National **GOVERNORS** ASSOCIATION

STATE TARGETED VIOLENCE PREVENTION: PROGRAMMING & KEY PERFORMANCE INDICATORS

The following resource aims to serve as a guide for U.S. state governments as they seek to implement comprehensive targeted violence prevention (TVP) programming. It is not aimed to be prescriptive, but rather provide menus of options for what comprehensive TVP programming might look like at a state level.

This resource lays out three specific categories of activities for state-level TVP implementation. The first (Preparation) and last (Monitoring) are "back-end" activities to help state governments lay the groundwork for effective programming and sustain those efforts in perpetuity. The middle category (Prevention) follows the public health model of violence prevention and incorporates four levels of prevention – Primordial, Primary, Secondary, and Tertiary – that address community and individual susceptibility to targeted violence.

Guided by the broad *mission statement* (see below), each activity category (e.g., Preparation, Prevention, Monitoring) has been organized as a logic model, delineating individual goals to accomplish the mission, and corresponding objectives, tasks, outputs, and desired outcomes for each goal. For each output and outcome, or key performance indicators (KPIs) we propose measures of success and corresponding methods/scales to calculate those measures. We also suggest impact indicators to gauge the extent of achieving the overall mission.

Finally, appendices lay out definitions of key terms, potential TVP stakeholders, references for targeted violence risk factors, scales for use in conducting measurements, and a references to materials used to develop this resource.

Mission Statement for State TVP Programming

Develop communities state-wide that are well-equipped to prevent targeted violence. (For possible ways to gauge success, see *Impact Measures.*)

I. PREPARATION

Goal 1: Draft a comprehensive state-wide Targeted Violence Prevention (TVP) strategy

Objectives

1) The strategy is rooted in local needs, risk, challenges, and cultural contexts

2) The strategy is developed with insights from different stakeholders, e.g., state government agencies, relevant NGOs, community leaders (*see Stakeholders & Partners*)

3) The strategy incorporates primordial, primary, secondary, and tertiary prevention of targeted violence

4) The strategy reflects collaboration across relevant state agencies and community organizations

5) The strategy contains mechanisms for learning, continuous improvement, and outcome evaluation

Tasks

1) Outline the list of specific community and individual risk factors the state strategy aims to address (*see Risk Factors*)

2) Collaborate with relevant agencies and experts to conduct state-wide targeted violence threat and vulnerability assessments

3) Based on the threat and vulnerability assessments, develop targeted violence "needs assessments" for different geographic areas of the state

4) Map existing community resilience and broader violence prevention resources within the state and specific regions

5) Organize workshops to solicit input from different communities and stakeholders on 1) best approaches for TVP in the state -- both as a whole and in specific geographic areas -- and 2) how to incorporate existing TVP efforts. These should include consultations with representatives from different state geographies, religious and ideological communities, and professional domains (e.g., academia, public health, education, law enforcement), including potential opponents of TVP. Support multi-lingual communication, when needed

6) Use these insights to develop or adapt a research- and best-practice-driven Theory of Change (TOC) that encompasses prevention, disruption, and mitigation of targeted violence (in following with the public health approach to violence prevention)

7) Solicit and incorporate feedback on the strategy from external experts (e.g., from out-of-state) and different communities within the state

8) Develop a list of performance and outcome metrics to facilitate process and outcome evaluations

Outputs

1) A list of regional subdivisions across the state (hereafter, "key regions") that share unique characteristics relevant to TVP (e.g., geography, social and/or economic context, nature of threat, demographic make up)

2) Region-specific, expert- and diversity-informed needs assessments

3) An inventory of existing community resilience and violence prevention resources in the state and key regions

4) Research- and best-practice driven, comprehensive Theory of Change (or strategy)

5) A comprehensive list of performance and outcome metrics for strategy implementation

Outcomes

1) Regional needs assessments accurately assess and reflect local needs and vulnerabilities

2) The state TVP strategy offers clear, evidence-based plan, which implementation partners (can) use as guidance for their TVP efforts

3) The state strategy is supported by relevant demographic groups, including minorities

4) The evolution and improvement of the state TVP strategy can be data-driven

Goal 2: Build a multi-domain, coordinated network to implement the strategy

Objectives

1) Secure participation of key federal, state, and local governmental agencies and non-governmental organizations in strategy implementation (hereafter, "implementation partners")
2) Outline areas of responsibility for each implementation partner within the network
3) Ensure strong in-network collaboration and communication strategies

Tasks

1) Recruit key government agencies and non-government organizations to participate in strategy implementation
2) Establish a working group of implementation partner representatives
3) The working group revisits, adjusts, and solidifies the strategy and determines and delineates areas of responsibility and complementary objectives for each implementation partner, aligned with the TOC
4) Each implementation partner identifies how the TVP strategy can be incorporated into their existing violence prevention efforts
5) Codify/create and agree on policies that will guide the collaboration within the network
6) Establish a permanent position and hire a network coordinator
7) Convene regular all-partner meetings
8) Coordinate with the Governor's office

Outputs

1) A diverse network of state agencies and non-governmental organizations as implementation partners
2) Coordination framework for the strategy implementation partners has been established

Outcomes

1) The network of implementation partners incorporates all key areas critical to successful TVP
2) Implementation partners collaborate effectively on implementation of the state TVP strategy

Goal 3: Secure a conducive environment for strategy implementation

Objective 1: Ensure Political Will and Community Buy-In

Tasks

1) Develop a strategic communications plan, which includes both advocacy and public messaging efforts on the state-wide TVP and why it is important
2) Integrate messaging in relevant communications from the Governor to the public and state legislature
3) Execute an advocacy campaign to target different levels of leadership (e.g., county, city, state legislature)
4) Conduct outreach to key stakeholder groups to cultivate influential public validators of TVP programming, and provide support to validators accordingly
5) Develop and maintain a public-facing multi-lingual information hub where community members can learn about radicalization to violence, the threat of targeted violence, and state-wide TVP efforts, participants, approaches, network implementation partners, etc.
6) Execute a public messaging campaign that uses a varied set of communication channels (social media, TV, public transportation) and reaches diverse audiences (uses different languages, present in a wide range of localities)

Outputs

1) A comprehensive strategic communications plan
2) An advocacy campaign to recruit political and community influencer support for the state TVP strategy
3) A wide-reaching and informative public awareness/messaging campaign
4) An up-to-date comprehensive multi-lingual hub for information on the state TVP efforts, strategy, and its implementation

Outcomes

1) Key policymakers in the state and local governments support the state TVP strategy
2) Political support for the state TVP strategy is sustained over time
3) The public – from different parts of the state, groups, and communities – are aware of and support the state's efforts to prevent targeted violence
4) The public visit and engage with the information in the online hub

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Objective 2: Ensure Implementation Transparency and Civil Rights Protections of Communities and Individuals Affected by TVP Programming

Tasks

1) Ensure open and easy public access to policies and procedures guiding the state-wide efforts and inter-agency collaboration
2) Provide the public with information on state-facilitated TVP activities
3) Develop civil rights monitoring procedures and processes
4) Develop privacy protection procedures and processes
5) Identify and provide trainings on such topics as civil rights protections, cultural understanding and sensitivity, and cross-cultural competence

Outputs

1) Strong information transparency, civil rights protections, and privacy protections policies and procedures

Outcomes

1) State-facilitated TVP network activities are transparent and clear to the public
2) Implementation partners uphold civil rights and privacy protections in their work

Goal 4: Build capacity among key stakeholders and agencies (See Partners & Sectors)

Objective 1: Secure Funding to Provide TVP Programming Implementation and Evaluation Support

Tasks

1) Identify funding sources (e.g., federal, state, foundation) relevant for different areas of TVP programmatic efforts and independent evaluations
2) Offer regular state funding opportunities for TVP programming and independent evaluation
3) Conduct grant development/writing/administration trainings

Outputs

1) A comprehensive list of funding sources to support implementation and evaluation activities in different domains
2) Designated state funds for TVP strategy implementation
3) Implementation partners receive trainings in grant development and administration

Outcomes

1) Implementation partners get the funding to support their work and have it evaluated

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Objective 2: Facilitate TVP Programming Implementation And Evaluation Efforts

Tasks

1) Identify and make available appropriate program design and implementation supports for each implementation domain (e.g., handbook, trainings, external consultants)
2) Identify and make available appropriate monitoring and evaluation supports for each implementation domain (e.g., handbook, trainings, external consultants)

Outputs

1) A diverse set of program design and implementation supports for implementation partners
2) Evaluation supports for implementation partners

Outcomes

1) Implementation partners are well-equipped for program design and implementation
2) Implementation partners are able to support evaluation efforts by an external partner or conduct their own evaluation

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Objective 3: Equip Implementation Partners with Knowledge Relevant to Targeted Violence and Best Practices in Prevention and Intervention for Different Areas of Service Provision

Tasks

1) Conduct and/or facilitate trainings (e.g. from DHS CP3 Regional Prevention Coordinators) to equip a range of implementation partners in different domains and across geographies with awareness and skills needed to prevent and intervene in targeted violence
2) Establish a permanent "training hub" à la the Colorado Resilience Collaborative
3) Participate and facilitate participation in national and international TVP forums and exchanges (e.g., McCain Institute Prevention Practitioners Network, Strong Cities Network, State Department CVE programs)

Outputs

1) A strong set of comprehensive expert-informed TVP capacity-building supports

Outcomes

1) Implementation partners are well-equipped to pursue implementation of the state TVP strategy in their respective domains

Objective 4: Establish Unified Systems And Provide Technologies That Will Facilitate Monitoring And Evaluation

Tasks

1) Outline relevant data-related policies and procedures that must guide data collection, storage, and sharing
2) Develop a monitoring and reporting system, where stakeholders can track activities
3) Provide systems for secure data sharing
4) Conduct trainings on data collection, storage, and exchange; protection of privacy and personal identifiable information (PII); and monitoring

Outputs

1) Implementation partners have access to and use a safe and comprehensive monitoring and reporting system

Outcomes

1) Implementation partners feel well-equipped to collect and report progress data
2) Implementation partners safely and regularly report their progress data

II. PRIMORDIAL PREVENTION (Reduce Risk Factors)

Goal 5: Reduce and mitigate community and individual risk factors *(See Risk Factors)*

Objective 1: Support Development or Adaptation of Evidence-Based Efforts that Address Community-Level Risk Factors

Tasks

1) Encourage and support the design and implementation of efforts that address community-level risk factors. Examples can include:
   - Efforts to bring people from different backgrounds together in equal and institutionally-supported environments
   - Efforts to reduce threat people may experience about the newcomers (e.g., in cases with rapid demographic shifts)
   - Efforts to humanize the outgroup (political, racial, religious — depending on context)
   - Efforts to reduce economic inequities
   - Media literacy programming
   - Design communal spaces, real-life and digital, that encourage sense of belonging, community, and support

Outputs

1) State-wide multi-domain timely programming addressing a variety of community risk factors is underway

Outcomes

1) Programs decrease/mitigate community risk factors

Objective 2: Support Development or Adaptation of Evidence-Based Efforts That Address Individual-Level Risk Factors

Tasks

1) Encourage and support the design and implementation of efforts that address individual-level risk factors. Examples can include:
   - Efforts that ensure that social services are sufficient for each area's needs or there is access to mobile teams
   - Efforts that ensure that mental health services are sufficient for each area's needs or there is access to mobile teams
   - Programming/events/supports/opportunities for people of different ages that are a. interesting; b. empowering; c. facilitate the sense of belonging

Outputs

1) State-wide multi-domain timely programming addressing a variety of individual risk factors is underway

Outcomes

1) Programs decrease/mitigate individual risk factors

III. PRIMARY PREVENTION (Educate)

Goal 6: Educate community on what Targeted Violence is and prevention approaches

Objectives

1) Educate general public across the state about radicalization to violence, threat of targeted violence, ways to intervene, and other TVP-relevant topics
2) Increase the number of state- and non-state professionals in different domains -- e.g., healthcare, mental health, education, management, Department of Motor Vehicles, waste collection, park and recreation -- who receive relevant trainings in radicalization to violence, threat of targeted violence, and TVP
3) Increase public willingness, and knowledge of how, to seek help for individuals at risk

Tasks

1) Conduct public trainings, workshops, and exercises on:
   a) TVP in all state jurisdictions
   b) Active bystandership
   c) Media literacy for TVP
   d) Recognizing the risk factors for, and protective factors against, radicalizing to violence, the warning signs of radicalization, and drivers and grievances that create susceptibility to extremist rhetoric
2) Conduct industry/domain-specific TVP trainings for a diverse set of professionals working in health, mental health, education, management, law enforcement, and other domains deemed relevant

Outputs

1) [A pre-set percentage of the...] General public and members of professional communities across the state receive trainings on TVP-relevant topics

Outcomes

1) Members of general public across the state increase their knowledge of what targeted violence is, prevention approaches, and gain greater agency in violence prevention
2) Members of professional communities across the state increase their domain-specific knowledge of what targeted violence is, prevention approaches, and gain greater agency in violence prevention
3) Prominent community and professional leaders across the state raise awareness and speak against violent extremism

IV. SECONDARY PREVENTION (Disrupt)

Goal 7: Ensure Threat Assessment and Management Teams (TAMTs) operate effectively throughout the state

Objective 1: Provide the Guidance and Supports Needed for Municipalities, Schools, Businesses, and All Other Interested Entities to Create and Operate TAMTs

Tasks

1) Collect and disseminate user-friendly published guides on establishing and conducting TAMTs and vetted threat/risk assessment tools
2) Establish a permanent Advisory Council and/or retain a roster of subject matter experts to provide instructions/guidance to entities interested in establishing TAMTs, as well as case input, if requested
3) Draft template policies and procedures for TAMTs, including guiding principles/charter, codes of conduct, definitions of concerning behaviors, threshold for law enforcement involvement, risk/threat/needs assessment procedures, management plans, etc.
4) Provide template legal/regulatory agreements (e.g., information sharing protocols, NDAs, MOUs) for TAMT member individuals/agencies, based on federal and state laws regarding confidentiality and data security

Outputs

1) Comprehensive, evidence-based supports are available statewide to help set up and conduct TAMTs

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Objective 2: Ensure That All Key Regions of the State Are Covered by TAMTs; For Areas That Are Not Covered, Establish Mobile TAMTs

Tasks

1) Support establishing TAMTs in all key regions
2) Map out existing TAMTs
3) Establish mobile TAMTs for areas without a possibility of local TAMT coverage

Outputs

1) There is sufficient TAMT coverage in all key regions of the state

Outcomes

1) The TAMT services are readily available in all key regions of the state

Objective 3: Ensure a Sufficient Locally-Rooted and Well-Resourced Aftercare Services in Support of TAMTs in All Key Regions

Tasks

1) Map local services available in all key regions; create a service-to-need profile for each jurisdiction
2) Support establishment of missing services, either through government agencies or community grants
3) Provides supports needed to enhance capacity of local services

Outputs

1) Sufficient locally-rooted intervention services needed to support TAMTs in all key regions
2) Implementation partners have the supports they need to provide necessary intervention and aftercare services

Outcomes

1) TAMTs in all regions are able to refer individuals to receive local services and supports
2) The local services are well-equipped to provide high-quality supports in the context of TVP

Objective 4: TAMTs are Well-Equipped to Conduct Their Work and Are Able to Collaborate Effectively

Tasks

1) Offer clear delineation of different TAMT partners' roles and responsibilities
2) Identify and provide regular trainings (e.g., introductory, refresher) and exercises (e.g., table-tops, lessons-learned) to build capacity of all TAMT teams in the state
3) Consider providing certification to TAMT members to ensure qualification

Outputs

1) TAMT members receive trainings and guidance on how to conduct TAMT work and collaborate effectively

Outcomes

1) TAMT partners in different parts of the state are willing to conduct their work
2) TAMT partners are well-equipped to run TAMTs
3) TAMT partners feel confident in their ability to run TAMTs
4) TAMT partners collaborate effectively

Objective 5: Establish a Comprehensive, User-Friendly, Safe Case Management System Capable of Running Anonymized Reports to Facilitate TAMTS' Work

Tasks

1) Facilitate a comprehensive, secure, and user-friendly case-management system capable of running anonymized reports

Outputs

1) A comprehensive, user-friendly, safe case management system capable of running anonymized reports to facilitate TAMTs' work

Outcomes (see outputs)

Objective 6: Establish a Secure Effective, and Diversified Referral System

Tasks

1) Establish multiple ways to refer an individual for an assessment through a TAMT (e.g., public referral system, through service providers, through schools)
2) Ensure that people can use multiple outlines (e.g., phone, mobile app) to reach the referral coordinator
3) Ensure that the referral system is accessible to people who speak languages other than English and to people with disabilities
4) Develop a list of locally relevant services and contact information for providers who can make referrals; the operators will refer callers to this list
5) Train operators
6) Ensure that the referral system is secure

Outputs

1) A secure, effective, and diversified referral system

Outcomes

1) People from different domains use the referral system to refer individuals to TAMTs
2) The operators effectively triage public referrals

Objective 7: Ensure That Public Knows About TAMTs and How to Refer Individuals Deemed At Risk

Tasks

    1) Conduct a comprehensive, wide-spread multi-media and multi-lingual public awareness campaigns about TAMTs and how to use them

Outputs

    1) Public awareness campaign about TAMTs, the referral system, and how to use them is in place

Outcomes

    1) The public knows about and trusts the TAMTs, what they do, and how to refer individuals for assessment and services

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Objective 8: TAMTS are Monitored and Evaluated for Performance Effectiveness

Tasks

    1) Conduct (or contract out) monitoring and evaluation of TAMTs to ensure performance effectiveness, legal compliance

Outputs

    1) Ongoing TAMT monitoring and evaluation

Outcomes

    1) TAMT partners are able to rely on data for learning and improvement

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V. TERTIARY PREVENTION (Mitigate)

Goal 8: Foster community resilience in the aftermath of a targeted violence event and prevent cycles of violence

Objectives

1) Develop clear and effective action plans for how implementation partners and other stakeholders should engage to foster community resilience and prevent cycles of violence in the aftermath of a targeted violence event
2) Ensure that culturally-sensitive tailored services are available for individuals, families, and communities
3) Disseminate information to the public about the availability of supports

Tasks

1) Develop action plans
2) Identify what supports may be needed and ensure their availability
3) Provide trainings on service provision in the aftermath of a targeted violence event
4) Disseminate information about the availability of services and supports to the public

Outputs

1) Systems are in place to foster resilience and prevent cycles of violence in the aftermath of a targeted violence event

Outcomes

1) Implementation partners are prepared to engage in needed efforts in the aftermath of a targeted violence event
2) Different agencies complement each other's efforts in mitigating the consequences of a targeted violence event
3) Public across the state use and find helpful the resources available to them in the aftermath of a targeted violence event

Goal 9: Facilitate rehabilitation of individuals who previously engaged in targeted violence and/or who became at-risk for targeted violence while in correctional facilities

Objectives

1) Support in-prison disengagement programs
2) Support provision of wrap-around aftercare/re-entry services
3) Support implementation of disengagement programs for individuals who previously engaged in targeted violence, with or without recent justice system involvement
4) Prepare communities to receive individuals who previously engaged in targeted violence upon their release

Tasks

1) Incentivize and fund in-prison disengagement and re-entry programs
2) Identify and provide evidence-based tools that assess risk for committing targeted violence among imprisoned populations
3) Summarize state-of-the-art approaches to disengagement and re-entry
4) Train relevant implementation partners, including probation and parole officers
5) Incentivize and support implementation of aftercare re-entry and disengagement services
6) Support and incentivize long-term follow up with former offenders
7) Support programming that bolsters protective factors around an individual upon their release, including family and community connectedness

Outputs

1) Incentives and funding for in- and out-of-prison disengagement and re-entry programs for former targeted violence perpetrators
2) Trainings and evidence-based guidance materials to build implementation partners' capacity to provide disengagement services and work with former targeted violence offenders and their families

Outcomes

1) Individuals re-entering the society and their families receive services that help prevent recidivism and facilitate disengagement
2) Implementation partners have tools and supports they need to engage in disengagement and to work with former targeted violence offenders and their families
3) There are high-quality in-prison disengagement programs
4) There are high-quality in-prison re-entry preparation programs

VI. MONITORING (Sustain, Learn, Adapt)

Goal 10: Sustain conducive environment

Objective 1: Sustain Political Will

Tasks
1) Continue various advocacy activities in support of the state-wide TVP efforts
2) Keep political leaders at all levels informed about the current trends in targeted violence, progress of TAMTs, education and awareness-raising efforts, and other TVP activities

Outputs
1) Continuous advocacy activities

Outcomes
1) Policymakers across different levels of state government support the state-led TVP efforts

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Objective 2: Sustain Public Awareness and Support

Tasks
1) Implement regular and ongoing public awareness activities and events
2) Ensure that the public have comprehensive information about the TVP efforts state-wide
3) Maintain and regularly update the online information hub

Outputs
1) Continuous public awareness efforts

Outcomes
1) Public from different communities across the state support and trust the state-led TVP efforts

Objective 3: Sustain Funding

Tasks

1) Earmark state funds for TVP
2) Ensure that TVP-designated funds are regularly renewed
3) Ensure that TVP funds can supports different TVP implementation domains
4) Foster the capacity of the implementation partners to pursue funding

Outputs

1) Sustained TVP funding and related supports

Outcomes

1) Programming across different implementation domains persists and grows

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Goal 11: Support professional development, learning, and improvement

Objective 1: Provide the Implementation Partners with Available Up-To-Date Research Evidence and Best Practices for Effective TVP Efforts

Tasks

1) Establish a research evidence and best practices online hub
2) Regularly update the hub content with new research evidence and emerging best practices

Outputs

1) A regularly-updated research evidence and best practices hub

Outcomes

1) Implementation partners use best available research evidence and practices to inform their efforts

Objective 2: Support Professional Development of the Implementation Partners and Relevant Stakeholders

Tasks

1) Organize professional development activities targeting different implementation domains and accessible to implementation partners from different parts of the state and diverse professional and demographic backgrounds.

Outputs

1) Regular professional development activities

Outcomes

1) Implementation partners use best available research evidence and practices to inform their efforts

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Objective 3: Monitor the Strategy Implementation

Tasks

1) Conduct strategy implementation monitoring activities and support timely reporting by implementation partners
2) Coordinate monitoring activities across different implementation partners

Outputs

1) Continuous monitoring of the TVP strategy implementation

Outcomes

1) Gaps in implementation efforts are identified and remedied in a timely manner

<u>Objective 4: Facilitate Ongoing Learning and Improvement Activities</u>

Tasks
1) Facilitate learning events to discuss the monitoring results, identify successes and areas for improvement
2) Facilitate improvement events to discuss the learning conclusions and devise actionable recommendations for improvement
3) Work with an external evaluator to facilitate outcome evaluation through adaptable intervention design, support for data collection, etc.
4) Facilitate implementation of the actionable recommendations and strategy updates and improvements

Outputs
1) Ongoing learning and improvement activities

Outcomes
1) Gaps in implementation efforts are identified and remedied in a timely manner

State Targeted Violence Prevention KPIs: Output Measures

GOAL 1: DRAFT A COMPREHENSIVE STATE-WIDE TARGETED VIOLENCE PREVENTION (TVP) STRATEGY

Output 1: A list of regional subdivisions across the state (hereafter, "key regions") that share unique characteristics relevant to TVP (e.g., geography, social and/or economic context, nature of threat, demographic make up)

Measures/Indicators of Performance	Scales/Scoring/Method
A list of key regions exists	1. Has the list of key regions been developed? □ Yes (1) □ No (0) □ In progress (0.5)

Output 2: Region-specific, expert- and diversity-informed needs assessments

Measures/Indicators of Performance	Scales/Scoring/Method
Needs assessments have been developed for all key regions in the state	1. Have the needs assessments been developed for all key regions? • Key Region 1: Yes (1), No (0), In progress (0.5) • Key Region 2: Yes (1), No (0), In progress (0.5) • Etc....

The needs assessments were expert-informed	1. Have the regional needs assessments been developed by or with the input from risk and vulnerability experts?
	□ An expert/experts developed the regional needs assessments (2)
	□ Regional needs assessments have been developed with input from experts (1)
	   o How many experts were consulted?
	   o What types of experts were consulted?
	□ Regional needs assessments were developed without the expert input (0)

Output 2 Continued

Measures/Indicators of Performance	Scales/Scoring/Method
The needs assessments were locally-informed	1. How many representatives from key regions provided input on development of regional targeted violence risk profiles? 　a) Key region 1____ 　b) Key region 2____ 　c) Key region 3____
Local perspectives on regional risks were professionally diverse	1. For each key region, what types of relevant expertise did the local consultants bring? 　a) Key region 1 　　□ Law enforcement (Number of consultants with LE expertise _____) 　　□ Mental Health (Number of consultants with Mental Health expertise _____) 　　□ Human Relations (Number of consultants with Human Relations expertise _____) 　　□ Public safety (Number of consultants _____) 　　□ K-12 Education (Number of consultants _____) 　　□ Higher Education (Number of consultants _____) 　　□ At-risk youth (Number of consultants _____) 　　□ Suicide prevention (Number of consultants _____) 　　□ Disengagement (Number of consultants _____) 　　□ Re-entry services (Number of consultants _____) 　　□ Religious clerics (Number of consultants _____) 　　□ Community building (Number of consultants _____) 　　□ Community violence prevention (Number of consultants _____) 　　□ Civil/Human rights protections (Number of consultants _____) 　　□ TVP researchers (Number of consultants _____) 　　□ Other (Number of consultants _____) 　b) Etc.
Local perspectives on regional risks came from individuals from backgrounds reflective of the region's main groups (e.g., racial/ethnic groups, religious communities, groups vulnerable to victimization and/or recruitment)	For each of the regions, how many consultants of different backgrounds offered insights on the strategy? 　a) Key region 1: _____, _____, _____ 　b) Key region 2: _____, _____, _____ 　c) Key region 3: _____, _____, _____

Output 3: An inventory of existing community resilience and violence prevention resources in the state and key regions

Measures/Indicators of Performance	Scales/Scoring/Method
The inventory has been developed	1. Has the inventory been developed? ☐ Yes (1) ☐ No (0) ☐ In progress (0.5)
The inventory incorporates community resilience resources state-wide and in all key regions	1. Have existing community resilience resources been identified statewide and in all key regions? a) State-wide ☐ Yes (1) ☐ No (0) ☐ In progress (0.5) b) Key region 1 ☐ Yes (1) ☐ No (0) ☐ In progress (0.5) c) Etc.
The inventory incorporates violence prevention resources state-wide and in all key regions	1. Have existing violence prevention resources been identified statewide and in all key regions? a) State-wide ☐ Yes (1) ☐ No (0) ☐ In progress (0.5) b) Key region 1 ☐ Yes (1) ☐ No (0) ☐ In progress (0.5) c) Etc.

Output 4: Research- and best-practice driven, comprehensive TOC (or strategy)

Measures/Indicators of Performance	Scales/Scoring/Method
The TOC/strategy has been developed	1. Has the TOC/strategy been developed? ☐ Yes (1) ☐ No (0) ☐ In progress (0.5)
TOC/strategy incorporates insights from consultations with experts	1. Does the TOC/strategy incorporate insights from expert consultations? ☐ Yes, to a large extent (1) ☐ Somewhat (0.5) ☐ No (0)
TOC/strategy incorporates insights from consultations with regional representatives	1. Does the TOC/strategy incorporate local insights? ☐ Yes, to a large extent (1) ☐ Somewhat (0.5) ☐ No (0)
TOC/strategy reflects insights from representatives of principal demographic groups that live in the state	1. Does the TOC reflect insights from representatives of principal demographic groups that live in the state? ☐ Yes, to a large extent (1) ☐ Somewhat (0.5) ☐ No (0)
TOC/strategy incorporates different levels of prevention	1. Which levels of prevention does the TOC/strategy incorporate? a) Primordial: Yes (1), No (0) b) Primary: Yes (1), No (0) c) Secondary: Yes (1), No (0) d) Tertiary: Yes (1), No (0)

Output 4 Continued

Measures/Indicators of Performance	Scales/Scoring/Method
The TOC/Strategy was vetted by representatives from a diverse set of relevant professional domains	1. Representatives of which domains vetted the developed TOC/Strategy? Check all that apply: ☐ Law enforcement (1) ☐ Human rights/Civic protections (1) ☐ Mental Health (1) ☐ Human Relations (1) ☐ Public safety (1) ☐ K-12 Education (1) ☐ Social Work (1) ☐ Higher Education (1) ☐ At-risk youth (1) ☐ Suicide prevention (1) ☐ Disengagement (1) ☐ Re-entry services (1) ☐ Religious clerics (1) ☐ Community building (1) ☐ Community violence Prevention (1) ☐ Civil/Human rights protections (1) ☐ Other
The TOC/strategy was vetted by representatives from a diverse set of demographic groups across the state	1. Representatives of which demographic groups vetted the developed TOC/Strategy? Check all that apply: ☐ Group A (1) ☐ Group B (1) ☐ Group C (1) ☐ Group D (1)

Output 5: A comprehensive list of performance and outcome metrics for strategy implementation

Measures/Indicators of Performance	Scales/Scoring/Method
There is a list of performance metrics	1. Has the list of performance metrics been developed? □ Yes (1) □ No (0) □ In progress (0.5)
Each task is associated with performance metrics	1. Have performance metrics been developed for each task? □ Yes (1) □ No (0) □ In progress (0.5)
There is a list of outcome metrics	1. Has the list of outcome metrics been developed? □ Yes (1) □ No (0) □ In progress (0.5)
Each goal within the TOC/strategy is associated with outcome metrics	1. Have outcome metrics been developed for each goal? □ Yes (1) □ No (0) □ In progress (0.5)

GOAL 2: BUILD A MULTI-DOMAIN, COORDINATED STAKEHOLDER NETWORK TO IMPLEMENT THE STRATEGY

Output 1: A diverse network of state agencies and non-governmental organizations as implementation partners

Measures/Indicators of Performance	Scales/Scoring/Method
The state agencies that joined the state strategy as implementation partners represent a set of diverse relevant domains for effective TVP efforts	1. Which state agencies have joined as key strategy implementation partners? Check all that apply: ☐ State Police ☐ Department of Public Health ☐ State Fusion Center ☐ Department of Mental Health ☐ Department of Justice ☐ Department of Human Services ☐ Department/Office of Public Safety ☐ Department of Education ☐ Probation and Parole ☐ Other ☐ Corrections
The set of NGOs/Community organizations that joined the state strategy as implementation partners represent key domains for effective TVP	1. NGOs/CBOs in which areas of practice have been joined as key strategy implementation partners? Check all that apply: ☐ Public safety ☐ Re-entry ☐ Mental Health ☐ Vocational and employment services ☐ Substance use ☐ Faith groups ☐ Human Relations/Community building ☐ Victims services ☐ K-12 Education ☐ Immigrant supports ☐ Higher Education ☐ Community violence prevention ☐ At-risk youth ☐ Civil/Human rights protections ☐ Suicide prevention ☐ Other ☐ Disengagement

Output 2: Coordination framework for the strategy implementation partners has been established

Measures/Indicators of Performance	Scales/Scoring/Method

Each implementation partner has defined objectives/area of responsibility within the strategy	1. Have the objectives/areas of responsibility been defined for each of the following implementation partners?
	  a) Implementation partner 1: Yes (1), No (0), In progress (0.5)
	  b) Implementation partner 2: Yes (1), No (0), In progress (0.5)

The policies that guide collaboration, communication, and accountability among implementation partners have been clearly defined	1. Has the policy document outlining processes and procedures for collaboration, communication, and accountability between implementation partners been developed? ☐ Yes (1) ☐ No (0) ☐ In progress (0.5)
There is a central coordinator/office	1. Has a central coordinating body been established? ☐ Yes (1) ☐ No (1) ☐ In progress (0.5)
Approaches to cross-partner consultations (e.g., through all-partner meetings, working groups, etc.) have been outlined	1. Have the approaches to cross-partner consultations been outlined? ☐ Yes (1) ☐ No (1) ☐ In progress (0.5)

GOAL 3: SECURE A CONDUCIVE ENVIRONMENT FOR STRATEGY IMPLEMENTATION

Objective 1: Ensure Political Will And Community Buy-In

Output 1: A comprehensive strategic communications plan

Measures/Indicators of Performance	Scales/Scoring/Method
There is a strategic communication plan	1. Has the strategic communications plan been developed? ☐ Yes (1) ☐ No (0) ☐ In progress (0.5)
The strategic communication plan is expert-informed	1. Has the strategic communication plan been developed by or with the input from communication experts? ☐ Experts developed the strategic communication plan (2) ☐ Strategic communication plan was developed with input from the experts (1) ☐ Strategic communication plan was developed without the expert input (0)
The strategic communications plan targets the audiences identified as key for fostering and sustaining support for the state-wide TVP efforts	1. Which audiences does the strategic communication plan target? Check all that apply [below is a list of general examples; substitute with state-specific relevant entities] ☐ State legislative bodies ☐ Local legislative bodies ☐ State executive offices ☐ Local executive offices ☐ General public ☐ Businesses ☐ Education sector ☐ Other
The strategic communications plan includes both immediate action and long-term action projection	1. Does the strategic communications plan includes both immediate action and long-term action projection? ☐ Only immediate action (0.5) ☐ Only long-term action (0.5) ☐ Both (1)

Output 2: An advocacy campaign to recruit political and community influencer support for the state TVP strategy

Measures/Indicators of Performance	Scales/Scoring/Method
The advocacy campaign to recruit political support for the state TVP strategy took place	1. Did a campaign to recruit political support for the state TVP strategy take place? ☐ Yes (1) ☐ No (0) ☐ In progress (0.5) 2. Number and type of activities conducted _____
The advocacy campaign is comprehensive	1. What levels of government did the advocacy campaign target? ☐ State legislature (1) ☐ State executive offices (1) ☐ Local governments - executive (1) ☐ Local governments - legislative (1) ☐ Other (1)
The advocacy campaign to recruit community influencer support for the state TVP strategy took place	1. Did a campaign to recruit community influencer support for the state TVP strategy take place? ☐ Yes (1) ☐ No (0) ☐ In progress (0.5) 2. Number and type of activities conducted _____
The advocacy campaign for community influencer support is comprehensive	1. What community groups and influencers did the advocacy campaign target? ☐ Group A (1) ☐ Group B (1) ☐ Group C (1) ☐ Etc.

Output 3: A wide-reaching and informative public awareness/messaging campaign

Measures/Indicators of Performance	Scales/Scoring/Method
The public awareness/messaging campaign took place	1. Has the public awareness/messaging campaign been conducted? ☐ Yes (1) ☐ No (0) ☐ In progress (0.5) 2. Number and type of activities conducted
The public awareness campaign targeted all key regions	1. In which of the key regions did the public awareness campaign take place? a) Key region 1 (1) –Number and type of activities conducted b) Key region 2 (1) –Number and type of activities conducted c) Key region 3 (1) –Number and type of activities conducted
The public awareness campaign was conducted in the languages prevalent in the state	1. What were the languages used in the public awareness campaign? Check all that apply ☐ English ☐ Language 2 ☐ Language 3 ☐ Language 4 2. How many of the languages prevalent in the state were used in the public awareness campaign? [Select All if English is the only prevalent language in the state] ☐ All (1) ☐ Some (0.5) ☐ None (0)

Output 4: An up-to-date comprehensive multi-lingual hub for information on the state TVP efforts, strategy, and its implementation

Measures/Indicators of Performance	Scales/Scoring/Method
The online information hub exists	1. Has the online information hub been created? ☐ Yes (1) ☐ No (0) ☐ In Progress (0.5)
The information contained on the online hub is comprehensive	1. Does the information hub contain information on the state approach (strategy) to TVP? ☐ Yes (1) ☐ No (0) ☐ In progress (0.5) 2. Does the information hub contain information on implementation partners? ☐ Yes (1) ☐ No (0) ☐ In progress (0.5) 3. Does the information hub contain information on participating service providers? ☐ Yes (1) ☐ No (0) ☐ In progress (0.5) 4. Does the information hub contain information on civil rights protections? ☐ Yes (1) ☐ No (0) ☐ In progress (0.5)

Objective 1 - Output 4 Continued

Measures/Indicators of Performance	Scales/Scoring/Method
The information on the online hub is available in all of the state's prevalent languages	1. What languages are used to present the information in the hub? Check all that apply: ☐ English ☐ Language 2 ☐ Language 3 ☐ Language 4 [AND/OR, if would like to score] 2. How many of the prevalent languages are used on the information hub? ☐ All (1) ☐ Some (0.5) ☐ None (0)
The information contained on the online hub facilitates transparency of the state's TVP efforts	1. What items facilitating transparency does the hub contain? ☐ Monthly/regular reporting of the number of referrals (1) ☐ Number of individuals who received different types of services (1) ☐ Number of active TAMTs (1) ☐ Policies and procedures guiding case collaborations between partners (1) ☐ Policies and procedures guiding referrals a to law enforcement (1) ☐ Policies and procedures guiding referrals across providers (1) ☐ Other (1)

Objective 2: Ensure Implementation Transparency and Civil Rights Protections of Communities and Individuals Affected by TVP Programming

Output: Strong information transparency, civil rights protections, and privacy protections policies and procedures

Measures/Indicators of Performance	Scales/Scoring/Method
The public has open and easy access to the policies and procedures that guide the state-wide efforts and collaboration between the implementation partners and other stakeholders	1. Have the policies and procedures that guide the state-wide efforts and collaboration between the implementation partners and other stakeholders been made available to public? ☐　–Yes (1) ☐　–No (0) ☐　–In progress (0.5) 2. Where can members of general public read policies and procedures that guide the state-wide efforts and collaboration between the implementation partners and other stakeholders? a) Source 1 _____ b) Source 2 _____ c) Source 3 _____
The state-facilitated TVP activities are detailed to the public (e.g., through frequent updates to the online information hub)	1. How much of the information about the state-supported TVP activities is currently available to the public? • None of it (0) --> All of it (5) 2. Where can members of general public learn about the state-supported TVP activities? a) Source 1 _____ b) Source 2 _____ c) Source 3 _____

Objective 2 - Output Continued

Measures/Indicators of Performance	Scales/Scoring/Method
Civil rights monitoring procedures and processes have been developed	1. Have the civil rights monitoring procedures and processes been developed? ☐ Yes (1) ☐ No (0) ☐ In Progress (0.5)
Privacy protections procedures and processes have been developed	1. Have the privacy protections procedures and processes been developed? ☐ Yes (1) ☐ No (0) ☐ In Progress (0.5)
The anticipated number of trainings in the civil rights and privacy protections, cultural understanding and sensitivity, cross-cultural competence, and others have been conducted	1. How many trainings on each of the planned topics have been conducted? a) Topic 1 _____ b) Topic 2 _____ c) Topic 3 _____ 2. How many organizations and individuals were trained in each topic? a) Topic 1: Individuals _____, Organizations _____ b) Topic 2: Individuals _____, Organizations _____ c) Topic 3: Individuals _____, Organizations _____

Objective 2 - Output Continued

Measures/Indicators of Performance	Scales/Scoring/Method
Civil rights monitoring is active and ongoing	1. Are the activities aimed at monitoring civil rights being implemented? a) Activity 1: Yes, implemented as planned (1), Partially (0.5), Not implemented (0) b) Activity 2: Yes, implemented as planned (1), Partially (0.5), Not implemented (0) c) Activity 3: Yes, implemented as planned (1), Partially (0.5), Not implemented (0) 2. How frequent are the monitoring activities? ☐ Ongoing ☐ Weekly ☐ Monthly ☐ Every 3 months ☐ Every 6 months ☐ Annually ☐ Other _____ 3. What organizations conduct monitoring? _____
Privacy protection monitoring is active and ongoing	1. Are the activities aimed at monitoring privacy protections being implemented? d) Activity 1: Yes, implemented as planned (1), Partially (0.5), Not implemented (0) e) Activity 2: Yes, implemented as planned (1), Partially (0.5), Not implemented (0) f) Activity 3: Yes, implemented as planned (1), Partially (0.5), Not implemented (0) 2. How frequent are the monitoring activities? ☐ Ongoing ☐ Weekly ☐ Monthly ☐ Every 3 months ☐ Every 6 months ☐ Annually ☐ Other _____ 3. What organizations conduct monitoring? _____

GOAL 4: BUILD CAPACITY AMONG KEY STAKEHOLDERS AND AGENCIES (SEE PARTNERS & SECTORS)

Objective 1: Secure Funding to Provide Needed Support to Implementation Partners

Output 1: A comprehensive list of funding sources to support implementation and evaluation activities in different domains

Measures/Indicators of Performance	Scales/Scoring/Method
There is a list of potential funding sources to support work in the key implementation domains	1. Is there a list of funding sources to support the work in the key areas? ☐ Yes (1) ☐ No (0) ☐ In progress (0.5)

Potential funding sources have been identified for all key implementation domains	1. For which of the implementation domains have the funding sources been identified?
	  a) Implementation domain 1: Source 1, Source 2…
	  b) Implementation domain 2: Source 1, Source 2…
	  c) Implementation domain 3: Source 1, Source 2…
	  d) Implementation domain 4: Source 1, Source 2…
	
	OR/AND
	
	2. For how many of the implementation domains have the funding sources been identified?
	☐ None (0)
	☐ Some (0.5)
	☐ All or most (1)

There is a list of potential funding sources to support evaluation activities in the key implementation domains	1. Is there a list of funding sources to support the work in the key areas? ☐ Yes (1) ☐ No (0) ☐ In progress (0.5)
The funding sources are diverse	1. From which sources have the funding streams been identified? ☐ Federal (1) ☐ State (1) ☐ Foundations (1) ☐ Private donors (1)

Output 2: Designated state funds for TVP strategy implementation

Measures/Indicators of Performance	Scales/Scoring/Method
$$$X has been allocated toward the grant program to support TVP efforts	1. How much $$$ has been allocated toward the grant program to support TVP efforts in the state? _____

The state funds offer support to all or most areas of implementation in need of funding	1. Which implementation domains in need of funding does the state grant program support?
	   a) Implementation domain 1: Allocated $$$ _____
	   b) Implementation domain 2: Allocated $$$ _____
	   c) etc.…
	
	2.What proportion of the implementation domains in need of funding are eligible to receive state funds?
	   ☐ All or most (1)
	   ☐ Few (less than half) (0.5)
	   ☐ None (0)

The implementation partners pursue state funding relevant to their TVP efforts	1. How many implementation partners applied for state funding in the past year? _____ 2. How many implementation partners received state funding in the past year? _____

The state funds were sufficient to address the needs in each prioritized area of implementation	1. Were the state funds sufficient to address the needs in each prioritized area of implementation?
	a) Implementation domain 1:
	   1. $$$ needed
	   2. $$$ offered by the state
	   3. $$$ covered by other sources
	   4. $$$ uncovered
	b) Implementation domain 2:
	   1. $$$ needed
	   2. $$$ offered by the state
	   3. $$$ covered by other sources
	   4. $$$ uncovered
	c) etc.…

$$$X has been allocated toward independent evaluation of TVP programming in the state	1. How much $$$ has been allocated toward evaluation of TVP efforts in the state? _____

Output 3: Implementation partners receive trainings in grant development and administration

Measures/Indicators of Performance	Scales/Scoring/Method
The anticipated number of trainings on grant development/writing/administration have been conducted All implementation partners received the training	1. How many trainings on grant development/writing/administration have been conducted? _____ 2. Which implementation partners received the grant development/writing/administration trainings? _____

Objective 2: Facilitate TVP Programming Implementation and Evaluation Efforts

Output 1: A diverse set of program design and implementation supports for implementation partners

Measures/Indicators of Performance	Scales/Scoring/Method

Program design and implementation supports* have been identified for each domain of implementation
 	
Examples of implementation supports:
1. A program design and implementation handbook
2. A roster of program design and implementation consultants for different implementation domains
3. Trainings on program design and implementation
	1. Have the program design and implementation supports been identified for each of the areas of implementation? What type and how many?
	
	a) Implementation domain 1 (e.g., Mental health): Yes (1), No (0), In progress (0.5)
	   1) Type and number of supports _____
	   2) Type and number of supports _____
	b) Implementation domain 2: Yes (1), No (0), In progress (0.5)
	   1) Type and number of supports _____
	   2) Type and number of supports _____
	c) Etc....

Implementation partners use the program design and implementation supports available to them	1. Have the planned program design and implementation supports been utilized by the implementation partners?
	
	a) Implementation domain 1 (e.g., Mental Health): Yes (1), No (0), In progress (0.5)
	   1) Type and number of supports used _____
	   2) Number of people/organizations who utilized the supports _____
	b) Implementation domain 2: : Yes (1), No (0), In progress (0.5)
	   1) Type and number of supports used _____
	   2) Number of people/organizations who utilized the supports _____
	c) Etc.....

Output 2: Evaluation supports for implementation partners

Measures/Indicators of Performance	Scales/Scoring/Method

Evaluation supports have been identified for each domain of implementation
 	
Examples of evaluation supports:
1. An evaluation toolkit
2. A roster of evaluation consultants with relevant expertise
3. Trainings on program evaluation
	1. Have the evaluation supports been identified for each of the areas of implementation? What type and how many?
	
	a) Implementation domain 1 (e.g., Mental health): Yes (1), No (0), In progress (0.5)
	   1) Type and number of supports _____
	   2) Type and number of supports _____
	b) Implementation domain 2: Yes (1), No (0), In progress (0.5)
	   1) Type and number of supports _____
	   2) Type and number of supports _____
	c) Etc.…

Implementation partners use the evaluation supports available to them	Have the evaluation supports been utilized by the implementation partners?
	
	a) Implementation domain 1 (e.g., Mental Health): Yes (1), No (0), In progress (0.5)
	   1) Type and number of supports used _____
	   2) Number of people/organizations who utilized the supports _____
	b) Implementation domain 2: Yes (1), No (0), In progress (0.5)
	   1) Type and number of supports used _____
	   2) Number of people/organizations who utilized the supports _____
	c) Etc.….

Objective 3: Equip Implementation Partners with Knowledge Relevant to Targeted Violence and Best Practices in Prevention and Intervention for Different Areas of Service Provision

Output: A strong set of comprehensive expert-informed TVP capacity-building supports

Measures/Indicators of Performance	Scales/Scoring/Method

A diverse set of trainings have been conducted across the state's different regions.	1. What trainings have been conducted across different regions?
	    a) Key region 1: Type and number of trainings_____
	    b) Key region 2: Type and number of trainings_____
	    c) Etc....

The trainings were well-attended by implementation partners from different domains and regions	1. For each training, note:
	    a) Number of participants
	    b) Participants' implementation domain
	    c) Participants' region of work

A permanent training hub where implementation partners can turn for consultation and regular trainings has been established
 	
Implementation partners utilize the training hub when needed
	1. Has such a training hub been established? Yes (1), No (0), In progress (.5)
	2. Track usage statistics for interactions with the training hub.
	    a) Who asked for support?
	    b) Was the support provided?
	    c) Was the support provided in a timely manner?

Partners have access to and participate in international and cross-state TVP forums and exchanges	1. What international TVP forums or professional development exchanges (PDEs) did the implementation partners attend?
	    a) PDE 1: (What, where, when)
	        1) Number of attendees from the state _____
	        2) Attendees' implementation domain _____
	    b) PDE 2: (What, where, when)
	        1) Number of attendees from the state _____
	        2) Attendees' implementation domain _____
	    c) Etc....

Objective 4: Implementation partners have access to and use a safe and comprehensive monitoring and reporting system

Measures/Indicators of Performance	Scales/Scoring/Method
The monitoring and reporting (M&R) system where providers can track their activities has been created	1. Has the M&R system been created? ☐ Yes (1) ☐ No (0) ☐ In progress (.5)
Data collection, storage, exchange, and safety procedures have been outlined	1. Has the data collection, storage, exchange, and safety procedures been outlined? ☐ Yes (1) ☐ No (0) ☐ In progress (.5)
Privacy and personal identifiable information (PII) protection procedures have been outlined	1. Have privacy/PII protection procedures been outlined? ☐ Yes (1) ☐ No (0) ☐ In progress (.5)
Secure systems for data sharing have been provided	1. Has the secure data sharing system been provided? ☐ Yes (1) ☐ No (0) ☐ In progress (.5)
An expected number of relevant trainings have been offered to the implementation partners The trainings were well-attended by the providers	1. How many trainings have been offered? a) Training, number b) Training, number 2. For each training, note: a) Number of attendees b) Attendees' implementation domain and organization
Providers use the M&R system	Assess by tracking M&R system use, number of reports submitted through the system, etc.

GOAL 5: REDUCE AND MITIGATE COMMUNITY AND INDIVIDUAL RISK FACTORS

Objective 1: Support Development or Adaptation of Evidence-Based Efforts that Address Community-Level Risk Factors

Output: State-wide multi-domain timely programming addressing a variety of community risk factors is underway

Measures/Indicators of Performance	Scales/Scoring/Method

All or most planned programs/activities aimed at addressing community risk factors have been implemented	1. Which of the planned programs/activities aimed at addressing the community risk factors have been implemented?
	    a) Program 1: Yes (1), In preparation (0.5), No (0)
	Total number and type of activities ____
	    b) Program 2: Yes (1), In preparation (0.5), No (0)
	Total number and type of activities ____
	Etc….

Programs/activities in each region reflect the specific risks outlined in the regional needs assessment	1. For each region, what specific community risks do the programs/activities address?
	    a) Key region 1: _____, _____, _____
	    b) Key region 2: _____, _____, _____
	    c) Etc…
	2. How much do the risks addressed through community-oriented programming in each region align with the risks specified in the risk profile for that region?
	    a) Key region 1: Not at all (1) --> Very much (5)
	    b) Key region 2: Not at all (1) --> Very much (5)
	Etc…

The timing of the programs/activities aimed at addressing community risk factors is well-aligned with the TVP strategy objectives	1. For each program/activity, note the date when it was implemented
	2. For each of the implementation domains, how well aligned was the timing of the risk-mitigating programming with the overall strategy objectives?
	    a) Implementation domain 1:
	        1) Well-aligned (1)
	        2) Somewhat aligned (0.5)
	        3) Poorly aligned (0)
	    b) Implementation domain 2:
	        1) Well-aligned (1)
	        2) Somewhat aligned (0.5)
	        3) Poorly aligned (0)
	Etc…

Objective 2: Support Development or Adaptation of Evidence-Based Efforts that Address Individual-Level Risk Factors

Output: State-wide multi-domain timely programming addressing a variety of individual risk factors is underway

Measures/Indicators of Performance	Scales/Scoring/Method

Programs/activities aimed at addressing individual risk factors are underway in all (or in a set of predetermined) key regions across the state	1. In which regions have the efforts to address individual risk factors been implemented?
	
	a) Key region 1: Yes (1), In preparation (0.5), No (0)
	    1) Number and type of programs _____
	    2) Number and type of activities _____
	
	b) Key region 2: Yes (1), In preparation (0.5), No (0)
	    1) Number and type of programs _____
	    2) Number and type of activities _____
	
	c) Etc….

All or most planned programs/activities aimed at addressing individual risk factors have been implemented	1. Which of the planned programs/activities aimed at addressing the individual risk factors have been implemented? a) Program 1: Yes (1), In preparation (0.5), No (0) Total number and type of activities____ b) Program 2: Yes (1), In preparation (0.5), No (0) Total number and type of activities____ c) Etc….
Programs/activities in each region reflect the specific individual risks outlined in the regional needs assessment	1. For each region, what specific individual risks do the programs/activities address? a) Key region 1: _____, _____, _____ b) Key region 2: _____, _____, _____ c) Etc…. 2. How much do the risks addressed through community-oriented programming in each region align with the risks specified in the needs assessment for that region? a) Key region 1: Not at all (1) --> Very much (5) b) Key region 2: Not at all (1) --> Very much (5) c) Etc….

Objective 2 Output Continued

Measures/Indicators of Performance	Scales/Scoring/Method

The timing of the programs/activities aimed at addressing individual risk factors is well aligned with the TVP strategy objectives	1. For each program/activity, note the date when it was implemented
	
	2. For each of the implementation domains, how well aligned is the timing of the risk-mitigating programming with the overall strategy objectives?
	
	a) Implementation domain 1:
	    ☐ Well-aligned (1)
	    ☐ Somewhat aligned (0.5)
	    ☐ Poorly aligned (0)
	b) Implementation domain 2:
	    ☐ Well-aligned (1)
	    ☐ Somewhat aligned (0.5)
	    ☐ Poorly aligned (0)
	c) Etc....

GOAL 6: EDUCATE COMMUNITY ON WHAT TARGETED VIOLENCE IS AND PREVENTION APPROACHES

Output: [A pre-set percentage of the...] General public and members of professional communities across the state receive trainings on TVP-relevant topics

Measures/Indicators of Performance	Scales/Scoring/Method

The number of the planned general population trainings took place across the state's different regions
 	
The trainings covered all of the planned target topics (e.g., suicide prevention, active bystandership)
 	
The trainings were accessible to the non-English-speaking populations that live in the region or state
	1. Note the following information
	
	a) Key region 1:
	    1) Training type/topic (e.g., training on active bystandership): ____
	        i. Number or trainings ____
	        ii. Training dates ____
	        iii. Languages in which the trainings were conducted ___
	    2) Etc.
	
	b) Key region 2:
	    1) Training type/topic (e.g., training on active bystandership): ____
	        i. Number or trainings ____
	        ii. Training dates ____
	        iii. Languages in which the trainings were conducted ___
	c) Etc.

The number of the planned trainings targeting predetermined professional communities took place across the state's different regions
 	
The trainings covered all of the planned topics
	1. Note the following information
	
	a) Key region 1:
	    a. Target audience: (e.g., educators, healthcare...) _____
	        i. Training type/topic: _____
	        ii. Number or trainings _____
	        iii. Training dates _____
	        iv. Languages in which the trainings were conducted _____
	b) Key Region 2:
	    a. Target audience: _____
	        i. Training type/topic: _____
	        ii. Number or trainings _____
	        iii. Training dates _____
	        iv. Languages in which the trainings were conducted _____
	c) Etc.

Goal 6 Output Continued

Measures/Indicators of Performance	Scales/Scoring/Method

The trainings were well-attended by demographically and professionally diverse audiences
 	
The trainings were accessible to the professionals serving underprivileged communities
	1. To assess this measure, for each training note:
	  a) Number of attendees
	  b) Attendees' occupation
	  c) Attendees' race/ethnicity
	  d) Area where the attendees work
	  e) *For "professional communities" trainings only*: What populations the attendees serve (offer a list of options for participants to choose from)
	  f) Area where the attendees live
	  g) Preferred spoken language
	  h) Religious affiliation

The trainings aimed to address/mitigate stigmatization of different groups in the context of TVP	1. Is there curriculum that addresses stigma and prejudice in the context of TVP?
	  ☐ Yes (1)
	  ☐ No (0)
	  ☐ Under development (0.5)
	
	2. Is the anti-stigma/anti-prejudice curriculum delivered to the public, either independently or as part of other trainings?
	  ☐ Yes (1)
	  ☐ No (0)

STATE TARGETED VIOLENCE PREVENTION PROGRAMMING & KPIs – OUTPUT MEASURES

GOAL 7: ENSURE THREAT ASSESSMENT AND MANAGEMENT TEAMS (TAMTS) OPERATE EFFECTIVELY THROUGHOUT THE STATE

Objective 1: Provide the Guidance and Supports Needed for Municipalities, Schools, Businesses, and All Other Interested Entities to Create and Operate TAMTs

Output: Comprehensive, evidence-based supports are available statewide to help set up and conduct TAMTs

Measures/Indicators of Performance	Scales/Scoring/Method
Intended supports to facilitate the set up and conducting TAMTs have been made available The supports offer guidance for a full spectrum of TAMT functioning	1. What supports for setting up and conducting TAMTs have been made available? ☐ A compilation of guiding documents on establishing and conducting TAMTs (1) ☐ Risk/threat assessment tools (1) ☐ Templates for policies and procedures documents(1) ☐ Templates for legal documents and agreements (1) ☐ Advisory council of subject-matter experts (1) ☐ Other (1)

The instruments and tools (e.g., risk assessment tool) provided to TAMT partners for guidance have been validated through research or identified as best practice	1. What research and practical support do the included instruments and tools have?
	
	a) Risk assessment tool:
	   1) Validated in prior research: Yes, No, Do not know
	   2) Expertly identified is best practice: Yes, No, Do not know
	   3) New instrument
	
	b) Bio/Psych/Social needs assessment:
	   1) Validated in prior research: Yes, No, Do not know
	   2) Expertly identified is best practice: Yes, No, Do not know
	   3) New instrument

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Objective 1 Output Continued

Measures/Indicators of Performance	Scales/Scoring/Method

Expertise has been made available to TAMT partners in all key regions in a range of relevant domains	1. What types of advisory expertise has been made available to TAMT partners in different regions?
	
	a) Key region 1:
	    1) Bio/Psych/Social needs assessment: Yes (1), No (0), In progress (0.5)
	    2) Risk assessment: Yes (1), No (0), In progress (0.5)
	    3) Risk mitigation: Yes (1), No (0), In progress (0.5)
	    4) Education: Yes (1), No (0), In progress (0.5)
	    5) Disengagement: Yes (1), No (0), In progress (0.5)
	    6) Evaluation: Yes (1), No (0), In progress (0.5)
	    7) Other____ : Yes (1), No (0), In progress (0.5)
	
	b) Key region 2:
	    1) Bio/Psych/Social needs assessment: Yes (1), No (0), In progress (0.5)
	    2) Risk assessment: Yes (1), No (0), In progress (0.5)
	    3) Risk mitigation: Yes (1), No (0), In progress (0.5)
	    4) Education: Yes (1), No (0), In progress (0.5)
	    5) Disengagement: Yes (1), No (0), In progress (0.5)
	    6) Evaluation: Yes (1), No (0), In progress (0.5)
	    7) Other____ : Yes (1), No (0), In progress (0.5)
	
	c) Etc.

Objective 2: Ensure That All Key Regions of the State are Covered by TAMTs; For Areas that Are Not Covered, Establish Mobile TAMTs

Output: There is sufficient TAMT coverage in all key regions of the state

Measures/Indicators of Performance	Scales/Scoring/Method
An anticipated number of TAMTs have been established state-wide	1. How many TAMTs have been established state-wide? _____
Each key region has an anticipated number of TAMTs	1. How many TAMTs have been set up in each of the following regions? a) Key region 1: _____ b) Key region 2: _____ c) Etc.
The needed number of mobile TAMTs have been set up to cover regional gaps in TAMT coverage	1. How many mobile TAMTs have been set up? _____

In each region, the anticipated number of TAMTs are present in a variety of domains	1. How many TAMTs have been established in each of the professional domains?
	
	 a) Key region 1:
	     1) K-12: _____
	     2) Postsecondary education: _____
	     3) Other: _____
	 b) Etc.

Objective 3: Ensure a Sufficient Locally-Rooted and Well-Resourced Aftercare Services in Support of TAMTs in All Key Regions

Output 1: Sufficient locally-rooted intervention services needed to support TAMTs in all key regions

Measures/Indicators of Performance	Scales/Scoring/Method

The needed number and type of intervention services are available in all key regions	1. Under each domain, indicate the type and number of intervention services available in each region
	
	a) Key region 1:
	   1) Mental health:
	      i. Type of service 1 (e.g., counseling): Number of providers/services
	      ii. Type of service 2 (e.g., substance use): Number of providers/services
	   2) Housing:
	      i. Type of service 1 (e.g., housing navigation): Number of providers/services
	      ii. Type of service 2 (e.g., transitional housing): Number of providers/services
	   3) Etc.
	
	b) Etc.

The intervention service providers accept TAMT referrals	1. Track numbers of individuals referred to intervention services and the number of individuals who received intervention services. 2. Sign agreements with intervention service providers to accept TAMT referrals

Output 2: Implementation partners have the supports they need to provide necessary intervention and aftercare services

Measures/Indicators of Performance	Scales/Scoring/Method

The anticipated $$$ amount of funding was made available for capacity building of local services
 	
A range of trainings were made available across regions to support capacity building among service providers in different domains
	1. What was the $$$ amount of the funding allocated for capacity building of local services? _____
	
	2. What type and how many trainings were conducted across key regions?
	
	a) Key region 1:
	   1) Type of training, number
	   2) Type of training, number
	   3) Etc.
	b) Etc.

Objective 4: TAMTs Are Willing to Conduct Their Work, Well-Equipped to Do So, Feel Confident In Their Ability to Do So, and Are Able to Collaborate Effectively

Output: TAMT members receive trainings and guidance on how to conduct TAMT work and collaborate effectively

Measures/Indicators of Performance	Scales/Scoring/Method
Each TAMT partner's roles and responsibilities are clearly defined	1. Is there a generic document that outlines key roles and responsibilities of TAMT partners? ☐ Yes (1) ☐ No (0) ☐ In progress (0.5)
An anticipated number of planned trainings were offered to TAMT partners across the state	1. How many trainings of different types were offered to TAMT partners? a) Training A: _____ b) Training B: _____ c) Etc.
TAMT partners in all regions received key trainings	1. How many of the TAMT partners received key trainings? a) Key region 1: ☐ All (100%) TAMT partners received all key trainings ☐ Majority (>61%) of TAMT partners received all key trainings ☐ Half (~40%-60%) of TAMT partners received all key trainings ☐ Few (~<40%) TAMT partners received all key trainings ☐ No (0) TAMT partners received all key trainings b) Etc.

Objective 5: Establish a Comprehensive, User-Friendly, Safe Case Management System to Facilitate the TAMTs' Work

Output: A comprehensive, user-friendly, safe case management system capable of running anonymized reports to facilitate TAMTs' work

Measures/Indicators of Performance	Scales/Scoring/Method
The case management system has been developed	1. There is a case management system available to TAMT partners ☐ Yes (1) ☐ No (0) ☐ In Progress (0.5)
The case management system is comprehensive	1. The case management system facilitates a wide variety of processes; select all that apply: ☐ Referrals (1) ☐ Intake assessments (1) ☐ Progress reports (1) ☐ Aftercare forms (1) ☐ Inter-provider referrals (1) ☐ Exit forms (1) ☐ TAMT meeting minutes (1) ☐ Other____ (1)

Objective 5 Output Continued

Measures/Indicators of Performance	Scales/Scoring/Method
The case management system is safe and secure	1. The case management system possesses the attributes/features of a secure and safe system: a) Attribute 1 (1-Fully Present; 0.5- Partially Developed; 0-Absent) b) Attribute 2 (1-Fully Present; 0.5- Partially Developed; 0-Absent) c) Attribute 3 (1-Fully Present; 0.5- Partially Developed; 0-Absent) d) Etc. 2. How many system security vulnerabilities were encountered in the last month? _____
The case management system is user-friendly	1. [Answered by TAMT partners using the case management system]: a) How easy or difficult is it for you to navigate the [name of the case management system here]? (Very difficult (1) --> Very easy (5)) b) How intuitive is the navigation of [name of the record-keeping system here]? (Very difficult (1) --> Very easy (5)) c) c. How easy is it for you to locate the needed forms? (Very difficult (1) --> Very easy (5))
The case management system is capable of running anonymized reports	The case management system is capable of running anonymized reports ☐ Yes (1) ☐ No (0) ☐ In Progress (0.5)

Objective 6: Establish a Secure Effective, and Diversified Referral System

Output: A secure, effective, and diversified referral system

Measures/Indicators of Performance	Scales/Scoring/Method
There are multiple ways to refer an individual for an assessment through a TAMT	1. What are the different avenues for an individual to be referred for an assessment through a TAMT? a) Public referral system: Yes (1), No (0), In progress (0.5) b) Provider referral system: Yes (1), No (0), In progress (0.5) c) Education referral system: Yes (1), No (0), In progress (0.5) d) Law enforcement referral: Yes (1), No (0), In progress (0.5) e) Other___
Public are able to refer individuals to TAMT through multiple outlets	1. What are the outlets through which members of the public can refer individuals to TAMT? ☐ Phone line (1) ☐ Website (1) ☐ Mobile app (1) ☐ Other (1)
The public referral system is accessible to people with disabilities and those who speak languages other than English	1. Is the public referral system ADA compliant? ☐ Yes (1) ☐ Somewhat (0.5) ☐ No (0) 2. In which languages spoken in the state is the public referral system available? ☐ English (1) ☐ _____ (1) ☐ Etc.
The public referral system is secure	1. Does the central reporting line contain attributes of a secure system? ☐ Attribute 1 (1-Fully Present; 0.5- Partially Developed; 0-Absent) ☐ Attribute 2 (1-Fully Present; 0.5- Partially Developed; 0-Absent) ☐ Etc.

Objective 7: Ensure That Public Knows About TAMTs and How to Refer Individuals Deemed at Risk

Output: A Public awareness campaign about TAMTs, the referral system, and how to use them is in place

Measures/Indicators of Performance	Scales/Scoring/Method

The public awareness campaign about the TAMT is wide-spread	1. Which regions across the state does the awareness campaign reach?
	
	   a. Key region 1 (1)
	   b. Key region 2 (1)
	   c. Etc.

The public awareness campaign about the TAMTs is comprehensive	1. The public awareness campaign incorporates: ☐ Information about the purpose of TAMT (1) ☐ Information about who TAMT partners (1) ☐ Information about how to refer individuals at risk: (1) ☐ Information about the TAMT assessment and follow up (1) ☐ Trust-building with the public (1) ☐ Other: (1)
The public awareness campaign about the TAMTs uses multiple media	1. What media does the public awareness campaign use? ☐ Billboards (1) ☐ TV (1) ☐ Social media (1) ☐ Public transportation posters (1) ☐ State government websites (1) ☐ Other (1)
The public awareness campaign is available in different languages	1. Have the TAMT monitoring timelines and procedures been established? ☐ Yes (1) ☐ No (0) ☐ In progress (0.5)

Objective 8: TAMTS are Monitored and Evaluated for Performance Effectiveness

Output: Ongoing TAMT monitoring and evaluation

Measures/Indicators of Performance	Scales/Scoring/Method
TAMT monitoring timelines and procedures have been established	1. Have the TAMT monitoring timelines and procedures been established? ☐ Yes (1) ☐ No (0) ☐ In progress (0.5)
TAMT monitoring efforts are systematic	1. Is there a preemptively developed set of milestones and metrics that TAMTs are expected to meet across the span of their work? ☐ Yes (1) ☐ No (0) ☐ In progress (0.5) 2. Monitoring assessments follow a protocol ☐ Yes (1) ☐ No (0) ☐ Partially (0.5)

Objective 8 Output Continued

Measures/Indicators of Performance	Scales/Scoring/Method
TAMT monitoring efforts are regular and ongoing	1. Has the monitoring timeline been established? ☐ Yes (1) ☐ No (0) ☐ In progress (0.5) 2. Is the monitoring timeline maintained: ☐ Yes (1) ☐ No (0) ☐ Somewhat (0.5) 3. How often do TAMTs provide progress reports? ☐ Monthly ☐ Bi-monthly ☐ Every 6 months ☐ Annually ☐ Other _____
The TAMT monitoring efforts are state-wide	1. Do TAMTs in all key regions participate in monitoring? a) Key region 1: Yes (1), No (0), In progress (0.5) b) Key region 2: Yes (1), No (0), In progress (0.5) c) Etc.
The external evaluator has been contracted	1. Has the external evaluator been contracted to evaluate TAMTs' work statewide? ☐ Yes (1) ☐ No (0) ☐ In progress (0.5)

GOAL 8: FOSTER COMMUNITY RESILIENCE IN THE AFTERMATH OF A TARGETED VIOLENCE EVENT AND PREVENT CYCLES OF VIOLENCE

Output: Systems are in place to foster resilience and prevent cycles of violence in the aftermath of a targeted violence event

Measures/Indicators of Performance	Scales/Scoring/Method
The plans for how the implementation partners can work together to foster community resilience and prevent cycles of violence are expert-informed and clear	1. Have plans been developed for how implementing partners and associated providers can help foster community resilience? ☐ Yes (1) ☐ No (0) ☐ In progress (0.5) 2. Have plans been developed for how implementing partners and associated providers can help prevent cycles of violence? ☐ Yes (1) ☐ No (0) ☐ In progress (0.5) 3. *Evaluate for each plan separately*: Was this plan developed with the input from experts/expert literature? ☐ Yes (1) ☐ No (0) ☐ Somewhat (0.5)

The supports identified as needed to foster community resilience (to prevent cycles of violence) are available and sufficient in all key regions	1. Under each domain, indicate the type and number of supports/services available in each region
	  a) Key region 1:
	    1) Mental health:
	      i. Type of service 1 (e.g., counseling): Number of providers/services
	      ii. Etc.
	    2) Victim support:
	      i. Type of service 1: Number of providers/services
	      ii. Etc.
	    3) Etc.
	  b) Etc.

Measures/Indicators of Performance	Scales/Scoring/Method
Information about the supports is readily available to the public	1. Information on how to reach a variety of services is clearly posted in multiple "logical" locations ☐ State government websites: Yes (1), No (0), Under development (0.5) ☐ Local governments' websites: Yes (1), No (0), Under development (0.5) ☐ Relevant organizations' websites: Yes (1), No (0), Under development (0.5) ☐ Social media: Yes (1), No (0), Under development (0.5) ☐ Billboards: Yes (1), No (0), Under development (0.5) ☐ Public transportation: Yes (1), No (0), Under development (0.5) ☐ Other: Yes (1), No (0), Under development (0.5)

GOAL 9: FACILITATE REHABILITATION OF INDIVIDUALS WHO PREVIOUSLY ENGAGED IN TARGETED VIOLENCE AND/OR WHO BECAME AT-RISK FOR TARGETED VIOLENCE WHILE IN CORRECTIONAL FACILITIES

Output 1: Incentives and funding for in- and out-of-prison Disengagement and re-entry programs for former targeted violence perpetrators

Measures/Indicators of Performance	Scales/Scoring/Method
State funding has been earmarked for in-prison disengagement programs and efforts	1.The $$$ amount allocated to in-prison disengagement programs _____
State funding has been earmarked for in-prison re-entry preparation programs	1. The $$$ amount allocated to in-prison re-entry preparation programs _____
State funding has been earmarked for disengagement programs for individuals with or without recent history of justice system involvement	1.The $$$ amount allocated to disengagement programs _____
State funding has been earmarked for out-of-prison programs that facilitate successful re-entry (e.g., employment, psychological supports, social work, navigation services)	1. The $$$ amount allocated to post-incarceration re-entry preparation programs _____

Output 2: Trainings and evidence-based guidance materials to build implementation partners' capacity to provide disengagement services and work with former targeted violence offenders and their families

Measures/Indicators of Performance	Scales/Scoring/Method
The state-of-the-art approaches to disengagement and working with former targeted violence offenders and their families have been collected and summarized	1. What guidance materials have been made available to support disengagement efforts with targeted violence offenders and their families? _____

An anticipated number of state-wide trainings are offered on disengagement and working with former targeted violence offenders and their families	1. How many trainings have been offered on approaches to working with former targeted violence offenders and their families?
	    a) Key region 1: _____
	    b) Key region 2: _____
	    c) Etc.
	
	 2. How many people attended the trainings? _____

GOAL 10: SUSTAIN CONDUCIVE ENVIRONMENT

Objective 1: Sustain Political Will

Output: Continuous advocacy activities

Measures/Indicators of Performance	Scales/Scoring/Method
Advocacy activities are comprehensive	1. What levels of government does the advocacy campaign target? ☐ State legislature (1) ☐ State executive offices (1) ☐ Local governments - executive (1) ☐ Local governments - legislative (1) ☐ Other _____ (1) 2. Advocacy activities aim to promote support for efforts in the key implementation domains (mark all that ally) ☐ Mental health (1) ☐ Community building ☐ Law enforcement (1) ☐ Economic supports (1) ☐ Youth programming (1) ☐ Re-entry (1) ☐ Other _____ (1)
An anticipated ## of advocacy events (e.g., briefings, meetings, testimonies) took place	1. How many of the advocacy events took place in [year]? ☐ Briefings _____ ☐ Reports _____ ☐ Meetings _____ ☐ Testimonies _____ ☐ Other _____

Objective 2: Sustain Public Awareness And Support

Output: Continuous public awareness efforts

Measures/Indicators of Performance	Scales/Scoring/Method

The state-wide public awareness campaign about the overall state's TVP efforts is ongoing	1. During which quarters of [year] was the public awareness campaign implemented in each of the regions (or state-wide)?
	
	a) Key region 1
	    ☐ Q1 (1)
	    ☐ Q2 (1)
	    ☐ Q3 (1)
	    ☐ Q4 (1)
	b) Etc.

The public awareness campaign is comprehensive	1. The public awareness campaign: a) Incorporates information about the state's general approach to TVP: Yes (1), No (0), Somewhat (0.5) b) Incorporates information about specific TVP-relevant activities and programs: Yes (1), No (0), Somewhat (0.5) c) Builds trust with the public: Yes (1), No (0), Somewhat (0.5) d) Is available in different languages: Yes (1), No (0), Somewhat (0.5) (OR: What languages does the public awareness campaign use?)

Objective 2 Output Continued

Measures/Indicators of Performance	Scales/Scoring/Method
The web hub is updated in accordance with the set schedule	1. How frequently is the web hub updated? ☐ Daily ☐ Weekly ☐ Biweekly ☐ Monthly ☐ Bi-monthly ☐ Every 6 months ☐ Annually ☐ Other
An anticipated number of planned public events (e.g., relevant PSAs, visits to schools, media discussions) took place	1. How many of the public awareness events took place in [year]? a) Public service announcement _____ b) Press-conference _____ c) Write-up in news media _____ d) A segment on local TV _____ e) Other _____

Objective 3: Sustain Funding

Output: Sustained state TVP funding and related supports

Measures/Indicators of Performance	Scales/Scoring/Method
The anticipated amount of state funds earmarked for TVP activities is available	1. How much money has the State allocated toward the implementation of the TVP strategy in the last year? _____
State TVP funds are regularly updated and renew	1. How frequently do state TVP funds become available? ☐ Annually ☐ Biennially ☐ Other frequency _____
The state allocates funds to support different areas of implementation	1. Can the state funds be used for TVP efforts across different implementation domains? ☐ Yes (1) ☐ No (0) 2. How much of the state funds have been designated to different implementation domains? a) Implementation domain 1: $$$ designated _____ b) Implementation domain 2: $$$ designated _____ c) Etc.
The planned number of grant development trainings (e.g., on proposal writing, grant administration) have been provided	1. How many grant development trainings took place in the last year? _____
Organizations relevant to TVP implementation apply and receive state grants.	Collect the following data for both grant applicants and recipients: a) Organizational expertise b) Communities served c) Which key implementation area it supports d) Funds requested e) Funds granted

GOAL 11: SUPPORT PROFESSIONAL DEVELOPMENT, LEARNING, AND IMPROVEMENT

Objective 1: Provide the Implementation Partners with Available Up-To-Date Research Evidence and Best Practices for Effective TVP Efforts

Output: A regularly-updated research evidence and best practices hub

Measures/Indicators of Performance	Scales/Scoring/Method
There is a research evidence/best practices online hub	1. Has a recent-research/best-practices online hub been established? ☐ Yes (1) ☐ No (0) ☐ Under development (0.5)
The research evidence/best practices online hub is regularly updated	1. How often is the information in the hub updated? a) Daily b) Weekly c) Monthly d) Other
Implementing partners use the research evidence/best practices online hub	1. [*Ask implementing partners*] How often do you use the research/best practices hub? Never (1) --> Very often (5) 2. Collect usage statistics (e.g., site traffic, number of downloads, number of reads)

Objective 2: Support Professional Development of the Implementation Partners and Relevant Stakeholders

Output: Regular professional development activities

Measures/Indicators of Performance	Scales/Scoring/Method
The professional development activities have been provided	1.How many of the capacity building and professional development activities have been provided/facilitated in [period of time]? a) Research and best-practices review: _____ b) Conferences: _____ c) Lectures/seminars: _____ d) Other: _____
The professional development activities are regular and ongoing	1. Note the dates of all the relevant events

The professional development activities inform different implementation domains	1. What and how many professional development activities contributed to capacity building in the following implementation domains?
	
	a) Mental health
	    1) Type of event, (e.g., conference), number _____
	    2) Type of event, (e.g., training), number _____
	    3) Etc.
	b) Law enforcement
	    1) Type of event, (e.g., conference), number _____
	    2) Type of event, (e.g., training), number _____
	    3) Etc.
	c) Etc.

Participants from different parts of the state and from diverse professional and demographic backgrounds attend the professional development events	For each event, note: a) Number of participants b) Participants' area of work c) Participants' demographic information

Objective 3: Monitor The Strategy Implementation

Output: Continuous monitoring of the TVP strategy implementation

Measures/Indicators of Performance	Scales/Scoring/Method
The anticipated number of monitoring activities take place	1. How many of the anticipated monitoring activities took place in [period of time]? a) Progress reports _____ b) Meetings _____ c) Quarterly reports _____ d) Other _____

Each implementation partner submits the agreed upon reports	1. Did the implementation partner submit required reports?
	
	a) Implementation partner 1:
	    1) Report A: Yes, No, In progress
	    2) Report B: Yes, No, In progress
	b) Etc.

Monitoring efforts are coordinated	1. Is there an office/individual charged with coordinating monitoring efforts across the state. ☐ Yes (1) ☐ No (0) ☐ Under development (0.5)

Objective 4: Facilitate Ongoing Learning and Improvement Activities

Output: Ongoing learning and improvement activities

Measures/Indicators of Performance	Scales/Scoring/Method
The anticipated ## of learning and improvement activities (e.g., partner conferences, workshops, tabletops) took place	1. How many of the anticipated learning and improvement meetings took place in [period of time]? ☐ All partner meetings _____ ☐ Strategy improvement workshop _____ ☐ Thematic seminars _____ ☐ Other _____
The learning and improvement activities are regular	1. Note the dates of the learning/improvement activities and compare to the anticipated schedule

TVP efforts are being evaluated	1. Have evaluations been conducted for all TVP efforts?
	
	a) Effort 1
	    ☐ Yes (1)
	    ☐ No (0)
	    ☐ In progress (0.5)
	b) Effort 2
	    ☐ Yes (1)
	    ☐ No (0)
	    ☐ In progress (0.5)
	c) Etc.

Objective 4 Output continued

Measures/Indicators of Performance	Scales/Scoring/Method
The learning and improvement activities produced actionable recommendations	1. What actionable recommendations did the learning and improvement activities produce? a) Recommendation 1 _____ b) Recommendation 2 _____ c) Etc.

The strategy and/or relevant activities have been updated based on the learning/improvement recommendations	1. Have the learning/improvement recommendations been implemented?
	
	a) Recommendation 1:
	    ☐ Yes (1)
	    ☐ No (0)
	    ☐ In progress (0.5)
	b) Recommendation 2:
	    ☐ Yes (1)
	    ☐ No (0)
	    ☐ In progress (0.5)
	c) Etc.

State Targeted Violence Prevention Framework Outcome Measures

GOAL 1: DRAFT A COMPREHENSIVE STATE-WIDE TARGETED VIOLENCE PREVENTION (TVP) STRATEGY

Outcome 1: Regional needs assessments accurately assess and reflect local needs and vulnerabilities

Measures/Indicators of Effectiveness	Scales/Scoring/Method
The assessment methodology employed in the development of profiles was sound	*[Answered by risk assessment experts through a survey]* 1. In your view, how sound was the risk assessment methodology used to develop regional needs assessments? Not at all (1) --> Very much (5)

The regional needs assessments accurately reflect that region's challenges and vulnerabilities	*[Answered by regional representatives from different domains*]*
	
	1. To the extent you are able to judge, how accurately does this needs assessment reflect the risks and vulnerabilities in this region? Not at all (1) --> Very much (5)
	
	2. For each delineated risk and vulnerability, please indicate to what extent you agree with the needs assessment
	
	    a. Risk 1: Not at all (1) --> Very much (5)
	    b. Risk 2: Not at all (1) --> Very much (5)
	    c. Etc.
	
	*Consider including local representatives from a variety of relevant domains, such as, Law enforcement, Mental Health, Human Relations, Public safety, K-12 Education, Higher Education, At-risk youth, Suicide prevention, Disengagement , Re-entry services, Religious clerics, Community building, Community violence prevention, Social work, Civil/Human rights protections, TVP researchers. Ensure that the respondents also represent the racial/ethnic and other minority group composition of the region.

Outcome 2: The state TVP strategy offers clear, evidence-based plan, which implementation partners (can) use as guidance for their TVP efforts

Measures/Indicators of Performance	Scales/Scoring/Method
Relevant stakeholders (experts, involved state agencies, NGOs and community orgs) find the state strategy to be a clear guide for the state-wide TVP action	*(Answered by relevant stakeholders)* Please indicate whether you agree with the following statements: 1. The strategy presents a clear plan for how the state aims to prevent targeted violence Strongly disagree (1) --> Strongly agree (5) 2. The strategy makes clear how different state actors will work together to address targeted violence in the state Strongly disagree (1) --> Strongly agree (5) 3. The state strategy is rooted in evidence and best practices Strongly disagree (1) --> Strongly agree (5)
Regional partners support the state strategy and understand how the state strategy will shape their efforts and coordination	*(Answered by the regional implementation partners and stakeholders)* Please indicate the extent to which you agree or disagree with the following statements: 1. The state TVP strategy offers clear direction for the TVP efforts in your region Strongly disagree (1) --> Strongly agree (5) 2. The state TVP strategy offers clear direction for coordination between regional and state TVP efforts. Strongly disagree (1) --> Strongly agree (5) 3. The state TVP strategy guides programming that is responsive to the specific cultural context of my region Strongly disagree (1) --> Strongly agree (5) 4. The state TVP strategy guides action/efforts/programming that is responsive to the specific socio-economic context of my region Strongly disagree (1) --> Strongly agree (5)

Outcome 3: The state strategy is supported by relevant demographic groups, including minorities

Measures/Indicators of Performance	Scales/Scoring/Method
Members of relevant demographic groups, including minorities, across the state express support for the state's TVP strategy	*(Answered through a survey of representatives from different demographic groups across the state with expertise relevant to community work and/or TVP)* 1. Please indicate the extent to which you agree or disagree with the following statements: a) From my perspective, the strategy represents a reasonable approach to TVP in the state Strongly disagree (1) --> Strongly agree (5) b) Members of my community stand to benefit from implementation of this strategy Strongly disagree (1) --> Strongly agree (5) c) Members of my community will likely be safer as a consequence of the implementation of this strategy Strongly disagree (1) --> Strongly agree (5) d) The state TVP strategy will likely lead to violence reduction in the state Strongly disagree (1) --> Strongly agree (5) e) The state TVP strategy will likely lead to violence reduction in my community Strongly disagree (1) --> Strongly agree (5) f) It is likely that members of my community will be stigmatized if this strategy is implemented as designed (reverse coded) Strongly disagree (1) --> Strongly agree (5)

Outcome 4: The evolution and improvement of the state TVP strategy can be data-driven

Measures/Indicators of Performance	Scales/Scoring/Method
The delineated metrics support drawing needed information to facilitate learning and improvement of the state TVP approach and understanding of its outcomes	*(Answered by relevant measurement experts)* 1. In your view, on the whole, to what extent do the developed performance metrics can help learn about how the strategy is being implemented? Not at all (1)--> Very much (5) 2. In your view, on the whole, to what extent do the developed performance metrics can help identify actionable steps for strategy improvement? Not at all (1)--> Very much (5) 3. In your view, on the whole, to what extent do the developed outcome metrics can help learn about the outcomes of the different efforts under the strategy? Not at all (1)--> Very much (5)

GOAL 2: BUILD A MULTI-DOMAIN, COORDINATED STAKEHOLDER NETWORK TO IMPLEMENT THE STRATEGY

Outcome 1: The network of implementation partners incorporates all key areas critical to successful TVP

Measures/Indicators of Performance	Scales/Scoring/Method
Implementation partners collaborate effectively on implementation of the state TVP strategy	*(Answered through a survey of/interviews with TVP experts and local representatives)* 1. Please indicate how much you agree or disagree with the following statements: a) The network of stakeholders participating in the TVP strategy implementation (i.e., implementation partners) represent all key areas essential for successful TVP efforts Strongly disagree (1) --> Strongly agree (5) b) Are there any areas within the network that are missing? _____ If so, what are they? _____ c) Are there any areas that are unnecessary? _____ If so, what are they? _____

Outcome 2: Implementation partners collaborate effectively on implementation of the state TVP strategy

Measures/Indicators of Performance	Scales/Scoring/Method
Each implementation partner knows their area of responsibility	*(Answers collected through a survey of the implementation partners)* Please indicate the extent to which you agree or disagree with the following statements: a) The role and responsibility of my organization within the TVP implementation network are clear to me Strongly disagree (1) --> Strongly agree (5) b) It is clear to me how different implementation partners complement each other's efforts Strongly disagree (1) --> Strongly agree (5)
Each implementation partner understands the accountability mechanisms and processes	*(Answers collected through a survey of the implementation partners)* Please indicate the extent to which you agree or disagree with the following statements: 1. The reporting procedures are clear to me. Strongly disagree (1) --> Strongly agree (5) 2. The mechanisms through which my organization is going to be held accountable for fulfilling the committment are clear to me. Strongly disagree (1) --> Strongly agree (5) 3. The mechanisms through which other partner organization are going to be held accountable for fulfilling the committment are clear to me. Strongly disagree (1) --> Strongly agree (5)
Implementation partners can navigate the implementation network with ease	*(Answers collected through a survey of the implementation partners)* 1. Please indicate the extent to which you agree or disagree with the following statements: a) The policies and procedures governing the collaboration (troubleshooting/problem-solving/decision-making] among the implementation partners are clearly defined. Strongly disagree (1) --> Strongly agree (5) b) It is easy for me to get in touch with other implementation partners within the network. Strongly disagree (1) --> Strongly agree (5) c) Strong systems are in place for me (my organization) to collaborate effectively with other implementation partners. Strongly disagree (1) --> Strongly agree (5) d) The network coordinator is effective at keeping the network of the implementation partners connected. Strongly disagree (1) --> Strongly agree (5) e) The information exchange is easy among the implementation partners. Strongly disagree (1) --> Strongly agree (5)

Outcome 2 Continued

Measures/Indicators of Performance	Scales/Scoring/Method

Implementation partners within the state TVP strategy have strong working relationships	(*Answers collected through a survey of the implementation partners*)
	
	1. Please indicate the extent to which you agree or disagree with the following statements:
	
	    a) I trust most other implementation partners within the network to do their best.
	       Strongly disagree (1) --> Strongly agree (5)
	
	    b) I feel like we are members of the same team.
	       Strongly disagree (1) --> Strongly agree (5)
	
	    c) Other individuals and organizations within the network stand ready to offer support, if needed.
	       Strongly disagree (1) --> Strongly agree (5)

GOAL 3: SECURE A CONDUCIVE ENVIRONMENT FOR STRATEGY IMPLEMENTATION

Objective 1: Ensure Political Will and Community Buy-In

Outcome 1: Key policymakers in the state and local governments support the state TVP strategy

Measures/Indicators of Performance	Scales/Scoring/Method

Key policy makers in state and local governments are familiar the state TVP strategy	*(Survey of the policy makers in relevant offices in state and local governments)*
	
	1. Have you heard about the state TVP strategy?
	   ☐ Yes (1)
	   ☐ No (0)
	
	2. To what extent are you familiar with the content of the strategy?
	   Not at all (1)--> Very much (5)

Key policy makers in state and local governments support the state TVP strategy	*(Survey of the policy makers in relevant offices in state and local governments)*
	
	1. To what extent do you generally support the state strategy for TVP?
	   Not at all (1)--> Very much (5)
	
	2. How much do you believe that the state TVP strategy will be effective?
	   Not at all (1)--> Very much (5)
	
	3. How much do you believe that implementing the state TVP strategy is in the best interest of the state residents [or, local residents of your region, for local governments]?
	   Not at all (1)--> Very much (5)
	
	4. 4. How much do you believe that the implementation of the state TVP strategy will make the state a safer place to live?
	   Not at all (1)--> Very much (5)

Outcome 2: Political support for the state TVP strategy is sustained over time

Measures/Indicators of Performance	Scales/Scoring/Method
Key policy makers in state and local governments are familiar the state TVP strategy a year (2, 3) after it was launched	*(Survey the policy makers in relevant offices in state and local governments repeatedly, at a set period of time that makes sense in your context)* 1. Have you heard about the state TVP framework? ☐ Yes (1) ☐ No (0) 2. To what extent are you familiar with the content of the framework? Not at all (1)--> Very much (5)
Key policy makers in state and local governments support the state TVP strategy a year (2, 3) after it was launched	*(Survey the policy makers in relevant offices in state and local governments repeatedly, at a set period of time that makes sense in your context)* 1. To what extent do you generally support the state strategy for TVP? Not at all (1)--> Very much (5) 2. How much do you believe that the state TVP strategy will be effective? Not at all (1)--> Very much (5) 3. How much do you believe that implementing the state TVP strategy is in the best interest of the state residents [or, local residents of your region, for local governments]? Not at all (1)--> Very much (5) 4. 4. How much do you believe that the implementation of the state TVP strategy will make the state a safer place to live? Not at all (1)--> Very much (5)

Outcome 3: The public – from different parts of the state, groups, and communities – are aware of and support the state's efforts to prevent targeted violence

Measures/Indicators of Performance	Scales/Scoring/Method
The public – from different parts of the state, groups, and communities – across the state support and trust the state's efforts to prevent targeted violence	*(Answered through a random survey within a specific region or across the state to facilitate cross-group analyses, collect data on participants' demographic background, region of residence, and social group membership, such as race, ethnicity, religious affiliation, immigrant/nonimmigrant)* Please indicate the extent to which you agree or disagree with the following statement: 1. I support the state/regional/city efforts to prevent targeted violence [violent extremism, violent events]. (Strongly disagree (1) --> Strongly agree (5)) 2. I believe the state/regional/city efforts to prevent targeted violence should continue. (Strongly disagree (1) --> Strongly agree (5)) 3. People who lead the [state/regional/city] efforts to prevent targeted violence seem to know what they are doing. (Strongly disagree (1) --> Strongly agree (5)) 4. The [state/regional/city] efforts to prevent violence are needed. (Strongly disagree (1)--> Strongly agree (5)) 5. I believe that the [state/regional/city] efforts to prevent violence require significant modifications to make them effective. (Strongly disagree (1) --> Strongly agree (5)) 6. I believe the state/regional/city efforts to prevent violence are useless. (Strongly disagree (1) --> Strongly agree (5)) 7. I believe that the state chose an effective path toward prevention of targeted violence and terrorism. (Strongly disagree (1) --> Strongly agree (5)) 8. Implementing state's plans will make our state a safer place to live in. (Strongly disagree (1) --> Strongly agree (5))

Outcome 4: The public visit and engage with the information in the online hub

Measures/Indicators of Performance	Scales/Scoring/Method
People know about the online hub	*(Random survey of general population across the state or in a specific area)* 1. How much have you heard about the [online hub]? Nothing at all (1) --> Very much (5) 2. How much do you know about how to reach the online hub? Not at all (1)--> Very much (5)
People trust the information on the online hub	1. The information I am presenting in the online hub is always up-to-date Strongly disagree (1) --> Strongly agree (5) 2. I trust the information on the online hub Strongly disagree (1) --> Strongly agree (5) 3. I find the information on the online hub useful Strongly disagree (1) --> Strongly agree (5)
People visit and use the information in the hub	1. Collect usage statistics for the online hub, including reads and downloads 2. I have looked up information on the online hub in the past [period of time]. Strongly disagree (1) --> Strongly agree (5)

Objective 2: Ensure Implementation Transparency and Civil Rights Protections of Communities and Individuals Affected by TVP Programming

Outcome 1: State-facilitated TVP network activities are transparent and clear to the public

Measures/Indicators of Performance	Scales/Scoring/Method
The public feel there is openness and transparency in state-facilitated TVP efforts	*(Answered through a survey of the general public)* Please indicate how much you agree or disagree with the following statements: 1. I believe that the state authorities aim be open about the efforts to prevent targeted violence in our communities Strongly disagree (1) --> Strongly agree (5) 2. I believe the state authorities hide information from the public on how they work to prevent targeted violence in our communities Strongly disagree (1) --> Strongly agree (5) 3. Every time I wanted to learn more about the state-facilitated TVP efforts, I knew where to get this information Strongly disagree (1) --> Strongly agree (5) 4. I understand how different state agencies and community organizations work together in order to prevent targeted violence in our communities Strongly disagree (1) --> Strongly agree (5)

Outcome 2: Implementation partners uphold civil rights and privacy protections in their work

Measures/Indicators of Performance	Scales/Scoring/Method
Implementation partners feel well-equipped to uphold civil rights and privacy protections in their work	*(Answered through a survey of implementation partners)* Please indicate how much you agree with the following statements: 1. I understand the stigma that may be imposed on members of different groups through TVP activities Strongly disagree (1) --> Strongly agree (5) 2. I understand what steps I/my organization must take to protect people with whom we engage from stigma Strongly disagree (1) --> Strongly agree (5) 3. I understand what steps I/my organization must take to protect the civil rights of people with whom we engage Strongly disagree (1) --> Strongly agree (5) 4. I/my organization feel strongly committed to protecting the civil rights of the communities with which we engage Strongly disagree (1) --> Strongly agree (5) 5. I understand what steps I/my organization must take to protect the privacy of people with whom we engage Strongly disagree (1) --> Strongly agree (5) 6. I/my organization feel strongly committed to protecting the privacy of the individuals with which we engage Strongly disagree (1) --> Strongly agree (5)
Civil rights and privacy organizations within the state approve the state efforts to protect civil rights in the TVP work	Qualitative discussions/interviews/focus groups with representatives of different civil rights and privacy advocacy groups in the state

GOAL 4: BUILD CAPACITY AMONG KEY STAKEHOLDERS AND AGENCIES (SEE PARTNERS & SECTORS)

Objective 1: Secure Funding to Provide Needed Support to Implementation Partners

Outcome: Implementation partners get the funding to support their work and have it evaluated

Measures/Indicators of Performance	Scales/Scoring/Method
Implementation partners pursue the identified streams of funding	1. Number of grant applications _____ 2. Types of grant applications _____
Implementation partners receive funding from the identified sources	1. Number of awards _____ 2. Sources of awards _____ 3. Award amount _____
Implementation partners are able to have their work evaluated	1. Sources of funding for evaluation _____ 2. Evaluation award amount _____

Objective 2: Facilitate TVP Programming Implementation and Evaluation Efforts

Outcome 1: Implementation partners are well-equipped for program design and implementation

Measures/Indicators of Performance	Scales/Scoring/Method
The implementation partners feel supported in their program design/ implementation efforts	(*Answered through a survey of the implementation partners*) 1. To what extent do you feel supported in your efforts to develop [implement] effective programming under the state TVP strategy? Not at all (1)--> Very much (5) 2. How much of expert guidance from state-facilitated resources on program design [implementation] have you received? Not at all (1)--> Very much (5)
The implementation partners have found the supports provided by the state to be useful.	(*Answered through a survey of the implementation partners*) 1. How useful do you feel the [specific type of guidance*] has been? Not at all (1)--> Very much (5) 2. How much did you learn through the [specific type of guidance]? Not much (1)--> Very much (5)
The implementation partners feel well-equipped to design/ implement programming.	(*Answered through a survey of the implementation partners*) How prepared do you feel to design [implement] new programs in support of your organization's TVP efforts? Not at all (1)--> Very much (5)

Outcome 2: Implementation partners are able to support evaluation efforts by an external partner or conduct their own evaluation

Measures/Indicators of Performance	Scales/Scoring/Method
The implementation partners feel supported in their efforts to include/facilitate evaluation	(*Answered through a survey of the implementation partners)*: 1. To what extent do you feel supported in your efforts to create programming that is amendable to evaluation? Not at all (1)--> Very much (5) 2. How much of expert guidance from state-facilitated resources on program evaluation have you received? Not at all (1)--> Very much (5)
The implementation partners have found the supports provided by the state to be useful	(*Answered through a survey of the implementation partners)*: 1. How useful do you feel the [specific type of guidance] has been? Not at all (1)--> Very much (5) 2. How much did you learn through the [specific type of guidance]? Not much (1)--> Very much (5)
The implementation partners feel well-equipped to support [or conduct] the evaluation of the programs under their implementation domain	(*Answered through a survey of the implementation partners)*: 1. How prepared do you feel to support the evaluation of the programs under your implementation domain? Not at all (1)--> Very much (5) 2. How prepared do you feel to design programming that is amendable to evaluation? Not at all (1)--> Very much (5) 3. How prepared do you feel to conduct program evaluation? Not at all (1)--> Very much (5)

Objective 3: Equip Implementation Partners with Knowledge Relevant to Targeted Violence and Best Practices in Prevention and Intervention for Different Areas of Service Provision

Outcome: Implementation partners are well-equipped to pursue implementation of the state TVP strategy in their respective domains

Measures/Indicators of Performance	Scales/Scoring/Method
The implementation providers feel well-equipped to support strategy implementation in their respective domains	*(Answered through a survey of implementation partners)* To which extent do you agree or disagree with the following statements? 1. I/my organization am/is well-equipped to implement efforts in the domain of my/our responsibility. Strongly disagree (1) --> Strongly agree (5) 2. There are significant knowledge gaps that may prevent us from successfully implementing programming in our area of responsibility. Strongly disagree (1) --> Strongly agree (5) 3. There are significant funding gaps that may prevent us from successfully mounting programming in our area of responsibility. Strongly disagree (1) --> Strongly agree (5) 4. There are significant capacity gaps that may prevent us from successfully mounting programming in our area of responsibility. Strongly disagree (1) --> Strongly agree (5)

Objective 4: Implementation Partners Have Access to and Use a Safe and Comprehensive Monitoring and Reporting System

Outcome 1: Implementation partners feel well-equipped to collect and report progress data

Measures/Indicators of Performance	Scales/Scoring/Method
Implementation partners feel well-equipped to collect and report progress data	(*Answered by implementation partners*) To which extent do you agree or disagree with the following statements? 1. The data reporting system is easy to navigate. Strongly disagree (1) --> Strongly agree (5) 2. I feel confident utilizing the data reporting system. Strongly disagree (1) --> Strongly agree (5) 3. Data reporting is a critical part of this work. Strongly disagree (1) --> Strongly agree (5) 4. I know where to turn if I have challenges using the data reporting system. Strongly disagree (1) --> Strongly agree (5) 5. The data reporting system is easy to use. Strongly disagree (1) --> Strongly agree (5) 6. It is safe to share the data using this M&R system. Strongly disagree (1) --> Strongly agree (5) 7. I know how to safely share information using this M&R system. Strongly disagree (1) --> Strongly agree (5)

Outcome 2: Implementation partners safely and regularly report their progress data

Measures/Indicators of Performance	Scales/Scoring/Method
Implementation partners safely and regularly report their progress data	Track: 1. Number of safety-breach reports _____ 2. Date/Time of submitted reports _____ 3. Challenges that arise with data entry, reporting, and sharing _____

GOAL 5: REDUCE AND MITIGATE COMMUNITY AND INDIVIDUAL RISK FACTORS

Objective 1: Support Development or Adaptation of Evidence-Based Efforts that Address Community-Level Risk Factors

Outcome: Programs decrease/mitigate community risk factors

Measures/Indicators of Performance	Scales/Scoring/Method
There are more opportunities for young people in the community to discuss sensitive topics	Identify and keep track of available fora for the youth in the community to discuss sensitive topics, before and after the implementation of programming
More people across the state have access to the services provided by the implementation partners	Data can be obtained by (a) collecting systematic reports from providers on the number of people from different demographic backgrounds using services, (b) doing public survey on usage of service and reasons for doing so, (c) tracking and contrasting the availability of service in the implementation domains before and after the strategy implementation
The socio-economic environment has improved *Examples of possible indicators:* *a) Civic participation* *b) Opportunities for education, training and employment* *c) Engagement between communities and government* *d) Sense of marginalization* *e) Experience of discrimination* *f) Supportive social networks within the immediate community* *g) Economic inequity* *h) Housing availability and affordability*	See "Relevant scales" for examples and suggestions
Community-grounded risk mitigating factors have improved *Examples of possible indicators:* *a) Awareness and understanding of violent extremism* *b) Sense of community* *c) Trust in government* *d) Perceived community safety* *e) Social cohesion* *f) Perception of community harmony* *g) Inter-communal tensions* *h) Positive perception of the state*	See "Relevant scales" for examples and suggestions

Objective 2: Support Development or Adaptation of Evidence-Based Efforts that Address Individual-Level Risk Factors

Outcome: Programs decrease/mitigate individual risk factors

Measures/Indicators of Performance	Scales/Scoring/Method
Individual-level risk factors have decreased *Examples of possible indicators:* a) *Critical thinking skills* b) *Coping skills* c) *Sense of belonging* d) *Self-efficacy* e) *Strong cultural identity combined with openness to other sources of belonging* f) *Wellbeing* g) *Social participation* h) *Social skills, problem solving and conflict resolution skills.* i) *Rates of untreated depression* j) *Sense of meaning*	See "Relevant scales" for examples and suggestions

GOAL 6: EDUCATE COMMUNITY ON WHAT TARGETED VIOLENCE IS AND PREVENTION APPROACHES

Outcome 1: Members of the general public across the state increase their knowledge of what targeted violence is, prevention approaches, and gain greater agency in violence prevention

Measures/Indicators of Performance	Scales/Scoring/Method
Each of the trainings achieved the desired outcomes* (i.e., the targeted skill or an understanding has increased after the training) *Examples of desired outcomes:* a) *Better ability to recognize signs of radicalization in others* b) *Better ability to discern recruitment strategies* c) *Increased media literacy* d) *Better ability to act as an active bystander to disrupt targeted violence* e) *Better willingness to act as an active bystander to disrupt targeted violence*	*NOTE: In all of the assessments, include a variable for respondents' or participants' demographic backgrounds, to allow for analysis of whether people from different racial/ethnic/religious/linguistic groups benefited similarly* 1. Measure the change in a targeted skill, understanding, and/or willingness to intervene by assessing it among training participants before and after the training, with a possible additional follow up after a 3-12 months period of time. This can be done by asking the training participants to give a self-assessment of the level of their skill, understanding, and/or willingness to intervene or by conducting the specific skill/knowledge test-type assessments 2. Conduct a random survey of the general population in an area before and after a training or series of trainings to see whether a skill, knowledge, and/or willingness to intervene within the community has increased 3. Conduct an experiment, where some members of a community/group/institution are randomly assigned to receive the training and others – similar number with similar characteristics – do not. Measure a skill, understanding, and/or willingness to intervene in both groups before and after the training (or just after the training). If the group that received the training showed higher skill, understanding, and/or willingness to intervene, one could conclude that the training caused the higher result (if other characteristics of an experiment are maintained and additional possible causal factors are controlled)

Outcome 2: Members of professional communities across the state increase their domain-specific knowledge of what targeted violence is, prevention approaches, and gain greater agency in violence prevention

Measures/Indicators of Performance	Scales/Scoring/Method
Each of the trainings achieved the desired outcomes* (i.e., the targeted skill or an understanding has increased after the training) *Examples of desired outcomes:* a) *Better ability to recognize signs of radicalization in clients/patients/students, etc.* b) *Better understanding of the available intervention tools* c) *Improved de-escalation skills*	*NOTE: In all of the assessments, include a variable for respondents' or participants' demographic backgrounds to allow for analysis of whether people from different racial/ethnic/religious/linguistic groups benefited similarly* 1. Measure the change in a targeted skill or understanding by assessing it among training participants before and after the training, with a possible additional follow up after a 3-12 months period of time. This can be done by asking the training participants to give a self-assessment of the level of their skill or understanding or by conducting the specific skill/knowledge test-type assessments 2. Conduct a random survey of the members of professional communities within a region before and after a training or series of trainings to see whether a skill or knowledge within the community has increased 3. Conduct an experiment, where some members of a community/group/institution are randomly assigned to receive the training and others – similar number with similar characteristics – do not. Measure a skill/understanding in both groups before and after the training (or just after the training). If the group that received the training showed higher skill/understanding, one could conclude that the training caused the higher result (if other characteristics of an experiment are maintained and additional possible causal factors are controlled)

Outcome 3: Prominent community and professional leaders across the state raise awareness and speak against violent extremism

Measures/Indicators of Performance	Scales/Scoring/Method
Many respected community leaders across the state address the topic of violent extremism	Number of respected community leaders across the state address the topic of violent extremism/targeted violence: _____

GOAL 7: ENSURE THREAT ASSESSMENT AND MANAGEMENT TEAMS (TAMTS) OPERATE EFFECTIVELY THROUGHOUT THE STATE

Objective 1: Provide the Guidance and Supports Needed for Municipalities, Schools, Businesses, and All Other Interested Entities to Create and Operate TAMTs

Outcome: See Outputs

Objective 2: Ensure that All Key Regions of the State Are Covered By TAMTs; for Areas That Are Not Covered, Establish Mobile TAMTs

Outcome: The TAMT services are readily available in all key regions of the state

Measures/Indicators of Performance	Scales/Scoring/Method
TAMTs in all key regions are able to: 1) Respond to inquiries immediately 2) TAMTs provide timely assessments 3) TAMTs provide domain-tailored assessments (e.g., K-12, private business) 4) TAMTs offer timely referrals for further services 5) TAMTs provide timely follow up	For each of the team, collect the following information: 1. Time between the request for service and response 2. Time between the request for service and assessment 3. Nature of inquiry and the designation of the TAMT* 4. Time between the assessment and referral to the services 5. Time between the referral and the follow up *e.g., inquiry could be a concern about a ninth grade student; the response could be from an education-domain or youth-specialized TAMT*

Objective 3: Ensure a Sufficient Locally-Rooted and Well-Resourced Aftercare Services in Support of TAMTs in All Key Regions

Outcome 1: TAMTs in all regions are able to refer individuals to receive local services and supports

Measures/Indicators of Performance	Scales/Scoring/Method
All individuals deemed in need of support receive services locally	1. Track what services have been recommended 2. Track where the individual was referred for services 3. Track where (and whether) the individual received services (*Answered by TAMT partners in a state-wide survey*) 1. How easy is it usually for you/for the team to identify the *right* local services to which you can refer your clients for needed support and care? Not easy at all (1) ---> Very easy (5)
All individuals deemed in need of support receive services in a timely manner	1. Track when the services were recommended 2. Track when the services were received (*Answered by TAMT partners*) 1. How easy is it for you/for the team to ensure that your clients receive care in a timely manner? Not at all (1) ---> Very much (5)

Outcome 2: The local services are well-equipped to provide high-quality supports in the context of TVP

Measures/Indicators of Performance	Scales/Scoring/Method
Service providers have sufficient staff to provide the needed services Service providers have sufficient knowledge to provide the needed services Service providers have the needed tools to provide the needed services	1. Conduct a survey, discussions, interviews, or focus groups with service providers across regions Example: *Please indicate the extent to which you agree or disagree with the following statements:* a) *My organization has sufficient staff to provide the needed services. Strongly disagree (1) --> Strongly agree (5)* b) *In my organization, we have sufficient knowledge to help us support the needs of a client, in the context of TVP. Strongly disagree (1) --> Strongly agree (5)* c) *In my organization, we have the tools we need to provide the needed services in the context of TVP. Strongly disagree (1) --> Strongly agree (5)*

Objective 4: TAMTs are Well-Equipped to Conduct their Work and are Able To Collaborate Effectively

Outcome 1: TAMT partners in different parts of the state are willing to conduct their work

Measures/Indicators of Performance	Scales/Scoring/Method
TAMT partners across the state express a willingness to participate in TAMTs	*(Answers collected through a survey of TAMT partners across the state)* 1. Please indicate your feelings about your participation in a TAMT (Very reluctant (1) --> Very enthusiastic (5))

Outcome 2: TAMT partners are well-equipped to run TAMTs

Measures/Indicators of Performance	Scales/Scoring/Method
TAMT partners across the state believe they have the tools they need to conduct their work	*(Answers collected through a survey of TAMT partners across the state)* 1. Please indicate the extent to which you agree or disagree with the following statements: a) I have the tools I need to conduct effective work on TAMT (Strongly disagree (1) --> Strongly agree (5)) b) My team has the tools we need to conduct effective work on TAMT (Strongly disagree (1) --> Strongly agree (5)) c) I feel confident in my understanding of how to conduct accurate threat assessment. (Strongly disagree (1) --> Strongly agree (5)) d) I feel confident in my ability to conduct accurate threat assessment (Strongly disagree (1) --> Strongly agree (5)) e) The policies and procedures associated with conducting TAMTs are clear to me/us (Strongly disagree (1) --> Strongly agree (5))

Outcome 3: TAMT partners feel confident in their ability to run TAMTs

Measures/Indicators of Performance	Scales/Scoring/Method

TAMT partners across the state consider the supports they received from the state useful	*(Answers collected through a survey of TAMT partners across the state)*
	1. Please indicate the extent to which you agree or disagree with the following statements:
	   a. The [specific support] provided by the state was useful for enhancing our team's capacity (Strongly disagree (1) --> Strongly agree (5))
	   b. I/the team members know where to seek additional expertise and support, when needed (Strongly disagree (1) --> Strongly agree (5))

Outcome 4: TAMT partners collaborate effectively

Measures/Indicators of Performance	Scales/Scoring/Method

Each TAMT partner knows their area of responsibility	*(Answers collected through a survey of TAMT partners across the state)*
	1. Please indicate the extent to which you agree or disagree with the following statements:
	   a. My role and responsibility on TAMT are clear to me. (Strongly disagree (1) --> Strongly agree (5))
	   b. It is clear to me how members of our TAMT complement each other's efforts in providing accurate assessments. (Strongly disagree (1) --> Strongly agree (5))

TAMT partners easily navigate the case management system	*(Answered by TAMT partners)*: 1. How easy is it for you to navigate the case management system? Not at all (1) ---> Very much (5) 2. To what extent do you find the case management system user-friendly? Not at all (1) ---> Very much (5) 3. How easy is it for you to coordinate care with other TAMT partners using this case management system? Not at all (1) ---> Very much (5)
TAMTs easily refer to and coordinate with external service providers	*(Answered by TAMT partners)*: 1. How easy is it for you/your team to identify the local services for the support and care for your client? Not at all (1) ---> Very much (5) 2. How easy is it for you/your team to get in touch with needed services about the support and care for your client? Not at all (1) ---> Very much (5) 3. How easy is it for you/your team to coordinate support and care with external service providers? Not at all (1) ---> Very much (5)

Objective 5: Establish a Comprehensive, User-Friendly, Safe Case Management System to Facilitate the TAMTs' Work

Outcome: See Outputs

Objective 6: Establish a Secure Effective, and Diversified Referral System

Outcome 1: People from different domains use the referral system to refer individuals to TAMTs

Measures/Indicators of Performance	Scales/Scoring/Method
	1. Track the number of public referrals from different sectors expected to refer to TAMTs (e.g., individuals, community organizations, educational organizations, law enforcement) 2. Track the number of consequent threat assessments

Outcome 2: The operators effectively triage public referrals

Measures/Indicators of Performance	Scales/Scoring/Method
The operators have the skills needed to perform their duties	Conduct skill assessments before and after the trainings. Continue regular monitoring afterwards.
The operators feel well-equipped to perform their duties	*(Answered by the operators)* 1. I feel well-prepared to assist those who will choose to contact the referral line. Strongly disagree (1) --> Strongly agree (5) 2. I have a good mental map for what to do in different situations, depending on the caller's needs. Strongly disagree (1) --> Strongly agree (5) 3. I know where to turn for advice when I am struggling with a situation. Strongly disagree (1) --> Strongly agree (5) 4. I feel supported in my work. Strongly disagree (1) --> Strongly agree (5)

Objective 7: Ensure that Public Knows About TAMTs and How to Refer Individuals Deemed at Risk

Outcome: The public knows about and trusts the TAMTs, what they do, and how to refer individuals for assessment and services

Measures/Indicators of Performance	Scales/Scoring/Method
Public is aware of the TAMTs in the area and know what the TAMTs do	*[Answers can be collected through a randomized public survey within a targeted region/community or the whole state)* 1. How much do you know about TAMTs in your area? Not at all (1) --> Very much (5) 2. How much do you understand about what TAMTs do? Not at all (1) --> Very much (5)
Public know when and how to refer individuals for a TAMT assessment.	How much do you agree or disagree with the following statements: 1. I understand the possible reasons for an individual to be referred to a TAMT for support and assessment. Strongly disagree (1) --> Strongly agree (5) 2. I know what signs an individual may exhibit to necessitate a referral to a TAMT. Strongly disagree (1) --> Strongly agree (5) 3. I know the avenues I can pursue to refer an individual to a TAMT for assessment. Strongly disagree (1) --> Strongly agree (5)
Public trust the TAMT work	How much do you agree or disagree with the following statements: 1) The TAMTs I know aim to help individuals who may be on the path to violence without LE involvement. Strongly disagree (1) --> Strongly agree (5) 2) TAMTs are staffed with people who know what they are doing. Strongly disagree (1) --> Strongly agree (5) 3) TAMTs will make communities like mine safer. Strongly disagree (1) --> Strongly agree (5) 4) TAMTs may cause harm to my community. Strongly disagree (1) --> Strongly agree (5) 5) TAMTs are an effective way to prevent acts of violence in my community. Strongly disagree (1) --> Strongly agree (5) 6) TAMTs aim to help individuals to stay off the violent path. Strongly disagree (1) --> Strongly agree (5)

Objective 8: TAMTS are Monitored and Evaluated for Performance Effectiveness

Outcome: TAMT partners are able to rely on data for learning and improvement

Measures/Indicators of Performance	Scales/Scoring/Method
The delineated metrics support drawing needed information to facilitate learning and improvement of the TAMTs' work and understanding their outcomes	*(Answered by relevant measurement/evaluation experts)* 1) In your view, on the whole, to what extent do the developed performance metrics can help learn about how the strategy is being implemented? Not at all (1) --> Very much (5) 2) In your view, on the whole, to what extent do the developed performance metrics help identify actionable steps for improvement of TAMTs? Not at all (1) --> Very much (5) 3) In your view, on the whole, to what extent do the developed outcome metrics help learning about the outcomes of TAMTs' efforts? Not at all (1) --> Very much (5)
TAMT partners feel well-equipped to collect and report progress data	*(Answered by implementation partners)* To which extent do you agree or disagree with the following statements? 1) The data reporting system is user-friendly (Strongly disagree (1) --> Strongly agree (5)) 2) I feel confident utilizing the data reporting system (Strongly disagree (1) --> Strongly agree (5)) 3) Data reporting is a critical part of this work (Strongly disagree (1) --> Strongly agree (5)) 4) *I know where to turn if I have challenges using the data reporting system (Strongly disagree (1) --> Strongly agree (5))* 5) *The data reporting system is easy to use (Strongly disagree (1) --> Strongly agree (5))*

GOAL 8: FOSTER COMMUNITY RESILIENCE IN THE AFTERMATH OF A TARGETED VIOLENCE EVENT AND PREVENT CYCLES OF VIOLENCE

Outcome 1: Implementation partners are prepared to engage in needed efforts in the aftermath of a targeted violence event

Measures/Indicators of Performance	Scales/Scoring/Method
Each implementation partner understands their area of responsibility and goals when it comes to aftermath efforts and engagements	(*Answered by surveying implementation partners*) Please indicate the extent to which you agree or disagree with the following statement: a) My role and responsibility/the role and responsibility of my organization in the aftermath of a targeted violence event are clear to me. (Strongly disagree (1) --> Strongly agree (5))
Each implementation partner is prepared to undertake needed activities in the aftermath of a targeted violence event	(*Answered by surveying implementation partners*) My organization is well-prepared to engage in mitigating efforts in the aftermath of a targeted violence event. Strongly disagree (1) --> Strongly agree (5)

Outcome 2: Different agencies complement each other's efforts in mitigating the consequences of a targeted violence event

Measures/Indicators of Performance	Scales/Scoring/Method
Each implementation partner understands how efforts of different implementation partners complement each other to achieve the common goal	(*Answered by surveying implementation partners*) Please, indicate to what extent you agree or disagree with the following statements: 1. I have a clear understanding of how different organizations and partners under the state strategy should work together to mitigate the effects of a targeted violence event. Strongly disagree (1) --> Strongly agree (5) 2. I have a clear understanding of the ways to coordinate with other implementation partners in my region. Strongly disagree (1) --> Strongly agree (5) 3. I feel like different institutions and organizations in [the state, my region, my city] that do work relevant to targeted violence prevention make a good anti-violence team. Strongly disagree (1) --> Strongly agree (5)

Outcome 3: Public across the state use and find helpful the resources available to them in the aftermath of a targeted violence event

Measures/Indicators of Performance	Scales/Scoring/Method

Public are aware of the resources available to them and how to reach them (#1-5-->)
 	
Public trust the providers of the services and supports. (#6, 7-->)
	(Answered through a random survey of the public, in the state or within a specific region of interest)
	
	Please indicate the extent to which you agree or disagree with the following statements:
	
	1. I know where I can turn for help in my area in case I am experiencing a mental health crisis or distress.
	Strongly disagree (1) --> Strongly agree (5)
	
	2. I know how to get in touch with at least one local organization that can offer me psychological support, in case I need it.
	Strongly disagree (1) --> Strongly agree (5)
	
	3. I know how to get in touch with local law enforcement in the case of an emergency.
	Strongly disagree (1) --> Strongly agree (5)
	
	4. I know how to get in touch with local law enforcement for non-urgent matters.
	Strongly disagree (1) --> Strongly agree (5)
	
	5. I know where to find information about the following supportive services available to people in my community:
	   a. Domestic violence victim supports: Strongly disagree (1) --> Strongly agree (5)
	   b. Support for victims of violent crimes: Strongly disagree (1) --> Strongly agree (5)
	   c. Support for victims of hate crimes and hate incidents: Strongly disagree (1) --> Strongly agree (5)
	   d. Local branch of DHHS: Strongly disagree (1) --> Strongly agree (5)
	
	6. I trust that in the times of need, there are many community resources that I can rely on for help.
	Strongly disagree (1) --> Strongly agree (5)
	
	7. If need arises, I will likely ask for help from relevant local organizations.
	Strongly disagree (1) --> Strongly agree (5)

People use the supports (#1-2) The supports people receive yield the desired outcomes (#3) People find the supports helpful (#4)	1. Keep track of the number of people who contacted the organizations within the provider network 2. Keep track how many received help. 3. Keep track of the outcomes of each service (e.g., reduction in depression, placement in employment, mitigation of acute distress) *(Answered by the members of the public after the service)* 4. How helpful have you found the service you received at [this agency]? Not at all (1) --> Very much (5)

GOAL 9: FACILITATE REHABILITATION OF INDIVIDUALS WHO PREVIOUSLY ENGAGED IN TARGETED VIOLENCE AND/OR WHO BECAME AT-RISK FOR TARGETED VIOLENCE WHILE IN CORRECTIONAL FACILITIES

Outcome 1: Individuals re-entering the society and their families receive services that help prevent recidivism and facilitate disengagement

Measures/Indicators of Performance	Scales/Scoring/Method

Individuals re-entering society and their families receive needed services	1. Collect data on the:
	
	   a. Number of services available to the individuals re-entering the society after incarceration, and their families
	      i. Police-led programs _____
	      ii. Local government programs _____
	      iii. State government programs _____
	      iv. Programs run by NGOs/community service providers _____
	
	   b. Number of individuals participating in the re-entry services _____
	
	   c. For individuals participating in re-entry services:
	      i. Type of service rendered: _____
	      ii. Length of participation: _____
	      iii. Completion status: _____
	
	   d. Number of individuals eligible for the re-entry services.

Individuals receiving services show engagement and positive regard of the services they receive*
 	
Webber et al., 2018 found that that detainees' initial ratings of program satisfaction influenced extremism one year later
	(Answered through the survey of the service recipients)
	
	Please indicate how much you agree or disagree with the following statements:
	
	Option 1. Strongly disagree (1) --> Strongly agree (5)
	  1. [The program] has overall been useful for me
	  2. I am learning a lot through my participation in this program
	  3. I look forward to the meeting each time
	
	Option 2. (Anderson-Butcher & Conroy, 2002) Strongly disagree (1) --> Strongly agree (5)
	  1. I feel comfortable at the program
	  2. I am a part of the program
	  3. I am committed to the program
	  4. I am supported at the program
	  5. I am accepted at the program

Outcome 2: Implementation partners have tools and supports they need to engage in disengagement and to work with former targeted violence offenders and their families

Measures/Indicators of Performance	Scales/Scoring/Method

Providers feel well-equipped to provide disengagement services (work with perpetrators of targeted violence]	*[Assessed through the survey of relevant providers across the state]*
	
	1. Please indicate to which extent you agree or disagree with the following statements:
	
	  a) I feel well-equipped to conduct disengagement work
	     Strongly disagree (1) --> Strongly agree (5)
	
	  b) I have the tools I need to facilitate disengagement of the people under my care
	     Strongly disagree (1) --> Strongly agree (5)
	
	  c) I am familiar with best practices in the field of disengagement
	     Strongly disagree (1) --> Strongly agree (5)
	
	  d) I incorporate evidence-based approaches in my disengagement work
	     Strongly disagree (1) --> Strongly agree (5)
	
	  e) There are significant gaps in my understanding of how to best approach disengagement
	     Strongly disagree (1) --> Strongly agree (5)
	
	  f) I know where to seek guidance and help, if I need guidance
	     Strongly disagree (1) --> Strongly agree (5)
	
	2. Track and note the trends over time

Outcome 3: There are high-quality in-prison disengagement programs

Measures/Indicators of Performance	Scales/Scoring/Method
There are in-prison disengagement programs in all or most prisons across the state	1. Number of prisons with disengagement programs _____ 2. Number of in-prison disengagement programs _____ 3. Number of people participating in these programs annually _____
The programs incorporate evidence-based approaches and best practices	This indicator could be assessed through: 1. Observation of the programs 2. Review of the curriculum by the disengagement experts

Outcome 4: There are high-quality in-prison re-entry preparation programs

Measures/Indicators of Performance	Scales/Scoring/Method
There are in-prison re-entry preparation programs in all or most prisons across the state	1. Number of prisons with re-entry programs _____ 2. Number of in-prison re-entry programs _____ 3. Number of people participating in these programs annually _____
The programs incorporate evidence-based approaches and best practices	This indicator could be assessed through: 1. Observation of the programs 2. Review of the curriculum by the disengagement experts

GOAL 10: SUSTAIN CONDUCIVE ENVIRONMENT

Objective 1: Sustain Political Will

Outcome: Policymakers across different levels of state government support the state-led TVP efforts

Measures/Indicators of Performance	Scales/Scoring/Method
State and local legislators and executive leadership continue to support TVP efforts	1. Number of times the state policy actors spoke openly in support of the TVP strategy and implementation in [a period of time] _____ 2. Number of legislative proposals aimed to facilitate TVP strategy implementation in [a period of time] _____ 3. Number of votes in support of faciliatory legislation in [a period of time] _____ 4. Number of motions in opposition to the state TVP strategy in [a period of time] _____
State policy actors representing different communities and groups believe that their constituents benefit from state TVP efforts	*(Answers can be collected through the survey of legislators and executive leaders representing different regions across the state. Ensure that such a survey adequately represents state's demographic composition and minority groups)* 1. To what extent do you generally support the state's TVP activities? Not at all (1)--> Very much (5) 2. How much do you believe that the state TVP efforts have been effective? Not at all (1)--> Very much (5) 3. How much do you believe that the state-facilitated TVP efforts have been in the best interest of the state residents (or local residents of your region for local governments)? Not at all (1)--> Very much (5) 4. How much do you believe that the state TVP efforts have made the state (or your region/city/community) a safer place to live? Not at all (1)--> Very much (5)

Objective 2: Sustain Public Awareness and Support

Outcome: Public from different communities across the state support and trust the state-led TVP efforts

Measures/Indicators of Performance	Scales/Scoring/Method
Public express trust and support	Continued monitoring of public awareness and attitudes toward the state TVP efforts through random-sampling public surveys
Few if any public protest activities exist against the State TVP efforts	Track relevant protest activity: 1. Number and size of gatherings to protest state TVP efforts 2. Number of petitions in opposition (or support) 3. Number of letters to the Governor 4. Number of signatories to the letter to the governor

Objective 3: Sustain Funding

Outcome: Programming across different implementation domains persists and grows

Measures/Indicators of Performance	Scales/Scoring/Method

Implementation partners have sufficient funds to sustain their efforts	1. Through a survey of the implementation partners, gather information on their financial ability to:
	
	   a. Staff their programs
	   b. Provide needed services to their clientele
	   c. Engage in professional development

The successful programs in different implementation domains continue	Track the number of active programs and services across the state that benefitted from state funding
An increased number of people across the state have access to the services facilitated or provided by the implementation partners	Collect state-wide data on the number of people seeking and receiving TVP-related services.

GOAL 11: SUPPORT PROFESSIONAL DEVELOPMENT, LEARNING, AND IMPROVEMENT

Objective 1: Provide the Implementation Partners with Available Up-To-Date Research Evidence and Best Practices For Effective TVP Efforts

Objective 2: Support Professional Development of The Implementation Partners and Relevant Stakeholders

Outcome for Objectives 1 & 2: Implementation partners use best available research evidence and practices to inform their efforts

Measures/Indicators of Performance	Scales/Scoring/Method
Implementation partners use the state professional development resources	Collect this information by: 1. Asking implementation partners through surveys or interviews about whether they use the resources provided to them by the state and/or 2. Tracking professional development events attendance and/or 3. Tracking usage statistics on the information hub
Implementation partners regularly evaluate new information and update their practices accordingly	Collect this information through the survey or interviews with the implementation partners

Objective 3: Monitor the Strategy Implementation

Objective 4: Facilitate Ongoing Learning and Improvement Activities

Outcome for Objectives 3 & 4: Gaps in implementation efforts are identified and remedied in a timely manner

State Targeted Violence Prevention KPIs: Impact Measures

Impact	Measures	Scales/Scoring
TVP efforts are comprehensive, evidence based, and rooted in local contexts in service to the safety of all communities		
There is a greater sense of community and support and lower sense of isolation among the public since the implementation of the strategy as expressed by members from different demographic groups across the state		1. Options for adaptation of a Sense of Community scales: a) 8-item scale in Peterson, N. A., Speer, P. W., & McMillan, D. W. (2008). Validation of a brief sense of community scale: Confirmation of the principal theory of sense of community. Journal of community psychology, 36(1), 61-73. b) 29-item scale in Prezza, M., Pacilli, M. G., Barbaranelli, C., & Zampatti, E. (2009). The MTSOCS: A multidimensional sense of community scale for local communities. Journal of Community Psychology, 37(3), 305-326.
Each of the implementation partner organizations have resources to implement their programming	Implementation partners have sufficient funds to fill the needed staff positions to implement programming	Amount of funds allocated to each category
	Implementation partners have sufficient funds to sustain their programming	
	Implementation partners have sufficient funds for operational expenses	
	Implementation partners have sufficient funds to support professional development	

Impact	Measures	Scales/Scoring
There is less support for violence in the communities since the implementation of the strategy	The support for political violence has diminished since the onset of the implementation	1. Support for political violence scale (per Trojan et al., (2019); each answer is rated on a Likert-type scale from 1 (not at all) to 7 (very much): a) "Do you think that, sometimes, violence can be necessary to restore justice?" b) "Does violence allow for changing society in a way that makes it fairer?" c) "Would you support violent actions if these allowed to obtain more civil rights?" d) "Do you think there exist political issues to which violence is the only solution?"
	Sympathies for violent protest and terrorism have decreased since the onset of the implementation efforts	See possible scale to adapt from in the supplementary materials, p. 5 here: Bhui, K., Otis, M., Silva, M. J., Halvorsrud, K., Freestone, M., & Jones, E. (2020). Extremism and common mental illness: Cross-sectional community survey of White British and Pakistani men and women living in England. The British Journal of Psychiatry, 217(4), 547-554.
There is greater community-level youth resilience to violent extremism	BRAVE Measure	This is a 14-item scale that gauges the presence and strength of validated social-ecological factors that can serve as protections against being drawn in to radicalized violence. Note that this measure **does *not* assess individual vulnerability** to or pathways toward radicalization. The measure can be deployed by researchers, communities, and government agencies to help identify what existing strengths and gaps there may be in five main areas of assessment within specific community contexts: (1) Cultural identity and connectedness; (2) Trust and links with outside communities (Bridging Capital); (3) Trust and support from authorities (Linking Capital); (4) Violence-related behaviors; (5) Violence-related beliefs. Contact authors for the specific items: Michele Grossman, Kristin Hadfield, Philip Jefferies, Vivian Gerrand & Michael Ungar (2020): Youth Resilience to Violent Extremism: Development and Validation of the BRAVE Measure, Terrorism and Political Violence, DOI: 10.1080/09546553.2019.1705283

Impact	Measures	Scales/Scoring
Community members facilitate TVP efforts/active bystandership	Willingness to report suspicious behavior and voice concerns	1. If you saw or heard about the following, how likely would you be to report it to police? Very unlikely (1) --> Very likely (5) a) A person saying he or she had joined a group you consider to be a politically radical group. b) A person saying he or she had joined a group you consider to be a violent extremist group. c) A person overheard discussing their decision to help plant explosives in a terrorist attack. d) A person visiting internet chat rooms or websites in which there is material posted that supports a politicall radical group. e) A person visiting internet chat rooms or websites in which there is material posted that supports a violent extremist group. f) A person reading religious literature you believe to be radical. g) A person reading religious literature you believe to be violent extremist. h) A person giving money to organizations that people say are associated with terrorists. i) A person talking about travelling overseas to fight for a violent extremist group (e.g., ISIS or Atomwaffen Division). j) A person distributing material expressing support for a politically radical group. k) A person distributing material expressing support for a violent extremist group. 2. Thinking now about your friends, imagine if one of them started to say or do things that made you think they were thinking about committing violence against someone else. What (if anything) do you think you would say or do in response to that friend? ☐ I would talk to another friend or family member about what to do. ☐ I would talk to someone I trust, outside of my friends and family (e.g., a religious official, or a counsellor) about what to do. ☐ I would contact the police. ☐ I would contact a local TAMT.

Impact	Measures	Scales/Scoring
Community members trust authorities and law enforcement		See *Relevant Scales* for possible scales
Members of different communities across the state feel that they benefit from the state's TVP efforts	Members of diverse communities across the state feel safer because of the state TVP efforts	*(Answered through a random survey within a specific region or across the state; collect data on participants' demographic and social group membership, such as race, ethnicity, religious affiliation, immigrant/nonimmigrant)* 1. Please indicate the extent to which you agree or disagree with the following statement: a) I feel safer when I think about the efforts of the state to prevent violence. (Strongly disagree (1) --> Strongly agree (5)) b) I believe that what state/city is doing to prevent violence is of benefit to my community. (Strongly disagree (1) --> Strongly agree (5)) c) I believe that the people who designed the efforts to prevent violence in our state (in my region) care about the well-being of people in my community. (Strongly disagree (1) --> Strongly agree (5)) d) I trust that people who work to prevent violence in our state care about the well-being of people like me. (Strongly disagree (1) --> Strongly agree (5)) e) From what I can see, the efforts to prevent violence in the state have made our state a safer place to live. (Strongly disagree (1) --> Strongly agree (5)) f) While some may benefit from the state's/region's/city's effort to prevent violence, people in my community won't. (Strongly disagree (1) --> Strongly agree (5)) g) The state/regional/city efforts to prevent violence will likely harm people in my community. (Strongly disagree (1) --> Strongly agree (5))

Impact	Measures	Scales/Scoring
Group stigma/prejudice/discrimination have decreased in communities across the state	Levels of prejudice prevalence in communities Experiences of stigma and discrimination by members of vulnerable groups	See *Relevant Scales* for possible scales, such as: a) Attitudes toward diversity in the community b) Discrimination in the communities c) Prejudice thermometer d) Stereotyping e) Modern racism
The concerning behaviors and attitudes in individuals who worked with TAMTs decrease or disappear	Examples of measures are: a) Violence risk b) Criminal propensity c) Radical attitudes d) Resilience to violence e) Propensity for violent protest f) Attitudes toward use of violence	Conduct systematic assessments of the behaviors of concern before, during, and after working with TAMTs and the collaborating service providers. If possible, conduct additional follow ups at intervals (3, 9, 12 months and beyond, if feasible). *See a separate list of possible indicators of and scales for measuring reduction in propensity for violence
	Individuals withdraw or stop interacting with extremist radical groups	
Low levels of social animosity in the community	Levels of social anomia in the community Sense of community	1. Short alienation/anomia scale (7 items, measured on a 5-point Likert scale): Troian, J., Baidada, O., Arciszewski, T., Apostolidis, T., Celebi, E., & Yurtbakan, T. (2019). 2. Options for adaptation of a Sense of Community scales: a) 8-item scale in Peterson, N. A., Speer, P. W., & McMillan, D. W. (2008). Validation of a brief sense of community scale: Confirmation of the principal theory of sense of community. Journal of community psychology, 36(1), 61-73. b) 29-item scale in Prezza, M., Pacilli, M. G., Barbaranelli, C., & Zampatti, E. (2009). The MTSOCS: A multidimensional sense of community scale for local communities. Journal of Community Psychology, 37(3), 305-326.

Impact	Measures	Scales/Scoring
No cycles of violence in the follow up to the targeted violence event	No related violent events occurred in the aftermath of the targeted violence event	Number of related violent events that occurred in the aftermath of the targeted violence event

Impact	Measures	Scales/Scoring
Formerly justice-involved individuals/former targeted violence offenders do not commit acts of targeted violence	Recidivism rates are low	Collect data on rates of recidivism after incarceration
	Number of acts of targeted violence are committed by individuals returning to communities after reincarceration	Collect data on rates of committing targeted violence after incarceration
	Offenders' radical beliefs are lower than before the specific interventions	Deradicalization scale (attitudes) *deradicalization: departure from ideological beliefs that embrace terrorism Webber, David, Marina Chernikova, Arie W. Kruglanski, Michele J. Gelfand, Malkanthi Hettiarachchi, Rohan Gunaratna, Marc-Andre Lafreniere, and Jocelyn J. Belanger. "Deradicalizing detained terrorists." Political Psychology 39, no. 3 (2018): 539-556.
Decreased extremist activity in the state	There is a decrease in the number of the extremist groups in the state	
	There is a decrease in the membership in the extremist groups within the state	

Impact	Measures	Scales/Scoring
Members of diverse communities across the state, regardless of their group membership support the TVP efforts in the state		*(Answered through a random survey within a specific region or across the state; collect data on participants' demographic and social group membership, i.e., race, ethnicity, religious affiliation, immigrant/nonimmigrant)* 1. Please indicate the extent to which you agree or disagree with the following statement: a) I support the state/regional/city efforts to prevent targeted violence [violent extremism, violent events]. (Strongly disagree (1) --> Strongly agree (5)) b) I believe the state/regional/city efforts to prevent targeted violence should continue. (Strongly disagree (1) --> Strongly agree (5)) c) The state/regional/city efforts to prevent violence are led by professionals. (Strongly disagree (1) --> Strongly agree (5)) d) d. The state/regional/city efforts to prevent violence are needed. (Strongly disagree (1)--> Strongly agree (5)) e) I believe that the state/regional/city efforts to prevent violence require significant modifications to make them effective. (Strongly disagree (1) --> Strongly agree (5)) f) I believe the state/regional/city efforts to prevent violence are useless. (Strongly disagree (1) --> Strongly agree (5))
Members of different communities across the state, regardless of their group membership (racial, ethnic, religious, immigrant) are willing to contribute to the state TVP efforts		*(Answered through a random survey within a specific region or across the state; collect data on participants' demographic and social group membership, i.e., race, ethnicity, religious affiliation, immigrant/nonimmigrant)* 1. Please indicate the extent to which you agree or disagree with the following statement: a) I am interested in contributing to the state/regional/city efforts to prevent violence. (Strongly disagree (1) --> Strongly agree (5)) b) All of us share responsibility for making our communities safe and free of violence. (Strongly disagree (1) --> Strongly agree (5)) c) Communities and authorities must work together to prevent violence. (Strongly disagree (1) --> Strongly agree (5))

Impact	Measures	Scales/Scoring
The concerning behaviors and attitudes in individuals who worked with TAMTs decrease or disappear	Examples of measures are: a) Violence risk b) Criminal propensity c) Radical attitudes d) Resilience to violence e) Propensity for violent protest f) Attitudes toward use of violence	Conduct systematic assessments of the behaviors of concern before, during, and after working with TAMTs and the collaborating service providers. If possible, conduct additional follow ups at intervals (3, 9, 12 months and beyond, if feasible). *See a separate list of possible indicators of and scales for measuring reduction in propensity for violence
	Individuals withdraw or stop interacting with extremist radical groups	
Low levels of social animosity in the community	Levels of social anomia in the community	1. Short alienation/anomia scale (7 items, measured on a 5-point Likert scale): Troian, J., Baidada, O., Arciszewski, T., Apostolidis, T., Celebi, E., & Yurtbakan, T. (2019).
	Sense of community	1. Options for adaptation of a Sense of Community scales: a) 8-item scale in Peterson, N. A., Speer, P. W., & McMillan, D. W. (2008). Validation of a brief sense of community scale: Confirmation of the principal theory of sense of community. Journal of community psychology, 36(1), 61-73. b) 29-item scale in Prezza, M., Pacilli, M. G., Barbaranelli, C., & Zampatti, E. (2009). The MTSOCS: A multidimensional sense of community scale for local communities. Journal of Community Psychology, 37(3), 305-326.
No cycles of violence in the follow up to the targeted violence event	No related violent events occurred in the aftermath of the targeted violence event	Number of related violent events that occurred in the aftermath of the targeted violence event
Civil rights of groups and individuals, with whom the providers engage are protected		

Appendix 1 - Definitions

Targeted Violence (per DHS, 2021):

"An activity that involves acts dangerous to human life that are in violation of the criminal laws of the United States or of any State and that:

- *Involve a degree of planning and*
- *Involve a pre-identified target including:*
- *Individual(s) based on actual or perceived identity traits or group affiliation or*
- *Property based on actual or perceived identity traits or group affiliation;*

and appears intended to:

- *Intimidate, coerce, or otherwise impact a broader population beyond the target(s) of the immediate act; or*
- *Generate publicity for the perpetrator or his or her grievances; and*
- *Occurs within the territorial jurisdiction of the United States; and*
- *Excludes acts of interpersonal violence (acts related to a relationship between two people, unless the violent act is motivated by the target's actual or perceived identity or group affiliation, or moves to public places, or targets people beyond to immediate incident of violence), street or gang-related crimes, violent crimes perpetrated by organized crime syndicates or similar organizations, or financially motivated crimes."*

Purpose/Mission: The ultimate reason for the effort; big picture idea of what one would like to achieve

Goal: A general vision one sets out to achieve in order to contribute to fulfilling the overall purpose

Objective: A specific, actionable step toward achieving the goal

Task: Activities one must take in order to achieve the objective

Output: The result of fulfilling a task or a series of related tasks

Outcome: A (measurable) result of achieving an objective or a goal

Impact: A result of achieving multiple goals and objectives

Measure/Indicator: A metric or series of metrics that facilitate assessment of whether an outcome or an output were attained

Stakeholder: Any governmental agency or non-governmental organization that supports the development, monitoring, and/or implementation of TVP programming (*see Stakeholders and Partners*)

Implementation partner: Any governmental agency or non-governmental organization that directs or conducts TVP-related programming

Appendix 2 – Examples of Stakeholders & Implementation Partners (By Sector)

Homeland Security/Emergency Management
- Office of the Governor
- Department of Emergency Management
- State Fusion Center

Law Enforcement/Fusion Center
- State Police
- State Fusion Center
- County Sheriff's offices

Criminal Justice/Public Safety
- Department of Justice
- Department of Public Safety
- Department of Corrections
- Department of Probation and Parole

Health and Human Services
- Department of Public Health
- Department of Mental Health
- Department of Human Services
- Department of Veterans Affairs
- Human Rights Commission

Education
- Department of Education
- State University System (subject matter experts, evaluators)

Non-Government
- Association of School Boards
- Educational institutions (private schools, colleges, universities)
- Mental health providers
- Social services providers (e.g., suicide prevention, re-entry, vicitim services, refugee resettlement/immigrant support)
- Community groups (e.g., faith, ethnic, neighborhood, veterans, at-risk youth, violence prevention, civil/human rights)

Appendix 3 – Risk Factors

Reference Material

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Smith, "Risk Factors and Indicators Associated with Radicalization to Terrorism in the United States: What Research Sponsored by the National Institute of Justice Tells Us" (National Institute of Justice, June 2018)

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Appendix 4 – References

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Appendix 5 – Methodology

To develop the proposed KPI library, RAND followed a multi-step process.

In order to identify what outputs, outcomes, and impacts should be included in the library and how to measure them, the research team first had to determine what processes and activities such performance indicators would help assess.

As the states in NGA Policy Academy and beyond were still in the process of developing their comprehensive TVP strategies, as a first step the team set out to develop an illustrative framework outlining the possible goals, objectives, and related activities that the states could pursue in their TVP efforts. To develop this framework, the team reviewed literatures on TVP, existing frameworks from DHS and various states, and conducted interviews with TVP experts from academic, practice, and policy domains. The team synthesized the collected information and organized it within the widely-accepted public health approach to targeted violence prevention that DHS espouses. The team proposed what goals, objectives, and tasks the states may pursue at each level of the public health model for TVP.

As the next step, RAND developed a list of outputs, outcomes, and impacts that would help assess the extent to which the goals, objectives, and tasks were achieved or accomplished. In doing so, where possible, the team used the suggestions from the literature and interviews; where such information was not available, researchers suggested self-developed indicators.

Finally, RAND conducted an additional round of literature reviews and interviews to identify possible ways to measure the proposed performance indicators. In this step, the team prioritized published validated scales; when these were not available, the team proposed scales and approaches commonly used in practice communities or developed their own.

Appendix 6: Relevant Scales

PROPENSITY FOR VIOLENCE SCALES

Scale	Citation
1. **Criminal Propensity (Low Self-control)** was measured as a 24-item additive scale identical to that utilized by Grasmick and colleagues (1993; see also Sellers 1999). The scale consists of six components: impulsivity, preference for simple tasks, risk seeking, physicality, self-centeredness, and poor temper, each measured by four Likert-type items. Respondents were presented with each item and asked to indicate the degree to which they agree/disagree (1 = strongly agree to 4 = strongly disagree) with these 24 statements."	**Cited from:** Cochran, J. K., Jones, S., Jones, A. M., & Sellers, C. S. (2016). Does criminal propensity moderate the effects of social learning theory variables on intimate partner violence?. Deviant Behavior, 37(9), 965-976. Sellers, C. S. 1999. "Self-Control and Intimate Violence: An Examination of the Scope and Specification of the General Theory of Crime." Criminology 37:375–404. Grasmick, Harold G., Charles R. Tittle, Robert J. Bursik, Jr., and Bruce J. Arneklev. 1993. "Testing the Core Empirical Implications of Gottfredson and Hirschi's General theory of Crime." Journal of Research in Crime and Delinquency 30:5–29.
Propensity for radical protest. Statements are rated on a scale of 1 to 3, where 1 meant "would never do", 2 stood for "might do" and 3 meant "have already done." Can ask about the behavior or intention. 1. Participate in violent action if your livelihood was in danger 2. Defame an immoral politician, even in his presence 3. Join an illegal strike 4. Join an illegal demonstration 5. Fight the police if your livelihood was in danger 6. Participate in a violent act to defend your opinion or values 7. Would you hit or throw something at an immoral politician if she or he was near you? 8. Fight the police to protect your opinion and values	Faragó, L., Kende, A., & Krekó, P. (2019). Justification of intergroup violence–the role of right-wing authoritarianism and propensity for radical action. Dynamics of Asymmetric Conflict, 12(2), 113-128.

Scale	Citation
Suicide risk: Columbia-suicide severity rating scale. **(NOTE:*This scale is intended to be used by individuals who have received training in its administration.*)**	Posner, K., D. Brent, C. Lucas, M. Gould, B. Stanley, G. Brown, P. Fisher et al. "Columbia-suicide severity rating scale (C-SSRS)." *New York, NY: Columbia University Medical Center* 10 (2008). Link to items: https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=&ved=2ahUKEwifs-O2sZL2AhVnUd8KHRrbDsQQFnoECAUQAQ&url=https%3A%2F%2Fcssrs.columbia.edu%2Fwp-content%2Fuploads%2FC-SSRS_Pediatric-SLC_11.14.16.pdf&usg=AOvVaw3RcTQ9RObsFqZBvDmAjapV
Violence risks for individuals 17 and under: SAVRY (24-item Structured Assessment of Violence Risk in Youth)	Borum, Randy, Henny PB Lodewijks, Patrick A. Bartel, and Adelle E. Forth. "The structured assessment of violence risk in youth (SAVRY)." In *Handbook of violence risk assessment*, pp. 438-461. Routledge, 2020. Link to items: https://www.parinc.com/Products/Pkey/390
Violence risk for individuals 18yo and older: WAVR-21 (21-item Workplace Assessment of Violence Risk)	Meloy, J. Reid, Stephen G. White, and Stephen Hart. "Workplace assessment of targeted violence risk: The development and reliability of the WAVR-21." *Journal of forensic sciences* 58, no. 5 (2013): 1353-1358. Link to items: https://www.wavr21.com

Scale	Citation
Self-Sacrifice Scale This scale could be used as indirect measure of intent to join a violent extremist group or commit an act of violent extremism. The scale includes 10 items measured using a 7-point Likert scale (from "not agree at all" to "strongly agree"). These 10 items were: 1. It is senseless to sacrifice one's life for a cause (reverse coded). 2. I would defend a cause to which I am truly committed even if my loved ones rejected me. 3. I would be prepared to endure intense suffering if it meant defending an important cause. 4. I would not risk my life for a highly important cause (reverse coded). 5. There is a limit to what one can sacrifice for an important cause (reverse coded). 6. My life is more important than any cause (reverse coded). 7. I would be ready to give my life for a cause that is extremely dear to me. 8. I would be willing to give away all my belongings to support an important cause. 9. I would not be ready to give my life away for an important cause (reverse coded). 10. I would be ready to give up all my personal wealth for a highly important cause.	Bélanger, J. J., Caouette, J., Sharvit, K., & Dugas, M. (2014). The psychology of martyrdom: Making the ultimate sacrifice in the name of a cause. Journal of Personality and Social Psychology, 107(3), 494-515.
Attitudes toward use of violence Violent intention scale, developed by Doojse, Loseman and van den Bos (2013) to assess the radicalization of Islamic youth in the Netherlands. Cherney et al (2018) note that this scale was not used in a correctional or program context. Each item is measured using a 5-point Likert scale (from 'totally disagree' to 'totally agree'). An example item is: 'I am prepared to use violence against other people in order to achieve something I consider very important'.	Doosje, B., Loseman, A. & Bos, K. (2013). Determinants of radicalization of Islamic youth in the Netherlands: Personal uncertainty, perceived injustice, and perceived group threat. Journal of Social Issues, 69(3): 586-604.

Scale	Citation
Violent Extremism Risk Assessment – Version 2 (VERA-2) (Pressman & Flockton, 2012) VERA-2 was developed to assess convicted and suspected offenders' overall levels of risk of radicalisation and/or recidivism. **The tool is designed to be used by trained professionals who monitor and manage individuals suspected or convicted of terrorism offences (e.g., law enforcement staff, corrections staff, intelligence, security and military personnel).** The revised VERA-2R consists of 67 items assessed using a Structured Professional Judgement approach in combination with range of data sources (e.g., intelligence and police data, criminal or mental health history). The tool covers the following areas: 1. Beliefs, attitudes and ideology. 2. Social context and intention. 3. History, action and capacity. 4. Commitment and motivation. 5. Protective factors. 6. Additional indicators. **Example indicators include:** • Commitment to ideology justifying violence (low/moderate/high). • Personal contact with violent extremists (low/moderate/high). • Prior criminal history of violence (low/moderate/high). • Involvement in de-radicalisation, offence-related programs (low/moderate/high) • Criminal history (criminal justice data). VERA-2R is used in a number of countries including Australia. Pressman (2016) argues that it provides a tool to assess the rehabilitation of extremist offenders.	Pressman, D.E., & Flockton, J.S. (2012). Calibrating risk for violent political extremists: The VERA-2 structural assessment. British Journal of Forensic Practice, 14(4): 237-251. Pressman, D. E. (2016). The complex dynamic causality of violent extremism: Applications of the VERA-2 Risk Assessment Method to CVE Initiatives. In A. J. Masys (Ed.), Disaster Forensics: Understanding Root Cause and Complex Causality (pp. 249-269), Switzerland: Springer International Publishing.

Scale	Citation
Community-level youth resilience to violent extremism (BRAVE measure)	Grossman, Michele, Kristin Hadfield, Philip Jefferies, Vivian Gerrand, and Michael Ungar. "Youth resilience to violent extremism: Development and validation of the BRAVE measure." Terrorism and Political Violence (2020): 1-21.
Deradicalization scale (attitudes) *deradicalization: departure from ideological beliefs that embrace terrorism	Webber, David, Marina Chernikova, Arie W. Kruglanski, Michele J. Gelfand, Malkanthi Hettiarachchi, Rohan Gunaratna, Marc-Andre Lafreniere, and Jocelyn J. Belanger. "Deradicalizing detained terrorists." Political Psychology 39, no. 3 (2018): 539-556.

OTHER SCALES

Scale	Citation
Brief Resiliency and Coping Scale: a 4-item measure designed to measure individuals' tendencies to cope with stress in a highly adaptive manner. This will permit analysis of the associations between resiliency/coping styles and outcomes of participating (or not participating) in the program under evaluation. **Item Wording:** (Items scored on five-point scales from "Does not describe me at all" to "Describes me very well.") Consider how well the following statements describe your behavior and actions. 1. I look for creative ways to alter difficult situations. 2. Regardless of what happens to me, I believe I can control my reaction to it. 3. I believe I can grow in positive ways by dealing with difficult situations. 4. I actively look for ways to replace the losses I encounter in life.	Reference for the scale: Sinclair, V. G., & Wallston, K. a. (2004). The Development and Psychometric Evaluation of the Brief Resilient Coping Scale. Assessment, 11(1), 94–101. doi:10.1177/1073191103258144

Scale	Citation
Historical Loss Scale: a 12-item measure designed to measure individuals' sense of loss, based upon their sense of their cultural heritage. This will permit analysis of the associations between individuals' sense of historical loss, outcomes of participating (or not participating) in the program under evaluation, and their resiliency/coping styles. **Item wording:** How often do you think about: 1. Loss of our land 2. Loss of our language 3. Losing our traditional spiritual ways 4. The loss of self-respect from poor treatment by government officials 5. Losing our culture 6. Loss of respect by our children and grandchildren for elders 7. Loss of our people through wars or armed conflicts 8. Loss of respect by our children for traditional ways **Response categories for each item:** 1. Several times a day 2. Daily 3. Weekly 4. Monthly 5. Yearly or at Special times 6. Never	Reference for the scale: Whitbeck, L. B., Adams, G. W., Hoyt, D. R., & Chen, X. (2004). Conceptualizing and measuring historical trauma among American Indian people. American Journal of Community Psychology, 33(3-4), 119–30.

Scale	Citation
Emotional Stability Scale: a 7-item scale designed to measure individuals' emotional stability. **Item wording:** (rating scale is 1. Not at all, 2. Very little, 3. Somewhat, 4. Quite a bit, 5. Very much) These questions ask you about how often you have the following thoughts or emotions a) Feeling blue (sad) b) Feeling others are to blame for most of your problems c) Thoughts of ending your life d) Urges to injure or harm someone else. e) Difficulty making decisions f) Nervousness or shakiness inside. g) Not feeling liked or respected by others	Reference: Evans, W.P. & Skager, R. (1992). Academically successful drug users: An oxymoron? Journal of Drug Education, 22(4), 355-367.

Scale	Citation

Brief Volunteer Program Outcome Assessment: 14-item measure designed to assess the strength of several key outcomes of participation in volunteer initiatives
 	
Item wording:
All items on 7pt scales: 1 "Completely Disagree" – 7 "Completely Agree."
 	
"Thinking of when you volunteer, please rate your level of agreement with the following statements.
 	
  a) I feel welcome.
  b) I feel a part of something bigger than myself.
  c) I feel a sense of teamwork
  d) I make friendships that are active beyond the event
  e) I make friends with people from other races
  f) I feel useful
  g) I have responsibilities
  h) I have leadership responsibilities
  i) I feel a sense of purpose
  j) I feel free of peer pressure
  k) I feel accepted.
  l) I wouldn't feel lonely
  m) I wouldn't feel afraid to talk to others
  n) I learn about cultures other than my own.
	Reference: Williams, Michael J., John G. Horgan, and William P. Evans. "Evaluation of a multi-faceted, US community-based, Muslim-led CVE program." (2016), p. 157.

Scale	Citation

Trust in Police Scale: an 8-item measure intended to measure individuals' trust in police. **Item Wording:**
 	
"Imagine that you wanted to talk to the police, just to ask them for advice about what to do about a friend of yours, whom you believed might be considering doing something illegal that could end up injuring other people. How likely do you think the following would happen?"
 	
[All items on 7pt scales: 1 "Very unlikely" – 7 "Very likely"]
 	
The police would…
 	
    i.   Overreact
    ii.   React appropriately
    iii.   Allow me to remain anonymous
    iv.   Try to monitor me or my friend
    v.   Allow the discussion to happen, without creating a record of it
    vi.   Cause more harm than good
    vii.   Try to trick me
    viii.   Be trustworthy
	Reference: Williams, Michael J., John G. Horgan, and William P. Evans. "Evaluation of a multi-faceted, US community-based, Muslim-led CVE program." (2016), p. 158.

Scale	Citation
Community Assessment of Resilience Survey (20 items, scale from Strongly disagree (1) --> Strongly agree (5)) **Item wording:** 1. People in my community feel like they belong to the community. 2. People in my community are committed to the wellbeing of the community. 3. People in my community have hope about the future. 4. People in my community help each other. 5. My community treats people fairly no matter what their background is. 6. My community supports programs for children and families. 7. My community has resources it needs to take care of community problems (resources include, for example, money, information, technology, tools, raw materials, and services). 8. My community has effective leaders. 9. People in my community are able to get the services they need. 10. People in my community know where to go to get things done. 11. My community works with organizations and agencies outside the community to get things done. 12. People in my community communicate with leaders who can help improve the community. 13. People in my community work together to improve the community. 14. My community looks at its successes and failures so it can learn from the past. 15. My community develops skills and finds resources to solve its problems and reach its goals. 16. My community has priorities and sets goals for the future. 17. My community tries to prevent disasters. 18. My community actively prepares for future disasters. 19. My community can provide emergency services during a disaster. 20. My community has services and programs to help people after a disaster.	Pfefferbaum, Rose L., Betty Pfefferbaum, Pascal Nitiéma, J. Brian Houston, and Richard L. Van Horn. "Assessing community resilience: An application of the expanded CART survey instrument with affiliated volunteer responders." *American Behavioral Scientist* 59, no. 2 (2015): 181-199.

Scale	Citation
Loss of significance/meaning and social anomia 1. Short (7 items, measured on a 5-point Lickert scale)	Troian, Jais, Ouissam Baidada, Thomas Arciszewski, Themistoklis Apostolidis, Elif Celebi, and Taylan Yurtbakan. "Evidence for indirect loss of significance effects on violent extremism: The potential mediating role of anomia." Aggressive behavior 45, no. 6 (2019): 691-703.
Depression prevalence in the community, e..g., Beck's Depression Inventory. Items can be found here: https://www.ismanet.org/doctoryourspirit/pdfs/Beck-Depression-Inventory-BDI.pdf	Beck, A. T., Steer, R. A., & Brown, G. K. (1996). Beck depression inventory (BDI-II) (Vol. 10, p. s15327752jpa6703_13). London, UK: Pearson.
Seeking care in support of mental health a) In the last [period of time: 3 months, 6 months, 1 year], have you spoken with a professional (e.g., therapist, social worker, clergy) about your mental health? (Yes, No) b) b. How many times have you interacted with the mental health professional for support or treatment of your challenges with mental health? _____ c) c. To what extent did the help you had sought to alleviate mental health challenges was helpful?: Not at all (0) --> Very much (7)	Self-designed
Sense of Community 1) 8-item scalae in Peterson, N. A., Speer, P. W., & McMillan, D. W. (2008). Validation of a brief sense of community scale: Confirmation of the principal theory of sense of community. Journal of community psychology, 36(1), 61-73. 2) 29-item scale in Prezza, M., Pacilli, M. G., Barbaranelli, C., & Zampatti, E. (2009). The MTSOCS: A multidimensional sense of community scale for local communities. Journal of Community Psychology, 37(3), 305-326.	

Scale	Citation
Connection to Community Scale (cited from Cherney et al., 2018, p. 19) **Item wording:** (Strongly disagree (1) --> Strongly agree (5)) 1. I have a strong attachment to my community. 2. I often discuss and think about how larger political and social issues affect my community. 3. I am aware of what can be done to meet the important needs in my community. 4. I have the ability to make a difference in my community. 5. I try to find the time to make a positive difference in my community.	Price, Cristofer, Julie Williams, Laura Simpson, J. Jastrzab, and Carrie Markovitz. "National evaluation of Youth Corps: Findings at follow-up." Washington, DC: Corporation for National and Community Service (2011). Available at: http://www.nationalservice.gov/pdf/national_evaluation_youthcorps_technicalappendices.pdf
Willingness to challenge radical extremist views **Item wording** (Very unlikely (1) --> Very likely (5)): 1. How likely would you be to challenge the views of a family member who stated that immigrants living here threaten our way of life and our values? (The term 'family member' could be substituted with 'acquaintance' or 'member of the public'. The question could be reworded to: 'How likely would you be to challenge the views of someone online who stated that immigrants living here threaten our way of life and our values?') 2. How likely would you be to challenge the views of a member of the public who stated Muslims are all terrorists? 3. How likely would you be to challenge the views of someone that said the term 'jihad' justifies the use of violence against non-Muslims? 4. How likely would you be to challenge the views of someone online that posted a message in support of a group that promoted hatred against Muslims and immigrants?	Cherney, Adrian, Jennifer Bell, Ellen Leslie, Lorraine Cherney, and Lorraine Mazerolle. "Countering Violent Extremism Evaluation Indicator Document. Australian and New Zealand Counter-Terrorism Committee, National Countering Violent Extremism Evaluation Framework and Guide. This work was funded by the Countering Violent Extremism Centre, Department of Home Affairs." (2018), p. 88

Scale	Citation
Attitudes toward community diversity **Item wording:** Rating scale: Strongly disagree (1) --> Strongly agree (5) 1. People in this community would prefer it if residents in this area were mostly White. 2. People in this community do not like having members of other ethnic groups as next door neighbours. 3. People in this community are comfortable with the current levels of ethnic diversity here. 4. Some people in this community have been excluded from social events because of their skin color, ethnicity, race or religion.	Murphy, K., Cherney, A., Wickes, R., Mazerolle, L. & Sargeant, E. (2012). *The Community Capacity Survey – Face-to-face ethnic minority interviews: Methodology and preliminary findings*. Brisbane: ARC Centre of Excellence in Policing and Security.
Discrimination in the community **Sample items:** Rating scale: Never (1) --> All the time (5) 1. Have you ever experienced hostility or unfair treatment because of your religion? 2. Have you ever experienced hostility or unfair treatment because of your cultural background? These items could be adapted to ask respondents to think specifically about incidents of discrimination that have occurred in their community against certain groups.	items can be adapted from: Lyons-Padilla, Sarah, Michele J. Gelfand, Hedieh Mirahmadi, Mehreen Farooq, and Marieke Van Egmond. "Belonging nowhere: Marginalization & radicalization risk among Muslim immigrants." Behavioral Science & Policy 1, no. 2 (2015): 1-12.
Prejudice: Feeling thermometer An image of a thermometer is presented to participants with a scale from 0 (Very cold) to 100 (Very hot). Participants are then asked to use this thermometer to indicate how cold or warm they feel to members of specific groups.	Pettigrew, Thomas F., and Roel W. Meertens. "Subtle and blatant prejudice in Western Europe." European journal of social psychology 25, no. 1 (1995): 57-75.

Scale	Citation
Stereotyping and stigma 1. 14 bipolar traits, each rated on a 5-point scale, Not at all (1) --> Very much (5). (The traits can be adapted to fit the most commonly used stereotypic traits in the context in question) clean/dirty, good/bad, smart/stupid, beautiful/ugly, industrious/lazy, strong/weak, sociable/unsociable, loyal/treacherous, educated/ignorant, hospitable/inhospitable, brave/coward, trustworthy/untrustworthy, tempered/violent, and merciful/cruel. 2) *Social distance* can be measured with three questions regarding the willingness to engage in the following activities with a member of a stigmatized group (e.g., a Somali refugee), "of the same age and gender as you, who speaks the same language": (a) to meet, (b) to host in your house (c) to be a friend. Answers were either yes or no 3. Rate each of the emotions you feel when you think about a member of [an outgroup]. Rating scale is Not at all (1) --> Very much (5) • hatred, • liking • disgust • pity • fear • anger • closeness • understanding • warmth	Bar-Tal, Daniel, and Daniela Labin. "The effect of a major event on stereotyping: Terrorist attacks in Israel and Israeli adolescents' perceptions of Palestinians, Jordanians and Arabs." European Journal of Social Psychology 31, no. 3 (2001): 265-280.

Scale	Citation
Modern Racism Scale (1 -Strongly disagree --> 5-Strongly agree) 1. Over the past few years, minorities have gotten more economically than they deserve 2. Over the past few years, the government and news media have shown more respect for minorities than they deserve 3. It is easy to understand the anger of minorities in America 4. Discrimination against minorities is no longer a problem in the United States 5. Minorities are getting too demanding in their push for equal rights 6. Minorities should not push themselves where they are not wanted	McConahay, John B., Betty B. Hardee, and Valerie Batts. "Has racism declined in America? It depends on who is asking and what is asked." *Journal of conflict resolution* 25, no. 4 (1981): 563-579.

AUTHORSHIP

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