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## 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**

Los Angeles County District Attorney's Office

**\* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE**

Prefix: Mr. \* First Name: Paul Middle Name:

\* Last Name: Kim Suffix:

\* Title: Deputy District Attorney

\* SIGNATURE: paul kim

\* DATE: 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"/>
* 3. Date Received: 05/21/2021	4. Applicant Identifier: REACCH	
5a. Federal Entity Identifier: <input type="text"/>	5b. Federal Award Identifier: <input type="text"/>	
<b>State Use Only:</b>		
6. Date Received by State: <input type="text"/>	7. State Application Identifier: CA <input type="text"/>	
<b>8. APPLICANT INFORMATION:</b>		
* a. Legal Name: Los Angeles County District Attorney's Office		
* b. Employer/Taxpayer Identification Number (EIN/TIN): (b)(6)	* c. Organizational DUNS: 7813109900000	
<b>d. Address:</b>		
* Street1: Hall of Justice	<input type="text"/>	
Street2: 211 W. Temple St; Suite 1100	<input type="text"/>	
* City: los angeles	<input type="text"/>	
County/Parish: CA	<input type="text"/>	
* State: CA: California	<input type="text"/>	
Province: <input type="text"/>	<input type="text"/>	
* Country: USA: UNITED STATES	<input type="text"/>	
* Zip / Postal Code: 90012-4086	<input type="text"/>	
<b>e. Organizational Unit:</b>		
Department Name: District Attorney's Office	Division Name: Hate Crimes Unit	
<b>f. Name and contact information of person to be contacted on matters involving this application:</b>		
Prefix: Mr.	* First Name: Paul	
Middle Name: <input type="text"/>	<input type="text"/>	
* Last Name: Kim	<input type="text"/>	
Suffix: <input type="text"/>	<input type="text"/>	
Title: Deputy District Attorney		
Organizational Affiliation: Los Angeles County District Attorney's Office		
* Telephone Number: (b)(6)	Fax Number: <input type="text"/>	
* Email: (b)(6)		

**Application for Federal Assistance SF-424**

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

B: County Government

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:**

Los Angeles County District Attorney's Office Hate Crimes Unit Restorative Justice Project

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="200,000.00"/>
* 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="200,000.00"/>

**\* 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:

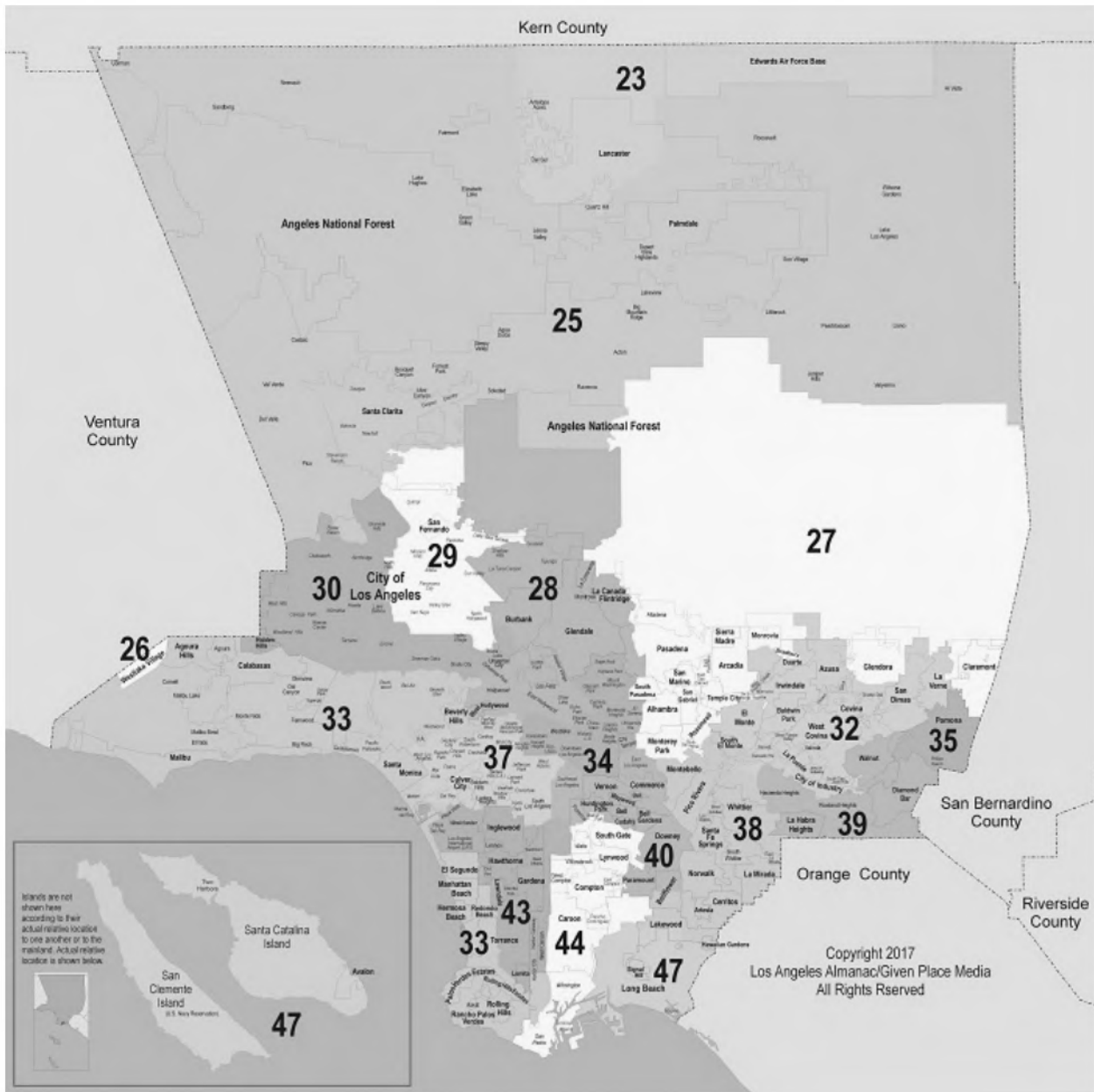
\* Title:

\* Telephone Number:  Fax Number:

\* Email:

\* Signature of Authorized Representative:  \* Date Signed:

# Los Angeles County Congressional Districts



# EMW-2021-GR-APP-00087

## Application Information

**Application Number:** EMW-2021-GR-APP-00087

**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:** County of Los Angeles

**Organization ID:** 22856

**Type:** County governments

**Division:** Hate Crimes Unit

**Department:** County of Los Angeles, District Attorney's Office

**EIN:** (b)(6)

**EIN Shared With Organizations:**

**DUNS:** 781310990

**DUNS 4:**

**Congressional District:** Congressional District 34, CA

## Physical Address

**Address Line 1:** Hall of Justice

**Address Line 2:** 211 W. Temple St; Suite 1100

**City:** los angeles

**State:** California

**Province:**

**Zip:** 90020-[Grantee Organization > Physical Address > Zip 4]

**Country:** UNITED STATES

## Mailing Address

**Address Line 1:** Hall of Justice

**Address Line 2:** 211 W. Temple St; Suite 1100

**City:** los angeles

**State:** California

**Province:**

**Zip:** 90020-[Grantee Organization > Mailing Address > Zip 4]

**Country:** UNITED STATES

## SF-424 Information

### Project Information

**Project Title:** Los Angeles County District Attorney's Office Hate Crimes Unit Restorative Justice Project

**Program/Project Congressional Districts:** Congressional District 34, CA

**Proposed Start Date:** Mon Nov 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.):** County of Los Angeles

## Estimated Funding

Funding Source	Estimated Funding (\$)
Federal Funding	\$200000
Applicant Funding	\$0
State Funding	\$0
Local Funding	\$0
Other Funding	\$0
Program Income Funding	\$0
<b>Total Funding</b>	<b>\$200000</b>

Is application subject to review by state under the Executive Order 12373 process? Program is not covered by E.O. 12372.

Is applicant delinquent on any federal debt? false

## Contacts

Contact Name	Email	Primary Phone Number	Contact Types
Lowell Anger	(b)(6)		Secondary Contact
paul kim			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	\$24505
Fringe Benefits	\$15495
Travel	\$0
Equipment	\$0
Supplies	\$0
Contractual	\$160000
Construction	\$0
Other	\$0
Indirect Charges	\$0
<b>Non-Federal Resources</b>	<b>Amount</b>
Applicant	\$0
State	\$0
Other	\$0
<b>Income</b>	<b>Amount</b>
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: paul kim

Signed Date: Mon May 24 00:00:00 GMT 2021

Signatory Authority Title: Deputy District Attorney IV

## Certification Regarding Lobbying

Form not applicable? false

Signatory Authority Name: paul kim

Signed Date: Mon May 24 00:00:00 GMT 2021

Signatory Authority Title: Deputy District Attorney IV

## Disclosure of Lobbying Activities

Form not applicable? true

Signatory Authority Name: paul kim

Signed Date:

Signatory Authority Title:





GEORGE GASCÓN  
LOS ANGELES COUNTY DISTRICT ATTORNEY

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HALL OF JUSTICE  
211 WEST TEMPLE STREET LOS ANGELES, CA 90012 (213) 974-3500

### **ABSTRACT**

In light of the grief and public outrage accompanying the unprecedented increase in hate crimes confronting our country, in response to the wave of fear that grips our AAPI community, for our synagogues and our LGBTQ community suffering harassment, for our children who return to school in the fall after a distressing year in isolation, and to promote safety, inclusion and belonging for all the communities that weave together the unparalleled tapestry of diversity that is Los Angeles County, LADA is pleased to announce the Reconciliation Education and Counseling Crimes of Hate Program (REACCH), a promising practices single track application seeking \$200,000 in grant funding for the pilot phase.

REACCH is an innovative public safety restorative justice probationary model that is offender centric by focusing on counseling and anti-bias education; victim centric because it promotes victim reconciliation in a safe and controlled setting; and community centric by inviting community-based organizations to join in the development, facilitation, and implementation of an anti-bias education curriculum designed to reduce xenophobia.

In Partnership with the Department of Homeland Security Office of Violence Prevention and Terrorism Prevention, LADA is hopeful that this will serve as a model for local and federal collaboration.

### **Needs Assessment:**

A 2019 report from the Los Angeles County Commission on Human Relations showed that the County of Los Angeles reported 524 hate crimes, and specifically that hate crimes among the Asian American Pacific Islander (AAPI) community increased 32% and increased 142% against the Muslim community from the year prior<sup>1</sup>. The Asian Pacific Policy and Planning Council released a report that there were 245 AAPI hate-related incidents in the County of Los Angeles between March 19, 2020 and October 28, 2020<sup>2</sup>. The reporting forum Stop AAPI Hate released a national report this month examining incidents that took place over roughly one year during the coronavirus pandemic, revealing that the number of AAPI hate incidents reported surged from 3,795 to 6,603 in March of this year alone<sup>3</sup>. To best address this need, LADA proposes an alternative sentencing program, designed for suitable defendants who pose a reduced threat of harm to the community. LADA has already identified two of the four candidates who will participate in the pilot project, and both identified participants have agreed to participate. The program participant numbers are expected to grow as capacity increases.

This grant application is a Promising Practices: Single Project. It is modeled on and seeks to expand upon the anti-bias program offered through the Simon Wiesenthal Center and the Museum of Tolerance which is a current TVTP grant recipient. Although there is some opportunity for program replication, the One 2 One program is a 15-hour program while the LADA program is 150 hours. Moreover, no other program offers the following capacity: an intense level of collaborative supervision by a team of defense attorneys, prosecutors, law enforcement, treatment providers and community partners with appropriate judicial oversight. The program will incentivize lower risk and higher needs defendants to participate in a much more intensive level of supervision than they would otherwise experience through existing conventional terms of probation and community service. Defendants must enter guilty or no contest pleas to participate in the program. Upon successful completion of probation, defendants will receive mitigated sentencing consideration, including reductions to misdemeanors and up to complete dismissal of the charge and allegation.

### **Program Design:**

*Problem Statement.* Hate crime offenders who are sentenced to probation are generally limited to generic community service or Caltrans as terms and conditions of probation. In addition, the only anti-bias program currently in place is an eight-hour program administered through the Museum of Tolerance. Furthermore, there is no program that seeks to reintegrate the offender back into the community through victim reconciliation. The problem is twofold. First, the County lacks an anti-bias program and second, the victims and peer victim groups have legitimate safety concerns if they agree to participate in the program. Often the crime the offender is charged with is a crime of violence or one that threatened the infliction of great bodily injury or death. Ensuring victim safety once the offender is embedded into the victim

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<sup>1</sup> <https://hrc.lacounty.gov/wp-content/uploads/2020/10/2019-Hate-Crime-Report.pdf>

<sup>2</sup> <http://www.asianpacificpolicyandplanningcouncil.org/wp-content/uploads/Los-Angeles-3.20-11.30-SAH-report-FINAL.pdf>

<sup>3</sup> <https://www.nbcnews.com/news/asian-america/anti-asian-hate-incident-reports-nearly-doubled-march-new-data-n1266980>

group for community service or victim reconciliation is a concern. LADA proposes a program that focuses on addressing the offender's bias animus through counseling, anti-bias education and victim reconciliation in a controlled setting and with a District Attorney Investigator (DAI) in place nearby to ensure safety.

*Program Goals, Objectives and Design.* Four hate crime offenders will participate in a pilot phase multi-disciplinary regimen that addresses their maladaptive behaviors in general, and bias animus in particular. The long-term goal is to fund a pilot phase to help develop a permanent restorative justice probationary model that is based on a proven clinical methodology and employs a clinical and digital anti-bias educational curriculum with victim reconciliation that can be expanded to include most of the over 50 felony cases filed annually by the LADA Hate Crimes Unit. This probationary model permits a judge supervising the term of probation to order participation in the anti-bias program for all future hate crime offenders within the County of Los Angeles. The immediate objective is to successfully teach the pilot phase participants, through clinical and facilitator based anti-bias education, the skills necessary to recognize the roots of their bias animus for violence against the group they targeted and to develop the awareness and relapse tools necessary to prevent recidivism against the group that was targeted. The design is comprised of three modules.

#### 1. Counseling Module

The intake process for identifying participants will begin with prosecutorial review of appropriate cases depending on the prior criminal history of the participant, the facts of the instant case and input from defense counsel, law enforcement, and a forensically-trained mental health professional. Next, a psychologist from Gateways Hospital and Mental Health Center will administer one hour of individual and one hour of group therapy over 40 weeks. These sessions will identify cognitive behavior problems and develop appropriate counseling modules to address and resolve the following: substance abuse and mental health treatment, functional impairment identification, vocational and educational training, anger management, cognitive behavior restructuring, and emotion regulation skills. This treatment will be guided by dialectical behavioral therapeutic techniques to address the specific bias animus of each program participant. The psychologist will be supervised by one supervisor psychologist and quarterly reports will be prepared and submitted to the court supervising probation every 90 days. This includes one objective report prepared by the psychologist and one subjective progress report prepared by the participant.

#### 2. Anti-Bias Education Module

Clinicians and professional facilitators from 2<sup>nd</sup> Call, a non-profit organization will address bias education and criminal recidivism through a clinician and facilitator-based training module designed to encourage candidness by sharing relevant personal stories and engaging in group and individual therapy over the course of 40 weeks. Program participants will receive five hours of individual violence intervention every quarter with a clinician trained in anger management and violence prevention. In addition, participants will participate in 10 hours of group therapy quarterly to develop violence awareness that promotes positive-growth and anti-bias mentorship. The clinician will prepare quarterly reports that will be submitted to the court supervising probation every 90 days. This includes one objective report prepared by the clinician and one subjective progress report prepared by the participant.

3Strands will partner with LADA to identify needs, build content and create applied growth opportunities for offenders. Significantly, 3Strands has developed a proprietary system of research analytics to examine program participant engagement using artificial intelligence and keyword identification to maximize community impact. This proprietary system will be used during the pilot phase to track the quarterly results of the participants and will yield immediate quantitative data metrics that can be used to track each participant's success throughout the two year term of the pilot phase. Each subjective progress report prepared by the participant every 90 days from Gateways Hospital and 2<sup>nd</sup>Call will be uploaded to 3Strands and the AI algorithm. The algorithm and keyword identification will track participant success, which will be compiled to produce a quantifiable metric of participant engagement in quarterly reports and a final overall report to be prepared at the end of the pilot phase.

### 3. Victim Reconciliation and Community Service Module

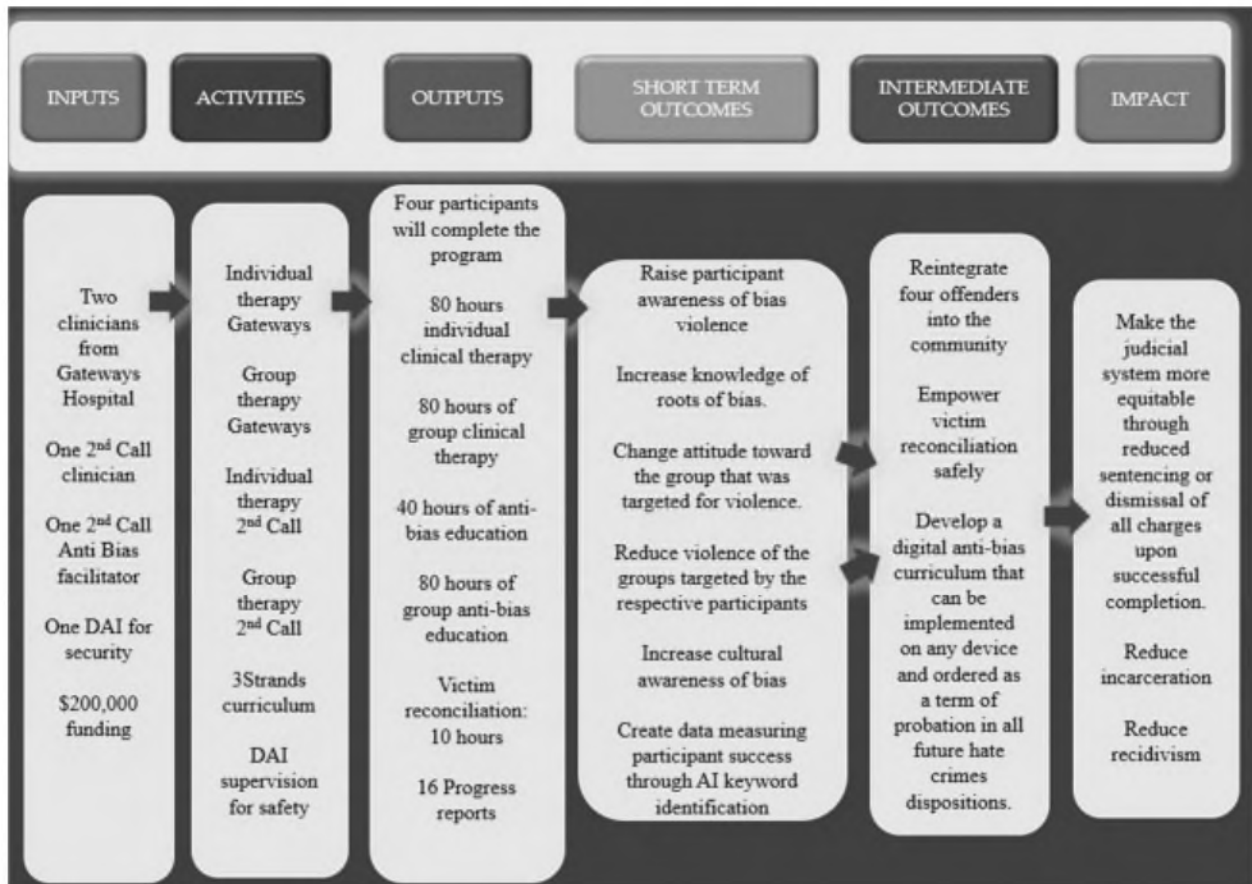
The counseling and anti-bias education modules will emphasize re-introducing offenders with the targeted victim group. These modules are designed to foster understanding, empathy, and ultimately, self-awareness sufficient for the offender to accept responsibility for the hate crime. At this point, the offender can begin the process of reconciliation with the victim or a peer victim group. This begins by acknowledging responsibility through a letter of apology. Online conversations, once protocols are in place, will be the first introduction of the offender to the victim. Next, if the victim is willing, secure in-person dialogues will take place with the victim, including community service participation with the victim group. Ultimately, once the program has matured, a peer mentorship program will be developed to teach defendants relapse prevention tools and strategies to minimize future hate crime transgressions.

(b)(4); (b)(6)

(b)(4); (b)(6)

*Likelihood of Success.*

Hate is not innate. At some point in a person's life, hatred of a specific group was taught or learned. Therefore, what has been learned can be unlearned.



**Organization and Key Personnel:**

LADA is the largest non-federal prosecutorial agency in the country comprised of over 900 Deputy District Attorneys. The Hate Crimes Unit is responsible for vertically prosecuting all serious hate crimes, media cases and cases involving organized hate groups including White supremacists operating within the County of Los Angeles, which has over 10 million citizens and is the most populous non state government entity in the United States. The Hate Crimes Unit is comprised of three Deputy District Attorneys with more than 60 years' combined experience in handling complex litigation. The Hate Crimes Unit is supervised by one Assistant Head Deputy and one Head Deputy and includes three support staff along with one Victim Services Representative. There are also several District Attorney Investigators assigned to assist the Hate

Crimes Unit as needed. The unit is also responsible for community outreach, including participation on the board of the Law Enforcement Advisory Committee for the Anti-Defamation League of Southern California, partnerships with the Los Angeles County Human Relations Commission and multiple community groups directed at raising hate crimes awareness within the community.

The unit is also tasked with educating law enforcement on hate crime laws and investigations including the Los Angeles Police Department and the Los Angeles Sheriff's Department, the largest of the many local and municipal agencies the unit provides training and offers advice to on hate crime investigations and prosecutions. As a result, the unit is well positioned to partner with 3Strands to create an anti-bias restorative justice educational curriculum and Gateways Hospital and 2<sup>nd</sup> Call to administer this program.

Gateways Hospital and Mental Health Center has been a leader in treating mental health conditions and substance abuse disorders since 1953 in a 55-bed inpatient hospital located in Los Angeles. Gateways Hospital has a strong track record of addressing acute behavioral disorders and providing treatment solutions.

2<sup>nd</sup> Call is a community-based organization designed to save lives by reducing violence and assisting in the personal development of high-risk individuals, proven offenders, and ex-felons. Some of the programs 2<sup>nd</sup> Call has in place include job readiness, life skills and court approved anger management, parenting and domestic violence facilitation.

3Strands is a non-profit organization with a proven track record of developing educational curricula on identifying and addressing human trafficking integrated into a simple digital platform available anywhere on any device and designed to conveniently educate program participants. They will be working with educators from Arizona State University to develop a hate crimes anti-bias educational curriculum.

**Sustainability:**

The District Attorney is committed to REACCH as a restorative justice program. If grant funding is not renewed beyond FFY 2022 – 2023, LADA will actively seek funding options to expand REACCH beyond the pilot phase.

**Budget Detail and Narrative:**

The grant will fund the following budget: a 40-week clinical program encompassing one psychologist and one psychologist supervisor from Gateways Hospital and Mental Health Center. This includes one individual session and one group session per week at a cost of \$100,000; anti-bias facilitators through 2<sup>nd</sup> Call will educate four program participants at a cost of \$20,000 through group and individual therapy over 40 weeks; 3Strands will charge \$40,000 for digital platform maintenance and anti-bias curriculum development; and, DAI security personnel measures for all phases of program implementation: counseling, anti-bias education and reconciliation, will cost \$40,000 over the two-year grant period.

### OTVTP Implementation & Measurement Plan

You should modify the Implementation & Measurement Plan (IMP) template to the number of goals your specific project requires. For *each* goal 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 measure/indicator in a separate row.
- Map each performance measure to the relevant activity
- 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.
- The information in the “Performance Measures” column of the Measurement Plan should align with the information in the “Anticipated Outputs” column of your Implementation Plan

***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.***

<b>Organization Name</b>	Los Angeles County District Attorney’s Office, Hate Crimes Unit
<b>Project Title</b>	Reconciliation Education and Counseling Crimes of Hate (“REACCH”)
<b>Grant Number</b>	DHS-21-TTP-132-00-01
<b>Grant Implementation Period</b>	10/01/2021 - 09/30/2023

### Project Goal Statement

*[Please state the overarching goal of the project as identified in your program design. This overarching goal can include language from the individual goals located within this IMP]*

Reduce recidivism of bias-motivated crimes in the County of Los Angeles through a multidisciplinary regimen that addresses maladaptive behavior in general and bias animus in particular. The former will consist of substance abuse and mental health treatment, functional impairment identification, vocational and educational training, anger management and cognitive behavior restructuring. The latter will consist of programs which target the relevant bias animus that substantially motivated the pilot project participants to commit the crime. This includes anti-bias education, re-introduction modules with members of the targeted victim group designed to foster understanding, empathy, and ultimately self-awareness sufficient for the defendant to accept responsibility for the crime. At this point, the participant can begin the process of reconciliation with the victim or a peer victim group. Finally, the participant will be taught relapse prevention tools and strategies to minimize future transgressions.

### Target Population

*[Please include an estimated size and demographic breakdown of expected and/or served program beneficiaries. Please include a brief description of why this particular target population has been selected.]*

The pilot phase of the program will begin with four participants. The target population that has been selected meets the following criteria. First, the participants have committed felonies that have been charged with an accompanying hate crime allegation. Second, they are low level offenders who have no prior convictions which demonstrate a propensity for violence against the target group. This is a necessary factor because the goal of this project is to prevent recidivism. Consequently, if there are no additional future crimes committed by the program participant following the successful completion of the program, it will represent an empirical metric that the program has been effective. It is also important to protect the victim community during the course of victim reconciliation and during community service with the victim group. Finally, LADA prosecutes close to 90 hate crimes cases annually. It is anticipated that the target population will grow significantly as the program matures and funding and capacity improves.





**Example Goal 1 :** *[Example] Strengthen societal resilience against the drivers of violent extremism and ensure broad awareness of the threat of targeted violence and terrorism.*

Objective 1.1: *[Example] Hold in-depth, localized trainings for 300 community leaders and law enforcement stakeholders in Larimer County on the risk factors to violent extremism recruitment and mobilization by the end of the program’s period of performance.*

Objective 1.2: *[Example] Increase by 75% the understanding and awareness of risk factors and behaviors to violent extremism among 300 community leaders and law enforcement stakeholders by the end of the program’s period of performance*

**Example Goal IMPLEMENTATION PLAN**

<b>Objectives</b>	<b>Activity</b>	<b>Inputs/Resources</b>	<b>Time Frame</b>	<b>Anticipated Outputs</b>
<b>Objective 1.1:</b>	<b>Activity 1.1.1 [Example] Conduct Community Awareness Briefings with community leaders</b>	<b>[Example] Local trainers, participants to receive training, training venue, OTVTP CAB curriculum, OTVTP review of requested modifications to the CAB curriculum</b>	<b>[Example] approx. 2 per quarter, Q2-Q7</b>	<b>[Example] 12 Community Awareness Briefings conducted to 200 community leaders.</b>
	<b>Activity 1.1.2 [Example] Conduct Law Enforcement Awareness Briefings with law enforcement stakeholders</b>	<b>[Example] Local law enforcement to receive training, training venue, OTVTP to review requested modification to the LAB curriculum</b>	<b>[Example] approx. 1 per quarter, Q2-7</b>	<b>[Example] 6 Law Enforcement Awareness Sessions conducted to 100 law enforcement stakeholders</b>
<b>Objective 1.2:</b>	<b>Activity 1.2.1 [Example] Survey community leaders before and after Community Awareness Briefings</b>	<b>[Example] Survey, scheduled time before and after to give survey</b>	<b>[Example] approx. 2 per</b>	<b>[Example] Measurable increase by 75% of understanding from community leaders</b>

			<i>quarter, Q2-Q7</i>	<i>after receiving the Community Awareness Briefing</i>
	<i>Activity 1.2.2 [Example] Survey law enforcement stakeholders before and after the law enforcement awareness briefing</i>			

**Example Goal MEASUREMENT PLAN**

<b>Activity #</b>	<b>Performance Measures</b>	<b>Data Collection Method and Timeframe</b>
<i>1.1.1</i>	<i>[Example] Number of Community Awareness Briefing training sessions held and number of community leaders attending</i>	<i>[Example] Documented date, time, venue, number of community leaders in attendance; Q2-Q7, approx. 2 session held per quarter</i>
<i>1.1.2</i>	<i>[Example] Number of Law Enforcement Awareness Briefing training sessions held and number of law enforcement stakeholders attending</i>	<i>[Example] Documented date, time, venue, number of law enforcement stakeholders in attendance; Q2-Q7, approx. 1 session held per quarter</i>
<i>1.2.1</i>	<i>[Example] Percentage increase among community leaders in their knowledge and understanding of violent extremism</i>	<i>[Example] Surveys conducted before and after each CAB training session; Q2-Q7, approx. 2 session held per quarter</i>
<i>1.2.2</i>	<i>[Example] Percentage increase among law enforcement stakeholders in their knowledge and understanding of violent extremism</i>	<i>[Example] Surveys conducted before and after each LAB training session; Q2-Q7, approx. 1 session held per quarter</i>

**Goal 1:** *Reduce recidivism and reintegrate hate crimes offenders into the community through a multidisciplinary team of psychologists focused on raising awareness of the roots of bias animus and developing cognitive behavioral tools to address the triggers for targeted violence.*

Objective 1.1: *Have participants develop awareness of the roots of bias animus and the triggers for targeted violence.*

Objective 1.2: *Increase awareness and the participant’s knowledge of the roots of bias animus and the triggers for targeted violence objectively and*

*subjectively.*

**Goal 1 IMPLEMENTATION PLAN**

<b>Objectives</b>	<b>Activity</b>	<b>Inputs/Resources</b>	<b>Time Frame</b>	<b>Anticipated Outputs</b>
<p><i>Objective 1.1: Have participants develop awareness of the roots of bias animus and the triggers for targeted violence.</i></p>	<p><i>Activity 1.1.1 Conduct individual counseling sessions with a psychologist from Gateways Hospital.</i></p>	<p><i>Psychologists from Gateways Hospital to employ appropriate clinical program methodology; Venue, LADA</i></p>	<p><i>10 hours per quarter, Q1-Q8.</i></p>	<p><i>80 hours of individual therapy.</i></p>
	<p><i>Activity 1.1.2 Conduct group therapy with a psychologist from Gateways Hospital.</i></p>	<p><i>Psychologists from Gateways Hospital to employ appropriate clinical program methodology; Venue, LADA</i></p>	<p><i>10 hours per quarter, Q1-Q8.</i></p>	<p><i>80 hours of group therapy.</i></p>
<p><i>Objective 1.2: Increase awareness and the participant's knowledge of the roots of bias animus and the triggers for targeted violence objectively and subjectively.</i></p>	<p><i>Activity 1.2.1 A progress report from the psychologist detailing objectively program success.</i></p>	<p><i>Psychologists from Gateways Hospital to generate report and submit to the supervising court.</i></p>	<p><i>1 per quarter, Q1-Q8.</i></p>	<p><i>8 progress reports objectively describing success.</i></p>
	<p><i>Activity 1.2.2 A progress report from the participant subjectively describing personal program success.</i></p>	<p><i>Participant to generate report and submit to the court supervising probation, defense counsel, 3Strands, and LADA.</i></p>	<p><i>1 per quarter, Q1-Q8.</i></p>	<p><i>8 progress reports subjectively describing success.</i></p>

**Goal 1 MEASUREMENT PLAN**

<b>Activity #</b>	<b>Performance Measures</b>	<b>Data Collection Method and Timeframe</b>
<i>1.1.1</i>	<i>Number of individual clinical sessions attended per quarter.</i>	<i>Documented date, time, venue; Q1-Q8, approximately 10 per quarter</i>
<i>1.1.2</i>	<i>Number of group clinical sessions attended per quarter.</i>	<i>Documented date, time, venue; Q1-Q8, approximately 10 per quarter</i>
<i>1.2.1</i>	<i>Submission of a progress report by psychologist; 1 per quarter.</i>	<i>Documented date of submission; 1 per quarter</i>
<i>1.2.2</i>	<i>Submission of a progress report by participant; 1 per quarter.</i>	<i>Documented date of submission; 1 per quarter</i>

**Goal 2: Reduce recidivism and reintegrate hate crimes offenders into the community through anti-bias education through professional facilitators trained to enter into a reciprocal dialogue through the shared experiences of the offender and the facilitator directed at raising awareness on the roots of bias animus and the triggers for targeted violence.**

Objective 2.1: Have participants *develop awareness of the roots of bias animus and the triggers for targeted violence through dialogue.*

Objective 2.2: *Increase awareness and the participant's knowledge of the roots of bias animus and the triggers for targeted violence objectively and subjectively.*

**Goal 2 IMPLEMENTATION PLAN**

<b>Objectives</b>	<b>Activity</b>	<b>Inputs/Resources</b>	<b>Time Frame</b>	<b>Anticipated Outputs</b>
<i>Objective 2.1: Have participants develop awareness of the roots of bias animus and the triggers for targeted violence through dialogue.</i>	<i>Activity 2.1.1 Conduct individual anti-bias awareness sessions with a facilitator from 2<sup>nd</sup> Call.</i>	<i>2nd call facilitators to educate on anti-bias, anger management and violence prevention. Venue 2nd Call or virtual.</i>	<i>10 hours per quarter, Q1-Q8.</i>	<i>80 hours of individual therapy.</i>

		<i>security if necessary.</i>		
	<i>Activity 2.1.2: Group therapy class with 2nd call facilitator.</i>	<i>2nd call facilitators to educate on anti-bias, anger management and violence prevention. Venue 2nd Call or virtual. DAI security if necessary.</i>	<i>10 hours per quarter, Q1-Q8.</i>	<i>80 hours of group therapy.</i>
<i>Objective 2.2: Increase awareness and the participant’s knowledge of the roots of bias animus and the triggers for targeted violence objectively and subjectively.</i>	<i>Activity 2.2.1 A progress report from the facilitator detailing objectively program success.</i>	<i>2nd Call facilitators to prepare the progress report and submit with the court supervising probation, defense counsel and LADA.</i>	<i>1 per quarter, Q1-Q8.</i>	<i>8 progress reports objectively describing success.</i>
	<i>Activity 2.2.2 A progress report from the participant subjectively describing personal program success.</i>	<i>Participant to prepare the report and submit it with the court supervising probation, defense counsel, 3Strands and LADA.</i>	<i>1 per quarter, Q1-Q8.</i>	<i>8 progress reports subjectively describing success.</i>

**Goal 2 MEASUREMENT PLAN**

Activity #	Performance Measures	Data Collection Method and Timeframe
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<i>Activity 2.1.1</i>	<i>Number of individual anti-bias sessions attended per quarter Number of group anti-bias sessions attended per quarter.</i>	<i>Documented date, time, venue; Q1-Q8, approximately 10 per quarter</i>
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<i>Activity 2.1.2</i>	<i>Number of group anti-bias sessions attended per quarter.</i>	<i>Documented date, time, venue; Q1-Q8, approximately 10 per quarter</i>
<i>Activity 2.2.1</i>	<i>Submission of a progress report by facilitator; 1 per quarter.</i>	<i>Documented date of submission; 1 per quarter</i>
<i>Activity 2.2.2</i>	<i>Submission of a progress report by participant; 1 per quarter.</i>	<i>Documented date of submission; 1 per quarter</i>

**Goal 3: Reduce recidivism and track hate crime offender progress on clinical counseling and anti-bias education through 3Strands AI and keyword identification.**

Objective 3.1: Implement 3Strands artificial intelligence and keyword identification algorithm to create data to measure program participant success as

reflected in their personal progress reports.

Objective 3.2: Develop a digital anti-bias education platform with 3Strands to be implemented as it is created.

**Goal 3 IMPLEMENTATION PLAN**

<b>Objectives</b>	<b>Activity</b>	<b>Inputs/Resources</b>	<b>Time Frame</b>	<b>Anticipated Outputs</b>
<i>Objective 3.1: Implement 3Strands artificial intelligence and keyword identification algorithm to create data to measure program participant success as reflected in their personal progress reports.</i>	<i>Activity 3.1.1 Upload all subjective participant progress reports from Gateways Hospital and 2ndCall into the program algorithm in order to analyze success as the program progresses.</i>	<i>3Strands to input participant report into proprietary software system.</i>	<i>2 per quarter, Q1-Q8.</i>	<i>16 progress reports tracking subjective success.</i>

<i>Objective 3.2: Develop a digital anti-bias education platform with 3Strands to be implemented as it is</i>	<i>Activity 3.2.1 Regular meetings with 3Strands on digital platform and curriculum development.</i>	<i>LADA and 3Strands to collaborate on anti-bias curriculum development.</i>	<i>1 per quarter, Q1-Q8.</i>	<i>8 meetings on digital curriculum development.</i>
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<i>created.</i>				
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**Goal 3 MEASUREMENT PLAN**

Activity #	Performance Measures	Data Collection Method and Timeframe
3.1.1	<i>Number of participant progress reports uploaded per quarter.</i>	<i>Documented date of submission Q1-Q8, approximately 2 per quarter.</i>
3.2.1	<i>Submission of progress report by 3Strands quarterly</i>	<i>Documented date, time, venue. Q1-Q8, approximately 1 per quarter.</i>

**Goal 4: Reduce recidivism and reintegrate the offender into the community through victim reconciliation administered through community service and dialogue designed with the actual victim, a peer victim or the targeted victim group in a setting designed to ensure the safety of the victim or victim community.**

Objective 4.1: *Community service with victim, peer victim or victim group under the supervision of a District Attorney Investigator.*

**Goal 4 IMPLEMENTATION PLAN**

Objectives	Activity	Inputs/Resources	Time Frame	Anticipated Outputs
<i>Objective 4.1: Community with victim, peer victim or victim group under the supervision of a District Attorney Investigator.</i>	<i>Activity 4.1.1 Condition of probation to complete at least 10 hours of community service the victim, peer victim or victim group.</i>	<i>LADA and victim, if agreeable, or peer from community-based organization to work victim reconciliation and community service DAI security.</i>	<i>Before the expiration of probation which will be supervised for two years.</i>	<i>Victim reconciliation 10 hours</i>

	<i>Activity 4.1.2 DAI will prepare progress report of program activity for all modules quarterly</i>	<i>DAI to prepare progress report.</i>	<i>1 per quarter, Q1-Q8.</i>	<i>8 progress reports tracking security implementation.</i>
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#### Goal 4 MEASUREMENT PLAN

Activity #	Performance Measures	Data Collection Method and Timeframe
<i>4.1.1</i>	<i>Confirmation of completion of community service by DAI.</i>	<i>DAI will submit a report of completion. Minimum 10 hours within 2 years.</i>
<i>4.2.1</i>	<i>Number of module sessions DAI provided security for quarter.</i>	<i>Documented date, time, venue; Q1-Q8, approximately 1 per quarter</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.

<b>Risk Identified</b>	<b>Risk Analysis</b> (brief assessment of the impact the identified risk could/would have on the project)	<b>Risk Management Plan</b> (plan to minimize the impact that the risk presents to the project and adjustments to be made if the risk transpires)

Gateways Providers becomes unavailable due to catastrophic event, such as bankruptcy.	Change providers to another mental health treatment provider.	Good communication with Gateway during the program.
2 <sup>nd</sup> Call becomes unavailable.	Change providers to another community-based organization.	Good communication with 2ndCall during the program.
3Strands becomes unavailable.	Change providers to another digital platform provider.	Good communication with 3Strands during the program.

**Paul Kim  
Hall of Justice**

(b)(6)

**Education:**

**Thurgood Marshall College, University of California, San Diego**  
BA Philosophy, 1995

**King Hall School of Law, University of California, Davis**

Juris Doctor, 1998  
The Order of Barristers  
UC Davis Law Review  
Moot Court National Team  
Mock Trial National Team  
Trial Practice Honors Board  
Moot Court Executive Board

**Work Experience:**

**Los Angeles County District Attorney's Office 2000-Present:**

**Deputy District Attorney IV, Organized Crime Division, Hate Crimes Unit, 2014-Present**

Assigned to prosecute complex multi-jurisdictional cases with an emphasis on Eurasian crime syndicates. Assigned to the Hate Crimes Unit. The sole member of the Hate Crimes unit for three years. Responsible for community outreach with community-based organizations and non-profits associated with raising awareness and resilience to hate crimes throughout the county. Internally trains the LADA office including the main Charge Evaluation Unit which processes all felony filings in downtown Los Angeles. In addition, responsible for training branch and area offices. Inter-agency training includes the station hate crime coordinators for LAPD and LASD. The only DDA in the County prosecuting human trafficking cases involving forced labor. Collaborate on filing decisions with The US Attorney's Office Public Corruption and Civil Rights Division for the Central District of California and the Los Angeles City Attorney's Office.

**Deputy District Attorney III-IV, Hardcore Gang Division, 2006-2014**

Vertically prosecuted primarily gang murder cases from filing to trial. Completed over 30 gang homicide trials. Participated in trainings on the PC 186.22 STEP Act with partner law enforcement agencies.

**Deputy District I-II, 2000-2006**

Assigned to prosecute misdemeanor cases, adjudications involving juveniles and general felony cases.

**Associations**

Founding Board Member, Korean Prosecutors Association  
Member, Law Enforcement Advisory Board, Anti-Defamation League of Southern California

# LOWELL ANGER

(b)(6)

## **EDUCATION**

- **College: S.U.N.Y Binghamton**, Graduation 1986
  - Degrees - BA Philosophy, BS Business Management
- **Law School: The University of Texas**, Graduation 1992
  - Degree: JD

## **PRIOR WORK HISTORY**

- **Cahill Gordon and Reindel**, 1986-1989
  - Legal Assistant - Assisted attorneys with large civil litigation matters.
- **Riverside District Attorney's Office**, 1992-1993
  - Trial Deputy - Handled misdemeanor case calendar and conducted felony preliminary hearings.
- **Anaheim City Attorney's Office**, 1993-1994
  - Contract City Prosecutor - Handled misdemeanor case calendar and conducted misdemeanor jury trials.
- **Hawthorne City Attorneys Office**, 1994-1995
  - Contract City Prosecutor - Handled misdemeanor case calendar and conducted misdemeanor jury trials.

## **LOS ANGELES COUNTY DISTRICT ATTORNEY**, 1995 - Present

- **Torrance & Inglewood Courts** 1995-1997
  - Trial Attorney - Conducted a range of preliminary hearings and, misdemeanor and felony jury trials.
- **Hardcore Gang Division**, 1997 - 2005
  - Trial Attorney - Filed murder an attempt murder cases committed by gang members and handled all stages of the prosecution through jury trial and sentencing.
- **Crimes Against Peace Officers**, 2005 - 2010
  - Trial Attorney - Filed violent crimes committed against peace officers and handled all stages of the prosecution through jury trial and sentencing.
- **Kenyon Juvenile Justice Center**, 2010 - 2012
  - Deputy-in-Charge - Supervised a D.A.'s office at a juvenile courthouse.
- **Hardcore Gang Division**, 2012 - 2017
  - Assistant Head Deputy - First supervised violent gang crime prosecutions for the northern portion of Los Angeles County and later for the southern portion.
- **Environmental Crimes Division**, 2017 - 2019
  - Head Deputy - Supervised the prosecution of an array of environmental crimes, including workplace deaths.
- **Organized Crime Division (and Hate Crimes Section)**, 2019 - Present
  - Head Deputy - Supervise the prosecution of hate crimes, conspiracy, and labor trafficking cases.

**Richard Ceballos**

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**Hall of Justice, Los Angeles, CA 90012**

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**Legal Experience**

Los Angeles County District Attorney's Office  
Deputy District Attorney IV  
Specialized Prosecution Experience in Organized Crime, Hate Crimes, Sexually  
Violent Predators, Public Corruption and Fraud, Narcotics, and Sex Crimes.  
1989 to present (2021)

**Teaching Experience**

University of Southern California Gould School of Law  
Lecturer at Law  
*Ethical Issues for Public Interest, Government, and Criminal Lawyers*  
2018

University of California at Irvine, School of Law  
Lecturer at Law  
*Investigative and Adjudicative Criminal Procedure, Prosecutorial Ethics and Integrity*  
2010 to 2017

**Educational Background**

Loyola Law School  
Los Angeles, CA  
Juris Doctor, 1989

University of Southern California  
Los Angeles, CA  
Bachelor of Science (B.S.), Public Policy/ Administration, 1985  
Bachelor of Arts (B.A.), English, 1985

## **Political Experience**

Candidate for the position of Los Angeles County District Attorney 2020  
Campaign to Elect Richard Ceballos for Los Angeles County District Attorney  
Los Angeles, California  
March 2019 to December 2019

## **Community Experience**

Community Advisor (and USA Boxing licensed coach)  
Hollenbeck Police Business Council  
Hollenbeck Youth Center  
Boyle Heights, Los Angeles  
2013-present (2021)

## **Business Experience**

Vice-President, Business Affairs/Minority Owner  
Xamay Corporation dba Alma Tequila  
Upland, California  
2007-2011

## **Professional Experience**

National Attorney General Institute (NAGI) Conference on Hate Crimes  
Museum of Tolerance, Los Angeles  
Presented: *Prosecuting Hate Crimes*  
Winter 2019

International Association of Prosecutors (IAP) Annual Conference  
Johannesburg, South Africa  
Presented Lecture: *Attacking Prosecutorial Independence via Social Media*  
Fall 2018

International Association of Prosecutors (IAP) Annual Conference  
Beijing, China  
Presented Lecture: *Establishing Conviction Integrity Units Worldwide*  
Fall 2017

Los Angeles Criminal Courts Bar Association (LACCBA)  
Los Angeles City, Taix Restaurant  
Presentation: *Credibility Crisis Amongst America's Prosecutors*  
Spring 2017

Mexican American Bar Association (MABA)  
Cartagena, Colombia  
Presentation: *Conviction Review and Integrity Units*  
Fall 2016

University of Southern California Gould School of Law  
Professional Legal Ethics class  
Presentation: *The Birth of Conviction Review Units in the U.S.*  
Spring 2016

Loyola Law School  
Labor and Employment Law Society  
Presentation: *Garcetti v. Ceballos*  
Spring 2015

International Association of Prosecutors (IAP) Annual Conference  
Dubai, United Arab Emirates  
Presented Lecture: *Winning isn't Everything: Promoting Prosecutors for Pursuing Justice Not Just Obtaining Convictions.*  
Fall 2014

American University, Masters Program in Public Administration  
Washington D.C.  
The Legal Basis of Public Administration, Professor David Rosenbloom  
Fall 2014

Colorado State University, Graduate Program in Student Affairs  
Lecture: Impact of *Garcetti v. Ceballos* on Higher Education, Professor Janine Mohr  
Fall 2014

International Association of Prosecutors (IAP) Annual Conference  
Moscow, Russia  
Presented Lecture: *"Politics of Prosecution: State of Florida v. George Zimmerman"*  
Fall 2013



Colorado State University, Graduate Program in Student Affairs  
Impact of *Garcetti v. Ceballos* on Higher Education, Professor Janine Mohr  
Fall 2013

Loyola Law School, Los Angeles  
Guest Speaker, Professor May's Constitutional Law's class  
Spring 2007

Chapman University School of Law, Orange  
Guest Speaker, Professor Eastman's Prosecutors Course  
Spring 2007

United States House of Representatives  
Testified before the Congressional House Committee on Government Oversight  
and Reform in re: the United States Supreme Court decision: *Garcetti v. Ceballos*  
(2006) 547 U.S. 410  
Fall 2016

National Advocacy Center  
National District Attorneys Association  
University of South Carolina, Columbia, South Carolina  
Trial Advocacy Instructor, Spring 1996

National District Attorney's Association  
Lecturer, Sex Crimes Seminar: Cross-Examination of the Defense Experts,  
Psychiatrists and Psychologists  
San Antonio, Texas, 1995,  
Orlando, Florida, 1996

Hispanic National Bar Association (HNBA) Annual Conventions Continuing  
Legal Education Seminars:

Fall 2006, Moderator, *Public Corruption Prosecutions Seminar*  
San Francisco, California

Fall 2007, Moderator, *Foreign Extradition of Criminals*  
San Juan, Puerto Rico

Fall 2008, Moderator, *Gangs of Los Angeles*  
Los Angeles, California

## **Professional Licenses**

Admitted to the California State Bar, 1989  
Admitted to U.S. Supreme Court Bar, 2005  
Licensed Level I Boxing Coach, USA Boxing, 2014 to 2021

## **Professional Affiliations**

Founder, and (Past) President (2003, 2004, 2008, 2013, 2018), Latino Prosecutors Association of Los Angeles (LPA)

National (Past) President (2008), National Hispanic Prosecutors Association (NHPA), Chicago, Illinois

Board of Directors (2008), National District Attorneys Association (NDAA), Alexandria, Virginia

Member, Black Prosecutors Association (BPA)  
Los Angeles, CA

Member, Korean Prosecutors Association (KPA)  
Los Angeles, CA

Trustee, Board of Directors (2007, 2008), Mexican American Bar Association of Los Angeles (MABA)

Member, LGBT Bar Association, Los Angeles, CA

Union member, Association of Deputy District Attorneys, Los Angeles (ADDA)

Member, International Association of Prosecutors (IAP), Hague, Netherlands

Member, USC Latino Alumni Association, Los Angeles

Member, USC Lambda Alumni Association, Los Angeles

Member, East Area Progressive (EAPD) and Stonewall Democratic Clubs

Member, Loyola High School Latino Alumni Association, Los Angeles

## **Awards and Recognitions**

2019, Prosecutor of the Month, Special Operations, Organized Crime Division  
Los Angeles District Attorney's Office

2019, UC Irvine Center for Scientific Study of Ethics and Morality  
Tobis Medal Award

2017, Hollenbeck Youth Center and Hollenbeck Police Business Council  
Director's Award

2011, Federal Bureau of Investigation, U.S. Department of Justice  
Special Recognition

2011, Inspector General, U.S. Department of Defense  
Special Recognition

2007, Criminal Courts Bar Association, Los Angeles  
Pursuit of Justice Award

2006, Association of Deputy District Attorneys, Los Angeles  
Special Award

2004, Appointed by California Governor Gray Davis to the California Commission on Juvenile Justice and Delinquency.

## **Publications**

2018, co-authored article: *What Makes a Prosecutor Special? Rules of Professional Conduct 5-110*

LA Lawyer magazine (Los Angeles County Bar Association)

# DAYAN V. MATHAI

(b)(6)

## **EDUCATION**

- **College: BIOLA University**, Graduation 1991
  - Degrees - BA Communications
- **Law School: The Catholic University of America, Columbus School of Law**, Graduation 1997
  - Degree: JD

## **LOS ANGELES COUNTY DISTRICT ATTORNEY**, 1997 - Present

- **Los Padrinos Juvenile & Bellflower Courts; Major Crimes Divison** 1997 - 1999
  - Senior Law Clerk - Assisted Deputy District Attorneys in the prosecution of criminal cases.
- **W. Covina, Bellflower, & Torrance Courts** 1999 - 2000
  - Trial Attorney - Conducted a range of preliminary hearings, and misdemeanor and felony jury trials.
- **Norwalk Courthouse** 2000 - 2002
  - Trial Attorney - Conducted a range of preliminary hearings and felony jury trials.
- **Los Padrinos Juvenile Court** 2002 - 2003
  - Trial Attorney - Conducted a range of juvenile adjudications, including transfer hearings and trials.
- **Norwalk Courthouse** 2003 - 2006
  - Trial Attorney - Conducted a range of preliminary hearings and felony jury trials.
- **Hardcore Gang Division**, 2006 - 2012
  - Trial Attorney - Filed murder and attempt murder cases committed by gang members and handled all stages of the prosecution through jury trial and sentencing.
- **Organized Crime Division**, 2012 - 2016
  - Trial Attorney - Filed crimes committed by Organized Crime groups and handled all stages of the prosecution through jury trial and sentencing.
- **Organized Crime Division (and Hate Crimes Section)**, 2016 - Present
  - Assistant Head Deputy - Assist the Head Deputy in the supervision of the prosecution of hate crimes, conspiracy, and labor trafficking cases. File crimes committed by Organized Crime groups and prosecute select cases in all stages of the prosecution through jury trial and sentencing.

# Heather J. Steggell

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## EDUCATION

**Southwestern University School of Law**, Los Angeles, California  
*Juris Doctor*, May 2005  
Member, Moot Court Honors Program, 2002

**University of Texas**, Austin, Texas  
*Bachelor of Science, Advertising*, May 1993

## EXPERIENCE

**MCI Worldcom, Inc.**, Los Angeles, California  
*Market Development Sales Manager*, 8/98 - 9/02

- Managed a team of 8 sales reps selling telecommunication products and services

**Cooperative Marketing Concepts**, Los Angeles, California  
*Account Executive-West Coast*, 11/97 - 8/98

- Sold and marketed products associated with MCI Telecommunication

**Agency for the Performing Arts, Inc.**, Los Angeles, California  
*Assistant to Senior Vice President*, 9/96 -11/97

- Booked events, jobs, and scheduled tours for talent/clients

**GTE Directories**, Los Angeles, California  
*Outside Sales Representative*, 4/95 - 9/96

- Sold Yellow Page advertising space and designed ad layout

### **Los Angeles District Attorney's Office**

*Law Clerk*; Hardcore Gang Division, 5/04-8/05

*Deputy District Attorney*, 8/2006-Present

- Trial Attorney; Torrance Branch, Bellflower, Metro, Airport Court, Los Padrinos Juvenile Court, 2006-2014
- Hardcore Gang Division; 2014-2019
- Organized Crime/Hate Crimes; 2019-present

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# Nicole L. Paglione, Psy.D.

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**Education**                      Psy.D., Clinical-Community Psychology, University of La Verne  
  
M.S., Psychology, University of La Verne  
  
B.S., Psychology, University of California, San Diego

**Licensure**                      Licensed Psychologist, California (PSY 24945)

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**Clinical Experience**        **Clinical Director of CONREP** (2016 – Present) Gateways CONREP, Los Angeles, CA

As Clinical Director of CONREP, I assist in overseeing the Evaluation Unit, which includes the Director of Evaluations and our team of Evaluators (contracted and fully employed), as listed below. In addition, I am responsible for providing clinical oversight and supervision for Gateways CONREP's outpatient treatment teams. I am also Director of Training for the Gateways CONREP CAPIC Internship and practicum training program, leading weekly didactics for our clinical staff and trainees on topics including violence risk assessment, forensic outpatient treatment and supervision, threat assessment, substance abuse, and psychopathy.

**Sandy Hook Promise Presenter** (2019 – Present) Sandy Hook Promise

I was trained by Sandy Hook Promise staff in the Say Something—Anonymous Reporting System (SS-ARS) so I can provide trainings to school districts in order to assist in reducing school-based violence and to afford schools another tool in identifying and mitigating active threats.

**Private Forensic Evaluator/Expert Witness** (2016 – Present) Private Practice

In private practice, I have been called to conduct violent risk assessment for the purpose of sentence mitigation in Los Angeles County criminal courts. In addition, I have been contracted by institutions, such as the University of Southern California, to conduct violence risk and threat assessments on at-risk students, identifying and mitigating active threats.

**Safety Assessment and Intervention Presenter** (2018 – 2019) Sandy Hook Promise

I was trained by Dr. Dewey Cornell and Sandy Hook Promise staff in Safety Assessment and Intervention (SAI), also known as the Comprehensive School Threat Assessment Guidelines, to provide a one-day school threat assessment and management workshop to school

personnel and professionals working with schools identified by Sandy Hook Promise.

**Director of Evaluations** (2015 – 2016) Gateways CONREP, Los Angeles, CA

As Director of Evaluations, I conducted and supervised the forensic evaluations of nearly 900 psychiatrically hospitalized individuals who have been found Guilty, but Not Guilty by Reason of Insanity (NGI) or certified as Mentally Disordered Offenders or Mentally Disordered Sex Offenders by Los Angeles and San Diego counties; conduct and oversee the evaluations of individuals recently found NGI or incompetent to stand trial to determine appropriate placement for sanity or competency restoration; supervised the work of 2 full-time Forensic Evaluators, 8-10 contract evaluators, and 1 Forensic Clinician; guided evaluators regarding the content and clarity of their reports; guided decisions regarding patients' readiness for placement in the State of California's Conditional Release Program, utilizing a structured professional judgment approach, identifying risk factors for violent and/or sexual recidivism; formulated treatment and supervision recommendations for individuals being released to the community; provided expert testimony when needed; provided clinical consultation to CONREP staff and state hospital staff; provided psycho-legal consultation to legal professionals; planned and implemented training for staff and contractors; and, in the absence of the Clinical Director, guided decisions regarding rehospitalizations.

**Forensic Evaluator** (2011 – 2015) Gateways CONREP, Los Angeles, CA

As one of two full-time forensic evaluators for Los Angeles and San Diego counties' conditional release programs, my job duties included traveling to the California state hospitals where I conducted evaluations on individuals who were found to be Mentally Disordered Offenders (PC 2962/2972); Mentally Disordered Sex Offenders (WIC 6316); Guilty, but Not Guilty by Reason of Insanity (PC 1026); or Incompetent to Stand Trial (PC 1370). These evaluations assessed the individual's treatment progress within the state hospitals, barriers to discharge, and suitability for treatment in and transfer to less restrictive settings. I was also responsible for outpatient administrative/discharge reviews, providing court testimony as an expert witness, as well as psycho-legal consult to attorneys, and consulting/collaborating with state hospital and outpatient treatment teams regarding individuals who are or may be supervised under the auspices of Gateways CONREP.

**Case Manager**, Aurora Las Encinas Hospital, Pasadena, CA

At this facility I acted as case manager for approximately 20 patients on the adult open unit and chemical dependency/detox wing. I conducted brief therapy, crisis intervention, and facilitated and coordinated discharge planning/aftercare with the patient, their attending psychiatrists, and family members. Aurora Las Encinas is an acute behavioral mental health hospital that houses approximately 118 individuals exhibiting a wide range of severe mental illness, personality disorders, and substance abuse/chemical

dependency problems.

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### **Clinical Training**

#### **Pre-doctoral Psychology Intern**, The Department of State Hospitals at Metropolitan, Norwalk, CA

While training at the Department of State Hospitals-Metropolitan I conducted psychological assessments in order to evaluate the level of functioning and to achieve proper diagnoses of patients who were Mentally Disordered Offenders (PC 2972); deemed Guilty, but Not Guilty by Reason of Insanity (PC 1026); or were determined to be Incompetent to Stand Trial (PC 1370). I conducted malingering, violence risk assessments, and neuropsychological evaluations with both penal code individuals, as well as civilly committed individuals (e.g., LPS conservatees) as part of my forensic training. In addition to conducting and interpreting psychological assessments with a forensic population, I co-facilitated six hours of group therapy per week at minimum, focusing on issues of court competency, medication compliance, anger management, relapse prevention, wellness, and recovery. I also had the opportunity to work as a unit psychologist, participating in wellness and recovery plan conferences, carrying a caseload of several individual therapy patients, and conducting suicide risk assessments. DSH-Metropolitan housed approximately 700 individuals exhibiting a wide range of severe mental illness, personality disorders, substance abuse disorders, and neuropsychological deficits.

#### **Practicum Student Evaluator**, The Department of State Hospitals at Patton, Patton, CA

While training at the Department of State Hospitals-Patton, I conducted psychological assessments in order to evaluate the level of functioning and to achieve proper diagnoses of patients who were determined to be Mentally Disordered Offenders (PC 2972); Mentally Disordered Sex Offenders (WIC 6316); Guilty, but Not Guilty by Reason of Insanity (PC 1026); or Incompetent to Stand Trial (PC 1370). I worked primarily on the specialized sex offender unit at DSH-Patton. These offenders voluntarily commit themselves to this unit, which has its own separate rules and criteria the patients are required to follow. In addition to conducting and interpreting psychological assessments with sex offenders, I co-facilitated at least one treatment group per week on the sex offender unit, focusing on issues of relapse prevention, behavioral chain analyses, wellness, and recovery. DSH-Patton is a medium security forensic hospital, housing over 1,000 legally committed patients who exhibit a wide range of severe mental illness, personality disorders, substance abuse disorders, and neuropsychological deficits.

#### **Practicum Student Therapist**, Aurora Charter Oak Behavioral Health Care, Covina, CA

While training at ACOH, I provided brief therapy and crisis intervention to individuals who had been placed on WIC 5150 holds or voluntarily admitted themselves to the inpatient facility. I worked with individuals, families, and



groups. I also worked in the Partial Hospitalization Program, an intensive outpatient program for those who have been dually diagnosed. Primary client diagnoses included severe mental disorders including Schizophrenia and Schizoaffective Disorder, in addition to Major Depressive Disorder, Bipolar Disorder, substance abuse/dependence disorders, and dual diagnoses.

**Practicum Student Therapist**, Santa Anita Family Service, Monrovia, CA

While training at Santa Anita Family Service, I provided individual, couples, family, and group therapy to adults, adolescents, and court-mandated individuals. I co-facilitated a 52-week Domestic Violence Offender group for court-mandated domestic violence offenders. I also helped to develop the curriculum for and co-facilitated a 12-Step recovery chemical dependency group for Prop 36 drug offenders and PC 1000 first-time drug offenders. Primary client diagnoses included Major Depressive Disorder, anxiety disorders, substance abuse/dependence, and dual diagnosis.

**Domestic Violence Group Facilitator**, Santa Anita Family Service, Monrovia, CA

I completed the necessary requirements to become a certified domestic violence group therapy facilitator, and I acted as lead facilitator for a 52-week Domestic Violence Offenders group for court-mandated male offenders. This group was both psychoeducational and process-oriented, aimed at helping domestic violence offenders take responsibility for their offending incidences while learning coping skills to more appropriately deal with anger and aggression. I worked directly with courts and probation officers, writing progress reports for clients regarding their participation and growth in the group. This group was two hours per week.

**Clinical Intake Worker**, Santa Anita Family Service, Monrovia, CA

I conducted clinical intakes with PC1000, first-time drug offenders, domestic violence offenders, and anger management offenders. Through conducting such intakes, I initiated the enrollment process into the appropriate group therapy program necessary for the offender to adhere to probationary requirements. Furthermore, I conducted exit interviews with both PC1000 drug offenders as well as domestic violence male offenders. I was also in charge of carrying out reenrollments into the aforementioned group programs.

**Teaching/Other Experience**

**Teacher's Assistant**, Advanced Univariate and Multivariate Statistics: Psy 605 & Psy 606

At the University of La Verne, assisting Professor Glenn Gamst, Ph.D., I co-taught a weekly lab on the effective use of SPSS programming (Statistical Package for Social Sciences). Psy 605 involves teaching first year doctoral students SPSS basics, including data entry, descriptive statistics, normality assumption violations, univariate ANOVAs, and interpretation of basic F tables and post-hoc tests. Psy 606 includes labs instructing students in data cleaning, Multiple Regression, Multiple Discriminate Analysis, MANOVA, and Factor Analysis. Finally, in addition to developing my own syllabus, I created weekly

lesson plans and homework assignments, which I graded, and I offered my personal help to students on an individual basis as needed.

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**Research  
Experience**

**Empirical Dissertation:** Self-deception, self-esteem, and narcissism in batterers: The relationship between self-perceptions and time in treatment. Independent Research

This self-designed research study examined whether self-esteem, narcissism, and self-deception change over time as domestic violence offenders attend a court-mandated 52-week group treatment program. This study utilized the Rosenberg Self-Esteem Scale, the Self-Deception Questionnaire, and the Narcissistic Personality Inventory in order to measure the variables of interest. Bivariate correlations revealed that narcissism was the only factor significantly associated with the amount of time an offender had attended treatment; however, all three variables (i.e., narcissism, self-esteem, and self-deception) were significantly correlated with one another. A path analysis was conducted to assess the simultaneous relationships between the variables of interest and the amount of time an offender spent in treatment. It was determined that the relationship between weeks in treatment and self-deception was mediated by narcissism, and, simultaneously, narcissism's relationship with self-deception was further mediated by self-esteem.

**Needs Assessment for Program Development with the City of Claremont.** Independent Research

I acted as a research team member in developing and implementing a needs assessment that looked at different apartment complexes in the City of Claremont. Specifically, the needs assessment focused on issues of security/safety, sense of community, and wellness. I helped to create fliers and surveys that were mailed to the residents living in one of the apartment complexes examined. In addition, I worked with my team using SPSS to analyze the data collected. Themes were drawn from the data, and a report was created interpreting the results of our surveys and offering recommendations for reform, enhancing a sense of community among apartment residents, and increasing wellness. Finally, this report was presented to stakeholders for the City of Claremont.

**Needs Assessment for Program Development with the City of Claremont.** Independent Research

I acted as the research team representative, and developed close contact with the staff and students at San Antonio/Phoenix Academy Continuation School in Claremont, CA. I led four focus groups with students, one focus group with faculty and teachers, and personally interviewed the principal. After completing the needs assessment, I went before key stakeholders for the City of Claremont and presented the research findings along with recommendations for program opportunities targeting at-risk youth.

**Research Assistant,** University of California, San Diego. Independent Research

I held primary responsibility for data collection in the U.S. for several large international studies. Research data collection involved working with elementary-aged students ranging from 5 years 10 months to 12 year 2 months. This was an ongoing study examining the lying behaviors of children based on gender and age.

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### Professional Memberships

APA: *American Psychological Association* – Member since 05/2010

SCRA: *Society for Community Research & Action* – Member since 04/2007

FMHAC: *Forensic Mental Health Association of California* – Member since 03/2011

ATAP: *Association of Threat Assessment Professionals* – Member since 04/2018

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### Workshops

August 2020: *How Being Trauma-Informed Improves Criminal Justice System Responses: Train the Trainer Event*. SAMHSA's GAINS Center.

January 2020: *Say Something—Anonymous Reporting System (SS-ARS): Train the Trainer Workshop*. Sandy Hook Promise.

December 2018: *Safety Assessment & Intervention: Train the Trainer Workshop*. Dewey Cornell, Ph.D. & Sandy Hook Promise Foundation

January 2016: *Assessment and Management of Stalking Using the SAM*. P. Randall Kropp, Ph.D.

February 2016: *Assessing and Managing Violence Risk Using HCR-20 Version 3*. Laura S. Guy, Ph.D., ABPP

January 2015: *Master Course in Clinical and Forensic Applications of the Hare PCL-R & PCL:SV*. Kevin Douglas, Ph.D.

November 2014: *Development, Revision, and Implementation of the HCR-20 Version 3*. Kevin Douglas, Ph.D.

January 2014: *DSM-5 Overview: From Treating to Testifying*. Charles L. Scott, M.D.

December 2012: *HCR-20 Assessing Risk for Violence*. Mark Grabau, Ph.D.

October 2008: *An Introduction to the MMPI-2-RF Workshop*. Yossef Ben-Porath, Ph.D.

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### Publications/ Presentations

Paglione, N. (2020). *A CONREP Case Study: Where risk and threat assessment collide*. 2-hour presentation for ATAP's LA Chapter meeting.

Paglione, N. (2019-2021). *Working with Forensically-Involved, Mandated*

*Consumers*. 6-hour workshop hosted by Los Angeles County Department of Mental Health.

Paglione, N. (2019-2021). *Risk Assessment for Violence*. 6-hour workshop hosted by Los Angeles County Department of Mental Health.

Paglione, N. & Kafka, A. (2018-2020). *Forensic Mental Health 101*. 6-hour workshop hosted by the Forensic Mental Health Association of California

Paglione, N., Foroosh, S., & Davis, F. (2007). *Providing evidence to support change: A study of at-risk youth*. Symposium at the 11<sup>th</sup> Biennial Conference of the Society for Community Research and Action, Pasadena, CA.

Paglione, N. (2006). *Understanding the misogyny, violence, and oppression of gangsta rap with the possibility of reform*. Presentation of ULV Annual Growing in Diversity Writing Competition, Laverne, CA.

**Lilia Sheynman, Ph.D. (PSY 26066)**

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**EDUCATION**

- 06/2012**                      **Doctor of Philosophy in Clinical Psychology**  
**Pacific Graduate School of Psychology**  
**at Palo Alto University, (APA Accredited), Palo Alto, CA**
- 06/2010**                      **Master of Science in Clinical Psychology**  
**Pacific Graduate School of Psychology, Palo Alto, CA**
- 06/2005**                      **Intensive Bachelor's in Psychology**  
**University of California, Santa Cruz, CA**

**EVIDENCE BASED PRACTICES (EBPs)**

Motivational Interviewing  
Seeking Safety (Certification)  
Aggression Replacement Therapy (ART)  
Cognitive Behavioral Therapy (CBT)  
Dialectical Behavioral Therapy (DBT)

**CLINICAL EXPERIENCE**

- 09/2020 – present**                      **Program Director**  
**Gateways Hospital & Mental Health Center, Normandie Village** Los Angeles, CA  
Director of 60-bed Forensic Residential Services. In charge of budget, productivity, program development, training, and clinical oversight. Provide supervision to eight direct reports consisting of Program Coordinators, clinical managers, administrative staff, nurses, and non-clinical managers. Continue to assist with crisis intervention for clients and coordination with outside agencies (probation, LACDMH, court, etc).
- 04/2016 – 09/2020**                      **Assistant Director**  
**Forensic Residential Services** Los Angeles, CA  
In charge of supervision of all clinicians at two separate Enriched Residential Program facilities as well as the Forensic Outreach Team. Duties include design and implementation of training program for Doctoral, pre-Doctoral and Master's level clinicians and trainees, including hiring and evaluations. Provide individual and group supervision, didactic training, assist with crisis intervention, provide training in LADMH paperwork, assessment, and progress note writing.

Continue to provide intake assessment, case management, and individual and group therapy as needed for severely mentally ill clients with forensic histories. Provide training and guidance to new therapists, case aides, and para-professional counselors as well as consultation for other members of the interdisciplinary team. Responsibilities also include working closely with LACDMH liaisons for various programs (MIST, CCC, AOT, ATC, ERS, and AB109). Additional duties include program management, client interview and assessment, and report writing for court, probation, LACDMH and other outside agencies.

**01/2014 – present**

**Clinical Psychologist**

**Lilia Sheynman, PhD, Signal Hill, CA**

Private practice therapist for individuals seeking treatment in the community. Caseload consists of a range of disorders including mood disorders, psychosis, trauma, PTSD, substance abuse and personality disorders. Psychological assessments, individual and family sessions provided as well as consultation with other members of treatment team (i.e. psychiatrists and community support).

**11/2014 – 04/2016**

**Program Coordinator**

**Gateways Normandie Village, Los Angeles, CA**

In charge of practicum trainee training program in a residential setting. Duties include design and implementation of training program for post- and pre-Doctoral and Master's level clinicians in training, including hiring and evaluations. Provide individual and group supervision, didactic training, assist with crisis intervention, provide training in LADMH paperwork, assessment, and progress note writing. Continue to provide intake assessment, case management, and individual and group therapy to a small caseload of severely mentally ill clients with forensic histories. Provide training and guidance to new therapists and para-professional counselors as well as consultation for other members of the interdisciplinary team.

**10/2012 – 11/2014**

**Primary Forensic Therapist**

**Gateways Normandie Village, Los Angeles, CA**

Primary forensic clinician for a caseload of approximately 20 severely mentally ill clients (ages 21-60 years old) in a residential setting. Many of the clients suffer from co-occurring substance use disorders and a majority of the clients are criminal offenders, some referred for treatment through AOT or AB-109. Duties include individual and group treatment, assessment, intake assessment, case management, crisis intervention and treatment and discharge planning as well as completion of LA County DMH paperwork. Duties also include communication and consultation with outside agencies (i.e. Department of Probation, Los Angeles Public Guardians Office, court, etc.) Opportunity to work as part of a multi-disciplinary team consisting of therapists, case aides, nurses, psychiatrist

and para-professional counselors. Provide training and guidance to new therapists and para-professional counselors as well as consultation for other members of the interdisciplinary team.

**09/2011 – 08/2012**

**Psychology Intern**

**Pacific Clinics** (APA Accredited), Santa Fe Springs, CA

Conduct initial assessments, individual treatment, group treatment, crisis intervention and treatment planning for ethnically diverse adult and older adult populations (18 – 70+ years old). Clients at this clinic are diagnosed with a severe and persistent mental illness and are often from a low socioeconomic background. Clients seen are from MediCal, Medicare, Short-Doyle and Prevention and Early Intervention (PEI) funding streams and outcome measures are utilized to monitor client treatment (including the Beck Depression Inventory (BDI), Beck Anxiety Inventory (BAI), and Outcome Questionnaire (OQ-45)).

Duties include DMH documentation, in-home services, assessment and crisis management as well as weekly supervision of a practicum student. Other duties include leading Diversity Journal Club, a program evaluation research project and conducting psychological testing. Testing batteries include use of the Wechsler Adult Intelligence Scale (WAIS-IV), Repeatable Battery for the Assessment of Neuropsychological Status (R-BANS), Rorschach, Thematic Apperception Test (TAT), Personality Assessment Inventory (PAI), Rotter Incomplete Sentence Blanks (RISB), and the Boston Naming Test among others.

Provide weekly supervision to pre-doctoral practicum student.

The clinic recently transitioned to electronic health records; training in using Welligent EHRs was provided.

Supervision, training and clinic meetings occur weekly.

**Supervisors: Stephen Baughman, Psy.D., Charles Chege, Psy.D., and Linda Skale, LCSW**

**10/2010 – 06/2011**

**Psychological Assistant, PSB-35497**

**Jennifer D. Malone, Psy.D. Psychotherapy Services**, Campbell, CA

Conduct individual therapy, group therapy, intake assessments, psychological testing, and crisis intervention for adult and child clients. Weekly individual supervision received.

**Supervisor: Jennifer Malone, Psy.D.**

**07/2010 – 06/2011**

**Psychology Practicum Student**

**San Mateo Central County Mental Health**, San Mateo, CA

Conduct individual therapy, group therapy, initial assessments, treatment planning, annual assessment updates and case management with primarily severely mentally ill adults. Clients come from diverse cultural, religious and socioeconomic backgrounds. Weekly individual and group supervision received.

**Supervisor: Maria Lorente-Foresti, Ph.D.**

**02/2009 – 06/2011**

**Substance Abuse Counselor  
Minor Consent Program**

**Asian Americans for Community Involvement, San Jose, CA**  
Conducted intake assessments and facilitated Motivational Interviewing group therapy for multicultural adolescents at various stages of substance abuse. Groups are held at the clinic and community high schools to target at-risk adolescents and provide support, modeling of pro-social behavior and facilitate peer support. Engaged in treatment and discharge planning and as-needed crisis intervention. Additionally, conduct individual therapy, treatment planning and crisis intervention for approximately 8 individual clients with severe mental illness starting 07/10.  
**Supervisors: Jorge Wong, Ph.D.**

**06/2009 – 08/2009**

**CalWorks Counselor**  
**Asian Americans for Community Involvement, San Jose, CA**  
Conducted Mental Health screenings at CalWorks Welfare to Work program orientation. Also conducted initial assessment, individual therapy, case management, and crisis intervention for a diverse group of clients on unemployment.  
**Supervisor: Jorge Wong, Ph.D.**

**09/2009 – 07/2010**

**Psychology Practicum Student**  
**Mental Health Department**  
**Asian Americans for Community Involvement, San Jose, CA**  
Conducted initial assessments, individual therapy, and crisis interventions with children, families, and adults on Medi-Cal coming from diverse socioeconomic and cultural backgrounds. Also administered, scored and wrote integrated neuropsychological and cognitive assessment reports. Training includes placement at local high school catering to adolescents with wide range of diagnoses and primarily Vietnamese and Hispanic heritage. Duties at high school include screenings, assessments, intakes and individual therapy. Didactics and supervision are received on a weekly basis.  
**Supervisor: Jennifer Malone, Psy.D.**

**04/2008 – 10/2009**

**Clinic Manager**  
**Kurt and Barbara Gronowski Clinic,**  
**Pacific Graduate School of Psychology, Los Altos, CA**  
Provided support for and supervision to student therapists, coordinating client schedules, and accepting payments at an outpatient community mental health training clinic for an underserved, ethnically diverse population. Also managed financial information to create monthly financial reports and track balances for supervisors. Conducted quality assurance for clinic forms by auditing client charts and monitoring for HIPAA compliance.  
**Supervisors: Robert Reiser, Ph.D. and Sandra Macias, Ph.D.**

**06/2008 – 05/2009**

**Psychological Trainee**  
**Kurt and Barbara Gronowski Clinic**  
**Pacific Graduate School of Psychology, Los Altos, CA**  
Conducted intake assessments and individual cognitive behavioral psychotherapy in a community based outpatient clinic. Treated



ethnically diverse adults presenting with a broad range of Axis I and II disorders. Participated in weekly case conference, didactics, and supervision.

**Supervisor: Jorge Wong, Ph.D.**

**09/2006 – 9/2007**

**Unit Coordinator**

**7<sup>th</sup> Ave Center Mental Health Rehabilitation Center**

Santa Cruz, CA

Monitored and coordinated daily duties of the clinical staff at a 99-bed locked psychiatric facility serving a ethnically diverse severely mentally ill population. Provided leadership and supervision to all direct care and support staff, providing PRN training where necessary and assisting nurses with transfers and coordinating admissions procedures.

Completed paperwork including incident, AWOL, denial of rights paperwork, elder abuse reports and interdisciplinary note charting.

**Supervisors: Kathy Champlin & Stephan Burke**

**08/2005 – 12/2006**

**Caseload Mental Health Worker**

**7<sup>th</sup> Ave Center Mental Health Rehabilitation Center**

Santa Cruz, CA

Supported a caseload of residents (~15) in their development of community re-entry skills by leading program groups and activities. Provided client assistance with activities of daily living, and money management. Coordinated with case managers and conservators in daily activities and discharge planning. Completed all documentation in a timely manner including weekly, monthly, quarterly and sexual activity assessments and symptom tracking. Organized and implemented Community Outreach program for residents at a lower acuity and higher functioning focusing on skills needed to reintegrate into community life including job skills, shopping, money management, identifying triggers and knowing how to ask for help based on WRAP model.

**Supervisor: Kathy Champlin**

**03/2005 – 8/2005**

**Mental Health Worker**

**7<sup>th</sup> Ave Center Mental Health Rehabilitation Center**

Santa Cruz, CA

Assisted residents with activities of daily living in addition to prompting for medications, meals, showers and room care. Charted on daily activities, practiced principles of NCVI (Non-violent Crisis Intervention) and applied restraints when necessary, documenting weights, vital signs, head counts, meal log, and special needs rounds. Complete duties assigned by the Unit Coordinator to ensure proper daily functioning of the center.

**Supervisor: Kathy Champlin**

**01/2005 – 6/2005**

**Field Study Intern**

**7<sup>th</sup> Ave Center Mental Health Rehabilitation Center**

Santa Cruz, CA

Assisted with assessments, report writing, interdisciplinary charting and 1:1 support for residents as necessary.

**Supervisor: Stephan Burke**

## LANGUAGES

Russian (fluent)

## AREAS OF CLINICAL INTEREST

Ethnic minority populations  
Severe and persistent mental illness  
Substance use disorders  
Forensic Mental Health  
Trauma/PTSD

## RESEARCH EXPERIENCE

**03/2012 – 09/2012**

**Sport and Art Educational Foundation (SAEF), Los Angeles, California**

### *Program Evaluation*

Conduct SAEF program evaluation, to determine if any neuropsychological or mood changes are present as a result of engaging in ping pong on a weekly basis. Study to use sample of elderly persons with Alzheimer's and other forms of dementia. Will conduct pre- and post-test assessments of neuropsychological functioning and depressive symptoms. Participants will engage in ping pong lessons on a weekly basis between pre- and post-test measures. Outcomes will provide additional information in this new and growing area of dementia research, as well as evaluate whether this ping pong program provides any measurable changes in its population. Co-investigator: Bridgette Atallah, Psy.D.

**8/31/2011**

### **Dissertation in Clinical Psychology**

**Pacific Graduate School of Psychology, Palo Alto, CA** "*Acculturation and Family Relationships Effect on Psychological Distress in Former Soviet Union Refugees*"

This study investigated the moderating relationship of familial discord on acculturation and psychological distress. The targeted population was refugees from the Former Soviet Union ranging in age from 18 to 75 years old.

**Dissertation Committee:** Joyce Chu, Ph.D. (Chair), Aileen Bararra, Ph.D., Lynn Waelde, Ph.D., and Jorge Wong, Ph.D

**01/07 – 06/11**

### **Research Assistant**

**Ethnic Minority Mental Health Research Group,  
Pacific Graduate School of Psychology, Palo Alto, CA**

Assist with research that aims to examine mental health services for ethnic minority individuals with mood disorders.

**Supervisor: Joyce P. Chu, Ph.D.**

**01/08 – 06/09**

### **Project Coordinator**

**Ethnic Minority Mental Health Research Group**

**Pacific Graduate School of Psychology**

Palo Alto, CA

Oversaw all recruitment, data management, RA supervision, and administrative issues related to a treatment effectiveness study for depressed older Chinese-American adults. The study involves phone screens and clinical interviews for Major Depressive Disorder, and administration of a modified version of Problem Solving Therapy, an evidence-based treatment for depression being adapted for the Asian American Community.

**Supervisor: Joyce P. Chu, Ph.D.**

**06/04 – 9/04**

**Research Assistant**

**Westwood Anxiety Institute, Westwood, CA**

Intern at clinic for Obsessive-Compulsive Disorder (OCD), Body Dysmorphic Disorder (BDD), Generalized Anxiety Disorder (GAD), Post-Traumatic Stress Disorder (PTSD), Social Phobia and Panic Disorder. The position's duties included observing and participating in assessments and treatment sessions as well as contributing to the development of educational presentations and materials.

**Supervisor: Eda Gorbis, Ph.D.**

**2003**

**Research Assistant**

**Irony and Humor Study**

**UC Santa Cruz, Santa Cruz, CA**

Assisted with a study intending to identify factors that make a person more or less understanding of sarcasm and irony based on family background. Screened participants, obtained participant's family histories, and transcribed videotapes.

**Supervisor: Jennifer Dyer, Ph.D.**

**PROFESSIONAL PRESENTATIONS**

**Sheynman, L.** (2012, August) *Accurate Assessment of Intimate Partner Violence in Community Mental Health*. Pacific Clinics Research Colloquium, Monrovia, CA.

Byrd-Olmstead, J., **Sheynman, L.**, McCoy, M. & Wong, J. (2009, November) *Minor Consent: Empirically Based, Culturally Competent, Substance Abuse Treatment*. Poster presented at the Association of Medical Education and Research on Substance Abuse Conference, Norfolk, Virginia.

**Sheynman, L.** and Chu, J. P. (2009, August) *Gender and Emotions Influence Help Seeking Behaviors of Asian American College Students*. Poster presented at the Asian American Psychological Association Toronto, Canada.

**Sheynman, L.** and Chu, J. P. (2009, April) *Comfort with Expression of Emotions Correlated with Help Seeking in Asian Americans*. Poster Presented at the Association for Psychological Science Conference, San Francisco, CA.

**Sheynman, L.** (2009, May) *Emotions and Help Seeking in Asian Americans*. Symposium at the Pacific Research Forum, Redwood City, CA.

**Sheynman, L.** (2008, May) *Cognitive Behavioral Therapy as Opposed to Treatment as Usual and Psychodynamic Therapy for Patients with Schizophrenia*. Poster presented at the Pacific Research Forum, Palo Alto, CA.

#### **ACADEMIC HONORS AND AWARDS**

<b>2009</b>	Diversity and Community Mental Health Scholarship, PGSP
<b>2009</b>	Assistantship Award, PGSP
<b>2004 – 2005</b>	Dean’s List, University of California, Santa Cruz, CA
<b>2002 – Present</b>	Psi Chi, National Honor Society in Psychology

#### **PROFESSIONAL AFFILIATIONS**

<b>2009 – Present</b>	California Psychological Association
<b>2009 – 2010</b>	Association for Psychological Science
<b>2008 – 2011</b>	Asian American Psychological Association
<b>2007 – Present</b>	American Psychological Association Division 12, Clinical Psychology

#### **REFERENCES**

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**Jeffrey Bellissimo**

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**Education**

- |  |               |
|--|---------------|
| <b>Master of Social Work, Forensics Concentration Honors</b><br>California State University, Los Angeles | June 2015     |
| <b>Bachelor of Science, Criminal Justice Summa cum laude</b><br>California State University, Los Angeles | June 2013     |
| <b>Multi-Craft Core Curriculum Certified Trainer</b><br>Michigan State University                        | November 2015 |

**Skills**

Extensive experience with the 12 step model of addiction treatment; strong interpersonal skills; able to establish trust and rapport with both professional staff and clients; excellent conflict management and resolution skills: understanding and implementation of motivational assessments and motivational interviewing; comprehensive knowledge of attachment theory and how it relates to trauma, grief and loss, development, healthy/unhealthy relationships, and maladaptive coping mechanisms in both children and adults; knowledge of systems theory and how systems directly and indirectly affect the individual and his or her ability to function and change; familiarity with cognitive behavioral therapy; basic understanding of positive psychology focusing on a strength based, holistic and harm-reduction approach that emphasizes personal responsibility and empowerment; familiarity with inter-agency collaboration and strategies for effective communication within a collaborative framework

**Experience**

- |  |                                  |
|--|----------------------------------|
| <b>HealthRight360</b><br>Mental Health Clinician | Los Angeles, CA<br>7/19- Present |
|--|----------------------------------|
- Facilitate individual and group therapy sessions for MIST (Mentally Incompetent to Stand Trial) clients with severe mental health disorders coming from the Los Angeles County Jail or hospital
  - Conduct bio-psychosocial assessments and develop treatment/discharge plans
  - Work in a collaborative team consisting of nurses, psychiatrists, attorneys, judges and social workers, to monitor and execute client treatment plans
  - Write progress reports to the Mental Health Court Division and other entities such as probation/parole officers in order to advocate on behalf of my clients regarding their treatment progress
  - Engage in crisis intervention with clients experiencing severe psychosis and administer de-escalation strategies, which includes admission to psychiatric hospitals

**Flintridge Center**

Pasadena, CA

Curriculum and Instruction Specialist

7/15-4/19

- Developed, organized, and implemented the components of the Apprenticeship Preparation Program (APP), including in-class instruction, field trips, guest speakers, and life skills
- Lead instructor for the Apprenticeship Preparation Program, facilitating the Multi-Craft Core Curriculum (MC3) to 30 formerly incarcerated adults during 3 cohorts per year in order to prepare them for a career in the construction trades
- Worked with the Director of Research and Evaluation in preparing and administering assessment tools for Flintridge Center programs
- Managed a caseload of 30 formerly incarcerated community members, conducting intake, assessment, care planning, and follow-up
- Supervised Master's level and Bachelor's level social work interns within various Flintridge Center programs

**Flintridge Center**

Pasadena, CA

Case Manager/ Counselor (MSW Intern, 3 days/week)

9/14-5/15

- Provided case management and systems navigation services for formerly incarcerated community members
- Conducted motivational assessments, case planning, follow up
- One on one counseling, implementation of CBT principles and positive psychology using a strength-based approach
- Facilitate the Peer Support Group, with topics involving coping skills, healthy boundaries, and self-discovery

**Munguia & Associates**

Northridge, CA

Individual Therapist (MSW Intern, 2 days/week)

1/14-9/14

- Individual therapy with adolescents using CBT, insight therapy, motivational interviewing, and other modalities
- Treatment plan development that included loss histories, and assisting the youth clients in navigating unhealthy family systems and rules using a trauma-informed approach

**Polytechnic High School**

Sun Valley, CA

Pupil Services Attendant (MSW Intern, 2 days/week)

9/13-11/13

- Worked with students having issues with truancy, missing credits, and family dysfunction
- Created and developed youth leadership group; topics involved substance abuse, coping skills, and healthy decision making processes
- Conducted home visits for truant youth on caseload

**2<sup>nd</sup> Call**

Los Angeles, CA

Volunteer/Researcher (Unpaid Volunteer, 2 days/week)

3/13-present

- Gang violence research collaborator/developer
- Life skills impact session trainee
- Community volunteer

**S.O.B.E.R. International**

Los Angeles, CA

Youth Counselor (Unpaid volunteer, 2 days/week)

9/12-8/13

- Lesson plan development and youth group facilitation
- Topics focused on substance abuse issues and coping skills
- Assist with case management duties

**Burbank Health Care**

Burbank, CA

Assistant Care provider (Unpaid volunteer, 2 days/week)

9/11-12/11

- Assisted nurses with basic duties pertaining to clients
- Provided one on one interaction with immobile clients
- Assisted in obtaining client wish lists for yearly Christmas gift drive

**Awards/ Honors**

Tau Eta social work honor society member, 2015

Alumni Scholarship Award recipient, California State University, Los Angeles, 2015

Graduate Equity Fellowship Scholarship, California State University, Los Angeles, 2014-2015

Pasadena-Altadena Vision 20/20 violence prevention-intervention institute graduate, 2015

Special Recognition for Graduate Studies, California State University Los Angeles, 2013- 2015

Two-time Dean's List Award recipient, California State University Los Angeles, 2012, 2013

Two-time Dean's List Award recipient, Los Angeles Mission College, 2009, 2010

President's Award recipient, Los Angeles Mission College, 2010

Aves Scholarship recipient, Los Angeles Mission College, 2010

# ASHLIE BRYANT

NON PROFIT LEADER AND HUMAN TRAFFICKING PREVENTION EXPERT

## INNOVATION

### PROTECT - Prevention Education Program

CA/UT/TX/MI, Republic of Cyprus

Developed systematic/scalable human trafficking prevention education program. Scaled program across four states and educated more than 500,000 students and 50,000 adults.

### EMPLOY + EMPOWER

Sacramento and San Francisco

Launched employment program for survivors and at-risk individuals. More than 300 youth placed with 83% retention rate

## AWARDS

### California State Senate and State Assembly - Resolutions

Awarded two resolutions acknowledging work in the fight against human trafficking

### Social Venture Partners Fast Pitch - 2018 Winner

Won the 2018 Fast Pitch Competition for the Greater Sacramento area

## EDUCATION

### Public Leadership Credential

Harvard Kennedy School

### Executive Nonprofit Leader Program

Stanford University

### Women's Corporate Board Readiness Program

Santa Clara University

### BA International Relations and French

University California at Davis

## CONTACT

## PROFILE

CEO | Change Agent | Innovator | Child Advocate | Keynote Speaker | Policy Advisor | Board Member

## EXPERIENCE

### CO-FOUNDER AND CEO

3Strands Global Foundation | Jan 2010 - Present

Sacramento, CA

3SGF is a nonprofit that combats human trafficking through prevention education, employment and engagement initiatives

#### Leadership:

- Built organization from startup to \$2.5 million per year revenue
- Created multiple strategic partnerships with federal, state, and local government agencies, for-profit companies and nonprofit organizations
- Developed three-partner joint venture for prevention education program
- Developed partnership strategy for Employ + Empower program resulting in 50 MOU's with partner nonprofits
- Spearheaded the passage of CA AB1227 legislation into law
- Spearheaded the passage of UT SB 193 legislation into law
- Secured federal grant funding for prevention education program in four states
- Built new revenue streams with the Department of Rehabilitation and County Child Welfare Office to create program sustainability
- Presented multiple keynote addresses at national/international conferences
- Built a national Board of Directors

#### Impact:

- Developed detailed logic model and theory of change, including evidence-based pre/post survey analysis. Quantitative qualitative results demonstrated that:
  - 94% of students state they can PROTECT themselves or their peers from human trafficking and exploitation
  - Educators are 98% confident on how to report human trafficking post PROTECT training
  - 50% of respondents' increased understanding of familial trafficking
  - 96% of educators recognize the signs of human trafficking
- Built logic model and evidence-based evaluation plan for Employ + Empower survivor services program
  - Over 300 survivors and at-risk youth employed
  - 83% job retention rate after 90 days
  - Each client receives an average of five additional services
  - More than \$400,000 in aggregate wages earned by participants since program launch in late 2016

(b)(6)



# ASHLIE BRYANT

NON PROFIT LEADER AND HUMAN TRAFFICKING PREVENTION EXPERT

## ADDITIONAL ROLES

### CA CSEC Action Team

Member of the Commercially Exploited Children's advisory team for the State of California

### 3Strands Global Foundation Board

Director

### STEP San Quentin Collective

Conducted live inmate interviews about their "lived experience" with root causes, e.g., poverty, violence, gangs, and human trafficking

### Advisor to CA Assemblyman Kevin Kiley

Women's advisory council for Assemblyman Kiley

### PAX, Partners Against Exploitation

Advisor for University of San Diego

### Human Trafficking Advisor - Bullock Texas History Museum

Advisor on Modern Day slavery for Bullock museum

## REFERENCES

(b)(6)

## CONTACT

(b)(6)

www.ssgt.org

## EXPERIENCE

### INDEPENDENT CONSULTANT AND VOLUNTEER

Independent | 2000 - 2010  
Sacramento, CA

- Marketing consultant for small/medium businesses
- Odyssey of the Mind coach
- Site Council President
- Meet the Master's art lead teacher
- Musical theater volunteer
- Sunday school teacher

### VICE PRESIDENT OF MARKETING

MetaSound Inc. | 1997 - 2000  
Fremont, CA

Integrated telephony company focused on SMB market

- Created a comprehensive marketing communications plan that contributed to \$2 million Series A funding
- Built and implemented company's first marketing communications plan
- Partnered with manufacturing on relaunch of flagship product driving 25% increase in sales over 12 months
- Created multiple strategic partner relationships leading to more than \$1 million in new revenue over 12 months

### VICE PRESIDENT OF MARKETING COMMUNICATIONS

VOYSYS Inc. | 1994 - 1997  
Fremont, CA

Telephony company focused on small business market

- Built marketing communications department from ground up
- Contributed to revenue growth in excess of 300% over 18 months
- Managed four global product launches resulting in aggregate new product revenue of more than \$9 million
- Ran multi-channel, national ad campaign driving increased brand awareness

### MARKETING SPECIALIST

Atwork Corporation | 1991 -1994  
Chapel Hill, NC | Paris, France | San Jose, CA  
Nursing and OR management software

- Provided sales/marketing support to marketing department and all sales reps
- Contributed to revenue growth of 110% over 24 months
- Launched European office
- Hired European sales staff and secured four flagship clients in first six months

VITA

**SASHA A BARAB**  
**Feb 15, 2021**

Residence: (b)(6) Employer: Future of Innovation in Society  
Arizona State University  
(b)(6)

Date of Birth: (b)(6)

(b)(6)

**Current Positions:**

- *Professor, Future of Innovation in Society & Mary Lou Fulton Teachers College*
- *Director, Center for Games and Impact*

**EDUCATION**

B.S., Psychology, American University, Washington, D. C., 1989.  
Certification: Special Education Teacher (K-12). State of Connecticut, May 1994.  
M.A., Education, University of Connecticut, Storrs, CT, 1994.  
Ph.D., Cognition and Instruction, University of Connecticut, Storrs, CT, August 1997.

**PROFESSIONAL EXPERIENCE**

PROFESSOR, August 2015 – present, Arizona State University, Tempe, AZ. Tenure track position in the Future of Innovation in Society and the College of Education. Responsibilities include research, teaching, and service. Research interests include thrive-based learning, games for learning, ecosystem integration, platform infrastructures, online communities, situativity theory, and design-based research. Also responsible for overseeing an innovation and impact Micro-certificate, being introduced in a use-inspired, community-embedded and outcome-centric growth and impact platform.

PROFESSOR, August 2011 – 2015, Arizona State University, Tempe, AZ. Tenure track position in the College of Education, with affiliation as Senior Scientist Researcher for the Learning Sciences Institute. Responsibilities include research, teaching, and service. Research interests include games for learning, online communities, situativity theory, and design-based research. Awarded the Pinnacle West Endowed Chair of Education.

DIRECTOR, January 2012- present, Center for Games and Impact, Arizona State University, Scottsdale, AZ. The Center has as its core mission to support research, design and the creation of publishing models for ‘double-bottom-line’ computer and video games that address the biggest social, cultural, scientific and economic challenges we face. Specific duties include managing numerous games and impact initiatives, managing a studio of designers, coordinating university agendas, and supporting partnerships with other organizations.

PROFESSOR, August 2002 – May 2011, Indiana University, Bloomington, IN. Tenure track position in the Departments of Learning Sciences and Instructional Systems Technology located in the School of Education. Responsibilities include research, teaching, and service. Research interests include games for learning, online communities, situativity theory. Typical courses taught include computers and education and educational psychology for undergraduate students, and cognition and instruction and game design courses for graduate students.

DIRECTOR, August 2005 – May 2011, Center for Research on Learning and Technology, Indiana University, Bloomington, IN. The CRLT has as its mission to promote and support a community of scholars

- dedicated to research and professional development on the design, use, and implementation of technology to improve learning. Specific duties include overseeing the Center's research projects, managing CRLT grants, and coordinating collaborative efforts.
- ENDOWED CHAIR, Barbara Jacobs Chair of Technology. Barbara Jacobs Endowment, September 2005-August 2011, \$150,000/year. An endowed chair awarded by the School of Education, Indiana University. This is a five year award with the goal of supporting a prestigious faculty in the area of teaching with technology. My particular work involves three overlapping initiatives related to facilitating technological innovation: Discussion and Collaboration among Faculty and Students, Partnerships with the Surrounding Schools and After School Centers, and Impacting National and International Discussions of Technology and Learning.
- SENIOR SCIENTIST & INSTRUCTIONAL DESIGNER, August 2004-2007, One Planet Education Network, Boston, MA. One Planet Education Network (OPEN) is an international e-learning and educational service provider. OPEN fully utilizes multimedia technologies in the K-12 and Higher Education sectors, by providing standards-based multidisciplinary curriculum and content, online 3D Learning environment applications, professional development programs, and other related educational products and services. Responsibilities include developing 3D multi-user virtual worlds, running professional development workshops, and defining academic priorities and curricular frameworks for curriculum development.
- SENIOR SCIENTIST OF EDUCATIONAL RESEARCH, February 2000-2003, ActiveInk Network, Austin, TX. The ActiveInk Network is an interactive learning environment for teachers, students, and parents. ActiveInk's rich, interactive learning resources are available via the World Wide Web for school and home users. Responsibilities included developing a set of educational commitments that are grounded in research on good teaching and learning, co-designing a technology infrastructure that is consistent with these commitments, supporting the development of curricular units that are also consistent with these commitments, and maintaining a research and development framework for maintaining the high quality of ActiveInk curricular units.
- CONSULTANT, October 1999-2003, UNext.com, Chicago, IL. UNext.com is dedicated to making high quality education available anywhere and anytime. The goal of this online, e-commerce company is to create powerful learning communities that marry the world's most respected academic scholars and institutions with the global reach and interactive capabilities of the Internet. Responsibilities include consulting on a system for the development and evaluation of problem-based learning modules.
- PROGRAM EVALUATOR, June 1999-September 1999, School for Continuing Studies at Indiana University. Worked as a faculty fellow in the School for Continuing Studies to establish research agenda based on there course innovations. Duties included meeting with faculty, reviewing courses, establishing research protocol, and writing up a final report.
- PROJECT EVALUATOR, November 1997-November 1998, Interactive Multimedia CD-ROM for Social Skills in ADHD, Indiana University. The purpose of this NIMH funded project was to design, develop, and evaluate an integrated media intervention that will foster the development of age appropriate social problem-solving skills by ADHD and other adolescents. Duties included media and concept design, data evaluation, and writing up final report.
- PROJECT EVALUATOR, Summer 1997, Scientist's Apprentice Camp, Indiana University/Purdue University Indianapolis. Twenty-three middle school students worked in groups of four under the expert guidance of a practicing scientist as they conducted scientific research. They were presented with an authentic research problem and they had hands-on experience with state-of-the-art instrumentation and equipment. Duties included data collection, data analysis and final report.
- SUPERVISOR, September 1998-present, Indiana University, Bloomington, IN. Responsible for the supervision of pre-service teachers seeking a computer endorsement.
- CURRICULUM SPECIALIST, Summer 1995-Summer 1997, Quirk Middle School, Hartford, CT. Worked with 40 middle-school teachers designing, implementing, and evaluating integrated units. Responsible for in-service workshops, assisting in the teaching of the units, and facilitating the diffusion of successes and challenges through out the school and local community.

CURRICULUM CONSULTANT, January 1995-Summer 1997, EastConn School, Chaplin, CT. Assisting teachers and psychologists at an elementary school for exceptional students. Responsibilities include the development and implementation of various units.

TECHNOLOGY COORDINATOR, August 1996-August 1997, University of Connecticut, Storrs, CT. Responsible for the maintaining, networking, and staff development of all computer systems (Macintosh & PC) in the department of nursing. Supervise graduate interns on similar tasks.

BIOSTATISTICIAN, September 1995-January 1997, University of Connecticut, Storrs, CT. Responsible for data analysis and consultation to the School of Nursing.

SUPERVISOR, August 1994-July 1996, University of Connecticut, Storrs, CT. Responsible for the placement and supervision of graduate interns, student teachers, and college junior and senior students at various k-12 schools.

STATISTICAL ANALYST, Summer 1996, Putnam School District, Putnam, CT. Analyzed and wrote a final report on K-12 Connecticut Mastery Test scores as part of a Student Achievement Grant.

STATISTICAL ANALYST, September 1995 - June 1996, Hartford Urban Educational Network, Storrs, CT. Analyzed data on inner-city, middle- and high-school students as part of a national project, "Community Compacts for Student Success," intended to increase the number of inner-city students who succeed in secondary studies.

CURRICULUM DEVELOPER, June 1995, University of Connecticut, Storrs, CT. Responsible for developing a teacher's manual to facilitate the teaching of graduate students on using computers for statistical analysis. Funded by the university of Connecticut.

ELEMENTARY TEACHER, Summer-Fall 1994, EastConn School, Chaplin, CT. Taught at an elementary school for exceptional students. Responsibilities included teaching classes and developing Individualized Education Plans.

TECHNOLOGY SUPERVISOR, Summer 1994 & Summer 1995, University of Connecticut, Storrs, CT. Responsible for setting up, debugging, and maintaining technology at CONNSENSE (a technology conference for educators working with students with special needs).

COMPUTER TEACHER, August 1992-June 1994, Bulkeley High School, Hartford, CT. Taught computer classes at an inner-city school. Classes contained students with a wide range of abilities--*special education, high risk, English as a Second Language, and mainstream*. Classes were designed to teach students computer, mathematics and English skills. Also responsible for various technology.

SCHOOL SERVICES COUNSELOR/PRIMARY COUNSELOR, August 1991- August 1992, Thunder Road Chemical Dependency Center, Oakland, CA. Facilitated support groups for at-risk-youth in high schools. Also responsible for running family groups, giving lectures, and creating treatment plans at an inpatient chemical dependency center.

INSTRUCTOR/COUNSELOR, January-July 1991, School of Urban Wilderness Survival, Shoshone, Idaho. Instructed high-school students in the use of American Indian survival skills as well as on the history, culture, and mythology of the American West.

ENGLISH TEACHER, March-July 1990, Thai Boe Camp, Thailand. Taught English to Burmese refugee students living in Thailand. Activities included designing an English curriculum.

FIELD OFFICER , June-November 1989, International Livestock Center for Africa, Nigeria. Provided outreach to farmers and ranchers, deworming goats and planting nitrogen-rich legumes to rejuvenate soil. Activities included livestock care and farming.

PHYSICAL EDUCATION TEACHER, September 1989-February 1990, The Mayflower School, Nigeria. Taught physical education to 9-16-year-old Nigerian students. Projects included designing a bamboo obstacle course to promote cooperation, self-confidence, and hand-eye coordination.

### **GRANTS WRITTEN AND AWARDED**

Growing the Profession and Powering Teachers to Thrive. Ewing Marion Kauffman Foundation, July 2019-Jan 2021, \$396,000. (Principal Investigator)

Empowering Youth to Lead Flourishing Lives: Leveraging the ThriveCast Platform. Kern Family Foundation, June 2019-April 2021, \$540,000. (Principal Investigator)

Public Safety through Positive Change. Arizona Department of Justice, July 2019-Jan 2021, \$250,000. (Principal Investigator)

Living life in Beta: One Stone Partnership. One Stone Organization, July 2019-June 2020, \$150,000. (Principal Investigator)

Building Connected Expertise among Social Workers. School of Social Work @ ASU, Dec 2018-Dec 2019, \$85,000. (Principal Investigator)

PROTECT Curriculum: Making Classrooms Safe from Human Trafficking. 3Strands.Org, Aug 2018-June 2019, \$65,000. (Principal Investigator)

Branding a Financial Company's Opportunities and Considerations: From Nouns to Verbs. Gloo, Jan 2018-Nov 2018, \$250,000. (Principal Investigator)

Brianna's World: A Virtual Home Visit for Social Workers. School of Social Work @ ASU, Aug 2016-Dec 2019, \$430,000. (Principal Investigator)

Motivating Bilingual Hispanic Youth towards STEM & STEM Cognate Study and Careers. National Science Foundation, Aug 2015-July 2017, \$1,200,000. (Principal Investigator)

IntelTeach 2.0 Initiative: Supporting Teachers Worldwide on a Designing Projects for Impact Journey. Intel Foundation, May 2014-March 2016, \$950,000. (Principal Investigator)

Game-Infused Assessment: Cultivating Engaged and Purposeful Test Takers. Educational Testing Services, Aug 2015-July 2016, \$250,000. (Principal Investigator)

EAGER: Cross-Sector Insights Toward Aligning Education Research and Real-World Impact. National Science Foundation, Jan 2014-February 2015, \$176,000. (Principal Investigator)

PBS KIDS Virtual World Project: Deepening Systems Thinking Learning. PBS, May 2013-March 2014, \$96,000. (Principal Investigator w/ Siyahhan & Moses)

Intel She Will: Unlocking Digital Literacies for Girls and Women in Africa. Intel Foundation, April 2014-February 2015, \$420,000. (Principal Investigator)

Examining the Role of Feedback on Learning: Procedural versus Consequential Engagement. National Science Foundation, November 2013-October 2016, \$1,900,000. (Co-Principal Investigator with M. Gresalfi)

Our City: Civic Engagement among Youth in Jordan. US-AID, November 2013-October 2014, \$30,000. (Principal Investigator)

Pedagogy for the 21<sup>st</sup> Century: Scaling Out a Game-Based Curriculum. Bill and Melinda Gates Foundation, November 2010-October 2013, \$2,500,000. (Principal Investigator with M. Gresalfi)

Developing a Commercial Viable (yet Pedagogically Innovative) Gaming Curriculum. MacArthur Foundation, July 2010-December 2011, \$500,000. (Principal Investigator with M. Gresalfi)

Transactive Narratives: An inclusive Game-Based Programming Toolkit. National Science Foundation, September 2009-August 2012, \$749,000. (Principal Investigator with E. Klopfer & K. Peppler)

Scaling out Virtual Worlds: Growing a 21<sup>st</sup> Century Curriculum. MacArthur Foundation, December 2008-December 2011, \$1,890,000. (Principal Investigator with M. Gresalfi)

Digital Earth Explorations Project. Department of Education, June 2008-June 2010, \$850,000. (Co-Principal Investigator with G. Newman)

Academic Play Spaces: Learning for the 21st Century. MacArthur Foundation, December 2006-December 2009, \$500,000. (Principal Investigator with D. Thomas, & Co-PI L. Sheldon)

A Socially-Responsive Meta-Game For Learning. National Science Foundation-ROLE, September 2004-August 2007, \$1,520,000. (Principal Investigator, with Co-PI S. Herring, W. Blanton, D. Hickey)

Project 3D-NJ: Building Connections that Matter. NASA, December 2006-December 2007, \$423,137. (Principal Investigator)

North Carolina Technology Education Program. Food Lion, December 2006-December 2007, \$163,810. (Principal Investigator)

Cognitive Science: New Frontiers in the Interdisciplinary Study of Mind, Learning and Intelligence. Indiana University-CTE, September 2003-August 2008, \$2.4 M. base budget, \$1.0 M. one time. (Principal Investigator, T. Duffy, with Co-PI S. Barab, A. Clark, R. Shiffrin, M. Siegel, L. Smith)

The Quest Atlantis Project: Building an Online MetaGame to Support Learning. National Science Foundation-SGER, March 2001-December 2002, \$88,000. (Principal Investigator)

Designing Communities of Practice to Support Math, Science, Technology, & Pedagogy Learning. National Science Foundation-CAREER, September 2001-August 2006, \$632,047. (Principal Investigator)

Young Scientist Research Group: Developing a Networked Improvement Community for the Learning Sciences. Center for Innovative Learning Technologies. Dec 2000-June 2001, \$10,000. (Principal Investigator, with Co-PI J. Gray).

The Internet Learning Forum: Fostering and Sustaining Knowledge Networking to Support a Community of Science and Mathematics Teachers. National Science Foundation-Knowledge Distributed Intelligence, September 99-August 02, \$1,473,303. (Principal Investigator, with Co-PIs R. Kling, T. Duffy, D. Cunningham, & C. Brown)

The Quest Atlantis Project: Creating a Sustainable Coalition of Networked Learning Communities. Indiana University, PROFFITT grant. Dec 2000-Dec 2001, \$15,000. (Principal Investigator).

Online Collaborative Tools for K-12 Teachers and Students: Building Inquiry-Based Communities of Practice. ActiveInk Interactive Network, May 00-Sept 01, \$50,000. (Principal Investigator)

Building Connections Through Virtual Worlds. Indiana University-Informational Communications High Performance Network Applications Fund, September 99-June 00, \$20,000. (Principal Investigator)

Strengthening An Infrastructure In Support Of Research On The Linkage Of Learning Theory, Pedagogy, And Technology. Indiana University-RUGS Research & Equipment Fund, August 1998-August 1999, \$50,000. (Principal Investigator, with CO-PIs T. Duffy, C. Bonk, D. Cunningham, & T. Keating)

Digital Weather Station Project. Center for Innovative Learning Technologies-Seed Grant, June 1998-June 1999, \$8,000. (CO-Principal Investigator with K. Hay).

Center for Research on Learning and Technology. Indiana University-School of Education, August 1998-August 2000, \$140,000. (CO-Principal Investigator with T. Duffy, D. Cunningham, C. Bonk, T. Keating, & T. Frick)

Virtual Reality Solar System Project. Center for Innovative Learning Technologies-Seed Grant, May 1998-June 1999, \$7,500. (CO-Principal Investigator with K. Hay)

Building Worlds: Tools for Interdisciplinary, Virtual Practice. Indiana University-InterCampus Research Fund, June 1998-Dec 1998, \$7,500. (CO-Principal Investigator with K. Hay)

Professional Development in the 21st Century. Indiana University-Continuing Studies, June 1998-December 1998, \$4,650. (Principal Investigator)

Constructing Knowledge and Virtual Worlds,. Indiana University-Proffitt Educational Research Fund, December 1997-December 1998, \$11,980. (CO-Principal Investigator with K. Hay)

Learning with Generative Hypertext. Spencer Foundation-Small Grants Program, July 1995-January 1997, \$11, 950. (Co-Principal Investigator with M. Young)

### **MAJOR PRODUCTS CREATED**

**BECOMING A TEACHER**, May 2019 – Present. A suite of growth invitations and platform infrastructure focused on helping potential teachers experience a virtual classroom, see themselves as potential teachers, and even earn university credit as they reach micro-certificate thresholds. Funded by the Kauffman Foundation and the University of Missouri-Kansas City this collection is based on interviews with committed teachers, providing growth opportunities related to seeing oneself as a future teacher. Additionally, one of the growth opportunities includes playing the immersive game, A Day in the Life of a Teacher, using interoperable data to make progress in the separate micro-certificate.

**LEADING A FLOURISHING LIFE**, May 2019 – Present. A suite of growth invitations and platform infrastructure focused on helping youth, young adults, and adults to lead a flourishing life. Funded by the Kern Family Foundation, we designed three different journeys, one for the different age groups to be implemented in churches, schools, and detention centers. Each journey includes four Collections: Forming Character (who I am), Discovering Purpose (where I want to go), Amplifying Voice (what do I want to say), Being Entrepreneurial (how I will get there).

**POSITIVE CHANGE CENTER**, May 2019 – Present. A suite of growth invitations and platform infrastructure designed for incarcerated youth and focused on supporting positive change. Across the two designed libraries, there are 8 available Micro-Certificates based on content developed through “journey

- mapping” with detained youth and the detention officers. Implemented on custom tech stack designed specifically to work within a juvenile detention centers, running on managed tablets.
- TIME TO TEACH**, May 2019 – Present. A suite of growth invitations and platform infrastructure focused on helping practicing teachers improve their practice as part of a connected network of invested peer teachers. Funded by the Kauffman Foundation and the University of Missouri-Kansas City this collection is based on interviews with successful practicing teachers, and new teachers to identify growth needs and successful gain creators and pain relievers that are presented as growth invitations that can result in a micro-certificate. We will be running a series of experiments in 2020 to understand ecosystem integration decisions and their relationship to perceived teaching success and sense of belonging.
- THRIVECAST GROWTH PLATFORM**, March 2016 – Present. A mobile-first, next generation growth platform designed to connect people to the ideas and community to achieve goals that matter to them. Through the ThriveCast Platform, players connect with opportunities they want to pursue, and are then supported in their journey to grow their unique potential to thrive. This platform grew out of work associated with My Lifelabs, but built from scratch using NodeJS and React Redux, and hosted on AWS using a ‘thin and light’ platform infrastructure with interoperable APIs and a user-aware feed. Available on desktop, or through the Apple and Google Play stores for phones and tablets.
- JOURNEY TO PROTECT**, November 2018. The PROTECT<sup>®</sup> Online Growth Platform is a suite of growth opportunities within the ThriveCast platform where teachers can access vetted human trafficking prevention education and training materials. To date, over 1200 teachers have completed the PROTECT training, earning micro-certificates that signify their being equipped with the knowledge and understanding of what human trafficking is, and the role that trauma plays in exploitation.
- ARCHITECTING MY FUTURE**, October 2018. This ThriveCast suite of growth experiences involves undergraduate students designing a vision of what the future they want looks like, and to make meaningful progress towards architecting this future. This experience as part of the ThriveCast platform provides students numerous opportunities to hone skills (and your external identity) in imagining, designing, developing, and optimizing the future self and career that they want to inhabit.
- INNOVATION IN SOCIETY**, September 2018. The focus of FIS 394, Innovate to Thrive, is to provide 4 different pathways for undergraduate students to see oneself as an innovator, growing and developing an innovative mindset, as they identify particular issues in their life that could benefit from innovative thinking and approaches. These Innovate to Thrive experiences support students in growing their potential to innovate, and see oneself as an innovator, no matter their major. Innovation here is not limited to technology and is open to all forms of creative thinking, problem-solving, and community impact. The experience take place in the ThriveCast Platform.
- BRIANNA’S WORLD**, October 2018. Brianna's World is 3-D game-infused practice experience specifically for social workers. Brianna's world helps bridge social work theory and competencies to practice skills required in the field. It was built in Unity3D, used by over 300 university undergraduates as part of the ASU social worker curriculum.
- MY LIFELABS GROWTH PLATFORM**, March 2016 – July 2018. My LifeLabs is an innovative approach to unlocking human potential, powered by platform technologies and driven by everyone’s desire to achieve great things. The process is inspired through peer stories, supported through carefully designed learning challenges and mentor championing, and culminates in real-world stories of impact. Available on desktop, or through the Apple and Google Play stores for phones and tablets. Built from scratch using NodeJS and React Redux, and hosted on AWS.
- ESCAPE FROM BOONES MEADOW**, October 2016. Escape from Boone’s Meadow takes place in a 3D immersive world where students become accountants who support a vet in using proportional reasoning and trip planning skills to save wounded animals. It was built in Unity3D, used by over 100 middle-school students this year, and operates in two experimental conditions.
- INTEL SHEWILL**, December 2015. A games and learning project with the goal of growing digital literacies to unlock new life possibilities for women and girls in Africa. It is being designed to support girls and women taking a game-infused journey that helps them develop the basics of safety, digital citizenship, communicating and participating online, etc., as they interact with non-game characters that help them

- take on new possibilities in their communities. Built on a HTML5 platform with multiple modalities, and being piloted with woman and girls in Africa.
- INTEL PROJECT-BASED APPROACHES**, November 2015. Designed to leverage Intel’s existing Elements curriculum and transform their current user experience with a game-infused, community-based, learning trajectory. Teachers embark on a virtual Journey beginning by exploring questions such as “Why PBA?” and working through the “pain-points” via dialogue with mentor characters, curated resources, and peer interactions. Built on a HTML5 platform with multiple modalities, and being piloted with teachers in November.
- ON THE WRITE TRACK**, January 2014. Quest2Teach: On the Write Track is designed to aid teachers in building *student conferencing skills to inspire student revision*—especially as they relate to conducting Writers Workshop. In this game, players select students with whom to conduct workshops. Each student is working on a different topic area and using a different medium, with the player calling up students to her desk where they analyze the work, ranging from essays to emails to blogs, and make choices with respect to various appropriate feedback. It was built in Unity3D and Ruby on Rails Professional Network, used by over 800 pre-service teachers this year.
- IMPACT GUIDES**, August 2013. Developed the notion of impact guides and made available through the Center for Games Impact website. Impact Guides focus on finding the key points in existing game narratives and mechanics, offering prompts for players to draw forth a deep understanding of their actions within the game, within themselves, and within the world around them. These levels of reflection and insight tap into important areas of impact, serving as gateways for parents and players to begin their exploration in a particular theme.
- DIVING INTO DATA**, October 2013. Quest2Teach: Diving into Data is designed for pre-service teachers in training to develop the knowledge, skills, and dispositions necessary to accurately diagnose their own classroom and take purposeful action steps to continually improve their own effectiveness. It was built in Unity3D, used by over 550 pre-service teachers this year.
- MYSTERY OF TAIGA RIVER**, April 2013. The Mystery of Taiga River takes place in a 3D immersive world where students become environmental scientists who lead a scientific investigation to save a virtual park with ecological problems causing the fish to die out. The game not only teaches students issues of water quality like pH, turbidity, dissolved oxygen, and nutrient run-off, but also presents an innovative way of using a systems thinking approach to decision-making in a complex community. It was upgraded in Unity3D, used by over 2000 middle-school students this year.
- PURSUIT OF PROFESSIONALISM**, March 2013. Quest2Teach: Pursuit of Professionalism is designed for pre-service teachers to develop an understanding of professional competencies for teachers. In the world of the game, the player is positioned as a student teacher navigating a challenging situation with his or her mentor. In order to navigate this challenge successfully, the player must employ four professional competencies in his or her choices and interactions. It was built in Unity3D and Ruby on Rails professional network, used by over 1500 pre-service teachers this year.
- ATLANTIS REMIXED**, 2013. Atlantis Remixed (ARX) is an international learning and teaching project that uses a 3D multi-user environments to immerse children, ages 9-16, in educational tasks. Developed almost a decade ago, this project was upgraded to new servers and hosted in Arizona with new teacher materials. It was built using ActiveWorlds and Ruby on Rails, used by over 7,500 middle-school students this year.
- DOCTORS CURE**, February 2013. The Doctors Cure is a 3D immersive game that positions players as protagonists in a virtual world where they must use their understanding of persuasive writing and how to gain evidence from complex texts in their role of citizen investigator. The game narrative and 3D world were designed for players to explore a world inspired by Mary Shelley’s *Frankenstein*; or, the *Modern Prometheus*. It was upgraded in Unity3D, used by over 3000 middle-school students this year.

### **AWARDS AND HONORS RECEIVED**

- SAGE AWARD FOR INNOVATIVE TEACHING IN SOCIAL WORK EDUCATION**, November 2019. Presented by Sage in collaboration with the Council on Social Work Education (SCWE).



SPARK PRESENTER, March 2016. Presented at the White House on new designs for learning and innovation, nominated to represent the American Educational Research Association.

KNOWLEDGE FORUM SCHOLAR, Feb 2016. Selected as one of 16 scholars to present Ted-style talks to Congress, and represent the American Educational Research Association across a series of talks and policy briefs.

*THE PRESIDENT'S AWARD FOR INNOVATION*, 2014. Barab, Arici and colleagues were awarded the highest award for innovation given at Arizona State University by Michael Crow, President, for 'significant contributions to ASU and higher education through the creation, development and implementation of the innovative program Quest2Teach'.

*SHOWCASE SELECTION AT GAMES + LEARNING + SOCIETY EDUCATIONAL ARCADE*– Quest2Teach was selected to be highlighted in the final GLS Showcase, out of all games submitted for competition, 2014.

AMERICAN EDUCATIONAL RESEARCH ASSOCIATION FELLOW, March 2013. Accepted as AERA Fellow, acknowledging significant contributions to the AERA community.

*1<sup>ST</sup> PLACE FOR BEST GAME AT THE EUROPEAN CONFERENCE OF GAME BASED LEARNING*, 2013. 'Mystery of the Taiga River', a Scientific Inquiry game.

FULBRIGHT SENIOR SCIENTIST AWARD, August 2010. A Fulbright Award to travel to Australia and study aboriginal storytelling, and the work with families to develop game-based versions. Also, to study the integration of my technology designs in schools around Australia.

AECT IMMERSIVE LEARNING AWARD, August 2010. An award given by the American Educational Technology Conference committee to the developer of an innovative technology that is transforming learning and teaching in applied.

BARBARA JACOBS CHAIR OF TECHNOLOGY, September 2007. An endowed chair awarded by the School of Education, Indiana University. This is a five year award with the goal of supporting a prestigious faculty in the area of teaching with technology.

CILT SYNERGY AWARD, April 2000. Award granted from the Center for Innovative Learning Technologies to a researcher who has made a substantial contribution to the community.

ACTIVE LEARNING AWARD, September 1999. Award for revising undergraduate of teacher education course.

TERA AWARD, May 1998. Award given to facilitate teaching excellence in areas involving distance technologies.

HARRIS KAHN DISSERTATION AWARD, April 1998. Award given to the best dissertation in the School of Education at the University of Connecticut.

J. RAYMOND AND AUGUSTA H. GERBERICH FELLOWSHIP, June 1996. Fellowship given to an outstanding researcher at the University of Connecticut.

### **PUBLISHED MANUSCRIPTS**

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#### **BOOKS AND BOOK CHAPTERS**

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### **CONFERENCE PRESENTATIONS**

- Barab, S. A. (2021, April). Designing for Expansive Value: Fostering Agency in Professional Development. Accepted presentation to be delivered to American Educational Research Association, Washington, DC.
- Barab, S. A. (2020, Nov). Designing to Thrive: It Takes More than Content and Desire. Keynote presentation delivered to the Asia-Pacific Society for Computers in Education, Cyberspace.
- Barab, S. A. (2020, Oct). Learning for Impact: Making a Difference with What one is Learning. Invited Panel Presentation delivered to ASU-GSV Summit, San Diego and Virtual.
- Barab, S. A. (2020, June). Creating Value: Online Learning is More than Consuming Content. Invited presentation delivered to EdTech. Panel Presentation, Cyberspace.
- Barab, S. A. & Arici, A. (2020, April). Journey for Educators with ThriveCast. Annual meeting of the Society for Information Technology and Teacher Education (SITE). Interactive online conference.
- Arici, A. & Barab, S. A. (2020, April). Powering New Teachers' Potential to Thrive: Teacher Recruitment and First-Year Success within the ThriveCast Connected Growth Platform. Annual meeting of the Society for Information Technology and Teacher Education (SITE). Interactive online conference.
- Barab, S. A. (2019, September). Cultivating Connected Growth and Life Change: From Immersive Worlds to Empowered Ecosystems. Invited Keynote & Presentation for Emerging Learning Design Conference, Montclair, NJ.
- Barab, S. A. (2018, September). Supporting Conceptual Growth and Life Change: From Digital Games to Empowered Ecosystems to Connected Individuals. Invited Keynote & Presentation for Mind, Brain and Education Conference, UCLA, Ca.
- Barab, S. A. (2017, June). Finding meaning & purpose for Self Learning Pathways: What will it take for young people to find interest based learning & career pathways? Keynote presented at the Quest 2 Learn Summit, India.
- Barab, S. A. (2017, March). Using platform innovations to “level up” in the real world: Reconsider the role of digital games and innovation for helping people thrive. SFIS Enlightening Lunch Series, ASU Tempe.
- Barab, S. A. (2016, March). Learning Innovation. Invited presentation delivered to Congressional Leaders in DC, representing the National Science Foundation and the American Educational Research Association, Washington, DC.
- Barab, S. A. (2016, March). Games, Learners, and Innovation. Invited presentation delivered to American Educational Research Association, Washington, DC.
- Barab, S. A. (2015, November). Designing projects for impact: Creating learning journeys to unlock the promise of digital learning. Invited presentation delivered to Intel Foundation, Portland, OR.

Barab, S. A. (2015, October). The art and sciences of innovation for impact: An ecosystem framework for what is often a product-centric endeavor. Keynote delivered to *Aalborg University*, Copenhagen, DK.

Barab, S. (2015, April). Virtual worlds, real stories, and player impact: Where should the boundaries of the magic circle be drawn, and who should be the architect? Paper presented at the *Annual meeting of the American Educational Research Association*, Chicago, IL.

Barab, S. (2015, January). Games and the public health: New possibilities for patient-managed healthcare. Presentation at the 3rd Annual Education & Technology Forum at the Mayo Clinic, Scottsdale, AZ.

Arici, A. & Barab, S. (2014) The Impact of Immersive Games to Bridge Theory and Practice in Teacher Education. Paper presented at the *Annual Conference of the Association for Educational Communications and Technology*, Jacksonville, FL.

Barab, S. & Arici, A. (2014, June) Game-Enabled Agency: Outcomes that Matter. *ICLS '14: Proceedings of the 11th International Conference of the Learning Sciences, Volume 2*. International Society of the Learning Sciences.

Arici, A. & Barab, S. (2014, June) Quest2Teach: Digitally bridging educational theory to practice. *Games, Learning, and Society Conference: Madison, WI*.

Barab, S., Arici, A., Ingram-Goble, A. & Gershenfeld, A. (2014, June). Life is a journey: game-infused learning progressions with real-world impact. *Games, Learning, and Society Conference: Madison, WI*.

Holmes, J., Gee, E., Barab, S., Lawley, E., Arici, A. & Ingram-Goble, A. (2014, June) From gamified to game-inspired: Using games in higher ed settings. *Games, Learning, and Society Conference: Madison, WI*.

Arici, A & Barab, S. (2014, April). Transformational Play; Immersing Disadvantaged Students in Literacy Learning through a 3D Game- Based Curriculum. Paper presented at the *Annual meeting of the American Educational Research Association*, Philadelphia, PA.

Arici, A & Barab, S, & Borden, R. (2014, April). Quest2Teach: Using 3D Game-Based Learning in Teacher Education. Paper presented at the *Annual meeting of the American Educational Research Association*, Philadelphia, PA.

Barab, S. & Arici, A. (2014). Game-Infused Science Curriculum: From Transformational Play to Real-World Impact. Presented at the *Annual meeting of the American Educational Research Association*, Philadelphia, PA.

Arici, A., Barab, S & Foulger, T. (2014). Teacher Education Network forum: Gaming in teacher preparation. Invited presentation at the *Annual meeting of the International Society for Technology in Education (ISTE)*, Atlanta, GA.

Arici, A, Barab, S., Cunningham, A., Blair, H., Valle, F., Almager, I., Matteson, S. & Foulger, T (2014). Disruptive Innovation for Bridging Theory to Practice in Teacher Education. Symposium at the *Annual meeting of the International Society for Technology in Education (ISTE)*, Atlanta, GA.

Arici, A & Barab, S. (2013). Transformational Play: Using 3D Game-based Narratives to Immerse Students in Literacy Learning. *European Conference on Games Based Learning*.

Arici, A., Barab, S. & Borden, R. (2013) The Impact of Infusing Games, Gamification, and Immersive Experiences in Teacher Preparation Programs. Invited presentation at *Annual meeting of the International Society for Technology in Education (ISTE)*, San Antonio, TX.

Barab, S. A. (2012). Videogames and transformational play: Learning in the 21<sup>st</sup> Century. Keynote presented at the annual meeting of *Australian Computers in Education*, Perth, AU.

Barab, S. A., & Sewell, B. (2012). Atlantis Remixed: Advancing research into sustainable designs. Paper presented at the annual meeting of *Games, Learning and Society*, Madison, WI.

Barab, S. A. (2012). Games and impact. Invited presentation at *CRESST/UCLA Telemedicine and Advanced Technology Research Workshop*, Los Angeles, CA.

Barab, S. A. (2012). Atlantis Remixed: Learning in virtual worlds. Keynote presented at the annual meeting of *GlobalEdCon*, Online Presentation.

Barab, S. A., Pettyjohn, P., Saleh, A., Sewell, B., & Haselton, M. (2011). Uganda's road to peace: Using video games to teach complex values. Paper presented at the annual meeting of the *American Educational Research Association (AERA)*, New Orleans, LA.

Barab, S. A. (2011). Dramatic agency and transformational play: Facilitating consequential engagement. Keynote presented at the annual meeting of *NCSM*, Indianapolis, IN.



Barab, S. A. (2012). Videogames and transformational play: Learning in the 21<sup>st</sup> Century. Distinguish lecture presented at Colorado State University's ISTE series, Denver, CO.

Saleh, A., Solomou, M., Siyahhan, S., & Barab, S. A. (2011). Managing the classroom: The effects of teacher strategies on fourth graders' comprehension of genetics. Paper presented at the annual meeting of the *American Educational Research Association (AERA)*, New Orleans, LA.

Pettyjohn, P., Barab, S. A., & Saleh, A. (2011). Scaling transformational disruptive technologies. Paper presented at the annual meeting of the *American Educational Research Association (AERA)*, New Orleans, LA.

Ingram-Goble, A., & Barab, S. A. (2011). Making game design and programming socially relevant for elementary school children. Paper presented at the annual meeting of *Games, Learning and Society*, Madison, WI.

Siyahhan, S., & Barab, S. A. (2011). What makes a good game for families? Supporting intergenerational play as a collaborative problem solving activity. Paper presented at the annual meeting of *Games, Learning and Society*, Madison, WI.

Barab, S. A., Dodge, T., Saleh, A., Pettyjohn, P., Gentry, E., Jameson, E., & Reilly, K. (June, 2010). Playable fictions with metaphorical loft: Using games towards pedagogical ends. Symposium to be presented at *Games, Learning, & Society*, Madison, WI.

Barab, S. A., Gresalfi, M., Pettyjohn, P., Arici, A., & Ingram-Goble, A. (April, 2010). Transformational play: A design history and its theoretical implications. Symposium to be presented at the American Educational Research Association, Denver, Co.

Barab, S. A., Gresalfi, M., Pettyjohn, P., Solomou, M., & Volk, C. (April, 2010). Transformational play: Meaningfully positioning person, content, and context. Symposium to be presented at the American Educational Research Association, Denver, Co.

Barab, S. A., Gresalfi, M., Arici, A., Pettyjohn, P., Ingram-Goble, A., & Solomou, M. (May, 2010). Transformational Play: Games as 21<sup>st</sup> Century Curriculum. To be presented at the International Conferences of the Learning Sciences, Chicago, IL.

Barab, S. A. (October, 2009). Games and science education. Presentation at the National Research Council Meeting. Washington, DC.

Barab, S. A. (September, 2009). Transformational play: Gameplay as consequential play. Presentation at the Digital Media Hub Conference. Chicago, IL.

Barab, S. A., Pettyjohn, P., Volk, C., Peppler, K., Ingram-Goble, A., & Solomou, M. (April, 2009). Pedagogical Dramas and Transformational Play. Presentation at the American Educational Research Association, San Diego, CA.

Barab, S. A., Young, M., Dodge, T., Ingram-Goble, A., Peppler, K., Siyahhan, S., Steinkuehler, C. A., Solomou, M. (April, 2009). Narrativizing Formalisms and Formalizing Narratives: Games as 21<sup>st</sup>-Century Curriculum. Symposium organized at the American Educational Research Association, San Diego, CA.

Barab, S. A., Dodge, T., & Gee, J. P. (April, 2009). The Worked Example: Invitational Scholarship in Service of an Emerging Field. Presentation at the American Educational Research Association, San Diego, CA.

Barab, S. A., (April, 2008). 21<sup>st</sup> Century Curriculum: Reflexive Play Spaces and the Quest Atlantis Project. Symposium organized at the American Educational Research Association, New York, NY.

Barab, S. A., (April, 2008). New Media Literacies: The MacArthur Digital Media Initiative. Symposium organized at the American Educational Research Association, New York, NY.

Barab, S. A., (April, 2007). Embodied cognition: A more meaningful ontological unit. Symposium organized at the American Educational Research Association, Chicago, IL.

Barab, S. A., Zuiker, S., Warren, J., Hickey, D. T., Arici, A. D., Kwon, E-J., & Herring, S. (April, 2007). Developing a theory of formalism: Situating socioscientific inquiry for schools. Paper presented at the American Educational Research Association, Chicago, IL.

Scott, B. M., Ingram-Goble, A., Goldstone, R., Zuiker, S., & Warren, S., & Barab, S. A., (April, 2007). Embodiment as a curricular scaffold for transferable understanding. Paper presented at the American Educational Research Association, Chicago, IL.

- Barab, S. A., (April, 2007). Innovations in Technology Research: From Embedded Phenomena to Embedded Sensing. Paper presented at the American Educational Research Association, Chicago, IL.
- Ingram-Goble, A., Kwon, E-J, & Barab, S. A., (April, 2007). Bot Log Files from Quest Atlantis. Paper presented at the American Educational Research Association, Chicago, IL.
- Barab, S. A., Sadler, T., Heiselt, C., Hickey, D., Zuiker, S. (April, 2006). Relating Narrative, Inquiry, and Inscriptions: A Framework for Socio-Scientific Inquiry. Paper presented at the American Educational Research Association, San Francisco, CA.
- Barab, S. A., (April, 2006). Design-Based Research: A Methodological Toolkit for the Learning Sciences. Symposium organized at the American Educational Research Association, San Francisco, CA.
- Barab, S. A., (April, 2006). Developing Methodological Rigor in Design Research in Education. Paper presented at the American Educational Research Association, San Francisco, CA.
- Barab, S. A., (April, 2006). Design-Based Research: A Methodological Toolkit for the Learning Sciences. Paper presented at the American Educational Research Association, Montreal, CA.
- Barab, S. A., Warren, S. J., & de-Valle, R. (April, 2005). Coming to Terms with Communities of Practice: A definition and operational criteria. Paper presented at the American Educational Research Association, Montreal, CA.
- Barab, S. A., (2004, April). Design-Based Research: Grounding a New Methodology. This symposium was presented at the annual meeting of the American Educational Research Association, San Diego, CA.
- Barab, S. A., & the Socially-Responsive Design Group. (2004, April). Creating a Socially-Responsive Play Space for Learning: Something for Boys and Girls. Presented at the annual meeting of the American Educational Research Association, San Diego, CA.
- Barab, S. A., Organized and presented at a symposium (2003, April). Empowerment Design Work: Building Participant Structures that Transform. This symposium was presented at the annual meeting of the American Educational Research Association, Chicago, IL.
- Barab, S. A., Baek, E., Schatz, S., Scheckler, R., Moore, J., & Sluder, K. (2003, April). Illuminating the Braids of Change in a Web-Supported Community: A Design Experiment by Any Other Name. Presented at the American Educational Research Association, Chicago, IL.
- Barab, S. A. (2003, April). Using Design to Advance Learning Theory or Using Learning Theory to Advance Design. Presented at the American Educational Research Association, Chicago, IL.
- Scheckler, R., & Barab, S. A. (2003, April). Teachers adopting Inquiry: Three axes of tension. Presented at the American Educational Research Association, Chicago, IL.
- Job-Sluder, K., & Barab, S. A. (2003, April). Indicators of Shared Group Identity. Presented at the American Educational Research Association, Chicago, IL.
- Organized and presented at a symposium. (2003, April). Designing in the Service of Online Communities. This symposium was presented at the annual meeting of the American Educational Research Association, Montreal, CA.
- Barab, S. A., Schatz, S., & Scheckler, R. (2002, April). Using Activity Theory to Conceptualize Online Community and Using Online Community to Conceptualize Activity Theory. Presented at the annual meeting of the Mind Culture and Activity Conference, Copenhagen, Denmark.
- Barab, S., Thomas, M., Dodge, T., Goodrich, T., Carteaux, B., Tuzun, H. (2002). Empowerment design work: Building participant structures that transform. Presented at the *International Conference of the Learning Sciences*, Seattle, WA, 232-236.
- Barab, S. A., Scheckler, R. & MaKinster, J. (2001, April). Designing System Dualities: Building Online Community. Presented at the annual meeting of the American Educational Research Association, Seattle, WA.
- Barab, S. A., & Schatz, S. (2001, April). Using Activity Theory to Conceptualize Online Community and Using Online Community to Conceptualize Activity Theory. Presented at the annual meeting of the American Educational Research Association, Seattle, WA.
- Squire K., MaKinster J., Barnett, M., & Barab S. A. (2001, April). Paper presented as part of the Building Sustainable Science Curriculum: Acknowledging and Accommodating Local Adaptation Symposium at the annual meeting of the American Education Research Association, Seattle, WA.

Barab, S., Kelly, C., Barnett, M., Squire, K., & MaKinster, J. (2001, April). Paper presented as part of the Using Online Modeling Tools to Support Knowing-in-the-Making Symposium at the annual meeting of the National Association for Research in Science Teaching, St. Louis, MO.

Barab, S. A., & Hay, K. (2000, April). Doing Science at the Elbows of Scientists: Issues Related to the Scientist Apprentice Camp. Presented at the annual meeting of the American Educational Research Association, New Orleans, LA.

Barab, S. A., Moore, J. A., Cunningham, D., & the ILF Design Team (2000, April). The Internet Learning Forum: Fostering And Sustaining Knowledge Networking To Support and Research A Community Of Science And Mathematics Teachers. Presented at the annual meeting of the American Educational Research Association, New Orleans, LA.

Barab, S. A., Barnett, M., Yamagata-Lynch, L., Squire, K., Keating, T. (1999, May). Using activity theory to understand the contradictions characterizing a technology-rich introductory astronomy course. Presented at the 1999 Annual Meeting of the American Educational Research Association, Montreal, CA.

Barab, S. A., Hay, K. E., & Barnett, M. G., (1999, April). A Vision for Learning Astronomy. Presented at the annual meeting of the American Educational Research Association, Montreal, CA.

Barab, S. A., Squire, K., & Dueber, B. (1999, May). Supporting Authenticity through Participatory Learning. Presented at the annual meeting of the American Educational Research Association, San Diego, CA.

Keating, T., Barnett, M., & Barab, S. A. (1999). Student Learning Through Building Virtual Models. Presented at the Annual Meeting of the American Educational Research Association, Montreal, CA.

Barab, S. A. (1999, May). Chair of session on Researching Cognition in Situ: Toward a Consensus on Assumptions and Methods. Presented at the annual meeting of the American Educational Research Association, San Diego, CA.

Barab, S. A., Hay, K. E., Barnett, M. G., & Squire, K. (1998, May). Constructing Knowledge and Virtual Worlds: Knowledge Diffusion in Future Camp 97. Presented at the annual meeting of the American Educational Research Association, San Diego, CA.

Barab, S. A., Cherkes-Julkowski, M., Swenson, R., Garrett, S., & Shaw, R. E. (1998, May). Principles of self-organization: Ecologizing the learner-facilitator system. Presented at the annual meeting of the American Educational Research Association, San Diego, CA.

Barab, S. A., & Young, M. F. (1998, May). Examining the Products and Process of Learning from Linear, Navigational, and Generative Computerized Texts: Differences Between Problem Solving and Reading Comprehension Goals. Presented at the annual meeting of the American Educational Research Association, San Diego, CA.

Hay, K. E. & Barab, S. A. (1998, May). Building Worlds: Tools of Virtual Practice. Presented at the annual meeting of the American Educational Research Association, San Diego, CA.

Hay, K. E. & Barab, S. A. (1998, May). Electronic Performance Support System: Supporting Science Apprenticeships. Presented at the annual meeting of the American Educational Research Association, San Diego, CA.

Young, M. F., Barab, S. A., & Kulikowich, J. M. (1997, July). The unit of analysis for situated assessment. Presented at the annual meeting of the International Society for Ecological Psychology, Toronto, Canada.

Barab, S. A., Bowdish, B. E., & Lawless, K. (1997, May). Capturing and interpreting hypermedia navigation. Presented at the annual meeting of the American Educational Research Association, Chicago, Ill.

Young, M. F., Barab, S. A., & Fajen, B. R. (1996, May). Dynamics of intentions in dribble files. Presented at the annual meeting of the American Educational Research Association, NY, NY.

Barab, S. A., Young, M. F., Garret, S., & Fajen, B. R. (1995, October). Dribble files: Providing educators with a means of seamless, non-intrusive assessment. Paper presented at the annual meeting of the Northeastern Educational Research Association, Ellenville, NY.

Barab, S. A., Bowdish, B. E., Lawless, K., & Young, M. F. (1995, June). Intentional dynamics: The role of intentions in constraining a kiosk search. Paper presented at the annual meeting of the American Psychological Association, NY, NY.

Barab, S. A. (1995, June). Using technology to individualize instruction. Paper presented at the Connecticut Special Education Conference, Cromwell, CT.

Willet, W., & Barab, S. A. (1995, April). City planning and urban development for Kids: A computer augmented hands-on simulation. Paper presented at the annual meeting of the New England Educational Research Organization, Newport, NH.

## UNIVERSITY TEACHING

### COURSES TAUGHT:

- *Innovation in Society: 4 1-Credit Experiences*
- *Games and Impact: The Full Life Cycle*
- *Games & learning: Unlocking the Power*
- *Introduction to Learning Sciences*
- *Learning and Cognition*
- *Theory and Method in the Learning Sciences*
- *Building Online Communities*
- *Methods for Capturing Cognition in Situ*
- *Development of Situated Learning Environments*
- *Computer Endorsement Cohort*
- *Evaluation and Change in the Instructional Development Process*
- *Computer-Based Teaching Methods*
- *Educational Uses of Technology*
- *Methods and Techniques of Educational Research.*
- *Computer Methods in Educational Research.*
- *Instrument Development.*
- *Educational Psychology.*
- *Methods of Inquiry for Educational Professionals.*
- *Technology in Education.*

## DOCTORAL COMMITTEES COMPLETED

Deena Gould	Dissertation Chair – Doctoral Thesis Active
Adam Ingram-Goble	Dissertation Chair – Doctoral Thesis Active
Sinem Siyahhan	Committee Member – Doctoral Thesis Completed
Tyler Dodge	Dissertation Chair – Doctoral Thesis Completed
Steven Zuiker	Committee Member – Doctoral Thesis Completed
Kirk Sluder	Dissertation Chair – Doctoral Thesis Completed
Jamie Kirkley	Committee Member – Doctoral Thesis Completed
Scott Warren	Dissertation Chair – Doctoral Thesis Completed
Kurt Squire	Dissertation Chair – Doctoral Thesis Completed
Michael Thomas	Dissertation Chair – Doctoral Thesis Completed
Hakan Tuzun	Dissertation Chair – Doctoral Thesis Completed
Jim MaKinster	Dissertation Director– Doctoral Thesis Completed
Eun-Ok Baek	Committee Member – Doctoral Thesis Completed
Mike Barnett	Dissertation Chair – Doctoral Thesis Completed
Julie Moore	Committee Member – Doctoral Thesis Completed
Lisa Yamagata-Lynch	Committee Member – Doctoral Thesis Completed
Kathy Schuh	Committee Member – Doctoral Thesis Completed



**GATEWAYS HOSPITAL**  
AND MENTAL HEALTH CENTER

1891 Effie Street  
Los Angeles, CA 90026  
Phone: 323. 644. 2000  
Fax: 323. 666. 1417

The Honorable Alejandro Mayorkas  
U.S. Department of Homeland Security  
Office for Targeted Violence and Terrorism Prevention  
Washington, DC 20528

May 19, 2021

RE: Reconciliation Education and Counseling Crimes of Hate Program (“REACCH”) Application for Support Through the 2021 Targeted Violence and Terrorism Prevention Grant Program

Dear Secretary Mayorkas:

I am writing to express my very strong support for the Reconciliation Education and Counseling Crimes of Hate Program (“REACCH”). This innovative Los Angeles District Attorney (“LADA”) initiative seeking to fulfill and expand the largely unaddressed expectations of Penal Code Section 422.85 is a very important pilot program to improve public safety by reducing bias-motivated recidivism. This requested funding through the 2021 Targeted Violence and Terrorism Prevention Grant Program will enable the LADA Office to take a multi-pronged approach to alternatively sentencing persons who commit hate crimes and are otherwise eligible for a probationary sentence.

Gateways Hospital and Mental Health Center is an extremely critical resource in Los Angeles for the treatment of mental health conditions, as well as substance use disorders. It provides services for children, adolescents, transition-aged youth, and adults. Its clinical staff consists of a multidisciplinary team with expertise in psychiatric and psychological care that treats patients in a 55-bed inpatient hospital built in 1953.

Gateways Hospital, by partnering with the LADA, and a team of prosecutors, treatment providers, defense attorneys, and other community partners will work to incentivize lower risk defendants to participate in a more intensive level of treatment and supervision than they would otherwise experience through existing conventional terms of probation and community service. An integral component of the REACCH program is participants working through a multi-disciplinary regimen that addresses their behaviors.

The Gateways Hospital and Mental Health Center has been a provider of acute behavioral health services in the communities of Silver Lake, Echo Park, and Boyle Heights since 1953. I strongly support the Reconciliation Education and Counseling Crimes of Hate Program (“REACCH”) program, and it’s goal of enhancing public safety through the imposition of more meaningful terms and conditions of probation for hate crimes offenders.

Gateways Hospital looks forward to continuing to work as part of a team with the LADA and other community partners on this effort

(b)(6)

Dr. Phil Wong  
Chief Executive Officer



*Second Chance at Loving Life*

[www.2ndcall.org](http://www.2ndcall.org)

The Honorable Alejandro Mayorkas  
U.S. Department of Homeland Security  
Office for Targeted Violence and Terrorism Prevention  
Washington, DC 20528

May 19, 2021

**Re: Reconciliation Education and Counseling Crimes of Hate Program (REACCH), Application for Support Through the 2021 Targeted Violence and Terrorism Prevention Grant Program**

Dear Secretary Mayorkas:

2<sup>nd</sup> Call is in full support of the Los Angeles District Attorney's office in their efforts to create safe, healthy communities. Our mission is designed to save lives, by reducing violence and assisting personal development of high risk individuals, proven offenders, ex-felons, parolees and others who society disregards. Therefor we are eager to collaborate with the Los Angeles District Attorney's offices and their pilot program once granted to ensure we can work together to continue to save lives and improve public safety.

2<sup>nd</sup> Call is a nonprofit violence reduction/reentry organization that has been around since 2006 assisting those that society normally disregards. We at 2<sup>nd</sup> Call work with the proven offenders and the beyond risk individuals that are often disconnected from mainstream society. We have partnered with the IBEW local 11 electrical union and other careers in the construction trade to offer "Second Chances" to those determined and committed to excel.

We at 2<sup>nd</sup> Call understand the obstacles and challenges that individuals will face on a daily basis and have created a 2<sup>nd</sup> Call "Dysfunctional Family" impact session. We instruct from a grass root approach on how to deal with anger, emotions, low self-esteem and depression. We discuss ways to begin the healing process starting with forgiveness and understanding views and opinions of others. We address domestic violence, workplace violence, random violence, racial violence and even the bully aspect of violence. Our goal with this approach is to help our participant's become better people through our group discussion.

For any questions you can call me directly at the number below, you can call our office @ (323) 763-2888 or for general information you can log on to our website [www.2ndcall.org](http://www.2ndcall.org)

Sincerely,

Petra Funtila

(b)(6)

**Petra Funtila / Administrative Director  
2<sup>nd</sup> Call, Re-entry Program  
PO BOX 191476  
Los Angeles, CA 90019**

(b)(6)



The Honorable Alejandro Mayorkas  
US Department of Homeland Security  
Office for Targeted Violence and Terrorism Prevention  
Washington DC 20528

May 19, 2021

RE: Reconciliation Education and Counselling Crimes of Hate Program (“REACCH”) Application for support Through the 2021 Targeted Violence and Terrorism Prevention Grant Program

Dear Secretary, Mayorkas:

I am writing to express my support of the Reconciliation Education and Counseling Crimes of Hate Program (“REACCH”). The LA District Attorney is requesting funding for an innovative program to improve public safety by reducing bias-motivated recidivism. This funding will allow the LADA to implement a multidisciplinary approach to sentencing persons who have committed hate crimes but are authorized for probation.

3Strands Global Foundation has been working with at-risk populations from 16 – 60 years old for over a decade. Our work is to empower survivors of human trafficking, abuse, and exploitation into sustainable jobs and to prevent human trafficking and exploitation through education. We understand that vulnerability is often what is preyed upon and we use our research of learning and growth to meet the needs of those we serve so they are empowered to thrive. Our social workers and case workers use a trauma informed approach to create pathways to success with all our clients.

3Strands Global foundation is partnering with LADA, a team of prosecutors, treatment providers, defensive attorneys, and health systems of support to incentivize lower risk defendants to participate in an intensive level of treatment and supervision. We will leverage our growth platform, which is based on decades of research from the leaning sciences on motivation, engagement, and sustaining growth over time, along with technological advances in platform infrastructures to create behavior change. We believe that to support this shift in behavioral change, we need practical and scalable tools that are research based, engaging, supported by prosecutors, officers, and results in measurable, pro-social developmental outcomes.

3Strands Global Foundation has a deep understanding of trauma, learning and growth and looks forward to supporting the Reconciliation Education and Counseling Crimes of Hate Program (“REACCH”) alongside the LADA and other community partners.

Sincerely,

(b)(6)

Ashlie M Bryant  
Chief Executive Officer and Co-Founder

**TARGETED VIOLENCE AND TERRORISM PREVENTION (TVTP)**  
**PERFORMANCE PERIOD: 10/01/2021 - 09/30/2023**  
**FFY 2021-23**

**Appendix E: Budget Worksheet**

<b>Budget Category</b>	<b>Federal Request</b>
Personnel - (1 DAI @ 8.3893%)	24,505
Fringe Benefits	15,495
Travel	-
Supplies	-
Contractual	
- Gateway for counseling	100,000
-2nd Call for anti-bias education	20,000
-3 Strands for development of curriculum & implementation	40,000
Other	-
<b>Total Direct costs</b>	<b>200,000</b>
Indirect Costs	-
<b>TOTAL PROJECT COSTS</b>	<b>200,000</b>