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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**

President and Fellows of Middlebury College

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

Prefix:  \* First Name:  Middle Name:

\* Last Name:  Suffix:

\* Title:

**\* SIGNATURE:**

**\* DATE:**

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: <input type="text" value="05/13/2021"/>	4. Applicant Identifier: <input type="text"/>	
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: <input type="text"/>	
<b>8. APPLICANT INFORMATION:</b>		
* a. Legal Name: <input type="text" value="President and Fellows of Middlebury College"/>		
* b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text" value="(b)(6)"/>	* c. Organizational DUNS: <input type="text" value="0206516750000"/>	
<b>d. Address:</b>		
* Street1:	<input type="text" value="Middlebury Institute of International Studies"/>	
Street2:	<input type="text" value="460 Pierce Street"/>	
* City:	<input type="text" value="Monterey"/>	
County/Parish:	<input type="text"/>	
* State:	<input type="text" value="CA: California"/>	
Province:	<input type="text"/>	
* Country:	<input type="text" value="USA: UNITED STATES"/>	
* Zip / Postal Code:	<input type="text" value="93940-2623"/>	
<b>e. Organizational Unit:</b>		
Department Name: <input type="text" value="Center on Terrorism, Extremism"/>	Division Name: <input type="text"/>	
<b>f. Name and contact information of person to be contacted on matters involving this application:</b>		
Prefix: <input type="text" value="Ms."/>	* First Name: <input type="text" value="Meghan"/>	
Middle Name: <input type="text"/>		
* Last Name: <input type="text" value="Rasmussen"/>		
Suffix: <input type="text"/>		
Title: <input type="text" value="Director of Foundation Relations and Grants"/>		
Organizational Affiliation: <input type="text" value="Middlebury Institute of International Studies"/>		
* Telephone Number: <input type="text" value="(b)(6)"/>	Fax Number: <input type="text"/>	
* Email: <input type="text" value="(b)(6)"/>		

**Application for Federal Assistance SF-424**

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

O: Private Institution of Higher Education

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:**

Building Resilience to Radicalization Through an Innovative Game-Based Curriculum

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.

Add Attachment

Delete Attachment

View Attachment

**17. Proposed Project:**

\* a. Start Date:

\* b. End Date:

**18. Estimated Funding (\$):**

* a. Federal	<input type="text" value="629,533.00"/>
* 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="629,533.00"/>

**\* 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

Add Attachment

Delete Attachment

View Attachment

**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:

COLLEGES AND UNIVERSITIES RATE AGREEMENT

EIN: (b)(6)

DATE: 05/12/2020

ORGANIZATION:  
Middlebury College

FILING REF.: The preceding  
agreement was dated  
04/18/2019

Middlebury, VT 05753-6175

The rates approved in this agreement are for use on grants, contracts and other agreements with the Federal Government, subject to the conditions in Section III.

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**SECTION I: INDIRECT COST RATES**

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RATE TYPES:      FIXED                  FINAL                  PROV. (PROVISIONAL)      PRED. (PREDETERMINED)

EFFECTIVE PERIOD

<u>TYPE</u>	<u>FROM</u>	<u>TO</u>	<u>RATE (%)</u>	<u>LOCATION</u>	<u>APPLICABLE TO</u>
PRED.	07/01/2019	06/30/2021	65.00	On-Campus (1)	All Programs
PRED.	07/01/2019	06/30/2021	54.00	On-Campus (2)	All Programs
PROV.	07/01/2021	Until Amended	65.00	On-Campus (1)	All Programs
PROV.	07/01/2021	Until Amended	54.00	On-Campus (2)	All Programs

\*BASE

(1) Applicable to Middlebury College

Direct salaries and wages including vacation, holiday, sick pay and other paid absences but excluding all other fringe benefits.

\*BASE

(2) Applicable to Middlebury Institute of International Studies

Direct salaries and wages including vacation, holiday, sick pay and other paid absences but excluding all other fringe benefits.

ORGANIZATION: Middlebury College

AGREEMENT DATE: 5/12/2020

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**SECTION I: FRINGE BENEFIT RATES\*\***

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<u>TYPE</u>	<u>FROM</u>	<u>TO</u>	<u>RATE(%)</u>	<u>LOCATION</u>	<u>APPLICABLE TO</u>
FIXED	7/1/2019	6/30/2020	37.00	All (1)	Salaries and Wages
FIXED	7/1/2019	6/30/2020	31.00	All (2)	Salaries and Wages
FIXED	7/1/2020	6/30/2021	39.00	All (1)	Salaries and Wages
FIXED	7/1/2020	6/30/2021	34.00	All (2)	Salaries and Wages
PROV.	7/1/2021	Until amended	39.00	All (1)	Salaries and Wages
PROV.	7/1/2021	Until amended	35.00	All (2)	Salaries and Wages

\*\* DESCRIPTION OF FRINGE BENEFITS RATE BASE:

Salaries and wages.

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(1) Applies to Middlebury College.

(2) Applies to Middlebury Institute of International Studies.

ORGANIZATION: Middlebury College

AGREEMENT DATE: 5/12/2020

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**SECTION II: SPECIAL REMARKS**

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TREATMENT OF FRINGE BENEFITS:

Applicable to Middlebury College and Middlebury Institute of International Studies:

The fringe benefits are charged using the rate(s) listed in the Fringe Benefits Section of this Agreement. The fringe benefits included in the rate (s) are listed below.

TREATMENT OF PAID ABSENCES

Applicable to Middlebury College and Middlebury Institute of International Studies:

Vacation, holiday, sick leave pay and other paid absences are included in salaries and wages and are claimed on grants, contracts and other agreements as part of the normal cost for salaries and wages. Separate claims are not made for the cost of these paid absences.

Applicable to Middlebury College:

1. The fringe benefit rate consists of Health Insurance, Life Insurance, FICA, Disability Insurance, Pension/Retirement, Unemployment Insurance, Workmen's Compensation, Dental Insurance, Employee Assistance Program and Sabbatical Research Leave.

Applicable to Middlebury Institute of International Studies:

2. The fringe benefit rate consists of Health Insurance, Life Insurance, FICA, Disability Insurance, Pension/Retirement, Unemployment Insurance, Workmen's Compensation, Dental Insurance, Employee Assistance Program and Sabbatical Research Leave.

This rate agreement updates fringe benefit rates only

\*\* Your next fringe benefit proposal based on actual costs for the fiscal year ending June 30, 2020 will be due in our office by December 31, 2020.

\*\* Your next indirect cost rate proposal for the fiscal year ending June 30, 2020 will be due in our office by December 31, 2020.

Equipment means tangible personal property (including information technology systems) having a useful life of more than one year and a per-unit acquisition cost which equals or exceeds the lesser of the capitalization level established by the non-Federal entity for financial statement purposes, or \$5,000.

ORGANIZATION: Middlebury College

AGREEMENT DATE: 5/12/2020

**SECTION III: GENERAL**

**A. LIMITATIONS:**

The rates in this Agreement are subject to any statutory or administrative limitations and apply to a given grant, contract or other agreement only to the extent that funds are available. Acceptance of the rates is subject to the following conditions: (1) Only costs incurred by the organization were included in its facilities and administrative cost pools as finally accepted; such costs are legal obligations of the organization and are allowable under the governing cost principles; (2) The same costs that have been treated as facilities and administrative costs are not claimed as direct costs; (3) Similar types of costs have been accorded consistent accounting treatment; and (4) The information provided by the organization which was used to establish the rates is not later found to be materially incomplete or inaccurate by the Federal Government. In such situations the rate(s) would be subject to renegotiation at the discretion of the Federal Government.

**B. ACCOUNTING CHANGES:**

This Agreement is based on the accounting system purported by the organization to be in effect during the Agreement period. Changes to the method of accounting for costs which affect the amount of reimbursement resulting from the use of this Agreement require prior approval of the authorized representative of the cognizant agency. Such changes include, but are not limited to, changes in the charging of a particular type of cost from facilities and administrative to direct. Failure to obtain approval may result in cost disallowances.

**C. FIXED RATES:**

If a fixed rate is in this Agreement, it is based on an estimate of the costs for the period covered by the rate. When the actual costs for this period are determined, an adjustment will be made to a rate of a future year(s) to compensate for the difference between the costs used to establish the fixed rate and actual costs.

**D. USE BY OTHER FEDERAL AGENCIES:**

The rates in this Agreement were approved in accordance with the authority in Title 2 of the Code of Federal Regulations, Part 200 (2 CFR 200), and should be applied to grants, contracts and other agreements covered by 2 CFR 200, subject to any limitations in A above. The organization may provide copies of the Agreement to other Federal Agencies to give them early notification of the Agreement.

**E. OTHER:**

If any Federal contract, grant or other agreement is reimbursing facilities and administrative costs by a means other than the approved rate(s) in this Agreement, the organization should (1) credit such costs to the affected programs, and (2) apply the approved rate(s) to the appropriate base to identify the proper amount of facilities and administrative costs allocable to these programs.

BY THE INSTITUTION:

Middlebury College

(INSTITUTION)

(b)(6)

(SIGNATURE)

STEVEN S. MARINO

(NAME)

Manager of Finance

(TITLE)

5-21-2020

(DATE)

ON BEHALF OF THE FEDERAL GOVERNMENT:

DEPARTMENT OF HEALTH AND HUMAN SERVICES

(b)(6)

(SIGNATURE)

Darryl W. Mayes

(NAME)

Deputy Director, Cost Allocation Services

(TITLE)

5/12/2020

(DATE) 4475

HHS REPRESENTATIVE: Rebecca Kaplan

Telephone:

(b)(6)





Middlebury Institute of  
International Studies at Monterey



**Project Title:** Building Resilience to Radicalization Through an Innovative Game-Based Curriculum

**Applicant:** Middlebury's Center on Terrorism, Extremism and Counterterrorism (CTEC) in collaboration with iThrive Games Foundation

**Primary Location of Applicants**

- Monterey, California (CTEC)
- Newton, Massachusetts (iThrive Games)

**Additional Locations of Activities:**

- Monterey High School, Monterey, CA
- Urban Assembly, New York, NY
- Addison County, VT

**Application Track:** Innovation

**Project Type:** N/A

**Amount of Funds Requested:** \$629,533

**Proposal Abstract**

Extremist and terrorist actors have increasingly targeted adolescent communities for radicalization and recruitment but preventing and countering violent extremism (P/CVE) programs have been slow to address the specific needs of these communities. High schools across the United States remain largely unequipped to recognize the characteristics of and vulnerabilities to radicalization among their student population. This joint project from the Center on Terrorism, Extremism, and Counterterrorism and iThrive Games Foundation aims to create a novel, game-based curriculum that educates and empowers adolescents to become more aware and more resistant to radicalization, thus building resilience within their local networks. In addition, this project will build capacity at the high school and district level for P/CVE program administration.

## 1. NEEDS ASSESSMENT

Extremist actors have long targeted middle- and high-school aged youth for recruitment.<sup>1,2,3</sup> Adolescent members of terrorist and extremist movements have participated in dozens of failed and successful violent plots over the past several decades,<sup>4,5</sup> and adolescents have even established and led extremist groups that have participated in terrorist acts.<sup>6,7,8</sup> Adolescents are uniquely vulnerable to recruitment and radicalization by extremists, but they also are uniquely able to build resilience and resistance to recruitment while also learning how to help their peers.

Approximately 15 million youth are currently enrolled in high schools across the country,<sup>9</sup> creating a large pool of potential recruits for extremists looking to engage adolescents. These recruiters are well-aware that adolescents' need for social connections, status, and belonging can be exploited in the radicalization process.<sup>10,11</sup> The social needs of adolescents, as well as the development of the brain itself combine to create a "perfect storm" of vulnerability. There are also legal considerations that make the recruitment of adolescents attractive to extremists. Depending on their location, people under 18 years of age have more legal immunity for actions as compared to their over-18 counterparts.

The combination of the vulnerability of adolescents and the legal considerations creates a significantly elevated need for concerted preventing and countering violent extremism (P/CVE) efforts in high schools, relative to other populations, but the lack of substantial research and the difficulty in measuring outcomes have challenged youth-focused P/CVE programs. There is little consistency in approach across the limited number of existing programs, they encompass a wide spectrum of strategies, timeframes, and intended student investment.<sup>12,13</sup> Access to P/CVE programs across the United States remains limited and P/CVE programs at the high school level are virtually nonexistent across the majority of the country. The few programs that do exist often focus disproportionately on Muslim students and may not incorporate monitoring and evaluation steps.<sup>14</sup> The Anti-Defamation League's No Place for Hate is one of the largest youth-focused P/CVE frameworks in the U.S. with 1,600 participating schools, heavily concentrated in urban corridors, especially on the East and West Coasts. No Place for Hate's implementations can vary significantly, and impact assessments are rare.

Despite the lack of robust interventions, evidence is steadily, if slowly, accumulating for the needs specific to high school-oriented P/CVE programs.<sup>15,16</sup> Namely, in addition to resource and support requirements, these programs require a whole-school approach, delivery of sufficient information and pedagogical assistance to teachers, customization to fit local social and cultural situations, and the inclusion of adolescents in the development and success of the program. Empathetic, active, engaging programs are likely more effective than traditional lectures or curricula, which are passive and do not directly address the factors that make adolescents vulnerable to recruiting.<sup>17</sup> The plasticity of the adolescent brain makes them more vulnerable to negative influences, but it also makes them more receptive to positive inputs.<sup>18</sup> Education initiatives that create genuine engagement, offer challenging, relevant, and respectful content, and social and emotional skill building can create resilience and resistance to recruitment.

The proposed project will co-design a P/CVE program *with* its target audience—adolescents in high schools. The final product of the co-design process will be a role-playing simulation and curriculum that helps adolescents develop awareness of extremist recruiting strategies as well as skills for resistance to those efforts and a lifetime of resilience. Both the co-design process and

the final product empower adolescents by giving them agency, taking their viewpoints seriously, and treating them as the thoughtful, contributory beings they are.

The developmental stage of the adolescent brain increases vulnerability to radicalization attempts. The human brain undergoes its last major restructuring starting in puberty, pruning synaptic connections that are used rarely, strengthening those that are used often, and increasing connectivity across regions via increases in white matter volume.<sup>19</sup> The great plasticity (remodeling and growth) of the brain in the adolescent years makes it a period when individuals are exceptionally susceptible to external influences.<sup>20</sup> Furthermore, during adolescence, the human desire for a sense of belonging is heightened. As adolescents form their identities, they seek to be accepted by groups of their peers, to be treated with respect, and for their voices to be heard.<sup>21</sup> A fundamental need for adolescents is a sense of belonging. If that need is not fulfilled by peer groups, schools, or families, they may be susceptible to other groups fulfilling that need despite the values or intentions of those group. The parent of a radicalized teen shared this summation from their son: “I liked them because they were adults and they thought I was an adult. I was one of them... They took me seriously... They treated me like a rational human being, and they never laughed at me.”

As “digital natives,” adolescents are comfortable seeking and finding community and belonging online. Islamist and far-right extremists have made significant inroads in recruiting youth in online spaces.<sup>22</sup> Adept at utilizing the internet for radicalization, extremists and terrorists have developed covert methods of exploiting adolescents’ vulnerabilities, such that adolescents may not recognize that violent extremists are targeting them. Due to the specialized knowledge needed to navigate platforms (e.g., Discord, 4chan, Roblox) and the development of often intersectional close-knit communities therein, non-mainstream online platforms have become fertile ground for radicalizing youth generally without awareness from parents or mentors.<sup>23,24,25,26</sup>

The potential for these violent ideations to actualize has already been observed. Brenton Tarrant, the shooter in Christchurch, New Zealand was a known member of the 4chan and 8kun communities.<sup>27,28</sup> Elliot Rodger, the Isla Vista “Virgin Killer,” became an avid player of *World of Warcraft*<sup>29</sup> during a particularly vulnerable period of isolation;<sup>30</sup> he eventually started a YouTube blog where his misogynist sentiments were reinforced until his final post in which he blamed women for his inability to enter a meaningful romantic relationship. Rodger has since become a rallying flag in online subcommunities frequented by teenagers across Reddit, 4chan, Discord, and TikTok. Neofascist accelerationist groups have been especially successful in recruiting children and adolescents, and leadership has intentionally targeted socially ostracized and neurodivergent youth. This has resulted in several instances of high school-aged children involved with violent plots, such as crimes linked to Atomwaffen Division, Sonnenkrieg Division, Feuerkrieg Division, and The Base across Western countries. A 13-year-old even founded and ran Feuerkrieg Division from Estonia, and he frequently discussed his intent to target high school students for recruitment.<sup>31</sup>

CTEC and iThrive’s approach to the target population is built on a foundation in the biological and behavioral sciences. The heightened susceptibility of the adolescent brain to the environments and experiences it encounters creates a critical window of opportunity in which to offer experiences that challenge how they think about and understand the world, causing them to

reconsider assumptions and take on new understandings of how the world is and their place in it.<sup>32</sup>

This project will work closely with educators and students from three high schools located in different regions and settings (rural, urban, suburban) to design and test the proposed innovation program. This project's three pilot schools are geographically and demographically distinct, and to the best of the applicants' knowledge, none of them are currently served by P/CVE programs. The program is designed for scaling so that it can reach high schools across the country after the 2-year project period. In addition, it can be abstracted to the framework level for application at other community institutions, such as community centers and public libraries.

## 2. PROGRAM DESIGN

***Problem Statement.*** Preventing extremism requires building capacity among adolescents for both recognizing extremist radicalization and resisting it.<sup>33,34</sup> This program will simultaneously educate and empower students, addressing both **Objectives 1 and 2 of the TVTP Grant Program** by **increasing awareness of the radicalization process**, as well as **awareness of both the risk factors for radicalization and the protective factors against it**.

### ***Program Goals and Objectives***

**Goals:** With the team's in-depth understanding of online recruitment and propaganda strategies as summarized above, the goal of this program is to develop an evidence-based, scaleable approach to (i) educate and empower adolescents to become more aware of radicalization pathways and more resistant to potential exploitation by extremist actors, and (ii) build capacity at the high school and district level for preventing and countering violent extremism (P/CVE). The Center on Terrorism, Extremism, and Counterterrorism (CTEC) at the Middlebury Institute of International Studies and iThrive Games Foundation will develop an educational program built around iThrive's existing digital simulation technology.

The proposed P/CVE program will be designed to deliver youth-focused counter-extremism curricula at the high school level that increases awareness of and builds resistance to the radicalization process through online critical thinking initiatives combined with social and emotional skill-building. Specifically, the objectives of this program are to improve students' P/CVE skills which include:

- Recognizing signs of potential grooming and exploitation by extremist actors;
- Understanding the harms to civil society by extremist and terrorist radicalization;
- Comprehending the impact of offensive, racially charged, violent, and hateful comedy and satire;
- Building awareness of the indicators of extremist recruitment in communities; and
- Resisting extremist influence in online and physical communities.

In addition, this program will serve to bolster the capacity of high school administrators and educators in P/CVE pedagogy, achieved through in-depth co-development of curricula materials between high school administrators and educators and the teams at CTEC and iThrive. Professional development materials in the form of webinars and videos for a wider educator audience will be produced in conjunction with the curricula.

Extremism specialists at CTEC will work with iThrive to develop a technology-enabled simulation which uses examples based on real-world extremist recruitment efforts on both mainstream and niche social media platforms. This project will be developed with and piloted at three high schools with plans for significant expansion to more schools across urban, suburban, and rural communities. The simulation will task students with assuming various roles in the fight against extremism and terrorism, such as researchers, teachers, law enforcement officers, community members, and the media to equip and empower them to recognize warning signs and combat extremism and terrorism in their own schools and communities. As with all iThrive simulations, this one will embed opportunities for social and emotional skill building through, including self-awareness, relationship building, and emotion management.

The proposed program supports the DHS Strategic Framework for Countering Terrorism and Targeted Violence by building a greater understanding around the problem of domestic extremism in the context of online youth recruitment through an expansion of extant knowledge on the topic by academic specialists in the extremism space. By developing a counter-extremist curriculum built primarily upon a simulated exercise, adolescents will learn to recognize attempts by hostile actors to recruit and exploit them, thereby reducing their influence and ability to inspire violent acts against targeted groups. This, in turn, will reduce the number of incidences of targeted violence carried out by radicalized youth. Preventing such attacks will enhance security around critical educational and community infrastructure and allow for limited local resources to be applied to other, non-security related issues.

**Objectives:** CTEC and iThrive will build an educational curriculum encompassing in-person instruction and a role-playing simulation using iThrive’s proprietary platform, *iThrive Sim*. By the end of the first year of the project period, the scenario script and assets will be completed and loaded into the iThrive Sim platform, ready for use by students and teachers. Additionally, curricular surrounds for use in classrooms will be complete and ready for download. During the co-design process in Year 1, the scenario and assets will be playtested by at least 90 students and 10 teachers spread across the three partner schools. In Year 2, the program will then be implemented to the partner schools where participating students will engage in at least one simulated exercise during that school year.

Program effectiveness will be measured by evaluating enrolled students’ awareness of recruitment tactics, the impacts of hate and violent extremism, and community resilience mechanisms via a pre- and post-exercise survey that is integrated into the simulation. Demonstrable and statistically significant increases in awareness as scored by the surveys will mark successful implementation of the program; measurement will be supplemented by administering the survey to a control group of students who do not participate in the program.

**Logic Model Theory of Change:** Extremist movements frequently target youth for recruitment.<sup>35</sup> While situations that drive high school students toward violent extremism are complex, there are a number of key factors that can contribute. Social isolation, a feeling of a lack of control, grievances and frustrations, and disruptive life events can all push students toward radicalization pathways. Many extremists attempt to use covert methods to bring new recruits into the fold.

Adolescents are vulnerable to recruitment due to often overlapping factors like social isolation, feelings of grievance, and a perception of social vulnerability. Thus, an effective P/CVE program at the high school level needs to address these factors with socially and culturally sensitive

strategies. Successful P/CVE interventions at the high school level cannot be unidirectional, nor can they utilize traditional adult-led, didactic education approaches. If a P/CVE program is designed to be successful, it must 1) involve students in the design and implementation processes, 2) provide experiential, embodied, relevant learning opportunities, 3) contribute to the strengthening of social and emotional skills, and 4) empower students to think as proactive contributors in a civil society, rather than as victims of exploitation or as potential criminals.

The CTEC-iThrive curriculum and simulation will incorporate each of these elements by designing with and for students a custom, immersive, and interactive experience to develop P/CVE skills. Through the iThrive Sim, students will actively collaborate with other students and instructors while simultaneously learning more about the indicators and risks of radicalization in their communities and practicing their social and emotional skills. These experiences will be further bolstered by engaging the students in dialogues and reflections outside the simulation.

**Assumptions:** Educational environments—especially those intended to reduce vulnerability to extremist recruiting—must support adolescents’ potential, making it standard practice to listen to their voices with respect, see and appreciate them for who they are, and prepare them as active stewards of democratic ideals now and in the future. iThrive’s work is based on the understanding, grounded in science and experience, that teens have the energy and creative vision to imagine and build a better world. By design, the educational resources we develop, including *iThrive Sim*, support teens’ developmental needs by creating playful, relevant, and immersive learning experiences that invite students to reflect on who they are and what they care about, to lean into their natural inclination to question the sociopolitical systems of our world and imagine how those systems might evolve for the better, and to take action towards those improvements.

**Inputs:** (A) *iThrive Sim* offers web-based, technology-enabled role-playing simulations designed to deeply engage students with rich and engaging content and storylines, and each other. Role-play simulations are a type of experiential learning wherein players assume specific character roles and use both pre-determined plot points and improvisation to interact with each other and solve problems within the context of realistic scenarios based on core concepts in civics. The structure of a “role-play,” as a game and as play, supports high school students in experimenting with ideas, behaviors, and interaction styles, and offers a safe space for learning. We design role-play scenarios intentionally to invite students into dialogue with each other where they negotiate and compromise as they make decisions, explore possible solutions, try on values that may differ from their own, and take others’ perspectives into consideration.

*iThrive Sim* technology allows the unique and asynchronous delivery of multiple sources for students to analyze and utilize. The platform is a commercial-grade product with a sleek, user-friendly interface and the scenarios are developed with experienced professional writers and film producers. This specially designed delivery mechanism coupled with the strength of our narratives provide unmatched learning experiences that are scalable. As students play, they encounter source documents, contextually grounded news stories, memos, photos, and social media content that is both pre-populated and written by fellow players. Students use this information to fuel their real-time interactions with fellow players and to make decisions that move the scenario forward.

The proposed simulations integrate myriad opportunities for students to practice and grow the social and emotional skills needed for P/CVE: self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. In real time, students to put into practice critical competencies including regulating emotions, collaborating with others, exercising curiosity, and weighing competing priorities as they make difficult decisions.

**Inputs: (B) Curricular Surrounds.** The curricular surrounds that accompany each simulation provide an evidence-based structure and approach for ensuring that the simulation is contextualized in a way that allows for students to transfer what they have learned to their real lives. The curricular surrounds include necessary background information and conceptual and graphical aids before the role-play begins and provide additional activity guides to extend and enhance learning; and offer an approach, prompts, and additional external resources to allow teachers and students to meaningfully debrief and reflect upon the experience, give and receive feedback, and extend and apply learning after the simulation ends.

The curricular surrounds include character profiles that describe each character's values, goals, alliances, and rivalries. Character descriptions help to create dramatic tension to make the role-play more immersive, and provide the jumping off point for meaningful social and emotional reflection in discussions and extension activities that follow the simulation. Playing a character allows students to shed some of their habitual ways of being, or to consider those habits more deeply, in the service of greater self-awareness and a larger possibility space for who and how they can be and interact in circumstances that require creative problem-solving.

**Inputs: (C) Project Partners.** Students and teachers from our partnering schools, subject matter experts, an accessibility consultant, and the teams from CTEC and iThrive. (See bios in Section 3)

**Inputs: (D) Online Extremism Expertise and Research.** CTEC staff and graduate research assistants will analyze previous work done on youth-focused radicalization pathways and previous high school-level P/CVE programs. The program design builds on CTEC's past research using data science, linguistics, and other methods to analyze online behavior and recommend policies that prevent violence and reduce harm. CTEC has cutting-edge expertise in how radicalization impacts digital and real-world communities, and this knowledge will be leveraged alongside an analysis of the academic literature to produce a foundation for building an effective P/CVE program. This research will identify best practices and gaps in current P/CVE programs, applicable lessons from the literature on adolescent education, and the specific features of video games that may impact vulnerability or resilience to radicalization.

**Activities: Design & Review Phase.** iThrive Games staff members are experts in designing meaningful and transformative experiences, with and for teens. We do this by joining our decades of experience in social and emotional learning, teen development, education, civics, media literacy, and game design with subject matter experts (SMEs) and end users. We will use our co-design process to develop a P/CVE iThrive Sim scenario and the curricular surrounds, working with our SMEs and educators and students across our three partnering schools. Our co-design process, grounded in design thinking (Brown & Wyatt, 2010), moves through six stages: **empathizing** with end users (which includes interviews with students and educators) to gain understanding of their perspectives and needs related to learning and engaging scenarios; **defining** the need and opportunity for new scenario approaches and curricular content as well as

the learning objectives to be met; **ideating** scenario concepts and stories; working with SMEs and writers to **prototype** and then **test** the scenarios with key stakeholders (high school students and educators outside of the design group) to evaluate the extent to which prototypes meet the specified learning objectives. The co-design process we use is iterative; as we progress through each phase, we circle back to previous phases to check understandings and decisions, making adjustments and changes.

**Implementation/Pilot Phase.** In this phase we will work with educators to implement the P/CVE iThrive Sim scenario and curricular surrounds with small groups of students from secondary education classrooms in our partnering school districts. We also will collect initial outcome data to evaluate effectiveness at meeting our learning outcomes. Data will be collected via a pre- and post-simulation survey administered to the group of participating students and a control group of students who did not participate. Additional data will be gathered through real-time monitoring of student behavior and engagement with the simulation.

Please see **Figure 1** on the following page for a graphical representation of the logic model.

**Note on participating schools:** The proposal appendix includes letters of commitment from two schools – Union Assembly (NY) and Monterey High School (CA). The Middlebury College Center for Community Engagement collaborates with numerous K-12 districts and schools across the state of Vermont, including for research and pilot projects, and is committed to facilitating participation from a high school in Addison County.

### **3. Organization and Key Personnel**

The **Center on Terrorism, Extremism, and Counter-Terrorism (CTEC)** was founded by Middlebury Institute of International Studies (MIIS) faculty in 2018 to deliver research and education programs that inform private sector, government, and multilateral institutions' understanding of and responses to the terrorism threat. At CTEC, world-renowned faculty collaborate with and train graduate student researchers to evaluate current threats in radicalization, recruitment, and domestic violent extremism (DVE). CTEC analysts use mixed-methods research practices across the fields of policy, data science, and linguistics, to assist clients and decision-makers more broadly in preventing DVE. The Center's extensive research into terrorist use of the Internet has enhanced the understanding of extremist messaging, recruitment tactics, and fundraising online. Our organization plans to utilize its nuanced expertise in understanding and building partnerships to counter online extremism in order to successfully collaborate with iThrive Games to create a technology-enabled CVE educational program.

**iThrive Games**, a 501(c)(3) nonprofit, prepares teens to thrive by equipping them with the social and emotional skills they need to be healthy and resilient, the tools that support and protect their mental health and well-being, and the systems thinking they need to recognize inequity along with opportunities to imagine and design a better world. To achieve this mission, it is important to prepare teens to effectively navigate online spaces and the dangerous content they may encounter. iThrive built the proprietary technology *iThrive Sim*, a web-based role playing simulation platform that supports social and emotional skill building and knowledge acquisition. Using iThrive Sim, players adopt key roles in designed scenarios, immersing themselves in experiential decision-making processes to enhance understanding of real-life situations.

This project will be overseen by CTEC at MIIS, with Deputy Director Alex Newhouse as



**Figure 1: Logic Model**



Principal Investigator. MIIS has extensive experience managing federal grants. MIIS oversees more than \$10 million in federal grants per year, and its administration and staff have developed strong systems and standards to effectively implement the proposed grant.

The key personnel will be grouped into two respective teams. The teams will be tightly synced, with collaboration through regular bi-weekly meetings as well as asynchronous communication to ensure completion of the various deliverables efficiently and effectively.

Team 1 is the Research and Analysis Team, which includes CTEC's leadership, extremism subject matter experts, and graduate research assistants. The Research and Analysis Team will focus primarily on preliminary qualitative research for effective program design, assisting the iThrive team with the narrative design, and implementing the P/CVE educational strategy in pilot locations. It is highly important for this preliminary research to be done, as CVE initiatives have failed in the past when campaigns are initiated without properly understanding the identity vulnerability of the regional audience and the online messages being conveyed to such target audiences for recruitment.

The Research and Analysis Team will be overseen by CTEC Deputy Director Alex Newhouse, M.A. He will oversee all project operations to ensure the research is informative and accurate, CVE program strategies are built effectively, and all deliverables are completed including quarterly progress reports to DHS. He will also manage communications with iThrive and monitor the grant budget. As a researcher, Alex has extensive knowledge and practical experience analyzing right-wing extremism, religious fundamentalism, and online extremism and propaganda. Alex has a passion for video games and first-hand experience working for large video game corporations such as Playstation. This passion has intermingled with his drive and motivation to deter radicalization from gaining footholds in some of the most vulnerable online communities. Alex will be essential in helping the team to research the current extremist threat in video games in order to build an effective narrative design with the iThrive team.

Alex will be supported by CTEC Director Jason Blazakis, M.A., who is highly regarded as a terrorism expert with experience analyzing a variety of threats for government, private, and academic institutions. From 2008-2018, he served as the Director of the Counterterrorism Finance and Designations Office, Bureau of Counterterrorism, U.S. Department of State. Jason's subject matter expertise and accomplished background in the field of terrorism and counterterrorism will guide the team in understanding the history of right-wing extremist narratives and their modern day usages in online contexts.

CTEC analyst Meghan Rahill, M.A., will act as the main project manager and analyst for the Research and Analysis Team. She will be instrumental in training graduate students, conducting preliminary research for the initiative, and assisting with audience analysis and narrative design. Meghan is currently a confidential online counter-extremism project and is Managing Director at The 'MPOWER Project, which uses key audience insights to develop regional PVE solutions framed around the grievances of the particular vulnerable audience. Meghan's unique experience developing nuanced PVE solutions will assist in making this solution framework highly effective. She will be able to evaluate past failed attempts of CVE solutions and develop a targeted audience analysis to create the best possible narrative design for the modern day domestic extremist threat.

Enrique Nusi, M.A., is a Digital Researcher and Senior Research Associate at CTEC whose concentration is far-right extremism and the digital environments in which movements recruit, propagandize, and organize. He directs the collection and analysis of social media data vital to understanding the long-term evolution of violent actors while researching methods for granular quantitative analysis of extremist social media content and their associated terminology, memetics, and cultural context. Enrique's subject matter expertise in far-right extremism and online extremism, along with his mixed methods research approach will be significant for quantitatively and qualitatively analyzing the threat of extremism and recruitment narratives in video games.

Also on the Research and Analysis Team are two contract consultants, Dr. John Horgan and Chrisitan Piccolini. Dr. John Horgan, one of the world's leading experts on psychology and terrorism, has agreed to consult on the audience analysis section of the preliminary research. Dr. Horgan is a Distinguished University Professor at Georgia State University's Department of Psychology where he also directs the Violent Extremism Research Group (VERG). His work is widely published as noted in his resume. He is also a member of the Research Working Group of the FBI's National Center for the Analysis of Violent Crime. Dr. Horgan's specialty is understanding the psychology of terrorism and breaking down the psychosocial vulnerabilities that may cause an individual to become vulnerable to radicalization and motivated to disengage from extremism. He will help us explore who demographically is most psychologically vulnerable to radicalization in video games and what causes vulnerability to extremist messaging.

Chrisitan Piccolini will serve as a consultant on narrative design and educational programming. Christian is an award-winning television producer, a public speaker, author, peace advocate, and former violent extremist. After leaving the hate movement he helped create during his youth, he began the process of making amends and rebuilding his life. Christian went on to earn a degree in international relations from DePaul University and launched Goldmill Group, a counter extremism consulting and digital media group. In 2016, he won an Emmy Award for producing an anti-hate advertising campaign aimed at helping people disengage from extremism. Since leaving the white-power movement over two decades ago, Christian has helped hundreds of individuals leave hate behind, and he leads the FREE RADICALS PROJECT, and global extremism prevention network. Christian will provide his expertise in far-right extremist narratives and nuanced anti-hate campaigns.

Middlebury Graduate Research Assistants will be overseen by Senior Project Manager Meghan Rahill and will assist in coordinating various aspects of the project on an as needed basis to ensure all deliverables are met in a timely and coordinated manner. The project will improve the graduate students' understanding of radicalization in the gaming world, and at the same time will improve the workflow and time management of the project with support in narrative design, curriculum development, and implementation.

Team 2 is the Technical Team and consists of iThrive's core design team, and will focus primarily on developing, running, and evaluating the technology-enabled role playing simulation based on the collaborative team's narrative design.

The Technical Team will be overseen by Susan Rivers, PhD. Dr. Rivers is Executive Director and Chief Scientist at iThrive Games. A social psychologist, Dr. Rivers has over 15 years of

experience developing, running, and evaluating programs for social and emotional development from pre-Kindergarten through high school in diverse educational settings. iThrive Sim was developed with her leadership. Dr. Rivers brings to the proposed project solid expertise in directing and evaluating creative, impactful, evidence-based learning experiences for adolescents using innovative technology. She has published extensively in peer-reviewed, scholarly journals, and is the Founding Editor of the scholarly journal, *Journal of Games, Self, and Society*. Dr. Rivers has served as PI, Co-PI or Project Director on numerous federally and privately funded research projects including from the William T. Grant Foundation, the Institute of Education Sciences, and the National Endowment for the Humanities.

Jane Lee will serve as the Technical Team's Technical Lead and Project Manager. As iThrive's Senior Director of Operations and Mental Health, she manages the organization's budget and day-to-day operations and is product lead on iThrive Sim. She interfaces daily with the software development team and is instrumental in the development and evaluation of new scenarios, managing all aspects of the projects, from writing to playtesting and evaluation. She has a passion for integrating technology with education and wellness. Ms. Lee built her career at Centerstone Research Institute as a program evaluator on federal grant programs based in public schools. Ms. Lee is a certified project manager.

Michelle Bertoli, M.A., Senior Director of Learning at iThrive, will serve as curriculum director for the project. At iThrive, Michelle collaborates with a diverse external team of educators to design and evaluate curricular units that integrate social and emotional learning using a game-based learning approach. Ms. Bertoli has worked in the field of social and emotional learning and positive youth development for over a decade, co-developing and evaluating curriculum for K-12 formal and informal learning settings. She directs the development of iThrive's curricular content and is well-positioned to define and evaluate the learning objectives of the proposed project and to organize and oversee curriculum development.

Eghosa Asemota, M.P.A., Marketing Manager at iThrive, will lead the graphic design needs on the project. Her commitment to iThrive's mission stems from her firsthand experience witnessing what happens when teens born in hard circumstances are nourished with support, compassion, and opportunities to uncover and nurture their strengths. Ms. Asemota has over five years of social media and digital communications experience, and over the course of her career has produced over 250 videos with non-profit organizations, NGOs, and grassroots organizations..

Sierra Martinez, Program Coordinator, brings over ten years of experience in research, writing, and design. Ms. Martinez works closely with teachers on training, playtesting, and adopting iThrive programs. On this project, she will organize co-design and playtesting schedules across the school partners, creating surveys to support feedback and continued product growth, and supporting the entry of scripts and assets into the *iThrive Sim* platform.

Gabrielle Rappolt-Schlichtmann, Ed.D., is a national expert in Universal Design for Learning (UDL), a key element of iThrive's co-design and accessibility approach. The principles and design recommendations that comprise UDL support accessibility to ensure that all students can participate in learning activities in purposeful, resourceful, and strategic ways. Dr. Rappolt-Schlichtmann, a contractor on the project, will provide guidance and feedback about accessibility throughout the design process so that all aspects of iThrive Sim and its curriculum reflect the needs, abilities, and interests of as many students as possible.

## **Sustainability**

Following the project’s implementation, CTEC and iThrive will have developed and piloted a framework for building a P/CVE educational curriculum based primarily on a game platform. This will include a highly robust set of guidelines, instructions, and best practices for how to customize the curriculum around the established iThrive Sim scenario for the needs of more schools, as one of the core objectives of this project is to enable such a curriculum approach to scale to high schools across the country.

This end product—a framework for iThrive Sim-enabled P/CVE education at the high school level, along with the completed iThrive Sim scenario—will be published and provided for free to public schools. CTEC and iThrive experts will pursue outreach via a variety of pathways, including by publishing the results from the pilot phase, contributing to the P/CVE education academic literature, and collaborating with school districts across the country.

The long-term scalability and sustainability of the project depends on securing funding for maintenance and hosting of the technology, although these resources will be minimal compared to the project period. However, high schools that implement the program will need to provide some financial resources. For example, each implementation of the program will require financial resources for stipends for instructors who lead the classes, and schools will provide IT equipment and classroom space for the students who participate.

To help facilitate the program’s success, a significant portion of development work will focus on producing guidance for schools seeking to implement this program on their own. CTEC and iThrive will create materials to help schools understand startup costs, necessary financial resources, anticipated outcomes, and limitations. In order to provide further implementation support, CTEC and iThrive will seek to establish additional partnerships with interested school districts or private institutions. These will enable the team to provide augmentations to the curriculum or additional assistance in high-need locations.

Finally, P/CVE projects only work if they are able to be customized to changes in the landscape of extremism and terrorism. While the initial iThrive Sim scenario and curricula will be built with the goal of being flexible and agnostic to ideologies, it is inevitable that materials will need to evolve at some point in the future. CTEC and iThrive will seek additional partners to provide temporary support to adapt and update this P/CVE program as necessary.

## **Budget Worksheet and Narrative**

<b>Budget Category</b>	<b>Federal Request</b>
Personnel	\$155,475
Fringe Benefits	\$52,862
Travel	\$9,664
Contractual	\$327,576

<i>Total Direct Costs</i>	\$545,577
Indirect Costs	\$83,957
<b>TOTAL PROJECT COSTS</b>	<b>\$629,533</b>

**CTEC Budget Narrative:**

**Personnel - \$155,475.** Costs are calculated using current salary rates. There are no planned salary increases at the time of this submission. Specific roles and responsibilities are described above in Section 3. PI Alex Newhouse is budgeted at his current salary rate of (b)(4) hour for 1,040 hours (27% effort or an average of 10 hours per week over 104 weeks). Enrique Nusi and Meghan Rahill are also budgeted for 1,040 hours each at current hourly rates of (b)(4) and (b)(4) respectively. Professor Jason Blazakis is budgeted for two faculty stipends at \$5,000 per year. Middlebury graduate research assistants are budgeted for 3,120 hours at the standard student employee rate of \$15.00/hour.

**Fringe Benefits - \$52,862.** Calculated at 34% of salaries and wages in accordance with Middlebury’s current negotiated indirect cost rate agreement (available upon request).

**Contracts - \$327,576.** A two-year subaward will be finalized with partner iThrive Games Foundation (\$307,576; details below). In addition, Middlebury will hire two independent contractors Christian Piccolini and Dr. John Horgan (roles described above) at \$5,000 each per year based on current market consulting rates and planned contributions to the project.

**Travel - \$9,664.** Trips by CTEC staff to school sites include:

- Two trips for Newhouse from Denver, CO, to Middlebury, VT, for design workshops and implementation. Trip costs include airfare (\$450 per trip), Lodging for five nights at the GSA rate (\$480 per trip), M&IE at the GSA rate (\$330 per trip), and ground transportation (\$350 per trip).
- Two trips for Newhouse from Denver, CO, to Monterey, CA, for design workshops and implementation. Trip costs include airfare (\$250 per trip), Lodging for five nights at the GSA rate (\$830 per trip), M&IE at the GSA rate (\$456 per trip), and ground transportation (\$350 per trip).
- Two trips for Rahill from Rochester, NY, to New York City, NY, for design workshops and implementation. Trip costs include lodging for three nights at the GSA rate (\$858 per trip), M&IE at the GSA rate (\$228 per trip), and ground transportation (\$250 per trip).

**Indirect Costs - \$83,957.** Calculated at 54% of salaries and wages in accordance with Middlebury’s negotiated indirect cost rate agreement.

**iThrive Subaward Budget:**

Personnel	\$160,296
Fringe Benefits	\$43,280
Travel	\$15,000
Contractual	\$68,000
Stipends	\$21,000
<i>Total Subcontract</i>	<b>\$307,576</b>

**Personnel.** Personnel costs include salary for five key iThrive personnel: Susan Rivers, PhD (15% effort in Year 1 and 10% effort in Year 2), Jane Lee (25% effort in Year 1, 10% effort in Year 2), Michelle Bertoli (20% effort in Year 1, 10% effort in Year 2), Eghosa Asemota (10% effort in Years 1 and 2), and Sierra Martinez (10% effort in Year 1, 15% effort in Year 2). All staff work 12 calendar year months. **Fringe rates** are budgeted at 27% of salary for all five staff.

**Travel.** We budget for four trips to Monterey, CA to support design and testing activities for Dr. Rivers (Boston) and Ms. Lee (New York City). Per trip costs are estimated at \$3,000 per trip including: round trip flights (\$600 \* 2 travelers), ground transportation (to/from home airport \$150 roundtrip \* 2 travelers, rental car in CA \$50/day \* 3 days), lodging (\$161/night \* 3 nights \* 2 travelers), and per diem (\$76/day \* 4 days incl. travel \* 2 travelers). We plan for two trips in both project years (\$6,000/year). We also budget for Dr. Rivers to travel to New York City twice in Year 1 for design workshops and pilot testing with one of our partnering schools, Urban Assembly, and twice in Year 2 during implementation. Average per trip cost from Boston to NYC is \$750 including round trip on Amtrak (\$200), ground transportation (to/from train station in Boston and in NYC \$140), lodging (\$258/night \* 1 nights), and 2 days per diem (\$76.00/day).

**Incentives.** We budget \$18,000 in Year 1 for educator and student incentives to participate in the design and pilot testing sessions, and \$3,000 in Year 2 to participate in implementation feedback sessions.

**Consultant Services.** **EdTogether**, led by Executive Director and Chief Scientist Gabrielle Rappolt-Schlichtmann, EdD, will oversee the accessibility and Universal Design for Learning components of the project, working with iThrive to produce meaningful learning arcs for all students and ensure accessibility to the iThrive Scenario. Dr. Schlichtmann will contribute to curriculum development and design of content delivery mechanisms to ensure considerations for learning accessibility. *We budget \$3,000 for 3 days of work in both project years.*

**Cudzu Creative**, led by Eric Bluestein, is our writing partner for the scenario script. Mr. Bluestein and his team have vast experience writing scripts for role-playing scenarios, and worked closely with iThrive on the scripts for three iThrive Sim scenarios. Cudzu Creative will lead the script writing of for this scenario, working closely with the Research and Analysis Team and the Technical Team. *We budget \$50,000 for an estimated 50 days of work.*

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<sup>2</sup> Dandurand, Y. “Social inclusion programmes for youth and the prevention of violent extremism.” *Countering Radicalisation and Violent Extremism Among Youth to Prevent Terrorism*. pp. 23-36. (pp. 26-31)

<sup>3</sup> Ahmadi, B. “Afghan youth and extremists: Why are extremists’ narratives so appealing?” *United States Institute of Peace Peacebrief*. Vol. 188. August, 2015. (pp. 3-4)

<sup>4</sup> Darden, J.T. *Tackling terrorists’ exploitation of youth*. 2019. The American Enterprise Institute. (p. 3)

<sup>5</sup> Bashar, I. “Countering violent extremism in Bangladesh.” *Counter Terrorist Trends and Analyses*. June, 2017. Vol. 9, No. 6. pp. 17-21 (pp. 18-20)

<sup>6</sup> Nagle, A. “The new man of 4chan.” *The Baffler*. 2016. No. 30. pp. 64-76 (p. 64)

<sup>7</sup> *Ibid* (pp. 67-69)

<sup>8</sup> Diaz, P.C. & Valji, N. “Symbiosis of misogyny and violent extremism.” *Journal of International Affairs*. 2019. Vol. 72, No. 2. pp. 37-56 (pp. 40, 41-43, 46-48)

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<sup>9</sup> <https://educationdata.org/k12-enrollment-statistics>

<sup>10</sup> Ozerdam, A. & Podder, S. (p. 66)

<sup>11</sup> Berube, M. et al. "Converging patterns in pathways in and out of violent extremism: insights from former Canadian right-wing extremists." *Perspectives on Terrorism*. December 2019. Vol. 13, No. 6. pp. 73-89 (p. 74, 78-79, 83-84)

<sup>12</sup> Dandurand, Y.

<sup>13</sup> Saleh, N.F. et al. "Active inoculation boosts attitudinal resistance against extremist persuasion techniques: a novel approach towards the prevention of violent extremism." *Behavioral Public Policy*. 2021. (pp. 8-12)

<sup>14</sup> Beaghley et al. "Development and Pilot Test of the RAND Program Evaluation Toolkit for Countering Violent Extremism." RAND Corporation, 2017. [https://www.rand.org/pubs/research\\_reports/RR1799.html](https://www.rand.org/pubs/research_reports/RR1799.html).

<sup>15</sup> Ozerdem, A. & Podder, S. (pp. 71, 73)

<sup>16</sup> Khan, M.M. "Countering violent extremism in Pakistan." *Strategic Studies*. Institute of Strategic Studies Islamabad. 2015. Vol. 35, No. 4. pp. 23-44.

<sup>17</sup> Saleh, N.F. (pp. 1, 16-20)

<sup>18</sup> Giedd, J. N. (2015). The amazing teen brain. *Scientific American*, 312(6), 32-37.

<sup>19</sup> Lenroot, R. K., & Giedd, J. N. (2006). Brain development in children and adolescents: Insights from anatomical magnetic resonance imaging. *Neuroscience & Biobehavioral Reviews*, 30(6), 718-729; Lenroot, R. K., Gogtay, N., Greenstein, D. K., Wells, E. M., Wallace, G. L., Clasen, L. S., . . . Evans, A. C. (2007). Sexual dimorphism of brain developmental trajectories during childhood and adolescence. *NeuroImage*, 36(4), 1065-1073.

<sup>20</sup> Jensen, F. E., & Nutt, A. E. (2015). *The teenage brain: A neuroscientist's survival guide to raising adolescents and young adults*. HarperCollins; Steinberg, L. (2014). *Age of opportunity: Lessons from the new science of adolescence*. Houghton Mifflin Harcourt.

<sup>21</sup> Foundations for Young Adult Success: A Developmental Framework. The University of Chicago Consortium on Chicago School Research. 2015. Available at: <https://consortium.uchicago.edu/sites/default/files/2018-10/Foundations%20for%20Young%20Adult-Jun2015-Consortium.pdf>

<sup>22</sup> Ozerdem, A. & Podder, S.

<sup>23</sup> Martelli, A. "Second section: radicalization process." *Index of Muslim Radicalization and De-Radicalization in Italy*. 2021. International Institute for Counter-Terrorism. (p. 46)

<sup>24</sup> Ahmadi, B. (p. 3-5)

<sup>25</sup> Darden, J.T. (pp. 9-10)

<sup>26</sup> Weine, S. (pp. 84-85)

<sup>27</sup> Ben Am, A. & Weimann, G. "Fabricated martyrs." *Perspectives on Terrorism*. October 2020, Vol. 14, No. 5. pp. 130-147. (p. 139)

<sup>28</sup> Hutchinson, J. "Far-right terrorism." *Counter terrorist trends and analyses*. June 2019. Vol. 11, No. 6. pp. 19-28 (pp. 19-21, 23, 27)

<sup>29</sup> Elliot Rodger often interacted with the WoW community on the mmo-champion.com forums, posting as user RamsayBolton. <https://www.mmo-champion.com/threads/1213614-Ganking-is-so-much-fun-now!>

<sup>30</sup> Forum moderator cachemaster shares deleted posts from an account belonging to Elliot Rodger where he describes the period of loneliness before creating his WoW account. <https://www.mmo-champion.com/threads/1524633-Santa-Barbara-gunman-was-WoW-addict?p=27275649&viewfull=1#post27275649>

<sup>31</sup> Kunzelman, M. and Tanner, J. "He Led a Neo-Nazi Group Linked to Bomb Plots. He Was 13." *AP News*. April 2020.

<sup>32</sup> High Resolves. (2018). Theory of change white paper. Retrieved from High Resolves: <https://highresolves.org/our-theory-of-change/>.

<sup>33</sup> Ibid (p. 18)

<sup>34</sup> Weine, S. "Building community resilience to violent extremism." *Georgetown Journal of International Affairs*. 2013. Vol. 14, No. 2. pp. 81-89. (pp. 84-87)

<sup>35</sup> Young males between the ages of 15-30 commit a disproportionate amount of terrorism (see Weber, Hannes. "Age Structure and Political Violence: A Re-Assessment of the 'Youth Bulge' Hypothesis." *International Interactions* 45, no. 1 (January 2019): 80-112.) Across the extremist spectrum, movements and groups have targeted adolescents for recruitment; for more information on Islamist extremist targeting of high school populations, see Bott, Catherine, et al. "Recruitment and Radicalization of School-Aged Youth By International Terrorist Groups." *Homeland Security Institute*. April 23, 2009.



## List of Appendices

1. Implementation and Measurement Plan
2. Key Personnel Resumes
  - Jason **Blazakis** (CTEC)
  - Alex **Newhouse** (CTEC)
  - Enrique **Nusi** (CTEC)
  - Meghan **Rahill** (CTEC)
  - Dr. John **Horgan** (CTEC Consultant)
  - Christian **Picciolini** (CTEC Consultant)
  
  - Dr. Susan **Rivers** (iThrive)
  - Jane **Lee** (iThrive)
  - Gabrielle **Schlichtmann** (iThrive Consultant)
  - Michelle **Bertoli** (iThrive)
  - Eghosa **Asemota** (iThrive)
  - Sierra **Martinez** (iThrive)
3. Letters of Commitment
  - Union Assembly
  - Monterey High School
4. Letters of Recommendation
  - Jason Ipe, Global Center on Cooperative Security
  - Dr. Colin Clarke, The Soufan Group

## OTVTP Implementation & Measurement Plan

<b>Organization Name</b>	President and Fellows of Middlebury College: Center on Terrorism, Extremism, and Counterterrorism and iThrive Games Foundation
<b>Project Title</b>	Building Resilience to Radicalization Through an Innovative Game-Based Curriculum
<b>Grant Number</b>	
<b>Grant Implementation Period</b>	October 1, 2021 – September 30, 2023

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### **Project Goal Statement**

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This program will develop and assess an evidence-based simulation curriculum that (i) educates and empowers adolescents to become more aware and more resistant to radicalization, and (ii) builds capacity at the high school and district level for preventing and countering violent extremism (P/CVE). The Center on Terrorism, Extremism, and Counterterrorism (CTEC) at the Middlebury Institute of International Studies and iThrive Games Foundation will develop an educational program built around iThrive's existing digital simulation technology.

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### **Target Population**

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Approximately 15 million youth are currently enrolled in high schools across the country, creating a large pool of potential recruits for extremists looking to engage adolescents. This project will work closely with educators and students from three high schools located in different regions and settings (rural, urban, suburban) to design and test the proposed innovation program. This project's three pilot schools are geographically and demographically distinct, and to the best of the applicants' knowledge, none of them are currently served by P/CVE programs. The program is designed for scaling so that the simulation curriculum can reach high schools across the country after the 2-year project period. In addition, it can be abstracted to the framework level for application at other community institutions such as community centers and public libraries.

**Goal 1: To improve research on preventing domestic terrorism and radicalization by conducting nuanced studies to inform the most effective preventative programs which target youth in online gaming.**

**Goal 1 IMPLEMENTATION PLAN**

Objectives	Activity	Inputs/Resources	Timeframe	Anticipated Output
Objective 1.1: Conduct research on radicalization and extremism in gaming to facilitate program design.	Activity 1.1.1: Research into radicalization and extremism in gaming	CTEC's Research and Analysis Team, including subject matter expert and consultant John Horgan, will utilize hours allotted to initiative research to examine online radicalization methodologies by consulting extant literature and reaching out to colleagues in the broader academic community to reach a consensus on how extremist groups utilize the Internet specifically to target and recruit youth.	Q4 2021 (Oct 1 - Dec 2021)	1 research report briefing representing the work of 6 CTEC analysts and 11 iThrive analysts outlining the current threat of extremism in gaming, previous CVE educational strategies, and an audience analysis showing who is most at risk for gaming-based recruitment.
	Activity 1.1.2: Evaluation of past CVE educational strategies	CTEC's Research and Analysis Team and iThrive Research Specialists will utilize hours allotted to initiative research to review extant literature on digital CVE strategies, assessing them for successful short- and long-term reductions in radicalization and recruitment of youth by extremist actors.		1 literature review compiling the most, ideally at least 5, authoritative sources on CVE education strategies and their overall effectiveness.
	Activity 1.1.3: Audience Analysis	CTEC analysts will collaborate with consultant Dr. John Horgan to develop multiple audience profiles, analyzing specifically who will be most at risk for recruitment in digital gaming demographically and psychologically. These audience profiles will help iThrive and CTEC to collaboratively build a narrative that targets the most at-risk groups.		1 academic research paper utilizing 2 outputs from Activities 1.1.1 and 1.1.2 to analyze and identify which audiences may be most at risk for radicalization and how the most successful CVE programs reached these individuals or groups.

**Goal 1: To improve research on preventing domestic terrorism and radicalization by conducting nuanced studies to inform the most effective preventative programs which target youth in online gaming.**

**Goal 1 MEASUREMENT PLAN**

Activity Number	Performance Measures	Data Collection Method and Timeline
Activity 1.1.1: Preliminary research into radicalization and extremism in online gaming	The number of audience profiles, previous CVE strategies, and scholarly articles on online radicalization assessed in the joint CTEC/iThrive research paper.	CTEC researchers will utilize Institute libraries and electronic academic resources to collect and analyze extant scholarly literature on general online radicalization and recruitment methodologies and compile them into a research report briefing to be presented to the CTEC/iThrive collaborative team by the middle or end of Q4 2021. (Oct 1 - Dec 2021)
Activity 1.1.2: Evaluation of past CVE educational strategies		CTEC researchers will utilize Institute libraries and electronic academic resources to compile and scrutinize extant scholarly literature to determine the strongest authoritative sources on CVE education strategies and gauge their success through qualitative analysis of the research findings and compile them into a literature review to be presented to the CTEC/iThrive collaborative team by the middle or end of Q4 2021. (Oct 1 - Dec 2021)
Activity 1.1.3: Audience Analysis		CTEC and iThrive researchers will collaborate on a joint paper utilizing the output from Activities 1.1.1 and 1.1.2. This paper will serve as the guiding document when building out the simulation. Drafting of this document will start as soon as the literature review is complete, with drafting concluding at the tail end of Q4 2021. (Oct 1 - Dec 2021)

**Goal 2: To increase awareness of and build resilience to online radicalization by building a narrative design for a pilot immersive, experiential role-playing CVE educational game.**

**Goal 2 IMPLEMENTATION PLAN**

Objectives	Activity	Inputs/Resources	Timeframe	Anticipated Output
<p>Objective 2.1: Collaboratively build a narrative design with CTEC team and iThrive based on research in order to inform overall program design for an immersive, experiential role playing CVE game. <b>Note: IRB determination process will occur before the start of the grant.</b></p>	<p>Activity 2.1.1: Narrative Design</p>	<p>CTEC, iThrive, and their respective consultants will utilize allotted hours to apply Phase 1 research findings to the initial narrative design of a simulated social media environment whose purpose is to raise awareness of and increase resilience to online radicalization; successful CVE strategies uncovered in Activity 1.1.2 will inform CTEC and iThrive analysts of successful CVE messaging and methodology to apply to this simulation while the findings in Activity 1.1.3 will aid CTEC and iThrive in identifying student groups who are at immediate risk of radicalization and design scenarios focused around those milieus.</p>	<p>Q4 2021 (Oct 1 - Dec 2021)</p>	<p>1 document outlining a draft design of role playing simulation storyline, plot, and player choices which helps teens and young adults enhance awareness of vulnerable people and how they are targeted. Simulation will be designed for 30-45 minutes of daily engagement over the course of 1-2 week/s, with 10-15 minutes allotted for student/facilitator discussion. Each simulation group will engage with approximately 5 different scenarios over the course of instruction, each scenario presenting students with a range of recruitment attempts on varying social media formats.</p>
<p>Objective 2.2: Build the innovative immersive, experiential CVE educational program using finalized narrative, and iThrive Sim technology over a six month time frame.</p>	<p>Activity 2.2.1: Program Design</p>	<p>iThrive Games will utilize project hours to employ in-house educational experts, game designers, and engineers to apply the draft design to build a beta version of the proposed scenario via the proprietary iThrive Sim software suite. Simultaneously, CTEC will develop a pre- and post-exercise survey to gauge improvement in student awareness of recruitment tactics.</p>	<p>Q1-Q2 2022 (Deadline June 30, 2022)</p>	<p>Version 0.1 of the custom-built iThrive Sim scenario designed for experiential learning about radicalization issues, and 1 draft survey that will collect anonymized demographic information including age, race, nationality, and gender, and contain 10-15 multiple choice questions regarding the subject matter presented in the simulation, to be integrated into the simulation and presented to students prior to and immediately concluding the exercise.</p>

<p>Objective 2.3: Test the beta simulation among a sample audience of students spread across the three partner schools for feedback, review, and recommendations.</p>	<p>Activity 2.3.1: Beta simulation testing</p>	<p>CTEC and iThrive will collaborate with the three partner high schools to conduct beta testing; this will include 90 students over a 1-2 week course of instruction, conducted in one-hour (one period) segments to minimize interruptions to the normal school day. Student input will come in the form of survey responses which the CTEC and iThrive teams will review and analyze for further improvements to the simulation. Teachers will collaborate with CTEC/iThrive through pre- and post-exercise MS Teams conferences to ensure tests are administered properly. CTEC, iThrive, and additional consultants will review and analyze survey results, software malfunctions, and facilitator concerns as they come to the teams' attention.</p>	<p>Q3 2022 (July - Sept)</p>	<p>90 completed simulations using version 0.1 of the iThrive Sim simulation as confirmed by the completion of the post-exercise survey data. Additional data including facilitator and student feedback, software error reports, ease-of-use critiques, and overall engagement as observed by facilitators will also be used to gauge program effectiveness and inform improvements to the simulation.</p>
<p>Objective 2.4: Evaluate and analyze the recommendations/feedback from the 250 beta tests, make optimizations and improvements as needed, and redistribute the finalized simulations for optimal performance results.</p>	<p>Activity 2.4.1: Optimizations</p>	<p>CTEC and iThrive will use the results of the post-exercise knowledge survey to determine if the exercise had a statistically significant effect on student awareness of extremist recruitment tactics, as determined by regression analysis conducted in R. CTEC and iThrive will collaborate on scenario improvements while iThrive software developers perform any critical maintenance needed on version 0.1 of the simulation software as outlined in software error reports from beta testing. Facilitator feedback should inform CTEC and iThrive of any issues that do not appear in survey or software data, especially where direct observation of student engagement with the simulation indicates inattentiveness or disinterest.</p>	<p>Q3 2022 (Deadline Sept 30, 2022)</p>	<p>Version 1.0 of the iThrive Sim exercise, as informed by a regression analysis of the post-exercise survey data and a qualitative analysis of facilitator/student feedback.</p>

**Goal 2: To increase awareness of and build resilience to online radicalization by building a narrative design for a pilot immersive, experiential role-playing CVE educational game.**

**Goal 2 MEASUREMENT PLAN**

Activity Number	Performance Measures	Data Collection Method and Timeline
Activity 2.1.1: Narrative Design	The narrative design draft contains enough plot and player choice elements to build a simulation which raises awareness of extremist presence in online spaces over a 1-2 week long course of instruction.	CTEC/iThrive collaborative teams will utilize Phase 1 research to draft the initial scenario to be delivered to the software development team by Q2 of 2022. CTEC researchers will leverage their expertise in online extremism to craft true-to-life scenarios that mimic the methods used to spread extremist messaging on social media while collaborating with iThrive to determine how this information is best presented to the target audience in an educational setting. The initial draft will be ready to present to the software development team by Q3 of 2022.
Activity 2.2.1: Program Design	Working version 0.1 of the simulation software is complete and has integrated a CTEC-developed survey to gauge program success; at least 250 beta tests have been conducted and survey data returned to CTEC for quantitative analysis to determine program effectiveness; facilitator feedback, software error reports, and overall engagement taken into consideration to improve this version.	iThrive software developers will integrate the narrative design draft into the proprietary iThrive Sim platform with the goal of beginning beta testing in Q3 of 2022. As iThrive builds the simulation, CTEC will simultaneously develop a 10-15 question pre- and post-exercise survey which will be constructed to measure student engagement with the material by measuring the gap in knowledge of online extremist recruitment methods before and after the 1-2 week course of instruction; questions will focus on "how" and not "what" extremists do to recruit youth in online spaces as determined in Phase 1 research. Once development has concluded and a working beta version is ready to distribute, CTEC and iThrive will reach out to the three partner schools who will determine at least 8 facilitators, who CTEC/iThrive will brief on their joint research in preparation for the simulation. The team will then request from the three partner schools that no less than 250 students, total, participate in the simulation and complete the pre- and post-exercise surveys, which will then be collected by facilitators and returned to CTEC for quantitative analysis to determine program effectiveness by Q4 2022.
Activity 2.3.1: Beta simulation testing		



<p>Activity 2.4.1: Optimizations</p>	<p>Quantitative analysis of survey data is complete and facilitator feedback, software error reports, and other input have been considered and integrated into a plan to optimize the simulation for full distribution across the education system - version 1.0 is ready to go.</p>	<p>Simulation facilitators will be responsible for returning survey data to CTEC via email or other undetermined means; individual schools will be accountable for this data. Survey data must be returned to CTEC no later than the end of Q4 2022 so that quantitative analysis of the data may be completed by the start of Spring 2023 semester. If there is no statistically significant (<math>p &lt; 0.05</math>) improvement in survey scores in the sample population, then CTEC and iThrive will re-examine the draft scenario and make changes where survey data suggests there are weaknesses. iThrive software developers will examine software error reports and fix critical bugs both in real-time as beta testing proceeds and post-facto where needed, while both CTEC and iThrive collaborate to apply facilitator and student feedback to further improvements to version 0.1. Once all data has been applied to improving the beta version, the simulation software will be ready for distribution in additional partner schools by Q4 2022 or Q1 2023.</p>
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**Goal 3: To implement a novel, digital educational approach to CVE by introducing the experiential role-playing pilot strategy to multiple high schools for feedback, analysis, and measurement.**

**Goal 3 IMPLEMENTATION PLAN**

<b>Objectives</b>	<b>Activity</b>	<b>Inputs/Resources</b>	<b>Timeframe</b>	<b>Anticipated Output</b>
Objective 3.1: Implement the pilot educational program in three pre-approved locations and coordinate with teachers in schools to administer the initiative. Students and teachers will each receive stipends for their participation.	Activity 3.1.1: Implementation and Rollout of Finalized Pilot Initiatives	Version 1.0 of the iThrive Sim exercise, along with supplementary course materials, will be introduced to the three partner schools who will then identify at least 8 instructors and 100 students, total, to facilitate and engage in the simulation. CTEC and iThrive will use hours allotted to initiative research to collaborate with instructors on a weekly basis through MS Teams to gauge student progress and engagement with the material.	Q4 2022 - Q2 2023 (Oct 2022-June 2023)	At least 10 instructors trained in implementing iThrive Sim; at least 90 students successfully participated in pilot curriculum. Additional survey and instructor input is expected from each iteration of training.
Objective 3.2: Measure success by testing students' awareness of recruitment tactics via a pre- and post-exercise survey that is integrated into the simulation.	Activity 3.2.1: Evaluations and Measurements	CTEC quantitative specialists will utilize survey data to conduct analysis to gauge overall improvement in student knowledge of extremist recruitment tactics, with adjustments made to the course material as determined by these measurements. Once sufficient data has been collected over the course of Phase 3, time series analysis will be used to determine the success of these adjustments by analyzing the statistical significance of long-term performance in the simulation where $p < 0.05$ represents a statistically significant outcome.	Q4 2022 - Q2 2023 (Oct 2022-June 2023)	Statistically significant average increase of 50% in student awareness and knowledge of radicalization, recruitment, and community resilience methods, where statistical significance is measured by comparing pre- and post-exercise survey answers to determine whether or not participation in the simulation corresponds to an increase in survey scores. Additional adjustments and improvements to the simulation may also be needed, pending survey and facilitator feedback, in which case time-series analysis will determine overall effectiveness of those changes by Q2 2023.
Objective 3.3: Build final deliverable report analyzing the success of the pilot program.	Activity 3.3.1: Final Report Deliverable	CTEC and iThrive will collaborate on a final report summarizing all outputs up to Objective 3.2 utilizing hours allotted to initiative research.	Q3 2023 (July & August 2023)	Further refined and revised iThrive Sim; report readout detailing measurement findings and lessons learned; packaged curricula and additional professional development resources ready for scale-up to other schools and districts.

**Goal 3: To implement a novel, digital educational approach to CVE by introducing the experiential role-playing pilot strategy to multiple high schools for feedback, analysis, and measurement.**

**Goal 3 MEASUREMENT PLAN**

Activity Number	Performance Measures	Data Collection Method and Timeline
Activity 3.1.1: Implementation and Rollout of Finalized Pilot Initiatives	Version 1.0 of the custom iThrive Sim scenario is implemented at the partner schools and survey data is returned to CTEC at regular intervals throughout the school year to monitor program effectiveness.	Data will be collected via electronically administered surveys. Measurement will be augmented by the inclusion of a control group of students among the survey population; these students, who will not participate in the educational program, will provide a baseline to compare against. Q4 2022 - Q2 2023 (Oct 2022-June 2023)
Activity 3.2.1: Evaluations and Measurements		
Activity 3.3.1: Final Report Deliverable	Statistically significant ( $p < 0.05$ ) improvement in recognition as shown by regression analysis shows that the simulation should then be considered for further distribution and integration into the public education system by the end of the two-year funding period.	Analysis of both pilot phase monitoring and evaluation briefings, all pre and post-exercise surveys, and additional consultation with subject matter experts. Q3 2023 (July & August 2023)

APPENDIX A: RISK MANAGEMENT PLAN

<b>Risk Identified</b>	<b>Likelihood of Risk Occurring (low/medium/high)</b>	<b>Risk Analysis (brief assessment of the impact the identified risk could/would have on the project)</b>	<b>Risk Management Plan (plan to minimize the impact that the risk presents to the project and adjustments to be made if the risk transpires)</b>
Lack of Engagement with Material by Participants	Low	There is a small chance that students would not be engaged with the educational program, which would provide difficulties in receiving effective feedback. This would also impact the accuracy of data collection, as measurement may conflate student enthusiasm with effectiveness of the project.	CTEC and iThrive will work on the ground directly with teachers to ensure the program can be implemented and measured for effectiveness. Additionally, stipends will be provided for both teachers and students participating, giving an incentive those engaging in the program to do so in a professional manner. Additionally, beta testing will be conducted before the pilot campaign is finalized in order to provide timing for any possible needed optimization for such low-risk narrative improvements.
Unforeseen Complications to Partnerships	Low	In the course of the project period, partner schools may decide to terminate the relationship and cease participation in the project. While this risk is very small, it would have a significant impact as it would reduce the pilot population by 33%. This would subsequently reduce the comprehensiveness of measurement mechanisms and would lessen the amount of feedback the project team would receive.	CTEC and iThrive have additional prospective schools for partnering beyond the three listed in the project proposal. If a partnership is terminated, then the program will be piloted at an alternative school. In order to mitigate the risk, CTEC and iThrive will establish robust communications and feedback pathways between the school and the project team so that issues or challenges can be resolved without partnership termination.
Unforeseen Financial Needs Beyond Grant Amount	Low	There is a small chance that unforeseen obstacles will arise that bring unexpected costs, such as obstacles that necessitate additional travel to partner schools. This risk would challenge successful implementation of the project.	All methods of resolution would be applied, including brainstorming alternative methods, utilizing partners and consultants, and discussing budget revisions with DHS that would reduce effort/costs in other areas of the project. before considering using non-award resources. If there is no pathway to resolution, CTEC and iThrive will redirect funds from personnel or consultants to complete implementation.
Delay in IRB Approval	Low	If Middlebury College's IRB Board's approval is delayed, then the project would not be able to begin at its currently scheduled kickoff point in October 2021. As a result, the team would likely have to compress the design phase of the program in order to keep on schedule for beta testing in Q3 2022.	CTEC will ensure that its IRB application is strong and complete, and it will work with the IRB Board to ensure timely approval is granted. If approval is delayed, then CTEC will immediately work with iThrive and partner schools to build a condensed design process in order to ensure that later phases stay on schedule.

## Jason M. Blazakis

(b)(6)

### Executive Profile

Dedicated, results-driven national security professional with nearly 20 years of experience in sanctions, counterterrorism, foreign policy, and intelligence. Successfully navigated complex internal politics to gain Secretary of State's approval to sanction over 500 individuals and groups. Handpicked by the Department of State Coordinator for Counterterrorism to lead counterterrorism finance policies and programs. Reviewed and approved every Treasury OFAC terrorism sanction from 2008 to August 2018. Led U.S. efforts to impose sanctions on State Sponsors of Terrorism – Iran, North Korea, Syria, and Sudan. Innovative, tenacious, highly successful counterterrorism expert who shaped U.S. and UN counterterrorism policies and who has a long history of training foreign governments in the area of sanctions and counterterrorism finance. Educator and consultant focusing on terrorism finance, intelligence, right-wing extremism, and sanctions trends.

### Experience and Key Accomplishments

**Professor of the Practice** **July 2018 – Present**  
**Middlebury Institute of International Studies (MIIS)**  
Permanent faculty member teaching courses on terrorism, counterterrorism, sanctions, and intelligence.

**Director** **July 2018 – Present**  
**Center on Terrorism, Extremism, and Counterterrorism (CTEC)**  
Directs research and education efforts related to the study of terrorism, extremism, and counterterrorism. Directing extremism-related content project for top Silicon Valley company. Raised over \$2million in funding since arriving at Middlebury.

**President and CEO** **July 2018 – Present**  
**Riptide Threat Mitigation Group (RTMG)**  
Founder, President, and CEO of a geopolitical risk consultancy group that specializes in identifying and analyzing threat information to protect business interests and minimize reputational risks. Provides specialized training and capacity building services in the area of terrorism finance and sanctions. Clients: United Nations, Talos Energy.

**Senior Advisor**  
**The Soufan Group** **November 2019 – Present**  
Carries out all source investigations for various private clients regarding threats to business interests. Provides all-source analytical support on hostage/kidnapping cases.

**Senior Research Fellow** **November 2019 – Present**  
**The Soufan Center**

Writes reports and daily intelligence briefings for the Soufan Center's public facing enterprise. Lead author for the Soufan Center report on the rise of white supremacy.

### **Editorial Advisory Board**

**International Journal of Intelligence and Counterintelligence**  
– Present

**January 2020**

Serves as an advisor on the editorial board for an academic journal that publishes peer-reviewed articles on issues within the field of intelligence and counterintelligence.

### **Director, Office of Counterterrorism Finance** **June 2008 – July 2018**

#### **Bureau of Counterterrorism, U.S. Department of State, Washington, DC**

Led team of Foreign and Civil Service officers, U.S. federal agency representatives (OFAC, FinCEN, Intelligence Community), and contractors. Advised the Secretary of State to sanction individuals and entities as terrorists, ensuring recommendations are legally defensible and persuasive. Briefed Congressional Members and Staff, describing the process and rationale for the Secretary's actions. Worked directly with foreign partners to ensure they carry out parallel actions with the United States. Led U.S. Government delegations to foreign-hosted events discussing terrorism and the financial activities of terrorists. Represented the Department of State at National Security Staff-chaired meetings on terrorist activities. Formulated and coordinated counterterrorism policies with other U.S. Government departments and agencies. Expert on terrorism, criminal, and proliferation financing.

Top Secret clearance with access to Sensitive Compartmented Information. Current Single Scope Background Investigation.

#### Key Accomplishments:

- Secretary of State designated over 500 terrorist organizations and individuals since 2008, denying access to financial assets and other property, prohibiting travel to the United States, and establishing a basis for legal action against these entities.
- Managed the State Sponsor of Terrorism portfolio. Regularly led State Department efforts related to sanctions of Iran, North Korea, Sudan, and Syria. Office was the lead on Cuba's delisting as a State Sponsor of Terrorism.
- Ensured international counterpart compliance with Departmental sanction-related activities. Worked on daily basis with OFAC, FINCEN, and other Treasury Offices on sanctions issues.
- Managed evaluation and award of multimillion-dollar proposals and grants for anti-money laundering and counterterrorism finance programs.
- Worked closely with multiple foreign governments to include but not limited to: United Kingdom, France, Canada, Australia, New Zealand, India, Singapore, and Russian Federation.

- Conducted multiple on-ground training of foreign government personnel in the area of terrorism sanctions and finance. Developed modules and content for the training of foreign government personnel.
- Led U.S. efforts in nomination of individuals and organizations for listing at multiple UN sanctions committees. Worked regularly with UN and maintained strong personal contacts with UN counterparts. In tandem with UN experts, trained foreign governments on matters related to implementation of UN sanctions.
- Served as the Head of Delegation for the U.S. Government at multilateral counterterrorism meetings. Advocated for United States Government counterterrorism policy positions and views, leading to increased collaboration with foreign governments to enhance worldwide counterterrorism efforts.
- Delivered speeches to audiences as varied as the Vatican, Portugal's national security establishment, and the University of Lisbon on terrorism and terrorism finance. Regularly delivered speeches on sanctions.
- Evaluated all-source intelligence information to detect which threats the Secretary of State should sanction as terrorists. State Department's resident expert on sanctions and terrorism.
- Outstanding staff retention rates a result of fostering a collaborative, objective, and creative office atmosphere, leading to increased productivity.

**Intelligence Operations Specialist** **July 2005 - June 2008**

**Bureau of Intelligence and Research, U.S. Department of State, Washington, DC**

- Identified new resources, business practices, and technologies that were used to improve intelligence support to Ambassadors and other senior diplomats.
- Coordinated proposals from National Security Agency with Department offices and lawyers to ensure signals intelligence activities are consistent with foreign policy objectives, a key tenet of Executive Order governing intelligence activities.

**Presidential Management Fellow** **January 2004 - July 2005**

**Bureau of Political Military Affairs, U.S. Department of State, Washington, DC**

- Implemented Presidential directive, certifying foreign policy interests are considered before the Defense Department conducts exercises in politically sensitive geographic locations.
- Ensured that U.S. military units complied with Congressionally-mandated human rights restrictions on military assistance and training activities with foreign forces.

**Afghanistan Program Officer, Embassy Kabul**  
**U.S. Department of State, Washington, DC**

**April 2004 - October 2004**

- Frequent and extended travel to Afghanistan provided real-time management of counternarcotics programs. In-country experience increased credibility with senior Afghan and U.S. Government officials.
- Managed multimillion-dollar budget, ensuring funds for projects designed to reduce narcotics production in Afghanistan were efficiently administered.
- Represented bureau at Afghanistan Interagency Operations Group meetings chaired by the National Security Council.

**Congressional Research Service** **October 2003 - January 2004**

**Library of Congress, Washington, DC (Domestic Intelligence Analyst)**

- Authored first ever Congressional Research Service report on unmanned vehicles, “Border Security and Unmanned Aerial Vehicles.”

**Legislative Assistant** **November 1997 - June 2001**

**Congressman Jim Saxton (Retired-NJ), Washington, DC**

- Advised nine-term Congressman on foreign policy, national security, judiciary, counterterrorism, telecommunications, intelligence, and cyber legislation. Legislation enacted by drafting bills, building bipartisan coalitions, and obtaining co-sponsors.
- Appointed by Chair, House Armed Services Committee Special Oversight Panel on Terrorism to serve as liaison to the Oversight panel.

**Academic Experience**

**Adjunct Lecturer** **August 2016 - present**

**Johns Hopkins University**

Created and taught course on terrorist finance techniques.

**Adjunct Lecturer** **January 2012 - present**

**University of Maryland**

Developed and taught courses on terrorist finance, the rise of ISIL, and terrorist motivations. Selected by the University to deliver remarks on terrorism and terror finance in a Massive Online Course. Audience of more than 20,000 people represented the University’s highest watched course.

**Education**

**Columbia University, School of International and Public Affairs, New York, NY**

Master of International Affairs, May 2003.

**Johns Hopkins University, School of Arts and Sciences, Washington, DC**

Master of Government, May 2001.



**University of Mississippi, School of Liberal Arts, Oxford, MS**  
Bachelor of Arts, May 1997.

**Publications and Media**

“Border Security and Unmanned Aerial Vehicles.” Congressional Research Service, 2004.

“Ten Years After the Mumbai Attacks, Where are They Now?” The Hill, November 9, 2018

“American Terrorists: Why Current Laws are Inadequate for Violent Extremists at Home.” Lawfare, December 2, 2018

“Leaving Syria Shrinks U.S. Influence in the Levant.” The Hill, December 3, 2018

“Labeling Venezuela a Terror-Supporting State Doesn’t Fit.” The Hill, December 3, 2018

Lawfare Podcast on Domestic Terrorism with Mary McCord and Ben Wittes – January 2019

“Walls Don’t Work In Isolation; First End the Shutdown.” The Hill, January 9, 2019

“Pakistan’s Proxies.” Lawfare, February 24, 2019

“A Road Map for Congress to Address Domestic Terrorism.” Lawfare, February 27, 2019

Spycast (International Spy Museum’s Podcast) on terrorism finance and domestic terrorism with Vincent Houghton. March 19, 2019

“Why Trump’s Latest Move Against Iran Was Pointless – And Dangerous.” Time Magazine, April 9, 2019

“The Reappearance of Abu Bakr al-Baghdadi,” The Hill, May 2, 2019

“The Muslim Brotherhood is Not a Terrorist Organization,” Foreign Affairs, May 17, 2019

“Sudan at a Crossroads: Rethinking U.S. Policy.” Lawfare, June 9, 2019

“The Logistics of Terror: The Islamic State’s Immigration and Logistics Committee,” The Strategy Bridge, June 18, 2019

“Hamza bin Laden’s Reported Death is not the Death of al-Qaeda,” The Hill, August 2, 2019

“Domestic Terrorism is fueled by paranoid delusions,” Philadelphia Inquirer, August 18, 2019

“What’s the New Terror Financing Executive Order All About,” Just Security, September 17, 2019

“White Supremacy Extremism: The Transnational Rise of the Violent White Supremacist Movement” Soufan Center, September 27, 2019  
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“How Hate Groups Abuse the Tax Code to Fund Their Activities,” Talking Points Memo, October 15, 2019

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<https://www.defenseone.com/ideas/2019/12/declaring-mexican-drug-cartels-terrorists-bad-old-idea/161596/?oref=d-topstory>

“Privacy in the Age of High Technology,” International Journal of Intelligence and Counterintelligence. December 10, 2019.  
<https://www.tandfonline.com/eprint/JIYWFEH6W9VSDUGAFY6X/full?target=10.1080/08850607.2019.1668244>

“The US Recently Made a Smart Move Toward Iran. Killing Soleimani Wasn’t It,” Defense One. January 3, 2020  
<https://www.defenseone.com/ideas/2020/01/us-recently-made-smart-move-toward-iran-killing-soleimani-wasnt-it/162197/>

“Brexit Could Spark a Return to Violence in Northern Ireland,” Foreign Policy. January 22, 2020  
<https://foreignpolicy.com/2020/01/22/northern-ireland-paramilitary-violence-brexit/>

“The Trump-Netanyahu Alliance is Endangering Americans and Israelis,” Foreign Policy. February 3, 2020  
<https://foreignpolicy.com/2020/02/03/trump-netanyahu-alliance-peace-plan-dangerous-americans-israelis/>

“Better Intel Could Help the U.S. Designate White Supremacist Groups As Terrorists”  
The Hill, March 25, 2020  
<https://thehill.com/opinion/national-security/488571-better-intel-could-help-the-us-designate-white-supremacist-groups>

“Coronavirus Social Distancing Presents Special Challenges to Spies” The Hill, April 8, 2020  
<https://thehill.com/opinion/national-security/491371-coronavirus-social-distancing-presents-special-challenges-to-spies>

“Inside the Russian Imperial Movement: Practical Implications of U.S. Sanctions” The Soufan Center, April 23, 2020  
<https://thesoufancenter.org/research/inside-the-russian-imperial-movement-practical-implications-of-u-s-sanctions/>

“Is the Threat from ISIS Really More Significant Because of COVID-19?” The Hill, May 13, 2020  
<https://thehill.com/opinion/national-security/497261-is-the-threat-from-isis-really-more-significant-because-of-covid-19>

“Using A Terrorism List to Squeeze Cuba and Venezuela” Lawfare, May 31, 2020  
<https://www.lawfareblog.com/using-terrorism-list-squeeze-cuba-and-venezuela>

“Why Trump Can’t Designate Antifa As A Terrorist Organization” Slate, June 1, 2020  
<https://slate.com/news-and-politics/2020/06/antifa-terrorist-organization-designation-trump.html>

“The Growing Irrelevance of State’s List of Countries Not Cooperating on Counterterrorism” Just Security, June 4, 2020  
<https://www.justsecurity.org/70529/the-growing-irrelevance-of-of-states-list-of-countries-not-cooperating-on-counterterrorism/>

“Deadly Prayers” International Journal of Intelligence and Counterintelligence, June 5, 2020  
<https://www.tandfonline.com/doi/full/10.1080/08850607.2020.1759303>

“The U.S. Has Become the World’s Top Exporter of White Extremism” Talking Points Memo, June 17, 2020  
<https://talkingpointsmemo.com/cafe/the-us-has-become-the-worlds-top-exporter-of-white-extremism>

“How the U.S. Could Respond to Russia’s Support of the Taliban” The Hill, July 1, 2020  
<https://thehill.com/opinion/international/505313-how-the-us-could-respond-to-russias-support-of-the-taliban>

“The Atomwaffen Division: The Evolution of the White Supremacy Threat” The Soufan Center, August 12, 2020

<https://thesoufancenter.org/research/the-atomwaffen-division-the-evolution-of-the-white-supremacy-threat/>

“Trump’s Rhetoric Breeds Radicals Who Think They’ve Been Anointed by POTUS to Fight.”

<https://talkingpointsmemo.com/cafe/trump-rhetoric-breeds-radicals-think-anointed-potus-fight> September 29, 2020

“The Frighteningly Sophisticated Plot to Kidnap Gretchen Whitmer.”

<https://slate.com/news-and-politics/2020/10/michigan-gretchen-whitmer-militias.html>  
October 8, 2020

Podcast on White supremacy extremism with KCBS Radio – the Crisis Next Door with Jason Brooks:

<https://omny.fm/shows/the-crisis-next-door/the-rising-threat-of-white-supremacists> -  
November 1, 2020

“Trump Abused Sanctions and Failed to Get Results. Biden Can Do Better.”

<https://foreignpolicy.com/2020/11/19/trump-abused-u-s-sanctions-and-failed-to-get-results-biden-can-do-better/> November 19, 2020

“Trump Will Name Houthis a Terrorist Group to Box in Biden on Iran. It will Lead to Death and Diplomacy Demise in Yemen.”

<https://talkingpointsmemo.com/cafe/trump-name-houthis-terrorist-group-box-in-biden-iran-lead-death-demise-diplomacy-yemen>  
December 1, 2020

“Counterterrorism – at home and abroad – will be renewed under Biden.”

<https://thehill.com/opinion/national-security/529179-counterterrorism-at-home-and-abroad-will-be-renewed-under-biden?amp> - December 9, 2020

# Alex Newhouse

(b)(6)

## **EMPLOYMENT**

### **Middlebury Institute of International Studies, Monterey, CA**

*Deputy Director, Center on Terrorism, Extremism, and Counterterrorism, March 2021-Present*

*Research Lead, Center on Terrorism, Extremism, and Counterterrorism, Feb. 2020-March 2021*

- Lead research, administration, and development at CTEC.
- Build and manage teams of graduate and undergraduate students.
- Run CTEC's PR and communications, including designing and launching a newsletter that highlights student and staff voices.
- Manage budgets, lead hiring, and serve as Principal Investigator on grant-funded projects.
- Designed and taught a Middlebury College course on online extremism and OSINT techniques.
- Raised over \$500,000 in grants.
- Established long-term partnerships with companies such as OpenAI and Spectrum Labs.
- Published over a dozen novel research articles through various channels.
- Forged cross-Middlebury collaboration by hiring both Institute and College faculty, staff, and students.

*Data Analyst and Independent Researcher, CTEC, Sept. 2018-Jan 2020*

- Helped launch CTEC and secured funding for its first project.
- Assisted with development of glossary of right-wing terminology, slang, and images.
- Used expertise on right-wing extremism to assist and mentor CTEC student researchers.

### **Sony Interactive Entertainment, San Mateo, CA**

*Data Governance Analyst, Jan. 2019-Jan. 2020*

- Managed and coordinated PlayStation's data-sharing process.
- Assisted with creation and implementation of privacy policies and standards.
- Operationalized SIE's privacy-by-design goals so that users have safety, security, control, and transparency over their own data.
- Collaborated closely with privacy lawyers to develop a shared language that allows for understanding of and compliance with privacy legislation, like the GDPR and CCPA.

### **Middlebury Institute of International Studies, Monterey, CA**

*Research Assistant, Feb. 2018-Dec. 2018*

- Worked on several projects, including United Nations Institute for Disarmament Research's cybersecurity policy effort.
- Leveraged R and various NLP libraries to automate analysis of databases.
- Developed web app for visualization and presentation of behavioral patterns using RShiny.

### **Sony Interactive Entertainment, San Diego, CA**

*Global Fraud Monitoring Analyst Intern, June 2018-Aug. 2018*

- Worked on fraud monitoring and development of fraud prevention rules for PlayStation Network.
- Investigated and prevented fraud trends by analyzing data with SQL and Splunk.
- Led project streamlining cooperation between Customer Service and Global Fraud Management.

### **Uber, San Francisco, CA**

*Physical Security Intern, Sept. 2017-Dec. 2017*

- Worked with the Crisis Management/Business Continuity Team to develop business continuity plans for all divisions within Uber.
- Developed set of metrics using SQL for assessing crisis response and impact, which the Crisis Management Team incorporated into its performance reports and incident database.
- Cooperated with a variety of stakeholders to help develop a global Crisis Management Playbook.

## **PUBLICATIONS**

“Far-right activists on social media telegraphed violence weeks in advance of the attack on the US Capitol.” *The Conversation*. January 2020.

“Parler is bringing together mainstream conservatives, anti-Semites and white supremacists as the social media platform attracts millions of Trump supporters.” *The Conversation*. November 2020.

“The Radicalization Risks of GPT-3 and Advanced Neural Language Models.” *Arxiv*. September 2020.

“White Supremacy, Anti-Semitism, and Violence in Spanish and Portuguese Online Communities.” *Center on Terrorism, Extremism, and Counterterrorism*. July 2020.

“The Boogaloo Movement Wants To Be Seen as Anti-Racist, But It Has a White Supremacist Fringe.” *Center on Terrorism, Extremism, and Counterterrorism*. May 2020.

“The Industrialization of Terrorist Propaganda.” *Release Strategies and the Social Impacts of Language Models*. October 2019.

“From Classifieds to Crypto: How White Supremacist Groups Have Embraced Crowdfunding.” *Center on Terrorism, Extremism, and Counterterrorism*. July 2019.

## **EDUCATION**

### **Georgia Institute of Technology, Atlanta, GA (Remote Student)**

*Master of Science, Analytics, Expected Graduation: Fall 2021*

- Online program in Data Science
- Coursework in Python, R, JavaScript, Deep and Machine Learning, and Data Visualization

### **Middlebury Institute of International Studies, Monterey, CA**

*Master of Arts, Nonproliferation and Terrorism Studies, Graduation: Dec. 2018*

- Financial Crimes Management Specialization
- Foreign Language of Study: Russian
- Graduate with Distinction, GPA:3.9

### **Middlebury College, Middlebury, VT**

*Bachelor of Arts, Political Science and English Literature, Russian Minor, Graduation: May 2017*

- Graduated Summa cum Laude, GPA 3.9

## **SKILLS**

- Technical skills: R, Python, SQL, Tableau, machine learning, social network analysis, NLP.
- Other skills: Microsoft Office, social media, journalism, digital privacy, disinformation, AI security and policy.

## Enrique J Nusi

(b)(6)

### EDUCATION:

- Master of arts in nonproliferation and terrorism studies w/ financial crimes management certificate, Middlebury Institute of International Studies, December 2020
- Bachelor of arts in international affairs, University of Colorado Boulder, 2018
- Associate of arts in Korean and Pashto, Defense Language Institute, 2012

### TOOLS AND SKILLS:

- R (RStudio, tidyverse, R Shiny, ggplot2, igraph, statnet, R markdown, tuber, rtweet, rvest)
- Korean and Pashto languages
- Strong knowledge of online extremist platforms, radicalization methods, and memetics
- Office tools in Google Suite (Docs, Slides, Sheets), Slack, Asana, and Toggl

### EXPERIENCE:

#### **Senior Research Associate, Center on Terrorism, Extremism, and Counterterrorism 20 January 2021**

- Accountable for the timely collection and analysis of social media data tied to a diverse range of extremist actors in support of a grant-based research project.
- Develops specialized tools in the R and Python programming languages to automate data collection, perform sentiment analysis and topic modeling, generate network diagrams with associated quantitative metrics, and perform general data cleaning using tidy principles.
- Contributes articles regularly to the CTEC Publications database.

#### **Graduate research assistant—quantitative analyst, Center on Terrorism, Extremism, and Counterterrorism**

**15 October 2019 – 15 October 2020**

- Mined user-generated text data from a major social media platform via custom code written in R; built and managed large data frames using tidy principles.
- Generated visualizations of text data using ggplot2 and updated a custom R Shiny application to present deliverables to our client.
- Analytical products directly contributed to the shutdown of major extremist propaganda networks on our client's platform.
- Contributed Korean-language analysis of abusive extremist content on multiple social media services within strict identifying guidelines, contributing to the development of a robust content moderation model.

#### **Cryptologic Technician (Interpretive) First Class, United States Navy**

**04 October 2006 – 06 January 2016**

- As a member of the Advanced Language Response Team, provided indications and warning and command and control nodal analysis of extremist groups active in Central Asia.
- As a servicemember attached to Navy Information Operations Command Hawaii, deployed in support of numerous nonproliferation-related operations and was hand-selected to lead three joint-service and multinational training exercises.



# Meghan Rahill

## Professional Summary

Hardworking and dedicated CVE (countering violent extremism) research analyst. Experience with senior management of teams at multiple organizations. Direct on the ground involvement with qualitative coding, extremist content monitoring, analyzing trends in extremist rhetoric, and monitoring the dark web for the development of research. Experience working with various high level clients to manage projects relating to extremism threat analysis and tailored regional policy recommendations.

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## Links

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## Work History

### Middlebury Institute Of International Studies CTEC - Senior Project Manager and Research Associate

Monterey, CA

01/2021 - Current

- Conduct senior level management of **confidential online extremism content monitoring initiative** .
- Deliver high level of service to clients to both maintain and extend relationship for future business opportunities.
- Closely collaborate with project members to identify and quickly address problems.
- Produce confidential reports each month, utilizing qualitative coding, social media monitoring, and dark web analysis for extremism research.
- Manage book keeping, prepared budgets and cost reports.
- Supervise multi-disciplinary team and helped each member develop his or her unique skills and talents, promoting group productivity and cohesion.

## Skills

- Expert in PVE/CVE solutions
- Mixed Methods Research Analysis
- Qualitative research analysis
- Social Media Monitoring and Dark Web Analysis
- Ethnographic Social Media Research
- Open Source Research
- Excel and Google Sheets
- Database Development and Management
- Senior Level Project Management
- Strategic Planning
- Developing and Managing Partnerships

### The 'MPOWER Project - Managing Director

New York, NY

12/2020 - Current

- Managing Director of organization which **uses key audience insights to develop regional PVE solutions framed around the key grievances of the particular vulnerable audience.**
- Align department vision, goals and objectives with organization's strategy to achieve consistently high results.
- Drive strategic improvements to enhance operational and organizational efficiencies.

## Education

2018

### John Jay College of Criminal Justice

New York, NY

Master of Arts: Criminal Justice

- **Specialized in Terrorism Studies and Criminal Investigations**
- Graduated with (b)(6)



- Develop and initiated projects, including managing costs, schedule and performance.
- Modify and directed project plans to meet organizational needs.
- Strategize the implementation of multiple regional extremism related consultancies and long-term research initiatives.

### **The 'MPOWER Project - Research Analyst**

New York, NY

05/2019 - 11/2020

- Oversaw various long-term research projects, including the UK Islamic Extremism Database, and the US 2020 on the Ground Protest Database.
- Gathered information on individuals using open source, social media, and internet archive research.
- Coded large datasets of extremism research qualitatively.
- Used cognitive vulnerability and recruitment information to model regional trends in extremism and prepare reports.
- Interpreted data and made recommendations for counter extremism policy improvements.

### **Rise To Peace - Research Fellow**

01/2019 - 11/2020

- Worked as part of a three person team to complete pending book publication on The Mindset of a Terrorist: The Psychosocial Drivers of Violent Extremism.
- Organized conference at John Jay College discussing Civil Societies Role in Preventing Violence and Extremism and Promoting Sustainable Peace.
- Researched and internally published reports on countering violent extremism efforts and incidents in the United States.

### **Rise To Peace - Active Intelligence Research Analyst**

Washington, DC

09/2018 - 01/2019

- Produce weekly reports for publication.
- Monitor MENA regional news sources for continuous information on extremist incidents.
- Conduct interviews with on the ground witnesses, experts, and former extremists to create online content.
- Manage social media platforms such as Facebook, Twitter, and Instagram.

2017

### **Saint Bonaventure University**

Saint Bonaventure, NY

Bachelor of Arts: Political Science,  
International Studies

- Graduated with (b)(6)

# **John G. Horgan, Ph.D.**

Distinguished University Professor  
Department of Psychology  
Georgia State University

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*Web*

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## **Education**

Ph.D.: 2000 University College Cork, Ireland, Department of Applied Psychology

B.A.: 1995 University College Cork, Ireland, Department of Applied Psychology

## **Professional experience**

August 2019-present: Professor, Department of Psychology, Georgia State University

*April 2017-present: Distinguished University Professor, GSU*

*August 2015-July 2019: Professor, Global Studies Institute, GSU*

June 2013-July 2015: Professor of Security Studies, School of Criminology and Justice Studies, University of Massachusetts Lowell  
Director, Center for Terrorism & Security Studies, UMass Lowell

September 2007-May 2013: Associate Professor, Department of Psychology, Pennsylvania State University (PSU)  
Director, International Center for the Study of Terrorism, PSU  
Affiliate Professor of International Affairs, PSU

September 2005-June 2007: Lecturer, School of International Relations, University of St. Andrews; Senior Research Fellow, Centre for the Study of Terrorism and Political Violence, University of St. Andrews.

September 1995-June 2005: Lecturer in Forensic Psychology, Department of Applied Psychology, University College, Cork; Assistant Professor, Criminal Psychology, National College of Ireland Research Assistant, Department of Applied Psychology, University College, Cork

## **Dr. Horgan has led dozens of federal grants including with DHS:**

09/28/2020-09/27/2021: Text-Enabled Gatekeeper Intervention Help-Line & Referral System Phase 2 (sponsored by the Department of Homeland Security, \$250,000).

09/28/2020-09/27/2021: Psychological and Behavioral Analysis of the Roots and Evolution of Male Supremacy and the Incel Rebellion (sponsored by the Department of Homeland Security, \$250,000).

8/31/2016-8/1/2017: Text-Enabled CVE Gatekeeper Intervention Help-Line and Referral System (sponsored by Department of Homeland Security, \$539,183).

7/1/2012 - 6/30/2014: Developing a Typology of Terrorism Involvement as a Basis to Planning for Sentencing, Management, Risk Reduction, Release and Monitoring of Terrorist Offenders (sponsored by the Department of Homeland Security via the University of Maryland's National Consortium for the Study of Terrorism and Responses to Terrorism, \$200,000).

## **Books**

**Horgan, J.** and Taylor, M. (eds.) (in press). *Terrorism, Counterterrorism, and Ethics: Challenges, Opportunities, Principles*. Routledge.

**Horgan, J.** (under contract and forthcoming). *Terrorist Minds*. Columbia University Press.

**Horgan, J.** (2014). *The Psychology of Terrorism – 2nd Edition*. New York: Routledge (Political Violence Series). <https://www.routledge.com/The-Psychology-of-Terrorism-2nd-Edition/Horgan/p/book/9780415698023>

**Horgan, J.** (2013). *Divided We Stand: The Strategy and Psychology of Ireland's Dissident Terrorists*. New York: Oxford University Press. <https://global.oup.com/academic/product/divided-we-stand-9780199772858?cc=us&lang=en&>

**Horgan, J.** and Braddock, K. (2011). *Terrorism Studies: A Reader*. New York: Routledge. <https://www.routledge.com/Terrorism-Studies-A-Reader-1st-Edition/Horgan-Braddock/p/book/9780415455053>

**Horgan, J.** (2009). *Walking Away from Terrorism: Accounts of Disengagement from Radical and Extremist Movements*. New York: Routledge (Political Violence Series). <https://www.taylorfrancis.com/books/9780203874738>

Bjørgo, T. and **Horgan, J.** (Eds.) (2009). *Leaving Terrorism Behind: Individual and Collective Perspectives*. London: Routledge. <https://www.routledge.com/Leaving-Terrorism-Behind-Individual-and-Collective-Disengagement-1st/Bjorgo-Horgan/p/book/9780415776684>

**Horgan, J.** (2005). *The Psychology of Terrorism*. London: Routledge (Political Violence Series). <https://doi.org/10.4324/9780203496961>

Taylor, M. and **Horgan J.** (Eds.) (2000). *The Future of Terrorism*. London: Frank Cass. <https://www.taylorfrancis.com/books/9780203045138>

## **Select Peer-Reviewed Journal Articles**

Snook, D.W., Branum-Martin, L., & **Horgan, J. G.** (In Press). Zeal of the Convert? Comparing Islamic Religiousness Between Convert and Non-convert Muslims. *Psychology of Religion and Spirituality*.

**Horgan, J.**, Meredith, K. and Papatheodorou, K. (2020). Does Deradicalization Work?, in Silva, D.M.D. and Deflem, M. (Ed.) *Radicalization and Counter-*

Radicalization (*Sociology of Crime, Law and Deviance*, Vol. 25), Emerald Publishing Limited, pp. 9-20. <https://doi.org/10.1108/S1521-613620200000025001>

Fodeman, A.D., Snook, D.W., and **Horgan, J.G.** (2020) Pressure to prove: Muslim converts' activism and radicalism mediated by religious struggle and punishing Allah reappraisal, *Behavioral Sciences of Terrorism and Political Aggression*, DOI: [10.1080/19434472.2020.1800788](https://doi.org/10.1080/19434472.2020.1800788)

Kaczkowski, W., Swartout, K.M., Branum-Martin, L., **Horgan, J.G.** and Lemieux, A.F. (2020) Impact of Perceived Peer Attitudes and Social Network Diversity on Violent Extremist Intentions, *Terrorism and Political Violence*, DOI: [10.1080/09546553.2020.1808466](https://doi.org/10.1080/09546553.2020.1808466)

Khalil, J., **Horgan, J.**, and Zeuthen, M. (2020). The ABC Model: Clarifications and Elaborations. *Terrorism and Political Violence*. <https://doi.org/10.1080/09546553.2020.1776703>

Clemmow, C., Gill, P., Bouhana, N., Silver, J., and **Horgan, J.** (2020). Disaggregating Lone-Actor Grievance-Fueled Violence: Comparing Lone-Actor Terrorists and Mass Murderers. *Terrorism and Political Violence*. <https://doi.org/10.1080/09546553.2020.1718661>

Fodeman, A., Snook, D.W., and **Horgan, J.** (2020). Picking Up and Defending the Faith: Activism and Radicalism among Muslim Converts in the United States. *Political Psychology*, 41 (4), 679-698 <https://doi.org/10.1111/pops.12645>

Williams, M. J., **Horgan, J.G.**, Evans, W. P., & Bélanger, J. (2020). Expansion and replication of the theory of vicarious help-seeking. *Behavioral Sciences of Terrorism and Political Aggression*, 12 (2), 89-117. <https://doi.org/10.1080/19434472.2018.1546217>

Altier, M.B., Boyle, E. and **Horgan, J.** (2020). Terrorist Transformations: The Link Between Terrorist Roles and Terrorist Disengagement. *Studies in Conflict and Terrorism* <https://doi.org/10.1080/1057610X.2019.1700038>

Altier, M.B., Boyle, E.L., Shortland, N.D., and **Horgan, J.** (2020). Why They Leave: An Analysis of Terrorist Disengagement Events from Eighty-Seven Autobiographical Accounts, *Security Studies* 26 (2) 305-332. <https://doi.org/10.1080/09636412.2017.1280307>

Holbrook, D. and **Horgan, J.** (2019). Terrorism and Ideology: Cracking the Nut. *Perspectives on Terrorism* 13 (6) 2-15. <https://www.universiteitleiden.nl/binaries/content/assets/customsites/perspectives-on-terrorism/2019/issue-6/01-holbrook-and-horgan.pdf>

Snook, D. W., Kleinmann, S. M., White, G., and **Horgan, J.** (2019). Conversion motifs among Muslim converts in the United States. *Psychology of Religion and Spirituality* <https://doi.org/10.1037/rel0000276>

Williams, M. J., Bélanger, J. J., **Horgan, J.**, and Evans, W. (2019). Experimental effects of a call-center disclaimer regarding confidentiality on callers' willingness to make disclosures related to terrorism. *Terrorism and Political Violence* 31 (6) 1327-1341. <https://www.tandfonline.com/doi/full/10.1080/09546553.2018.1476347>

Snook, D.W., Williams, M.J., and **Horgan, J.G.** (2019). Issues in the Sociology and Psychology of Religious Conversion. *Pastoral Psychology* 68 (2) 223-240. <https://link.springer.com/article/10.1007/s11089-018-0841-1>

Altier, M.B., Leonard Boyle, E., and **Horgan, J.** (2019) Returning to the Fight: An Empirical Analysis of Terrorist Reengagement and Recidivism. *Terrorism and Political Violence*, DOI: [10.1080/09546553.2019.1679781](https://doi.org/10.1080/09546553.2019.1679781)

Khalil, J., **Horgan, J.** and Zeuthen, M. (2019) The Attitudes-Behaviors Corrective (ABC) Model of Violent Extremism. *Terrorism and Political Violence*, DOI: [10.1080/09546553.2019.1699793](https://doi.org/10.1080/09546553.2019.1699793)

Bloom, M., Tiflati, H., and **Horgan, J.** (2019). Navigating ISIS's Preferred Platform: Telegram. *Terrorism and Political Violence* 31 (6) 1242-1254. <https://www.tandfonline.com/doi/abs/10.1080/09546553.2017.1339695>

Gill, P., **Horgan, J.**, and Corner, E. (2019). The Rational Foraging Terrorist: Analyzing the Distances Traveled to Commit Terrorist Violence. *Terrorism and Political Violence* 31 (5) 929-942. <https://doi.org/10.1080/09546553.2017.1297707>

Silver, J., **Horgan, J.** and Gill, P. (2019). Shared Struggles? Cumulative Strain Theory and Public Mass Murderers from 1990 to 2014. *Homicide Studies* 23 (1) 64-84. <https://doi.org/10.1177%2F1088767918802881>

Silver, J., **Horgan, J.**, and Gill, P. (2018). Foreshadowing Targeted Violence: Assessing Leakage of Intent by Public Mass Murderers. *Aggression and Violent Behavior* 38, 94-100. <https://doi.org/10.1016/j.avb.2017.12.002>

**Horgan, J.**, Shortland, N. & Abbasciano, S. (2018). Towards a Typology of Terrorism Involvement: A Behavioral Differentiation of Violent Extremist Offenders. *Journal of Threat Assessment and Management* 5 (2) 84-102. <https://doi.org/10.1037/tam0000102>

Silver, J., Fisher, W., and **Horgan, J.** (2018). Public Mass Murderers and Federal Mental Health Background Checks for Firearm Purchases. *Law and Policy* 40, 133-147. <https://doi.org/10.1111/lapo.12102>

## **Media and outreach**

I engage in extensive outreach activity, promoting scholarly research and findings in a wide variety of local, national and international venues. These have included the *New York Times*, *Time Magazine*, CNN, VICE News, BBC, PBS, ABC, NPR, *The Chronicle of Higher Education*, *The Christian Science Monitor*, and *Rolling Stone Magazine*. Examples are archived here: <http://www.terroristbehavior.com/media/>

# CHRISTIAN PICCIOLINI

STRATEGY | INTELLIGENCE | LEADERSHIP



## CONTACT



### Location

Chicago, Illinois USA

(b)(6)

## PUBLICATIONS

- Author, *Breaking Hate: Confronting the New Culture of Extremism* (Hachette Books, 2020)
- Author, *White American Youth: My Descent into America's Most Violent Hate Movement—and How I Got Out* (Hachette Books, 2018)
- Author, *Romantic Violence: Memoirs of an American Skinhead* (Goldmill Group, 2009)
- Editorial writer for Washington Post (2020), Los Angeles Times (2019), NBC (2018), Huffington Post (2017), VICE (2015), and Alternative Press Magazine (2008)
- Contributor, *The New Digital Age* co-written by Eric Schmidt (Executive Chairman of Google), and Jared Cohen (Director of Jigsaw) (2013)
- Rapporteur, United Nations' 57th Annual DPI/NGO Conference on Civil Society and the Millennium Development Goals (2004)

## CAREER JOURNAL

### Founder, Executive Director

9/2017 – PRESENT

FREE RADICALS PROJECT, INC. – Chicago, Illinois

Lead strategy and development, and oversee all executive operations for this 501(c)(3) nonprofit—a global disengagement platform that aids individuals, as well as family members and communities, in exiting violence-based extremism through a non-aggressive, community-led approach of individual resilience-building, reconnection, cross-cultural immersion, and making amends. Manage all intervention efforts with individuals, as well as training for government, law enforcement, academia, civic organizations, private sector, and communities.

- Develop and implement intervention programs to educate, promote violent extremism disengagement through direct consultation, face-to-face peer mentoring, outreach, immersion, and character-building curriculum
- Featured speaker, panelist, and trainer for public and private conferences and events, such as the United Nations, Aspen Ideas Festival, TEDx, West Point, National Security Council, FBI, State Department, and Department of Homeland Security
- Testified before a joint hearing of a U.S. House Foreign Affairs Subcommittee and a House Homeland Security Subcommittee on *Meeting the Challenge of White Nationalist Terrorism at Home and Abroad* (2019)
- Featured regularly as a subject matter expert on extremist radicalization and deradicalization on NBC, MSNBC, CNN, ABC, CBS Face the Nation, 60 Minutes, BBC, Time Magazine, Washington Post, Democracy Now, and NPR radio

### Host, Co-Producer

8/2018 – 9/2019

MSNBC: 'BREAKING HATE' Documentary Series

Co-produced a three-part documentary special produced for MSNBC, which follows my work as a former neo-Nazi skinhead who now helps others disengage from extremism.

### Adjunct Instructor, Trainer

9/2015 – PRESENT

NAVAL POSTGRADUATE SCHOOL – Monterey, California

Developed a disengagement curriculum and instruct a cohort of homeland security professionals in extremism prevention and intervention strategies and methodologies.

### Founder, President

2/2006 – PRESENT

GOLDMILL GROUP, LLC – Chicago, Illinois

Define and lead the global company-wide strategy for this privately-owned counter-extremism consulting firm. Full accountability for development and implementation of all business, financial, brand marketing, and operational strategies. Directed a team of researchers, analysts, and contractors in Countering Violent Extremism (CVE) strategy.

- *Expertise includes:* Extremist disengagement/deradicalization strategy, counter-narrative development, operational security, intelligence, curriculum, and countermeasures

## AFFILIATIONS

- Research Partner, *Holland Bloorview Kids Rehabilitation Hospital*, Toronto (2019-Present)
- Founder, *Exit Slovakia* (2016)
- Advisory Committee, *Chicago Chapter of National Academy of Recording Arts and Sciences* (Grammys, 2013-2014)

## PUBLIC SPEAKING

Over 500 professional speaking engagements and consultations for organizations including:

- Department of Homeland Security
- Department of Justice
- Department of State
- West Point Military Academy
- United States Congress
- National Security Council
- United Nations (NYC and Geneva, Switzerland)
- Anti-Defamation League
- Harvard University
- Yale University
- TEDx
- Aspen Ideas Festival

## AWARDS & ACCOLADES

- Eric Hoffer Book Award – Montaigne Medal Finalist (2020)
- Siri Singh Sahib Peace Award (2018)
- Raven Foundation Pluralism Award (2018)
- Emmy Award-winning Producer (2016)
- Three-time Chicago/Midwest Emmy Award-nominated Producer (2016, 2011)
- UN-affiliated iChangeNations 'Ambassador of the Golden Rule' Award (2016)
- National Statesman Award (2016)
- Argos Hippium Award (Italy, 2016)
- Chicago/Midwest Emmy Award-nominated Director (2010)

## LANGUAGES

- English: fluent
- Italian: fluent
- Spanish: conversant

## Independent Contractor, Speaker

5/2016 – 2/2017

**UNITED STATES DEPARTMENT OF STATE** – *Washington, D.C.*

Worked closely with the State Department's Bureau of International Information Programs (IIP) and Strong Cities Network to support people-to-people U.S. foreign policy priorities in Slovakia, Bulgaria, Hungary, Norway, Sweden, Denmark, and Turkey. Developed the Exit Slovakia intervention program with U.S. Embassy Slovakia support.

## Independent Contractor

9/2015 – 10/2016

**FEDERAL BUREAU OF INVESTIGATION (FBI)** – *Washington, D.C.*

Co-developed the FBI's national 'countering violent extremism' (CVE) extremist intervention model along with a team of psychologists and mental health professionals.

## Co-Founder, Executive Board Chair

1/2009 – 9/2017

**LIFE AFTER HATE, INC. and EXITUSA** – *Chicago, Illinois*

Developed overall strategy and oversaw all executive operations for this 501(c)(3) non-profit organization serving government, law enforcement, academia, civic organizations, the private sector, and consumers. Co-directed the operations of a consulting and crisis management company focused on disengaging at-risk youth.

## Community Partnerships Manager

4/2012 – 6/2013

**THREADLESS / SKINNYCORP LLC** – *Chicago, Illinois*

Oversaw execution of global partnership deals including nonprofits, high-traffic properties and communities, and brand collaborations for this industry-leading pioneer that was named "The Most Innovative Small Company in America" by Inc. Magazine.

## Adjunct Professor

1/2012 – 4/2012

**TRIBECA FLASHPOINT ACADEMY** – *Chicago, Illinois*

Developed college-level instructional curriculum and taught a career development and brand marketing course to graduating media arts students.

## General Manager, Executive Producer

1/2010 – 4/2012

**JBTV / JERRY BRYANT TV, INC.** – *Chicago, Illinois*

Joined this iconic music television company during a period of financial stagnation and implemented an organization-wide restructuring to achieve goals for stability, growth, and profits. Responsible for overall business strategy and content development.

## Senior Marketing Operations Specialist

1/2001 – 10/2006

**IBM CORPORATION** – *Chicago, Illinois*

Developed and implemented internal sales operations processes to market IBM products/services to emerging and competitive, small & medium-sized businesses throughout North America, Latin America, Asia, Africa, and Europe.

## EDUCATION

### Bachelor of Arts

2005

**DE PAUL UNIVERSITY** – *Chicago, Illinois*

- Double Major in International Relations and International Business
- Highest Honors – (b)(6)
- Dean's Student Advisory Council Member, *DePaul School for New Learning*

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Curriculum Vitae

SUSAN E. RIVERS, Ph.D.

(b)(6)

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**EDUCATION**

<b>Yale University</b>	<i>Ph.D.</i>	2005
<i>Department of Psychology</i>	<i>M.Phil.</i>	2002
<i>New Haven, CT</i>	<i>M.S.</i>	2001
<b>Skidmore College</b>	<i>B.A.</i>	1997
<i>Saratoga Springs, NY</i>		

**POSITIONS**

<b>Founding Editor-in-Chief</b> , Journal of Games, Self, & Society	2019-
<b>Executive Director &amp; Chief Scientist</b> , iThrive Games Foundation	2018-
<b>Executive Director &amp; Chief Scientist</b> , iThrive, Centerstone Research Institute, Centerstone of America	2016-2018
<b>Deputy Director &amp; Co-Founder</b> , Yale Center for Emotional Intelligence, Yale University	2013-2016
<b>Research Scientist</b> , Department of Psychology, Yale University	2012-2016
<b>Fellow</b> , Edward Zigler Center in Child Development and Social Policy, Yale University	2009-2016
<b>Associate Director</b> , Health Emotion, & Behavior Laboratory, Department of Psychology, Yale University	2007-2012
<b>Associate Research Scientist</b> , Department of Psychology, Yale University	2007-2011
<b>Visiting Fellow</b> , Human Development, Department of Human Ecology, Cornell University	2008-2009
<b>Visiting Postdoctoral Fellow</b> , Human Development, Department of Human Ecology, Cornell University	2006-2008
<b>Postdoctoral Fellow</b> , Department of Psychology, Yale University	2006-2007
<b>Senior Research Coordinator</b> , Cancer Information Service, Yale Cancer Center	2005-2006
<b>Lecturer</b> , Department of Psychology, Skidmore College	2003-2005
<b>Lecturer</b> , Department of Psychology, Yale University	2003

**CURRENT GRANTS**

**National Endowment for the Humanities**, "Humanities Education for Distance Learning for High School Students: Leveraging Digital Connection and Game-based Learning," 2020 [Project Director]. \$250,022.

**W.T. Grant Foundation**, "Using Design Thinking with Black Youth in the Juvenile Justice System to Address Mental Health Inequities," 2019-2021 [PI]. Grant ID #189187, \$394,133.



**COMPLETED GRANTS (SELECTED)**

**Air Force Research Laboratory / SRA International.** "Organizational Influence [Using Emotional Intelligence to Build Trust between Humans and Machines]," 2012-2016 [PI]. \$941,500.

**W.T. Grant Foundation,** "Toward Improving Settings Serving Youth with Emotional Disturbances: Measuring Social Processes in Special Education," 2011-2016 [PI]. Grant ID #180276, \$831,923.

**Tauck Family Foundation,** "Bringing RULER to Bridgeport Public Schools," 2013-2016 [Co-PI]. \$300,000.

**Einhorn Family Charitable Trust.** "Transforming Education through the Development of Social and Emotional Skills." 2013-2016 [Co-PI]. \$1,680,000.

**Department of Education's Institute of Education Sciences,** "Improving School Readiness with Emotional Literacy: Developing the RULER for Preschool Program," 2012-2016 [PI]. \$1,499,814.

**NoVo Foundation.** "Growth and Scaling Grants Program for Social and Emotional Learning Program Providers: The RULER Approach to Social and Emotional Learning." 2013 [Co-PI]. \$250,000.

**NoVo Foundation,** "Sustaining Professional Development in Social and Emotional Learning using Technology," 2011-2013 [Co-PI]. \$100,000.

**W.T. Grant Foundation,** "Using Emotional Literacy to Improve Youth-Serving Organizations," 2007-2011 [Co-PI]. Grant ID#8364, \$1,873,191.

**PEER-REVIEWED PUBLICATIONS (SELECTED)**

Farber, M. & **Rivers, S.E.** (2020). Leveraging technology for SEL programmes (Chapter 8).

In *Rethinking Learning: A review of social and emotional learning for education systems*, commissioned by UNESCO Mahatma Gandhi Institute of Education for Peace and Sustainable Development.

**Rivers, S.E.** & Bertoli, M. (2019). The Museum of Me: Exploring and exhibiting identity with the video game, What Remains of Edith Finch. *MW2019: MuseWeb 2019*.

<https://mw19.mwconf.org/paper/the-museum-of-me-exploring-and-exhibiting-identity-with-the-video-game-what-remains-of-edith-finch>

Cipriano, C., Barnes, T., **Rivers, S.E.**, & Brackett, M.A., (2019). Exploring changes in student engagement through the RULER Approach: An examination of students at-risk of academic failure, *Invited Revision, Journal of Education for Students Placed at Risk*, 24, 1-19. 10.1080/10824669.2018.1524767

Dunlap, K., & **Rivers, S.E.** (2018). Beyond empathy: Games to foster teens' social and emotional skills. *Well Played*, 7(2), 132-159.

Barnes, T. Cipriano, C., Flynn, L., **Rivers, S.E.**, & Xu, W. (2018). Validating the Recognizing Excellence in Learning and Teaching (RELATE) Tool for special education classrooms. *Journal of Experimental Education*. 10.1080/00220973.2018.1465383

Barnes, T. N., Cipriano, C., McCallops, K., Cuccini-Harmon, C., & **Rivers, S.E.** (2018) Examining the relationship between perceptions of teaching self-efficacy, school support, and teachers' and paraeducators' burnout in a residential school setting. *Emotional and Behavioral Difficulties*. 10.1080/13632752.2018.1461452

- Tominey, S.L., O'Bryon, E.C., Shapses, S., & **Rivers, S.E.** (2017). Teaching emotional intelligence in early childhood. *Young Children*, 72(1). Available at: <http://www.naeyc.org/yc/emotional-intelligence-early-childhood>.
- Nathanson, L., **Rivers, S.E.**, Flynn, L., & Brackett, M.A. (2016). Creating emotionally intelligent schools: From theory to practice. *Emotion Review*, 8(4), 1-6. doi: 10.1177/1754073916650495
- Lohani, M., Stokes, C.K., McCoy, M., Bailey, C.A., & **Rivers, S.E.** (2016). Social interaction moderates human-robot trust-reliance relationship and improves stress coping. *Proceedings of ACM/IEEE International Conference on Human-Robot Interaction (HRI 2016)*.
- Mashburn, A. J., Downer, J. T., **Rivers, S.E.**, Brackett, M.A., & Martinez, A. (2014). Improving the power of an efficacy study of a social and emotional learning program: Application of generalizability theory to the measurement of classroom-level outcomes. *Prevention Science*, 15, 146-155. doi: 10.1007/s11121-012-0357-3
- Rivers, S.E.**, Brackett, M.A., Omori, M., Sickler, C., Bertoli, M.C., & Salovey, P. (2013). Emotion skills as a protective factor for risky behaviors among college students. *Journal of College Student Development*, 54, 172-183. doi:10.1353/csd.2013.0012
- Rivers, S.E.**, Tominey, S.L., O'Bryon, E.C., & Brackett, M.A. (2013). Developing emotional skills in early childhood settings using Preschool RULER. *Psychology of Education Review*, 37, 19-25.
- Hagelskamp, C., Brackett, M.A., **Rivers, S.E.**, & Salovey, P. (2013). Improving classroom quality with The RULER Approach to Social and Emotional Learning: Proximal and distal outcomes. *American Journal of Community Psychology*, 51, 530-543. doi: 10.1007/s10464-013-9570-x
- Rivers, S.E.**, Brackett, M.A., Reyes, M.R., Elbertson, N.A., & Salovey, P. (2013). Improving the social and emotional climate of classrooms with emotional literacy skill building: A clustered randomized control trial of the RULER Approach. *Prevention Science*, 14, 77-87. doi: 10.1007/s11121-012-0305-2
- Reyes, M.R., Brackett, M.A., **Rivers, S.E.**, White, M., & Salovey, P. (2012) Classroom emotional climate, student engagement, and academic achievement. *Journal of Educational Psychology*, 1014, 700-712. doi: 10.1037/a0027268
- Rivers, S.E.**, & Brackett, M.A. (2011). Achieving standards in the English language arts (and more) using The RULER Approach to Social and Emotional Learning. *Reading & Writing Quarterly*, 27, 75-100.
- Brackett, M.A., **Rivers, S.E.**, & Salovey, P. (2011). Emotional intelligence: Implications for personal, social, academic, and workplace success. *Social and Personality Psychology Compass*, 5, 88-103.
- Rivers, S.E.**, Reyna, V.F., & Mills, B. (2008). Risk taking under the influence: A fuzzy-trace theory of emotion in adolescence. *Developmental Review*, 28, 107-144.
- Reyna, V.F., & **Rivers, S.E.** (2008). Current theories of risk and rational decision making. *Developmental Review*, 28, 1-11.
- Rivers, S.E.**, Brackett, M.A., Katulak, N.A., & Salovey, P. (2007). Regulating anger and sadness: An exploration of discrete emotions in emotion regulation. *Journal of Happiness Studies*, 8, 393-427.

**CURRICULA WITH ACCOMPANYING TRAINING WORKSHOPS (SELECTED)**

- Tominey, S., **Rivers, S.E.**, Shapses, S., O'Bryon, E., Olsen, S., Sneed, C., & Brackett, M.A. (2015). *Preschool RULER: Emotional Intelligence in Early Childhood Learning Settings*. New Haven, CT: Yale University.
- Brackett, M.A., **Rivers, S.E.**, Holzer, A.A., Shapses, S., Elbertson, N.A., & Maurer, M. (2010). *The RULER Approach: Feeling Words Curriculum (Grades K to 2)*. New Haven, CT: Emotionally Intelligent Schools.
- Brackett, M.A., Maurer, M., **Rivers, S.E.**, & Elbertson, N.A. (2007-2011). *The RULER Approach: Feeling Words Curriculum (Grades 3 to 5)*. New Haven, CT: Emotionally Intelligent Schools.
- Maurer, M., Brackett, M.A., **Rivers, S.E.**, & Elbertson, N.A. (2004-2011). *The RULER Approach: Feeling Words Curriculum (Grades 6 to 8)*. New Haven, CT: Emotionally Intelligent Schools.

**RECENT PRESENTATIONS AT PROFESSIONAL MEETINGS (SELECTED)**

- Rivers, S.E.**, Darvasi, P., & Farber, M. (2019). Games for Growth: The Museum of Me: Exploring and exhibiting identity with the video game, "What Remains of Edith Finch." *APA's Technology, Mind, & Society*, Washington, DC.
- Rivers, S.E.**, Lee, J., Darvasi, P., & Farber, M. (2019). The Museum of Me: Exploring and exhibiting identity with the video game, "What Remains of Edith Finch." *Games for Change*, New York, NY.
- Rivers, S.E.**, Bertoli, M., Darvasi, P., & Farber, M. (2019). The Museum of Me: Exploring and exhibiting identity with the video game, What Remains of Edith Finch. *MW2019: MuseWeb 2019*.
- Rivers, S.E.**, Darvasi, P., & Farber, M. (2018). Boosting teen resilience with commercial games in the classroom. Intentional Play Summit, Mountain View, CA.
- Rivers, S.E.** & Rappolt-Schlichtmann, G. (2018). Game Design Studio: Designing with and for teens. Connected Learning Summit, Cambridge, MA.
- Rivers, S.E.** (2018). Making and using games for teen thriving: A multidisciplinary, participatory approach. Connected Learning Summit, Cambridge, MA.
- Rivers, S.E.** (2018). Hard fun, "soft" skills: Designing transformative games for teens. Boston Festival of Indie Games: FIG Talks, in Cambridge, MA.

# Jane Lee, PMP

## EDUCATION

**B.A. Psychology** Minor: Sociology  
Syracuse University, Syracuse NY, May 2009.  
Study Abroad Program: London 2007, Syracuse University

## SKILLS

- PMP Certification obtained in May 2018.
- Strong background of managing diverse teams in-person and remotely.
- 6+ years of experience managing operating budget > 1.5 million and reporting to boards, funders and stakeholders.
- Strong communication skills over the phone and in person.
- Creative and strategic thinker with ability to quickly adapt to new situations and problem solve with teams.
- Excellent organizational and computer skills, including advanced skills in: Microsoft Office, Quickbooks, G-Suite, SPSS, Asana and Slack.

## EXPERIENCE

### **Senior Director of Operations & Mental Health, iThrive Games Foundation** (New York, September 2018 - Present)

- Leads the development of infrastructure and human capital to support operations and strategic growth.
- Directs all product development across the organization.
- Manages remote project teams to ensure successful completion of milestones.
- Responsible for all finance matters including managing organizational budget, allocating resources and reporting to the board and stakeholders.
- Responsible for all legal and human resource needs including contract administration and negotiation.
- Works with the Executive Director and leadership team to design and execute strategy.

### **Director of Production, Centerstone Research Institute** (Nashville, November 2014 – September 2018)

- Responsible for starting up a new business endeavor to accelerate the development of mental health digital products. Successfully worked with the Executive Director to launch the initiative as a separate 501(c)(3) in 2017.
- Evaluated project goals and needs and hired key staff.
- Tracked progress on goals and ensured successful completion of deliverables including development of 2 digital games and feasibility testing.
- Managed project teams and all project funds.

**Evaluation Associate, Centerstone Research Institute** (Nashville, August 2010 – August 2014) *\*Started as a Research Associate in 2010 and promoted in 2013 and 2014. Awarded research associate of the quarter April 2012.*

- Project Manager on several simultaneous research and evaluation projects.
- Responsible for planning, coordinating, and overseeing the implementation of grant funded programs across 26 counties in Middle Tennessee.
- Regularly manipulated, analyzed and interpreted large data sets.
- Conducted site visits to observe and evaluate fidelity with research protocols.
- Supervised research staff.
- Worked with leadership to further commercialization efforts. Duties included professional presentations, vending at conferences and training staff.
- Conducted diagnostic assessments and interviews with clients in person and over the phone.
- Worked with Senior evaluators to develop evaluation plans, surveys, logic models, IRB applications and amendments, and presentations for conferences and stakeholders

**Senior Sales Consultant, BSI. Inc.** (Nashville, September 2009 – February 2010)

- Conducted cold business to business sales
- Always maintained a positive solution-oriented attitude
- Sales team leader; managed and trained junior consultants in-the-field
- Contributed to ongoing leadership development program for all staff

**Research Assistant, Syracuse University** (Syracuse, August 2008 – May 2009)

- Provided extensive research, coding and statistical data analysis for MeMo Lab, a cognitive lab studying semantic memory
- Produced data from both students and adults
- Managed and organized multiple experiments
- Coordinated between lead researcher and doctoral level psychology students

**Psychology Intern, SUNY Upstate Hospital** (Syracuse, August 2008 – January 2009)

- Selected as 1 of 8 to take part in a selective internship program
- Rotated through several psychology related departments in clinical settings
- Delivered patient analysis in post-observation discussions

**Gabrielle R. Schlichtmann**

(b)(6)

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## EDUCATION

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- 2007 **Harvard Graduate School of Education**, Cambridge, MA  
EdD, Human Development & Psychology  
*Committee:* Kurt Fischer, PhD, John Willett, PhD, Catherine Ayoub, EdD,
- 2000 **Harvard Graduate School of Education**, Cambridge, MA  
EdM, Mind, Brain, and Education  
*Advisor:* Howard Gardner, PhD
- 1997 **Trinity College**, Hartford, CT  
BS, Neuroscience  
*Advisor:* William Church, PhD

## PROFESSIONAL & RESEARCH EXPERIENCE

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- 2016-present **EdTogether: *Executive Director and Chief Scientist***  
EdTogether is a not-for-profit research and development organization focused on empowering youth with disabilities to imagine and realize a meaningful education by harnessing the power of emotion in learning.
- 2007-2016 **CAST: *Co-President, Director of Learning Science, Director of Research***  
CAST (Center for Applied Special Technology) is an education research & development organization that works to expand learning opportunities for all through Universal Design for Learning.

## TEACHING EXPERIENCE

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- 2010-present **Harvard Graduate School of Education: *Adjunct Lecturer on Education***  
Course: H-137 Emotion in Development and Learning: Usable Knowledge, Variability, and Context
- 2004-2006 **Harvard Graduate School of Education: *Instructor***  
Courses: HT101 Cognitive Development and Education; H383 Childhood Practicum: A Developmental Approach to Practice, Policy, and Research in Early-Education and Child-Care Settings
- 2000-2006 **Harvard University (GSAS & HGSE): *Teaching Fellow***  
Courses: HT100 Cognitive Development, Education, and the Brain: Theory and Practice; H392 Childhood Trauma; PSY1950 Intermediate Statistical Analysis in Psychology; T560 Universal Design for Learning: Meeting the Challenge of Individual Differences

## RESEARCH FUNDING

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- Ongoing** **Co-Principal Investigator** (Co-PI, Samantha Daley, Katie Todd), *Intrinsic Motivation in Science Museums: Learning from and Broadening the Participation of Visitors with Learning Disabilities*. The National Science Foundation. 2020-2023.
- Co-Principal Investigator** (Co-PI, Susan Rivers), *Using Design Thinking with Black Youth in the Juvenile Justice System to Address Mental Health Inequities*. William T Grant Foundation. 2019-2021.

**Co-Principal Investigator** (Co-PI, Katie Todd), *Exhibit appraisal and diverse populations: Pilot research about intersectional and science identities in science exhibits*. The National Science Foundation. 2019-2021.

**Co-Principal Investigator** (Co-PI, Christina Cipriano), *Applying the Universal Design for Learning Framework to the RULER Approach to Promote Stronger Outcomes for Students with Learning Differences*, The Oak Foundation. 2019-2021.

**Co-Principal Investigator** (PI, Christine Reich & Co-PI, Samantha Daley), *Developing Guidelines for Designing Challenging and Rewarding Interactive Science Exhibits*, National Science Foundation (HRD # 1612577). 2016-2020.

**Completed  
(Selected)**

**Co-Principal Investigator** (Co-PI, Christine Reich), *Enhancing Learning Through Effective Emotional Engagement*, The Argosy Foundation. 2018-2020.

**Co-Principal Investigator** (PIs Alison Boardman & Joseph Polman), *Composing Our World: High School English Language Arts, a UDL Project Based Learning Approach*, George Lucas Foundation: Lucas Education Research. 2015-2018.

**Principal Investigator**, *Developing Understood.org: A UDL Digital Resource for Parents of Children with Learning and Attention Issues*, The Oak Foundation. 2014-2015.

**Co-Project Director & Proposal Co-Author** (PI David Rose), *Center on Emerging Technologies to Improve Literacy Achievement for Students with Disabilities in Middle School*, Office of Special Education Programs, U.S. Department of Education (H327M110003) 2012-2016.

**Principal Investigator** (Co-PI Samantha Daley), *Stigmatization and Stereotype Threat among Adolescents with Learning Disability: Impacts on Cognition and Performance in Math*, National Science Foundation (HRD #1251819). 2013-2015.

**Principal Investigator** (Co-PIs Samantha Daley & Christine Reich), *Pathways: Emotion and Thinking in Designed Informal Science Environments*, National Science Foundation (DRL #1222613). 2013-2015.

**PUBLICATIONS** (Selected)

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**Peer Reviewed Articles** (Note: Earlier publications appear with the name “Rappolt”)

Cipriano, C., Rappolt-Schlichtmann, G., & Brackett, M. A. (2020). Supporting school community wellness with social and emotional learning (SEL) during and after a pandemic. University Park, PA: Edna Bennett Pierce Prevention Research Center, The Pennsylvania State University.

Samantha G. Daley, Yang Xu, C. Patrick Proctor, Gabrielle Rappolt-Schlichtmann & Boris Goldowsky (2020) Behavioral Engagement among Adolescents with Reading Difficulties: The Role of Active Involvement in a Universally Designed Digital Literacy Platform, *Reading & Writing Quarterly*, 36:3, 278-295.

- Rappolt-Schlichtmann, G., Boucher, A.R., & Evans, M. (2018). From deficit remediation to capacity building: Learning to enable rather than disable students with dyslexia. *Language, Speech, and Hearing Services in Schools, 49*(4): 864-874.
- Daley, S. & Rappolt-Schlichtmann, G. (2018). Stigma consciousness among adolescents with learning disabilities: Considering individual experiences of being stereotyped. *Learning Disability Quarterly, 41*(4): 195–199. doi:10.1177/0731948718785565
- Rappolt-Schlichtmann, G., Bakia, M., Blackorby, J., & Rose, D. (2015, November). Understanding Universal Design for Learning. *The Center for Innovative Research in CyberLearning*. Retrieved from: <http://circlcenter.org/understanding-udl/>
- Rappolt-Schlichtmann, G. & Daley, S.G. (2013). Providing access to engagement in learning: The potential of Universal Design for Learning in museum design. *Curator, 56*(3), 307-321.
- Rappolt-Schlichtmann, G., Ayoub, C., & Gravel, J. (2009). Examining the “Whole Child” to generate usable knowledge. *Mind, Brain and Education, 3*(4), 209-217.
- Ayoub, C., O'Connor, E., Rappolt-Schlichtmann, G., Fischer, K., Rogosch, F., Toth, S., & Cicchetti, D. (2006). Cognitive and emotional differences in young maltreated children: A translational application of dynamic skill theory. *Development and Psychopathology, 18*(3), 679-706.

***Books, Chapters, Blog Posts (Selected)***

- Rappolt-Schlichtmann, G., Lovelace, T., Kruse, L., & Tucker, E. (Spring, 2020). How We Move Forward: Practicing Three Inclusive, Anti-Racist Mindsets for Reopening Schools [online article]. Retrieved from <https://www.gettingsmart.com/2020/07/how-we-move-forward-practicing-three-inclusive-anti-racist-mindsets-for-reopening-schools/>
- Rappolt-Schlichtmann, G., Todd, K., & Daley, S. (2020). Universal Design for Emotion in Learning: Creating Emotionally Accessible Exhibits. In Majewski, J., Marquis, R., Proctor, N., Ziebarth, B. (eds.) *Inclusive Digital Interactives: Best Practices, Innovative Experiments, and Questions for Research*.
- Rappolt-Schlichtmann, G. (Spring, 2015). Learning Disabilities and the Emotion of Reading in Middle School [Blog post]. Retrieved from <http://cet.cast.org/2015/03/learning-disabilities-and-the-emotion-of-reading-in-middle-school/>
- Rappolt-Schlichtmann, G. (Fall, 2013). What’s the big idea? Use teacher “talk” to reduce student stress. *Ed. Magazine, 22-31*.
- Rappolt-Schlichtmann, G., Daley, S. G., & Rose, L. T. (Eds.) (2012). *A research reader in Universal Design for Learning*. Cambridge, MA: Harvard Education Press.

**SELECTED PRESENTATIONS Peer-Reviewed Conferences**

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- Rappolt-Schlichtmann, G., May, S., Kent, K., Paneto, S. (2018, July). Becoming Affect Aware: Ethics, Empowerment, and Emotion Detection [Panel Presentation]. Visitor Studies Association. Chicago, IL.
- Evans, M., Rappolt-Schlichtmann, G., Daley, S., Reich, C. & Cahill, C. (2018, March). Productive Struggle: Engagement in Informal Learning Environments [Paper Presentation]. AERA. New York, NY.
- Rappolt-Schlichtmann, G., Dockterman, D., & Grant, W. (2016, March). Optimizing Education: UDL, Technology & Personalized Learning [Panel Presentation]. SXSWedu. Austin, TX.



Daley, S.G. & Rappolt-Schlichtmann, G. (April 2015). *A Literacy Intervention for Struggling Middle-School Readers: Starting with Affect and Universal Design for Learning*. Showcase session at Council for Exceptional Children annual conference, San Diego, CA.

Rose, D.H., Hasselbring, T., Rappolt-Schlichtmann, G., Daley, S.G., & Boucher, A. (March 2015). *Using Data to Support Iterative Project Development: The Case of an Online Literacy Platform to Support Middle-School Students with Disabilities*. Paper presented at virtual annual project directors' meeting of the Office of Special Education Programs, U.S. Department of Education.

#### **AWARDS, FELLOWSHIPS, HONORS & PRESS**

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- 2015      **Usable Knowledge: Connecting Research to Practice/Harvard Gazette** “When the Classroom Feels Hostile: How Stigma, Stereotype, and Labels can Affect Kids with Learning Disabilities” [<http://www.gse.harvard.edu/news/uk/15/08/when-classroom-feels-hostile>]
- 2012      **Aspen Institute’s Senior Congressional Education Staff Retreat:** Invited Faculty & Speaker
- 2008      **National Science Foundation:** DRK12 CADRE Early Career Fellow
- 2004-2007      **National Institutes of Health Pre-doctoral Fellowship:** Ruth L. Kirschstein National Research Service Award
- 2004      **Harvard Graduate School of Education:** Student Educator Award, recognizing one non-faculty educator who has shown excellence in the areas of teaching, advising, and/or mentorship.
- 2002-2004      **Harvard Educational Review:** Solicitations Editor & Editorial Board Member.

#### **PROFESSIONAL SERVICE**

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##### ***Advisory Boards Memberships***

- 2015-present      **New Profit:** Reimagine Learning Design Council
- 2014-present      **Amazon:** Amazon Accessibility Advisory Council
- 2013-present      **New Profit:** Reimagine Learning Domain
- 2009-present      **National Center for Learning Disabilities:** Professional Advisory Board
- 2015-2016      **Understood.org:** Advisory Board
- 2010      **Boston Museum of Science:** Advisory Board/Creating Museum Materials for Everyone

##### ***Digital Materials Advising, Consulting & Co-Design***

- 2020      **Educating All Learners Alliance:** Case Study Development Lead
- 2019-present      **JNTP:** Jewish Day Schools, Learning Differences and UDL training with multi month coaching
- 2019-present      **Essex County Learning Community:** 6 District, multi-series training and coaching
- 2019-present      **Understood.org:** UDL training to educator cohort
- 2008-present      **Scholastic, now Houghton Mifflin Harcourt:** Digital program development - Read180, Math180, iRead
- 2014-2018      **Intel:** User experience design for educational technology; Affective computing and analytics
- 2014-2018      **Curriculum Associates:** Digital program development; Affective computing
- 2012-2014      **Sesame Learning:** Digital curriculum; Analytics
- 2012-2014      **Amplify:** Digital curriculum; Accessibility

##### ***Grant Reviewer***

Bill & Melinda Gates Foundation  
National Institutes of Health  
National Science Foundation

# MICHELLE COOK BERTOLI

(b)(6)

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## EDUCATION

### **Yale Divinity School**

*MA, Religion, magna cum laude, May 2009*

### **Vanderbilt University**

*BA, Spanish (Minor: Art History), summa cum laude, December 2005  
(Graduated in 3.5 years, Phi Beta Kappa)*

### **Universidad Complutense de Madrid**

*Vanderbilt in Spain study abroad program, Spring 2005*

**New Haven, CT**

**Nashville, TN**

**Madrid, Spain**

## PROFESSIONAL EXPERIENCE

### **iThrive Games Foundation** (*April 2018 - present*)

*Senior Director of Learning*

Direct the foundation's education-related initiatives and set social and emotional learning objectives and arcs for our teen-facing products and programs. Co-develop game-based social and emotional learning curricula.

### **iThrive Games at Centerstone Research Institute** (*July 2016 - March 2018*)

*Director of Content & Lead Science Writer*

Directed efforts to translate scientific findings on positive psychology and adolescent development into video game narratives, project proposals, and guides for game developers, teachers, and mentors of teens.

- Led all external written communications for iThrive; Editor-In-Chief of iThrive blog
- Led on and contributed to scholarly articles and white papers
- Managed research assistants and consultants
- Identified and collaborated with subject matter experts
- Provided social and emotional learning content expertise to game designers and reviewed and iterated on game content throughout development
- Contributed to and led presentations and written external communications including blog posts, reports, and information guides
- Contributed to the conceptualization and writing of grant proposals
- Attended and presented at conferences on psychology, education, and gaming

### **Michelle Bertoli Consulting** (*August 2015 – July 2016*)

iThrive Games, Crisis Text Line, Clifford Beers Clinic, Center for Eating Recovery, private clients.

### **Yale Center for Emotional Intelligence, Department of Psychology, Yale University** (*6.5 years*)

*Program Administrator (August 2014-July 2015); Research Associate & Manager of Research and Operations (July 2011- August 2014); Research Assistant (January 2009-June 2011)*

**Project Management** – Managed school- and community-based interventions aimed at boosting emotional intelligence to impact health, well-being, and positive academic outcomes (**PIs: Marc Brackett, Susan Rivers, Peter Salovey**)

**Data Coding/Management** – Assessed classroom quality, identified study measures, created machine-readable and online surveys, conducted in-person and phone interviews with research participants, organized large data collection mailings, and managed data using NVivo, Remark, SPSS, and Access.

**Trainings and Presentations** – Trained researchers and led reliability sessions on complex classroom observational tools including the Classroom Assessment Scoring System (CLASS). 100% of trainees passed post-training certification test. Presented original research to Center staff and external audiences.

**Academic & Grant Writing/Curriculum Development** – Co-authored journal articles, book chapters, grant proposals, IRB proposals, and social and emotional learning content. Managed review/editing of a special issue of *Early Education and Development* (Guest editors: Rivers & Brackett, October 2013).

**Personnel Management/Internal Employee Support** – Hired/trained junior research staff. Served on Center's committee for workplace climate. Managed access to university resources for all Center staff. Designed and managed the Center's summer internship program (2012-2014).

## SKILLS

- **Research:** Literature reviews, manuscript writing, scholarly presentations, study design, program evaluation, IRB, grant writing, budgets, qualitative and quantitative data collection & management.
- **Certifications:** Kolbe Certified Coach; former CLASS observer and affiliate trainer.
- **Languages:** Adv. Spanish reading & writing, int. Spanish conversation. Int. Biblical Hebrew.
- **Computer:** Windows, Mac OSX, Microsoft Office, Acrobat, Qualtrics, EndNote, NVivo, SPSS.

## AWARDS AND HONORS

2006: Marvin H. Pope Scholarship

2006: Phi Beta Kappa

2005: Pugh-Hernandez Award

2003: Sigma Delta Pi (honorary society for excellence in Spanish studies)

2002: Gamma Beta Phi (service and honor society for top 15% of class)

2001: Perfect SAT II writing test score (800/800)

## CURRICULAR UNITS & SURROUNDS

With subject matter experts including secondary educators, I co-develop curricular surrounds to extend and apply learning from simulations used as core educational experiences in history and civics. I also co-develop units that use video game narratives as the core texts for high school humanities courses to address academic, social, and emotional learning. I oversee the pilot testing and iteration of these game-based curricular units.

- Forthcoming: A Game-Based Unit to Explore Relationships Using *Florence*
- 2020: Sam's Journey: Exploring Self-Expression in the Digital Age with *A Normal Lost Phone*
- 2020: Social and emotional learning curricular surrounds for *iThrive Sim: Constitutional Crisis*
- 2018: Museum of Me: Exploring & Exhibiting Identity with *What Remains of Edith Finch*
- 2016: Provided subject matter expertise on empathy and emotion regulation and wrote content for the Minecraft "Companions" mod created by Filament Games
- 2016: Provided subject matter expertise on empathy and bias and wrote content for the serious game, *Cycles of Empathy*, created by 1st Playable.

## PUBLICATIONS

- Cipriano, C., Barnes, T. N., **Bertoli, M. C.**, & Rivers, S. E. (2018). Applying the classroom assessment scoring system in classrooms serving students with emotional and behavioural disorders. *Emotional and Behavioural Difficulties*, 1-18.
- Crowe, C.C., Rivers, S.E., & **Bertoli, M.C.** (2017). Mind the gap: Accountability, observation and special education. *Assessment in Education: Principles, Policy & Practice*, 24(1), 21-43.
- Brackett, M.A., Rivers, S.E., **Bertoli, M.C.**, & Salovey, P. (2016). Emotional intelligence. In L. Feldman Barrett, M. Lewis, & J. Haviland-Jones (Eds.), *Handbook of emotions* (4th Ed.) (pp. xxx-xxx). New York, NY: Guilford Publishing.
- Cipriano, C., Barnes, T.N., **Bertoli, M.C.**, Flynn, L.M., & Rivers, S.E. (2016). There is no "I" in team: Building a framework for teacher-paraeducator interactions in self-contained special education classrooms. *Journal of Classroom Interactions*, 51(2), 4-19.
- Brackett, M.A., **Bertoli, M.**, Elbertson, N., Bausseron, E., Castillo, R., & Salovey, P. (2013). Emotional intelligence: Reconceptualizing the cognition-emotion link. In M. D. Robinson, E. Harmon-Jones, & E. R. Watkins (Eds.), *Handbook of cognition and emotion* (pp. 365-379). New York: Guilford.
- Duncan, L. R., Latimer, A. E., Pomery, E., Rivers, S. E., **Bertoli, M. C.**, & Salovey, P. (2013). Testing messages to encourage discussion of clinical trials among cancer survivors and their physicians: Examining monitoring style and message detail. *Journal of Cancer Education*, 28(1), 119-126.
- Duncan, L.R., Martinez, J.L., Rivers, S.E., Latimer, A.E., **Bertoli, M.C.**, Domingo, S., & Salovey, P. (2013). Healthy Eating for Life English as a second language curriculum: Primary outcomes from a nutrition education intervention targeting cancer risk reduction. *Journal of Health Psychology*, 18(7), 950-961.
- Martinez, J.L., Rivers, S.E., Duncan, L.R., **Bertoli, M.**, Domingo, S., Latimer-Cheung, A.E., & Salovey, P. (2013). Healthy eating for life: Rationale and development of an English as a second language (ESL) curriculum for promoting healthy nutrition. *Translational Behavioral Medicine*, 3, 426-433.
- Rivers, S.E., Brackett, M.A., Omori, M., Sickler, C., **Bertoli, M.C.**, & Salovey, P. (2013). Emotion skills as a protective factor for risky behaviors among college students. *Journal of College Student Development*, 54(2), 172-183.
- Duncan, L.R., **Bertoli, M.C.**, Latimer, A.E., Rivers, S.E., Brackett, M.A., & Salovey, P. (2012). Mapping the protective pathway of emotional intelligence in youth: From social cognitions to smoking intentions. *Personality and Individual Differences*, 54, 542-544.

## PRESENTATIONS

- Bertoli, M.C.**, Rivers, S.E., & Handley-Miner, I. (2017, July). Gaming to thrive: A theory of change for how video games can foster teens' practice of positive psychology and social and emotional skills. Poster to be presented at the 2017 Fifth World Congress on Positive Psychology, Montreal, Canada.
- Crowe, C. C., Barnes, T. N., Rivers, S. E. & **Bertoli, M. C.** (2015, April). There is no "I" in team: Educator collaboration in self-contained special education classrooms. Poster presented at the meeting of the Council for Exceptional Children, San Diego, CA.
- Bertoli, M.C.** & Fernandes, C.S. (2014, October). Optimizing Your Intelligences: A course for high school students' social and emotional learning. Presentation given at the Yale Center for Emotional Intelligence, New Haven, CT.
- Crowe, C. C., Rivers, S. E., **Bertoli, M. C.**, & McCoy, M. (2014, April). Recognizing Excellence in Learning and Teaching: A new tool for special education. Research presented at the Council for Exceptional Children Convention and Expo, Philadelphia, PA.
- Bertoli, M.C.** (2013, April). Applying the CLASS in special education settings: Congruence and challenges. Presentation given at the Yale Center for Emotional Intelligence, New Haven, CT.
- Bertoli, M.C.**, Crowe, C.C., & Rivers, S.E. (2013, April). Applying the Classroom Assessment Scoring System (CLASS) in special education settings: Exploring congruence and challenges. Poster presented at the meeting of the Society for Research in Child Development, Seattle, WA.

# EGHOSA M. ASEMOTA

(b)(6)

## EDUCATION

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### **CORNELL UNIVERSITY, ITHACA, NY**

Master of Public Administration, Concentration in International Development Studies, **MAY 2019**

Recipient of CIPA Fellowship (50%); Member of Pi Alpha Alpha Honor Society

**Relevant Coursework:** Education and Development in Africa, Education for Sustainable Development, Strategic Stakeholder Engagement, Systems Thinking for Public Affairs, Project Management, International NGO and Public Management, Fundraising and Policy Writing

### **BINGHAMTON UNIVERSITY, ITHACA, NY**

Bachelor of Arts, Philosophy, Politics and Law (PPL), Magna Cum Laude, **MAY 2015**

## CERTIFICATIONS

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### **COLUMBIA UNIVERSITY, NEW YORK, NY**

Certificate: "Social Entrepreneurship: Change-Making for Change Leaders" (Venture for All® Initiative), **AUG 2016**

## PROFESSIONAL EXPERIENCE

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### **ITHRIVE GAMES FOUNDATION, NEWTON, MA**

NOV 2019 – PRESENT

*Manager of Marketing*

### **CORNELL POLICY REVIEW, ITHACA, NY**

MAY 2018 – MAY 2019

*Senior Content Editor*

- Played the primary role of editing and evaluating the overall formatting, style, and content of each article submitted to the Cornell Policy Review (CPR)'s to determine journalistic integrity, quality, and alignment with established guidelines.
- Worked closely with senior editors and junior personnel (associate editors and staff writers) to optimize visual design and comprehensibility of their submissions.
- Oversaw the functionality of the Cornell Policy Review's WordPress website, evaluated and managed website performance, facilitated hosting and server management, and developed, maintained and updated website content.
- Collaborated with cross-functional teams in the PR and Management department in the formulation of content strategies and social media promotion on Twitter, LinkedIn, Facebook, Instagram and SoundCloud.
- Assisted in social engine optimization (SEO) by executing tests, collecting and analyzing data and results, and identifying trends in viewership.

### **ECOAGRICULTURE PARTNERS, WASHINGTON, DC**

JAN 2019 – MAY 2019

*Communications Associate*

- Contributed to the posting of materials, reports, photos and video, and writing of content on the EcoAgriculture Partners and Landscapes for People, Food and Nature websites and blogs related to international development and integrated landscape management.
- Authored social media content for the EcoAgriculture Facebook, Twitter, Instagram and LinkedIn profiles, including video and graphic assets to support crowdfunding campaigns.
- Wrote, prepared and tracked concept notes and proposals to donors, and supported the development of flyers, newsletters, fact sheets, articles, and brochures.
- Created all video assets for [www.liftkit.info](http://www.liftkit.info), an online hub for IUCN-NL and EcoAgriculture Partners' Landscape Investment and Finance Tool (LIFT) launched in 2019 to help landscape initiatives define, develop and find finance for their landscape priorities.

**AWAKE STORYTELLING, NEW YORK, NY**

JUNE 2015 – PRESENT

*Producer*

- Serves as the primary point person for client intake and correspondence and oversees all day-to-day operations and administrative details such as the coordination of contracts, invoices and the maintenance of files and records.
- Creates, curates, and manages all content and copy published on company's social media profiles on Twitter, LinkedIn, Facebook and Instagram.
- Co-manages pre-production, production and post-production process, including planning, scheduling, and editing; budgeting and expenditures; securing of locations and interviewing.
- Produced over 250 videos for clients including the KIPP Foundation and its affiliate schools, the NYC Department of Education, the Character Lab, Uncommon Schools, East Harlem Tutorial Program and the New Schools Venture Fund that aimed to increase brand awareness, foster community participation, and/or mobilize donor support.

**DEFINE: BLACK, NEW YORK, NY**

JULY 2015 – PRESENT

*Co-Founder/Producer*

- Launched a video series ([www.defineblack.us](http://www.defineblack.us)) that shares personal stories about the Black experience in America in an effort to expose and challenge narratives that sustain racial injustice. The campaign has accumulated 125 stories, 25,000 followers and over ten million views across platforms since 2015 and has been featured in Upworthy, the Huffington Post, SoulPancake, For Harriet and Latina Magazine.

**GLOBAL LIVINGSTON INSTITUTE (GLI), KABALE, UGANDA**

AUG 2018 – DEC 2018

*Monitoring and Evaluation Consultant*

- Headed a team of two members assembled to optimize GLI's monitoring, evaluation and data collection efforts for their Sustainable Farming Collaborative, a sorghum farming initiative in Northern Uganda that seeks to impart villagers, many of whom are former child soldiers (FCS), with the agricultural knowledge needed to cultivate, manage and sell cash crops sustainably.
- Created a formalized theory of change logic model outlining the inputs, activities, outputs and outcomes of the Sustainable Farming Collaborative along with the causal relationships that undergird them.
- Developed an outcome evaluation design that consisted of a six-month follow-up survey created to gauge changes in economic status, social capital, food security, empowerment (particularly for women) and agricultural proficiency.
- Recommended the incorporation of new strategies to assist with the digitization and streamlining of GLI's data collection efforts via ZERION's iFormBuilder.

**CARE MALAWI, LILONGWE, MALAWI**

SEP 2017 – DEC 2017

*Monitoring and Evaluation Consultant*

- Designed an evaluation plan developed to assess whether CARE Malawi's Village Savings and Loan Associations (VSLA) groups in the Dowa and Lilongwe districts self-sustain after the exit of CARE agents, and what factors may be associated with their continuation or demise. Results were used to gauge CARE Malawi's alignment with CARE International's objective of increasing the social capital of women, assess the program's long-term impact and identify areas for improvement.
- Developed an interview guide designed to elicit meaningful qualitative and quantitative data about changes in women's empowerment causally attributed to VSLAs.

**SOLUTION OASIS, LTD., HAATSO, GHANA**

AUG 2017 – MAY 2018

*Marketing Strategy Consultant*

- Conducted market research and competitor analyses for Solution Oasis, an agro-processing company that manufactures premium natural skin care products for local and international markets as part of Cornell University's Student Multidisciplinary Applied Research Team (SMART) program.
- Developed a digital marketing and communications plan highlighting Solution Oasis' work with shea butter collaboratives in the Northern Region and the company's commitment to transparent supply chain transparency and fair trade.

**SOLUCIONES COMUNITARIAS, ANTIGUA, GUATEMALA**

JUNE 2016 – AUG 2016

*Strategy and Operations Consultant*

- Worked with a team of eight individuals, local entrepreneurs and regional coordinators in Antigua, Nebaj, and Xela, Guatemala to diagnose organizational needs and fortify the Community Enterprise Solutions-designed MicroConsignment Model (MCM).

- Synthesized individualized and aggregate data collected over the course of three months to develop a replicable, professional development plan for staff members and entrepreneurs consisting of culturally responsive workshops, best practices, and replicable marketing campaigns.

### **FRIDA | THE YOUNG FEMINIST FUND, NEW YORK, NY**

FEB 2015 – APR 2015

*Social Media and Communications Intern*

- Aided in the development of FRIDA's 'Young Feminist Giving Circles' initiative by creating deliverables for young feminists interested in organizing.
- Helped fortify a stronger FRIDA social media presence on various platforms by developing its unique voice through newsletters, engaging web content, and weekly social media posts on Facebook and Twitter.

### **THE GLOBAL HEALTH IMPACT PROJECT, BINGHAMTON, NY**

DEC 2014 – MAR 2015

*Social Media and Communications Consultant*

- Facilitated the January 23rd social media launch of the Global Health Impact Project, a project dedicated to advancing access to essential medicines by measuring and compiling pharmaceutical products' impact on global health in a database accessible to researchers and civil society organizations.
- Disseminated global health news and objective scientific evidence about global health impact, and expanded the project's supporterbase to a diverse population of social media users, including pharmaceutical companies, activists, students, and other individuals passionate about improving the global poor's access to essential medicines.

### **REPRODUCTIVE HEALTH ACCESS PROJECT (RHAP), NEW YORK, NY**

SEP 2014 – MAY 2015

*Social Media and Communications Intern*

- Spearheaded public-education campaigns to promote access to critical reproductive health services; consulted with staff on publications, website, social media, and marketing; assisting in the assessment of results and impact of ongoing marketing and communications activities; and helping to define the organization's voice and messaging efforts.
- Promoted RHAP's Get Out the Vote campaign via social media and procured over \$3,000 in donations through online crowdsourcing over the course of a six-week social media fundraising campaign.

### **WOMEN'S ENVIRONMENT AND DEVELOPMENT ORGANIZATION (WEDO), NEW YORK, NY**

JULY 2014 – SEP 2014

*Climate Change Mobilization Intern*

- Prepared advocacy materials using Adobe Suite for the People's Climate March on September 21st, as well as notable events facilitated by partners and allies surrounding the United Nations' Climate Summit in 2014.
- Galvanized the mobilization of women's groups, social justice, and grassroots community leaders for the march through multiple channels of communication, from traditional and online media to multi-stakeholder outreach.

### **GLAMOURGALS FOUNDATION, COMMACK, NY**

MAY 2012 – JUNE 2014

*Program Development Associate*

- Managed database of chapter performance and created dynamic reports to inform strategic communication on chapter/alumni management, outreach, and fundraising.
- Spearheaded recruitment efforts and expansion projects that resulted in the acquisition of 32 new chapters over the course of a year, a landmark achievement since the organization's founding.
- Aided in procuring \$75,000 worth of corporate donations for silent auctions through cold calling and emails for Glamour in the City and Illuminate, two annual fundraising events held for philanthropists in New York City.
- Solicited ongoing sponsorships and in-kind donations from cosmetic companies including Urban Decay, OPI and Pixi Beauty to distribute to over 80 chapters.

### **COMPUTER AND LANGUAGE SKILLS**

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Exceptional proficiency in STATA, Microsoft Office and Adobe Creative Suite, WordPress, Drupal, Mailchimp, Constant Contact, Certified in Dreamweaver 8 (Certified 6/23/2011), English (Native), Bini (Intermediate), Spanish (Basic).

# Sierra Martinez

(b)(6)

## Education

University of South Carolina, Columbia, SC  
Dr. Sears Wellness Institute

B.A. in Journalism and Mass Communications, 2008  
Certified Health and Wellness Coach, 2016

## Core Competencies

- Excellent oral and written communication skills.
- Knowledgeable in both digital and print marketing.
- Detail-oriented, with a passion for helping others.
- Extremely organized.
- Gifted in proofing content.
- Positive, uplifting nature.
- Superb multitasking abilities.

## Experience

**iThrive Games Foundation, Remote**

**2018-present**

**Communications and Operations Coordinator**

- Stay up-to-date on human resources compliance needs related to all states where iThrive has employees or workers.
- Work with the Senior Director of Operations to ensure compliance needs are being met.
- Lead the development of hiring protocols and processes and onboarding materials.
- Complete routine updates and audits of HR materials.
- File and submit monthly credit card reports for iThrive team members.
- Track key performance indicators for social media and other communications channels.
- Draft and schedule content for social media (Facebook, Twitter, LinkedIn, Instagram, Pinterest, etc), newsletters (MailChimp), and blog posts (Wordpress).
- Perform online research and summarize articles and other materials for projects and publications.
- Assist in the preparation of reports and communications documents.
- Manage contacts using Airtable.
- In partnership with subject matter experts, co-create role-playing simulations and games, review curriculum development materials, and generate content in the areas of civics and social and emotional learning.

**Event Industry Marketing, Remote**

**2018-2019**

**Content & Social Media Manager**

- Generated and executed the communications strategy for three of the company's largest clients.
- Developed and implemented the communications plan that supported each client's organizational goals.
- Created both written and visual communications content for each of the client's social media platforms.



- Wrote powerful messages and blog posts to engage each client's existing customer base, while generating new leads and growth across each platform.

**Marketing, ETC., Remote**

**2012-2017**

**Content & Social Media Manager**

- Responsibilities included sourcing content and scheduling posts for various marketing campaigns, blog writing, content writing, analyzing competitive activity in the marketplace, Google Adword campaigns, and increasing the customer reach across platforms.

**Tri-County Pest Control, Hampstead, NC**

**2010-2011**

**Office Manager**

- Customer service, including following up with clients to ensure proper payment of services rendered.
- Organizing and updating the business' QuickBooks.
- Managed the phone system, scheduling each of the technician's daily, weekly, and monthly appointments.
- Transferred hundreds of clients' information from a standard paper filing system to a digital filing system.

**Universal McCann, New York, NY**

**2009-2010**

**Assistant Print Strategist**

- Worked on both the L'Oreal USA and Truvia print buying teams.
- Communicated with sales reps from over 100 publications to ensure competitive separation and running order guidelines were met.
- Assisted in the development of media strategies, specifically utilizing research tools and historical client data.
- Negotiated rates and positioning for over 100 publications. Maintained positive working relationships with other internal groups, as well as sales reps and publishers.
- Analyzed competitive activity in the marketplace.



# The Urban Assembly

## Our Family of Schools

- UA Academy for Future Leaders*
- UA Academy of Government and Law*
- High School of Arts & Technology*
- UA School for Applied Math & Science*
- UA Bronx Academy of Letters*
- Bronx Academy for Software Engineering*
- UA Charter School for Computer Science*
- UA Gateway School for Technology*
- UA School for Green Careers*
- UA School for Global Commerce*
- Global Learning Collaborative*
- UA New York Harbor School*
- UA Institute of Math & Science for Young Women*
- UA Bronx School for Law, Government, & Justice*
- UA Maker Academy*
- UA Media High School*
- UA School for Collaborative Healthcare*
- UA School of Design & Construction*
- UA School for Emergency Management*
- UA School for Law & Justice*
- UA School for Leadership and Empowerment*
- UA School for the Performing Arts*
- UA Unison School*

Susan Rivers, PhD  
Executive Director & Chief Scientist  
iThrive Games Foundation  
P.O. Box 610026  
Newton, MA 02461

Dear Dr. Rivers:

I am writing this letter to express Urban Assembly's interest in participating in your project, Building Resilience to Radicalization Through an Innovative Game-Based Curriculum. The purpose of the project is to create a digital role-playing simulation and a set of learning activities to build young people's awareness of extremist attempts to radicalize them, while developing the social and emotional skills they need for resilience against these efforts and pointing them toward prosocial structures to support community.

We understand that students and educators will be invited to participate in co-design sessions, testing prototypes, and in the pilot phase of the project. In the co-design and testing prototype phases of the project, we will help recruit 8-10 students and 2-3 educators from grades 9-12 to attend one or more sessions lasting between 90 minutes and three hours. In the pilot phase of the project, we understand that one or more classrooms may be invited to participate in testing and providing feedback on the simulation and the surrounding learning activities. Student and educator participation will be completely voluntary.

This work aligns well with our commitment to building students' social and emotional skills and resilience in a rapidly changing world.

Urban Assembly looks forward to working with you. We believe this project will be impactful and mutually beneficial for all parties involved.

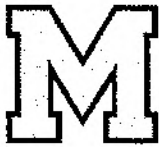
Sincerely,

(b)(6)

David Adams  
Chief Executive Officer

(b)(6)

Monterey Peninsula Unified School District



*Monterey High School  
101 Herrmann Drive  
Monterey, CA 93940  
(831) 392-3801 office  
(831) 392-3810 fax*

*Dr. Daniel PK Diffenbaugh  
Superintendent of Schools  
Thomas Newton II, Principal  
Xavier Rodriguez, Assistant Principal  
Chelsea Warner, Assistant Principal*



May 21, 2021

LETTER OF COMMITMENT

I have the pleasure of confirming the commitment of Monterey to the project proposal **"Building Resilience to Radicalization Through an Innovative Game- Based Curriculum"** with this letter.

Over the grant period, Monterey will work with the Middlebury and iThrive team led by Mr. Alex Newhouse of the Center on Terrorism, Extremism, and Counterterrorism. Our teachers and students will participate in design workshops, playtesting, and implementation of the curriculum as described in the proposal.

We are excited to partner with MIIS and work to discover innovative ways to build young people's resilience in the face of attempts to radicalize them. This project provides a unique opportunity for our teachers and students to contribute to new, local efforts that prevent individuals from radicalizing to violence.

Accordingly, we strongly believe our commitment to this project will benefit our students and result in an enriching synergy between our teachers, the project team, and the other schools involved in the project.

Sincerely,

(b)(6)

Thomas Newton II  
Head of School  
Monterey High School

May 21, 2021

Dear DHS Program Evaluator,

This letter is in recommendation of the Middlebury Institute of International Studies (MIIS) Center on Terrorism, Extremism and Counterterrorism's (CTEC) proposal for the Fiscal Year 2021 (FY21) Targeted Violence and Terrorism Prevention (TVTP) Grant Program. The Global Center on Cooperative Security, an independent non-profit organization which seeks to advance a more just and secure world by addressing the root causes of terrorism and violent extremism, has worked closely with CTEC on countering violent extremism and countering the financing of terrorism (CFT) issues.

The Global Center is currently implementing a two-year program of work, in partnership with CTEC and the Royal United Services Institute (RUSI), to Strengthen Effective Counterterrorism Finance Systems in Jordan, Albania, and North Macedonia funded by the U.S. Department of State Bureau of Counterterrorism. The project is focused on building the capacity of public and private sector authorities to develop the necessary skills and tools to perform effective and integral functions to counter terrorist financing. CTEC Director Jason Blazakis, serves as a lead project expert, designing and leading training focused on providing the private sector with the required awareness and capabilities to contribute fully to domestic, regional, and global CFT efforts. As a former U.S. government employee with expertise on terrorism finance and the application of sanctions against non-state actors, he regularly consults with private and public sector entities in the terrorism finance and anti-money laundering space and has designed complex simulated exercises on targeted financial sanctions and proliferation financing for academic, government, and multilateral organization participation. As part of this project, he has developed training for over 60 private sector entities in Jordan on the global sanctions architecture and requirements of the private sector related to domestic and international sanctions designations. CTEC will work with Global Center to develop a financial investigation simulation which will bring together key authorities from Jordan, Albania, and North Macedonia to build relationships between agencies and international counterparts.

I would like to strongly recommend CTEC for the TVTP Grant Program. CTEC is one of the leading institutions working to counter online extremism, through collaboration with technology companies and innovative educational programming designed to help communities fight the spread of extremism and disinformation.

Sincerely,

(b)(6)

Jason Ipe  
Chief of Operations  
Global Center on Cooperative Security

May 2021

Letter of Recommendation for DHS Grant Targeted Violence and Terrorism Prevention Program

To Whom it May Concern:

This letter is in support of the Center on Terrorism, Extremism, and Counterterrorism (CTEC) at the Middlebury Institute of International Studies (MIIS). Within the field of counterterrorism and the study of extremism and radicalization, CTEC maintains an impeccable reputation for integrity, rigorous analysis, and a commitment to results borne out with empirical evidence flowing from sound data collection and analysis. With a team of world-renowned experts on terrorism, including both scholars and practitioners, CTEC covers a wide range of topics with incredible depth, including online extremism, threat finance, and sanctions, asymmetric conflict, preventing and countering violent extremism (P/CVE) and emerging technologies.

CTEC is partnering with iThrive Games to develop a simulated game that can be utilized in high school classrooms throughout the country. The proposed project has multiple objectives, including to raise awareness among the demographics in the United States that are most vulnerable to recruitment from violent extremist organizations. In addition, by conducting research on which digital CVE strategies work and which don't, another goal is to create a repository for best practices and lessons learned in an area that will only continue to grow in importance in the near future. Lastly, the project will be grounded in data and analysis, relying on cutting edge tools to innovate in a space that will contribute to CVE education and implementation.

The work of CTEC will be essential to the success of this and similar programs. Not only does CTEC have an intimate understanding of this research area, having collaborated closely with myriad Silicon Valley technology companies, but the researchers on the team also have world-class credentials in studying, understanding, and analyzing a range of ideologies related to extremism and radicalization, especially in a virtual setting. CTEC is also one of the few entities with both the research experience and the ability to implement programs in the fight against extremism, taking valuable findings from research and applying them in real-world settings to achieve tangible policy solutions.

In closing, it is my professional assessment that CTEC is among the research institutes best positioned to execute the type of work that will be able to make a lasting and profound difference in targeted violence and terrorism prevention.

Please do not hesitate to contact me should you require any further information.

Kind regards,

(b)(6)

Colin P. Clarke, Ph.D.

(b)(6)

Director of Policy and Research  
The Soufan Group

# EMW-2021-GR-APP-00032

## Application Information

**Application Number:** EMW-2021-GR-APP-00032

**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:** President and Fellows of Middlebury College

**Organization ID:** 22489

**Type:** Private Institutions of Higher Education

**Division:**

**Department:**

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

**EIN Shared With Organizations:**

**DUNS:** 020651675

**DUNS 4:**

**Congressional District:** Congressional District 00, VT

## Physical Address

**Address Line 1:** Old Chapel Road

**Address Line 2:** [Grantee Organization > Physical Address > Address 2]

**City:** Middlebury

**State:** Vermont

**Province:**

**Zip:** 05753-[Grantee Organization > Physical Address > Zip 4]

**Country:** UNITED STATES

## Mailing Address

**Address Line 1:** Old Chapel Road

**Address Line 2:** [Grantee Organization > Mailing Address > Address 2]

**City:** Middlebury

**State:** Vermont

**Province:**

**Zip:** 05753-[Grantee Organization > Mailing Address > Zip 4]

**Country:** UNITED STATES

## SF-424 Information

### Project Information

**Project Title:** Building Resilience to Radicalization Through an Innovative Game-Based Curriculum

**Program/Project Congressional Districts:** Congressional District 20, CA

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

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

**Areas Affected by Project (Cities, Counties, States, etc.):** Monterey, CA; Addison County, VT; New York City, NY

## Estimated Funding

Funding Source	Estimated Funding (\$)
Federal Funding	\$629533
Applicant Funding	\$0
State Funding	\$0
Local Funding	\$0
Other Funding	\$0
Program Income Funding	\$0
<b>Total Funding</b>	<b>\$629533</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
Alex Newhouse	(b)(6)		Secondary Contact
Meghan Rasmussen			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	\$155475
Fringe Benefits	\$52861
Travel	\$9664
Equipment	\$0
Supplies	\$0
Contractual	\$327576
Construction	\$0
Other	\$0
Indirect Charges	\$83957
<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:** Described in the budget narrative

**Indirect Charges explanation:** Middlebury's current NICRA

## 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: Meghan Rasmussen

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

Signatory Authority Title: Director of Foundation Relations and Grants

## Certification Regarding Lobbying

Form not applicable? false

Signatory Authority Name: Meghan Rasmussen

Signed Date: Thu May 20 00:00:00 GMT 2021

Signatory Authority Title: Director of Foundation Relations and Grants

## Disclosure of Lobbying Activities

Form not applicable? true

Signatory Authority Name: Meghan Rasmussen

Signed Date:

Signatory Authority Title: