
CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

* APPLICANT'S ORGANIZATION	
<input style="width: 90%;" type="text" value="Bay Area UASI"/>	
* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	
Prefix: <input style="width: 50px;" type="text" value="Ms."/>	* First Name: <input style="width: 150px;" type="text" value="Mary"/> Middle Name: <input style="width: 100px;" type="text"/>
* Last Name: <input style="width: 200px;" type="text" value="Landers"/>	Suffix: <input style="width: 50px;" type="text"/>
* Title: <input style="width: 200px;" type="text" value="Regional Grants Manager"/>	
* SIGNATURE: <input style="width: 250px;" type="text" value="Mary T Landers"/>	* DATE: <input style="width: 100px;" type="text" value="05/21/2021"/>

Application for Federal Assistance SF-424

* 1. Type of Submission: <input type="checkbox"/> Preapplication <input checked="" type="checkbox"/> Application <input type="checkbox"/> Changed/Corrected Application	* 2. Type of Application: <input checked="" type="checkbox"/> New <input type="checkbox"/> Continuation <input type="checkbox"/> Revision	* If Revision, select appropriate letter(s): <input type="text"/> * Other (Specify): <input type="text"/>
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* 3. Date Received: <input type="text" value="05/21/2021"/>	4. Applicant Identifier: <input type="text"/>
----------------------------------------------------------------	--------------------------------------------------

5a. Federal Entity Identifier: <input type="text"/>	5b. Federal Award Identifier: <input type="text"/>
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State Use Only:

6. Date Received by State: <input type="text"/>	7. State Application Identifier: <input type="text"/>
-------------------------------------------------	-------------------------------------------------------

8. APPLICANT INFORMATION:

* a. Legal Name:

* b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text" value="(b)(6)"/>	* c. Organizational DUNS: <input type="text" value="0703842550000"/>
------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------

d. Address:

* Street1:	<input type="text" value="1011 Turk Street"/>
Street2:	<input type="text"/>
* City:	<input type="text" value="San Francisco"/>
County/Parish:	<input type="text"/>
* State:	<input type="text" value="CA: California"/>
Province:	<input type="text"/>
* Country:	<input type="text" value="USA: UNITED STATES"/>
* Zip / Postal Code:	<input type="text" value="94102-3244"/>

e. Organizational Unit:

Department Name: <input type="text" value="Dept of Emergency Management"/>	Division Name: <input type="text" value="Bay Area UASI"/>
-------------------------------------------------------------------------------	--------------------------------------------------------------

f. Name and contact information of person to be contacted on matters involving this application:

Prefix: <input type="text" value="Ms."/>	* First Name: <input type="text" value="Mary"/>
Middle Name: <input type="text"/>	
* Last Name: <input type="text" value="Landers"/>	
Suffix: <input type="text"/>	

Title:

Organizational Affiliation:

* Telephone Number: <input type="text" value="(b)(6)"/>	Fax Number: <input type="text"/>
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* Email: <input type="text" value="(b)(6)"/>	<input type="text"/>
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Application for Federal Assistance SF-424

*** 9. Type of Applicant 1: Select Applicant Type:**

E: Regional Organization

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

*** 10. Name of Federal Agency:**

Department of Homeland Security - FEMA

11. Catalog of Federal Domestic Assistance Number:

97.132

CFDA Title:

Financial Assistance for Targeted Violence and Terrorism Prevention

*** 12. Funding Opportunity Number:**

DHS-21-TTP-132-00-01

* Title:

Fiscal Year (FY) 2021 Targeted Violence and Terrorism Prevention (TVTP)

13. Competition Identification Number:

Title:

14. Areas Affected by Project (Cities, Counties, States, etc.):

Add Attachment

Delete Attachment

View Attachment

*** 15. Descriptive Title of Applicant's Project:**

Expanding Local TVTP Frameworks

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

Application for Federal Assistance SF-424

16. Congressional Districts Of:

* a. Applicant

* b. Program/Project

Attach an additional list of Program/Project Congressional Districts if needed.

17. Proposed Project:

* a. Start Date:

* b. End Date:

18. Estimated Funding (\$):

* a. Federal	<input type="text" value="1,919,703.00"/>
* b. Applicant	<input type="text" value="0.00"/>
* c. State	<input type="text" value="0.00"/>
* d. Local	<input type="text" value="0.00"/>
* e. Other	<input type="text" value="0.00"/>
* f. Program Income	<input type="text" value="0.00"/>
* g. TOTAL	<input type="text" value="1,919,703.00"/>

*** 19. Is Application Subject to Review By State Under Executive Order 12372 Process?**

- a. This application was made available to the State under the Executive Order 12372 Process for review on
- b. Program is subject to E.O. 12372 but has not been selected by the State for review.
- c. Program is not covered by E.O. 12372.

*** 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes," provide explanation in attachment.)**

- Yes
- No

If "Yes", provide explanation and attach

21. *By signing this application, I certify (1) to the statements contained in the list of certifications and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances** and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)**

** I AGREE

** The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

Authorized Representative:

Prefix: * First Name:

Middle Name:

* Last Name:

Suffix:

* Title:

* Telephone Number: Fax Number:

* Email:

* Signature of Authorized Representative: * Date Signed:

Additional Congressional Districts

California Bay Area

CA-002

CA-003

CA-005

CA-009

CA-011

CA-013

CA-014

CA-015

CA-017

CA-018

CA-019

CA-020

COVER PAGE

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

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

Name of the application tracks:

- Promising Practices: Multiple Projects Track
- Innovation Track

Names of Promising Practices: Multiple Projects Track projects:

1. Community Awareness Briefings
2. Behavioral Analysis Training
3. Cross-Sector Threat Assessment Training and Best Practices Template Book
4. Terrorist use of On-line Platforms and How to Mitigate the Threat
5. Media Literacy Training

Names of Innovation Track projects:

6. Threat Assessment and Management Portal Build
7. Mental Health Awareness Student Creation and Contest

Amount of funds requested: \$1,919,703.

Project Abstract

The Bay Area Urban Areas Security Initiative (Bay Area UASI) assists high threat urban areas to prevent terrorism and build community resilience. The Bay Area UASI includes 12 counties, over 100 incorporated cities, and a population of 8.2 million people. The area includes critical infrastructures, international airports, high profile landmarks, refineries, Silicon Valley, large stadiums, national labs, military installations, and colleges. The Bay Area UASI seeks to expand current FY20 projects to additional high schools, faith-based organizations, and counties, and to expand local targeted violence and terrorism prevention frameworks by broadening services to whole community stakeholders while adding new and innovative strategies.

The Bay Area UASI Targeted Violence and Terrorism Prevention (TVTP) Program aligns with the objectives under Goal 3 of the CTTV Strategic Framework. Our proposal offers a blend of in-person and online training, includes organizational enhancements, and leverages technology and the whole community to help implement targeted violence and terrorism prevention strategies. We strive to raise awareness of threats and prevention strategies, provide lines of communication to report what is observed, help communities and threat assessment teams effectively assess information received, and connect those at risk with resources to mitigate their current situation.

BODY

1. Needs Assessment

The May 14, 2021 National Terrorism Advisory System (NTAS) Bulletin advises that threats have evolved significantly. Social media and online forums are increasingly exploited to spread violent extremist narratives and activity. There is a media literacy knowledge gap. The threat of targeted violence in schools remains elevated as more children return to school. The May 10, 2021 Public Awareness Bulletin on School Targeted Violence cited the need to increase support services to help students adjust to in-person school environments. The California (CA) Association of School Counselors, CA Association of Social Workers, and the CA Association of School Psychologists have recommended immediate resources to assist students suffering from mental health issues as schools re-open. The U.S. Secret Service (USSS) National Threat Assessment Center (NTAC) reported that 100% of all school attackers exhibited concerning behaviors to bystanders prior to their attack with 94% of these behaviors exhibited at school. To enhance school safety, NTAC recommends that schools establish comprehensive targeted violence prevention plans to include establishing multidisciplinary threat assessment teams, developing protocols, establishing reporting systems, defining thresholds for law enforcement intervention, and training all stakeholders including bystanders. CA Department of Education (CDE) regulates School Safety Plans which exclude many targeted school violence best practices. This creates a gap in assessing and managing the threats schools face. The Bay Area County Offices of Education and the Northern California Regional Intelligence Center (NCRIC) substantiates a gap in the existence of Threat Assessment & Management Teams across the region.

Existing programs: School Safety Plans mandated by the CDE improve school climate and safety. Bay Area high schools participate in active shooter training. The Safe Schools Ambassador Program reduces targeted violence and is in use at a handful of high schools in the Bay Area. The NCRIC provides onsite physical, cyber and “threat to life” assessments and advice on how reduce vulnerabilities. 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. While many training courses and threat assessment services exist, not many people take advantage of these services. Through this program we hope to make training and resources visible and accessible to the broadest of stakeholders.

Bay Area UASI FY20 TVTP program trains 55 (15%) of the Bay Area’s 369 public and private high schools and 100 Houses of Faith. The proposed scope of the FY21 program described in this narrative will successfully build upon FY20 projects and double the number of high schools and houses of faith trained. The total estimated number of people within this targeted population includes over 326,000 high school students, over 100,000 school faculty and staff, hundreds of thousands of people who staff or attend houses of faith. New projects in this proposal include customized cross-sector target-specific threat assessment training and resources for 200 cross-sector attendees, Terrorist Use of the Internet training for 200 cross-sector attendees, Media Literacy/On-Line Critical Thinking training for 17,000 students from 55 high schools, Threat Assessment & Management and technology enhancements in two (2) additional counties, and a Mental Health Awareness Student Film Creation and Contest project for 12 high schools (360 students). The total estimated number of people within this whole-of-community approach includes a sizeable portion of the 8.2 million Bay Area population and will reach people across all

sectors. Expanding the training programs to more bystanders, threat assessment management professionals, and whole community partners will prevent violence and strengthen existing local prevention frameworks. Projects are listed under each track in priority order. Severability of projects could halt momentum; however we plan for sustainability as it is a shared objective. An overview of the proposed projects; their respective goals, description, stakeholders, and current efforts; and gaps and needs are provided below.

Promising Practices -Multiple Projects Tracks

Project One: Community Awareness Briefing -Goal: Expand the effort to raise individual awareness of the characteristics of persons mobilizing and/or radicalizing to violence.

The Community Awareness Briefing (CAB) project will raise awareness and help high schools, faith-based organizations, and other bystanders understand the threats of radicalization, extremism, and mobilization to violence. Prevention strategies, reporting instructions, and resources within the Bay Area threat assessment and prevention network will also be gathered and included. This project will include train-the-trainer courses which will close one of the gaps identified in the needs assessment. The only “awareness-level” class provided to these audiences in the Bay Area is the TVTP CAB.

Project Two: Behavioral Analysis (BA) Training -Goal: Expand the ability of individuals to recognize the behavioral characteristics of someone about to perpetrate targeted violence.

The BA Training project will high schools, faith-based organizations, and whole community bystanders on the utilization of behavioral analysis to spot, assess, and determine pre-incident indicators and anomalies that are always present before an individual carries out a violent Extremist action. After this training, attendees will be able to effectively spot, assess, intervene, and prevent targeted violence. Currently, the TVTP BA Training is the only existing training for these audiences in the Bay Area. This project will expand the current BA training, provide in-person/online training, and train-the-trainer courses to address the gap.

Project Three: Cross-Sector Threat Assessment Training and Best Practices Template Book -Goal: Enhance capabilities to recognize and prevent terrorism and targeted violence through customized, sector, and/or target specific training and toolkits.

The Cross-Sector Threat Assessment Training and Threat Assessment Best Practices Template Book project provides customized training from nationally renowned experts on how to conduct threat assessments for various diverse targets of violence and terrorism such as schools, faith-based organizations, high rise buildings, public transit, and large public gatherings. Participants in this training will include members from the private, non-profit, and public sector entities. The Cross-Sector Threat Assessment guide will contain best practices, sector specific templates, forms, and reporting instructions.

Project Four: Mitigation of Terrorist Use of the Internet and On-line Platforms Training -Goal: To increase awareness of how terrorists use the internet and online platforms and provide mitigation strategies for the technology, law enforcement, academic and whole community partners.

The Mitigation of Terrorist use of the Internet and On-line Platforms training provides insight on how terrorist organizations exploit the Internet and online platforms to disseminate propaganda, recruit, radicalize, plan attacks and fundraise. This training includes instruction on mitigation and neutralization techniques, and how to report suspicious on-line activity.

Project Five: Media Literacy Training -Goal: To increase media literacy and on-line critical thinking skills in the Bay Area

The Media Literacy and Online Critical Thinking Training focuses on providing high school faculty and staff from 55 high schools with awareness level training on media literacy and online critical thinking basics. These classes include topics such as bias in communication, recognizing and verifying sources of information, and how communications attempt to target or persuade individuals and groups.

Innovation Track

Project Six: Threat Assessment & Management Team Protocols and Portal Build -Goal: Expand capabilities for two (2) Bay Area County Offices of Education Threat Assessment & Management Teams.

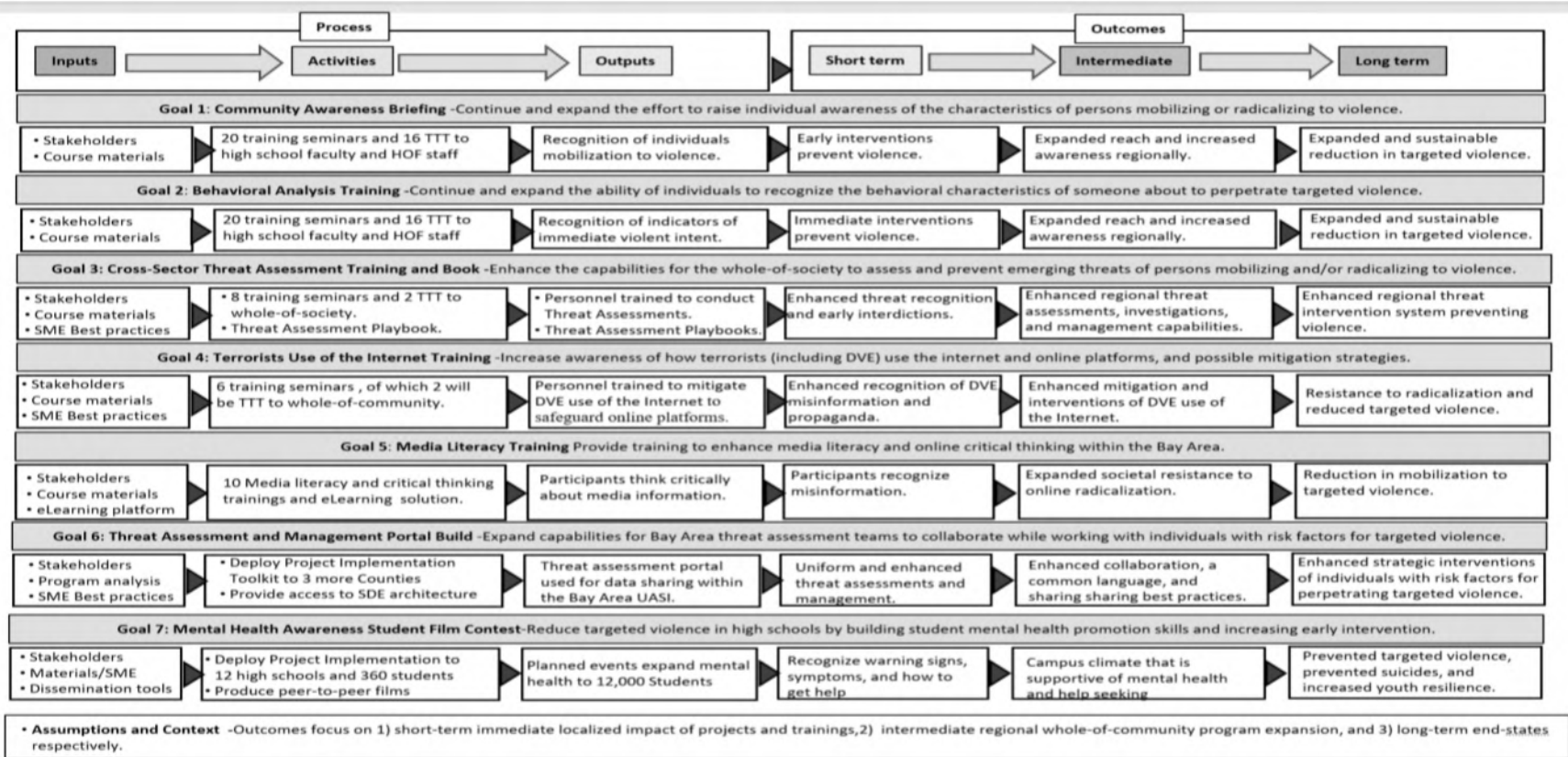
The Threat Assessment Portal meets Objective 3: Members of the local community engage among the broadest set of local stakeholders that sustain trusted partnerships and increase communications addressing radicalization to violence. This project will utilize and expand upon current FY20 work to produce a secure portal for information sharing, intervention planning, and collaboration between key agencies and staff who work with individuals with risk factors for targeted violence. Agencies and staff include behavioral/mental health, child welfare, education, public safety, and juvenile probation. Using the portal to collaborate, agencies are able to work as a team for the benefit of at-risk youth. Access to these information sources will enable threat assessment teams to conduct more thorough risk assessments of high school students and implement earlier interventions before escalation to targeted violence. The Bay Area UASI spent \$460,000 in the FY20 TVTP for three (3) counties and seeks to expand to two (2) new counties.

Project Seven: Mental Health Awareness Student Film Creation and Contest -Goal: To build youth resilience and mental health promotion skills by empowering high school students to create short films on mental health awareness and compete in a contest.

This project meets Objective 2: The local community has awareness of both the risk factors for – and the protective factors against - radicalizing to violence. The aftermath of the COVID-19 Pandemic creates a new lens on the importance of mental health for students. Through this project, twelve (12) schools (360 high school students) will receive training, technical support, and resources and create films designed to promote mental health, respond to at-risk peers, and connect to mental health resources. Films will increase knowledge about warning signs, increase skill in talking about mental health challenges, and encourage help-seeking. School-wide activities will further increase mental health awareness. Films will be submitted to an annual film contest, with opportunities to win stipends and recognition for their schools.

2. **Program Design** – Threats of violence, targeted violence, and terrorism have evolved significantly. Terrorist use of the social media and on-line platforms is growing. These seven projects, and their associated goals, objectives, and activities will prevent targeted violence and terrorism, and build more resilient communities. They are directly aligned with the TVTP Grant Program’s six objectives. The program design is depicted in the Logic Model below and individual projects are described in detail in their respective *Implementation and Measurement Plans* (IMP) in Appendix A.

Logic Model



3. Organization and Key Personnel –

The Bay Area UASI Regional TVTP Program Manager will continue to administer the program, build and expand partnerships, and collaboration across the entire Bay Area region. The Bay Area UASI TVTP Program Manager’s unique regional emergency management and homeland security experience, existing relationships, and expertise in training and organizational performance management contribute to the program’s adoption, implementation, and success. The Program Manager will handle performance reporting, risk mitigation, compliance, transparency, and marketing. The Program Manager will manage scope, schedule, budget, and quality of TVTP projects.

Objectives are achieved through broad stakeholder support. Through TVTP projects, new relationships are forged, local multi-disciplinary teams are established, and local prevention capabilities are enhanced. The Bay Area UASI has the infrastructure to expand services to whole community audiences and to capture performance data and metrics.

The Bay Area UASI has support from County leadership, Public Safety leaders, the Northern CA Regional Intelligence Center, Cal OES, FEMA IX, community-based organizations, local school safety committees, local interfaith leaders, children and youth services coalitions, elected leaders, CA statewide professional associations for School Resource Officers, School Counselors, County Behavioral Health Directors, and the CA Mental Health Services Authority who have agreed to promote and support implementation of these projects.

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

These courses will be sustained through a train-the-trainer program that will build a cadre of local instructors who will maintain and expand the training program.

- **Project One: Community Awareness Briefing (CAB) Training**
- **Project Two: Behavioral Analysis (BA) Training**
- **Project Three: Cross-Sector Threat Assessment Training and Best Practices Template Book**
- **Project Four: Mitigation of Terrorist use of the Internet and On-line Platforms Training**

Project Five: Media Literacy/Online Critical Thinking will be sustained by the development of an online eLearning course that will be available, at no cost to the Bay Area.

Project Six: Threat Assessment and Management Team Portal Participating County Offices of Education and Threat Assessment & Management Teams will be responsible for program sustainment.

Project Seven: Mental Health Awareness Student Film Creation and Contest Student films are shared and replayed.

5. Budget Detail and Narrative

- 1) **PERSONNEL:** The TVTP will fund the salary and fringe benefits for one (1) FTE program manager who will administer the overall program and perform fiscal duties. The total budget for Salaries is: \$190,996.

JUSTIFICATION

As a City and County of San Francisco employee, the Program Manager will continue to administer the TVTP program, implement projects, and build and strengthen partnerships, and local prevention frameworks. This position is a full-time equivalent on this project for 24 months.

- 2) **FRINGE BENEFITS:** The total cost for fringe benefits for one (1) FTE Program Manager based on the compensation package for the City and County of San Francisco is \$78,857. The total budget for Fringe Benefits is: \$78,857.

JUSTIFICATION

The amount represents the benefits for an 0933 Program Manager for the City and County of San Francisco, which is the fiduciary agent of the Bay Area UASI.

- 3) **TRAVEL: Not applicable.**
- 4) **EQUIPMENT: Not applicable**
- 5) **SUPPLIES: Not applicable.**
- 6) **CONTRACTUAL: The Bay Area UASI plans to award 6 contracts to implement the projects described in this proposal.** The total cost for the contracts will be \$1,475,332 and will be issued through a competitive Request for Proposals (RFP) process.

Promising Practices -Multiple Projects Track

Contract #1: The Bay Area UASI will utilize a contractor to provide online instructor-led awareness training for the faculty, staff and volunteers of 100 Bay Area high schools and 100 houses of faith. The contract amount is \$145,200.

JUSTIFICATION: The selected consulting firm will tailor and deliver the *Community Awareness Briefing* as well as a train-the-trainer version to support project sustainment beyond the grant period. Instructor-led delivery costs for the 100 high schools and 100 houses of faith over 20 deliveries are estimated at \$122,000 (\$6100/delivery x 20). The train-the-trainer course will be delivered a total of 16 times for a total cost of \$23,200.

Contract #2: Behavioral Analysis Training. The Bay Area UASI will use a contractor to provide online behavioral analysis instructor led training for the faculty, staff and volunteers of 100 Bay Area high schools and 100 houses of faith. The contract amount is \$144,332.

JUSTIFICATION: The selected consulting firm will deliver the *Behavioral Analysis Training* Course as well a Train-the-Trainer version to support project sustainment beyond the grant period. It is estimated that the instructor led delivery cost associated with training the school faculty of 100 high schools and 100 houses of faith over 20 deliveries is estimated at \$122,000.00 (\$6100/delivery x 20) and the delivery of 16 train-the-trainer courses at a total cost of \$22,332.00.

Contract #3: Cross-Sector Threat Assessment Training and Best Practices Template Book. The Bay Area UASI will use a contractor to provide eight (8) in-person Threat Assessment Training deliveries, two (2) train-the-trainer, and a Threat Assessment Guide. The contract amount is \$146,300.

JUSTIFICATION: Cross-Sector Threat Assessment Training and Threat Assessment Best Practices Template Book project is designed as a whole-of-community training on conducting threat assessment for various communities of interest such as schools, universities and colleges, place of work, and public gatherings. Participants in this training will receive a *Whole-of Community, Cross-Sector Threat Assessment Guide* containing sector-specific templates, forms and reporting instructions. Project will deliver eight (8) training seminars (\$79,200- \$9,900/in-person delivery x 8), two (2) TTT seminars (\$39,600-\$19,800/in-person delivery x 2 in-person TTT sessions) and a Cross-Sector Threat Assessment Template and forms Book (\$27,500).

Contract #4: Mitigation of Terrorist Use of the Internet and On-line Platforms. The Bay Area UASI will use a contractor to provide online instructor-led training for whole community partners through the BATEP. The contract amount is \$160,000.

JUSTIFICATION: The selected consulting firm will deliver six (6), eight (8) hour in-person iterations of the *Mitigation of Terrorist use of the Internet and On-line Platforms*. Two of these trainings will be in a train-the-trainer format. Each delivery will cost \$26,700.

Contract #5: Media Literacy/Online Critical Thinking Training. The Bay Area UASI will utilize a firm to design and deliver online/instructor led training and eLearning for 17,000 junior and senior high school students at 55 Bay Area high schools. The project focuses on providing whole of community awareness level training on media literacy and online critical thinking basics. These course topics include bias in communication, recognizing and verifying sources of information, and how communications attempt to target or persuade individuals. Audience: Whole community partners through BATEP. The contract amount is \$247,500.

JUSTIFICATION: High school students are influenced by social media and other online platforms which can be used as a medium to encourage young people to commit acts of violence. Providing *Media Literacy/On-line Critical Thinking Training* will help students combat the narratives on-line, reduce radicalization, and prevent targeted violence in schools. To provide this training, the program must be a mix of instructor led online training (10 deliveries; 10 schools) and the resulting eLearning instructional modules will allow for on-line delivery flexibility to the remaining 45 schools. While the estimated project cost exceeds the amount, the resulting eLearning product will enable the Bay Area UASI to provide the training, at no cost to the remaining 314 Bay Area high schools after the end of the grant period.

Innovation Track

Contract #6: Threat Assessment and Management Portal. The Bay Area UASI will seek to contract with the non-profit, IJIS Institute, to expand the Secure Data Environment (SDE) program to two additional Bay Area counties at a cost of \$226,000 per county. The contract amount is \$452,000.

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. This estimate is based on the project costs required to implement the SDE in 2 additional counties.

Contract #7: Mental Health Awareness Student Film Creation and Contest. The Bay Area UASI in partnership with the California Mental Health Services Authority will use a contractor to create Bay Area Mental Health Awareness film contests each year for two years. Contractor will identify 12 Bay Area High Schools as contest implementation sites (6 sites each year/\$90,000 per year). The contractor will provide mental health awareness training and support, technical film direction support, review film submissions, develop and provide event kits, and use stipends and other recognitions to celebrate winners. This contract amount is \$180,000.

JUSTIFICATION: 12 high school classrooms in 12 high schools (6 per year) will be selected to receive services that will enable and empower students to create short mental health awareness films then participate in an annual film contest. Services provided by the contractor to 12 classrooms and 360 students include Mental Health Specialist training and consultation, technical film creation and production support, stipends, event kits, and promotional material. Student directed mental health promotion films (public service announcements) will center youth voices in positive, action-oriented messaging; and offer a platform for school-wide dissemination of prevention messaging expanding the messaging of 360 students to 12,000. The film creation process increases knowledge about warning signs, builds confidence and skill in discussing mental health, and facilitates entree into mental health care. \$90,000 for 6 high schools per year for two (2) years.

5) **OTHER.** Not applicable.

6) **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	\$190,996
2. Fringe Benefits	\$78,857
3. Travel	0
4. Equipment	0
5. Supplies	0
6. Contractual	\$1,475,332
7. Other	0
Total Direct Costs	\$1,745,185
8. Indirect Costs	\$174,518
TOTAL GRANT REQUEST	1,919,703

OTVTP Implementation & Measurement Plan

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

In the Implementation Plan table:

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

In the Measurement Plan table:

- Type each performance measures/indicators in a separate row.
- Include indicators that will help measure the results of the project; it is not necessary to have more than one indicator if that indicator sufficiently measures results.
- Identify and/or design data collection methods to be used to obtain the data that will be reported on quarterly.
- Ensure attention to collection of data that can be broken down by sex and age of project participants or beneficiaries.

NOTE: Data collection methods should be specific and timebound. Any expenses incurred from the collection of data must come from the grant already awarded. No additional funds will be made available by DHS for this purpose.

Organization Name	City and County San Francisco Department of Emergency Management
Project Title	Project 1 - Community Awareness Briefings
Grant Number	DHS-21-TTP-132-00-01
Grant Implementation Period	10/1/2021 to 9/30/2023
Reporting Period	

Project Goal Statement

Goal: Expand the effort to raise individual awareness of the characteristics of persons mobilizing or radicalizing to violence.

Discussion: The goal of this project is to continue to enhance and expand the community's awareness of the drivers of violent extremism and the threat of targeted violence by training participants on recognizing the characteristics of persons mobilizing and radicalizing to violence. Specifically, this project will deliver Community Awareness Briefings (CAB) using materials developed and matured through the OTVTP and tailored to the Bay Area followed by CAB Train the Trainer (TTT) seminars for sustainability.

Target Population

The target population for this project is faculty and staff at high schools located in the 12 counties and three major cities that comprise the Bay Area UASI. There are an estimated 369 public and private high schools in the Bay Area. Based on consultation with education stakeholders and the Northern California Intelligence Center (NCRIC) we estimate we can provide 20 CAB seminars and 16 TTT seminars reaching 100 (30%) of those high schools in the grant performance period.

Training needs for this population are driven by the recognition of gaps in awareness training –what to look for, critical thinking, reporting channels— and the ability to connect those at risk with support resources.

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

Objective 1.1: Provide instructor led online awareness training to enhance identification of individuals mobilizing or radicalizing to violence to 100 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.

Example Goal IMPLEMENTATION PLAN

Objectives	Activity	Inputs/Resources	Time Frame	Anticipated Outputs
<i>Objective 1.1</i>	<i>Activity 1.1.1 Socialize the CAB Program with Bay Area leaders and stakeholders</i>	<ul style="list-style-type: none"> • Program Manager • BA UASI Approval Authority Members • Associations for WG members and Audience • Elected officials • Interfaith councils • STAC/NCRIC • Law Enforcement • Juvenile Probation • Behavioral Health/Mental Health Services • County Superintendents/City Principals • Children and Youth Services • School Safety Committees 	<i>Q1, 2022</i>	<ul style="list-style-type: none"> • 36 Coordination Meetings • Buy-in, support, and trust • Assignment of POCs
	<i>Activity 1.1.2 Expand CAB Stakeholder Contact List for new audiences</i>	<ul style="list-style-type: none"> • Project Manager • Lead Instructor 	<i>Q2, 2022- Q1, 2023</i>	<ul style="list-style-type: none"> • City/County POCs for Education, Law Enforcement, Mental Health, Technology, Behavioral Health, Juvenile Probation, Child Welfare, Legal,

Objectives	Activity	Inputs/Resources	Time Frame	Anticipated Outputs
				<p><i>Houses of Worship, CBOs</i></p> <ul style="list-style-type: none"> • <i>City/County POCs for associated school safety and children/youth mental health coalitions and networks</i>
	<p><i>Activity 1.1.3 Establish TVTP Working Group for 2 County</i></p>	<ul style="list-style-type: none"> • <i>Program Manager</i> • <i>Project Manager</i> • <i>City/County Interfaith Leaders</i> • <i>County Offices of Education, School Counselors, School Resource Officers</i> • <i>County Sheriff Community Liaison</i> 	<p><i>Q2, 2022-Q1, 2023</i></p>	<ul style="list-style-type: none"> • <i>Agreement to Host</i> • <i>Approval of locally branded (logos), culturally competent pilot course materials.</i> • <i>Local working group members recruit attendees</i> • <i>Local working group leader provides opening remarks</i>
	<p><i>Activity 1.1.4 Deliver 20 instructor-led on-line training seminars</i></p>	<ul style="list-style-type: none"> • <i>Project Manager</i> • <i>Lead instructor</i> • <i>Zoom meeting platform for virtual participation</i> 	<p><i>Q1, 2022-Q4, 2022</i></p>	<ul style="list-style-type: none"> • <i>20 seminar deliveries</i> • <i>Participants from all 100 high schools instructed</i> • <i>Course material refinements if necessary</i> • <i>Course recorded for follow on viewing by students that cannot attend the session</i>
<p><i>Objective 1.2:</i></p>	<p><i>Activity 1.2.1 Develop and deliver 16 instructor-led, on-line train-the-trainer seminars</i></p>	<ul style="list-style-type: none"> • <i>Project Manager</i> • <i>Lead instructor</i> • <i>Zoom meeting platform for virtual participation</i> 	<p><i>Q4, 2022-Q4, 2023</i></p>	<ul style="list-style-type: none"> • <i>Train-the-Trainer curricula developed</i> • <i>Local working group members recruit attendees</i> • <i>Local working group leaders</i>

Objectives	Activity	Inputs/Resources	Time Frame	Anticipated Outputs
				<i>provide opening remarks</i> <ul style="list-style-type: none"> • <i>Deliver 16 train-the-trainer seminars</i>

GOAL MEASUREMENT PLAN

Performance Measures	Data Collection Method and Timeframe
<u>Project Goal Performance Measures:</u> <ul style="list-style-type: none"> • <i># of Courses and TTTs Provided</i> • <i>100 different high schools and houses of faith</i> • <i>A minimum of 80% of training participants report that they feel confident and capable of assessing and identifying persons mobilizing and radicalizing to violence.</i> • <i>A minimum of 80% of training participants report that they feel confident and capable of initiating the appropriate interventions when recognizing indicators of mobilization and radicalization to violence.</i> • <i>A minimum of 80% of training participants report that they felt the trainer was satisfactory and successfully covered the material.</i> • <i>A minimum of 80% of participants in the TTT training report that they feel capable and confident to facilitate CAB trainings.</i> • <i>Increase in effective TV assessments and interventions.</i> 	<u>Project Goal Data Collection:</u> <ul style="list-style-type: none"> • <i>Anonymous participant feedback surveys provided at the conclusion of each CAB and TTT seminar with option to submit organization name.</i> • <i>Anonymous quarterly participant high school and NCRIC TV assessment and intervention surveys to measure quality and quantity of instruction and threat reporting.</i>

APPENDIX A: RISK MANAGEMENT PLAN

The following risk assessment chart is designed to assist in the identification of potential occurrences that would impact achieving project objectives, primarily those originating externally and that are outside of the organization’s control. Risks could include, but are not limited to: economic, social, or political changes; changes to planned partnerships; legal or compliance changes; or other risks unique to this project. Use the chart below to identify these risks; add additional rows if necessary.

Risk Identified	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 performance issues	Failure of 3 rd party vendors to meet deadlines or standards could impact delivery milestones.	<ul style="list-style-type: none"> • Strong program management with regular status updates • Clearly defined scope of work • Tie incremental payments to successful seminar deliveries
COVID-19 pandemic situation still evolving	As of this writing, we are 15 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.	<ul style="list-style-type: none"> • Ongoing communication with state and local authorities • Provide virtual training seminars • Be prepared to adjust schedules (in consultation with client) to adapt to the fluid operating environment
Cultural and societal sensitivities to training materials	There are communities of interest who may find targeted violence threat awareness training to have the potential for being insensitive to religious or cultural groups.	<ul style="list-style-type: none"> • 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

OTVTP Implementation & Measurement Plan

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

In the Implementation Plan table:

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

In the Measurement Plan table:

- Type each performance measures/indicators in a separate row.
- Include indicators that will help measure the results of the project; it is not necessary to have more than one indicator if that indicator sufficiently measures results.
- Identify and/or design data collection methods to be used to obtain the data that will be reported on quarterly.
- Ensure attention to collection of data that can be broken down by sex and age of project participants or beneficiaries.

NOTE: Data collection methods should be specific and timebound. Any expenses incurred from the collection of data must come from the grant already awarded. No additional funds will be made available by DHS for this purpose.

Organization Name	City and County of San Francisco Department of Emergency Manageme
Project Title	Project 2 Behavioral Analysis Training
Grant Number	DHS-21-TTP-132-00-01
Grant Implementation Period	10/1/2021 to 9/30/2023
Reporting Period	

Project Goal Statement

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

Discussion: The goal of this project is to continue to enhance and expand the capabilities of staff within high schools and houses of worship to identify the non-verbal behavior of individuals contemplating or intent on perpetrating targeted violence and train them in the ways to report their observations within the Bay Area threat assessment network. Specifically, this project will deliver behavioral assessment training for recognizing situationally relevant threat indicators such as environmental anomalies, stress characteristics, and other behavioral factors.

Target Population

The target population for this project is faculty and staff at high schools and House of Faith (HOF) located in the 12 counties and three major cities that comprise the Bay Area UASI.

High Schools: There are an estimated 369 high schools in the Bay Area. Based on consultation with the Northern California Intelligence Center (NCRIC) we estimate we can provide 20 Behavioral Assessment (BA) seminars and 16 TTT seminars reaching 100 of those high schools in the grant performance period.

HOF: It is harder to quantify the number of HOF in the Bay Area. However, in consultation with the NCRIC, Inter-Faith Councils, and other stakeholders we estimate we can provide 20 Behavioral Assessment (BA) seminars and 16 TTT seminars reaching 100 HOF in the grant performance period.

The BA seminars will seek to combine participation from both high schools and HOF.

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

Objective 1.1: Provide behavioral analysis training for the staff of 55 high schools and 100 houses of faith (HOF) located throughout the Bay Area UASI.

Objective 1.2: Develop train-the-trainer awareness training curricula to extend the Bay Area TVTP program’s reach to provide behavioral analysis training for high school and houses of faith staff located throughout the Bay Area UASI region.

Goal 1 IMPLEMENTATION PLAN

Objectives	Activity	Inputs/Resources	Time Frame	Anticipated Outputs
<i>Objective 1.1:</i>	<i>Activity 1.1.1 Deliver 20 instructor-led on-line BA training seminars to high school staff and faculty</i>	<ul style="list-style-type: none"> • <i>Project Manager</i> • <i>Lead instructor</i> • <i>Zoom meeting platform for virtual participation</i> 	<i>Q1, 2022-Q4, 2022</i>	<ul style="list-style-type: none"> • <i>20 seminar deliveries</i> • <i>Participants from all 100 high schools instructed</i> • <i>Course material refinements if necessary</i> • <i>Course recorded for follow on viewing by students that cannot attend the session</i>
	<i>Activity 1.1.2 Socialize the BA Program with Bay Area leaders and stakeholders</i>	<ul style="list-style-type: none"> • <i>Program Manager</i> • <i>BA UASI Approval Authority Members</i> • <i>Associations for WG members and Audience</i> • <i>Elected officials</i> • <i>Interfaith councils</i> • <i>STAC/NCRIC</i> • <i>Law Enforcement</i> • <i>Juvenile Probation</i> • <i>Behavioral Health/Mental Health Services</i> • <i>County Superintendents/City Principals</i> • <i>Children and Youth Services</i> • <i>School Safety Committees</i> 	<i>Q1, 2022-Q4, 2022</i>	<ul style="list-style-type: none"> • <i>36 Coordination Meetings</i> • <i>Buy-in, support, and trust</i> • <i>Assignment of POCs</i>

Objectives	Activity	Inputs/Resources	Time Frame	Anticipated Outputs
	<i>Activity 1.1.3 Expand BA Stakeholder Contact List for new audiences</i>	<ul style="list-style-type: none"> • <i>Project Manager</i> • <i>Lead Instructor</i> 	<i>Q2 2022</i>	<ul style="list-style-type: none"> • <i>City/County POCs for Education, Law Enforcement, Mental Health, Technology, Behavioral Health, Juvenile Probation, Child Welfare, Legal</i>
	<i>Activity 1.1.4 Deliver 20 instructor-led on-line training seminars to HOF staff and faculty.</i>	<ul style="list-style-type: none"> • <i>Program Manager</i> • <i>Project Manager</i> • <i>Lead instructor</i> • <i>Zoom meeting platform for virtual participation</i> 	<i>Q1, 2022- Q4, 2022</i>	<ul style="list-style-type: none"> • <i>Agreement to Host from Work Group lead</i> • <i>Approval of locally branded (logos), and culturally competent course materials.</i> • <i>Local working group members recruit attendees</i> • <i>Local working group leader provides opening remarks</i> • <i>20 seminar deliveries</i> • <i>Participants from all 100 HOF instructed</i> • <i>Course material refinements if necessary</i> • <i>Course recorded for follow on viewing by students that cannot attend the session</i>
<i>Objective 1.2:</i>	<i>Activity 1.2.1 Develop and deliver 16 instructor-led, on-line train-the-trainer seminars</i>	<ul style="list-style-type: none"> • <i>Project Manager</i> • <i>Program Manager Lead instructor</i> • <i>Zoom meeting platform for virtual participation</i> 	<i>Q4, 2022- Q4, 2023</i>	<ul style="list-style-type: none"> • <i>Train-the-Trainer curricula developed</i> • <i>Agreement to Host from Work Group lead</i> • <i>Approval of locally branded (logos), and</i>

Objectives	Activity	Inputs/Resources	Time Frame	Anticipated Outputs
				<p><i>culturally competent course materials.</i></p> <ul style="list-style-type: none"> • <i>Local working group members recruit attendees</i> • <i>Local working group leader provides opening remarks</i> • <i>Deliver 16 train-the-trainer seminars</i>

Goal 1 MEASUREMENT PLAN

Performance Measures	Data Collection Method and Timeframe
<p><u>Project Goal Performance Measures:</u></p> <ul style="list-style-type: none"> • <i>A minimum of 80% of training participants report that they feel confident and capable of assessing and identifying behavioral characteristics of persons contemplating or intent on committing violence.</i> • <i>A minimum of 80% of training participants report that they feel confident and capable of initiating the appropriate interventions when recognizing behavioral characteristics of persons contemplating or intent on committing violence.</i> • <i>A minimum of 80% of training participants report that they felt the trainer was satisfactory and successfully covered the material.</i> • <i>A minimum of 80% of participants in the TTT training report that they feel capable and confident to facilitate Behavioral Assessment trainings.</i> • <i>Increase in effective TV assessments and interventions.</i> 	<p><u>Project Goal Data Collection:</u></p> <ul style="list-style-type: none"> • <i>Anonymous participant feedback surveys provided at the conclusion of each Behavioral Assessment and TTT seminar.</i> • <i>Anonymous quarterly participant high school, HOF, and NCRIC TV assessment and intervention surveys to measure quality and quantity of instruction and threat reporting.</i>

APPENDIX A: RISK MANAGEMENT PLAN

The following risk assessment chart is designed to assist in the identification of potential occurrences that would impact achieving project objectives, primarily those originating externally and that are outside of the organization’s control. Risks could include, but are not limited to: economic, social, or political changes; changes to planned partnerships; legal or compliance changes; or other risks unique to this project. Use the chart below to identify these risks; add additional rows if necessary.

Risk Identified	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	Failure of 3 rd party vendors to meet deadlines or standards could impact delivery milestones.	<ul style="list-style-type: none"> • 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	As of this writing, we are 15 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.	<ul style="list-style-type: none"> • 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	There are communities of interest who may find behavioral analysis training to have the potential for being insensitive to religious or cultural groups.	<ul style="list-style-type: none"> • 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

OTVTP Implementation & Measurement Plan

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

In the Implementation Plan table:

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

In the Measurement Plan table:

- Type each performance measures/indicators in a separate row.
- Include indicators that will help measure the results of the project; it is not necessary to have more than one indicator if that indicator sufficiently measures results.
- Identify and/or design data collection methods to be used to obtain the data that will be reported on quarterly.
- Ensure attention to collection of data that can be broken down by sex and age of project participants or beneficiaries.

NOTE: Data collection methods should be specific and timebound. Any expenses incurred from the collection of data must come from the grant already awarded. No additional funds will be made available by DHS for this purpose.

Organization Name	City and County of San Francisco Department of Emergency Management
Project Title	Project 3 Threat Assessment Training and Threat Assessment Guidebook
Grant Number	DHS-21-TTP-132-00-01
Grant Implementation Period	10/1/2021 to 9/30/2023
Reporting Period	

Project Goal Statement

Goal: Provide threat assessment & threat management training to law enforcement personnel and others within the Bay Area.

Discussion: Behavioral threat assessment & threat management is recognized by federal agencies, state task forces, professional associations, and two American National Standards as the best available tool for preventing targeted violence in educational institutions, workplaces, public venues, and against public officials and public figures. This training is designed to enhance the capacity of law enforcement personnel, school officials, Human Resource professionals, mental health professionals, and corporate security professionals within the Bay Area to conduct threat assessment investigations and implement threat management strategies to prevent active shooter events and other acts of targeted violence before harm occurs.

Target Population

The target for this project is the population making up the San Francisco Bay Area Region's whole of community. This includes reaching out and providing training opportunities to local government—law enforcement and public safety, fire services, emergency management, public health—and private sector community preparedness and advocacy groups. This project will offer training through the Bay Area Training and Exercise Program (BATEP) and its membership of 30,000 participants representing all sectors of the community at larger. The training will be delivered utilizing eight (8) training seminars and two (2) TTT seminars. Additionally, each seminar participant will receive a threat assessment guidebook.

Goal: Provide threat assessment & threat management training to law enforcement personnel and others within the Bay Area.

Objective 1.1: Provide in-person or online training to threat management professionals within the Bay Area UASI on how to conduct threat assessments to prevent acts of targeted violence.

Objective 1.2: Deliver threat assessment/investigative guidebook detailing facts about targeted violence, how prevention is possible, guidance for building a threat assessment program, and detailed steps for running threat assessment inquiries and investigations, including developing intervention plans.

Objective 1.3: Provide Train-the-Trainer instruction to build sustainability for ongoing training and capacity-building in threat assessment and threat management throughout the Bay Area.

Example Goal IMPLEMENTATION PLAN

Objectives	Activity	Inputs/Resources	Time Frame	Anticipated Outputs
<i>Objective 1.1</i>	<i>Activity 1.1.1 Socialize the TAMT Training Project with cross-sector Bay Area leaders, Lifelines, Entertainment/Arts stakeholders</i>	<ul style="list-style-type: none"> • Program Manager • Chambers of Commerce • Economic Development Leaders • Critical Infrastructure leaders/Directors of Security/Safety leads • Advisory Boards • Interfaith councils • STAC/NCRIC • Law Enforcement • CA Resiliency Alliance • Cal OES Private Sector/NGO integration 	<i>Q1,2022</i>	<ul style="list-style-type: none"> • 36 Coordination Meetings • Buy-in, support, and trust • Assignment of POCs
	<i>Activity 1.1.2 Expand TVTP Master Stakeholder Contact List for new audiences</i>	<ul style="list-style-type: none"> • Project Manager • Lead Instructor 	<i>Q2, 2022-Q1, 2023</i>	<ul style="list-style-type: none"> • City/County POCs for Education, Law Enforcement, Mental Health, Technology, Behavioral Health, Juvenile Probation, Child Welfare, Legal,

Objectives	Activity	Inputs/Resources	Time Frame	Anticipated Outputs
				<p><i>Houses of Worship, CBOs</i></p> <ul style="list-style-type: none"> • <i>City/County POCs for associated school safety and children/youth mental health coalitions and networks</i>
	<p><i>Activity 1.1.3 Embed 3 different partnership types into 1 County WG</i></p>	<ul style="list-style-type: none"> • <i>Program Manager</i> • <i>Project Manager</i> • <i>City/County Interfaith Leaders</i> • <i>County Offices of Education, School Counselors, School Resource Officers</i> • <i>County Sheriff Community Liaison</i> 	<p><i>Q2, 2022-Q1, 2023</i></p>	<ul style="list-style-type: none"> • <i>Agreement to Host</i> • <i>Approval of locally branded (logos), culturally competent pilot course materials.</i> • <i>Local working group members recruit attendees</i> <p><i>Local working group leader provides opening remarks</i></p>
	<p><i>Activity 1.1.4 Update presentation materials and tabletop exercises for in-person course</i></p>	<ul style="list-style-type: none"> • <i>Project Manager</i> • <i>Lead instructor</i> • <i>Additional instructor</i> • <i>Support Specialist</i> 	<p><i>Q1,2022</i></p>	<p><i>PowerPoint-based instructional modules</i></p>
	<p><i>Activity 1.1.5 Deliver training classes (in-person or online as conditions dictate)</i></p>	<ul style="list-style-type: none"> • <i>Project Manager</i> • <i>Lead instructor</i> • <i>Zoom meeting platform for virtual participation</i> • <i>Classroom with appropriate capacity and projection screen if in person</i> 	<p><i>Q1-4 2022</i></p>	<ul style="list-style-type: none"> • <i>Eight (8) course deliveries</i> • <i>Local working group members recruit attendees</i> • <i>Local working group leaders provide opening remarks</i> • <i>Course material refinements if necessary</i> • <i>Course material ready for further delivery</i>

Objectives	Activity	Inputs/Resources	Time Frame	Anticipated Outputs
<i>Objective 1.2:</i>	<i>Activity 1.2.1 Update and deliver threat assessment investigative guide for law enforcement and other professionals</i>	<ul style="list-style-type: none"> •SME and threat assessment best practices 	<i>Q4, 2021</i>	<ul style="list-style-type: none"> • Update and customization of existing materials
<i>Objective 1.3:</i>	<i>Activity 1.3.1 Update and deliver threat assessment Train-the-Trainer instruction</i>	<ul style="list-style-type: none"> •Lead instructor •Additional instructor •Zoom meeting platform for virtual participation. •Classroom with appropriate capacity and projection screen if in person 	<i>Q1-3, 2023</i>	<ul style="list-style-type: none"> • Course material updates • Two (2) course deliveries • Course recorded for follow on viewing by students to review prior to providing their own training.

GOAL MEASUREMENT PLAN

Performance Measures	Data Collection Method and Timeframe
<p><u>Project Delivery Performance Measures:</u></p> <ul style="list-style-type: none"> • Training course materials (PowerPoint, participant manual, case worksheets) completed and ready for delivery. • Train-the-trainer course materials (instructor manual, PowerPoint, participant manual, fact patterns, case worksheets) completed and ready for delivery. • Investigative guide completed and ready for delivery. • 8 Training courses presented (in-person or virtually). • 2 Train-the-Trainer courses presented (in-person or virtually) <p><u>Project Goal Performance Measures:</u></p> <ul style="list-style-type: none"> • Participants show improvement in scores between pre-test and post-test survey responses, prior to and following attendance at the training courses. • 70% of participants receive grades of “ready to lead classes” by instructors in train-the-trainer classes 	<p><u>Project Delivery Data Collection:</u></p> <ul style="list-style-type: none"> • Training materials reviewed and deemed ready for delivery by program manager in Q4 2021. • Train-the-trainer materials reviewed and deemed ready for delivery by program manager in Q2 2022. • Investigative guide reviewed and deemed ready for delivery by program manager in Q1 2022. • Training courses delivered Q1-Q4, 2022. • Train-the-trainer courses delivered in Q1-Q3 2023 <p><u>Project Goal Data Collection:</u></p> <ul style="list-style-type: none"> • Pre-test / post-test quizzes given to training participants before and after attending training classes. • Review by instructors on performance of participants in train-the-trainer classes.

APPENDIX A: RISK MANAGEMENT PLAN

The following risk assessment chart is designed to assist in the identification of potential occurrences that would impact achieving project objectives, primarily those originating externally and that are outside of the organization’s control. Risks could include, but are not limited to: economic, social, or political changes; changes to planned partnerships; legal or compliance changes; or other risks unique to this project. Use the chart below to identify these risks; add additional rows if necessary.

Risk Identified	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)
COVID-19 pandemic ongoing	The COVID-19 pandemic has been ongoing for over a year. Although conditions within CA appear that they should allow for in-person training, those conditions could change. In the event that conditions do not permit in-person learning, the training sessions and train-the-trainer sessions could be held through a virtual platform. This can be done without changing the content or interactive nature of the classes.	<ul style="list-style-type: none"> • Ongoing monitoring of California state and regional restrictions on size of indoor gatherings. • Ongoing monitoring of travel restrictions for instructors. • Preparing classes to be taught either in-person or through a virtual platform.
Changes in societal concerns regarding law enforcement involvement in school / campus matters	The George Floyd murder, additional instances of law enforcement officer-perpetrated homicides against unarmed Black men, and publicized instances of law enforcement officers taking young students out of school in handcuffs have led to increased skepticism of law enforcement involvement in educational institutions.	<ul style="list-style-type: none"> • Providing for a review of training materials by constituent groups to ensure materials are appropriate and acceptable. • Adding specific commentary from instructors to address these concerns. • Emphasizing that involvement of law enforcement in threat assessment teams is consultative role and as part of a partnership, with parameters defined in MOUs.

OTVTP Implementation & Measurement Plan

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

In the Implementation Plan table:

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

In the Measurement Plan table:

- Type each performance measures/indicators in a separate row.
- Include indicators that will help measure the results of the project; it is not necessary to have more than one indicator if that indicator sufficiently measures results.
- Identify and/or design data collection methods to be used to obtain the data that will be reported on quarterly.
- Ensure attention to collection of data that can be broken down by sex and age of project participants or beneficiaries.

NOTE: Data collection methods should be specific and timebound. Any expenses incurred from the collection of data must come from the grant already awarded. No additional funds will be made available by DHS for this purpose.

Organization Name	City and County of San Francisco Department of Emergency Management
Project Title	Training course: background to terrorist use of the internet and mitigation strategies
Grant Number	DHS-21-TTP-132-00-01
Grant Implementation Period	10/1/21 to 9/30/23
Reporting Period	

Project Goal Statement

Goal: To increase awareness of how terrorist groups and actors (both Islamist and domestic / racially and ethnically motivated) use the internet and online platforms to disseminate propaganda, recruit, radicalise, plan attacks and fundraise, and to provide possible mitigation strategies for the tech, law enforcement, civil society, and academic sectors.

Discussion: Terrorist actors and groups of use a wide range of online platforms, spanning across a multitude of technologies, for strategic and operational purposes. Moreover, terrorists are adept at evolving their use of the internet and adapting to mitigation campaigns. This adversarial shift makes it difficult for tech companies, law enforcement and other relevant stakeholders to stay abreast of the threat. In this course, we will provide insight on how terrorists exploit online platforms and provide tech companies and law enforcement with the tools to mitigate current threats and identify future risks. We will also speak to how civil society groups and academic researchers can get involved to support mitigation strategies.

Target Population

The target for this project is the population making up the San Francisco Bay Area Region's whole of community. This includes connecting with the region's influential technology sector and academic institutes and to bridge the gap between actors within tech, law enforcement, civil society, and academia on the issue of tackling terrorist use of the internet.

This project will offer training through the Bay Area Training and Exercise Program (BATEP) and its membership of 30,000 participants representing all sectors of the community at larger. The training will be delivered utilizing eight (8) training seminars, two (2) of which will be TTT seminars.

Goal: Raise individual awareness amongst stakeholders from the tech, law enforcement, civil society, and academia sectors about terrorist use of the internet and possible mitigation strategies.

Objective 1.1: Provide instructor led training to enhance understanding of how terrorists use online platforms and identify mitigation strategies for relevant stakeholders (tech sector, law enforcement, civil society, academia).

Objective 1.2: Develop an online training questionnaire based on training course curriculum outlined above.

Example Goal IMPLEMENTATION PLAN

Objectives	Activity	Inputs/Resources	Time Frame	Anticipated Outputs
Objective 1.1:	<i>Activity 1.1.1 Identify stakeholders and provide project overviews</i>	<ul style="list-style-type: none"> ●Program Manager ●Project Manager ●Big and Small Tech ●Economic Development ●Chambers of Commerce ●Citizen Scientists and Volunteers ●Criminal Justice entities ●Law Enforcement ●CERT/NERT teams 	Q1 2022	<ul style="list-style-type: none"> ●Agreement to Support/Promote the training to networks and stakeholder groups ●Updated Contact Lists ●Course Flyers/Logos
	<p><i>Activity 1.1.2 Develop and deliver six one-day training courses covering:</i></p> <p>Terrorist use of the internet (all sectors)</p> <ul style="list-style-type: none"> ● Historical overview ● Current state of play <ul style="list-style-type: none"> ○ Strategic use <ul style="list-style-type: none"> ▪ Propaganda dissemination ▪ Content moderation evasion techniques ▪ Recruitment ▪ Incitement to radicalisation ○ Operational use <ul style="list-style-type: none"> ▪ Online fundraising ▪ Attack-planning via E2EE platforms <p>Action and progress to date (all sectors)</p> <ul style="list-style-type: none"> ● Tech company progress and initiatives 	<ul style="list-style-type: none"> ●Project Manager ●Researcher(s) ● 3-4 instructors ● Zoom meeting platform for virtual participation 	Q1 2022- Q2 2022	<ul style="list-style-type: none"> ● 4 virtual training courses ●2 in-person TTT training courses in Bay Area ●Training course curriculum / resources for sharing with participants ●Course recorded for sharing with participants ●Post course evaluation report

Objectives	Activity	Inputs/Resources	Time Frame	Anticipated Outputs
	<ul style="list-style-type: none"> Industry self-regulation and cross-industry coalitions Public-private partnerships Regulatory and legislative approaches Breakout sessions: mitigation strategies <ul style="list-style-type: none"> Tech sector capacity-building session (tech companies) Open-source intelligence and online investigation techniques (law enforcement) Improving operationalizable research and counter-narratives (civil society & academia) 			
Objective 1.2:	Activity 1.2.1 Develop an online training questionnaire based on the above curriculum, to be hosted on Tech Against Terrorism's Knowledge Sharing Platform	<ul style="list-style-type: none"> Web developers Graphic designers 	Q1 2022- Q2 2022	<ul style="list-style-type: none"> Online training questionnaire / quiz aimed at awareness raising on terrorist use of the internet Report on the Results of the questionnaire

GOAL MEASUREMENT PLAN

Performance Measures	Data Collection Method and Timeframe
<u>Project Goal Performance Measures:</u> <ul style="list-style-type: none"> Convene at least 50 tech companies across the six sessions At least 80% of course participants (all sectors) will leave the course indicating that they left it with an improved understanding of terrorist use of the internet At least 80% of participants (all sectors) will feel that the course material is useful to guide future mitigation strategies they undertake 	<u>Project Goal Data Collection:</u> <ul style="list-style-type: none"> Anonymous participant feedback survey

APPENDIX A: RISK MANAGEMENT PLAN

The following risk assessment chart is designed to assist in the identification of potential occurrences that would impact achieving project objectives, primarily those originating externally and that are outside of the organization's control. Risks could include, but are not limited to: economic, social, or political changes; changes to planned partnerships; legal or compliance changes; or other risks unique to this project. Use the chart below to identify these risks; add additional rows if necessary.

Risk Identified	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)
Travel and public gathering restrictions due to the COVID-19 pandemic	Convening in-person training workshops might be rendered impossible due to travel and public gathering restrictions implemented due to the COVID-19 pandemic.	<ul style="list-style-type: none">• Convert the in-person training workshops to online workshops

OTVTP Implementation & Measurement Plan

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

In the Implementation Plan table:

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

In the Measurement Plan table:

- Type each performance measures/indicators in a separate row.
- Include indicators that will help measure the results of the project; it is not necessary to have more than one indicator if that indicator sufficiently measures results.
- Identify and/or design data collection methods to be used to obtain the data that will be reported on quarterly.
- Ensure attention to collection of data that can be broken down by sex and age of project participants or beneficiaries.

NOTE: Data collection methods should be specific and timebound. Any expenses incurred from the collection of data must come from the grant already awarded. No additional funds will be made available by DHS for this purpose.

Organization Name	City and County of San Francisco Department of Emergency Management.
Project Title	Project 5 Media Literacy and On-Line Critical Thinking Training
Grant Number	DHS-21-TTP-132-00-01
Grant Implementation Period	10/1/2021 – 9/30/2023
Reporting Period	

Project Goal Statement

Goal: Provide training to the “whole of community” to enhance media literacy and online critical thinking within the Bay Area.

Discussion: Manipulation and the incitement of our cognitive biases in traditional and new media is a growing phenomenon and is frequently the impetus for individuals mobilizing for violence. “Inoculation” against such manipulation—and thereby preventing the potential for targeted violence—requires that we provide requisite training across the community at large in how to recognize the tools and tactics of incitement and arming the “whole of community” with critical thinking skills. This project’s goal, therefore, is to improve critical thinking and media literacy skills using a “whole of community” approach 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 for this project is the population making up the San Francisco Bay Area Region’s whole of community. This includes reaching out and providing training opportunities to local government—law enforcement and public safety, fire services, emergency management, public health—and private sector community preparedness and advocacy groups. This project will offer training through the Bay Area Training and Exercise Program (BATEP) and its membership of 30,000 participants representing all sectors of the community at larger. The training will be delivered utilizing ten (10) virtual seminars followed by the development of an interactive, on-demand, self-paced, eLearning solution.

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 media literacy and critical thinking for whole-of-community located within the Bay Area UASI.

Objective 1.2: Develop repeatable, virtual delivery modality for training curricula to extend the program’s reach to enhance media literacy and critical thinking skills for whole-of-community located within the Bay Area UASI.

IMPLEMENTATION PLAN

Objectives	Activity	Inputs/Resources	Time Frame	Anticipated Outputs
<i>Objective 1.1</i>	<i>Activity 1.1.1 Identify stakeholders and provide project overviews</i>	<ul style="list-style-type: none"> •Program Manager •Project Manager •Schools and Youth Groups •(leveraging CAB and BA contact lists and Portal Development stakeholders) 	Q1 2022	<ul style="list-style-type: none"> •Agreement to Support/Promote the training •Updated Contact Lists of leaders (not youth) •Course Flyers/Logos
	<i>Activity 1.1.2 Develop and/or revise presentation materials for pilot instructor-led course</i>	<ul style="list-style-type: none"> •Program Manager •Lead instructor • Analyst •Support Specialist 	Q1,2022	<i>PowerPoint-based instructional modules</i>
	<i>Activity 1.1.3 Deliver one pilot instructor-led course</i>	<ul style="list-style-type: none"> •Project Manager •Lead instructor •Zoom meeting platform for virtual participation •Classroom with appropriate capacity and projection screen if in person 	Q2, 2022	<ul style="list-style-type: none"> • One course delivery with course evaluation report • Course material refinements if necessary • Course material ready for further delivery
<i>Objective 1.2:</i>	<i>Activity 1.2.1 Develop and deliver 9, instructor-led, on-line courses</i>	<ul style="list-style-type: none"> •Project Manager Lead instructor •Zoom meeting platform for virtual participation •Classroom with appropriate capacity and projection screen if in person 	Q2-Q4, 2022	<ul style="list-style-type: none"> • Conduct nine course deliveries • Course material refinements if necessary • Course recorded for follow on viewing by students that cannot attend the session • Course Evaluation Report

GOAL MEASUREMENT PLAN

Performance Measures	Data Collection Method and Timeframe
<p><u>Project Delivery Performance Measures:</u></p> <ul style="list-style-type: none"> • <i>Instructional modules completed and ready for delivery.</i> • <i>Instructor-led pilot course delivered virtually to one school.</i> • <i>Instructor-led training delivered virtually to juniors and seniors at 10 high schools</i> <p><u>Project Goal Performance Measures:</u></p> <ul style="list-style-type: none"> • <i>A minimum of 80% of training participants report that they feel confident and capable of assessing and identifying disinformation or misinformation.</i> • <i>A minimum of 80% of training participants report that they feel confident and capable of identifying valid information sources.</i> • <i>A minimum of 80% of training participants report that they felt the trainer was satisfactory and successfully covered the material.</i> • <i>Decrease in unwitting dissemination of disinformation and misinformation.</i> 	<p><u>Project Delivery Data Collection:</u></p> <ul style="list-style-type: none"> • <i>Instructional modules reviewed and deemed ready for delivery by program manager in Q1 2022.</i> • <i>Starting with the pilot course delivery in Q1, 2022, report number of schools/classes/participants receiving instruction, and course feedback as part of an end of month progress report to the program manager.</i> <p><u>Project Goal Data Collection:</u></p> <ul style="list-style-type: none"> • <i>Participant feedback surveys provided at the conclusion of each seminar.</i>

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

Objective 2.1: eLearning pilot development.

Objective 2.2: eLearning pilot delivery.

IMPLEMENTATION PLAN

Objectives	Activity	Inputs/Resources	Time Frame	Anticipated Outputs
<i>Objective 2.1:</i>	<p><i>Activity 2.1.1 Develop eLearning version of the course and the following supporting materials:</i></p> <ul style="list-style-type: none"> • <i>Content Outline and Storyboard for course flow and content review</i> • <i>ALPHA (first draft in development tool)/BETA (draft with professional audio)</i> • <i>Final courseware published to function on an LMS (SCORM v.1.2)</i> • <i>Voiceover narration</i> • <i>Moderate interactions (embedded video, slide locking, click-to-reveal interactions)</i> • <i>Custom GUI</i> • <i>Case Study development</i> • <i>Quiz/knowledge check integration</i> • <i>Job Aid development and production</i> • <i>Infographic development and production</i> 	<ul style="list-style-type: none"> • <i>Two Subject Matter Experts</i> • <i>One Producer</i> • <i>One LMS Technician</i> • <i>One Graphic Artist</i> • <i>Voice Over Person</i> 	<p><i>Q3 2022 – Q2 2023</i></p>	<p><i>Five 17-20-minute SCORM v.1.2 files</i></p>
<i>Objective 2.2:</i>	<p><i>Activity 2.2.1 Deploy eLearning version of the course</i></p> <ul style="list-style-type: none"> • <i>Migration of SCORM 1.2 files to school systems</i> • <i>Email campaign</i> • <i>Deployment of “sizzle” video</i> 	<ul style="list-style-type: none"> • <i>Delivery platform</i> • <i>IT Technician</i> 	<p><i>Q3-Q4, 2023</i></p>	<p><i>Complete interactive eLearning program, including videos, animation, voiceover, assessments, and facilitator’s guidebook.</i></p>

GOAL MEASUREMENT PLAN

Performance Measures	Data Collection Method and Timeframe
<p><u>Project Delivery Performance Measures:</u></p> <ul style="list-style-type: none"> • 100% of interactive eLearning modules and supporting materials completed and ready for delivery. • Interactive eLearning modules with supporting materials delivered to audiences using BAUASI IT infrastructure <p><u>Project Goal Performance Measures:</u></p> <ul style="list-style-type: none"> • A minimum of 80% of training participants report that they feel confident and capable of assessing and identifying disinformation or misinformation. • A minimum of 80% of training participants report that they feel confident and capable of identifying valid information sources. • A minimum of 80% of training participants report that they felt the training was satisfactory and successfully covered the material. • Decrease in unwitting dissemination of disinformation and misinformation. 	<p><u>Project Delivery Data Collection:</u></p> <ul style="list-style-type: none"> • Five 17-20-minute SCORM v. 1.2 files and supporting materials, delivered by day 360 <p><u>Project Goal Data Collection:</u></p> <ul style="list-style-type: none"> • Anonymous online participant feedback surveys provided at the conclusion of each session.

APPENDIX A: RISK MANAGEMENT PLAN

The following risk assessment chart is designed to assist in the identification of potential occurrences that would impact achieving project objectives, primarily those originating externally and that are outside of the organization’s control. Risks could include, but are not limited to: economic, social, or political changes; changes to planned partnerships; legal or compliance changes; or other risks unique to this project. Use the chart below to identify these risks; add additional rows if necessary.

Risk Identified	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 performance issues	Failure of 3 rd party vendors to meet deadlines or standards could impact delivery milestones.	<ul style="list-style-type: none"> • Strong program management with regular status updates • Clearly defined scope of work • Tie incremental payments to successful seminar deliveries
COVID-19 pandemic situation still evolving	As of this writing, we are 7 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.	<ul style="list-style-type: none"> • Ongoing communication with state and local authorities • Provide virtual training seminars • Be prepared to adjust schedules (in consultation with client) to adapt to the fluid operating environment
Political, cultural and societal sensitivities to training materials	There are communities of interest who may find media literacy training to have the potential to conflict with their biases and political views.	<ul style="list-style-type: none"> • 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

OTVTP Implementation & Measurement Plan

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

In the Implementation Plan table:

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

In the Measurement Plan table:

- Type each performance measures/indicators in a separate row.
- Include indicators that will help measure the results of the project; it is not necessary to have more than one indicator if that indicator sufficiently measures results.
- Identify and/or design data collection methods to be used to obtain the data that will be reported on quarterly.
- Ensure attention to collection of data that can be broken down by sex and age of project participants or beneficiaries.

NOTE: Data collection methods should be specific and timebound. Any expenses incurred from the collection of data must come from the grant already awarded. No additional funds will be made available by DHS for this purpose.

Organization Name	City and County of San Francisco Department of Emergency Management
Project Title	Project 6 Threat Assessment and Management Portal Build
Grant Number	DHS-21-TTP-132-00-01
Grant Implementation Period	10/1/2021 to 9/30/2023
Reporting Period	

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 George 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 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, as well as the Northern California Regional Intelligence Center (NCRIC) which will provide enhanced investigative and intelligence resources. The implementation will use 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.

Goal 1: Enhanced School Threat Assessment Center Capabilities.

Objective 1.1: Program Governance Structure and Organizational Structure

Objective 1.2: School Targeted Violence Impact Stories

Objective 1.3: Initial “Context Models” of UASI Cross Jurisdictional School Threat Assessment Centers

Objective 1.4: Stakeholder Workshops – Initial Context Models

Objective 1.5: Enhanced Threat Assessment Protocols

Objective 1.6 Enhanced Threat Assessment Protocol Workshops

Objective 1.7 Legal/Policy Rules of Use for data sharing

Objective 1.8 System Architecture and Design Specifications

IMPLEMENTATION PLAN

Objectives	Activity	Inputs/Resources	Time Frame	Anticipated Outputs
<i>Objective 1.1</i>	<i>Activity 1.1.1 Socialize the program and project with two (2) Counties and work with each County to develop a program governance structure and organization for school threat assessment protocols.</i>	<ul style="list-style-type: none"> • Program Manager • Governance Model template from active BAUASI County TVTP development projects. • Organizational advice and cooperation from County Executive, Management and Subject Matter Expert groups. 	<i>Q1-2022</i>	<ul style="list-style-type: none"> • Preliminary TVTP Governance Structure and Organization for each participating county. • 6 Stakeholder Meetings • Two (2) Bay Area Counties sign letters of agreement (LOA)
	<i>Activity 1.1.2 Conduct Governance Orientation Workshops with the various governance bodies from each County to educate and obtain agreement on the Project Governance Structure and Organization.</i>	<ul style="list-style-type: none"> • Final reviews of TVTP Governance and Organization with County Executive, Management and expert teams in preparation for Governance Orientation Workshops 	<i>Q2-2022</i>	<ul style="list-style-type: none"> • Conduct Six (6) Governance Orientation Workshops (3 per County) for 2 counties. • Document Governance Workshops with County TVTP Executive, Management and Expert teams to gain confirmation • Update Master Stakeholder Contact List
<i>Objective 1.2</i>	<i>Activity 1.2.1 Conduct Stakeholder Workshops to discover actual school threat cases to develop targeted school violence impact stories</i>	<ul style="list-style-type: none"> • Real world Targeted experiences from Subject Matter Expert teams 	<i>Q3-2022</i>	<ul style="list-style-type: none"> • Documentation of Real World school violence and threat experiences as defined by Subject Matter Expert teams
<i>Objective 1.3</i>	<i>Activity 1.3.1 Conduct Workshops and map differences between existing threat assessment protocols and US Secret Service</i>	<ul style="list-style-type: none"> • Obtain current practices for targeted school violence 	<i>Q3-2022</i>	<ul style="list-style-type: none"> • Document current practices for targeted school violence impact stories. • Initial “Context Models” of UASI Cross Jurisdictional School Threat Assessment Centers

Objectives	Activity	Inputs/Resources	Time Frame	Anticipated Outputs
	<i>National Threat Assessment Center (NTAC) standard</i>	<i>impact experiences from participating County teams.</i> <ul style="list-style-type: none"> • <i>External reviews with USSS and other investigative and intelligence resources (i.e. NCRIC)</i> 		
<i>Objective 1.4</i>	<i>Activity 1.4.1 Conduct Stakeholder Workshops using Threat Assessment Stories to identify data sets for initial “Context Models” of UASI cross-agency school threat assessment data exchanges.</i>	<ul style="list-style-type: none"> • <i>School Threat Assessment Stories</i> 	<i>Q3-2022</i>	<ul style="list-style-type: none"> • <i>Initial Enterprise (Level 0) and Agency (Level1) Context views of multi-agency data exchanges</i>
<i>Objective 1.5</i>	<i>Activity 1.5.1 Develop and document initial Enhanced Threat Assessment Protocols</i>	<ul style="list-style-type: none"> • <i>Current County School Threat Assessment Protocols</i> • <i>US Secret Service National Threat Assessment Center Protocols</i> 	<i>Q3-2022</i>	<ul style="list-style-type: none"> • <i>Initial Enhanced Threat Assessment Protocols</i>
<i>Objective 1.6</i>	<i>Activity 1.6.1 Conduct Stakeholder Workshops to present initial Enhanced Threat Assessment Protocols, obtain feedback and finalize and document final Enhance Threat Assessment Protocols.</i>	<ul style="list-style-type: none"> • <i>Initial Enhanced Threat Assessment Protocols</i> 	<i>Q4-2022</i>	<ul style="list-style-type: none"> • <i>Enhanced Threat Assessment Protocols User Presentations.</i>
<i>Objective 1.7</i>	<i>Activity 1.7.1 Conduct stakeholder workshops with Legal Working Group to define and document data use legal and policy requirements, including data security, privacy and confidentiality requirements, and document results.</i>	<ul style="list-style-type: none"> • <i>Normative Data Security and Data Protection standards, as well as all relevant Legal and Regulatory data use rules and standards.</i> 	<i>Q4-2022</i>	<ul style="list-style-type: none"> • <i>Cross-Jurisdictional Legal and Policy Data Sharing Considerations – Rules of Use for Data</i>
<i>Objective 1.8</i>	<i>Activity 1.8.1 Develop System and Data Architecture Specifications and conduct Workshops for review with each County.</i>	<ul style="list-style-type: none"> • <i>Enhanced Threat Assessment Protocols</i> 	<i>Q4-2022</i>	<ul style="list-style-type: none"> • <i>System Architecture and Design Specifications</i>

Goal 1 MEASUREMENT PLAN

Performance Measures	Data Collection Method and Timeframe
<p>All Outcome 1 Threat Assessment deliverables will be considered complete upon the following:</p> <ul style="list-style-type: none">• 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.	<p>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.</p>

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

Objective 2.1: TVTP Use Case Specifications

Objective 2.2: Legal and Regulatory Data Use Compliance Requirements

Objective 2.3: Conceptual System and Data Architecture views

Objective 2.4: Logical System and Data Architecture views

Goal 2 IMPLEMENTATION PLAN

Objectives	Activity	Inputs/Resources	Time Frame	Anticipated Outputs
<i>Objective 2.1</i>	<i>Activity 2.1.1 Conduct Interactive Data Discovery Workshops with each county to define cross-agency data sharing requirements in the form of Use Case Specifications, including: data sets and data elements, policy, transaction and data exchange components.</i>	<ul style="list-style-type: none"> <i>County Expert Working Groups, including: Practice; Legal/Policy; Technology; Change Integration.</i> 	Q1-2023	<ul style="list-style-type: none"> <i>TVTP Use Case Specifications - Threat Assessment Data Definitions</i>
<i>Objective 2.2</i>	<i>Activity 2.2.1 Finalize TVTP Phase 3 Use Case Specifications for each County to include federal, state and local data use policy.</i>	<ul style="list-style-type: none"> <i>Use Case Specifications</i> 	Q2-2023	<ul style="list-style-type: none"> <i>Legal and Regulatory Data Use Compliance Requirements</i>
<i>Objective 2.3</i>	<i>Activity 2.3.1 Design and document the TVTP Phase 3 system and data architecture – Conceptual View</i>	<ul style="list-style-type: none"> <i>Use Case Specifications</i> <i>Legal/Regulatory Compliance Requirements</i> 	Q2-2023	<ul style="list-style-type: none"> <i>Conceptual System and Data Architecture views</i>
<i>Objective 2.4</i>	<i>Activity 2.4.1 Conduct Stakeholder workshops to present Logical system and data architecture</i>	<ul style="list-style-type: none"> <i>Conceptual System and Data Architecture</i> 	Q2-2023	<ul style="list-style-type: none"> <i>Logical System and Data Architecture views</i>

Goal 2 MEASUREMENT PLAN

Performance Measures	Data Collection Method and Timeframe
<p>Like Outcome 1, all Outcome 2 Threat Assessment deliverables will be considered complete upon the following:</p> <ul style="list-style-type: none">• Preparation of the documentation for each of Outcome 2 Outputs.• Completion of incremental client reviews and adjustments to the Outcome 2 Outputs. <p>Client acceptance of all Outcome 2 Outputs.</p>	<p>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</p>

Goal 3: Design, Develop and Implement Phase 3 TVTP Secure Data Environment

Objective 3.1: Design TVTP System and Data Architecture – Services Views

Objective 3.2: TVTP System Test Report

Objective 3.3: Agency Source Data Systems Specifications

Objective 3.4 Demonstrable Tested TVTP Alpha Platform

Objective 3.5: Demonstrable Phase 3 TVTP Alpha Platform

Goal 3 IMPLEMENTATION PLAN

Objectives	Activity	Inputs/Resources	Time Frame	Anticipated Outputs
<i>Objective 3.1</i>	<i>Activity 3.1.1 Design and Connect TVTP System and Data Architecture Internal and External Components, including subsystem integrations</i>	<ul style="list-style-type: none"> • <i>Use Case Specifications</i> • <i>Component system and data specifications</i> 	<i>Q1-2023</i>	<ul style="list-style-type: none"> • <i>TVTP System and Data Architecture – Services View</i>
<i>Objective 3.2</i>	<i>Activity 3.2.1 Develop/Test Phase 3 TVTP Alpha Platform – Change Integration (Operational and Technical Workshops)</i>	<ul style="list-style-type: none"> • <i>Use Case Specifications – Test Plans/Scenarios</i> • <i>TVTP System Architecture Services Specifications</i> 	<i>Q2-2023</i>	<ul style="list-style-type: none"> • <i>TVTP System Test Report</i> • <i>System Testing Logs</i>
<i>Objective 3.3</i>	<i>Activity 3.3.1 Conduct Technical Analysis of current agency source system and data environments</i>	<ul style="list-style-type: none"> • <i>System architecture and data structures of current agency data systems</i> 	<i>Q2-2023</i>	<ul style="list-style-type: none"> • <i>Agency Source Data Systems and Data Technical Specifications</i>
<i>Objective 3.4</i>	<i>Activity 3.4.1 Conduct Integration Testing of TVTP, including: Subsystem Integrations, Data Security and Data Protection capabilities</i>	<ul style="list-style-type: none"> • <i>Cross-Jurisdictional Legal and Policy Data Sharing Considerations</i> • <i>Normative security standards integration</i> 	<i>Q3-2023</i>	<ul style="list-style-type: none"> • <i>Demonstrable Test Results:</i> • <i>Data and Transaction Services</i> • <i>Cross-Jurisdictional Legal and Policy Data Sharing Compliance</i> • <i>Functional Subsystem Services Integration</i>
<i>Objective 3.5</i>	<i>Activity 3.5.1 Conduct Stakeholder Workshops to demonstrate Phase 3 TVTP Alpha Release 1 Platform Deployment</i>	<ul style="list-style-type: none"> • <i>System Test Reports and Specifications</i> 	<i>Q3, 2023</i>	<ul style="list-style-type: none"> • <i>Demonstrable Tested TVTP Release 1 Alpha Platform</i>

Goal 3 MEASUREMENT PLAN

Performance Measures	Data Collection Method and Timeframe
<p>Like previous, a set of Outcome 3 Threat Assessment deliverables will be considered complete upon the following:</p> <ul style="list-style-type: none"> • Preparation of the documentation for each of Outcome 1 Outputs. • Completion of incremental client reviews and adjustments to the Outcome 1 Outputs. <p>These measures will be primarily relevant to the architecture and design segments of Outcome 3.</p> <p>These will be extended to include Outcome 3 technological components, specifically the development, testing and implementation activities and outputs. For these, indicators will be specific to the demonstrations of the progression of integration and system testing; as well as the implementation of the TVTP Alpha 1 release.</p>	<p>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</p>

APPENDIX A: RISK MANAGEMENT PLAN

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

Risk Identified	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	Customer engagement is essential to project success. The risk in this area is twofold: 1) The project can only gain a confident and comprehensive understanding of the system and data sharing requirements through discussions with client experts representing the participating client agencies; and 2) the client project activities are an inherent dimension of meeting the project schedule. Key risks in these areas can be summarized as: a) delays in the project schedule, resulting in potential expansions of scope and budget; b) potential design inconsistencies stemming from incomplete knowledge of the system and data requirements; and c) worst case, the need to start over and redesign and rebuild.	Critical to the success of the project is the direct management of all aspects of project performance. Most substantially, risk management must be recognized as an inherent project management concern. Risk potential for TVTP will be actively monitored and maintained as a series of “casual disruptive attributes” that can impact project progress. This includes the active involvement of client representatives at all levels such that risk assessment is a shared activity of an integrated client and contractor project management organization. This shared role will be achieved through a coordinated project management approach where these potential disruptive attributes can be actively evaluated and classified as ‘predictable’ and/or ‘manageable’. Simply, client participation is required to ensure the acceptable design and development of a complex and secure multi-agency data sharing environment project like that proposed for the TVTP. For this reason, it is imperative to fully integrate all aspects of client participation (practice, legal, technological, data management and change integration) into the project planning and management team (active and consistent agency executive representation) in the project governance structure. Monitoring, detection, and intervention actions to eliminate risk disruption will be developed and executed if and when a risk issue arises.

Risk Identified	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	Technological challenges exist in all electronic data sharing projects. As projects like TVTP place a high focus on data sharing, it mandates that all legal, regulatory, and local agency rules of use are considered in the design and architecture of the data sharing environment. Additionally, as the source data will be accessed from existing systems (local and external), these same rules of use and data protection requirements will apply. As the TVTP project will be deployed in a web services environment it will have to be carefully evaluated to ensure that all potential technical risks and data exposures are well understood and considered in the architecture and design of the TVTP data environment.	This risk can be substantially mitigated by the conduct of a current environment analysis activity. The team will include client application and technical experts who are knowledgeable of the systems that will be used to supply the source data for the TVTP data environment. The client representatives will be working with the TVTP contractor architecture and development representatives to develop the current environment analysis report, including specifics as to the a) technology supporting the prospective source data systems; b) the anticipated data elements, content and data structures; c) legal and policy compliance; d) relevant data sharing standards (including information security and data protection); and e) other technical considerations for connecting these systems to a secure internet portal.
Scope of Work Changes	This is the most often risk area for project disruption and the most avoidable risk. The impact of this risk includes: 1) misunderstanding between the client and contractor; 2) requirements to adjust the delivery scope and/or recast project budgets; and 3) most rarely, a resultant contract dispute.	Management of this risk area is both predictable and manageable with regular project communications. The first and possibly most effective approach to avoiding this risk area is to open the planning and management of the project by convening a multi-disciplinary group of client and contract staff to do a comprehensive review of the tasks and deliverables of the project. Once the tasks and deliverables are settled, then the project planning and management plan can be executed and monitored. The project management plan should be reviewed by the project planning group of selected project management team representatives on a bi-weekly basis to ensure communication is active.

Risk Identified	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)
Financial	<p>This risk is inextricably linked to “Scope of Work Changes” as almost all changes have a financial project budgetary impact. However, it is managed separately. Financial impacts can impact the project from multiple points: 1) underestimations of project work effort; 2) poor performance of project tasks and activities; 3) flaws in project planning and management; and 4) reductions in funding from the client organization. Impacts of financial risk can be significant as they may result in a reduction of the delivery scope, an inability to bring the project to an acceptable level of completion, and/or a loss of funding due to poor performance.</p>	<p>The management of financial risk in projects is a familiar risk. As there is no way to ensure fully accurate forecasts of performance, especially in projects as complex and diverse as TVTP, it is imperative that the project planning and project management teams oversee and manage the delivery of the project on a regular, bi-weekly schedule to carefully evaluate the critical path of the project. Periodic reviews of project performance and budgetary status are conducted at planned intervals; forecasted estimates to complete (ETC) are reviewed and recast as required; and estimates at completion (EAC) are revised accordingly. Adjustments to these ETC/EAC estimations will be completed by the project planning team, in conjunction with selected (based upon the work area(s) affected) members of the project management team. It is important to emphasize the importance of communications in this area as any changes may require executive authorization.</p>

OTVTP Implementation & Measurement Plan

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

In the Implementation Plan table:

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

In the Measurement Plan table:

- Type each performance measures/indicators in a separate row.
- Include indicators that will help measure the results of the project; it is not necessary to have more than one indicator if that indicator sufficiently measures results.
- Identify and/or design data collection methods to be used to obtain the data that will be reported on quarterly.
- Ensure attention to collection of data that can be broken down by sex and age of project participants or beneficiaries.

NOTE: Data collection methods should be specific and timebound. Any expenses incurred from the collection of data must come from the grant already awarded. No additional funds will be made available by DHS for this purpose.

Organization Name	City and County of San Francisco Department of Emergency Management.
Project Title	Project 7 Mental Health Awareness Student Film Contest
Grant Number	DHS-21-TTP-132-00-01
Grant Implementation Period	10/1/2021 – 9/30/2023
Reporting Period	

Project Goal Statement

Goal: Build youth resilience and mental health promotion skills by empowering high school students to create short films on mental health awareness and implement High School Mental Health Awareness Events

Discussion: The aftermath of the COVID-19 Pandemic creates a new lens on the importance of mental health for students. Youth participants will learn about mental health and then deepen their suicide prevention skills and confidence by applying knowledge to the creation of short films designed to reach their peers and raise awareness of suicide prevention and promote mental health on campus. School-wide activities featuring these projects will further infuse suicide prevention and mental health awareness into the broader school community. Following submission of films, students and advisors work together to plan and host a mental health or suicide prevention event that shares the films projects with others in the school community, including other students, parents, teachers, staff, and the community at large.

Target Population

The target population for this project are 12 High Schools in the 12 County Bay Area UASI Region. All High Schools located within the 12 Bay Area counties are eligible to apply to be an implementation site, with 6 selected in school year 2021-22 and 6 additional selected in school year 2022-23. Films created by student teams will be submitted to an annual contest, with opportunities to win stipends and recognition for their schools. Student teams will also receive special recognition for their contributions.

Goal 1: High School Youth Develop Mental Health Awareness Films

Objective 1.1: Initiate Institutional Review Board Process.

Objective 1.2: Select high schools

Objective 1.3: Deliver training and provide technical support.

Objective 1.4: Develop films and review film submissions.

IMPLEMENTATION PLAN

Objectives	Activity	Inputs/Resources	Time Frame	Anticipated Outputs
<i>Objective 1.1</i>	<i>Activity 1.1.1 Submit Human Subject Research Determination Request</i>	<ul style="list-style-type: none"> •Program Manager •CAPO/OTVTP 	<i>Q1 2022</i>	<ul style="list-style-type: none"> •Determination that IRB is required
	<i>Activity 1.1.2 Initiate Institutional Review Board Process</i>	<ul style="list-style-type: none"> •Program Manager •IRB •Contractor 	<i>Q1-Q3 2022</i>	<ul style="list-style-type: none"> •IRB Review
<i>Objective 1.2</i>	<i>Activity 1.2.1 Conduct outreach to County Offices of Education to solicit interest</i>	<ul style="list-style-type: none"> •Program Manager •County Offices of Education •Mental Health Services Authority •Association of CA School Administrators 	<i>Q1, 2022 Q3 2022</i>	<ul style="list-style-type: none"> • Letters of Interest • Methodology for selection
	<i>Activity 1.2.2 Identify school sites</i>	<ul style="list-style-type: none"> • Program Manager •County Offices of Education •Principals, teachers •Contractor 	<i>Q2, 2022 Q4, 2022</i>	<ul style="list-style-type: none"> • Signed Agreements for high schools • Classrooms identified
<i>Objective 1.3</i>	<i>Activity 1.3.1 Deliver training and provide technical support</i>	<ul style="list-style-type: none"> •Mental Health Subject Matter Expert •Principals, teachers, clubs •Students •Contractor 	<i>Q2, 2022 Q4, 2022</i>	<ul style="list-style-type: none"> • 360 Students Trained • Course Delivery Report
<i>Objective 1.4</i>	<i>Activity 1.4.1 Students create films, receive feedback, and submit to Contest</i>	<ul style="list-style-type: none"> •Principals, teachers •Students •Dissemination tools •Contractor 	<i>Q2, 2022 Q2, 2023</i>	<ul style="list-style-type: none"> • Films • Contest Submissions

GOAL MEASUREMENT PLAN

Performance Measures	Data Collection Method and Timeframe
<p><u>Project Delivery Performance Measures:</u> All Goal 1 Outputs will be considered complete upon the following:</p> <ul style="list-style-type: none"> • Documentation for each of Output. • Completion of incremental client reviews, written status reports, and adjustments to the Outputs. • Program Manager acceptance of all Outputs. <p><u>Project Goal Performance Measures:</u></p> <ul style="list-style-type: none"> • A minimum of 80% of participants report that they feel confident and capable promoting mental health awareness. • A minimum of 80% of participants report that they feel confident and capable of creating a short film • A minimum of 80% of training participants report that they felt the support provided was satisfactory and successfully contributed to Student success • Engagement levels of 30 students per high school 	<p><u>Project Delivery Data Collection:</u></p> <ul style="list-style-type: none"> • Data provided by high school • Submission of all project information needed for IRB Review. • Starting Q1, 2022, Outreach strategy document, report number of schools offered the opportunity, # of Schools who submit Letters of Interest, Methodology for selection, and Selection Agreements with High Schools • # of students at each high school receiving Mental Health Training • # of hours providing technical support at each high school • # of films created • Feedback from students about training, support, outcomes <p><u>Project Goal Data Collection:</u></p> <ul style="list-style-type: none"> • Feedback surveys provided after the training and after the Mental Health Awareness Event.

Goal 2: Coordinate and Implement Mental Health Awareness Events

Objective 2.1: Provide Support and Coordinate Mental Health Awareness Event at High Schools

Objective 2.2: Recognize students and promote use of films on campuses

IMPLEMENTATION PLAN

Objectives	Activity	Inputs/Resources	Time Frame	Anticipated Outputs
<i>Objective 2.1:</i>	<i>Activity 2.1.1 Plan and Implement Mental Health Awareness Events using event kit</i>	<ul style="list-style-type: none"> • <i>Students</i> • <i>Principals, Teachers</i> • <i>Contractor</i> 	<i>Q3 2022– Q3 2023</i>	<i>Event Dates Set Plans</i>
<i>Objective 2.2:</i>	<i>Activity 2.2.1 Recognize Students and promote use of the films on campus</i>	<ul style="list-style-type: none"> • <i>Principal, Teachers</i> • <i>Parents</i> • <i>Contractor</i> • <i>Program Manager</i> 	<i>Q4, 2022 Q4, 2023 Q4, 2022 Q4 2023</i>	<i>Recognitions Close out Evaluation Report</i>

GOAL MEASUREMENT PLAN

Performance Measures	Data Collection Method and Timeframe
<p><u><i>Project Delivery Performance Measures:</i></u></p> <ul style="list-style-type: none"> • <i>100% of all Events implemented</i> • <i>Recognitions complete</i> • <i>Films posted for replay</i> <p><u><i>Project Goal Performance Measures:</i></u></p> <ul style="list-style-type: none"> • <i>A minimum of 80% of principals and teachers report that the program promoted Mental Health and improved school climate</i> • <i>A minimum of 80% of principals and teachers report that they would recommend the program to other schools</i> 	<p><u><i>Project Delivery Data Collection:</i></u></p> <ul style="list-style-type: none"> • <i>12 Event Plans that include dates, times, marketing and outreach, location, critical attendees, technical requirements, supplies, and order of show</i> • <i>12 Mental Health Awareness Events at 12 High Schools in the Bay Area</i> • <i>Recognitions for each Student</i> • <i>Films posted and # of Views counter</i> <p><u><i>Project Goal Data Collection:</i></u></p> <ul style="list-style-type: none"> • <i>Anonymous online participant feedback surveys provided at the conclusion of the training, and after the events.</i>

APPENDIX A: RISK MANAGEMENT PLAN

The following risk assessment chart is designed to assist in the identification of potential occurrences that would impact achieving project objectives, primarily those originating externally and that are outside of the organization’s control. Risks could include, but are not limited to: economic, social, or political changes; changes to planned partnerships; legal or compliance changes; or other risks unique to this project. Use the chart below to identify these risks; add additional rows if necessary.

Risk Identified	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 performance issues	Failure of 3 rd party vendors to meet deadlines or standards could impact delivery milestones.	<ul style="list-style-type: none"> • Strong program management with regular written reports and status updates • Clearly defined scope of work • Tie incremental payments to acceptable outputs
COVID-19 pandemic situation	<p>As of this writing, many public schools are not yet fully opened due to the COVID-19 pandemic.</p> <p>This may not be a priority for Schools</p>	<ul style="list-style-type: none"> • Provide virtual or hybrid options • Schedules (in consultation with client) to adapt to the fluid operating environment • Build the necessary relationships to identify the schools that would be interested
IRB	Institutional Review Board Review may change the program approach. In this case, time would be needed to adjust the program schedule to accommodate the IRB recommendations	<ul style="list-style-type: none"> • Current project schedule builds in time and funding for IRB review.

Jodi Traversaro

(b)(6)

Lead and transform public sector programs and teams through leadership, innovation, and partnerships

Career Highlights

- Led the initial response for COVID-19 EOC Operations for the City and County of San Francisco in support of the Department of Public Health
- 2018 Recipient of the Public Safety Hero of the Year Award-Congressman Mike Thompson
- Led response and recovery efforts for 2013 Drought, 2014 Napa Earthquake, 2016 Valley Fire, 2017 Floods, 2017 North Bay Fires
- Recognitions from professional organizations, State legislative members, Boards of Supervisors, and City Councils
- Implemented specialized occupational certificate and credential programs for California's first responders and State HR professionals

Relevant Experience

Manager V, Bay Area UASI

4/2021 to Present

City and County of San Francisco/Bay Area UASI

- Under the General Manager of the Bay Area Urban Areas Security Initiative (BA UASI), administer the Targeted Violence and Terrorism Prevention grant program projects
- Assess and strengthen local targeted violence and terrorism prevention frameworks
- Build, support, and equip local Threat Assessment and Management Teams for the 12 Bay Area County Offices of Education
- Expand threat awareness and behavioral analysis training to whole community partners
- Socialize program goals and objectives with all Bay Area local government partners and interfaith leaders

Manager V, Bay Area UASI

8/2020 to Present

City and County of San Francisco/Bay Area UASI

- Under the General Manager of the Bay Area Urban Areas Security Initiative (BA UASI), reinvigorated, rebranded, and implemented the DHS funded \$4 mil Regional Training & Exercise program serving 50,000 first responder and public safety pros working within the 12-county Bay Area region.
- Provide strategy, leadership, guidance, and recommendations to ensure operational relevance and accuracy of regional projects and program services
- Oversee the multi-million/multi-year Regional Catastrophic Preparedness and Targeted Violence and Terrorism Prevention staff, grant programs, contractors, and deliverables
- Facilitate communication and gain consensus across diverse stakeholder groups

Deputy Director, Department of Emergency Management City and County of San Francisco

2/2020 to 8/2020

- At the request of the Executive Director, led the COVID-19 initial response operations for the Department of Emergency Management's Citywide Emergency Operations Center
- Made policy and procedural decisions of critical impact affecting the safety and resiliency of the City and the public
- Guided and led City Departments, partner agencies, the private sector, and community-based organizations
- Coordinated with Regional, State, and Federal partners
- Supported and worked with elected officials, commissioners, appointees, and legislative staff
- Provided insight and made recommendations to the Executive Director, Legal Officer, Controller's office, Human Resources, Housing and Community Development, Procurement Officer, and Office of Economic and Workforce Development

Manager of Emergency Preparedness

6/2019 to 2/2020

San Francisco Bay Area Rapid Transit District (SF BART)

SF BART has 48 stations serving 5 counties, 27 cities, and 2 airports. Daily ridership exceeds 440,000. There are 121 miles of track with approximately 4 miles underwater, and 33 miles underground.

- Build trust and influence executive decisions during emergencies
- Lead and coordinate internal and external emergency response and preparedness actions
- Develop and socialize BART's emergency response plan, continuity of operations plan, and recovery strategies
- Build resilience and inspire actions across organizational lines of business
- Ensure compliance with State and Federal transportation safety rules and regulations

Regional Administrator (C.E.A)

9/2013 to 6/2019

Governor's Office of Emergency Services Coastal Region (Monterey – Oregon Border)

Coastal Region includes seaports, airports, Silicon Valley, refineries, pristine coastlines, and natural habitats across 16 counties, 151 cities, a population of over 8 million people, and the world's 19th largest economy

- Build trust and influence executive decisions during crisis
- Diffuse difficult situations to ensure political subdivisions and first responder disciplines are operating under a shared mission
- Support local government and survivors in response to natural and human caused disasters
- Brief Governor's Office, executive level government leaders, disaster survivors and the media about disasters, impacts, response plans, and recovery operations
- Lead 15 team members and oversee multi-million-dollar budget
- Prepare for disasters through outreach, planning, training, and exercises to save lives, property, and reduce the impact on the environment
- Evaluate local emergency management operations and recommend corrective actions

Statewide Learning and Performance Management Officer (C.E.A)
Department of Human Resources (Statewide)

6/2008 to 9/2013

Under the Chief Deputy Director built the State Training program that provides training to 200,000+ State employees

- Partnered with colleges and universities to create standardized and specialized occupational training and learning experiences for the state's current and future workforce
- Evaluated departmental training programs to assure conformance with laws, rules and regulations
- Aligned statewide employee performance initiatives with statewide organizational performance measurement
- Uncovered a \$12 solution that trained tens of thousands of employees along with untapped benefits within statewide licensing agreements that led to greater services and efficiencies

organization-wide

Chief, Legislative Affairs (C.E.A)

1/2008 to 6/2008

Governor's Office of Emergency Services (Sacramento, CA)

Under the Chief Counsel, administered legislative affairs functions

- Shepherded AB38 that merged the Offices of Homeland Security and Emergency Services through the legislative process
- Protected the Governor's Proclamation Authority
- Acted as expert witness on State statutes and regulations and defended the Office's position on major controversial issues
- Expanded Oil Spill response protocols
- Wrote testimony for post disaster Federal and State hearings

Chief, Office of Public Information (C.E.A)

10/2007 to 1/2008

Governor's Office of Emergency Services (Mather, CA)

Under the Chief Deputy Director, administered press functions

- Lead PIO for the 2007 Southern California Wildfires
- Developed and implemented the first Joint Information Center (JIC) handbook
- Coordinated press conferences for the Governor, Lieutenant Governor, Insurance Commissioner, FEMA Director, and the President as well as members from the California Legislature, Congressional leadership, local government officials, and the Governor's Cabinet

Director, California Specialized Training Institute (C.E.A)

4/2005 to 10/2007

Governor's Office of Emergency Services (San Luis Obispo, CA)

Under the Deputy Director of Preparedness and Training, administered all-hazard emergency management training and exercise programs for California's first responders

- Federal Department of Homeland Security's State Training Officer and State Exercise Training Officer designation
- Trained and exercised over 5000 students each fiscal year supported through tuitions and reimbursements.
- Evaluated the mandated biennial Nuclear Power Plant exercises
- Established accreditation of the training program for CSU credits and developed an Emergency Management Bachelor's degree
- Ensured compliance with Homeland Security Presidential Directive 5
- Revised HazMat training regulations
- Released a three-year statewide disaster preparedness exercise strategy
- Tasked State and Federal Agencies
- State Operations Center Director and Deputy State Operations Center Director

Education and Certification

- Certified Emergency Manager, Intl. Association of Emergency Managers 2009 to Present
- B.S. Degree in Business Economics, 1991, Cal Poly State University, San Luis Obispo
- Former Adjunct Faculty at the USC Sol Price School of Public Policy

Human Subjects Research Compliance Determination Form

5/19/2021

1. Project Title:

Mental Health Awareness Student Film Contest

2. Program and/or project under which this effort is performed:

BA UASI TVTP

3. Point of Contact:

First and Last Name:	(b)(6)
Email Address:	(b)(6)
Title and Division/Office:	TVTP Program Manager
Phone Number:	(b)(6)

4. This a request for a:

Research Determination Exemption Determination

5. Are any elements of the project classified?

Yes No

Click or tap here to enter text.

6. Is the project being conducted solely in support of functions/components within DHS (i.e., validation of technology for which DHS components are the sole end user):

Yes No

Please list the entities this effort will support:

12 high schools in the Bay Area

7. What is the purpose/objective of this effort?

Build youth resilience and mental health promotion skills by empowering high school students to create short films on mental health awareness and implement High School Mental Health Awareness Events.

8. Summary of planned activities (e.g., description of the activities, when and where activities will be conducted, and individuals who will host the activities.):

Contractor will work directly with 12 high school classrooms (approximately 360 youth) to provide mental health awareness training, provide technical advice on filmmaking, and support students as they make short films. After films are completed, a mental

health awareness event is planned by the classrooms at the high schools. Films are shown, and recognition is given. Activities will occur at and are hosted at high schools.

9. Will members of the public (any individuals outside of DHS or the Federal government) be engaged in the proposed activities?

Yes No

10. Will any participants from vulnerable populations or populations requiring special consideration(s) (e.g., prisoners, pregnant women/neonates, children, socially or financially disadvantaged persons, or persons with physical or mental disabilities) be the focus for involvement in the effort?

***Please note that DHS affords detainees the same additional provisions and considerations as a prisoner population when involved in research.*

Yes No

11. Description of participants and recruitment procedures:

Example Description: 250 voluntary participants will be recruited from a population of college students and local first responders. Participants will range in age from 18-35 and will consist of both males and females in good physical health.

12 different high schools in the Bay Area agree to be a part of the Student Film Contest promoting Mental Health Awareness. High school students volunteer to participate.

12. Will participants be compensated for their involvement in the project?

Yes No

If yes, please provide the type of compensation and when participants will receive it:

No compensation, however there may be a stipend if they win a contest

13. Is data being collected or accessed?

Yes No

If so, what type(s) of data will be collected or accessed, will identifiers be provided/recorded with the data, how will the data be stored (i.e., on DHS or non-DHS servers/property), and how data will be used/analyzed (to include individuals who will have access to the analyzed data/final report); i.e., internal review only, publication, presentation of results at a professional meeting, etc.

*If data will be procured from a commercially available source, please provide the name of the source and the type of data-sharing agreement in place:

No identifying information. Data such as if they felt confident to make a film about mental health awareness after the training and technical support, how we can improve the program, if school climate has improved as a result of the project. We will collect participant feedback via

surveys to measure project performance

14. Will Personally Identifiable Information (PII) be collected?

Yes No

If so, please list the types of PII that will be collected (i.e., names, date of birth, phone numbers, addresses, etc.):

Click or tap here to enter text.



May 24, 2021

Bay Area UASI
Attn: Jodi Traversaro
1011 Turk Street
San Francisco, CA 94102

As Mayor Pro Tempore for the City of El Cerrito, President of the East Bay Division of the League of California Cities, President of the League of California Cities' LGBTQ Caucus, and Board Member of the League of California Cities Asian and Pacific Islander Caucus, I understand the urgency of preventing violence and discrimination. The increase in hate crimes and xenophobia requires immediate prevention strategies at all levels of government, and in partnership with non-governmental based organizations.

The Bay Area Urban Areas Security Initiative (BA UASI), through the FY21 Targeted Violence and Terrorism Grant projects prevents Targeted Violence and Domestic Violence Extremism through expanded public outreach and training. The program promotes tolerance and counter hate speech through locally driven collaborations, technology, and partnerships.

Using a public health model for preventing violence and empowering the whole community with training and resources builds and adds to local prevention frameworks. These projects will reduce bullying and discriminatory behaviors in schools, increase on-line critical thinking and media literacy, and combat domestic violent extremism, and other forms of targeted violence on social media and gaming platforms.

We all share the objective of building community resilience through prevention and mitigation strategies, and I personally support this grant proposal.

Respectfully,

(b)(6)

Gabriel Quinto

Mayor Pro Tem, City of El Cerrito
President, East Bay Division of the League of California Cities
President, League of California Cities' LGBTQ Caucus
Board Member, League of California Cities Asian and Pacific Islander Caucus



NCRIC
Northern California Regional
Intelligence Center

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

Ph: 415-725-1000
Email: (b)(6)
www.NCHIDTA.ca.org
www.NCRIC.ca.gov

May 13, 2021

Bay Area UASI
Attn: Jodi Traversaro
1011 Turk Street
San Francisco, CA 94102

Dear Jodi,

I am writing on behalf of the Northern California Regional Intelligence Center (NCRIC) to express our support for the Bay Area Urban Area Security Initiative's (UASI's) Targeted Violence and Terrorism Prevention (TVTP) Program grant application. The proposed Bay Area UASI TVTP grant projects would include resources to educate communities on how to identify and report threats of violence and pre-incident indicators of terrorism, as well as increase our region's threat assessment and threat management capabilities.

With the continued development of innovative best practices and training, I know that the UASI will be able to expand on the TVTP projects from FY20 and strengthen local prevention, response, and resilience capabilities. The NCRIC was established as the regional fusion center for fifteen (15) counties to help prevent, respond to, and recover from targeted violence, including acts of terrorism, and this grant would greatly increase our ability to protect the public and our region's critical infrastructure.

I am always available to answer any questions regarding our support for the UASI TVTP grant proposal.

Sincerely,

(b)(6)

Mike Sena,
Executive Director



May 19, 2021

Bay Area UASI
Attn: Jodi Traversaro
1011 Turk Street
San Francisco, CA 94102

The California School Resource Officers' Association (CSROA) is committed to the success of the Bay Area UASI Targeted Violence and Terrorism Prevention Program. The projects proposed in this FY 2021 TVTP submission builds and supports local prevention frameworks through multiple efforts and innovative projects that will, in-turn prevent targeted violence and terrorism in schools and our communities.

As the Executive Director of CSROA with over 30 years of experience, I recognize the importance of using a Public Health model of prevention at the local level. Expanding Community Awareness Briefings, Behavioral Analysis Training, launching an awareness campaign, and implementing innovations like the Threat Assessment Management Team portal project will support our School Resource Officers, school administrators, counselors, and school-based intervention teams by building capacity and resilience across the whole community.

Cross Sector Threat Assessment Training and shared implementation of Best Practices will provide customized tools and training to targeted entities, human resources, and workplace violence coordinators.

Specialized training on how terrorists and potential attackers use the internet and on-line platforms will help educate School Resource Officers, school administrators and other local experts on how to find and mitigate this exposure through Open-Source Intelligence (OSINT) investigations.

The California School Resource Officers' Association is committed to supporting the BA UASI in creating a safe school network and building more resilient communities through the implementation of these efforts. We look forward to being an active partner in this effort.

Sincerely,

(b)(6)

Wayne Sakamoto
Executive Director
California School Resource Officers' Association



“Promoting Academic Success for Every Student”
A Division of the American School Counseling Association

May 19, 2021

Bay Area UASI
Attn: Jodi Traversaro
1011 Turk Street
San Francisco, CA 94102

This letter serves to memorialize the California Association of School Counselors’ (CASC) commitment to the success of the Bay Area UASI Targeted Violence and Terrorism Prevention Program. Adults and children alike witnessed America’s racist roots on full display with images of Confederate flags, a noose hanging at the Capitol, and references to concentration camps. With the threat of continued violence and the uncertainty surrounding the current political and racial climate, California youth are struggling to feel safe and make sense of it all. The repeated trauma our nation is experiencing, paired with the plethora of bias, nonfactual information, and influences of social media greatly impact students’ mental health, interpersonal relationships, and emotional well-being.

As the Executive Director of the California Association of School Counselors, an association that represents over 11,000 school counselors working with the over 6.2. million students in California’s PreK-12th grade schools, we applaud efforts outlined in the BA UASI TVTP proposal. We support the use of the Public Health prevention model that builds and supports community mental health. The projects will help our school counselors through training, threat assessment management, and innovation. Ultimately, these projects will increase school safety, increase media literacy, and create a positive school climate, which are all so sorely needed at this critical time.

CASC support the BA UASI TVTP program, and we are committed to assisting with the successful implementation of these projects.

Sincerely,

(b)(6)

Dr. Loretta Whitson
Executive Director



SANTA CRUZ
COUNTY OFFICE OF
EDUCATION
DR. FARIS SABBAH • SUPERINTENDENT OF SCHOOLS

BOARD OF EDUCATION

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Mr. Bruce Van Allen

Dr. Faris Sabbah, Superintendent • 400 Encinal Street, Santa Cruz, CA 95060 • Tel (831) 466-5600 • Fax (831) 466-5607 • www.santacruzcoe.org

May 20, 2021

Bay Area UASI
Attn: Jodi Traversaro
1011 Turk Street
San Francisco, CA 94102

Santa Cruz, like many Bay Area communities, has experienced the tragic impact of the rise of domestic violent extremism. We understand the urgent need to implement prevention strategies that will raise awareness, empower our communities, and strengthen local targeted violence and terrorism prevention (TVTP) frameworks.

I support the Bay Area UASI's FY21 TVTP grant proposal. The projects included in this proposal offer Community Awareness Briefings, Behavioral Analysis training courses, and Media Literacy/On-Line Critical Thinking training to tens of thousands of Bay Area stakeholders.

These projects will empower communities, prevent violence, and make our communities more resilient.

I support this grant proposal and I am committed to ensuring its success.

Respectfully –

Jennifer Buesing, Director of Safety

Santa Cruz County Office of Education

(b)(6)



Collaborating Agencies' Disaster Relief Effort
2731 North First Street, San Jose, CA 95134
Office admin phone: 408-577-2175
Email: admin@cadresv.org
CADRE Duty Officer: CADREeoc@gmail.com
CADRE Duty Officer (available 24/7): 408-622-0822
www.cadresv.org

May 19, 2021

Bay Area UASI
Attn: Jodi Traversaro
1011 Turk Street
San Francisco, CA 94102

I understand the urgency of preventing violence and discrimination. The increase in hate crimes and xenophobia requires immediate prevention strategies at all levels of government, and in partnership with non-governmental based organizations.

The Bay Area Urban Areas Security Initiative (BA UASI), through the FY21 Targeted Violence and Terrorism Grant projects prevents Targeted Violence and Domestic Violence Extremism through expanded public outreach and training. The program promotes tolerance and counter hate speech through locally driven collaborations, technology, and partnerships.

Using a public health model for preventing violence and empowering the whole community with training and resources builds and adds to local prevention frameworks. These projects will reduce bullying and discriminatory behaviors in schools, increase on-line critical thinking and media literacy, and combat domestic violent extremism, and other forms of targeted violence on social media and gaming platforms.

We all share the objective of building community resilience through prevention and mitigation strategies, and I support this grant proposal.

Respectfully –

(b)(6)

Marsha Hovey, Interim Executive Director
Collaborating Agencies' Disaster Relief Effort
Santa Clara County VOAD

(b)(6)



Empowering local and regional resiliency through cross-sector information sharing and partnerships

May 17, 2021

Bay Area UASI
Attn: Jodi Traversaro
1011 Turk Street
San Francisco, CA 94102

The California Resiliency Alliance (CRA) acts as a critical liaison between government entities and the private sector before, during and after disasters. The CRA shares information, tools, and resources across the entire California, including the Bay Area, to facilitate regional situational awareness, cross-sector coordination, preparedness, and community resilience.

The CRA supports the Bay Area UASI Targeted Violence and Terrorism Prevention Program FY21 TVTP grant proposal. The projects included in this proposal embody the “whole-of-society approach” needed to combat domestic violent extremism and other forms of targeted violence and terrorism.

Non-governmental entities are often excluded from public safety related training, communication, and planning and these inclusive projects fill gaps that will have cascading positive impacts on community empowerment and resilience.

The Bay Area UASI and its TVTP Regional Program Manager have a proven history of building trust, partnerships, and collaboration across every level of government, the private sector, non-governmental organizations, and the diverse communities we serve.

The CRA supports the BA UASI’s projects.

Respectfully,

(b)(6)

Monika Stoeffl
Executive Director
California Resiliency Alliance



Councilmember Mueller

May 19, 2021

Bay Area UASI
Attn: Jodi Traversaro
1011 Turk Street
San Francisco, CA 94102

RE: Bay Area UASI's FY21 TVTP grant

Dear Jodi Traversaro,

As an elected official for the City of Menlo Park, I recognize the urgent need to implement prevention strategies that will avert school violence, empower our communities, and strengthen local targeted violence and terrorism prevention (TVTP) frameworks.

I support the Bay Area UASI's FY21 TVTP grant proposal. The projects included in this proposal embody the "whole-of-society approach" needed to combat domestic violent extremism and all other forms of targeted violence and terrorism.

The BA UASI as an organization has a proven history of building trust, partnerships, and collaboration across every level of government, the private sector, non-governmental organizations, and the diverse communities we serve.

Respectfully,

(b)(6)

Ray Mueller
Councilmember

EMW-2021-GR-APP-00083

Application Information

Application Number: EMW-2021-GR-APP-00083

Funding Opportunity Name: Fiscal Year (FY) 2021 Targeted Violence and Terrorism Prevention (TVTP)

Funding Opportunity Number: DHS-21-TTP-132-00-01

Application Status: Pending Review

Applicant Information

Legal Name: City and County San Francisco Department of Emergency Management

Organization ID: 18422

Type: City or township governments

Division:

Department:

EIN: (b)(6)

EIN Shared With Organizations:

DUNS: 070384255

DUNS 4: 0000

Congressional District: Congressional District 12, CA

Physical Address

Address Line 1: 711 Van Ness Ave.

Address Line 2: #420

City: San Francisco

State: California

Province:

Zip: 94102-6027

Country: UNITED STATES

Mailing Address

Address Line 1: 711 Van Ness Ave.

Address Line 2: #420

City: San Francisco

State: California

Province:

Zip: 94102-6027

Country: UNITED STATES

SF-424 Information

Project Information

Project Title: Expanding Local TVTP Frameworks

Program/Project Congressional Districts: Congressional District 12, CA

Proposed Start Date: Fri Oct 01 00:00:00 GMT 2021

Proposed End Date: Sat Sep 30 00:00:00 GMT 2023

Areas Affected by Project (Cities, Counties, States, etc.): City and County of San Francisco and 12 Bay Area Counties

Estimated Funding

Funding Source	Estimated Funding (\$)
Federal Funding	\$1919703
Applicant Funding	\$0
State Funding	\$0
Local Funding	\$0
Other Funding	\$0
Program Income Funding	\$0
Total Funding	\$1919703

Is application subject to review by state under the Executive Order 12373 process? Program is subject to E.O. 12372 but has not been selected by the State for review.

Is applicant delinquent on any federal debt? false

Contacts

Contact Name	Email	Primary Phone Number	Contact Types
Craig Dziedzic	(b)(6)		Secondary Contact
Mary Landers			Primary Contact Authorized Official Signatory Authority

SF-424A

Budget Information for Non-Construction Programs

Grant Program: Targeted Violence and Terrorism Prevention Grant Program

CFDA Number: 97.132

Budget Object Class	Amount
Personnel	\$190996
Fringe Benefits	\$78857
Travel	\$0
Equipment	\$0
Supplies	\$0
Contractual	\$1475332
Construction	\$0
Other	\$0
Indirect Charges	\$174518
Non-Federal Resources	Amount
Applicant	\$0
State	\$0
Other	\$0
Income	Amount
Program Income	\$0

How are you requesting to use this Program Income? [\$budget.programIncomeType]

Direct Charges Explanation:

Indirect Charges explanation:

Forecasted Cash Needs (Optional)

	First Quarter	Second Quarter	Third Quarter	Fourth Quarter
Federal	\$	\$	\$	\$
Non-Federal	\$	\$	\$	\$

Future Funding Periods (Years) (Optional)

First	Second	Third	Fourth
\$	\$	\$	\$

Remarks:

SF-424C

Budget Information for Construction Programs

Assurances for Non-Construction Programs

Form not applicable? false

Signatory Authority Name: Mary Landers

Signed Date: Fri May 21 00:00:00 GMT 2021

Signatory Authority Title: Regional Grants Manager

Certification Regarding Lobbying

Form not applicable? false

Signatory Authority Name: Mary Landers

Signed Date: Fri May 21 00:00:00 GMT 2021

Signatory Authority Title: Regional Grants Manager

Disclosure of Lobbying Activities

Form not applicable? true

Signatory Authority Name: Mary Landers

Signed Date: Fri May 21 23:12:41 GMT 2021

Signatory Authority Title: