PROJECT IMPLEMENTATION & EVALUATION PLAN

Guidelines and Template
Fiscal Year 2016 CVE Grant Program

The following guidance should be used to develop a Project Implementation & Evaluation Plan (PIEP). This plan will satisfy the term in your award package that requires DHS approval of a reporting template and performance measures. Additionally, you will update the plan submit updates at least quarterly as an attachment to the Performance Progress Report (SF-PPR) that is required in the Notice of Funding Opportunity. In accordance with 2 CFR 200.328 significant developments should be reported in between reporting periods, and this plan may be utilized as well to do so.

Purpose and Use of a Project Implementation & Evaluation Plan

The PIEP will help you to:

- **plan** your project by outlining the activities to be accomplished, timeframes, and resources needed (personnel, equipment, meeting space, et.al.), and how project results will be sustained.

- **manage** implementation of your project by enabling you to track implementation against expectations.

- **report** quarterly on your progress in implementing the project.

- **evaluate impact** by identifying the indicators and data you will use to assess level and type of impact achieved, the data collection methods to be used, and timeframes for collecting outcome-level evaluation data, noting that some indicators may require collection of baseline data at the start of the project for comparison.

The Office of Community Partnerships (OCP) expects that the PIEP will reflect the scope of your project and the size of the grant for which you were awarded. Smaller grants and projects of smaller scope require less detailed PIEPs than larger programs.

Use the OCP PIEP template to create your plan. This template includes all required elements arranged in a logical layout. As you create the PIEP, you might also find it helpful to refer to the sample Project Implementation & Evaluation Plan prepared by OCP.

Goal	A broad statement about what you aim to accomplish with your project and how you plan to do it. There are two parts to a project goal statement: a "to" part, and a "by" part. The "to" part refers to what you hope to accomplish in the project relative to the target population; the "by" part summarizes the activities you will undertake to accomplish your project goal. A project goal statement should also include any systemic change to be achieved by the project. *Example:* To *improve access to health care for people with limited English proficiency in the service area* by *creating sustainable systems to 1) train medical interpreters and health professionals in cultural competency and the use of medical interpreters, and 2) provide outreach and education to health care consumers about medical interpretation.*
Resources	The resources needed to implement a project activity and achieve project outputs. *Examples could include: staff, consultants, volunteers, new technology, new equipment, supplies, networks*
Activity	How a project uses its resources to achieve outputs *Example 1: Identify a consultant to develop the training curriculum* *Example 2: Develop the training curriculum*
Output	A direct, tangible, and measurable product of a project activity. An output is usually expressed as a number of units delivered. *Examples: 6 training modules developed; 5 trainings held; 3 outreach materials developed; 200 participants served; 300 hours of service provided*
Outcome	The result of project activities, often expressed in terms of changes in behavior, norms, decision-making, knowledge, attitudes, capacities, motivations, skills, or conditions on individuals, families, households, organizations, systems, or communities. An outcome is usually the result of more than one activity and is carried out *by a third party* (usually a program participant or beneficiary). Outcomes are often confused with outputs. The difference would be, for example: *Output: 2 cultural competency trainings delivered to medical interpreters and health professionals.* *Outcome: Medical interpreters and health professionals have/apply increased cultural competency skills.*

| **Outcome Indicator** | The quantitative (numbers, percentages, statistics, or other precise measures) or qualitative (descriptive, anecdotal) measure to tell you whether you have accomplished your desired outcome. An indicator is the measurable "evidence" or information that will tell you whether or not your program is achieving its intended outcomes. In many cases, more than one indicator may be necessary to measure an outcome. Where appropriate and possible, you should also identify a numeric target for your indicator. However, OCP recognizes that setting numeric targets can be difficult and in some cases, unrealistic and cost prohibitive given the scope of the project. Therefore, these targets can be revised as the project is implemented with the revisions recorded in each quarterly report submitted to OCP.

Example Outcome: Providers receiving training are more skilled.

Indicator: % of providers trained through the program can effectively serve people with limited English proficiency, measured by how many non-English speaking patients served prior to project compared with number served after project completion. |
| --- | --- |
| **Data Collection Method** | Methods and tools used to collect information for an outcome indicator.

Examples could be: surveys, interviews, focus groups, observation, document review, tests |
| **Data Collection Timeframe** | The timeframe identifies when and how often indicator data are collected. When thinking about timeframe, consider both what is reasonable in terms of when you expect to see change and what is realistic in terms of data collection workload. In many cases, it will make sense to collect data about outcomes early in the project (often called "baseline data") to enable you to show the change over the project period.

Examples could be: quarterly, once a semester, at start of project and end of project. |
| **Evaluation Results** | Description of progress, including data, in achieving outcomes as measured through outcome indicators. Evaluation results are submitted with quarterly (if results are available) and final progress reports to OCP. |

OCP Project Implementation & Evaluation Plan

You should modify the Project Implementation & Evaluation Plan template to the number of outcomes your specific project requires. For *each* outcome in the PIEP, create an Implementation Plan table *and* an Evaluation Plan table. Please use the definitions provided in the PIEP guidance document when crafting your plan. Draft, in the box below, the overarching goal statement for the project. Following completion of the PIEP, each grantee is expected to complete the Risk Assessment & Mitigation Plan in Appendix A.

In the Implementation Plan table:
- Type each activity in a separate row; add as many rows as needed.
- Arrange activity rows chronologically by the start date of the activity.
- This PIEP should span both years of performance under this grant program.

In the Evaluation Plan table:
- Type each outcome indicator in a separate row.
- Include indicators that will help measure the impact resulting from the project; it is not necessary to have more than one indicator if that indicator sufficiently measures impact.
- Identify and/or design data collection methods to be used to obtain the data that will be reported on quarterly.
- Ensure attention to collection of data that can be broken down by sex and age of project participants or beneficiaries.
     NOTE: Data collection methods should be specific and timebound. Any expenses incurred from the collection of data must come from the grant already awarded. No additional funds will be made available for evaluation by DHS OCP.

Organization Name	**Denver Police Department**
Project Title	**Countering Violent Extremism Grant Program**
Grant Number	**EMW-2016-CA-00381**
Grant Implementation Period:	**August 1, 2017 – July 31, 2019**
Reporting Period:	**January 1, 2018-March 31, 2018**

Project Goal Statement

Goal 1: Build and Foster Community Resilience to Violent Extremist Recruitment and Radicalization. Goal 2: Create a Less Hospitable Environment for Violent Extremist Recruitment and Radicalization. Goal 3: Enhance understanding of the violent extremist thereat within communities through officer training. Goal 4: Foster resilience through education and awareness within communities.

Target Population

This program's target population is at-risk youth and young adults in the City and County of Denver, their parents and community members, and officers of the Denver Police Department. Over the course of the funding period, this project will serve: 960 people in outreach events, 150 youth enrolled in Goodwill Industries youth mentoring programs, 240 Denver Police Department officers, and 120 immigrant and refugee residents of the City and County of Denver.
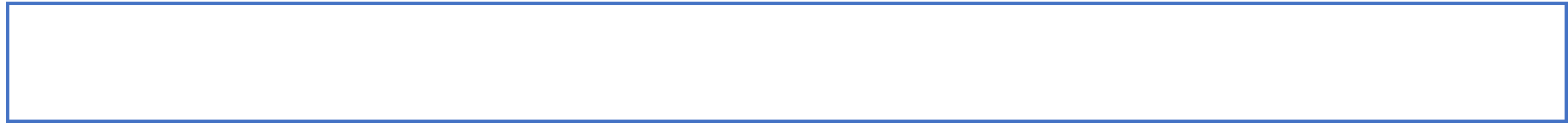
OUTCOME 1: *Increased likelihood that community members will refer or self-refer for support when appropriate*

Mid-Term Outcome 1.1:   Community members and DPD officers are trained in CVE Curriculum so they have increased understanding of how to: 1) identify warning signs; 2) differentiate criminal and non-criminal behaviors; 3) refer people for community-based support

Mid-Term Outcome 1.2:   Law enforcement officers have increased understanding of how to: 1) identify warning signs; 2) differentiate criminal and non-criminal behaviors; 3) refer people for community-based support

Mid-Term Outcome 1.3:   Appropriately skilled officers have increased ability to train and engage community members on CVE

OUTCOME 1 IMPLEMENTATION PLAN

Activity	Inputs/Resources	Time Frame	Anticipated Outputs	Progress Reporting *(Complete for Progress Report Only)*
Hire and train program coordinator	HR recruiter, search committee staff time	CY18, Q1	Program coordinator to implement program	DPD hired both a program coordinator (PC) and a community outreach specialist (COS) in early February 2018. Both have been onboarded and begun substantive work on the program.
Develop CVE curriculum	Program coordinator staff time, meeting spaces for community meetings	Continuous	CVE curriculum developed	PC and COS adapted DHS CVE materials and training to reflect local Colorado examples and case studies.
Work with Program Coordinator and community to develop officer CVE-specific training	Program coordinator staff time, DPD academy staff time	Months 1-5	Officer training curriculum	PC and COS developed officer CVE-specific training on tactical communication, Refugee 101, and community outreach and engagement best practices.
Train 240 officers in CVE curriculum	Officer overtime, program coordinator staff time, DPD academy time	Continuous	240 trained officers aware of CVE threat	The first law enforcement awareness briefing (LAB) is scheduled for early in Q2 (April 24).

OUTCOME 1 EVALUATION PLAN

Outcome Indicator(s)	Data Collection Method and Timeframe	Evaluation Results *(Complete for Progress Report Only)*
Number of outreach events held	Excel spreadsheet, continuous	23 outreach meetings
# and % of community members with raised awareness of CVE as a result of outreach events	Excel spreadsheet, continuous	146/960 people and 15.2% of the 960 total
Number of officers trained in CVE curriculum	Excel spreadsheet, continuous	Not started, 1st LAB is scheduled for early in Q2.

OUTCOME 2: *Alienated youth have increased sense of belonging and identity as a result of expansion of the Goodwill Industries Youth Mentoring Program to introduce at-risk youth to the concept of community oriented policing, ultimately reducing the likelihood that at-risk youth will be targeted for recruitment*

> Mid-Term Outcome 2.1: A cohort of connected and engaged youth is formed and functions beyond the life of the program

OUTCOME 2 IMPLEMENTATION PLAN

Activity	Inputs/Resources	Time Frame	Anticipated Outputs	Progress Reporting *(Complete for Progress Report Only)*
Work with Goodwill and DPD staff and Program coordinator to develop training curriculum for Goodwill Mentors	Staff time, publications, existing curriculum	Months 1-5	Program curriculum and mentor training curriculum	Not started
Recruit and train 20 new Goodwill Mentors, including 10 DPD officers	Staff time (Goodwill)	Months 1-5	20 new mentors	Not started
Develop mentoring program	DPD and Goodwill staff time, existing curriculum, publications	Months 1-5	Mentoring program	Not started
Complete MOUs with 5 DPS middle schools to expand mentoring program	Goodwill staff time	Months 1-5	Completed MOUs	Not started
Complete MOUs with 5 DPS high schools to expand mentoring program	Goodwill staff time	Months 1-5	Completed MOUs	Not started
Recruit 15 male youths per school for Men@Work per year	Goodwill staff time	Month 6 and month 12	5 cohorts per year	Not started
Recruit 15 female youth per school for Women in Leadership per year	Goodwill staff time	Month 6 and month 12	5 cohorts per year	Not started

OUTCOME 2 EVALUATION PLAN

Outcome Indicator(s)	Data Collection Method and Timeframe	Evaluation Results *(Complete for Progress Report Only)*
Number of new mentors recruited and trained	Goodwill data collection tool, annual	8 officers recruited and trained.
Youth demonstrate increased social competence	Qualitative assessment based on observation	Not started
Number of new youth enrolled in Men@Work	Goodwill data collection tool, annual	Not started
Number of new youth enrolled in Women in Leadership	Goodwill data collection tool, annual	Not started
# and % of youth participants who achieve one or more desired goal	Excel spreadsheet, annual	Not started

OUTCOME 3: *Increase social integration and awareness of immigrant and refugee communities*

Mid-Term Outcome 3.1: Immigrants and refugees participate in the Denver Citizen Academies (after learning about them through outreach events)

Mid-Term Outcome 3.2: Translation services effectively ensure understanding of training content by non-English speakers

OUTCOME 3 IMPLEMENTATION PLAN

Activity	Inputs/Resources	Time Frame	Anticipated Outputs	Progress Reporting *(Complete for Progress Report Only)*
Work with Program Coordinator, DPD Academy, and Denver Office of Immigrant and Refugee Affairs to develop curriculum	Program coordinator staff time, DPD academy staff time, DOIRA staff time	Months 1-5	Curriculum	Not started
Deliver 6 academies to immigrant and refugee population	Program coordinator staff time, DPD academy time, DOIRA staff time, interpreter services	Continuous	120 participants, better understanding of City and County of Denver operations, CVE threat,	Not started
Hold 32 community outreach events	Program coordinator staff time, meeting spaces for community meetings	Continuous	Reach 960 people over the course of the funding period, educate and inform about CVE, develop curriculum	Held 23 outreach events reaching146 people; none with translation required.

OUTCOME 3 EVALUATION PLAN

Outcome Indicator(s)	Data Collection Method and Timeframe	Evaluation Results (Complete for Progress Report Only)
Number of participants in Citizens' Academies who come to the program after learning about it in a community outreach event % of training participants whose language preferences were accommodated in some way to ensure access to the information shared	Excel spreadsheet, continuous	Not started
Number of outreach events held	Excel spreadsheet, continuous	Not started

The following risk assessment chart is designed to assist in the identification of potential occurrences that would impact achieving project objectives, primarily those originating externally and that are outside of the organization's control. Risks could include, but are not limited to:

economic, social, or political changes; changes to planned partnerships; legal or compliance changes; or other risks unique to this project. Use the chart below to identify these risks; add additional rows if necessary.

Risk Identified	Likelihood of Risk Occurring (low/medium/high)	Risk Analysis (brief assessment of the impact the identified risk could/would have on the project)	Risk Management Plan (plan to minimize the impact that the risk presents to the project and adjustments to be made if the risk transpires)
Difficulty finding the right program manager	Low	We are seeking someone with specialized program management skills who understands CVE and will not be viewed as an outsider by the communities we're planning to work with. If we do not find an appropriate person, we will have difficulty building trust and support within the target communities and implementing the CVE program.	We will be doing targeted recruitment and working with our local contacts within the Office for Community Partnerships to minimize the risk of finding someone who won't be accepted by the communities.
Low recruitment numbers for community outreach meetings	Medium	Lack of community input in curriculum development for mentoring program, academy instruction, and citizens' academy	Hire a program coordinator familiar with and known to target communities in order to establish trust and recruit from within the communities
Low recruitment for mentoring program	Medium	If we do not recruit and retain either enough mentors or mentees, Goodwill will have trouble reaching the target number of students. If we do not have enough mentors, we will be unable to serve the target number of students. Additionally, we plan to serve not only the students enrolled in the mentoring program, but their parents as well who we plan to recruit for the Citizens' Academy.	Goodwill has already established their mentoring program within the DPS system and has tactics to recruit and retain mentees. Likewise, DPD and Goodwill already have a solid working relationship from which to recruit the necessary mentors.
Community resistance to implementation of CVE program	High	Many refugee and immigrant communities are already wary of law enforcement. Likewise, the current political climate creates the potential for implementation of this program for communities who fear they are being targeted for suppression.	By recruiting from within the target communities to fill the program coordinator role, working with the communities to provide input and feedback on curriculum development, and building trust, we hope to eliminate this fear.