COVER PAGE

Name of the entity applying: Bay Area Urban Areas Security Initiative

Primary location of the applicant and activities: San Francisco Bay Area

Name of the application track: Local Prevention Framework Track

Names of Local Prevention Framework Track projects:

- Training and Awareness Raising (Replication)
- Media Literacy/Online Critical Thinking (Replication)
- Behavioral Analysis Training (Innovation)
- Youth Resilience Programs (Replication)
- Threat Assessment and Management Team (Replication)

Amount of funds requested: $1,493,045

Project Abstract

The Bay Area Urban Areas Security Initiative (BAUASI) improves regional capacity to prevent, protect against, respond to, and recover from terrorist incidents and catastrophic events. The Bay Area UASI is inclusive of over 100 incorporated cities and a combined total population exceeding 8.2 million people. The region's economy totaled more than $785.5 billion.

The goal of the BAUASI Targeted Violence and Terrorism Prevention Program is to align with the objectives under Goal 3 of the Strategic Framework - to prevent targeted violence in schools and houses of worship in the 12 counties and three major cities that comprise the Bay Area UASI. Our program follows a building-block approach, is a blend of in person and online training, organizational enhancements, and technologies meant to standardize threat assessments to prevent targeted violence and enhance the resiliency of 55 high schools and 100 houses of worship. We will strive to make program participants aware of targeted violence indicators, give them the skills needed to think critically online, provide lines of communication to report what they observe, effectively assess the information received, and connect those at risk with resources to support their current situation (e.g. public health, mental health, crisis intervention, and social services).

BODY

1. <u>**Needs Assessment**</u>

This TVTP grant proposal seeks to prevent targeted violence in the 12 counties of the San Francisco Bay Area through the development and conduct of training courses at 55 (15%) of its 369 public and private high schools and 100 high risk houses of worship. The total estimated number of people within this targeted population includes over 326,000 high school students and of 4,965 houses of worship with 3.1 million congregants.

Through interviews with regional stakeholders, gaps such as providing an awareness level of what to look for, teaching critical thinking, providing an avenue for reporting, and the ability to connect those at risk with resources to provide support for those affected, were identified.

An inventory of other programs that currently serve the target population includes:

High Schools

- Active Shooter Training. Bay Area high schools participate in active shooter training provided in-house by school resource officers and local law enforcement.
- Safe School Ambassador Program. The School Ambassador Program is a program that partners with school faculty to reduce targeted violence, bullying, and sexual harassment on high school campuses. Sponsored by Communities Matters, a non-profit organization based in Sonoma County, the Safe School Ambassador Program seeks to identify student leaders on campus, provide training on how to recognize the warning signs of targeted violence, how to approach at-risk students and the resources available to assist at-risk students.
- Threat Assessment Support. Each Bay Area County has a school threat assessment team available. Moreover, the Northern California Regional Intelligence Center (NCRIC) maintains a "Threat to Life" threat assessment team to support a variety of stakeholders to include schools and houses of worship.

Houses of Worship

- Physical and Cyber Security Support. The Northern California Regional Intelligence Center (NCRIC) provides a variety of physical and cyber security support services to Bay Area faith communities. NCRIC staff provide onsite physical and cyber security assessments and provide consulting on steps the faith community can take to reduce their vulnerability to physical and cyber-attacks.
- Inter-Faith Councils. The Inter-Faith Councils of Contra Costa and San Francisco Counties offer Bay Area faith communities a variety of conflict resolution, diversity, and acceptance trainings.
- Threat Assessment Support. The Northern California Regional Intelligence Center (NCRIC) maintains a "Threat to Life" threat assessment team to support a variety of stakeholders, including houses of worship.

An overview of the five proposed projects, their description, stakeholders, and current efforts; gaps and needs are provided below.

Project One: Training and Awareness Raising (Replication)

The Training and Awareness Raising project will enhance capabilities for high school staff to identify individuals mobilizing or radicalizing to violence and develop reporting instructions within the Bay Area threat assessment network. Course materials will be developed for high school staff and conducted online as a pilot project. Following the successful development and delivery of these classes, course materials will be made available for the entire region. This project closes one of the gaps identified in the needs assessment as there are no classes like this currently offered in the Bay Area.

Project Two: Media Literacy/Online Critical Thinking (Replication)

The Media Literacy/Online Critical Thinking training project is a pilot program that focuses on providing junior and senior high school students high schools with awareness level training on communications basics. These classes include: bias in communication, recognizing and verifying sources of information, and how communications attempt to target or persuade individuals and groups. Program of instruction main topics include:

- Cognitive Biases and Logical Fallacies
- Media Slant (TV and Print Media)
- Social Media
- Our Society's Divisions
- The Media Ecosystem
- Navigating this World

Project Three: Behavioral Analysis Training (Replication)

The Behavioral Analysis Training project will enhance capabilities of staff within high schools and houses of worship to identify the non-verbal behavior of individuals mobilizing or radicalizing to violence and train them in the ways to report their observations within the Bay Area threat assessment network. Currently, there is no existing effort to provide this type of training to the identified high-risk high schools and houses of worship staff. This pilot project will develop and conduct both in person and online training to address the gap.

Project Four: Youth Resilience Programs (Replication)

The Youth Resilience Program project will leverage and build upon the work of the Community Matters' Safe School Ambassador program. This program, currently in use in 7 of the region's 12 counties, partners with school faculties to reduce targeted violence, bullying, and sexual harassment on high school campuses. Sponsored by Community Matters, a non-profit organization based in Sonoma County, the Safe School Ambassador Program seeks to identify student leaders on campus, provide training on how to recognize the warning signs of targeted violence, how to approach at-risk students and the resources available to assist at-risk students. The goal of this project is to establish the School Ambassador Program in the remaining five counties in the region.

Project Five: Threat Assessment and Management Team (Replication)
The Threat Assessment project will utilize and expand upon an existing, innovative school project, School Safety Initiative, within the San Mateo County Office of Education (SMCOE) to provide early intervention services designed to avoid and combat targeted school violence.

In 2019, San Mateo County Office of Education School Safety Initiative received funding from the U.S. Dept. of Justice to integrate and implement the San Mateo County Office of Education School Safety Initiative. The non-profit Silicon Valley Regional Data Trust (SVRDT) created a Threat Assessment Center and developed technologies to provide a database for trained school assessment teams to review and address at risk student's education, behavior/mental health, child welfare, and juvenile probation concerns. The database, Secure Data Environment (SDE), is policy-compliant and built upon an internet-based, legal, and regulatory-compliant, virtual data sharing service that enables school threat assessment teams across the Bay Area to access data from behavioral/mental health, child welfare, and juvenile probation. Access to these information sources will enable threat assessment teams to conduct more thorough risk assessments of high school students and implement early interventions before an escalation to targeted violence.

This initiative will include two components: 1) evolve the current SMCOE's Threat Assessment Center to meet the standardized threat assessment protocols established by the U.S. Secret Service, National Threat Assessment Center (NTAC) protocols; and 2) design and integrate the policy and technology requirements to expand the program to Santa Clara and Santa Cruz Counties' Offices of Education.

2. Program Design

Bay Area high schools and houses of worship are at risk for targeted violence. To address this threat and reduce the risk, the Bay Area UASI has identified five goals:

Goal 1: Raise individual awareness of the characteristics of persons mobilizing or radicalizing to violence.

Objective 1.1: Provide in person or instructor led online awareness training to enhance identification of individuals mobilizing or radicalizing to violence to 55 high school faculties located within the Bay Area UASI.

Objective 1.2: Develop train-the-trainer awareness training curricula to extend the Bay Area TVTP program's reach to enhance identification of individuals mobilizing or radicalizing to violence for school faculties located within the Bay Area UASI.

Goal 2: Provide training to enhance media literacy and online critical thinking within the Bay Area.

Objective 2.1: Provide in person or instructor led online media literacy and online critical thinking training for the students of 55 high schools located with the Bay Area UASI.

Objective 2.2: Develop online awareness training to extend the Bay Area TVTP program's reach to provide media literacy and online critical thinking training for high school students located with the Bay Area UASI.

Goal 3: Enhance the ability of individuals to recognize the behavioral characteristics of someone about to perpetrate targeted violence.

Objective 3.1: Provide behavioral analysis training for the staff of 55 high schools and 100 houses of worship located throughout the Bay Area UASI.

Objective 3.2: Develop online awareness training to extend the Bay Area TVTP program's reach to provide behavioral analysis training for high school and houses of worship staff located throughout the Bay Area UASI region.

Goal 4: Expand Bay Area Youth Resilience Programs.

Objective 4.1: Expand the School Ambassador program to the five Bay Area counties that do not have it by conducting 10 train the trainer sessions at schools identified in the five counties.

Goal 5: Enhance capabilities for Bay Area threat assessment and management teams to work with individuals with risk factors for targeted violence.

Objective 5.1: Standardize threat assessment protocols used by threat assessment teams within the Bay Area UASI.

Objective 5.2: Leverage the Silicon Valley Regional Data Trust to enhance threat assessment and reduce targeted violence in three Bay Area UASI counties.

Logic Model

The logic model that follows is a tool to systematically document – and visually represent – program investments, activities, desired results, and the relationship between them.

Logic Model

Inputs	Activities	Outputs	Short term	Intermediate	Long term
Process →			**Outcomes** →		

Goal 1: Raise individual awareness of the characteristics of persons mobilizing or radicalizing to violence.

- Funding - Stakeholders - Course materials - Train-the-Trainer	Provide training to recognize individuals mobilizing or radicalizing to violence to 55 high school's faculty.	Stakeholders can recognize individuals mobilizing or radicalizing to violence.	Stakeholders will be able to institute interventions before a threat manifests.	Expanded reach and increased awareness will increase interventions and reduce incidents of targeted violence.	Expanded and sustainable reduction in targeted violence through appropriate interventions.

Goal 2: Provide training to enhance media literacy and online critical thinking within the Bay Area.

- Funding - Stakeholders - Course materials - Train-the-Trainer	Provide online media literacy and critical thinking training for 55,000 high school students located with the Bay Area UASI.	Students are educated to think critically about online media and information.	Students can think critically about online media, recognize misinformation, and resist radicalization.	Expanded reach and increased societal resistance to misinformation and online radicalization.	Expanded and sustainable societal resistance to online misinformation and radicalization and reduced incidents of targeted violence.

Goal 3: Enhance the ability of individuals to recognize the behavioral characteristics of someone about to perpetrate targeted violence.

- Funding - Stakeholders - Course materials - Train-the-Trainer	Provide behavioral analysis training for 55 high schools and 100 houses of faith staff located throughout the Bay Area UASI.	Stakeholders are educated on the behavioral indicators that someone is about to perpetrate targeted violence.	Participating stakeholders can institute immediate interventions before the threat manifests.	Expanded participants base with ability to recognize someone about to perpetrate targeted violence and to intervene.	Expanded and sustainable ability to recognize immediate threats will increase interventions and reduce incidents of targeted violence.

Goal 4: Expand Bay Area Youth Resilience Programs.

- Funding - Stakeholders - Existing Ambassador program	Expand the School Ambassador program to the five Bay Area counties that do not have it by conducting 10 train the trainer sessions in each of the five counties.	Remaining five Bay Area counties adopt and implement a School Ambassador program.	Participating schools have an effective tool for combatting targeted violence and bullying on campus.	Bay Area wide interventions for targeted violence, bullying, suicides and other youth challenges and emotional issues.	Expandable and sustainable youth resiliency program addressing targeted violence on campus.

Goal 5: Enhance Bay Area threat assessment and management teams to work with individuals with risk factors for targeted violence.
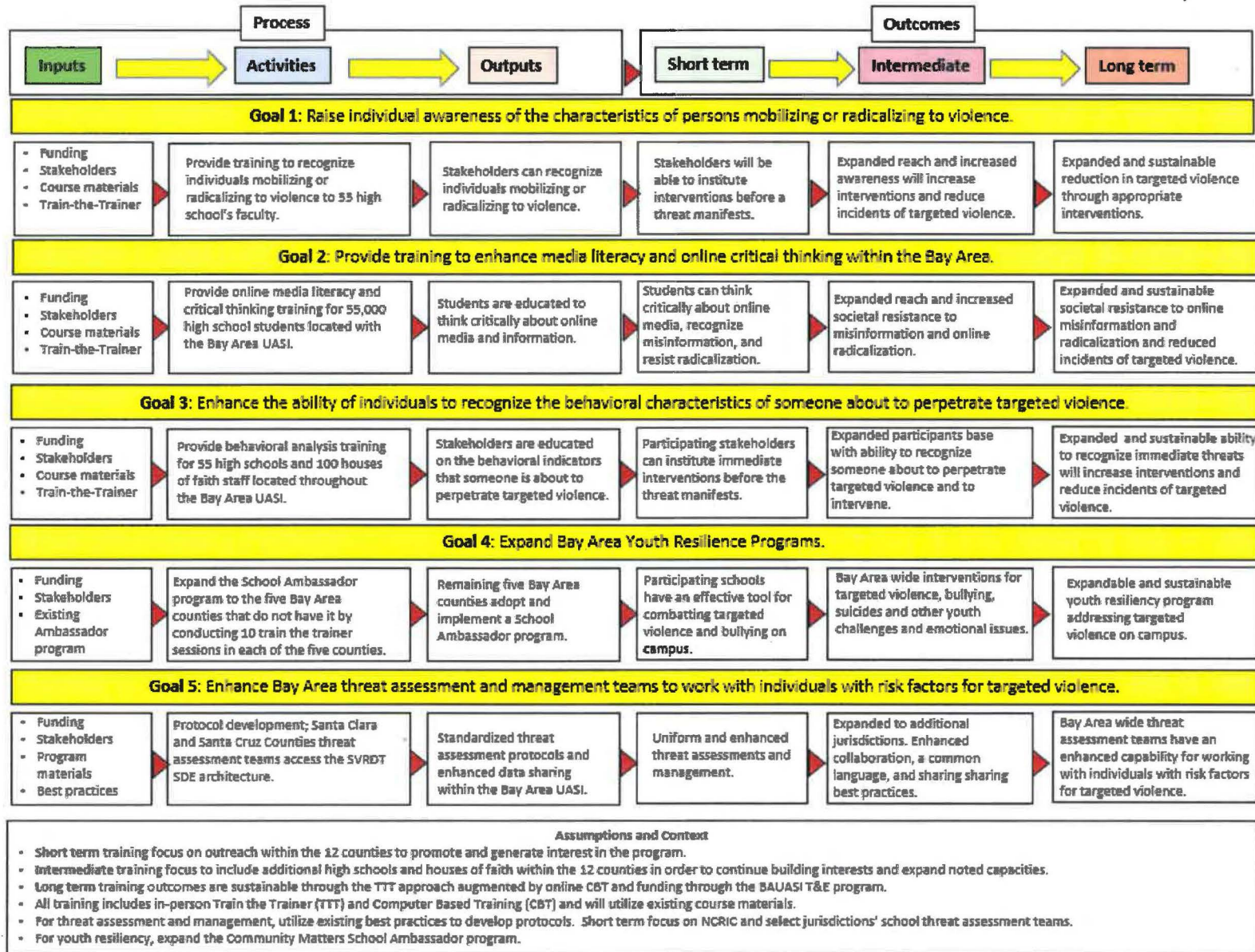
- Funding - Stakeholders - Program materials - Best practices	Protocol development; Santa Clara and Santa Cruz Counties threat assessment teams access the SVRDT SDE architecture.	Standardized threat assessment protocols and enhanced data sharing within the Bay Area UASI.	Uniform and enhanced threat assessments and management.	Expanded to additional jurisdictions. Enhanced collaboration, a common language, and sharing sharing best practices.	Bay Area wide threat assessment teams have an enhanced capability for working with individuals with risk factors for targeted violence.

Assumptions and Context

- Short term training focus on outreach within the 12 counties to promote and generate interest in the program.
- Intermediate training focus to include additional high schools and houses of faith within the 12 counties in order to continue building interests and expand noted capacities.
- Long term training outcomes are sustainable through the TTT approach augmented by online CBT and funding through the BAUASI T&E program.
- All training includes in-person Train the Trainer (TTT) and Computer Based Training (CBT) and will utilize existing course materials.
- For threat assessment and management, utilize existing best practices to develop protocols. Short term focus on NCRIC and select jurisdictions' school threat assessment teams.
- For youth resiliency, expand the Community Matters School Ambassador program.

3. Organization and Key Personnel

Given that four of five Bay Area UASI Local Prevention Framework Track projects are training-focused, it makes sense for the TVTP program to include them in the region's existing Bay Area Training and Exercise Program (BATEP). This program is a multi-discipline, multi-jurisdictional training and exercise program with participation from the 12 counties and three major cities of the Bay Area. The UASI Management Team serves as the lead for program management, monthly training and exercise workgroup meeting facilitation, and the annual Integrated Preparedness Planning Workshop (IPPW).

The BATEP is well suited to administer the Bay Area UASI Local Prevention Framework (LPF). LPF training courses can be advertised and administered through the BATEP training portal which serves as the course registration site and database of over 30,000 BATEP program participants. The website can easily accommodate the additional LPF training participants. Training subject matter experts (SMEs) will assist with LPF course hosting, coordination, and administration. Moreover, training support personnel will gather LPF program data to facilitate reporting and measures of effectiveness. Finally, Bay Area schools and houses of worship are represented on the Training and Exercise Work Group (TEWG). The TEWG meets monthly and can be leveraged to support LPF training program needs.

4. Sustainability

The narrative below describes how the five proposed projects will be sustained beyond the grant period of performance.

Project One: Training and Awareness Raising (Replication). This course will be sustained through a train – the – trainer program approach that will seek to train a cadre of local instructors that can then maintain and expand the training program beyond the original 55 schools with funding from the Bay Area UASI Training and Exercise program.

Project Two: Media Literacy/Online Critical Thinking (Replication). This course will be sustained by the online instructional version that will be available, at no cost for five years, to every junior and senior high school student in the Bay Area.

Project Three: Behavioral Analysis Training (Innovation). This course will be sustained through a train – the – trainer program approach that will seek to train a cadre of local instructors that can then maintain and expand the training program beyond the original 55 schools and 100 houses of worship with funding from the Bay Area UASI Training and Exercise program.

Project Four: Youth Resilience Programs (Replication). Safe School Ambassador programs will be self-sustaining by each school/school district beyond the two-year grant period.

Project Five: Threat Assessment and Management Team (Replication). Once implemented and established, the Santa Clara and Santa Cruz County Offices of Education will be responsible for program sustainment.

5. Budget Detail and Narrative

Budget Narrative

1) **PERSONNEL:** The TVTP will fund two employees: one full time program manager who will manage the overall grant program and one full time financial specialist who specializes in grant requirements and will fulfill fiscal duties. Total budget for all salaries is: $279,344.

EMPLOYEE SALARIES: The two (2) employees who will be assigned to the TVTP program:

1) One FTE Program Manager $160,134
2) One FTE Financial Specialist $119,210

JUSTIFICATION:
1) The Program Manager will coordinate all TVTP activities in the 12-county San Francisco Bay Area and ensure coordination with the regional Training and Exercise Program. In its role of fiscal agent, San Francisco will hire this person. As a San Francisco employee, the Program Manager will hold the job classification of 0931-Manager III and the job title will be Program Manager. It is expected that he/she will be a full-time equivalent on this project for 12 months. The annual salary for this position at this job classification is $160,134 and the grant salary is $160,134.

2) The Financial Specialist will serve as the grant administrative specialist with fiscal responsibilities similar to other analysts within the Bay Area UASI Management Team. In its role of fiscal agent, San Francisco will hire this person. As a San Francisco employee, the Financial Specialist will hold the job classification of 1823-Senior Administrative Analyst and the job title will be Financial Specialist. It is expected that he/she will be a full time equivalent on this project for 12 months. The annual salary for this position at this job classification is $119,210 and the grant salary is $119,210.

2) **FRINGE BENEFITS:** Fringe benefits were calculated at a rate of 35% and the base for allocating these fringe benefit expenses is $97,770. The total cost for all fringe benefits is: $97,770. The following are the cost breakdowns of the employees' fringe benefits:

1) Program Analyst: Retirement $38,352, FICA $9,928, Medicare $2,322, Health $5,445 Total Fringe: $56,047
2) Financial Specialist: Retirement $28,551, FICA $7,391, Medicare $1,729, Health $4,053 Total Fringe: $41,724

JUSTIFICATION

The method for determining the percentages of breakdown for fringe benefits was the City and County of San Francisco's Collective Bargaining Agreement with the unions representing the employees described in Item #1. The estimated fringe benefits by percentage are as follows:

Retirement	23.95%
FICA	6.20%
Medicare	1.45%
Health and Unemployment Insurance	3.40%

3) **TRAVEL:** Not applicable.

4) **EQUIPMENT:** Not applicable.

5) **SUPPLIES:** Not applicable.

6) **CONTRACTUAL:** The Bay Area UASI plans to award five contracts to complete the projects described in this proposal. The total cost for the contracts will be $980,200 and will be issued through the Request for Proposals (RFP) process.

Contract #1: The Bay Area UASI will utilize a contractor to provide online instructor-led awareness training for the faculty of 55 Bay Area high schools. The contract amount is $72,600.00.

JUSTIFICATION: The selected consulting firm will design, develop, and deliver the Training and Awareness Raising course as well as a Train-the-Trainer version to support project sustainment beyond the grant period. The Training and Awareness Raising course development is estimated to cost $6,000 and the Train-the-Trainer (TTT) course development will cost $3,600. Instructor-led delivery costs for the 55 high schools is estimated at $55,000 ($1,000/delivery x 55 high schools). The TTT course will be delivered a total of 8 times for a total cost of $8,000.

Contract #2: Youth Resilience Programs. The Bay Area UASI will seek to contract with the non-profit, Community Matters, to expand their Safe School Ambassadors (SSA) program. The contract amount is $150,000.

JUSTIFICATION: Community Matters will implement the SSA program in ten high schools located in the Counties of Marin, Monterey, San Benito, Santa Cruz, and San Mateo, as these counties do not currently have an SSA program. The Year 1 cost of implementing the program at 10 high schools is $65,000 ($6,500 x 10 schools). Outreach, Recruitment, Technical Assistance, and Project Oversight to support the program establishment in 10 schools is $10,000. The total for Year 1 is $75,000.

In Year 2, Community Matters will provide train-the-trainer training which includes two days of training, five recorded coaching modules, two hours of live support and technical

assistance; training materials, training kits and trainer manuals for a total cost of $21,500. Moreover, Community Matters and TTT instructors will provide follow on training for five of the ten high schools for a total cost of $32,500. The TTT instructors that participate in the training will provide training, at no cost, to the remaining five high schools. Additionally, Community Matters will provide SSA Site Licenses for ten sites at $6,000, SSA Practicum Training for all TTT trainers for $5,000 and outreach, recruitment, technical assistance, and project oversight for $10,000. Year 2 total is $75, 000. The costs provided are commensurate with the historical costs to implement SSA programs across the Bay Area.

Contract #3: Media Literacy/Online Critical Thinking Training. The Bay Area UASI will utilize a firm to provide online instructor led training and eLearning development for 17,000 junior and senior high school students at 55 Bay Area high schools. The contract amount is $225,000.00.

JUSTIFICATION: Numerous case studies document that high school students are influenced by social and other online media which can be used as a medium to encourage young people to commit acts of violence. Giving our students the ability to think critically about what they experience online is a critical skill in the Bay Area UASI's efforts to reduce targeted violence in schools. To provide this training, the program must be a mix of instructor led online training (10 deliveries; 10 schools) and eLearning instructional modules to provide delivery flexibility to the remaining 45 schools. Students taking the eLearning course can complete the course all at once or one module at a time. While the estimated project cost exceeds the amount provided in the NOFO, we feel the eLearning approach provides the Bay Area UASI the ability to scale the project while maintaining delivery flexibility to reach the greatest number of students. Finally, the eLearning modules are a key project sustainment component that will enable the Bay Area UASI to provide this training, at no cost, to the remaining 314 Bay Area high schools following the end of the grant period of performance.

Contract #4: Threat Assessment and Management. The Bay Area UASI will seek to contract with the non-profit, IJIS Institute, to expand the Silicon Valley Regional Data Trust (SVRDT) Secure Data Environment (SDE) program to Santa Clara and Santa Cruz counties. The contract amount is $460,000.

JUSTIFICATION: The ability to conduct effective threat assessments to prevent targeted violence in schools is dependent on effective information sharing from a variety of agencies. School threat assessment teams across the Bay Area do not currently have access to data from behavioral/mental health, child welfare, and juvenile probation. Access to these information sources enable threat assessment teams to conduct more thorough risk assessments of high school students. While the project estimate exceeds the proposed budget in the NOFO, this estimate is based on the project costs required to implement the SVDRT SDE in San Mateo County, CA.

Contract #5: Behavioral Analysis Training. The Bay Area UASI will use a contractor to provide online behavioral analysis instructor led training for the faculty of 55 Bay Area high schools. The contract amount is $72,600.00.

JUSTIFICATION: The selected consulting firm will design, develop, and deliver the Behavioral Analysis Training Course as well as develop and deliver a Train-the-Trainer version to support project sustainment beyond the grant period. The Training and Awareness Raising course development is estimated to $6,000 and the Train-the-Trainer (TTT) course development costs at $3,600. It is estimated that the instructor led delivery cost associated with training the school faculty of 55 high schools to be $55,000 ($1,000/delivery x 55 high schools) and the delivery of 8 TTT courses at a total cost of $8,000.

7) **OTHER.** Not applicable.

8) **INDIRECT COSTS.**

Pursuant to the Uniform Guidance, a de Minimis rate of 10% of the modified total direct costs is added in the budget to help defray costs associated with administering this program such as human resources, IT-related activities, and administrative and facilities management within our organization.

Budget Summary

CATEGORY	EXPENSE
1. Personnel	$ 279,344
2. Fringe Benefits	$ 97,770
3. Travel	$ 0
4. Equipment	$ 0
5. Supplies	$ 0
6. Contractual	$ 980,200
7. Other	$ 0
Total Direct Costs	**$ 1,357,314**
8. Indirect Costs	$ 135,731
TOTAL GRANT REQUEST,	**$ 1,493,045**

Appendix A

Implementation and Measurement Plans (IMP)

Organization: **Bay Area UASI**
Project Title: Project One- Training and Awareness Raising
Grant Number: **TBD**
Grant Period: **Defined in Outcome Implementation Plan below**

Project Goal Statement: The goal of this project is to strengthen societal resistance against the drivers of violent extremism and ensure broad awareness of the threat of terrorism and targeted violence by providing participants with instruction on recognizing the characteristics of persons mobilizing or radicalizing to violence. If stakeholders are provided the appropriate awareness training to recognize the factors that indicate an individual is mobilizing and radicalizing to violence, then there is a greater likelihood that targeted violence will be prevented, and appropriate interventions will be implemented.

Target Population: The target population for this project is high school faculty and staff at 55 high schools located in the 12 counties and three major cities that comprise the Bay Area UASI. Using a planning factor of 125 faculty and staff per high school, the estimated population size of this project is 6875 faculty and staff to be trained throughout the region.

OUTCOME 1: *Provide in-person, instructor-led awareness training to enhance identification of individuals mobilizing or radicalizing to violence to school faculty and staff at 55 High Schools located within the Bay Area UASI.*

Mid-Term Outcome 1.1: Course delivery

OUTCOME 1 IMPLEMENTATION PLAN

Activity	Inputs/Resources	Time Frame	Anticipated Outputs	Progress Reporting (Complete for Progress Report Only)
Develop and revise presentation materials	• Lead instructor • Analyst • Support Specialist	Q4, 2020	• Five PowerPoint-based	

for pilot instructor-led course			instructional modules	
Deliver one pilot instructor-led course	• Lead instructor • Instructor • Zoom meeting platform for virtual participation • Classroom with appropriate capacity and projection screen if in person	Q1, 2021	• One course delivery • Course material refinements if necessary • Course material ready for further delivery	
Deliver 54 instructor led courses	• Lead instructor • Instructor • Zoom meeting platform for virtual participation • Classroom with appropriate capacity and projection screen if in person	Q1 2021 – Q4, 2022	• 54 course deliveries • Course material refinements (if necessary) • Course recorded for viewing by students who cannot attend the session	
Develop and deliver the train-the-trainer curricula	• Lead instructor • Instructor • Zoom meeting platform for virtual participation	Q2 – Q3, 2022	• Train-the-Trainer curricula developed • Deliver 8 train-the-trainer sessions	

OUTCOME 1 MEASUREMENT PLAN

Outcome Indicator(s)	Data Collection Method and Timeframe	Results (Complete for Progress Report Only)
Instructional modules completed and ready for delivery.	Instructional modules reviewed and deemed ready for delivery by program manager in Q4 2020.	
Instructor-led training delivered virtually to faculty and staff at 55 high schools.	Number of schools/classes/participants receiving instruction, collected at point of delivery.	
Train-the-Trainer instructional modules completed and ready for delivery.	Instructional modules reviewed and deemed ready for delivery by program manager in Q1 2022.	
Instructor-led training delivered eight times virtually to prospective trainers.	Number of prospective trainers trained in Q2 – Q3, 2022.	

Risk Management Plan

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)
Vendor issues	Low	Failure of 3rd party vendors to meet deadlines or standards could impact delivery milestones.	• Strong program management with regular status updates; • Clearly defined scope of work

			• Tie incremental payments to POA&M gates
COVID-19 pandemic situation still evolving	Medium High	As of this writing, we are only about 2.5 months into the COVID-19 pandemic. Details re: when and if states, schools, and business re-open, and under what guidelines, are still nascent at best and have fairly high potential to effect delivery of both the instructor-led training and possibly the eLearning solution.	• Ongoing communication with state and local authorities • Build delivery flexibility into course offering, including ability to run in-person or virtually • Be prepared to adjust schedules (in consultation with client) to adapt to the fluid operating environment
Cultural and societal sensitivities to training materials	High	There are communities of interest who may find targeted violence threat awareness training to, on its face, have the potential for being insensitive to religious or cultural groups.	• Ongoing communication with local community groups to ensure materials are appropriate and acceptable • Secure understanding of the approval process and requirements at start of contract • Identify approval POCs • Establish open dialog with POCs and keep them informed of progress • Schedule target submission for approval according to the above and build into course development schedule

Organization: **Bay Area UASI**
Project Title: **Project Two- Media Literacy/Online Critical Thinking**
Grant Number: **TBD**
Grant Period: **Defined in Outcome Implementation Plan below**

Project Goal Statement: Manipulation of our cognitive biases in traditional and new media is particularly effective against younger people, whose cognitive processes are still developing. To "inoculate" our youth against such manipulation, we need to teach them how to recognize such tools and tactics, and to arm them with critical thinking skills. This project's goal is to improve critical thinking and media literacy skills in high school students by developing and delivering: 1) an initial instructor-led online course; and 2) an interactive eLearning solution, for teaching critical thinking and media literacy.

Target Population: The target population for this project is high school juniors and seniors at 55 high schools located in the 12 counties and three major cities that comprise the Bay Area UASI. Using the 39 public and private schools located in the County of San Francisco as a baseline, the estimated student populations size of this project is 17,320 juniors and seniors to be trained throughout the region.

OUTCOME 1: *An initial instructor-led critical thinking and media literacy skills course, presented virtually or live, depending on COVID-19 guidelines and local government directions to the public*

Mid-Term Outcome 1.1: Pilot course delivery

OUTCOME 1 IMPLEMENTATION PLAN

Activity	Inputs/Resources	Time Frame	Anticipated Outputs	Progress Reporting *(Complete for Progress Report Only)*
Develop and revise presentation materials for pilot instructor-led course	• Lead instructor • Analyst • Support Specialist	Q4, 2020	Five PowerPoint-based instructional modules	

Activity	Inputs/Resources	Time Frame	Anticipated Outputs	Progress Reporting *(Complete for Progress Report Only)*
Deliver one pilot instructor-led course	• Lead instructor • Instructor • Zoom meeting platform for virtual participation • Classroom with appropriate capacity and projection screen if in person	Q1, 2021	• One course delivery • Course material refinements if necessary • Course material ready for further delivery	Delivery of the five .PPT-based modules to live audiences (to be phased out over days 271-360, as eLearning version is deployed)
Deliver nine instructor led courses	• Lead instructor • Instructor • Zoom meeting platform for virtual participation • Classroom with appropriate capacity and projection screen if in person	Q1 – Q2, 2021	• Nine course deliveries • Course material refinements if necessary • Course recorded for follow on viewing by students that cannot attend the session	

OUTCOME 1 MEASUREMENT PLAN

Outcome Indicator(s)	Data Collection Method and Timeframe	Results *(Complete for Progress Report Only)*
Instructional modules completed and ready for delivery	Instructional modules reviewed and deemed ready for delivery by program manager in Q4 2020	
Instructor-led training delivered virtually to junior and seniors at 10 high schools	Number of schools/classes/students receiving instruction, collected at point of delivery	

OUTCOME 2: Develop an interactive eLearning solution for critical thinking and media literacy to train the students in the remaining 45 schools.

Mid-Term Outcome 2.1: eLearning pilot development
Mid-Term Outcome 2.2: eLearning pilot delivery

OUTCOME 2 IMPLEMENTATION PLAN

Activity	Inputs/Resources	Time Frame	Anticipated Outputs	Progress Reporting (Complete for Progress Report Only)
Develop eLearning version of the course and supporting materials • Content Outline and Storyboard for course flow and content review • ALPHA (first draft in development tool)/BETA (draft with professional audio) • Final courseware published to function on an LMS (SCORM v.1.2) • Voiceover narration • Moderate interactions (embedded video, slide locking, click-to-reveal interactions) • Custom GUI • Case Study development	• Two Subject Matter Experts • One Producer • One LMS Technician • One Graphic Artist • Voice Over Person	Q1 – Q4, 2021	Five, 17-20 minute SCORM v.1.2 files	

Activity	Inputs/Resources	Time Frame	Anticipated Outputs	Progress Reporting *(Complete for Progress Report Only)*
• Quiz/knowledge check integration • Job Aid development and production • Infographic development and production				
Deploy eLearning version of the course • Migration of SCORM 1.2 files to school systems • Email campaign • Deployment of "sizzle" video	• School-side delivery platform • IT Technician	Q1 – Q3, 2022	Complete interactive eLearning program, including videos, animation, voiceover, assessments, and facilitator's guidebook	

OUTCOME 2 MEASUREMENT PLAN

Outcome Indicator(s)	Data Collection Method and Timeframe	Results (Complete for Progress Report Only)
100% of interactive eLearning modules and supporting materials completed and ready for delivery	Five 17-20-minute SCORM v. 1.2 files and supporting materials, delivered by day 360	
Interactive eLearning modules with supporting materials delivered to high school audiences using school IT infrastructure	Number of schools/classes/students receiving instruction, collected at point of delivery	

RISK MANAGEMENT PLAN

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)
Vendor issues	Low	Failure of 3rd party vendors to meet deadlines or standards could impact delivery milestones.	• Strong program management with regular status updates • Clearly defined scope of work • Tie incremental payments to POA&M gates
COVID-19 pandemic situation still evolving	Medium High	As of this writing, we are only about 2.5 months into the COVID-19 pandemic. Details re: when and if states, schools, and business re-open, and under what guidelines, are still nascent at best and have fairly high potential to effect delivery of both the instructor-led training and possibly the eLearning solution.	• Ongoing communication with state and local authorities • Build delivery flexibility into course offering, including ability to run in-person or virtually • Be prepared to adjust schedules (in consultation with client) to adapt to the fluid operating environment
Approval of materials for students	High	Our expectation is that the content of both the initial instructor-led version and the eLearning version will need to be reviewed and approved by school officials before instruction delivery begins. Delays in the	• Secure understanding of the approval process and

		review/approval process will affect milestones.	requirements at start of contract • Identify approval POCs • Establish open dialog with POCs and keep them informed of progress • Schedule target submission for approval according to the above and build into course development schedule

Organization: **Bay Area UASI**
Project Title: **Project Three- Behavioral Analysis Training**
Grant Number: **TBD**
Grant Period: **Defined in Outcome Implementation Plan below**

Project Goal Statement: The goal of this project is to strengthen societal resistance against the drivers of violent extremism and ensure broad awareness of the threat of terrorism and targeted violence by enhancing the ability individuals to recognize the behavioral characteristics of someone contemplating or intent on perpetrating targeted violence.

Target Population: The target population for this project is high school faculty and staff at 55 high schools and 100 houses of worship located in the 12 counties and three major cities that comprise the Bay Area UASI. Using the planning factors of 125 faculty and staff per high school, and 12 staff per house of faith, the estimated population size of this project is 8,075 participants to be trained throughout the region.

OUTCOME 1: Provide instructor-led behavioral analysis training for faculty and staff at 55 high school and 100 houses of worship staff located throughout the Bay Area UASI.

Mid-Term Outcome 1.1: Course delivery

OUTCOME 1 IMPLEMENTATION PLAN

Activity	Inputs/Resources	Time Frame	Anticipated Outputs	Progress Reporting (Complete for Progress Report Only)
Develop and revise presentation materials for pilot instructor-led course	• Lead instructor • Analyst • Support Specialist	Q4, 2020	Five PowerPoint-based instructional modules	
Deliver one pilot instructor-led course for one high school and another for a HOF	• Lead instructor • Instructor • Zoom meeting platform for virtual participation • Classroom with appropriate capacity and projection screen if in person	Q1, 2021	• Two pilot course deliveries • Course material refinements, if necessary • Course material ready for further delivery	
Deliver 54 instructor led courses to high schools and 99 instructor led courses to HOF	• Lead instructor • Instructor • Zoom meeting platform for virtual participation • Classroom with appropriate capacity and projection screen if in person	Q1 2021 – Q4, 2022	• 153 course deliveries • Course material refinements, if necessary • Course recorded for follow on viewing by students who cannot attend the session	
Develop and deliver the train-the-trainer curricula	• Lead instructor • Instructor • Zoom meeting platform for virtual participation	Q2 – Q3, 2022	• Train-the-Trainer curricula developed • Deliver 8 train-the-	

			trainer sessions	

OUTCOME 1 MEASUREMENT PLAN

Outcome Indicator(s)	Data Collection Method and Timeframe	Results (Complete for Progress Report Only)
Instructional modules completed and ready for delivery.	Instructional modules reviewed and deemed ready for delivery by program manager in Q4 2020.	
Instructor-led training delivered virtually to faculty and staff at 55 high schools and 100 HOF.	Number of schools/HOF/classes delivered/participants receiving instruction, collected at point of delivery.	
Train-the-Trainer instructional modules completed and ready for delivery.	Instructional modules reviewed and deemed ready for delivery by program manager in Q1 2022.	
Instructor-led training delivered eight times virtually to prospective trainers.	Number of prospective trainers trained in Q2 – Q3, 2022.	

RISK MANAGEMENT PLAN

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)
Vendor issues	Low	Failure of 3rd party vendors to meet deadlines or standards could impact delivery milestones	• Strong program management with regular status updates • Clearly defined scope of work

			• Tie incremental payments to POA&M gates
COVID-19 pandemic situation still evolving	Medium High	As of this writing, we are only about 2.5 months into the COVID-19 pandemic. Details re: when and if states, schools, HOF and business re-open, and under what guidelines, are still nascent at best and have fairly high potential to effect delivery of both the instructor-led training and possibly the eLearning solution.	• Ongoing communication with state and local authorities • Build delivery flexibility into course offering, including ability to run in-person or virtually • Be prepared to adjust schedules (in consultation with client) to adapt to the fluid operating environment
Cultural and societal sensitivities to training materials	High	There are communities of interest who may find behavioral analysis training to, on its face, have the potential for being insensitive to religious or cultural groups.	• Ongoing communication with local community groups to ensure materials are appropriate and acceptable • Secure understanding of the approval process and requirements at start of contract • Identify approval POCs • Establish open dialog with POCs and keep them informed of progress • Schedule target submission for approval according to the above and build into course development schedule

Organization: **Bay Area UASI**
Project Title: **Project Four- Youth Resilience Programs**
Grant Number: **TBD**
Grant Period: **Defined in Outcome Implementation Plan below**

Project Goal Statement: The goal of the project is to develop protective factors in youth communities, such as increases in social capital, a greater sense of belonging and feelings of security and reduce risk factors to violence by providing youth with leadership skills and opportunities for civic engagement. More specifically, Community Matters (CM) is proposing the implementation of our evidence-based Safe School Ambassadors® (SSA) Program and the corresponding SSA Training of Trainers (TOT) Sustainability Model.

Target Population: The target population of the proposed project is the staff, administrators, and students from ten select schools located in the 12 counties, three city region of the Bay Area Urban Areas Security Initiative (BAUASI). In addition, the target population includes ten representatives from these schools, districts and/or counties who will be trained to deliver the SSA training to licensed school sites.

In year 1, up to 40 students at each school will be trained as Safe School Ambassadors and approximately six adults for an estimated total of 460 individuals. Based upon Community Matters' experiences, each of the trained Safe School Ambassadors will impact a minimum of two other students each with their newly acquired skills on an annual basis. Therefore, an additional 800 individuals will be impacted by the grant funded project. The year 1 grand total is 1,270 individuals (400 trained student Ambassadors + 60 trained adults + 10 trained TOT adults + 800 students impacted through Ambassador actions).

In year 2, up to 40 additional students at each school will be trained as Safe School Ambassadors and approximately six adults for an estimated total of 460 individuals. These trained students will impact a minimum of two other students each for a total of 800 additional students impacted. The year 2 total is 1,260 individuals (400 trained students + 60 trained adults + 800 students impacted). The two-year total is 2,530.

This population will represent a diverse cross-section of the students, administrators, and teachers from the selected schools. It is anticipated that they will closely mirror the demographics of these schools and will most likely include a large portion of students self-identifying as non-White minorities and students from low income families.

OUTCOME 1: Ten schools located in the 12 counties, three city region of the Bay Area Urban Areas Security Initiative (BAUASI) will have fully implemented the first year of the Safe School Ambassadors Program.

Mid-Term Outcome 1.1: Ten schools selected and confirmed to implement the SSA Program.

Mid-Term Outcome 1.2: Up to 40 students per school (400 total) trained as Safe School Ambassadors.

OUTCOME 1 IMPLEMENTATION PLAN

Activity	Inputs/ Resources	Time Frame	Anticipated Outputs	Progress Reporting (Complete for Progress Report Only)
Work with local county and district educational leaders to identify ten schools to participate in the SSA Program.	Local leaders' time, CM staff time, outreach correspondence	Q1 2021	Ten schools committed for the project, ready to participate.	
Schools sign contracts and are assigned a Community Matters' Program Coordinator to be coached through implementation. Schools assign volunteer Program Advisors for each school.	School administrators, Program Advisors, CM staff including assigned Program Coordinators	Q1 2021	Ten school contracts completed and returned, Program Coordinators and Program Advisors assigned for each school.	
Up to 40 socially influential student leaders and six adults are identified and recruited to participate in the program.	CM Program Coordinator, Program Advisors, students, adults, outreach correspondence	Q1 2021	Up to 40 socially influential student leaders and six adults ready to participate.	
A skilled and experienced CM trainer conducts the two-day SSA training.	CM Trainer, students and adults, training materials & equipment, training space and/or online	Q2 2021	Up to 40 students and six adults complete the 2-day training.	

Activity	Inputs/ Resources	Time Frame	Anticipated Outputs	Progress Reporting (Complete for Progress Report Only)
	platform, food, insurance, substitute teachers			
Trained Ambassadors meet bi-weekly in Family Groups led by the trained adults called Family Group Facilitators (FGFs)	Student Ambassadors, Family Group Facilitators, meeting space, supplies and materials	Q3 2021	Student Ambassadors are supported through bi-weekly meetings with their peers and adult Family Group Facilitators.	
Project evaluation is conducted including Ambassador post training surveys, Action Snapshot Campaigns and Principal letters.	CM staff including trainer, Program Coordinator, Program Advisor, students, and administrators, supplies and correspondence.	Q2 – 4 2021	Program impact data is collected, compiled and available for review.	

OUTCOME 1 MEASUREMENT PLAN

Outcome Indicator(s)	Data Collection Method and Timeframe	Results (Complete for Progress Report Only)
A minimum of 80% of student SSA training participants report that they feel confident and capable of intervening with their peers when they witness acts of mistreatment and bullying.	Post training student Ambassador survey Q2 2021	
Trained student Ambassadors are using skills they learned in the training to intervene	Action Snapshot Campaign Q2 2021	

with their peers a minimum of two times per week.		

OUTCOME 2: Ten representatives from the 12 counties, three city region of the Bay Area Urban Areas Security Initiative (BAUASI) are capable of delivering the SSA training to licensed school sites.

Mid-Term Outcome 2.1: Ten individuals are identified and confirmed to participate in the Training-of-Trainers.

Mid-Term Outcome 2.2: Ten individuals complete the TOT sessions.

Mid-Term Outcome 2.3: Ten individuals attend two SSA training sessions.

Mid-Term Outcome 2.4: Ten individuals each lead one SSA training session.

OUTCOME 2 IMPLEMENTATION PLAN

Activity	Inputs/ Resources	Time Frame	Anticipated Outputs	Progress Reporting (Complete for Progress Report Only)
Work with local county and district educational leaders to identify ten individuals to participate in the SSA TOT Program.	Local leaders' time, CM staff time, outreach correspondence	Q1 2021	Ten participants identified.	
Confirm ten participants.	CM Program Coordinator, participants, registrations	Q1 2021	Ten participants ready to participate and have signed non-disclosure agreements	
TOT participants observe two full SSA trainings.	Participants time, SSA training resources, travel	Q2 2021	Each TOT participant has experienced two trainings.	
Participants complete SSA TOT training.	CM Master trainer, participants, training space,	Q1 2022	Participants are trained as SSA Site Trainers and are prepared to	

Activity	Inputs/ Resources	Time Frame	Anticipated Outputs	Progress Reporting (Complete for Progress Report Only)
	materials, equipment, insurance, food		begin delivering SSA trainings.	
SSA [TOT] Site Trainers co-facilitate an SSA training under the guidance and support of a CM master trainer.	CM Master trainer, participants and SSA training resources	Q2 2022	SSA [TOT] Site Trainers have the experience of co-facilitating one training.	
SSA [TOT] Site Trainers lead an SSA training by themselves or with another SSA [TOT] Site Trainer.	New site trainers' time, SSA training resources	Q2 – 3 2022	SSA [TOT] Site Trainers have successfully conducted one training by themselves.	
Evaluation is conducted using post TOT participant survey combined with post SSA survey (of trainings conducted by SSA [TOT] Site Trainers)	CM staff, CM Master trainer, Program Coordinator, Program Advisor, students, and administrators, supplies and correspondence.	Q2 – 4 2022	Data regarding the impact of the TOT and related SSA training is collected, compiled and available for review.	

OUTCOME 2 MEASUREMENT PLAN

Outcome Indicator(s)	Data Collection Method and Timeframe	Results (Complete for Progress Report Only)
A minimum of 80% of participants in the TOT training will report that they feel capable and confident to begin facilitating SSA trainings.	Post TOT training survey upon completion of training.	

A minimum of 80% of student SSA training participants will report that they felt the trainer was satisfactory and successfully covered the material.	Post SSA training student Ambassador survey upon completion of training.	

OUTCOME 3: The ten schools fully implement the second year of the Safe School Ambassadors Program.

Mid-Term Outcome 3.1: Up to 40 students and six adults per school identified and confirmed to participate in the SSA Program.

Mid-Term Outcome 3.2: The SSA training is completed.

OUTCOME 3 IMPLEMENTATION PLAN

Activity	Inputs/ Resources	Time Frame	Anticipated Outputs	Progress Reporting (Complete for Progress Report Only)
Up to 40 socially influential student leaders and six adults are identified and recruited to participate in the program.	CM Program Coordinator, Program Advisors, students, adults, outreach correspondence	Q1 2022	Up to 40 socially influential student leaders and six adults ready to participate.	
A skilled and experienced CM trainer with an SSA [TOT] Site Trainer conducts the two-day SSA training.	CM Trainer, SSA [TOT] Site Trainer, students and adults, supplies, equipment, training space, food, insurance, substitute teachers	Q2 2022	Up to 40 socially influential student leaders and six adults complete the training.	

Activity	Inputs/ Resources	Time Frame	Anticipated Outputs	Progress Reporting (Complete for Progress Report Only)
Trained Ambassadors meet bi-weekly in Family Groups led by the trained adults called Family Group Facilitators (FGFs)	Student Ambassadors, Family Group Facilitators, meeting space, supplies and materials	Q3 2022	Student Ambassadors are supported through bi-weekly meetings with their peers and adult Family Group Facilitators.	
Project evaluation is conducted including Ambassador post training surveys, Action Snapshot Campaigns and Principal letters.	CM staff including trainer, Program Coordinator, Program Advisor, students, and administrators, supplies and correspondence.	Q2 – 4 2022	Program impact data is collected, compiled and available for review.	

OUTCOME 3 MEASUREMENT PLAN

Outcome Indicator(s)	Data Collection Method and Timeframe	Results (Complete for Progress Report Only)
A minimum of 80% of student SSA training participants report that they feel confident and capable of intervening with their peers when they witness acts of mistreatment and bullying.	Post training student Ambassador survey Q2 2022	
Trained student Ambassadors are using skills they learned in the training to intervene with their peers a minimum of two times per week.	Action Snapshot Campaign Q2 2022	

RISK MANAGEMENT PLAN

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)
Changes and modifications to the educational system due to COVID-19 social distancing and other precautionary measures.	High	When schools reopen it is possible that the way in which students are taught is quite different in regard to spatial distancing, staggered scheduling, limitations on numbers of students gathering together in groups. This change could potentially impact the format of the SSA training and the ability to work with 40 students at one time.	CM is already strategizing and planning for a different educational landscape. We are redesigning trainings to be virtual or a hybrid of virtual and in-person meetings in the event that we are unable to bring all students together in person. CM is already delivering on-line trainings and meetings for Ambassadors and is prepared for whatever might be the "new normal."
Shifts and changes in administration and school appointed program leadership between years 1 and 2.	High	It is not uncommon for school administrators to change schools. When a new admin is just starting, they will often be very cautious about engaging in programs as they get settled. In addition, volunteer Program Advisors can exit too. Both of these occurrences can lead to a disruption in the programming and in rare cases the program being discontinued.	CM has instituted several safeguards to ensure that the fallout from these risks is minimized. For example, we often ask that schools designate a lead Program Advisor and a back-up in case the primary is unable to continue with their responsibilities. In addition, when planning a two-year

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)
			grant, we ask that the schools commit to implementation for both years regardless of the administrator in charge.
Conflicts when scheduling trainings.	Medium	It can be difficult for a school to schedule their two-day training because of student testing, days off and other school commitments. This can cause a delay in the program timeline as the training date is pushed out.	We provide the schools with a wide window of scheduling opportunity in the fall. We stress the importance of training as early as possible and have a sufficient number of trainers at the ready to accommodate whatever dates work best for the schools.
Schools unable to follow through with year 1 and year 2 trainings	Low	At times, schools want and need to implement the SSA Program but are unable to undertake the effort for a variety of reasons. Unfortunately, this inability is often recognized once the process is already underway and the school must abandon the effort.	Community Matters seeks schools that only have a high need for the program but are deemed "highly ready" to implement the program. This means that staff and administrators are on board, resources are available, and they are committed to investing the time and effort required to make the program a success. School selection and

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)
			commitment is very important in minimizing this risk.

Organization: **Bay Area UASI**
Project Title: **Project Five- Threat Assessment and Management Team**
Grant Number: **TBD**
Grant Period: **Defined in Outcome Implementation Plan below**

Project Goal Statement: Reducing Targeted School Violence via implementation of National Threat Assessment Protocols (NTAC) developed by the United States Secret Service (USSS). The United States Secret Service, as directed by President W. Bush, has created the Targeted School Violence database as part of an ongoing research project that examines past incidents of targeted violence directed at or on the immediate property of a K-12 school or an institute of higher education (IHE). These incidents include both averted and actual attacks. Using the protocols developed by the USSS, the IJIS Institute will assist the Offices of Education located in the UASI region in the implementation of the NTAC protocols, including the automation of the cross-jurisdictional use of data codified via those protocols.

Target Population: The IJIS Institute estimates that the population of the UASI Region for this project is estimated more than 8 million. This population represents 12 County Offices of Education in the proximity of the San Francisco (CA) Bay Area. Given the magnitude of this population, and its composition of 12 medium-to-large size counties, the IJIS Institute proposes to begin implementation of the NTAC protocols with 3 adjacent counties, and the Northern California Regional Intelligence Center (NCRIC). The NCRIC will provide enhanced investigative and intelligence resources via implementation of a Secure Data Environment (SDE) that will support cross-agency and cross-jurisdictional data sharing. From this 3-county baseline, new counties within the UASI region will be brought onboard the SDE.

OUTCOME 1: Enhanced School Threat Assessment Center Capabilities

Mid-Term Outcome 1.1: Initial Enhanced School Threat Assessment Protocols
Mid-Term Outcome 1.2: School Targeted Violence Impact Stories
Mid-Term Outcome 1.3: Initial "Context Models" of UASI Cross Jurisdictional School Threat Assessment Centers

OUTCOME 1 IMPLEMENTATION PLAN

Activity	Inputs/Resources	Time Frame	Anticipated Outputs	Progress Reporting (Complete for Progress Report Only)
Identify Enhanced School Threat Assessment Protocols based upon US Secret Service National Threat Assessment Center standard (NTAC)	• USSS NTAC standards • County Office of Education Threat Assessment Center standards and practices	Month 6	• Initial version of Enhanced Threat Assessment Protocols • Identification of preliminary data sharing requirements, including advanced protocols (i.e. Alerts, Warnings and Notifications)	
Working with County Offices of Education, external partners, and with USSS NTAC analysis and guidance, document Enhanced School Threat Assessment Impacts (challenges and issues)	• Real world Targeted school violence impact experiences – County Offices of Education (COE) • External reviews with USSS and other investigative and intelligence resources.	Month 6	• Documented targeted school violence impact stories. • Initial "Context Models" of UASI Cross Jurisdictional School Threat Assessment Centers	
Develop Contextual views of the TVTP school threat assessment data exchanges	• Real world Targeted school violence impact experiences – COE's	Month 6	Initial "Context Models" of UASI Cross Jurisdictional School Threat Assessment Center data exchanges	

OUTCOME 1 MEASUREMENT PLAN

Outcome Indicator(s)	Data Collection Method and Timeframe	Results (Complete for Progress Report Only)
All Outcome 1 Threat Assessment deliverables will be considered complete upon the following: • Preparation of the documentation for each of Outcome 1 Outputs. • Completion of incremental client reviews and adjustments to the Outcome 1 Outputs. • Client acceptance of all Outcome 1 Outputs.	Data collection for Outcome 1 Threat Assessment deliverables will be achieved by way of client participation in a series of structured analysis sessions where continued feedback will be circulated with the client team. Once the Outcome 1 activities are completed, a final series of client reviews will be conducted where data will be collected and documented based upon the Outcome1 activities.	Results will be determined once client has accepted the project plan and the specific deliverables for each outcome area.

OUTCOME 2: Design of the TVTP School Threat Data Architecture Framework

Mid-Term Outcome 2.1: Enhanced School Threat Assessment Protocols
Mid-Term Outcome 2.2: TVTP Use Case Specifications
Mid-Term Outcome 2.3: Conceptual System and Data Architecture views
Mid-Term Outcome 2.4: Legal and Regulatory Data Use Compliance Requirements

OUTCOME 2 IMPLEMENTATION PLAN

Activity	Inputs/Resources	Time Frame	Anticipated Outputs	Progress Reporting (Complete for Progress Report Only)
Conduct analysis of targeted violence impact stories and update initial version of Enhanced School Threat	• Targeted school violence impact stories.	Month 6 - 12	• Version 2 of Enhanced School Threat Assessment Protocols	

Assessment Protocols				
Define Enhanced Data Content via interactive data discovery scenario sessions with experts from: Offices of Education; law enforcement and investigative agencies; USSS advisory assistance; and community services organizations.	• Initial "Context Models" of UASI Cross Jurisdictional School Threat Assessment Centers	Month 9-12	• TVTP Use Case Specifications - Threat Assessment Data Definitions	
Define Enhanced Data Content via interactive data discovery scenario sessions with experts from: Offices of Education; law enforcement and investigative agencies; USSS advisory assistance; and community services organizations.	• Initial "Context Models" of UASI Cross Jurisdictional School Threat Assessment Centers	Month 9-12	• TVTP Use Case Specifications - Threat Assessment Data Definitions	
Design and document the TVTP Data and Transaction Architecture	• TVTP Use Case Specifications - Threat Assessment Data Definitions	Month 9-18	• Conceptual System and Data Architecture views	

| Define and document Data Use Legal and Policy Requirements, including: data security, privacy, and confidentiality requirements. | • Cross-Jurisdictional Legal and Policy Data Sharing Considerations | Month 12-18 | • Legal and Regulatory Data Use Compliance Requirements | |

OUTCOME 2 MEASUREMENT PLAN

Outcome Indicator(s)	Data Collection Method and Timeframe	Results (Complete for Progress Report Only)
Like Outcome 1, all Outcome 2 Threat Assessment deliverables will be considered complete upon the following: • Preparation of the documentation for each of Outcome 2 Outputs. • Completion of incremental client reviews and adjustments to the Outcome 2 Outputs. Client acceptance of all Outcome 2 Outputs.	Data collection for Outcome 2 Threat Assessment deliverables will be achieved by way of client participation in a series of structured analysis sessions where continued feedback will be circulated with the client team. Once the Outcome 2 activities are completed, a final series of client reviews will be conducted where data will be collected and documented based upon the Outcome 2 activities	

OUTCOME 3: Design, Develop and Implement TVTP Secure Data Environment

Mid-Term Outcome 3.1: Design TVTP System Architecture
Mid-Term Outcome 3.2: Develop/Test TVTP Data and Transaction Services
Mid-Term Outcome 3.3: Test Security and Data Protection Components
Mid-Term Outcome 3.4: Implement TVTP Alpha Platform

OUTCOME 3 IMPLEMENTATION PLAN

Activity	Inputs/Resources	Time Frame	Anticipated Outputs	Progress Reporting (Complete for Progress Report Only)
Design TVTP System Architecture	• Use Case Specifications	Month 12-18	• TVTP System Architecture – Logical View	
Develop TVTP Data and Transaction services	• Use Case Specifications • TVTP System Architecture – Logical View	Month 12-18	• TVTP Architecture – Services View	
Develop/Test System Components	• TVTP System Architecture – Logical View	Month 12-18	• TVTP System Architecture – Physical View	
Conduct Testing of TVTP Data and Transaction Services	• Use Case Specifications • Cross-Jurisdictional Legal and Policy Data Sharing Considerations	Month 15-21	• Demonstrable TVTP Data and Transaction Services	
Integrate Subsystem Services – i.e. Consumed Web Services Integration	• Use Case Specifications • Cross-Jurisdictional Legal and Policy Data Sharing Considerations • Third-party technology tools and support	Month 15-21	• Functional Subsystem Services Integration	
Conduct Information Security and Data Protection Testing	• Demonstrable TVTP Data and Transaction Services • Cross-Jurisdictional Legal and Policy Data Sharing Considerations • Functional Subsystem Services Integration	Month 18-21	• TVTP Information Security and Data Protection Test Scenarios and Testing Logs.	
Conduct TVTP Alpha System Testing	• Use Case Specifications	Month 21-24	• TVTP System Testing Logs, including test	

	• TVTP System Architecture – Physical View • Functional Subsystem Services Integration		scenarios, results and final acceptance • Tested TVTP Alpha Release 1	
Implement TVTP Secure Data Environment Alpha Release	• Tested TVTP Alpha Release 1	Month 24	• Operational TVTP Secure Data Environment Alpha Release 1	

OUTCOME 3 MEASUREMENT PLAN

Outcome Indicator(s)	Data Collection Method and Timeframe	Results (Complete for Progress Report Only)
Like previous, a set of Outcome 3 Threat Assessment deliverables bill be considered complete upon the following: • Preparation of the documentation for each of Outcome 1 Outputs • Completion of incremental client reviews and adjustments to the Outcome 1 Outputs. These measures will be primarily relevant to the architecture and design segments of Outcome 3. These will be extended to include Outcome 3 technological components, specifically the development, testing and implementation activities and outputs. For these, indicators will be	Data collection for Outcome 3 Threat Assessment technology deliverables will be achieved by way of client participation in structured analysis sessions, as well as client participation in the demonstration of the technology services components of the TVTP Alpha version of the Secure Data Environment. As with previous Outcomes, Outcome 3 will include a final series of client reviews will be conducted where feedback on the Outcome 3 outputs will be collected and documented based upon the Outcome 3 activities	

specific to the demonstrations of the progression of integration and system testing; as well as the implementation of the TVTP Alpha 1 release.			

RISK MANAGEMENT PLAN

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)
Client Availability and Participation	Medium due to limited ability to control client participation— imperative that we have the participation from the necessary county agencies to create a working body regarding threat assessments, to identify the data and transactional requires and to accomplish this project, we need the active participation of the practice, legal and technological working groups; change of personnel during the life of the project; willingness of practice teams to share data.	Casual disruptive attributes: extension of Coronavirus and the necessity of county resources and agencies to respond to pandemic. As experienced, the pandemic will impact the schools, health and human services agencies, and law enforcement resources. Budgetary restraints from any activities that require the counties to reallocate budget (pandemic; natural disaster; civil unrest) from the entities that we are working with. Impact is the protraction of contract schedule.	Plans for reduction of occurrence as well as mitigation of damages if occurs, we will establish a predictability and manageability for each of the disruptive attributes to establish a procedure for monitoring and responding to each of the risk issues.

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)
Technological Hurdles	Medium-lack of current system knowledge, including data content and data communication services. Cooperation of county and agency technology staff; confluence of other contemporaneous IT projects; compatibility of current system technologies (age, structure, and relevant content); willingness of IT team to share data.	Conduct early analyses for all data source technologies and determine cross-agency compatibility. The impact is the requirement to utilize alternative data systems.	This analysis will occur early in the project and will result in the assessment of predictability and manageability.
Scope of Work Expansions	High-Large step in modernization causes an attraction to expand the scope of the technology to other subject areas of practice and procedures	Scope expansions cause distractions and can take resources away from the project mission; attractiveness of new technologies and the possibility of using the new technologies in other subject areas; depletion of resources (county and consultant) of project mission to address issues which are out-of-scope.	Assure regular communication throughout project leadership from project manager to executive leadership; Implement and use project change control process where all out-of-scope issues can be determined; Adjudication of issues utilizing a team-approach

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)
		Impact is schedule extension and budgetary shortfalls.	to resolve out-of-scope "creep" without determining blame or fault
Financial	Low-Due to diligent management of the issues discussed above	Funding disruptions due to external factors – such as a pandemic; Requirement to recast and reallocate across the major project activities – due to, for example, a change in scope; Discovery that project is underfunded and additional funding is required to complete due to requirements that appear during the pendency of the project that were not foreseen at the initiation and planning stages. Impact is protraction of project schedule and potential in reductions of project scope.	Establish project working relationship between the county and the IJIS Institute; project accounting will be monitored and measured on a monthly basis, including forecasts of estimates to complete and earned value status of deliverables; Discrepancies will be resolved in the project management process by the principals responsible for delivery.

Appendix B

Resumes/CVs of Key Personnel

The Bay Area UASI plans to hire a Project Manager for the TVTP Program. This position will coordinate all TVTP activities in the 12-county San Francisco Bay Area and ensure coordination with the regional Training and Exercise Program. In its role of fiscal agent, San Francisco will hire this person. As a San Francisco employee, the Project Manager will hold the job classification of 0931- Manager III and the job title will be Project Manager.

Duties of this position will include:

- Coordinate with the Bay Area Training and Exercise Program to ensure training courses are widely advertised and administered through the BATEP training portal. This portal currently serves as the course registration site and database of over 30,000 BATEP program participants.

- Review the BATEP website to ensure that additional Local Prevention Framework (LPF) training information is consistently updated; ensure outreach to high schools and houses of worship.

- Coordinate with the BATEP's subject matter experts (SMEs) as they provide course hosting, coordination, and administration; ensure LPF program data is collected to facilitate reporting and measures of effectiveness.

- Implement the training projects with a focus on violence prevention planning according to FEMA and DHS approved guidelines.

- Oversee development and delivery of training courses for high schools and houses of worship as defined in the grant award.

- Establish measures and metrics aligned with the Bay Area THIRA/SPR to track and evaluate Training project outcomes.

- Support continuing TVTP grant applications targeting Bay Area capabilities and alignment with FEMA priorities.

- Monitor progress of assigned contractual projects on a quarterly basis.

Appendix C

Letters of Support

JACKIE SPEIER
14TH DISTRICT, CALIFORNIA

2465 RAYBURN HOUSE OFFICE BUILDING
WASHINGTON, DC 20515-0514
(202) 225-3531
FAX (202) 226-4183

155 BOVET ROAD, SUITE 780
SAN MATEO, CA 94402
(650) 342-0300
FAX: (650) 375-8270

WWW.SPEIER.HOUSE.GOV
WWW.FACEBOOK.COM/JACKIESPEIER
WWW.TWITTER.COM/REPSPEIER

Congress of the United States
House of Representatives
Washington, DC 20515-0514

COMMITTEE ON ARMED SERVICES
SUBCOMMITTEES
CHAIRWOMAN, MILITARY PERSONNEL
STRATEGIC FORCES
PERMANENT SELECT COMMITTEE
ON INTELLIGENCE
SUBCOMMITTEES
COUNTERTERRORISM, COUNTERINTELLIGENCE,
AND COUNTERPROLIFERATION
INTELLIGENCE MODERNIZATION AND READINESS
COMMITTEE ON OVERSIGHT
AND REFORM
SUBCOMMITTEES
GOVERNMENT OPERATIONS
ENVIRONMENT
Co-Chair, Democratic Women's Caucus
Senior Whip

June 9, 2020

Craig Dziedzic
Bay Area UASI
711 Van Ness Avenue, #420
San Francisco, CA 94102

Dear Mr. Dziedzic:

I write to respectfully support the application of the Bay Area UASI for a grant under the Department of Homeland Security's Targeted Terrorism and Terrorism Prevention Program and to request the full and fair consideration of this application by the Department of Homeland Security. The application supports five programs, and I wish to specifically support three.

Project five is the Threat Assessment and Management Team replication effort. In 2013, I convened a forum of leaders from across San Mateo County. We called it "Beyond Newtown". Our goal was to develop ways to identify and to support children and families in trouble so that the difficulties did not escalate into tragedy. I worked closely with Nancy Magee, currently our County Superintendent of Schools.

Today, the San Mateo County Office of Education provides schools in San Mateo with the tools needed to keep children safe through early identification, intervention and support of students and families experiencing extraordinary challenges, via a "Safe Schools and Communities" program. I have been told that many families have benefitted from this program and many tragedies likely averted. The Department of Homeland Security granted this program funding in 2019. Funding proposed in the current application would go to the Bay Area UASI would allow the county office of education to expand its program and to train Santa Clara and Santa Cruz counties in the techniques needed to prevent tragedies like Sandy Hook.
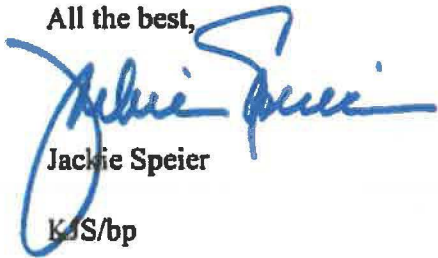
I see great merit in the program to train high school juniors and seniors in recognizing biases, media slant, and to otherwise become critical thinkers (project two). When teachers offer these lessons, we all become stronger because students will make better informed decisions as participants in civic affairs. The youth resilience project (project four) aligns with the San Mateo County Safe Schools initiative. Its goal of reducing targeted violence, bullying and sexual harassment on high school campuses has the potential to deliver relief from common complaints about the high school experience. These complaints sometimes escalate into the afflicted

individuals lashing out or engaging in acts of self-harm. Many parents have indicated concerns to me over the years that bullying at school is a significant problem for their children.

I offer no judgment on the training and awareness raising project (project one) or the behavioral analysis training project (project three) as I cannot determine how these programs currently operate or would be augmented via the grant.

Thank you for the opportunity to support the application of the Bay Area UASI for purposes of improving public and school safety in our region. I hope that the application receives the full and fair consideration of the department.

All the best,

Jackie Speier

KJS/bp

Excellence and Equity in Education
Nancy Magee · County Superintendent of Schools

June 9, 2020

Craig Dziedzic
Bay Area UASI
711 Van Ness Avenue #420
San Francisco, CA 94102

Dear Mr. Dziedzic,

I am pleased to write you in support of the Bay Area UASI proposal submission, in partnership with the IJIS Institute, in response to the Department of Homeland Security's Fiscal Year (FY) 2020 Targeted Violence and Terrorism Prevention (TVTP) Program, DHS-20-TFP-132-00-01.

The San Mateo County Office of Education has been working diligently for several years to develop and operate effective threat assessment policies and procedures. We have a team of agencies, including but not limited to, education, mental health, child welfare, juvenile justice and law enforcement. This team has been effective in intervening in circumstances and providing services to a youth and the youth's family that prevented injury to the youth or to other persons.

Recently, the San Mateo County Office of Education was the recipient of two Bureau of Justice Assistance (BJA) grants regarding Preventing School Violence: BJA's STOP School Violence Program. Both of the grants are in their first year of a three year grant. They will enable the San Mateo County Office of Education to (1) improve upon its threat assessment policies and procedures, and specifically to incorporate the guidance provided by the United States Secret Service National Threat Assessment Center in several recent publications on the subject, and (2) employ a Secure Data Environment to implement the processes with a novel, replicable secure data environment and thus permitting the data sharing to be in real-time and through technology. Both of these grants are in partnership with the IJIS Institute and we look forward to a productive and synergistic relationship with the Bay Area UASI's proposal for this grant.

San Mateo County Office of Education is pleased to have the opportunity to provide this letter of support.

Sincerely,

Nancy Magee
Nancy Magee
San Mateo County Superintendent of Schools

San Francisco Interfaith Council

Celebrating our diverse faiths & spiritual traditions
Bringing people together to build understanding
Serving our community

P.O. Box 29055
San Francisco, CA 94129
Phone: 415.474.1321
www.sfinterfaithcouncil.org

Michael G. Pappas, M.Div.
Executive Director
mgpappas@sfinterfaithcouncil.org

Board of Directors:

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Fatih Ates
Pacifica Institute

Wilma Batiste
Neighborhood Baptist Church

P.J. Cherrin
Mission Minyan

The Rev. Dr. Ellen Clark-King
Grace Cathedral

Rev. Elaine Donlin
Buddhist Church of SF

Rev. Norman Fong
Chinatown Community
Development Center

Hala K. Hijazi, Commissioner
SF Human Rights Commission

Deacon G.L. Hodge
Providence Baptist Church

Paige Hosking
Church of Jesus Christ LDS

Rev. Monique Ortiz
Saint Mary and Saint Martha
Lutheran Church

Robert T. Phillips
The Baha'i Faith in San Francisco

Rev. Vanessa Rush Southern
First Unitarian Universalist
Society of San Francisco

Rita R.Semel, Past Chair
Congregation Emanu-El

Rev. Floyd Trammell
First Friendship Institutional Baptist
Church

Swami Vedananda
Vedanta Society

Dr. Mary Wardell
University of San Francisco

Rabbi Jessica Zimmerman-Graf
Congregation Sherith Israel

May 26, 2020

Bay Area UASI
Attn: Craig Dziedzic
711 Van Ness Avenue #420
San Francisco, CA 94102

Dear Mr. Dziedzic,

We appreciate the opportunity to participate in the Bay Area UASI's Targeted Violence and Terrorism Prevention Program grant proposal process. Like you, we understand the dangers targeted violence poses to our houses of faith. We also recognize the importance of being able to recognize the pre-incident indicators of individuals bent on perpetrating targeted violence on our faith communities.

Therefore, we support the UASI's intent to bring Targeted Violence Awareness and Behavioral Analysis training to Bay Area houses of faith.

Giving our staff the ability to recognize behavioral indicators of target violence is a critical skill in the efforts to prevent targeted violence within our communities of faith.

Sincerely,

Michael G. Pappas, M.Div.
Executive Director

June 7, 2020

Bay Area UASI
Attn: Craig Dziedzic
711 Van Ness Avenue #420
San Francisco, CA 94102

Dear Mr. Dziedzic,

We appreciate the opportunity to participate in the Bay Area UASI's Targeted Violence and Terrorism Prevention Program grant proposal process. Like you, we understand the dangers targeted violence poses to our houses of faith. We also recognize the importance of being able to recognize the pre-incident indicators of individuals bent on perpetrating targeted violence on our faith communities.

Therefore, we support the UASI's intent to bring Targeted Violence Awareness and Behavioral Analysis training to Bay Area houses of faith. We have done programs for our 108 congregations, monasteries and retreat centers around defusing hatred non-violently, and growing our peacemaking skills. But knowing how to keep a congregation safe from discrimination and violence is always an ongoing conversation.

Giving our staff the ability to recognize behavioral indicators of target violence is a critical skill in the efforts to prevent targeted violence within our communities of faith.

Sincerely,

Shalom, Peace, Salaam, Om Shanti, Solh, Amani, Paz, 평화, Ping On...

Rev. Will McGarvey
Executive Director
eye4cee@gmail.com • 925.933.6030 mobile

May 27, 2020

Bay Area UASI
Attn: Craig Dziedzic
711 Van Ness Avenue #420
San Francisco, CA 94102

Dear Mr. Dziedzic,

We appreciate the opportunity to participate in the Bay Area UASI's Targeted Violence and Terrorism Prevention Program grant proposal process. Like you, we understand the dangers targeted violence pose to houses of faith in our community and in other faith communities. It is important for both community members and law enforcement to recognize pre-incident indicators of individuals bent on perpetrating targeted violence on our faith communities. Therefore, we support the UASI's intent to bring Targeted Violence Awareness and Behavioral Analysis training to Bay Area houses of faith.

While training staff at our community organizations to recognize behavioral indicators of targeted violence helps mitigate the threat, it only goes so far. **It is critically important that these efforts also train law enforcement to recognize and act on pre-incident indicators that may be misclassified as First Amendment-protected activity.** Concord PD's arrest of Ross Farca* in June 2019 is illustrative of this need: in an online chatroom, Farca expressed a desire to rack up a higher body count than the shooter at the Chabad of Poway a month earlier. This alone might not have led to his arrest; it was bragging that he had an illegally modified AR-15 that brought police to his door.

Any training effort in communities of faith must be paired with assurances that federal, state and local law enforcement will treat expressed threats of targeted violence as pre-incident indicators and aggressively prosecute.

Sincerely,

Rafael Brinner
Director of Jewish Community Security

* For context, see: https://www.mercurynews.com/2019/06/14/fueled-by-nazi-fascination-concord-man-alleged-plotted-to-massacre-jewish-people-police-officers/

121 Steuart Street	200 N. San Pedro Rd., Ste. A-220	800 Foster City Boulevard	3921 Fabian Way	1301 Farmers Lane, Ste. 103	34 Geula Street
San Francisco, CA 94105	San Rafael, CA 94903	Foster City, CA 94404	Palo Alto, CA 94303	Santa Rosa, CA 95405	Kfar Saba, Israel 44257
Tel 415.777.0411	Tel 415.499.1223	Tel 650.349.1523	Tel 650.852.9020	Tel 707.568.6207	Tel +972.9.8800930
Fax 415.495.6635	Fax 415.499.0308	Fax 650.572.0949	Fax 650.852.9061	Fax 707.578.0982	Fax +972.9.8800990

JEWISH COMMUNITY FEDERATION OF SAN FRANCISCO, THE PENINSULA, MARIN AND SONOMA COUNTIES

5/18/2020

Bay Area UASI
Attn: Craig Dziedzic
711 Van Ness Avenue #420
San Francisco, CA 94102

Dear Mr. Dziedzic,

We appreciate the opportunity to participate in the Bay Area UASI's Targeted Violence and Terrorism Prevention Program grant proposal process. Like you, we understand the dangers of targeted violence on our school campuses. We also acknowledge that our students are influenced by social and other online media that can be used as a medium to encourage young people to commit acts of violence.

Therefore, we support the UASI's intent to bring media literacy and online critical thinking to Bay Area high schools. Giving our students the ability to think critically about what they experience online is critical skill in the efforts to reduce targeted violence in schools.

Sincerely,

Carlton A. Stice
Principal
Calaveras Hills High School
Milpitas Unified School District

Analy High School

West Sonoma County Union High School District

6950 Analy Avenue, Sebastopol, California 95472-3492   (707) 824-2300   Fax (707) 827-7938

Toni Beal, Superintendent   Forrest Harper, Vice Principal
Shauna Ferdinandson, Principal   Erin Elliott, Vice Principal

5-21-20

Bay Area UASI

Attn: Craig Dziedzic

711 Van Ness Avenue #420

San Francisco, CA 94102

Dear Mr. Dziedzic,

We appreciate the opportunity to participate in the Bay Area UASI's Targeted Violence and Terrorism Prevention Program grant proposal process. Like you, we understand the dangers of targeted violence on our school campuses. We also acknowledge that our students are influenced by social and other online media that can be used as a medium to encourage young people to commit acts of violence.

Therefore, we support the UASI's intent to bring media literacy and online critical thinking to Bay Area high schools. Giving our students the ability to think critically about what they experience online is a critical skill in the efforts to reduce targeted violence in schools.

Sincerely,

Shauna T. Ferdinandson
Shauna T. Ferdinandson (May 21, 2020 10:33 PDT)

Shauna Ferdinandson

Principal Analy High School

Analy High School Mission Statement
Our mission is to promote academic and personal success, responsible citizenship, and lifelong learning in a cooperative environment.

EL MOLINO HIGH SCHOOL

WEST SONOMA COUNTY UNION HIGH SCHOOL DISTRICT
Matt Dunkle, Principal | Dani Barese, Vice Principal
TOGETHER, WE ARE EL MOLINO

21 May 2020

Dani Barese
Vice Principal, El Molino High School
7050 Covey Rd.
Forestville, CA. 95436

Bay Area UASI
Attn: Craig Dziedzic
711 Van Ness Avenue #420
San Francisco, CA 94102

Dear Mr. Dziedzic,

We appreciate the opportunity to participate in the Bay Area UASI's Targeted Violence and Terrorism Prevention Program grant proposal process. Like you, we understand the dangers of targeted violence on our school campuses. We also acknowledge that our students are influenced by social and other online media that can be used as a medium to encourage young people to commit acts of violence.

Therefore, we support the UASI's intent to bring media literacy and online critical thinking to Bay Area high schools. Giving our students the ability to think critically about what they experience online is critical skill in the efforts to reduce targeted violence in schools.

Sincerely,

Dani Barese
Vice Principal
El Molino High School

Appendix D

Letter of Recommendation

NCRIC

Northern California Regional
Intelligence Center

450 Golden Gate Ave., 14th Floor
P.O. Box 36102
San Francisco, CA 94102

Ph: 866-367-8847 (24/7)
Email: Info@NCRIC.org
www.NCHIDTA.org
www.NCRIC.org

June 5, 2020

To whom it may concern,

On behalf of the Northern California Regional Intelligence Center (NCRIC), I am writing in strong support of the Bay Area Urban Areas Security Initiative (Bay Area UASI) application for the Targeted Violence and Terrorism Prevention (TVTP) Grant Program to enhance the safety of the over 8 million residents in the region.

The NCRIC, as the federally recognized regional fusion center, has been working closely with the Bay Area UASI, federal agencies, state agencies, local government, nonprofits, and institutions of higher education to establish and enhance capabilities to prevent targeted violence and terrorism. The Bay Area UASI has been a leader as well as a trusted and able partner that has assisted us with this work. As a result of the collaborative work, our region is considered a model of how agencies can partner effectively to promote information sharing and mitigation strategies to prevent targeted violence and terrorism.

The proposed project will promote and expand inter-agency and community cooperation to identify, mitigate, and prevent targeted violence and terrorism. Given the increasing focus on threat education, identification, reporting, assessment/analysis, and dissemination, the establishment of new projects and the expansion of current projects is needed to meet demand.

Please contact me at 415-725-1000 or e-mail me at msena@ncric.ca.gov if you have any questions regarding my letter of support and recommendation for this grant proposal.

Sincerely,

Mike L. Sena
Executive Director
Northern CA Regional Intelligence Center/HIDTA