings.

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 VA DCJS's tailored CAB and DT/VE training curriculum is helpful in increasing community members' understanding of the threat of targeted violence and the radicalization process.

2.7.2.2 Aberrant Behaviors Trainings (Goal 2)**Does the quality of the project design and theory of change allow for an outcome evaluation?**

The program's mission and purpose are clear. The program theory of change is plausible, and the site is on track to accomplish the objective on time given its current NCE. This component aims to establish awareness of risk and protective factors against radicalizing to violence. As such, the project is designed in such a way that measurable outcomes are realistic to expect.

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

As discussed in the Project Summary, VA DCJS is currently developing pre-/posttests to measure knowledge gained through the training. If these pre-/posttests are empirical tests of knowledge change and if deidentified pre/posttest results are shared with the research team, the team should be able to establish a baseline and measure objective knowledge gain.

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

Yes, an outcome evaluation may provide insight into whether VA DCJS's Aberrant Behaviors training curriculum is helpful in increasing community members' awareness of the risk and protective factors associated with radicalization to violence. Based on these questions, an outcome evaluation would be useful and meaningful.

2.7.2.3 CBTAT Training, TTT, and Legal Training (Goal 3)**Does the quality of the project design and theory of change allow for an outcome evaluation?**

The program's mission is clear and the theory of change is plausible. Through this component, VA DCJS seeks to assist localities/regions in adopting and implementing Community Behavioral Threat Assessment management teams and, more specifically, aims to obtain a 20% increase in knowledge as a result of its trainings. While the research team will not be able to measure outcomes regarding the adoption and implementation of Community Behavioral Threat Assessment management teams in Virginia, based on VA DCJS' planned data collection, the team will be able to measure change in knowledge of the CBTAT, TTT, and Legal training curricula.

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

VA DCJS will administer pre-/posttests for all three training types, which could be used to measure the change in knowledge regarding the trainings' curricula. The research team reviewed the CBTAT training pre-/posttests that are currently being implemented, determined that they needed modification to accurately measure change in knowledge, and sent editing suggestions to VA DCJS. VA DCJS has stated as of the writing of this report that it plans to adopt all of the team's proposed changes. If the revised pre-/posttests are implemented for all future CBTAT trainings, the team should be able to measure and verify outcome-level results. VA DCJS plans to implement pre-/posttests during TTT and Legal trainings as well. However, it has not yet finalized these trainings and their testing instruments. VA DCJS plans to send the team pre-/posttest instruments for the Legal training imminently and intends to incorporate the team's feedback as necessary. If this proceeds as planned, the team could be able to measure outcomes for the TTT and Legal 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 VA DCJS's CBTAT training curriculum is helpful in increasing stakeholders' understanding of public health approaches to threat assessment and management processes. Based on these questions, an outcome evaluation would be useful and meaningful.

2.7.2.4 See Something, Say Something Trainings (Goal 4)

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



The program theory of change is feasible, and the site is on track to accomplish the objective on time given the NCE. This component's objective aims to improve community members' willingness to act on their awareness training provided through the other training components, their understanding of the role of TAMTs, and their knowledge of how to contact TAMTs. This objective is designed in such a way that measurable outcomes are realistic to expect.

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



Yes, the planned data collection systems are sufficient to verify outcome-level results, contingent upon the use of pre-/posttests that empirically measure knowledge gained through the training and willingness and capacity to act on awareness training. As discussed above, VA DCJS plans to use pre-/posttests for these trainings but has not yet finalized these instruments.

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



Yes, an outcome evaluation may provide insight into the effectiveness of the See Something, Say Something training curriculum. Although See Something, Say Something public awareness campaigns have been previously evaluated (Jenkins & Butterworth, 2018), the training program itself has not undergone an evaluation. Therefore, an outcome evaluation of the See Something, Say Something training will contribute unique insight to the field.



2.7.3 Evaluation Design

The research team anticipates that it will review data sources listed in Table 9 to undertake these outcome and process evaluations.

Table 9. Anticipated Data Sources for Virginia Department of Criminal Justice Services Evaluation

Data Source	Evaluation Type	Purpose
Overall		
Calls with grantee	Process	Monitor updates
Program staff interviews	Process	Thematic analysis of detailed data about project processes, accomplishments, and challenges
Partner staff interviews	Process	Thematic analysis of detailed data about partners' role, processes, accomplishments, and challenges
Community Awareness Briefings and Domestic Terrorism Violent Extremism trainings		
Training curriculum	Process	Review contents developed for the training
Training pre-/posttests	Outcome	Descriptive analysis to measure change in correct responses before and after training
Participant interviews	Process	Thematic analysis of detailed data about training experience, accomplishments, and challenges
Training observation	Process	Document and review delivery of training materials

Data Source	Evaluation Type	Purpose
Aberrant Behaviors trainings		
Training curriculum	Process	Review contents developed for the training
Training pre-/posttests	Outcome	Descriptive analysis to measure change in correct responses before and after training
Participant interviews	Process	Thematic analysis of detailed data about training experience, accomplishments, and challenges
Training observation	Process	Document and review delivery of training materials
Community Behavioral Threat Assessment Team (CBTAT) training, Train-the-Trainer (TTT), and Legal trainings		
CBTAT training curriculum	Process	Review contents developed for the training
CBTAT training pre-/posttests	Outcome	Descriptive analysis to measure change in correct responses before and after training
TTT curriculum	Process	Review contents developed for the training
TTT pre-/posttests	Outcome	Descriptive analysis to measure change in correct responses before and after training
Legal training curriculum	Process	Review contents developed for the training
Legal training pre-/posttests	Outcome	Descriptive analysis to measure change in correct responses before and after training
Participant interviews	Process	Thematic analysis of detailed data about training experience, accomplishments, and challenges
Possible training observation	Process	Document and review delivery of training materials
See Something, Say Something trainings		
Training curriculum	Process	Review contents developed for the training
Training pre-/posttests	Outcome	Descriptive analysis to measure change in correct responses before and after training
Training observation	Process	Document and review delivery of training materials
Participant interviews	Process	Thematic analysis of detailed data about training experience, accomplishments, and challenges

3 Conclusion

3.1 Context and Challenges

Researchers encountered a range of conditions that posed challenges to conducting evaluability assessments and/or to conducting outcome evaluations of many of the FY 2021 TVTP grantees. Though site-specific program obstacles to undergoing a potential outcome evaluation were discussed, here we describe challenges affecting multiple sites.

Evaluability Assessment Timing

While the research team was able to review grantee IMPs beginning in December 2022, the team was unable to contact grantees until late February 2023; thus, the evaluability assessment did not begin until March 2023, when the team began holding calls with sites. During these calls, the team asked questions about site IMPs and learned what activities and data collection the site had already undertaken and what the site planned for future activities. Given the limited amount of time for the evaluability assessment, the team has not yet been able to conduct extensive data collection, including observations and site visits, as of the writing of this report. Therefore, evaluability assessments are based primarily on conversations with sites and the review of existing site materials.

This timing also meant that the evaluability assessment took place during the projects' sixth and seventh quarters of their originally scoped eight-quarter project. Thus, many grantees had already implemented many of their project activities and conducted related data collection before the research team was able to engage with them. While this enabled researchers to understand project activities in greater detail and begin reviewing already existing project materials, it also meant that researchers were not able to assist grantees in the design and implementation of some data collection methods and instruments. As such, researchers found, that some data were not sufficient to measure and verify outcomes and that this could not be rectified because these components were already complete.

Implementation Timing

Several grantees faced setbacks or delays early in their period of performance, which impacted the timing of activities further in the project. In response to this challenge, grantees were forced to alter project timelines, modify activities, or eliminate some activities altogether. This posed a challenge for researchers, as some objectives that may have been evaluable for outcomes under the outlined IMP were no longer appropriate in their revised context or format. These challenges to implementation and adaptations made by grantees in response will ultimately be captured through grantee evaluations.

Component Type

One primary reason that some grantees' components were unsuitable for outcome evaluations is that their programs 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, organizing new teams or networks, and creating and sharing an assortment of tools and resources. These sorts 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 program accomplishments related to outputs to ensure that programs are engaged in activities they set forth to accomplish.

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 posttraining 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 research team examined tests that had already been developed, it discovered that many of these tests were designed in a way that primarily measured self-reported knowledge gain.⁴ Although some self-reported knowledge gain can be helpful for improving future trainings, these data do not provide reliable information on the effectiveness of the training (Athanasou, 2005), which is necessary to measure outcomes. Instead, pre-/posttest questions must constitute empirical tests⁵ of knowledge to measure objective change as a result of the training. Additionally, these test questions must be asked, using the exact same language, before and after each training to identify both the baseline knowledge and the level of knowledge after the training (Cook et al., 2023). Many grantees had not designed their data collection plans in a way that adheres to these testing requirements. As such, the research team worked 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 if the newly acquired skills, network, or knowledge have been retained and applied to the target population. 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 due to resource and time constraints or lack of data identifying past participants.

3.2 Summary

The evaluability assessment for the FY 2021 TVTP grantees resulted in a mix of outcome and process evaluations for different components. The research team has determined that 13 project components 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.

Researchers will conduct a process evaluation for all other project components. These 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.

⁴ 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

⁵ 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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APPENDIX A. RTI Outcome Evaluability Assessment Checklist

The research team use 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 programs goals clear?	
Program objectives <ul style="list-style-type: none"> • 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?	
Theory of change	
Is the change process proposed by the program plausible? In other words, if program activities were implemented exactly as planned, would they achieve the intended outcomes?	
Is the theory of change consistent with current TVTP research?	
Are the results of the TVTP program 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? <ul style="list-style-type: none"> • Are these indicators reliable? • Are these indicators valid? • Does the program have a plan for and the capacity to measure these indicators? 	
Is the program documenting unintended outcomes?	
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?	
Are there barriers or constraints to the sharing of program data with RTI?	

Evaluability Question	Response
If an outcome evaluation were completed, would it be useful and meaningful?	
Is the project likely to be completed on time?	
To what extent are program activities, to date, being implemented as designed?	
Are key stakeholders and partners available to participate in an outcome evaluation?	
Are resources allocated to the program and its various activities adequate?	
Is this program replicable?	
Have the elements of the program, if any, been evaluated before?	
Would an evaluation of this program advance academic or practitioner knowledge of targeted violence and terrorism prevention?	
How are external factors (e.g., political, climatic) likely to affect an outcome evaluation?	
What (if any) are the anticipated risks or constraints on evaluating this program?	

APPENDIX B. Grantee Goals and Objectives

Boston Children's Hospital

Component 1: T-SAM research and development

Goal 1: Develop an evidence-based risk assessment/management tool for TVT, the Strengths, Needs, and Risk Assessment & Management (SN-RAM), that can be easily incorporate into general mental health practice.

- Objective 1.1: Review of at least six existing approaches for risk, needs, and threat assessment/management.
- Objective 1.2: Develop version one of the SN-RAM.
- Objective 1.3: Pilot the SN-RAM in two established TVT prevention programs, one serving youth and one serving adults.

Component 2: Training and consultation

Goal 2: Disseminate the Strengths, Needs, and Risk Assessment & Management Tool (SN-RAM) Through Training and Consultation

- Objective 2.1: To provide training in the SN-RAM to at least 30 community-based MHPs from at least 5 distinct locations in the U.S.
- Objective 2.2: To provide on-going consultation to six SN-RAM Learning Communities (5 community-based MHPs trained in each SN-RAM Learning Community) via monthly calls.

Component 3: Dissemination

Goal 3: Disseminate Best Practices Related to TVT Risk Assessment and Management for Mental Health.

- Objective 3.1: To develop 4 written materials with guidelines and recommendations related to TVT risk assessment/management for MHPs/clinical agencies seeking to increase collaboration with MTAMTs in their local community and to support threat management approaches.
- Objective 3.2: Develop version two of the SN-RAM.

Case Western Reserve University

Component 1: Law enforcement and stakeholder trainings

Goal 1: Training and Awareness: Increase the ability of rural and suburban communities to identify, mitigate and report violent extremism threats within their communities.

- Objective 1.1: Identify threats in communities
- Objective 1.2: Scalable threat assessment (STA)
- Objective 1.3: Provide training to public safety personnel, community stakeholders and bystanders
- Objective 1.4: Evaluate training and reporting protocols
- Objective 1.5: Provide rural and suburban-focused training and STA tools for sustainability and replicability

Component 2: Civic engagement program

Goal 1: Training and Awareness: Increase the ability of rural and suburban communities to identify, mitigate and report violent extremism threats within their communities.

- Objective 1.6: Civic Engagement
- Objective 1.7: Test and Document Engagement Strategies

Component 3: Suspicious activity reporting standards

Goal 2: Detection, Reporting and Assessment: Develop and establish central reporting mechanisms based on identified behaviors and activity sequencing of concern, including assessment and feedback to first responders and community stakeholders.

- Objective 2.1: Staffing Regional Violent Extremism Specialist position.
- Objective 2.2: Structured Engagement with Small and Midsize Jurisdictions/Communities.
- Objective 2.3: Develop and Implement Central Reporting Mechanisms and Referrals
- Objective 2.4: Sustainability Assessment of Reporting Processes

Component 4: Threat assessment feasibility study

Goal 3: Threat Assessment and Management Teams – Resource Assessments: Assess community intervention capabilities and resources to assess potential implementation models for threat assessment and management services based on geographic and demographic factors.

- Objective 3.1: Expand Advisory Board
- Objective 3.2: Catalogue Existing Resources for Potential VE TAMTs
- Objective 3.3: Deliver Training to Potential TAMT participants
- Objective 3.4: Evaluate Potential Implementation of VE TAMTs

Middlebury's Center on Terrorism, Extremism, and Counterterrorism

Component 1: Game research

Goal 1: To improve research on preventing domestic terrorism and radicalization by conducting nuanced studies to inform the most effective preventative programs which target youth in online gaming.

- Objective 1.1: Conduct research on radicalization and extremism in gaming to facilitate program design.

Component 2: Game testing

Goal 2: To increase awareness of and build resilience to online radicalization by building a narrative design for a pilot immersive, experiential role-playing CVE educational game.

- Objective 2.1: Collaboratively build a narrative design with CTEC team and iThrive based on research in order to inform overall program design for an immersive, experiential role playing CVE game.
- Objective 2.2: Build the innovative immersive, experiential CVE educational program using finalized narrative, and iThrive Sim technology over a six-month time frame.
- Objective 2.3: Test the beta simulation among a sample audience of students spread across the three partner schools for feedback, review, and recommendations.
- Objective 2.4: Evaluate and analyze the recommendations/feedback from the 250 beta tests, make optimizations and improvements as needed, and redistribute the finalized simulations for optimal performance results.

Goal 3: To implement a novel, digital educational approach to CVE by introducing the experiential role-playing pilot strategy to multiple high schools for feedback, analysis, and measurement.

- Objective 3.1: Implement the pilot educational program in three preapproved locations and coordinate with teachers in schools to administer the initiative. Students and teachers will each receive stipends for their participation.
- Objective 3.2: Measure success by testing students' awareness of recruitment tactics via a pre and post-exercise survey that is integrated into the simulation.
- Objective 3.3: Build final deliverable report analyzing the success of the pilot program.

Palm Beach County Sheriff's Office

Component 1: Bystander Awareness trainings

Goal 1: Prevent Mass Violence in Palm Beach County by Increasing the Capacity to Identify & Respond to Persons at Risk of Committing an Act of Mass Violence

- Objective 1.1: Increase the Capacity of Palm Beach County to Identify Persons at Risk by Providing Bystander Training and Training for the 211 Resource Center Staff

Component 2: 211 Resource Center trainings

Goal 1: Prevent Mass Violence in Palm Beach County by Increasing the Capacity to Identify & Respond to Persons at Risk of Committing an Act of Mass Violence

- Objective 1.1: Increase the Capacity of Palm Beach County to Identify Persons at Risk by Providing Bystander Training and Training for the 211 Resource Center Staff

Component 3: Risk management

Goal 1: Prevent Mass Violence in Palm Beach County by Increasing the Capacity to Identify & Respond to Persons at Risk of Committing an Act of Mass Violence

- Objective 1.2: Increase the Capacity of PBC to Respond to Persons Identified at Risk by Increasing the Capacity of PBSO's Behavioral Services Division Threat Assessment Teams and Through Recidivism Reduction

Component 4: Police and behavioral health partnership conference

No associated goals or objectives

The Regents of the University of Colorado - Boulder

Component 1: Warning Signs and Safe2Tell awareness, messaging, and training

Goal 1: Enhance awareness of the warning signs and risk factors for radicalization to violence and targeted violence among CU and local community groups through the development and implementation of trainings and social and digital media messages

- Objective 1.1: Increase by 75% the awareness of the Warning Signs for Concern and Strategies for Media Literacy for radicalization to violence and targeted violence among CU students, faculty, staff, and local community groups (e.g., faith community) completing training
- Objective 1.2: Increase awareness about the Warning Signs for Concern and the Strategies for Enhancing Media Literacy by reaching 30% of the social and digital media users geolocated at CU and in the local community (approx. 190,800)

Goal 3: Increase awareness of bystander reporting through trainings for and messages to CU students, faculty, and staff and expand the use of the Safe2Tell's bystander reporting system for the prevention of violence through trainings of CUPD officers and co-responders

- Objective 3.1: Increase by 75% the awareness of Colorado's Safe2Tell bystander reporting system among CU students (n=34,975) completing training
- Objective 3.2: Increase by 75% the awareness of Colorado's Safe2Tell bystander reporting system among CU faculty/staff (n=9,814) completing training
- Objective 3.3: Increase awareness of the Safe2Tell bystander reporting and response system by reaching 30% of the social and digital media users geolocated at CU and in the local community (approx. 190,800)
- Objective 3.4: Increase by 50% the number of CUPD officers able to deliver Safe2Tell bystander reporting system training presentations at CU and in the community
- Objective 3.5: Increase to 4 the number of CUPD officers and co-responders trained in bystander reporting and response triage, investigation, and referral procedures

Component 2: Community awareness events and messaging

Goal 2: Enhance engagement in and resilience against radicalization to violence and interest in targeted violence at CU and in the local community through community awareness events and messages

- Objective 2.1: Host Community Awareness Events during CU football and basketball games for 88,000 community members

Component 3: Threat assessment and management training

Goal 4: Enhance the threat assessment and management capability at CU through training and cross-agency coordination

- Objective 4.1: Increase by 50% the knowledge of threat assessment and management among CU's threat assessment and management team members (n=20)
- Objective 4.2: Develop 3 detailed case studies to inform future threat assessment and management trainings

Component 4: Threat Lethality Checklist training

Goal 5: Develop and implement two promising strategies to support threat identification and referral services, and case management at CU and in the community.

- Objective 5.1: Increase by 50% the awareness of the use of the threat lethality checklist during responses to a reported concern for violence at CU and in the local community among CUPD and local law enforcement officers completing training (n=43)

Teachers College, Columbia University

Component 1: Research and development

Goal 1: Design and implement professional development training for educators and key stakeholders in countering biases as a method to mitigate risks and amplify protective factors against targeted violence and the radicalization of students

- Objective 1.1: Produce a multi-module training to counter biases and amplify protective factors against radicalization in the classroom and beyond.

Goal 2: Advance our understanding of which risk and protective factors increase or mitigate a student's pathway to radicalization and targeted violence

- Objective 2.1: Gain understanding of the impacts of biases of students and teachers in schools.
- Objective 2.2: Raise awareness about biases and educational displacement as well as their role in the radicalization process.
- Objective 2.3: Disseminate and publish work apropos the impacts of biases and educational displacement of students and teachers in schools.

Component 2: Educator trainings

Goal 1: Design and implement professional development training for educators and key stakeholders in countering biases as a method to mitigate risks and amplify protective factors against targeted violence and the radicalization of students

- Objective 1.2: Launch and implement multi-module training among education professionals and key stakeholders nationally.
- Objective 1.3: Improve training by collecting and analyzing up to 500 pre-module and up to 500 post-module evaluations in order to enhance course content, delivery, and meet the needs of participating educators, educational personnel, and key stakeholders.

Goal 3: Inform how educators can accelerate or arrest radicalization

- Objective 3.1: Help educators and, educational personnel, and other stakeholders develop an awareness of both risk and protective factors against targeted violence and terrorism prevention.
- Objective 3.2: Ensure educators and, educational personnel, and other stakeholders understand the factors that impact educational displacement and trigger radicalization.

Goal 4: Improve ways of countering biased behaviors and speech in educational institutions as a protective strategy against the radicalization of students.

- Objective 4.1: Ensure educators have the skills and knowledge to implement in-school practices to mitigate biases and educational displacement.
- Objective 4.2: Produce attitude shifts in participating educators and, educational personnel, and key stakeholders as they cultivate an awareness of both their own biased speech and conduct and identify biased speech and conduct in schools.
- Objective 4.3: Through sustained outreach and engagement, build a network of educators and key stakeholders interested in continued collaboration and learning.
- Objective 4.4: Help increase a sense of belonging among students in schools.
- Objective 4.5: Reduce instances of bullying or targeted violence driven by biases in schools.

Component 3: Stakeholder workshops

Goal 1: Design and implement professional development training for educators and key stakeholders in countering biases as a method to mitigate risks and amplify protective factors against targeted violence and the radicalization of students

- Objective 1.2: Launch and implement multi-module training among education professionals and key stakeholders nationally.

Goal 3: Inform how educators can accelerate or arrest radicalization

- Objective 3.1: Help educators and, educational personnel, and other stakeholders develop an awareness of both risk and protective factors against targeted violence and terrorism prevention.
- Objective 3.2: Ensure educators and, educational personnel, and other stakeholders understand the factors that impact educational displacement and trigger radicalization.

Goal 4: Improve ways of countering biased behaviors and speech in educational institutions as a protective strategy against the radicalization of students.

- Objective 4.1: Ensure educators have the skills and knowledge to implement in-school practices to mitigate biases and educational displacement.
- Objective 4.2: Produce attitude shifts in participating educators and, educational personnel, and key stakeholders as they cultivate an awareness of both their own biased speech and conduct and identify biased speech and conduct in schools.

Component 4: Training sustainability

Goal 1: Design and implement professional development training for educators and key stakeholders in countering biases as a method to mitigate risks and amplify protective factors against targeted violence and the radicalization of students

- Objective 1.4: Secure Columbia University Teachers College certification.
- Objective 1.5: Develop partnerships with schools, institutions of higher education, and other organizations to offer this professional development training as part of their on-boarding process for new hires and as continued professional training for existing faculty and staff.

Goal 4: Improve ways of countering biased behaviors and speech in educational institutions as a protective strategy against the radicalization of students.

- Objective 4.3: Through sustained outreach and engagement, build a network of educators and key stakeholders interested in continued collaboration and learning.

Virginia Department of Criminal Justice Services

Component 1: CAB and DT/VE trainings

- Objective 1: The local community has awareness of the radicalization to violence process and what the threat of targeted violence and terrorism looks like.

Component 2: Aberrant Behaviors trainings

- Objective 2: The local community has awareness of both the risk factors for – and the protective factors against – radicalizing to violence.

Component 3: Community Behavioral Threat Assessment Team training, TTT, and Legal trainings

- Objective 3: Members of the local community engage among the broadest set of local stakeholders that sustain trusted partnerships and increase communications addressing radicalization to violence.

Component 4: See Something, Say Something trainings

- Objective 4: Members of the local community have the ability to act on their awareness training and help members of their community before they threaten other members of the community by knowing how to contact – and understanding the role of – threat assessment and management teams.

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Developed by RTI International



Science and
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