

Targeted Violence and Terrorism Prevention (TVTP)
Grantee Evaluation

FY 2022 Evaluability Assessment Report

Developed for:



Science and
Technology

Developed by RTI International

This work is supported by funding from the United States Department of Homeland Security, Science and Technology Directorate under contract #70RSAT21G00000002/70RSAT22FR0000108.

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The following study was completed by Research Triangle Institute International (RTI). It represents the best efforts of the RTI team to gather, assimilate, and assess certain information pertaining to this report. It is recognized that this study analyzes certain conditions. As these conditions are dynamic, RTI cannot be responsible for these conditions. Any decisions, actions, or investment made on the subject covered are solely those of the client.

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Table of Contents

1 Overview1

1.1 Purpose 1

1.2 Background 1

1.3 Outcome Evaluations and Process Evaluations 2

1.4 Methodology and Process 2

1.5 Grantee Evaluability Determinations 4

2 Grantee-Specific Evaluability Assessments6

2.1 American University Polarization and Extremism Research and Innovation Lab 7

2.1.1 Project Summary 7

2.1.2 Outcome Evaluability Assessment 8

2.1.3 Evaluation Design 10

2.2 Berkeley County Council 11

2.2.1 Project Summary 11

2.2.2 Outcome Evaluability Assessment 14

2.2.3 Evaluation Design 15

2.3 District of Columbia Homeland Security and Emergency Management Agency 17

2.3.1 Project Summary 17

2.3.2 Outcome Evaluability Assessment 18

2.3.3 Evaluation Design 19

2.4 Global Peace Foundation 20

2.4.1 Project Summary 20

2.4.2 Outcome Evaluability Assessment 21

2.4.3 Evaluation Design 22

2.5 Southern Illinois University Edwardsville 23

2.5.1 Project Summary 23

2.5.2 Outcome Evaluability Assessment 24

2.5.3 Evaluation Design 25

2.6 Woodrow Wilson International Center for Scholars 26

2.6.1 Project Summary 26

2.6.2 Outcome Evaluability Assessment 27

2.6.3 Evaluation Design 28

3 Conclusion29

3.1 Context and Challenges 29

3.2 Summary 30

References31

APPENDIX A. RTI Outcome Evaluability Assessment Checklist32

APPENDIX B. Grantee Goals and Objectives...34

American University Polarization and Extremism Research and Innovation Lab 34

Berkeley County Council 35

District of Columbia Homeland Security and Emergency Management Agency 37

Global Peace Foundation 38

Southern Illinois University Edwardsville 39

Woodrow Wilson International Center for Scholars 41

1 Overview

1.1 Purpose

In 2022, the Department of Homeland Security (DHS) contracted RTI International to conduct an evaluation of the FY 2022 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 six grantees selected by DHS to be evaluated.¹ These grantees are listed by priority area in Table 1.

Table 1. FY 2022 Targeted Violence and Terrorism Prevention Grantees Evaluated, by Priority Area

Priority Area	Grantee
Promising Practices	<ul style="list-style-type: none">American University Polarization and Extremism Research and Innovation LabBerkeley County CouncilDistrict of Columbia Homeland Security and Emergency Management AgencyGobal Peace FoundationSouthern Illinois University EdwardsvilleWoodrow Wilson International Center for Scholars

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 The research team was originally contracted to conduct an evaluation of seven grantees, but one evaluation was ultimately canceled due to concerns related to human subjects research.

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).

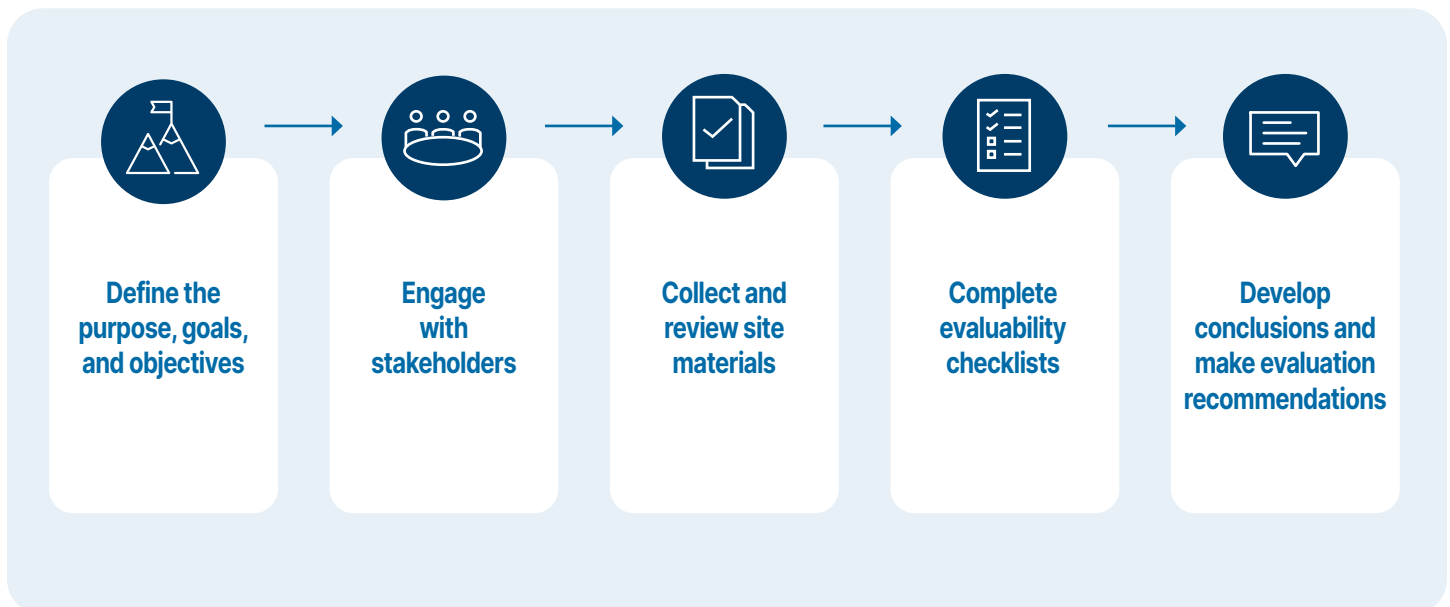
Outcome and process evaluations differ in several respects. The key differences between the two types of evaluation are that the former focuses on change and effectiveness of an intervention on a target population. For this grant program, an outcome evaluation would focus on objectives and outcomes listed 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 toward 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 toward 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 Outcome 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 Evaluability Assessment Checklist (see Appendix A) developed specifically for this project that ultimately aims to answer three questions:

1. Is the project designed in such a way that measurable outcomes are realistic to expect?
2. Are the results of the TVTP 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 six 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 2022 Targeted Violence and Terrorism Prevention Grantee Evaluability Assessment, by Component, June 2023

Grantee	Component Type	Outcome Evaluability Checklist			Type of Evaluation
		Realistic for Outcomes?	Verifiable?	Useful/meaningful?	
American University Polarization and Extremism Research and Innovation Lab					
Stakeholder network and media strategies for community prevention training	Networking; Training	✓	✓	✓	Outcome [†]
Web portal and online training	Training	✓	✓	✓	Outcome [†]
Snowball recruitment online trainings	Training	✗	✗	✗	Outcome [†]
Berkeley County Council					
First responder domestic terrorism trainings	Training	✓	✓	✓	Outcome [†]
Community member targeted violence prevention briefing	Event	✗	✗	✗	Process
School personnel targeted violence prevention briefing ^{†§}	Training	✓	✓	✓	Outcome ^{†§}
School-based referral system	Direct services	✗	✗	✗	Process
Threat assessment and management task force	Information sharing	✗	✗	✓	Process
Communication plan development and dissemination	Information sharing	✗	✗	✓	Process

Grantee	Component Type	Outcome Evaluability Checklist			Type of Evaluation
		Realistic for Outcomes?	Verifiable?	Useful/meaningful?	
District of Columbia Homeland Security and Emergency Management Agency					
Threat management playbook	Research and development; training	✘	✘	✘	Process
Interagency task force	Direct services	✔	✘	✔	Process
Community engagement events	Training; awareness campaign	✔	✔	✔	Outcome [†]
Global Peace Foundation					
Law enforcement agencies and youth-serving organization trainings	Training	✔	✔	✔	Outcome [†]
Law enforcement agencies and youth-serving organization knowledge exchanges	Information sharing	✘	✘	✘	Process
Youth leadership development convening	Event	✘	✘	✘	Process [§]
Community service project	Event	✘	✘	✘	Process [§]
Southern Illinois University Edwardsville					
Experimental survey	Information gathering	✘	✘	✘	Process
Law enforcement and community trainings	Training	✔	✔	✔	Outcome [†]
College course units	Training	✔	✔	✔	Outcome
Woodrow Wilson International Center for Scholars					
Research and development	Research and development	✘	✘	✘	Process
Game testing	Game administration	✔	✔	✔	Outcome [†]
Distribution	Information sharing	✘	✘	✘	Process

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

§ Outcome evaluation contingent upon further development of associated activities and determination of whether they are designed in such a way that observable outcomes are realistic.

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

**American University Polarization and
Extremism Research and Innovation Lab**

2.4

Global Peace Foundation

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Berkeley County Council

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**Southern Illinois University
Edwardsville**

2.3

**District of Columbia Homeland Security and
Emergency Management Agency**

2.6

**Woodrow Wilson International
Center for Scholars**

2.1 American University Polarization and Extremism Research and Innovation Lab



2.1.1 Project Summary

American University (AU) aims to interrupt radicalization pathways by scaling up distribution of evidence-based, short-form video prebunking strategies. The project involves building sustainable capacity among local leaders and practitioners from organizations across the United States with a wide array of foci to generate short-form video-based prebunking techniques. AU intends to build this capacity through both an in-person training and an online web portal for self-guided training. Following successful completion of this training, participants will be expected to create their own videos, recruit other trainees, and train others on both prebunking strategies and how to use these approaches to create their own videos. We have divided AU's project into three components: (1) a stakeholder network and training on media strategies for community prevention, (2) a web portal and online training, and (3) snowball online trainings.

2.1.1.1 Stakeholder Network and Media Strategies for Community Prevention Training (Objectives 1–2)

AU's first task is to establish a nationwide network of key stakeholder organizations with experience in issues adjacent to TVTP, containing members with the capacity to produce and conduct trainings on techniques for prebunking. Twenty organizations were selected to ensure diversity regarding their geographic location, their area of focus, their size, existing funding, and ideological diversity. These stakeholder organizations include civic organizations, schools, universities, state and local governments, employers, military, faith communities, and sports teams from around the United States.

With the stakeholder network formed, AU plans to conduct an in-person 2-day training in July 2023 with at least two individuals from each of these 20 stakeholder network organizations, in addition to other related organizations that may wish to attend. They will learn how to produce and distribute short-form (60 seconds or less) videos for the prevention of radicalization to violent extremism. Specifically, this training will focus on building knowledge on methods of attitudinal prebunking, principles of video-based prevention messaging techniques, and principles of training others in these methods of prebunking and video creation. AU intends to conduct pre-/posttests during this training but has not yet begun to develop these instruments. These questions are intended to measure understanding of attitudinal prebunking, principles of video-based prevention messaging, and how to train others in these approaches.

2.1.1.2 Web Portal and Online Training (Objectives 3–4)

AU intends to create a web portal that will host a second, asynchronous phase of training—in addition to other information, support, and communications—on creating short-form videos for TVTP purposes. This training aims to build upon concepts discussed during the in-person event held in July and how to translate these concepts into actionable techniques and the production of short-form videos. Under this component, AU will recruit 40 participants (ideally two participants from each of the 20 organizations that are part of the stakeholder network) from the in-person training cohort to complete the self-guided online training. For this initial self-guided online training cohort, AU intends to conduct pre-/posttests to measure understanding of established methods of attitudinal prebunking, competence with principles of video-based prevention messaging techniques, and competence with principles of training others in these approaches.

AU will then create a Community Outreach Cohort, which will comprise the individuals who meet the following criteria: (1) completed the in-person training, (2) completed the online training, and (3) are willing to conduct outreach activities to identify other individuals to participate in these trainings. AU estimates that this cohort will be approximately 15 people in total but expressed that it will include any individuals who meet these criteria. AU will monitor and provide ongoing support as needed to cohort members as they produce and distribute content to disrupt radicalization pathways. They will additionally host a series of listening sessions with cohort members to collect their feedback and hear about their experiences.

2.1.1.3 Snowball Online Trainings (Objective 5)

The final component of AU's TVTP grant involves the ongoing expansion of online self-guided trainings using the web portal. AU will support previous participants who completed the in-person and online trainings to recruit additional peers to take the online training and further proliferate the skills and knowledge shared. They expect continuous snowballing participation from individuals beyond these initial networks to expand the reach of these trainings. AU plans to maintain the online platform beyond the grant period of performance, so these snowball trainings will take place both during the grant and beyond it. Pre- and posttest data will be collected for all who complete the training during the grant period of performance. Per AU's IMP, they expect 20 people to participate in an online training via the snowball method during the grant period of performance.



2.1.2 Outcome Evaluability Assessment

An outcome evaluation is appropriate for the first two components. Below we review the reasons we came to this determination.

2.1.2.1 Stakeholder Network and Media Strategies for Community Prevention Training

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



The program's mission and purpose are clear. Based upon the materials cited in the grant narrative, the program theory of change is plausible, and the site is on track to accomplish each of its deliverables on time. Based on the available information, the objectives under this component are SMART (specific, measurable, achievable, relevant, and time-bound) and aim to develop nationwide capacity to create short-form video content that disrupts radicalization pathways and train others to do so. As such, we have determined that the project has the capacity to have plausible and measurable outcomes.

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



The planned collection systems are sufficient to verify outcome-level results. AU intends to implement pre-/posttests to measure both baseline and changes in understanding of established methods of attitudinal prebunking, competence with principles of video-based prevention messaging techniques, and understanding of principles in training others in these approaches. AU has not begun to develop these instruments yet, but RTI will work with AU to ensure the tools effectively and empirically measure changes in knowledge gained from the training.

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



Yes, an outcome evaluation would be useful and meaningful, as it may provide insight into whether AU's in-person training is effective at conferring the appropriate knowledge to its audience and may also provide an empirical estimation of whether those who have received the training will have sufficient knowledge to train others.

2.1.2.2 Web Portal and Online Training

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



Both the program's mission and purpose are clear, and the program theory of change is plausible. The objectives under this component are SMART and aim to develop knowledge and capacity. As such, we have determined that 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?



AU intends to implement pre-/posttests that are designed to measure improvements in the understanding of established methods of attitudinal debunking, competence with principles of video-based prevention messaging techniques, and understanding of principles in training others in these approaches. As with the in-person training, RTI will work with AU to ensure the tools effectively and empirically measure changes in knowledge gained from the training.

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



Yes, the data generated from an outcome evaluation would potentially provide insight into whether AU's online web portal training is effective at conferring the appropriate knowledge to their audience. Used alongside the outcome data from the grant's in-person training, it would also enable a comparison of the effectiveness of the in-person and online trainings to inform future efforts.

2.1.2.3 Snowball Recruitment Online Trainings

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



Both the program's mission and purpose are clear, and the program theory of change is plausible. The objectives under this component are SMART and aim to develop knowledge and capacity. It is realistic to expect measurable outcomes from the snowball online trainings.

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



AU intends to implement pre-/posttests that are designed to measure improvements in the understanding of established methods of attitudinal debunking, competence with principles of video-based prevention messaging techniques and understanding of principles in training others in these approaches. RTI's ability to conduct an outcome evaluation of this component will depend upon a sufficiently high percent of participants completing the pre- and posttests, as AU only expects 20 individuals to participate in the snowball trainings before the end of the grant.

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



Yes, the data generated from an outcome evaluation would provide additional insight, alongside AU's initial online training discussed above, into whether the online training is effective at conferring the appropriate knowledge to their audience.



2.1.3 Evaluation Design

The research team anticipates that it will review the data sources listed in Table 3 to undertake these process and outcome evaluations.

Table 3. Anticipated Data Sources for AU 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
Stakeholder network and media strategies for community prevention training		
Recruitment and outreach data	Process	Review their protocol for recruitment and ability to reach desired groups
Event agenda	Process	Review what information will be covered in which formats
Presentation materials	Process	Content analysis of the information covered
Training pre-/posttests	Outcome	Descriptive analysis to measure change in correct responses before and after training
Training observation	Process	Document and review event experience
Participant interviews	Process	Thematic analysis of detailed data about participants' experience, accomplishments, and challenges at the event
Web portal and online training		
Web portal data frame	Process	Content analysis of the information covered
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 participants' experience, accomplishments, and challenges with the online training
Snowball recruitment online trainings		
Web portal access data	Process	Review the number and distribution of people accessing the web portal as well as changes in their understanding and competence in conveying the principles of the training to others
Training pre-/posttests	Outcome	Descriptive analysis to measure change in correct responses before and after training

2.2 Berkeley County Council

2.2.1 Project Summary



Berkeley County's TVTP grant program serves three goals, all of which are interconnected. First, they strive to educate law enforcement, emergency management, first responders, and community members on violent extremism. Second, they aim to prepare school personnel in identifying and responding to behavioral indicators of violent extremism or targeted violent intentions among youth. Third, they intend to create a threat assessment and management task force and threat communication plan for mitigating identified threats. Their three goals comprise six program components: (1) first responder domestic terrorism trainings, (2) a community member targeted violence prevention briefing, (3) a school personnel targeted violence prevention briefing, (4) a school-based referral system, (5) a threat assessment and management task force, and (6) communication plan development and dissemination. Berkeley County has partnered with the National Policing Institute (NPI) to provide input on all components and to assist in further developing and implementing components 3, 5, and 6. However, due to staffing changes at NPI since Berkeley County's grant implementation, the site is seeking an alternative organization to take NPI's place moving forward, which has caused delays in some portions of its project.

2.2.1.1 First Responder Domestic Terrorism Trainings (Goal 1, Objective 1.1)

Berkeley County aims to facilitate two different sets of trainings (for a total of four trainings) to educate law enforcement and emergency management personnel. Broadly, these trainings are focused on providing their target population with key information about extremism, domestic terrorism, opportunities for prevention, and response options. In so doing, Berkeley County intends to enhance the skills of its first responders in identifying and disrupting terrorist planning activities.

For the first set of trainings, Berkeley County plans to have a vendor—Practical Firearms Trainings (PFT)—deliver its preexisting High Risk Environment training program, which is a 30-hour training focused on domestic threats, situational awareness, self-protection techniques, surveillance and surveillance detection, attack recognition, vehicle-related incidents, interpersonal communications, protective and support equipment, and foreign and domestic terrorism weapons recognition. Instruction includes lessons, case studies, and practical situational drills to recognize domestic terrorism extremist threats. Per its most recent IMP, Berkeley County plans to send 40 patrol officers from the Berkeley County Sheriff's Office (BCSO) to attend this training. Based on conversations with Berkeley County, this training was held in April 2023. Berkeley County believes that PFT implemented pre-/posttests to measure knowledge gain; however, the trainings were held before Berkeley County could review the curriculum or confirm whether the vendor planned to use their own tests. If pre-/posttests were implemented, Berkeley County has not yet been given access to these instruments or the data that was collected as of the writing of this report. As such, we cannot confirm whether tests were administered or, if they were, whether these data empirically measure outcomes.

For the second set of trainings, Berkeley County plans to have a trainer from another vendor—Proactive Solutions Inc.—educate law enforcement officers, emergency management personnel, and public school staff on domestic extremism activities, tactics, symbols, and First Amendment and constitutional protections, among other related topics. Trainings will be split between two sessions: the first will provide a high-level overview of the topics, and the second will instruct attendees on identifying and investigating signs of violent extremism in the county. Berkeley County's revised IMP states that they are aiming to train 240 people and 740 people, respectively, across these two sessions. Berkeley County plans to implement pre-/posttests for these trainings; however as of this assessment, it does not know whether Proactive Solutions Inc. has its own pre-/posttests. If this is the case, RTI will request to review the instruments to ensure they can measure outcomes. If they do not measure outcomes, or if Proactive Solutions Inc. does not have pre-/posttests at all, RTI will work with Berkeley County to develop these tests.

2.2.1.2 Community Member Targeted Violence Prevention Briefing (Goal 2, Objective 2.1)

Berkeley County seeks to have law enforcement officers conduct an in-depth briefing with stakeholders in each of the districts within the county to strengthen local understanding of violent extremist indicators. Berkeley County will invite five Berkeley County Council members and 52 representatives from the major industrial corporations operating in the region to participate in this briefing. While this component is focused on providing an initial briefing, Berkeley County indicated that it plans to hold a series of briefings, each of which would be based on questions posed during the previous one. It has also indicated that these will take the form of informational sessions with accompanying question-and-answer periods. As such, the types of information relayed will vary by meeting. Berkeley County plans to administer pre-/posttests as part of these briefings, but the currently planned structure and content of the briefings would not be appropriate for the use of pre-/posttests to measure outcomes.

Berkeley County informed the research team that NPI had been assisting them in developing this component. With the staffing changes at NPI, Berkeley County reported that development has stalled. As Berkeley County refines its plan for this component, the research team will reevaluate its suitability for an outcome evaluation.

2.2.1.3 School Personnel Targeted Violence Prevention Training (Goal 2, Objective 2.1)

Berkeley County seeks to have four law enforcement school resource officers (SROs) lead in-depth trainings and follow-up briefings for 100 school personnel across the county's 32 middle and high schools. These activities are focused on improving school personnel's understanding of violent extremist indicators to improve reporting of concerning behaviors. Additionally, the trainings will serve as an opportunity to share information about the school-based referral system, described further below (2.2.1.4). The training curriculum will be based on information learned by SROs in the first responder domestic terrorism trainings (2.2.1.1) to inform educators about the warning signs, behaviors, and characteristics of terrorism and targeted violence. Following the trainings, SROs will hold quarterly meetings with educators to provide updated information on these topics, with varying types of information provided at each meeting. Berkeley County does not know, as of this assessment, how many personnel will attend each meeting or how many meetings will occur.

Berkeley County plans to implement pre-/posttests for training activities to assess changes in knowledge. It is unlikely that pre-/posttests will be appropriate for the quarterly meetings, given that Berkeley County does not plan to follow a preset curriculum and the topics will vary by meeting. However, the trainings are well suited for pre-/posttests. Berkeley County has not yet drafted these tests, but the research team plans to review them before implementation to ensure they constitute empirical tests of knowledge gain.

Based on discussions with the site, Berkeley County also plans to host a training on radicalization in school settings, offered by Columbia University professor Dr. Amra Sabic-El-Rayess. This hybrid training is intended to explain educational displacement theory and opportunities to disrupt the radicalization process. Berkeley County states that the training is for educators but can also include law enforcement, medical personnel, and other first responders. This activity has not yet been incorporated into Berkeley County's IMP, so it is unknown which goal and objective this training will support. Based on information currently available to Berkeley County, Columbia University has developed its own pre-/posttests to administer during the training. However, it has not yet received the test questions. RTI will request to review any training materials received in advance. If these include pre-/posttests, RTI will work with the site to determine whether they are sufficient to measure knowledge gain and, if not, to develop test questions suitable for this purpose.

2.2.1.4 School-Based Referral System (Goal 2, Objective 2.2)

Berkeley County seeks to implement a referral system for school personnel and/or other county stakeholders to report concerning student behavior. Activities under this component are still being developed; the activities planned thus far focus exclusively on sharing information about a referral program through email communication, and no activities have been planned to implement the system. However, Berkeley County has explained that it intends to leverage an existing school-based referral system—Project Aware—and expand it to include the task force discussed below (2.2.1.5). The Project Aware system enables school counselors to refer students with noted behavioral concerns to a local mental health counseling agency. Referrals are managed by a care coordinator who can assist the student in obtaining an evaluation and counseling at the mental health agency. School personnel would be expected to use

this new branch of the system to report student behavior using guidelines provided during the School Personnel Targeted Violence Prevention Training, described above (2.2.1.3). Any reports made would be directed to the threat assessment and management task force and the school counselor.

Berkeley County has not determined which data they will collect to measure the performance of this system. However, they have indicated that the existing school-based referral system would allow them to receive deidentified data related to referral status and follow-up actions taken after a referral. As of this report date, they will only measure this component via confirmation of email correspondence. As such, this component will be included in the process evaluation.

2.2.1.5 Threat Assessment and Management Task Force (Goal 3, Objective 3.1-3.2)

Berkeley County intends to create a multidisciplinary threat assessment and management task force to devise and implement protocols related to targeted violence and terrorist threat assessment and response. In creating such a task force, Berkeley County strives to enhance their community's ability to intervene in circumstances where targeted violence or terrorism might otherwise result. Berkeley County has five planned activities under this component: hiring a threat assessment and management specialist to lead the task force, recruiting civilians from various social and commercial sectors to serve on the task force, identifying and/or providing relevant training to the newly hired task force lead, advertising the existence of the task force to county residents, and receiving and managing case referrals. Across these activities, Berkeley County had been receiving input and advice from NPI on developing membership criteria and identifying relevant trainings. As with other components involving NPI, progress toward this component's development and implementation are delayed until they can revise that contract. Berkeley County has begun interviewing candidates for the threat assessment and management specialist position but is requesting input from an organization comparable to NPI to advise on task force creation.

Based on discussions with the site and its most recent IMP, Berkeley County intends to collect information about the threat assessment and management development processes and outputs (e.g., recruitment notices, task force meeting agendas). As discussed under the previous component, Berkeley County will receive some data concerning referrals through the school-based referral system, but does not have any plans to collect data concerning other referrals that the task force receives. As such, its current data collection plan does not allow for the measurement of outcomes.

2.2.1.6 Communication Plan Development and Dissemination (Goal 3, Objective 3.2)

Once Berkeley County has assembled its task force, it plans to inform community members and encourage them to engage with the programs it will support (e.g., Rave Alert and Crime Solvers Tip Line). In so doing, Berkeley County hopes to increase the chances of concerning behavior being reported to authorities and, in turn, of proactive intervention occurring where credible threats exist. To accomplish this, Berkeley County has planned three overarching activities. First, it will develop a communication plan, which will outline the procedures for collaboration between the task force and persons within the first responder and emergency management communities. Second, it will publicize information about the Crime Solver Tip Line and Rave Alert system. Third, it will hold community information meetings (i.e., "town halls") with 300 community members to educate them about extremism and domestic terrorism. For the tip line, Berkeley County will collect data on number of calls and notifications received as well as number of cases opened; for the alert system, it will collect data on number of referrals for outside services, case status, and sign-ups. Berkeley County indicated that it may implement pre-/posttests for the town halls. However, the specific content will vary across each town hall session, which means that there is no preset curriculum. Currently, a process evaluation is being pursued for this component, though the research team will be monitoring what data are collected by the grantee to determine whether an outcome evaluation later becomes a possibility.



2.2.2 Outcome Evaluability Assessment

Based on this checklist, RTI believes an outcome evaluation can be executed for the first responder domestic terrorism training and the school personnel targeted violence prevention briefings, contingent on specific implementation and data collection decisions. A process evaluation is feasible and appropriate for the community member targeted violence prevention briefing, school-based referral system, threat management task force development, and communication plan development and dissemination components. RTI's reasons for our outcome evaluation decisions are described below.

2.2.2.1 First Responder Domestic Terrorism Trainings (Goal 1, Objective 1.1)

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



The goal, purpose, and stated activities for this component are clear. Both sets of trainings offered by PFT and Proactive Solutions Inc., respectively, are intended to prepare law enforcement, emergency managers, and other community safety stakeholders to identify and disrupt extremist attack planning behavior. Because PFT trainings are particularly focused on attack response, Berkeley County identified BCSO deputies as their training target population for activities relying on PFT. The target population for the Proactive Solutions Inc. trainings is less clear. This set of trainings appears to have been developed for a law enforcement audience based on the course summary Berkeley County provided; however, Berkeley County has explained that educational personnel are expected to attend. As such, it is unclear whether the target population is appropriate for this organization's trainings. However, as the trainings are primarily designed to convey general information, course attendance may still result in measurable knowledge gain.

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



Results of the first responder domestic terrorism trainings offered by Proactive Solutions Inc. are likely to be measurable and verifiable. Berkeley County has been unable to confirm whether the vendor has existing pre-/posttests with empirical test questions to ascertain knowledge gain among training participants. However, the site has confirmed that if such tests do not exist, it will create its own with input from RTI to ensure outcomes can be obtained. This is contingent upon the site receiving the training curriculum from Proactive Solutions Inc. with sufficient time to design the test instruments before the trainings are held.

Results of the tactical response trainings offered by PFT may not be measurable or verifiable, as the trainings were already conducted, and Berkeley County is currently unable to confirm whether the vendor administered their own pre-/posttests or compiled any other performance monitoring data.

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



An outcome evaluation would be meaningful for the Proactive Solutions Inc. trainings, as it could assist practitioners in recognizing terrorist attack precursor behaviors among individuals in their community. As discussed above, RTI is awaiting confirmation as to whether pre-/posttests were included in the PFT trainings. If empirical pre-/posttests were collected during the PFT trainings, then they may point to the relevance of tactical courses in preparing law enforcement for a terrorist attack.

2.2.2.2 School Personnel Targeted Violence Prevention Training (Goal 2, Objective 2.1)

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



The goal, purpose, and stated activities for this component are clear. Both the in-depth trainings for school personnel and the quarterly meetings are centered on improving school personnel's understanding of violent extremist indicators, which Berkeley County hopes will in turn improve reporting of concerning behaviors. As such, we can expect observable outcomes to emerge from these activities. The potential training by Columbia University is not included in Berkeley County's IMP and therefore does not have any accompanying goals or objectives. However, if the training is intended to increase participant knowledge of educational displacement theory, it will realistically produce observable outcomes.

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



Yes, the results of the trainings will be measurable, as Berkeley County will implement pre-/posttests to assess improvements in understanding of indicators as a result of participation. Berkeley County has not yet developed these tests, so we will work with the site once its pre-/posttest instrument is developed to ensure it enables measurable and verifiable outcome-level data. Based on Berkeley County’s current plan for the quarterly meetings, we do not believe that results of these meetings will be measurable, as the meetings as currently envisioned will not have a clear, preset curriculum. For the educational displacement training, RTI will plan to review the pre-/posttests being implemented by Columbia University and, if they serve as empirical tests of knowledge, will use these data to measure outcomes. If they are not appropriate instruments for measuring outcomes, RTI will work with Berkeley County to design tests that can do so.

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



This component is focused on providing general information to school personnel through an in-depth training and quarterly meetings. An outcome evaluation would be meaningful for the trainings, as it could provide insight into the type and content of impactful trainings for school personnel on targeted violence and terrorism warning behaviors. Regarding the quarterly meetings, without a clear plan for measuring changes in participant knowledge as a result of these meetings, it is unlikely that they will produce observable outcomes that are useful and meaningful. The Columbia University training is already being evaluated as part of the FY 2021 TVTP Grantee Evaluations, but pre-/posttest data may indicate whether there is a difference in knowledge gain between different audiences (e.g., educators vs. law enforcement vs. medical staff).



2.2.3 Evaluation Design

The research team anticipates that it will review the data sources listed in Table 4 to undertake these process and outcome evaluations.

Table 4. Anticipated Data Sources for Berkeley County 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
First responder domestic terrorism training		
High Risk Environment training curriculum	Process	Identify training content and objectives
Proactive Solutions Inc. training curriculum	Process	Identify training content and objectives
Proactive Solutions Inc. training pre-/posttests	Outcome	Descriptive analysis to measure change in correct responses before and after training program
Community member targeted violence prevention briefing		
Briefing materials	Process	Review for detailed understanding of content
Community member briefing pre-/posttests	Process	Descriptive analysis to review responses before and after briefing

Data Source	Evaluation Type	Purpose
School personnel targeted violence prevention training		
School personnel training curriculum	Process	Review for training content and objectives
School personnel training pre-/ posttests	Outcome	Descriptive analysis to measure change in correct responses before and after training program
SRO quarterly meeting materials	Process	Review for detailed understanding of content
Educational displacement training curriculum	Process	Review for training content and objectives
Educational displacement pre-/ posttests	Outcome	Descriptive analysis to measure change in correct responses before and after training program
School-based referral system		
Referral process dissemination materials	Process	Review for detailed understanding of referral process and expectations
Threat assessment and management task force		
Task force recruitment notices	Process	Identify target audience and recruitment strategies
Task force meeting materials	Process	Review for detailed understanding of content
Task force lead training curriculum	Process	Review for curriculum content and objectives
Task force threat management protocols	Process	Review for detailed understanding of content
Communication plan development and dissemination		
Communication plan procedures	Process	Review for detailed understanding of content
Crime Solvers Tip Line referrals	Process	Descriptive analysis to identify potential effects of media campaign on tip line referrals
Rave Alert system enrollment statistics	Process	Descriptive analysis to identify potential effects of media campaign on system enrollment
Rave Alert system and Crime Solvers Tip Line media materials	Process	Identify target audience and strategies for raising awareness of the emergency notification system and tip line
Community information meeting materials	Process	Review for detailed understanding of content

2.3 District of Columbia Homeland Security and Emergency Management Agency



2.3.1 Project Summary

The District of Columbia (DC) Homeland Security and Emergency Management Agency (HSEMA) project involves three components: (1) developing and training DC agencies on a threat management playbook, (2) developing a multidisciplinary threat assessment and management team, and (3) engaging community members to better identify and respond to concerning behavior.

2.3.1.1 Threat Management Playbook Development and Training (Goal 1)

DC HSEMA plans to enhance its ability to both develop threat management plans and implement intervention strategies across numerous DC agencies. To achieve this, DC HSEMA plans to develop a threat management playbook that will be implemented by at least five DC agencies involved in threat management. The goal of the playbook is to collect best practices for threat management to make both the identification of threats and the responses to these threats more consistent across all DC stakeholders involved with implementing violence intervention strategies. After this playbook is developed, DC HSEMA will develop an accompanying instructional guide and conduct a training for 10 representatives from relevant DC agencies. The playbook has not been developed as of this assessment.

DC HSEMA will record basic attendance data for the training, such as the number of DC agencies that participate in the training. DC HSEMA does not plan to implement pre-/posttests for the training, nor would pre-/posttests be appropriate because the low number of trainees are not sufficient to identify outcome-level findings. DC HSEMA will also deploy a survey to DC agencies to record the number of agencies that report using the playbook, in addition to the frequency and variety of intervention strategies that are employed by each participating agency. DC HSEMA has not yet determined when the survey will be deployed. While these data will indicate whether there are changes in the use of intervention strategies after the playbook is published and the training is completed, they will not be sufficient to measure outcomes as they will not indicate whether DC agencies are using intervention strategies more consistently, the stated objective of this component. Given the data that will be collected, this component is best suited for a process evaluation.

2.3.1.2 Interagency Task Force (Goal 2)

DC HSEMA plans to establish an interagency task force of individuals from at least 10 DC agencies that operate diversion programs to better direct individuals of concern toward established threat assessment and management resources within DC. As of this assessment, DC HSEMA has not yet determined this referral process, the criteria upon which individuals would be referred, or what resources will be included. To measure performance related to this component, DC HSEMA intends to document the number of agencies that participate in the task force as well as the number of diversion programs identified for referral of individuals of concern. DC HSEMA also intends to track number of calls received. The system already automatically tracks the caller's number and location; however, this system is maintained externally, which may limit DC HSEMA's access to these data. Furthermore, DC HSEMA aims to track how many of these calls are referred to threat assessment and management resources across appropriate DC intelligence service agencies. While these deidentified data will enable the evaluation team to examine changes in the frequency and processing of incoming calls, these data cannot measure outcomes of this component as they will not capture whether more calls are being more effectively referred to adequate resources. RTI will continue working with DC HSEMA to identify any additional deidentified data that can be collected to measure outcomes.

2.3.1.3 Community Engagement Events (Goal 3)

DC HSEMA aims to connect with CBOs and organize a range of in-person events to engage their constituencies to learn about risk and protective factors of violence and how to report concerning behaviors. DC HSEMA's IMP states that it will collect data on the variety and number of events held and number of organizations engaged. Discussions with DC HSEMA revealed that it is conducting two types of events: community organization-specific briefings and threat assessment and management trainings. For the organization-specific briefings, DC HSEMA will tailor the content of these events to the needs and requests of each organization and will not assess changes in knowledge for these events.

Alternatively, the threat assessment and management trainings are intended to deliver a consistent curriculum. RTI learned through conversations with DC HSEMA that it developed and implemented pre-/posttests at its first two in-person threat assessment and management trainings. DC HSEMA planned to implement the same pre-/posttests at its third in-person event but was unable to do so because of technological difficulties. DC HSEMA plans to continue using pre-/posttests at future in-person events, which have yet to be scheduled but are expected to occur quarterly. DC HSEMA provided RTI with the pre-/posttests that it implemented during these first two events, and RTI determined that they are not suitable for measuring outcomes because, although they include knowledge questions, the pretest included different questions from the posttest. RTI discussed this observation with DC HSEMA and they agreed to revise the test instruments to ensure they can be used to measure change in knowledge for future events.

The second piece of this component seeks to amplify DC HSEMA's Protect DC Initiative public awareness campaign and increase traffic to their anonymous reporting tool. They will do so by identifying online audiences for targeted social media advertising, and implementing a messaging strategy and accompanying content among those audiences. DC HSEMA will collect engagement data, such as the number of interactions and conversions of their social media content and advertising messages to the reporting tool website.




2.3.2 Outcome Evaluability Assessment


Based on the Outcome Evaluability Assessment Checklist, an outcome evaluation is most appropriate for the trainings associated with the community engagement events.

2.3.2.1 Community Engagement Events (Goal 3)


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 objectives under this component are SMART. The objective of the in-person threat assessment and management trainings aims to improve knowledge of the threat of targeted violence within the community, and we can therefore expect to witness outcomes. The second part of this component focuses on increasing website traffic through a social media campaign, which does not allow for measurable outcomes.

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

 Although DC HSEMA did not specify using pre-/posttests in its IMP for its threat assessment and management trainings, it has been using these data collection instruments for its first two in-person events and intends to continue to do so. As mentioned above, these pre-/posttests will only be able to measure outcomes if they are revised to be consistent across both the pre- and posttests, but DC HSEMA has indicated its willingness to do so. As discussed above, the social media campaign will not produce measurable outcomes.

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

 Yes, an outcome evaluation of the threat assessment and management trainings may provide insight into whether these community engagement events are effective at improving knowledge among community members.



2.3.3 Evaluation Design

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

Table 5. Anticipated Data Sources for DC HSEMA'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
Threat management playbook		
Threat management playbook	Process	Content analysis of the playbook
Threat management playbook training curriculum	Process	Content analysis of the information covered
Training attendance data	Process	Measure reach of presentation
Playbook implementation survey	Process	Measure number of DC agencies implementing the playbook and number of and types of intervention strategies used
Interagency task force		
Call frequency data	Process	Observe variation over time
Referral data	Process	Observe variation over time
Interviews with task force participants	Process	Thematic analysis of detailed data about participants role, processes, and experience
Community engagement events		
Presentation materials	Process	Content analysis of the information covered
Event attendance data	Process	Measure magnitude of engagement and organizations engaged
Training pre-/posttests	Outcome	Descriptive analysis to measure change in correct responses before and after training
Social media data	Process	Measure magnitude of engagement

2.4 Global Peace Foundation



2.4.1 Project Summary

Global Peace Foundation's (GPF's) FY 2022 TVTP grant project outlines three objectives in support of its overarching goal of strengthening societal resilience and bolstering community awareness of the threat of targeted violence and terrorism: improving awareness of risk factors for radicalization, reducing youth vulnerability to radicalization, and facilitating long-term partnerships and trust among stakeholders in the community. The project includes four main components: (1) trainings for law enforcement agencies (LEAs) and youth-serving organizations (YSOs), (2) knowledge exchanges between LEAs and YSOs in Maryland and New Jersey, (3) a youth leadership development convening, and (4) a community service project.

2.4.1.1 LEA and YSO Trainings (Objective 1)

GPF plans to conduct a series of trainings for LEAs and YSOs to increase awareness of the risk factors associated with radicalization to violence. GPF is currently working to conduct outreach to LEAs and YSOs to gain stakeholder buy-in to the project and schedule trainings, with a stated goal of training 1,000 individuals from at least four LEAs and 500 individuals from YSOs across Maryland. This outreach will largely determine the number of trainings GPF is able to schedule and, ultimately, the number of people who receive GPF's training. As of this assessment, GPF has scheduled several trainings with YSOs and continues to conduct outreach with both stakeholder groups.

Organizations will be given the option to select whether they would like in-person, virtual, or hybrid training formats. Trainings for both LEAs and YSOs will focus on similar topics but will be tailored for the specific audience. The YSO training curriculum covers six main topics: understanding terminology, the process of radicalization to violence, radicalization to violence online, bystander intervention, community-led action, and connecting the community to resources. While GPF intends to make minor revisions to improve participant engagement, these overarching topics will stay the same. The LEA training curriculum is still under development as of the writing of this report.

To measure the effectiveness of these trainings in increasing awareness of risk factors, GPF plans to conduct pre-/posttests at all trainings. RTI reviewed the initial tests developed by GPF and determined that they were insufficient to measure change in knowledge. After consulting with RTI, GPF agreed to update its data collection instruments to include empirical test questions with verifiable answers and to field these surveys for the first few trainings. As of the writing of this report, GPF has not stated whether it will implement the revised pre-/posttests for the LEA trainings, as it is waiting to assess the YSO participant completion rates before making this determination.

2.4.1.2 LEA and YSO Knowledge Exchanges (Objective 1)

After it has completed all the trainings, GPF plans to organize separate knowledge exchange sessions with LEAs and with YSOs. These sessions will connect trainees who received the above training in Maryland with similar staff who received this training in New Jersey as part of GPF's FY 2016 TVTP grant. These knowledge exchange sessions will be guided by a facilitator. GPF's aim for the knowledge exchange sessions is to facilitate better understanding and collaboration between the two locations. As such, a process evaluation is best suited for this component.

2.4.1.3 Youth Leadership Development Convening (Objective 2)

GPF's third project component involves a 2-day leadership development convening for Maryland youth (ages 18–25), with a goal of 50 participants. The goal of this component is to foster protective factors among participants, such as building social capital, belonging, and leadership skills through a series of activities and potentially including trainings on leadership skills or targeted

violence and terrorism. GPF has not finalized the content and structure for the convening, so it remains unclear whether this is the type of event that would lead to measurable outcomes. GPF stated in its IMP that it would conduct pre-/posttests for this component, but RTI reviewed these draft instruments and they do not constitute empirical tests of knowledge. If, once designed, the leadership development convening does include a training component, RTI will work with GPF to revise the draft pre-/posttest instruments to ensure they are able to measure knowledge gain of the curriculum. If GPF agrees to implement revised pre-/posttests with empirical test questions, RTI expects an outcome evaluation of this grant component to be possible.

2.4.1.4 Community Service Project (Objectives 2–3)

The final component of GPF’s grant involves the planning and implementation of a community service project. GPF aims to recruit 50 youth to participate in four sessions to design and plan a community service project. In our discussions, GPF shared that its intention for this component is to bolster resilience and prevent radicalization; specifically, to support collaboration and increase trust. The specific community service project will be designed and executed by the planning session participants. GPF shared that, in past programming, participants decided to conduct projects to support area schools or focus on gun violence. GPF’s role in this process is to facilitate planning and assist with implementation through tasks such as providing technical support. It is unclear at this point what the community service project will entail as the planning sessions have not yet begun; however, based on the focus and design of prior projects conducted under GPF, it is unlikely that it will produce measurable outcomes. Therefore, the evaluation team plans to conduct a process evaluation but will continue to monitor what data are being collected as the project develops.



2.4.2 Outcome Evaluability Assessment

Based on the Outcome Evaluability Assessment Checklist, an outcome evaluation is most appropriate for the LEA and YSO training component and a process evaluation is most appropriate for the knowledge exchange, leadership development convening, and community service project components.

2.4.2.1 LEA and YSO Trainings (Objective 1)

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



This component of GPF’s project has a clear purpose, goal, and target population. While the corresponding objective is not measurable or time-bound, it is specific, attainable, and relevant. The theory of change underlying these trainings is plausible and consistent with current TVTP research. Some ambiguities exist in GPF’s IMP regarding the connection between inputs, activities, outputs, and outcomes. For example, the IMP implies that training attendees will train others in the future without any discussion of a train-the-trainer (TTT) aspect to the project. Still, the design and theory of change underlying this component of the project is well suited for an outcome evaluation.

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



The LEA and YSO trainings are intended to produce measurable changes in knowledge among training attendees. GPF intends to collect pre-/posttest data from each of these trainings. RTI worked with GPF to revise its existing instruments to include empirical test questions, and GPF agreed to pilot the updated tests in its initial YSO trainings. However, GPF shared that it had experienced challenges with survey completion rates in the past. RTI provided recommendations for ways that GPF can mitigate factors that might disincentivize participants from completing the pre-/posttests; GPF agreed to implement these, but stipulated that it would return to its original surveys if it felt completion rates suffered because of the pre-/posttest changes. If GPF maintains the revised pre-/posttests throughout the remainder of its YSO trainings and implements them in the LEA trainings, RTI should be able to complete an outcome evaluation of this activity.

GPF staff have also shared that it has been challenging to gain buy-in from LEAs; for example, some law enforcement officers have communicated that they would prefer to take the trainings offered by DHS rather than GPF because the DHS trainings are more well known. An outcome evaluation of the LEA trainings will therefore be contingent upon GPF agreeing to implement the revised pre-/posttests and being able to secure sufficient participation from LEAs.

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



An outcome evaluation of these trainings would provide useful and meaningful information for the TVTP field. LEAs and YSOs are important stakeholder groups for primary prevention and evaluating GPF's training would provide useful knowledge for practitioners seeking to advance primary prevention efforts. Furthermore, this evaluation would provide novel information: while Rutgers evaluated a similar intervention as part of GPF's FY 2016 TVTP grant, this evaluation measured participant confidence and self-assessed knowledge gain, rather than empirically assessing knowledge gain.



2.4.3 Evaluation Design

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

Table 6. Anticipated Data Sources for GPF 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
LEA and YSO trainings		
Training curriculum	Process	Review for understanding of content
Training pre-/posttests	Outcome	Assessment of knowledge gain from training
LEA and YSO knowledge exchanges		
Knowledge exchange observation	Process	Collect data related to content and participation/engagement
Post-event satisfaction surveys	Process	Analysis of participant satisfaction and feedback from event
Youth leadership development convening		
Convening agenda	Process	Review for understanding of content
Post-event satisfaction surveys	Process	Analysis of participant satisfaction and feedback from training
Community service project		
Notes from planning sessions	Process	Review for understanding of content
Post-event satisfaction surveys	Process	Analysis of participant satisfaction and feedback from event

2.5 Southern Illinois University Edwardsville



2.5.1 Project Summary

Southern Illinois University Edwardsville's (SIUE's) project seeks to identify risk factors for and protective strategies against political violence in Southern Illinois and share these findings with the larger community. The project is composed of three primary components: an experimental survey, trainings with law enforcement and members of the community, and the development and delivery of college course material.

SIUE did not submit an IMP or Performance Measurement Plan using the DHS template. Instead, it was presented in the form of a flow chart. Given this, we are unable to make shorthand reference to SIUE goals and objectives as they repeat numbering schemes throughout the chart. For example, "Objective 1.1" refers to three unique objectives in SIUE's flow chart. In addition, any reference to data collection throughout this assessment is based on information gathered from conversations with SIUE.

2.5.1.1 Experimental Survey

The initial stage of SIUE's project consists of the development and implementation of a survey measuring support for political violence and testing three interventions (plus a control group) hypothesized to reduce support for political violence. At the local level, this will be conducted in three phases, with each phase comprising a different intervention to be paired with a control group. The same surveys will be fielded to both a national (n=3,000) and Southern Illinois (n=800) sample during the late spring and summer of 2023, but the national survey will have all three interventions delivered simultaneously. This is due to differences in the capability of the two different delivery vendors being used (local vs. national), as well as SIUE's prioritization of reaching appropriate and representative samples both locally and nationally. The three interventions are: presenting participants with presidential statements of unity, comparing politically partisan participant perceptions with existing survey data, and prompting participants to reflect on what it would take to change their minds on high-salience and low-salience policy topics. The results of the survey will be used to inform the content of the trainings and college course units discussed below (2.6.1.2 and 2.6.1.3). As this phase of the project is focused on gathering information to inform program content, a process evaluation is most appropriate.

2.5.1.2 Law Enforcement and Community Trainings

The second component of SIUE's program is a series of trainings conducted for local law enforcement and community members, with the curricula to be developed in summer 2023. SIUE aims to host at least two trainings for law enforcement that will focus on risk and protective factors for violence in Southern Illinois based on the results of the experimental survey. SIUE seeks to recruit 20 participants from the Southern Illinois Anti-Terrorism Advisory Council (ATAC) and 100 general law enforcement officers from Southern Illinois counties (minimum of two from each county). SIUE will also host at least three community briefings, with a target of reaching 60 individuals; the briefings will be based on DHS's Community Awareness Briefing curricula, with supplementary information from the experimental survey added for context. Finally, SIUE will offer one TTT session for community members, with a goal of reaching 20 participants; in this session, community members will be taught to engage others in discussions about risk factors for violence and techniques for reducing political tensions and support for political violence.

SIUE intends to implement pre-/posttests for the law enforcement and community training sessions to measure increase in knowledge of risk factors for radicalization to violent extremism. These have not yet been developed as the curricula have not been designed. If feasible, SIUE has also indicated a willingness to implement pre-/posttests for the TTT session.

2.5.1.3 College Course Units

The final component of SIUE's TVTP grant program is the development and implementation of course units related to online recruitment, disinformation, and political polarization in two existing SIUE courses—Introduction to American Politics and Introduction to International Relations. This course material will be delivered to an estimated 320 undergraduate students in fall 2023 and spring 2024. These units, expected to take one to two class sessions each, will be based on findings from the experimental survey and recommendations from the larger literature on extremism. While the course units share the same goal of improving media literacy and resistance to online disinformation and radicalization, the material will be tailored to either a domestic or international-relations focus depending on the class in which it is being delivered. SIUE intends to implement pre-/posttests to assess the course, with a target of 75% of students demonstrating an increased knowledge of bias in communications, methods used by extremist groups to engage in recruitment online, and the importance of source verification. These units and their accompanying pre-/posttests have not yet been developed, as they will be based on the findings of SIUE's experimental survey.



2.5.2 Outcome Evaluability Assessment

We believe an outcome evaluation is most appropriate for the training component and college course units. Below, we review the reasons we came to this determination.

2.5.2.1 Law Enforcement and Community Trainings

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



Yes, the component's purpose, goals, and objectives are clear. While the IMP is not constructed according to the DHS template, conversations with SIUE have clarified some missing inputs, activities, and outputs. As this component seeks to increase participant knowledge, it is realistic to expect outcomes.

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



Yes, the outcomes of the law enforcement and community trainings can be measured and verified, provided that the planned pre-/posttests include empirical knowledge-based test questions. These surveys will be developed during summer 2023, in line with curriculum development, at which time RTI will plan to review and confirm the appropriateness of these instruments. With these data, RTI will be able to establish a baseline and measure change in participant knowledge following SIUE's trainings. It is unclear at this time whether outcome-level data will be available for the TTT program, though SIUE has indicated a willingness to implement pre-/posttests.

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



Yes, an outcome evaluation would provide insight into whether SIUE's curriculum is helpful in increasing law enforcement and community members' understanding of the risk and protective factors for radicalization to extremist violence. A potential barrier to an outcome evaluation is SIUE's ability to develop relationships with and gain buy-in from local law enforcement and community groups to participate in training. While the project team has begun developing a list of groups, active outreach and marketing of the training is not expected to begin until summer 2023. The evaluation of these trainings will depend on SIUE generating sufficient participation.

2.5.2.2 College Course Units

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



Yes, the component's purpose, goals, and objectives are clear. As discussed regarding the training component, conversations with SIUE have clarified some of the inputs, activities, and outputs that were missing from its IMP. As this component seeks to increase participant knowledge, an outcome evaluation is feasible.

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



Yes, RTI will be able to measure outcome-level results of the college course units if the planned pre-/posttests include empirical knowledge-based test questions. These surveys will be developed during summer 2023, in line with curriculum development, at which time RTI will review and confirm the appropriateness of these instruments. With these data, RTI will be able to establish a baseline and measure change in participant knowledge following the course units to measure and verify outcomes.

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



Yes, an outcome evaluation would provide insight into whether SIUE's curriculum is helpful in increasing student awareness of online misinformation and media literacy. Class material is expected to differ slightly between the two introductory courses to meet curricular guidelines. Thus, results may not be directly comparable between the two courses. However, an outcome evaluation could indicate whether these differences in curricula resulted in different knowledge outcomes for students.



2.5.3 Evaluation Design

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

Table 7. Anticipated Data Sources for SIUE 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
Experimental survey		
Survey instrument	Process	Review for detailed understanding of content
Survey results and analysis	Process	Review for detailed understanding of content
Law enforcement & community trainings		
Training curricula	Process	Review for detailed understanding of content
Training pre-/posttests	Outcome	Descriptive analysis to measure change in correct responses before and after training
College course units		
Course curricula	Process	Review for detailed understanding of content
Course pre-/posttests	Outcome	Descriptive analysis to measure change in correct responses before and after training

2.6 Woodrow Wilson International Center for Scholars



2.6.1 Project Summary

The purpose of the Woodrow Wilson International Center for Scholars' (Wilson Center's) TVTP grant is to (1) research and develop a digital game, (2) test the game, and (3) disseminate it along with associated educational materials that teach middle-grade students about disinformation and strategies to combat it. The development and testing of the game will be conducted in partnership with Northeast Washington Educational Service District 101 (ESD 101), a school district serving both rural and urban students.

2.6.1.1 Research and Development (Objectives 1.1–1.2)

The first component of the Wilson Center's grant consists of research and development of the digital game and supporting educational materials. The Wilson Center is engaging a group of scholarly experts on disinformation, along with a group of educators primarily from ESD 101, to guide the development of game content. Experts from both groups will be engaged throughout the development of the game to review content updates and provide feedback. Once the game content is designed and approved by these stakeholders, the Wilson Center will engage a game development company to build the video game in close collaboration. Data collected for this component includes structured interviews with experts, focus groups, and a series of case studies used for the development of game content. As this component focuses on development of the intervention (game and educational materials), a process evaluation is most appropriate.

2.6.1.2 Game Testing (Objectives 1.3–1.4)

The Wilson Center seeks to test a fully functioning digital prototype game along with supporting educational materials in 16 ESD 101 middle school classrooms starting in January 2024, reaching an estimated 320–480 students. The Wilson Center will use a pre-/posttest design to measure knowledge gain and attainment of knowledge goals, with a target of 65% of students demonstrating increased knowledge in types of disinformation and strategies to defeat it. In addition, a follow-up test will be administered 2 weeks after the intervention to measure knowledge retention and motivation to learn about disinformation. RTI plans to conduct an outcome evaluation of this component using these data. The Wilson Center is also collecting qualitative data in the form of a debrief discussion and field observations that will inform a complementary process evaluation.

2.6.1.3 Distribution (Goal 2)

The last stage of the Wilson Center's TVTP grant includes making final edits to the digital game and distributing it to the public. The Wilson Center will develop a final version of the game and educational materials based on the classroom testing results. This final game will be made available to educators throughout ESD 101 and will be posted on the Wilson Center's website to allow for public access. In addition, the Wilson Center will work with ESD 101 to develop a communication and outreach plan to distribute information about the game and associated learning goals. As this phase of the grant is focused on program sustainability, a process evaluation is most appropriate.



2.6.2 Outcome Evaluability Assessment

The evaluation team believes that an outcome evaluation is most appropriate for the game testing component and a process evaluation is most appropriate for the other two components. Below, we review the reasons we came to this determination for the game testing.

2.6.2.1 Game Testing (Objectives 1.3–1.4)

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



Yes, the component's two objectives—to increase knowledge and motivation to learn about disinformation—are clear and SMART. The project's theory of change is also plausible. The IMP is logically constructed, with well-defined target population, activities, and outputs. The Wilson Center is on target to develop its digital game and begin testing in January 2024, as described in its IMP.

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



Yes, the Wilson Center's pre-/posttests will allow for verification of outcome-level results. While these survey instruments are not yet developed, the Wilson Center has indicated they intend to include empirical knowledge-testing questions and will provide the research team time to review the questions. The posttest administered immediately after the game will allow for an assessment of knowledge gain, while a 2-week follow-up test will provide information on knowledge retention and student motivation to learn about disinformation. RTI suggested that the Wilson Center administer the pre-/posttest to several classrooms that do not participate in the game to serve as a control group, which the Wilson Center is considering.

The intended target audience of this intervention are middle school students—a protected population, which could provide a challenge in collecting and sharing data. The Wilson Center has yet to develop and submit its research protocol to the institutional review board (IRB); pending IRB review, it plans to share its deidentified pre-/posttests data with RTI. In addition, the Wilson Center is in the process of determining whether ESD 101 has additional procedures for or limitations on the collection and sharing of data from its students. A successful outcome evaluation is therefore dependent on the Wilson Center receiving approval to share data with RTI from these aforementioned parties.

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



Yes, an outcome evaluation would be useful to the TVTP field, as it may provide insight into whether the Wilson Center's game is an effective tool in increasing middle school students' knowledge of disinformation and motivation to learn more about the subject. These data may additionally provide a basis upon which other organizations could build their own youth-focused TVTP game-based program. RTI 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 the Wilson Center receives approval to do so, RTI anticipates that outcome evaluation results would be useful and meaningful.



2.6.3 Evaluation Design

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

Table 8. Anticipated Data Sources for Wilson Center 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
Research and development		
Expert and educator interviews	Process	Review for detailed understanding of game development process
Case studies	Process	Review for detailed understanding of content
Educational materials / teachers' guides	Process	Review for detailed understanding of content
Video game prototype	Process	Review for detailed understanding of content
Game testing		
Pre-/posttests	Outcome	Descriptive analysis to measure change in correct responses before and after training
Observation notes	Process	Thematic analysis of student responses to game
Two-week follow-up survey	Outcome	Descriptive analysis to measure change in correct responses before and after training
Distribution		
Final video game	Process	Review for detailed understanding of content
Communication plan	Process	Review for detailed understanding of distribution plan and sustainability
Web analytics	Process	Examine data to understand trends in use of game

3 Conclusion

3.1 Context and Challenges

Researchers encountered a range of conditions that posed challenges to conducting evaluability assessments and/or to determining the feasibility of outcome evaluations of many of the FY 2022 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 January 2023, we were unable to contact grantees until late February 2023; thus, the evaluability assessment did not begin until March 2023 when RTI began holding calls with sites. RTI used these calls to ask questions about site IMPs, learn about what activities and data collection the site had already undertaken, and what the site is planning for future activities. Given the limited amount of time for the evaluability assessment, RTI has not yet been able to conduct extensive data collection, including observations and site visits, as of the writing of this report. Therefore, our evaluability assessments are based primarily on conversations with sites and the review of existing site materials.

For FY 2022 sites, the evaluability assessment began at the end of the projects' second quarter. As the evaluability assessment got underway, it became clear that many grantees were still in the initial start-up phase of their projects and had not fully designed all of their activities. While being involved this early will enable the research team to assist in the design and implementation of data collection methods and instruments throughout the grant, the level of project design still taking place by some grantees made a few components difficult to assess within the evaluability assessment timeline. As such, the evaluability assessment of the FY 2022 sites has some limitation on what assertions the research team was able to make. It is therefore likely that the implementation of some components will shift over time.

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.² 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 tests³ 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 is working with grantees, when possible, to revise their data collection instruments and methods.

It is also a best practice in training evaluation to conduct a follow-up test some months after the training to determine 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.

Small Sample Sizes

While there is no set minimum sample size for the pre-/posttest approach, small sample sizes reduce the ability to detect a true difference across pre- and posttests. Data collected from small sample sizes also open up concerns of identifying respondents by their answers, decreasing confidentiality. As such, the research team's assessment of the above grantees follows some of the recommendations present in the literature, which advise against sample sizes of 15 or less (York, 2016; Perneger et al., 2014).

3.2 Summary

The evaluability assessment for the FY 2022 TVTP grantees resulted in a mix of outcome and process evaluations for different components. The research team has determined that 10 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 plan to 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.

² 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.

³ 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?	
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?	

Evaluability Question	Response
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

American University Polarization and Extremism Research and Innovation Lab

Component 1: Stakeholder Network and Media Strategies for Community Prevention Training

Goal 1: Establish network of community stakeholders and trainer-trainee participants (both in-person and virtual)

- Objective 1: Establish network of community stakeholders and trainer-trainee participants (both in-person and virtual)
- Objective 2: Design, test, and execute in-person training program

Component 2: Web Portal and Online Training

Goal 1: Establish network of community stakeholders and trainer-trainee participants (both in-person and virtual)

- Objective 3: Design, test, and execute online, self-guided training program and resources
- Objective 4: Facilitate trainer-trainee participants to provide local resilience-based TVT-prevention education

Component 3: Snowball Online Trainings

Goal 1: Establish network of community stakeholders and trainer-trainee participants (both in-person and virtual)

- Objective 5: Facilitate “snowball” style scale-up, of directing trusted community leaders to use the online self-guided training and resources portal.

Berkeley County Council

Component 1: First Responder Domestic Terrorism trainings

Goal 1: Educate Berkeley County Law Enforcement, Emergency Management, and First Responders in order for them to have a deeper understanding of violent extremism and mitigate acts of targeted violence and terrorism to in Berkeley County.

- Objective 1.1: Hold 3 in-depth trainings for Berkeley County law enforcement, emergency management and first responders on the warning signs, characteristics of radicalization to violence s, risk factors to extremism recruitment. Additionally, Berkeley County personnel will learn the various ideologies, activities, tactics, and symbols of extremist groups by the end of the program period.

Component 2: Community Member Targeted Violence Prevention Briefing

Goal 2: Strengthen local county stakeholder and school personnel's understanding of violent extremist indicators through trainings offered by Law Enforcement School Resource Officers to ensure that individuals engaging with youth on a regular basis can report concerning behavior to the appropriate channels.

- Objective 2.1: Law Enforcement to hold in depth awareness briefings for stakeholders in the 6 magisterial districts-52 corporations and elected officials; Law Enforcement School Resource Officers to hold trainings for Berkeley County School Personnel with the middle/high schools

Component 3: School Personnel Targeted Violence Prevention Training

Goal 2: Strengthen local county stakeholder and school personnel's understanding of violent extremist indicators through trainings offered by Law Enforcement School Resource Officers to ensure that individuals engaging with youth on a regular basis can report concerning behavior to the appropriate channels.

- Objective 2.1: Law Enforcement to hold in depth awareness briefings for stakeholders in the 6 magisterial districts-52 corporations and elected officials; Law Enforcement School Resource Officers to hold trainings for Berkeley County School Personnel with the middle/high schools

Component 4: School-Based Referral System

Goal 2: Strengthen local county stakeholder and school personnel's understanding of violent extremist indicators through trainings offered by Law Enforcement School Resource Officers to ensure that individuals engaging with youth on a regular basis can report concerning behavior to the appropriate channels.

- Objective 2.2: Implement referral mechanism and ensure that county stakeholders and school personnel are able to report concerning behavior.

Component 5: Threat Assessment and Management Taskforce

Goal 3: Develop a sustainable countywide threat assessment and management task force and countywide communication plan on domestic violent extremism in order to increase the county's capacity to respond to targeted violence and terrorism threats.

- Objective 3.1: Berkeley County Emergency Management Department of Homeland Security develop a multi-disciplinary threat assessment and management task force with the protocols, credentials and expertise to respond to targeted violence and terrorism threats.
- Objective 3.2: Increase the local community's awareness of the role and capabilities of the treat assessment and management task force and increase community members' willingness to refer individuals displaying concerning behavior to the task force.

Component 6: Communication Plan Development and Dissemination

Goal 3: Develop a sustainable countywide threat assessment and management task force and countywide communication plan on domestic violent extremism in order to increase the county's capacity to respond to targeted violence and terrorism threats.

- Objective 3.2: Increase the local community's awareness of the role and capabilities of the treat assessment and management task force and increase community members' willingness to refer individuals displaying concerning behavior to the task force.

District of Columbia Homeland Security and Emergency Management Agency

Component 1: Threat Management Playbook

Goal 1: District enhances its ability to effectively develop threat management plans and implement intervention strategies.

- Objective 1.1: Develop a threat management playbook and implement District agencies.
- Objective 1.2: Increase the use of more than one intervention strategy (e.g., primary, secondary, and tertiary interventions) for individual(s) of concern.

Component 2: Interagency Task Force

Goal 2: District effectively and efficiently routes referrals for threat assessment and management resources for individual(s) of concern.

- Objective 2.1: Assemble an inter-agency task force composed of at least 10 District agencies that operate diversion programs.
- Objective 2.2: Establish and implement a protocol for callers to be referred to threat assessment and management resources.
- Objective 2.3: Improve information-sharing and collaboration among District agencies to provide services for individual(s) of concern.

Component 3: Community Engagement Events

Goal 3: District increases community engagement, education, and improves resilience against radicalization to violence.

- Objective 3.1: Engage 75% of community-based organizations on the risks and protective factors of violence and how to report concerning behavior or communication.
- Objective 3.2: Amplify Protect DC Initiative public awareness campaign and increase by 30% online website traffic via social media to the anonymous reporting tool.

Global Peace Foundation

Component 1: Law Enforcement and Youth-Serving Organization Trainings

- Objective 1: To improve the awareness of risk factors for radicalization to violence among law enforcement and youth-serving organizations in Maryland.

Component 2: Law Enforcement and Youth-Serving Organization Knowledge Exchanges

- Objective 1: To improve the awareness of risk factors for radicalization to violence among law enforcement and youth-serving organizations in Maryland.

Component 3: Youth Leadership Development Convening

- Objective 2: To reduce youth vulnerability to associated risk factors to violence in Maryland.

Component 4: Community Service Project

- Objective 2: To reduce youth vulnerability to associated risk factors to violence in Maryland.
- Objective 3: To facilitate long-term partnerships and trust across communities in Maryland that support strong community response and coordination in addressing risk factors.

Southern Illinois University Edwardsville

Note: SIUE did not submit an IMP or Performance Measurement Plan using the DHS template, instead presenting their goals and objectives in a flow chart. Goal and objective numberings are omitted in this appendix as numbering schemes are repeated throughout the chart.

Component 1: Experimental survey

- No associated goal or objective

Component 2: Law enforcement and community trainings

Goal: To raise societal awareness among the law enforcement community in the 41 counties of Southern Illinois on risk factors for radicalization to violence by conducting training sessions for members of the ATAC in the Southern District of Illinois and law enforcement officers in each of the 41 counties.

- Objective: To enhance knowledge of risk factors to violence by briefing at least 20 members of the ATAC in the Southern District of Illinois on the current threat environment in the region through conducting at least one training by the end of the program period.
- Objective: To enhance knowledge of risk factors to violence by briefing 100 law enforcement officers (including at least 2 from each county) on the current threat environment in Southern Illinois by conducting at least one training session by the end of the program period.

Goal: To raise societal awareness among community and faith organizations in the 41 counties of Southern Illinois on risk factors for radicalization to violence by conducting training sessions for community organizations, faith leaders, and other engaged community members.

- Objective: To increase community awareness on risk factors for radicalization to violence and the current threat environment in the region by conducting at least 3 training sessions for 60 community members across Southern Illinois by the end of the period of the program.

Goal: To encourage resilience against radicalization to violence in in the 41 counties of Southern Illinois through training sessions for community organizations, faith leaders, and other engaged community members that is tailored to risk factors prevalent in the Southern Illinois community.

- Objective: To increase community competencies in targeted violence prevention, with at least 60 community members across at least 3 training sessions able to successfully identify the most prominent risk factors for radicalization in Southern Illinois by the end of the period of the program.

Goal: To foster sustainable community engagement by connecting community organizations, faith leaders, and community members in train the trainer sessions that facilitate supportive ties across participants and spread understanding of threat prevention techniques that bolster social cohesion and reduce inter-group tensions.

- Objective: To equip at least 20 community members to engage other residents of Southern Illinois in programs that educate the public about risk factors and engage them in discussions shown to 1) reduce political tensions and 2) reduce support for political violence by the end of the second year of the period of performance.
- Objective: To create at least 4 cohort groups engaging in small group discussions and activities within the train the trainer program by the end of the second year of the period of performance that facilitate relationships within and across local communities and organizations.

Component 3: College course units

Goal: To develop and enhance media literacy and online critical thinking skills among college students in Southern Illinois so that they are more aware and equipped to combat an ever increasing volume of extremist content in the online/digital space, by providing them with a course unit focused on the online aspects of radicalization and violence.

- Objective: To increase knowledge among college students on online aspects of radicalization, such as online recruitment methods offered by domestic violent extremists, recognizing disinformation and effects of social media on polarization by providing 250 SIUE undergraduate students enrolled in the Intro to American Politics course with a course unit related to such matters by the end of the program period.
- Objective: To increase knowledge among college students on online aspects of radicalization, such as online recruitment narratives offered by FTOs, home-grown violent extremism, recognizing disinformation and effects of social media on polarization by providing 70 SIUE undergraduate students enrolled in the Intro to International Relations course with a course unit related to such matters by the end of the program period.

Woodrow Wilson International Center for Scholars

Component 1: Research and development

Goal 1a: To improve understanding about how disinformation can be implemented by malignant actors by creating a digital game and supporting educational material (collectively: “intervention”) that uses case examples from global disinformation attacks and codifies different characteristics of successful disinformation attacks.

Goal 1b: To improve understanding about different strategies and policies that can be implemented to address disinformation at the institutional (government, industry, and media) level by creating a digital game and supporting educational material (collectively: “intervention”) that translates those strategies into an accessible and fun format.

- Objective 1.1: Before developing the intervention and throughout the development of the intervention, we will consult with at least five disinformation experts that will support a “peer-review” of the content of all intervention material, specifically around the use of case examples of disinformation attacks and potential strategies to mitigate disinformation at the institutional level (henceforth referred to as a collective “game content”).
- Objective 1.2: Before developing the intervention and throughout the development of the intervention, we will consult with at least five educators that will support a “peer-review” of all intervention material, to assess the suitability of the intervention and associated material for classroom usage.

Component 2: Game testing

Goal 1a: To improve understanding about how disinformation can be implemented by malignant actors by creating a digital game and supporting educational material (collectively: “intervention”) that uses case examples from global disinformation attacks and codifies different characteristics of successful disinformation attacks.

Goal 1b: To improve understanding about different strategies and policies that can be implemented to address disinformation at the institutional (government, industry, and media) level by creating a digital game and supporting educational material (collectively: “intervention”) that translates those strategies into an accessible and fun format.

- Objective 1.3: Through the intervention, we will increase knowledge of the different types of disinformation tactics (i.e. in terms of capacity to divide or the resources used to support them) as well as strategies to defeat disinformation at the institutional level by 65% across 16 classrooms within ESD 101.
- Objective 1.4: After the intervention, we will increase motivation to learn more about disinformation, its impacts, and strategies to defeat disinformation at the institutional level by over 50% across 16 classrooms within ESD 101.

Component 3: Distribution (Goal 2)

Goal 2: To make this learning tool available to the whole of ESD 101, by putting the game and associated educational content available online and promoting it through online resources for educators.

- Objective 2.1: After completing the game and associated testing, making the game available on the Wilson Center’s website for free and linking to it through platforms such as the OER.
- Objective 2.2: After the completion of the game, promoting the game through communication and outreach channels to educators in Washington State, especially ESD 101.

Developed for:

The U.S. Department of Homeland Security (DHS)
Science and Technology Directorate (S&T)

Developed by RTI International



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