ATTACHMENTS FORM

Instructions: On this form, you will attach the various files that make up your grant application. Please consult with the appropriate Agency Guidelines for more information about each needed file. Please remember that any files you attach must be in the document format and named as specified in the Guidelines.

Important: Please attach your files in the proper sequence. See the appropriate Agency Guidelines for details.

1) Please attach Attachment 1	1234-OPERATION250_REPLICATION	Add Attachment	Delete Attachment	View Attachment
2) Please attach Attachment 2		Add Attachment	Delete Attachment	View Attachment
3) Please attach Attachment 3		Add Attachment	Delete Attachment	View Attachment
4) Please attach Attachment 4		Add Attachment	Delete Attachment	View Attachment
5) Please attach Attachment 5		Add Attachment	Delete Attachment	View Attachment
6) Please attach Attachment 6		Add Attachment	Delete Attachment	View Attachment
7) Please attach Attachment 7		Add Attachment	Delete Attachment	View Attachment
8) Please attach Attachment 8		Add Attachment	Delete Attachment	View Attachment
9) Please attach Attachment 9		Add Attachment	Delete Attachment	View Attachment
10) Please attach Attachment 10		Add Attachment	Delete Attachment	View Attachment
11) Please attach Attachment 11		Add Attachment	Delete Attachment	View Attachment
12) Please attach Attachment 12		Add Attachment	Delete Attachment	View Attachment
13) Please attach Attachment 13		Add Attachment	Delete Attachment	View Attachment
14) Please attach Attachment 14		Add Attachment	Delete Attachment	View Attachment
15) Please attach Attachment 15		Add Attachment	Delete Attachment	View Attachment

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

Operation250, Inc.

* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE

Prefix: * First Name: Tyler   Middle Name:

* Last Name: Cote   Suffix:

* Title: Director

* SIGNATURE: Tyler Cote   * DATE: 06/12/2020

Application for Federal Assistance SF-424

* 1. Type of Submission:	* 2. Type of Application:	* If Revision, select appropriate letter(s):
☐ Preapplication	☒ New	
☒ Application	☐ Continuation	* Other (Specify):
☐ Changed/Corrected Application	☐ Revision	

* 3. Date Received:	4. Applicant Identifier:
06/12/2020	

5a. Federal Entity Identifier:	5b. Federal Award Identifier:

State Use Only:

6. Date Received by State:	7. State Application Identifier:

8. APPLICANT INFORMATION:

* a. Legal Name: Operation250, Inc.

* b. Employer/Taxpayer Identification Number (EIN/TIN):	* c. Organizational DUNS:
(b)(6)	0813306760000

d. Address:

* Street1: 110 Canal St.

Street2: 3rd Floor

* City: Lowell

County/Parish:

* State: MA: Massachusetts

Province:

* Country: USA: UNITED STATES

* Zip / Postal Code: 01852-4574

e. Organizational Unit:

Department Name:	Division Name:

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

Prefix: * First Name: Tyler

Middle Name:

* Last Name: Cote

Suffix:

Title:

Organizational Affiliation:

* Telephone Number: (b)(6)	Fax Number:

* Email: (b)(6)

Application for Federal Assistance SF-424

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

M: Nonprofit with 501C3 IRS Status (Other than 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-20-TTP-132-00-01

* Title:

Fiscal Year (FY) 2020 Targeted Violence and Terrorism Prevention (TVTP) Program

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:

Operation250: Prevention Through Education

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   `MA-003`   * b. Program/Project   `MA-003`

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

| | Add Attachment | Delete Attachment | View Attachment |

17. Proposed Project:

* a. Start Date: `10/01/2020`   * b. End Date: `09/30/2022`

18. Estimated Funding ($):

* a. Federal	121,278.00
* b. Applicant	0.00
* c. State	0.00
* d. Local	0.00
* e. Other	0.00
* f. Program Income	0.00
* g. TOTAL	121,278.00

* 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: `Tyler`

Middle Name: `_____`

* Last Name: `Cote`

Suffix: `_____`

* Title: `Director`

* Telephone Number: (b)(6)   Fax Number: `_____`

* Email: (b)(6)

* Signature of Authorized Representative: `Tyler  Cote`   * Date Signed: `06/12/2020`

Operation250: Prevention Through Education

Submitted by: Operation250
110 Canal St. Lowell, MA 01852

Application Track: Replication Track
Project Type: Media Literacy/Online Critical Thinking

Funds Requested: $121,278

Abstract: In this project, Operation250 aims to replicate its in-person online safety and anti-extremism trainings and workshops with students and educators in Massachusetts and New Hampshire. In an effort to protect youth from terrorist and extremist individuals and materials online, this project seeks to run programming with both students and educators throughout the region via three distinct offerings. Operation250 will deliver its evaluated, skills-based student workshop program to students in grades 3-12, expand their lecture series for students, and run teacher training programs for educators to learn the strategies and knowledge necessary to best protect youth. This project estimates to reach 3,000 students and educators in the region with its skills-based curriculum and workshops to ultimately improve online behavior and critical-thinking in youth, and to better-inform educators on how to effectively educate the necessary skills and knowledge to keep youth safe from the influence of terrorists and extremists online.

1.   Needs Assessment

Operation250 (Op250) is a terrorism prevention program that centers on the intersection of terrorism and internet safety. Despite practitioners identifying these two issues as being closely related, few programs have approached the two together (Busher, Choudhury, Thomas, & Harris, 2017). Op250 is a product of the Department of Homeland Security's *Peer-to-Peer: Challenging Extremism* and has been delivering anti-extremism and online safety workshops for students and teachers across Massachusetts since 2016.

In this project, Op250 will replicate its educational programming for both teachers and students in Massachusetts and New Hampshire. In Massachusetts alone (where Operation250 is headquartered), there are 948,828 students enrolled in the public-school system (Enrollment Data, 2019). Focusing on the target age range for Op250's work (3rd grade – 12th grade), that accounts for 716,156 students enrolled during the 2019-20 academic year. There are approximately 71,859 elementary and secondary school educators in the state as well (Public education in Massachusetts, 2015). By replicating Op250 across Massachusetts and New Hampshire, this project will fill a critical gap in extant online safety and counter-terrorism programming. For example, while the Massachusetts Aggressions and Reduction Center (MARC) program is being used by schools to address online safety programming, it is entirely focusing on cyberbullying and negates to address the intersection between online safety and terrorism and extremism. Similarly, the Anti-Defamation League has a regional office that covers Massachusetts and New Hampshire schools; however, their main focus is on anti-bias education.

As part of this project, Op250 proposes to build and replicate the preexisting program for students and educators to teach anti-extremism and online behavior curriculum. To date, Op250 has worked with over 1,800 students and educators through their student workshops, presentations, teacher trainings, and conferences. By replicating this successful program across these two northeast states, Op250 will continue to provide critical training for teachers and students on the fundamental principles of extremist content online and safe online behavior.

2.   Program Design

2.1 Problem Statement

Op250 has been designed to minimize the widespread harm caused by exposure to extreme, and hurtful content online in the absence of suitable online safety training and curriculum. As it currently stands, educational programming is not properly addressing the underlying issues attributing to hate, extremism, and subsequent violence. Whether it be the students not receiving proper critical thinking and skills-based learning, or teachers failing to have the proper training and resources to educate on the matter – filling these gaps is apparent and critical. Very few targeted violence and terrorism prevention programs address radicalization or extremism online, and none in the context of critical thinking, media literacy, or online rights and responsibilities (Reynolds & Scott, 2016). This omission in the field is leaving youth susceptible to the risks of online influences related to both extremism[1] and terrorism[2]. Current Massachusetts-based "Digital Literacy and Computer Science" curriculum framework, published in 2016 by the Massachusetts Department of Elementary and Secondary Education, details the education

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[1] Violent extremism in this proposal is defined as: ideologically, religious, or politically- motivated acts of violence

[2] Terrorism in this proposal is defined as: as any activity involving a criminally unlawful act that is dangerous to human life or potentially destructive of critical infrastructure or key resources, and that appears intended to intimidate or coerce a civilian population, to influence government policy by intimidation or coercion, or to affect the conduct of a government by mass destruction, assassination, or kidnapping.

guidelines and curriculum related to online safety, and while touching on topics such as cyberbullying and media bias, there is an omission of extremism-relevant content and training.

In a study by an independent academic research team measuring Op250's 3-step student workshop program, it was found that 36% of youth are coming across hate messages against groups because of their race, religion, or ethnicity in just the last week (includes exposure to respondents *occasionally*, *frequently,* and *very frequently)*. Additionally, in a survey done with 7th and 8th graders from a Massachusetts high school, it was found that on-average, each student was experiencing 2.7 harmful events online (e.g. seeing extremist content, being bullied, being solicited to meet an unknown person offline) in just the previous month. The exposure to hateful content leads to a reinforcement of discriminatory views (Oksanen, Hawdon, Holkeri & Näsi, 2014; Foxman & Wolf, 2013; Lee & Leets, 2002). This is especially troubling given the reality of the current education system to address these issues. Just 23%[3] of teachers feel "very prepared" to teach about hate speech in a classroom (National Cyber Security Alliance, 2011) and in a separate survey conducted with 1,000 educators in the United States, a mere 17% of teachers have reported feeling "confident they know enough about online safety to speak about it" (Google Surveys, 2019). The above statistics suggest that 59,643 educators are not confident enough to speak about online safety, accounting for 787,527 students in Massachusetts alone. All the more worrisome when considering that Massachusetts is one of just four states to rank in the top-10 in the U.S. in both Anti-Semitic incidents, white supremacy events, and white supremacy propaganda (per 100,000 people) in 2020 (ADL, 2020), and of states who have seen the greatest hike in engagements with white supremacist content on Google in late-March-early-April of 2020 (Moonshot CVE, 2020).

Thus, the problem is clear. The psychological effect of the Internet causes a risk-shift in individuals in which they become disinhibited and more readily engage in harmful and potentially extreme content and individuals. In addition to this, there is a critical lack of training for teachers and an extend inability and discomfort with discussing the nature of the online threat and current events that stem from, or revolve around, harmful online material and activities.

2.2 Program Goals and Objectives

The goal of this program is to increase the resilience of young individuals online to terrorist material and individuals through a series of educational workshops and lectures provided by Op250 personnel to a range of schools in Massachusetts and New Hampshire. As stated in the OTVTP NOFO, a key area of focus is on the replication of programs aimed at countering terrorists' and extremists' influence online through media literacy and online critical thinking programs. In this proposal, Op250 will supply students' with the skills to identify and avoid narratives, increase their resilience to narratives propagated by extremists and terrorists, and critically analyze a community-reflective narrative that challenges the threats and risks of malevolent narratives online. Operation250's educational offerings are skills-based learning programs that address student decision-making online (via vignettes, critical discussions, case studies, and hands-on activities), risk-inducing online behaviors, in- and out-group attitudes, and critical problem solving. As articulated by Jones, Mitchell, and Walsh in their review of effective internet safety programming, there must be five elements present for successful educational prevention programs: (1) a structured curriculum, (2) skill-based learning objectives that target established risk and protective factors, (3) active learning strategies, (4) adequate dosage, and (5) additional learning opportunities (2013). Operation250's educational programs contain each of these elements aside from additional learning opportunity, however the input of OTVTP funds

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[3] Survey included 1,012 teachers.

would address this exact need. In this project Op250 will replicate three forms of intervention to schools and communities: student workshops, student lecture series, and the teacher trainings.

2.2.1 Student Workshop Program

This program offers two skills acquisition steps and completed with a skills application activity (Appendix E). The students first engage with two lessons, one specific to online decision making, the other on anti-extremism. Once the students acquire the skills and knowledge necessary, they participate in a problem-solving activity, where they are challenged to identify possible inhibitor to hate, unsafe online behavior, and other threats in their community, and develop a solution to present to their peers. This workshop typically lasts 3-hours in length and is designed specifically for the audience it is delivered to. To date, the three-step student workshop has been delivered to 586 students in the Commonwealth of Massachusetts, ranging from 2nd grade (7 years old) to 12th grade (18 years old) and has undergone multiple evaluations from the Harvard T.H. Chan School of Public Health (NIJ award >$700k) and from another team including UMass Lowell, Georgia State University, and Harvard (NIJ award >$1M). Recent findings in the randomized control trial on the effectiveness of the Operation250 found that students who were exposed to this workshop showed a significant improvement in their ability to recognize online disinhibition and the effect of *the Internet* on their behavior and an (approaching) significant improvement in their ability to identify risky behaviors online.

2.2.2 Student Lecture Series

In addition to the three-step program outlined above, Op250 offers a lecture series, which will be replicated and expanded. The intended learning objectives, and in turn the objectives and goals, remain consistent, however the delivery of the program is meant to be a "quick-hit" (one-hour) compared to the more detailed, time consuming three-step model. This is a specially geared lecture for youth (available for the same age range as the workshop) and is offered to better fit within the confines of a school's schedule and have a wider reach to students in less time (this has reached 340 students in two-hours, opposed to a workshop program reaching 80 students in three-hours). The Operation250 lecture series is original (consistent with the workshop programming) and designed specifically for that population.

2.2.3 Teacher Trainings

Teacher trainings are delivered through professional development conferences, school-based presentations, and/or curriculum consultation and development. For professional development conferences, Op250 has delivered trainings both at single schools as well as part of events presented by The Massachusetts Partnerships for Youth (MPY), an organization with members from over 140 public, charter, private, and special education schools in the commonwealth. MPY host conferences throughout the school year, multiple of which have included Operation250. In addition to these conferences, the organization will also assist in curriculum building and consultation for educators to supplement regional conference or school-based trainings. This can either be a collection of lessons, readings, case studies, or further training materials. The goal of these professional development activities are to build an "aware society" that "is the best foundation for preventing terrorism and targeted violence" (DHS, p.22, 2019) and to supply teachers with strategies and lesson plans that can be used in reactively to emerging issues that arise in the classroom and to better protect students with skills-based and critical thinking learning regarding online safety and terrorist material and individuals online.

2.3 Logic Model

Resources	Activities • Objectives	Outputs	Outcomes	Evaluation	Needs
Funding for hourly workshop implementation. Travel fees. Operational training fees. Classroom supplies. Ongoing community outreach. Social Media outreach strategy.	Three-step student workshops focusing on online behavior, hate and extremism, and community problem-solving. One-hour lecture style intervention for students on building skills to remain safe from threatening materials and individuals online Professional development workshops with educators. Curriculum development for teachers. Online and offline outreach campaign. Post-event surveys designed.	Monthly events in MA and NH, estimating around 3,000 students and teachers reached New series of lessons released, with teaching strategies and in-class resources after each school workshop and lecture 2 training books developed for teacher implementation. 15 new readings, 30 case studies, 15 in-class activities, and a collection of other resources.	*Short-term:* Improved student online self-regulation, perspective taking, and problem-solving skills. Increased confidence to teach about the skills to protect students from terrorists and extremists online. *Long-term:* Safer online behaviors in students to stay protected from influences of terrorists ' narratives Educators' can effectively deliver education to teach students how to remain protected from extremists' narratives online.	Brief pencil-and-paper survey following the intervention focusing on skills from program Number of students and teachers reached for in-person programming Social media engagement, clicks, and reach data. Platform clicks, downloads, and engagement data.	Continued interest in Op250 programming in MA. Teacher interest in external programming. Community need for resilience against extremism.

2.3.1 Theory of Change

If the evaluated educational program is delivered to students and offered to teachers, through any of the three offerings to schools, then students and educators will acquire the necessary skills and knowledge to therefore exhibit safer online behaviors and be better suited to educate to remain safe from the influences of extremists and terrorists online.

2.4 Timeline

This project will occur in the school years 2020-21 and 2021-22. To date, the organization has worked with approximately 1,850 individuals, both teachers and students, and over the course of the two-year project we plan to expand this reach into new populations, as well as expand on preexisting relationships. On average, an Op250 student workshop consists of 49 students, lectures average 170 students, and teacher trainings average 158 educators. With the goal of holding a student workshop each month of the academic year (September – June), at least two teacher training workshops, and four lectures we expect to reach close to 3,000 students and teachers over the course of the two-year project. Op250 has previously worked with North Adams Public Schools, Brockton Public Schools, and Daley Middle School (Lowell, MA). Between these schools there are 14,134 students within the grade range (3rd-12th), minimizing any concerns of the population being unavailable (Enrollment Data, 2019).

3. Organization and Key Personnel

Operation250 is a nonprofit organization headquartered in Massachusetts, aimed at educating anti-hate and online safety education to elementary and secondary schools. Op250 has been subject to multiple evaluations, measuring the program's impact on youth online behavior with regards to violent and nonviolent extremism. This includes the NIJ project "Operation250: An evaluation of a primary prevention campaigned focused on online safety and risk assessment"

worth over $1 million in project funding. Op250 is also featured in the UNESCO's Youth-Led Guide on Preventing Violent Extremism Through Education.

This project's lead will be Op250's Director of Education, Tyler Cote. Tyler is the organization's chief strategist, outreach coordinator, and project manager. He has been the organization's lead on previous and ongoing evaluation projects. Tyler has played a key role in establishing the organization's existing relationships in the MA communities and has been key in the organization's educational development, workshop coordination and delivery. These roles will be carried-out by Tyler for this project, in collaboration with the remainder of the Op250 team. Op250 also has a pre-existing team of trained personnel to carry-out student and teacher workshops, of which will be main components in this project.

4. Sustainability

Op250 maximizes sustainability through two inter-related activities. First, in training educators, the program's educational goals and objectives will become integrated in their curriculum beyond this project, without the need of Op250 personnel in the classroom. Additionally, the organization will post post-workshop reports, lessons, and educational materials on its online platform (www.operation250.org) with an explanation of the problem, the goals and objectives of that specific workshop, the age group, and a reflective review. This will be done to transmit transparency to future users of the program who do not interact directly with the Op250 team. Second, Op250 is committed to providing educational resources for free and maintains an active and wide-reaching online portfolio of lesson plans and guidance which will be updated, and widely shared, based on lessons delivered as part of this replication study.

5. Budget Detail and Narrative

Budget Category	Federal Request
Personnel	$88,600
Fringe Benefits	$16,588
Travel	$3,710
Supplies	$4,604
Contractual	$0
Other	$7,776
Total Direct Costs	*$121,278*
Indirect Cost	$0
TOTAL PROJECT COSTS	**$121,278**

Op250 requests $121,278 for this two-year project. Director Tyler Cote will dedicate 40% of his time ($22,000/year) and be the project manager, curriculum developer, outreach coordinator and trainer of the project. We also request funds for fringe benefits of $8,294/year. Further personnel funding will be allocated on an hourly basis ($50/hour for prep; $100/hour for delivery). There is 6-hours of training to train five new individuals of the Op250 educational method in each year ($1,500). In each year of the project, there is 180 hours of student workshop prep ($9,000), 24 hours of student lecture prep ($1,200), and 12 hours of teacher training prep ($600). In each year, the budget allocates 90 hours of student workshop delivery ($9,000), 6 hours of lecture fees ($600), and 4 hours of teacher training delivery ($400).

This budget allocates $1,855 for local travel in Massachusetts and New Hampshire in each year. We also request $4,604 for supplies, including two years of promotional materials and postage, training booklets, and classroom supplies. For other costs, this budget requests $1,000 each year for social media ad spend for both Facebook and Twitter, as well as a flat 5% Management and Administration cost fee, that totals $2,888 in each year.

Works Cited

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     &s=eyJpZGVvbG9naWVzIjpbXSwiaW5jaWRlbnRzIjpbIkFudGktU2VtaXRpYyBJbmN
     pZGVudCIsIldoaXRlIFN1cHJlbWFjaXN0IEV2ZW50IiwiV2hpdGUgU3VwcmVtYWN
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Reynolds, L., & Scott, R. (2016). Digital citizens: Countering extremism online. Demos.
     https://dera.ioe.ac.uk/28001/1/Digital-Citizenship-web-1.pdf

Appendix A: OTVTP Implementation & Measurement Plan

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

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

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

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

Organization Name	Operation 250, Inc.
Project Title	**Operation250: Prevention Through Education**
Grant Number	DHS-20-TTP-132-00-01
Grant Implementation Period:	October 1, 2020 – September 30, 2022
Reporting Period:	October 1, 2020 – September 30, 2022

Project Goal Statement

To properly arm students and teachers with the necessary skills and knowledge needed to counter terrorists' and extremists' influence online by replicating the Operation250 (1) anti-extremism and online safety student workshops, (2) student lecture series, and (3) teacher training workshops and consultation.

Target Population

The target population in this project is the education sector in Massachusetts and New Hampshire. These regions are geographically most accessible for the team and serve an expansive population of students and teachers in the elementary and secondary school sector. In Massachusetts there are 716,156 students enrolled in grades 3-12 and approximately 71,859 elementary and secondary school educators. In New Hampshire, there are 178,328 students and 13,492 teachers in their public school systems.

OUTCOME 1: *Improved student online self-regulation, perspective taking, and problem-solving skills.*

Mid-Term Outcome 1.1: Students are identifying community-based problems related to extremism and terrorism online effectively.

Mid-Term Outcome 1.2: Post-workshop and lecture reports are indicating high levels of student engagement and positive survey responses.

OUTCOME 1 IMPLEMENTATION PLAN

Activity	Inputs/Resources	Time Frame	Anticipated Outputs	Progress Reporting *(Complete for Progress Report Only)*
Three-step workshop development and delivery focusing on hate and extremism, online behavior, and problem solving.	*Resources for workshop development, prep, training, implementation, travel, and supplies.*	*Workshops last 3 hours in length delivered throughout project.*	*Approximately 980 students receive student workshop model.*	
Lecture-series style intervention delivered for students.	*Resources for lecture development, prep, and implementation.*	*1-1.5 hours in length delivered throughout project.*	*Approximately 1,360 students receive lecture style model.*	
Development of anonymous post-event questionnaire/review.	*Contribution of questionnaire from independent evaluation team to assist in building.*	*Delivered after each workshop or lecture.*	*Aggregate data of anonymous skills-based learning retention in students.*	
Online and offline outreach campaign to schools	*Funding for hard promotional materials to send via mail and social media ads.*	*Hard materials sent at beginning of school years and ongoing SM campaign.*	*Connection with schools to run programming each month of school year.*	

OUTCOME 1 MEASUREMENT PLAN

Outcome Indicator(s)	Data Collection Method and Timeframe	Results *(Complete for Progress Report Only)*
Questionnaire indicate ability to self-regulate online, improve their perspective taking, and develop community-based solutions to relevant problems they've identified.	Questionnaire dispersion and collection after each workshop and lecture and aggregated for a "snapshot" look.	

OUTCOME 2: *Increased confidence to teach about the skills to protect students from terrorists' and extremists' influence online.*

Mid-Term Outcome 2.1: Teachers indicate need to incorporate Op250 strategies into their classroom after year-1.

OUTCOME 2 IMPLEMENTATION PLAN

Activity	Inputs/Resources	Time Frame	Anticipated Outputs	Progress Reporting *(Complete for Progress Report Only)*
Online and Offline outreach strategy to schools and teachers.	*Funding for hard promotional materials to send via mail and social media ad directed to teachers.*	*Mail outreach to be done at beginning of school years. Online outreach ongoing throughout project.*	*Connection with schools to run approximately 2 large regional events per-school year.*	
Professional development workshops.	*Funding for workshop development, prep, training, implementation, travel, and supplies.*	*Multiple workshops delivered each school year, each lasting no less than 2 hours.*	*Approximately 632 teachers in total receive a training.*	
Curriculum development.	*Funding for Operation250 personnel to develop materials and resources for educators.*	*Curriculum developed throughout project and hosted on Op250's online platform.*	*15 new readings, 30 case studies, 15 in-class activities, 2 training booklets, and 1 lesson for each student workshop.*	
Post-event review and questionnaire development.	*Funding for Operation250 personnel to develop workshop review and questionnaire.*	*Pencil and paper questionnaire/review delivered after each workshop.*	*Aggregate data of teacher's confidence about skills to protect students.*	

OUTCOME 2 MEASUREMENT PLAN

Outcome Indicator(s)	Data Collection Method and Timeframe	Results *(Complete for Progress Report Only)*
Majority of attendees indicate an increase understanding of the necessary skills to teach to protect youth online.	Educators will be asked to complete a survey developed by the Operation250 team after each workshop and training. This questionnaire will be pencil and paper and collect no personal identifiable information.	
At least one out of every 3 teachers indicate an increase in confidence to teach students about this, showing nearly 50% increase in confidence. Found in national data.		

OUTCOME 3: *Safer online behaviors in students to stay protected from influences of terrorists' narratives.*

Mid-Term Outcome 3.1: Initial student survey indicates improved online self-regulation, perspective taking, and problem-solving.
Mid-Term Outcome 3.2: Teachers indicate an increase in confidence to teach about the problem.
Mid-Term Outcome 3.3: Teachers indicate intention to incorporate Op250 strategies into classroom curriculum.

OUTCOME 3 IMPLEMENTATION PLAN

Activity	Inputs/Resources	Time Frame	Anticipated Outputs	Progress Reporting (Complete for Progress Report Only)
Three-step workshop development and delivery focusing on hate and extremism, online behavior, and problem solving.	*Resources for workshop development, prep, training, implementation, travel, and supplies.*	*Workshops last 2.5 hours in length delivered throughout project.*	*Estimated 980 students receive student workshop model.*	
Lecture style intervention delivered for students.	*Resources for lecture development, prep, implementation, travel, and supplies.*	*1-1.5 hours in length delivered throughout project.*	*Approximately 1,360 students receive lecture style model.*	
Curriculum development for teachers	*Funding for Operation250 personnel to develop materials and resources for educators.*	*Curriculum developed throughout project and hosted on Op250's online platform.*	*15 new readings, 30 case studies, 15 in-class activities, 2 training booklets, and 1 lesson for each student workshop.*	
Professional development training workshops.	*Resources for workshop development, prep, training, implementation, travel, and supplies.*	*Multiple workshops delivered each school year, each lasting no less than 2 hours.*	*Approximately 632 teachers in total receive a training.*	

OUTCOME 3 MEASUREMENT PLAN

Outcome Indicator(s)	Data Collection Method and Timeframe	Results (Complete for Progress Report Only)
Aggregated survey data indicates an overall ability to choose safer decisions online.	Anonymous, brief pencil-and-paper survey is collected after each workshops and lecture from attendees.	
Educators indicate an increase in Op250 materials in classroom after trainings and workshops.	Pencil and paper survey delivered to teachers after each student and teacher workshop.	

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OUTCOME 4: *Educators' can effectively deliver education to teach students how to remain protected from extremists' narratives online.*

Mid-Term Outcome 4.1: Online resources and curriculum see consistent use and download through online engagement data.

Mid-Term Outcome 4.2: Post-workshop surveys indicate interest and increase confidence in teaching necessary skills.

OUTCOME 4 IMPLEMENTATION PLAN

Activity	Inputs/Resources	Time Frame	Anticipated Outputs	Progress Reporting *(Complete for Progress Report Only)*
Professional development training workshops.	*Resources for workshop development, prep, training, implementation, travel, and supplies.*	*Multiple workshops delivered each school year, each lasting no less than 2 hours.*	*Approximately 632 teachers in total receive a training.*	
Curriculum development for teachers	*Funding for Operation250 personnel to develop materials and resources for educators.*	*Curriculum developed throughout project and hosted on Op250's online platform.*	*15 new readings, 30 case studies, 15 in-class activities, 2 training booklets, and 1 lesson for each student workshop.*	
Follow-up surveys	*Funding for Operation250 personnel to develop workshop review and survey.*	*Anonymous virtual questionnaire hosted on the platform for users to respond to.*	*Aggregate data of teacher's ability to deliver curriculum on keeping students protected from narratives online.*	

OUTCOME 4 MEASUREMENT PLAN

Outcome Indicator(s)	Data Collection Method and Timeframe	Results *(Complete for Progress Report Only)*
Aggregated surveys indicate self-reported effectiveness in delivery to students from teachers receiving training or using Op250 curriculum/training.	With 6-months remaining in project, anonymous questionnaire will be made available on teacher-section of website for users to report.	

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

Risk Identified	Likelihood of Risk Occurring (low/medium/high)	Risk Analysis (brief assessment of the impact the identified risk could/would have on the project)	Risk Management Plan (plan to minimize the impact that the risk presents to the project and adjustments to be made if the risk transpires)
Breaches of privacy, civil rights, and civil liberties.	Low	Breaches in privacy, civil liberties, and civil rights of our users will lead to a loss in the communities' trust in the program.	The program will not collect any personal identifiable information from users and all questionnaire data will be keep on passcode protected laptops and paper surveys will be destroyed within 48 hours of collection.
Pandemic Impacts on the opening and functionality of schools.	High	COVID-19's impact on the 2020-21 school year is still unclear, however it might impact the ability for traditional in-school classes. This can cause an issue in running in-person workshops and lectures with students and teachers.	This project will adjust its delivery accordingly. The start of the 2020-21 academic year will likely be impacted to avoid big events (100+ people) from happening. While student workshops will likely be able to continue (average of 49 students per workshop), lectures and teacher conferences will need to be changed to webinars. The organization is well prepared for this possibility, as it presented at a webinar in May 2020 hosted by a partnered organization (Massachusetts Partnerships for Youth) with approximately 450 teacher attendees.

Appendix B: Resumes/CVs of Key Personnel

1. Tyler Cote

Tyler Cote

Lowell, MA

(b)(6)

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Education

University of Massachusetts Lowell, Lowell, Massachusetts   **Graduated: December 2017**

- Bachelor of Arts | Political Science and Criminal Justice: Concentration in Homeland Security

Work Experience

Operation250 (*www.operation250.org*); *Lowell, Massachusetts*   *September 2016 – Present*
Title: Co-Founder & Director

- Co-founded and Director of nonprofit Countering Violent Extremism/Terrorism Prevention organization in Massachusetts.
- Research, design, and develop content, training materials, and audience-specific workshop presentations for organizational events and workshops with schools and community organizations.
- Serve as organization's day-to-day leader and project manager since January 2018. Involves designing and delivering community level education workshops; training staff and contractors the educational method of delivery for student and teacher workshops; project building; developing and managing project budgets; community partnership building with organizations, schools, public agencies, and fellow CVE/TP organizations.

The Washington Center; Washington, D.C.   **January 2019 – May 2019**
Title: Consultant

- Developed 8-day seminar on National Security for 50-90 nationwide undergraduate students to attend in Washington, D.C.
- Identify the most relevant topics, threats, and operations related to national security and recruit a series of speakers to present to the students each morning of the seminar.
- In 2019, recruited 25 speakers from 23 unique institutions, organizations, and agencies to present for 50-minutes each and answer a Q&A session from the students on their respective topic.

Atlantic Council; Washington, D.C.   **May 2017– August 2017**
Title: Research Intern for Brent Scowcroft Center on International Security

- Member of the Foresight, Strategy, and Risk Initiative with the (formally titled) Brent Scowcroft Center on International Security.

- Conducted daily research with superior on international countering violent extremism initiatives, the effectiveness of counter-narrative programs, and then current policies and strategies implemented and supported by the United States' government.

University of Massachusetts Lowell; Lowell, Massachusetts **January 2015 – August 2017**
Title: Honors Research Assistant
- Conducted research on the role of *Twitter* in the 2016 presidential election, analyzing the role of ideological language on *Twitter* during the election.
- Two academic publications were product of this research, one in *The Forum: A Journal of Applied Research in Contemporary Politics*, and the other as a book chapter in *The Role of Twitter in the 2016 Election.*

Publications:

- Marietta, M., **Cote, T.**, Farley, T. & Murphy, P. (2017). The Rhetorical Psychology of Trumpism: Threat, absolutism, and the absolutist threat. *The Forum: A Journal of Applied Research in Contemporary Politics.*15(2), 313-332.
- Marietta, M., Farley, T., **Cote, T.**, Murphy, P. (2017). Less is More Ideological: Conservative and liberal communication on Twitter in the 2016 race" in C. Galdieri, J. Lucas, and T. Sisco (Ed.).*The Role of Twitter in the 2016 Election.* Palgrave Macmillan.
- **T. Cote**. (2017, August 24). Tech giants' role in countering violent extremism. [Atlantic Council blog post]. Retrieved from http://www.atlanticcouncil.org/blogs/futuresource/tech-giants-role-in-countering-violent-extremism.
- San Clemente, N., **Cote, T.**, Thibodeau, D., Keenan, J., Pierribia, & Shortland, N. (2017). Operation250: A project for online safety. In *YouthWagingPeace: UNESCO's Youth-led guide on Preventing Violent Extremism through Education* (283-286), New Delhi, India; Mahatma Gandhi Institute of Education for Peace and Sustainable Development.

Awards, Accolades, & Grants

- 2018 National Institute of Justice: "Research and Evaluation on Prevention and Mitigation of Domestic Pathways to Terrorism" grant ($1,029,474).
- 2018 Massachusetts Department of Higher Education "29 Who Shine" award.
- 2018 UMass Lowell Political Science Department "Research Excellence Award".
- 2018 Umass Lowell Criminology and Justice Studies Department "Outstanding Service Award".
- 2018 Umass Lowell Political Science Department "Academic Excellence Award".
- Pi Sigma Alpha Graduate: Political Science Honors Society
- 2017 University of Massachusetts Lowell Differencemaker program "Campuswide Differencemaker".

- 2016 Department of Homeland Security and Facebook's "Peer-2-Peer: Challenging Extremism" finalist as part of Operation250. Finished 3rd in the country of 56 campaigns total.
- 2015 & 2016 Student Honors Research Fellowship recipient. In collaboration with the Honors College at the University of Massachusetts Lowell, myself and a professor at the University were funded to carry out research. (Totaling $2,000)

Events & Conferences:

- 2020: Presenter, "Student Cyber Risk-Taking and Online Threats"; Massachusetts Partnerships for Youth; Webinar
- 2020: co-Coordinator, "National Security 2020"; The Washington Center; Washington, D.C. (Cancelled due to COVID-19)
- 2020: Presenter, "U.S. Department of State International Visitor Leadership Program: RP Countering Violent Extremism – Community Strategies"; Department of State; Boston, MA
- 2019: Invitee, "Digital Forum on Terrorism Prevention"; Department of Homeland Security: Office of Targeted Violence and Terrorism Prevention; Pittsburgh, PA
- 2019: co-coordinator, "National Security 2019"; The Washington Center; Washington, D.C.
- 2019: Presenter, "International Visitor Leadership Program – U.S. Department of State: Countering Violent Extremism – Community Strategies"; World Boston; Lowell, MA
- 2018: Presenter, "Johns Hopkins Center for Gifted and Talented Youth day of learning"; Lowell, MA
- 2018: co-Coordinator, "National Security 2018"; The Washington Center; Washington, D.C.
- 2018: Presenter, "IF2018: Ideas for a Better World"; Booz Allen Hamilton; Washington, D.C.
- 2018: Presenter & Coordinator "Combatting Hate and Extremism: Fostering Inclusion in our Schools and Communities"; Operation250, Middlesex Partnerships for Youth, Umass Lowell; Lowell, MA.
- 2017: Invitee, "Digital Forum on Terrorism Prevention," Department of Homeland Security; Washington, D.C.
- 2017: Presenter, "Johns Hopkins Center for Gifted and Talented Youth day of learning"; Lowell, MA
- 2017: Presenter, "Idea Challenge Finals"; Differencemaker; Lowell, MA
- 2017: Presenter, "Peer-to-Peer: Challenging Extremism Finals"; Department of Homeland Security; Washington, D.C.

Appendix C: Letters of Support

1. Massachusetts Partnerships for Youth
2. Brockton Public Schools
3. Drury High School
4. North Adams Public Schools

Dear Mr. Tyler Cote,

As Executive Director for Massachusetts Partnerships for Youth (MPY), I am writing this letter in support of Operation250's project submission for the FY20 Targeted Violence and Terrorism Prevention Grant Program. MPY enthusiastically supports this project, its goals, and effort to enhance prevention programming in our state and region.

As the relevance and impact of the internet increases in our society, the need for proven and effective education on the topic grows. In supporting the educational programming offered by Operation250, it would be a positive step at the whole-of-society effort to keep individuals, particularly youth, safe from the threats present online. The issues of hate and extremism as they exist currently today both in the offline and online worlds must be addressed with an educational approach, highlighting critical thinking and decision-making skills – both of which Operation250 address in their workshop programming.

To date, Operation250 has undergone an evaluation from the Harvard T.H. Chan School of Public Health and continue to further measure their program's effectiveness on a current National of Institute of Justice research grant. Op250 is well equipped to address extremists and terrorists' influence online through their online behavior and anti-extremism in-class workshops aimed at elementary and secondary school students and teachers.

MPY supports the initiative set forth by Operation250 and recommend them for consideration in FY20 Targeted Violence and Terrorism Prevention Grant Program.

Sincerely,

(b)(6)

Margie Daniels, M. Ed., L.I.C.S.W.
Executive Director
Massachusetts Partnerships for Youth, Inc.

Office of the Superintendent
Phone (508) 580-7511 Fax (508) 580-7513
(b)(6)

Dear Mr. Tyler Cote,

It is with great pleasure to write this letter in support of Operation250's project submission for the FY20 Targeted Violence and Terrorism Prevention Grant Program. Brockton Public Schools will support the project, its goals, and effort in enhancing prevention programming in our state, region, and nationwide.

As the relevance and impact of the internet increases in our society, the need for proven and effective education on the topic grows. In supporting the educational programming offered by Operation250, it would be a positive step at the whole-of-society effort to keep individuals, particularly youth, safe from the threats present online. The issues of hate and extremism as they exist currently today both in the offline and online worlds must be addressed with an educational approach, highlighting critical thinking and decision-making skills – both of which Operation250 address in their programming.

To date, Operation250 has undergone an evaluation from the Harvard T.H. Chan School of Public Health and continue to further measure their program's effectiveness on a current National of Institute of Justice research grant. Op250 is well equipped to address extremists' and terrorists' influence online and we support their further growth and innovation.

We at Brockton Public Schools support the initiative set forth by Operation250 and recommend them for consideration in FY20 Targeted Violence and Terrorism Prevention Grant Program.

Sincerely,

(b)(6)

Michael P. Thomas
Superintendent of Schools

Drury High School

Empower All Learners

1130 S. Church Street
North Adams, MA 01247
P: (413) 662-3240 / F: (413) 662-3239
www.dhs.napsk12.org

May 5, 2020

Dear Mr. Tyler Cote,

It is with great pleasure to write this letter in support of Operation250's project submission for the FY20 Targeted Violence and Terrorism Prevention Grant Program. Drury High School will support the project, its goals, and effort in enhancing prevention programming in our state and region.

As the relevance and impact of the internet increases in our society, the need for proven and effective education on the topic grows. In supporting the educational programming offered by Operation250, it would be a positive step at the whole-of-society effort to keep individuals, particularly youth, safe from the threats present online. The issues of hate and extremism as they exist currently today both in the offline and online worlds must be addressed with an educational approach, highlighting critical thinking and decision-making skills – both of which Operation250 address in their workshop programming.

To date, Operation250 has undergone an evaluation from the Harvard T.H. Chan School of Public Health and continue to further measure their program's effectiveness on a current National of Institute of Justice research grant. Op250 is well equipped to address extremists and terrorists' influence online through their online behavior and anti-extremism in-class workshops aimed at elementary and secondary school students and teachers. At Drury, we have participated in Op250 workshops and look forward to more such workshops in the future.

We at Drury High School support the initiative set forth by Operation250 and strongly recommend the project for consideration in FY20 Targeted Violence and Terrorism Prevention Grant Program.

Sincerely,

(b)(6)

Timothy Callahan

Principal

Drury High School

Timothy R. Callahan	Stephanie Kopala	Mary Shea	William Bryce	Christopher Barbarotta
Principal	Director of Curriculum & Instruction	7/8 Special Education Coordinator	9-12 Special Education Coordinator/Dean of Students	Dean of Students

North Adams Public Schools

10 Main Street, Second Floor • North Adams, Massachusetts 01247-4496

Dear Mr. Tyler Cote,

It is with great pleasure to write this letter in support of Operation250's project submission for the FY20 Targeted Violence and Terrorism Prevention Grant Program. The North Adams Public Schools will support the project, its goals, and effort in enhancing prevention programming in our state and region.

As the relevance and impact of the internet increases in our society, the need for proven and effective education on the topic grows. In supporting the educational programming offered by Operation250, it would be a positive step at the whole-of-society effort to keep individuals, particularly youth, safe from the threats present online. The issues of hate and extremism as they exist currently today both in the offline and online worlds must be addressed with an educational approach, highlighting critical thinking and decision-making skills – both of which Operation250 address in their workshop programming.

To date, Operation250 has undergone an evaluation from the Harvard T.H. Chan School of Public Health and continue to further measure their program's effectiveness on a current National of Institute of Justice research grant. Op250 is well equipped to address extremists and terrorists' influence online through their online behavior and anti-extremism in-class workshops aimed at elementary and secondary school students and teachers.

We at North Adams Public Schools support the initiative set forth by Operation250 and recommend them for consideration in FY20 Targeted Violence and Terrorism Prevention Grant Program.

Sincerely,

(b)(6)

Barbara Malkas, Ed.D.

Superintendent

Appendix D: Examples of Lesson Plans

1. **Online Risks and Staying Safe from Them**
2. **Introduction to Out-Group Bias & Hate Speech**

Lesson Plan Series

Title: Online Risks & Staying Safe from Them

Age/Grade: 8th grade

Length: 35-40 minutes

_____

In this lesson, students will:

- Be able to identify the risky behaviors online
- Know the differences between positive and negative behaviors online
- Be able to define, generally, online disinhibition
- Be able to identify disinhibited behavior online
- Be able to identify risks and hazard on the internet
- Understand the differences between online and offline environments

 Overview:

In any given minute, there are: 500,000 tweets; 5 million views of a Youtube video; 60,000 Instagram posts; 4 million Facebook posts; and 50,000 snapchats sent. More specifically, 95% of teens have access to a smart phone and over 70% of teens are on social media according to the U.S. Health and Human Services. Access to one another and anything online presents a level of complexity and risks that were largely unknown before the current capacities of the internet. The risks that can be presented to youth, whether it's disinformation or predators, can have an immense impact of their health and safety; likewise, the risks youths take themselves can be equally impactful.

This lesson seeks to address to following questions:

- What are the risky behaviors we exhibit or are presented to us online?
- What is online disinhibition?
- What role does online disinhibition play in our behavior?
- What are proper courses of action to remain safe of risks and hazards?

Materials:

- 4 Case Studies

Checkpoints:

Activity: Anonymity
Discussion: Debrief
Activity: Threats Online
Discussion: Review of Threats & Points of Risk
Closing

Activity: Anonymity

5 minutes

Ask the students to put their heads down on their desk and to close their eyes. Explain to them that you are going to say a series of statements for them to listen to. When they hear the statement, they are to raise their hands, still with their heads down and eyes closed, if they agree with the statement. As you make the statements, keep a tally of the hands that raise for each. You are going to discuss this next step. The statements are as followed:

- Social media makes me feel better about myself.
- Social media has a negative impact on friendships and relationships more than a positive one.
- I have witnessed bullying over texting or some form of social media communication.
- I have witness something hateful online before.
- It is easier to tell someone I like them or love them online than offline for the first time.
- I feel like I can tell *my opinion* more comfortably online.
- I am more comfortable googling something weird, taboo, and potentially dangerous than asking someone like my parents or a teacher about it.

Discussion: Debrief

8-10 minutes

Once the students have raised their heads, ask them to look at the numbers on the board and digest the results of them raising their hands. Make clear to them that they do not need to suggest what they raised their hands for. The discussion that is to follow is very dependent on the outcome of the previous activity, however a very safe way to start the discussion is by opening the floor to comments or questions about what they see for results on the board. The students will often bring up something that they found relatively difficult to answer or that they notice one statement has everybody or nobody raise their hands for.

While the dependence of the activity makes it difficult to prepare for, it can be largely useful to focus on the concepts of each statement, rather than the specifics of how people answered. It is most likely that the students' behavior more comfortably online than they do offline. Ask if they are surprised by this and what they think it means? Do we feel more comfortable online?

Bring the students to the idea of online disinhibition through this discussion more generally. What you want the students to identify is that we all tend to be more comfortable online and the potential risks that can come from this. Ask the students if there can come any risks of this? What are they? Cyberbullying? Talking to people online that we might not be too comfortable with otherwise? Reading/watching something we wouldn't tell anyone about? Once the students begin to grasp at the fact that they are taking more chances and maybe being a little more deviant

online, talk about online disinhibition and the process they undergo. Do you think you'd be able to identify a risk even when you're disinhibited?

Ask the students what defines a risk online? Is their own behavior a risk? What are some risks that our own behavior can cause? What are risks that our behavior can put us into? This is where the next activity leads in.

Activity: Threats Online

10 minutes

Break the students up amongst 4 groups. These might be groups of 2, they might be groups of 5, however having 4 groups for this activity is best for optimizing the threats and situations that they students are able to tackle. Handout a case study to each of the groups. Each case study for the 4 groups highlights its own threat on social media. They are:

- Cyberbullying
- Cyberhate on Twitter
- Grooming
- Invisibility

There is a wide range of these threats mentioned here, and that is to give the widest variety of understanding to the students about the potential threats that exist on the platforms they are using each and every day. These cases have been built by Operation250 and are not real cases, but rather mimic or reflect the key elements to cases that have happened to individuals not too dissimilar in age to these students.

Explain to the students to work amongst their groups to identify: 1. Online risks, 2. Unsafe decisions that the youth made, 3. Would this have happened offline? 4. Where should the person have stopped and what should the proper action have been?

Discussion: Review of threats & Points of risk

10 minutes

Once the students have completed going through the cases, go to each group and ask them to briefly explain what is happening in their case and to answer the four questions they were tasked to answer. As the students are going through each case, write some of the answers on the board for the class to be able to reflect on and refer to. As they go throughout the case, be sure to have the teacher copy of each case to look at with the teacher questions noted throughout the cases. Ask the students these questions throughout to ensure they are identifying the takeaways you are aiming for them to identify. Once all of the groups have finished, complete this step of the lesson by asking them what the similarities are between the examples – even though some of them are highly unsafe and extreme examples, and the others are more mundane and – possibly – views as less risky. You want the students to recognize that similar behaviors can create many different outcomes and risks, many of which might be considered not dangerous, while they can also present to be highly unsafe.

Closing

3-5 minutes

With the completion of the previous activity, bring the students back together for a closing. Begin the discussion by asking if anyone's feelings about the internet have changed and in what ways? You want to make sure that the students recognize that the internet is a positive thing, and that we can act more positively online than we would offline as well. Use the example of telling someone you *like* that you like them over text instead of telling them in person. This is call benign disinhibition, and it is entirely normal.

Now briefly refer back to the notes you wrote on the board from the activity and ask them to write down one difference between these examples and what happens in real life. It is okay if you just ask this as a discussion question, however you want them to understand the difference between online and offline environments and the changes we can undergo. Again, make clear that the environments are different and that is a natural and expected truth – however you want them to be able to identify these differences outright.

To close, mention the importance of being aware online and refer back to some of the proper courses of action mentioned in the previous activity. You want the students to understand that being aware is one thing, but taking action is immensely important. What are some potential rules they can set for themselves in order to remain safe from themselves and others? Close on this question and tie up any questions or comments made by the students.

Case Study

Lily is thirteen years old and just completed 8th grade and is preparing to move up to the high school next fall. She and a boy, Jack, have been *boyfriend and girlfriend* over the course of the last few months, but they broke up right before the end of the school year. They said they planned to remain friends and hoped they could still hang out outside of school and with their mutual friends. Once they broke up, Jack remained to be very nice and friendly with Lily when they were together and even talked to her over snapchat a few times a week.

Over the course of the next couple of weeks, Jack began to open up more to others about Lily and his relationship. When talking with Damien, he began to send screenshots of he and Lily's conversations, saying "look how clingy she was". Damien confirmed Jack's opinions and they continued to talk about how Lily was *crazy* and an *emotional wreck*.

In conversations over snapchat over the next few weeks, Damien began to spread word about some of the stories Jack told to him to their friends, sometimes sending the screenshots that were sent originally from Jack, sometimes saying more than Jack originally said. The friends Damien was sending these messages to were all close friends with Lily as well, and the entire group always hung out together, very rarely hanging out without one another.

After a couple weeks of conversation, one of their friends began to become more hostile online toward Lily, referring to her as being *clingy* and *fake*. Some of their friends began to post to their Instagram stories, showing the screenshotted conversations between Lily and Jack but crossing out the names with the caption "I can't stand crazy", however Lily knew where they came from.

After some time, Lily's conversations over Snapchat with people she thought she were her friends were become hurtful. Her friends told her that they had heard she didn't like hanging out from them and that she thought she was smarter them all. This carried on for the rest of the summer and Lily DREADED the first day of high school once it came along.

Teacher Notes

Highlighted sections are the risks or example of poor online behavior. Lily did nothing wrong, simply talking with someone that she trusted, however the online element allowed for her "friends" the comfortability to talk about her online without knowing and seeing how it affects Lily. What should the friends have done in this situation? It is best for them to standup and stop the spreading of this information. Everyone has a role in stopping this harassment and bullying.

Case Study

Every night before he goes to bed, Colton scrolls through his phone, swapping between Reddit, Twitter, and Instagram while having some small conversations over Snapchat with some friends. As he continues to scroll through Twitter, Colton comes across a thread on Twitter from an account that was retweeted onto his feed by someone he follows. He decided to read the first tweet in the thread, and then the second, and after 20-minutes he finishes the entire thread.

The Twitter thread was about a person's parent losing their job at a Walmart close to where Colton lives. Due to the parent losing their job, they are being forced to sell their house and move elsewhere. While it acknowledged the fact that the parent has a couple of violations at work (showing up late or not at all; taking a longer lunch break; not doing the work he was suppose to do), the tweeter talked about how there was a new employee, who is African-American, making his parent look bad. The thread completed by suggesting their parent's job was stolen, and their life is ruined because of black people.

Once Colton finishes reading the thread, he begins to search different terms into *Google*; such as: "black people stealing jobs"; "white people working harder than black people"; "unfair treatment of white people". The results bring Colton to websites that explain why the white race is superior to all other races, among many other discriminatory and hateful things.

As Colton reads further into some of this content, he begins to follow some of the accounts that favorited the original thread and anti-black Twitter accounts. In school the next day, Colton avoided bringing up what he had read until he learned more about what he was reading. The next week, Colton decided he was going to Tweet a thread about some of what he has been reading, suggesting that the white race is much smarter and more accomplished than all other races. He uses offensive forms of hate speech, such as the n-word, to explain what he is starting to believe.

The next day at school, Colton acts as though nothing was wrong. He walked around the halls while a number of students looked at him with disgusted looks and anger. Colton was pulled into the Dean of Student's office later in the day once they became aware of his Twitter thread.

Teacher Notes

Yellow highlighted sections are the risks or example of unsafe decisions and risky online behavior. There are 3 different risky behaviors in the one paragraph worth noting. R1. Reading more of the content; R2. Not talking about it with someone; UD/R3. Tweeting his own thread and using offensive language. Whether this would have happened offline is tougher to answer, however the access to these offensive stories and more accounts is not there offline. The correct action is talking with someone about these, reporting the story, and the accounts that continue to tweet hate.

Case Study

A group of 12-14 year old boys, who were school friends, often played PUBG on *Xbox Live*. Along with the 12-14 year olds, they met another person named "Archie." Archie claimed to be in his early twenties and was a self-proclaimed 'programming wiz' who worked for the U.S. government. He met the boys through Xbox and quickly became friends with them. The boys were very fond of Archie and they admired him as he often gave them advice on friends, school, and how they could improve their gaming.

With time, Archie became very close to the boys, especially one boy named Colin. Colin was 13 years old when he met Archie and looked up to him greatly as he one day also wanted to become a computer programmer and design websites. Colin was a very active, outgoing, and popular individual who loved to play soccer and was a leader in his middle school's junior military program.

Soon, Archie and Colin started to become closer to each other and they spent less time gaming with the rest of the group. Archie told Colin that he was more advanced than the others and could benefit from being taught how to work with computers by Archie. Their friendship began to grow, and Colin was only spending time and speaking with Archie when he was online. Archie was a professional programmer and told Colin that he wanted him to start a new website about their gaming.

Archie told Colin that they needed to communicate about the new website offline as well, so he sent him a private phone. Colin used this new phone as his primary way of contacting Archie and was not worried about the relationship because he had known Archie for so long (almost a year at this point). Eventually, Archie told Colin that they had to meet in person so they could start working together on the website. Archie told Colin that he would send an Uber to him after school and that he would be back home before his parents got back home at 7PM.

When Colin arrived at Archie' apartment, Archie was around the age he claimed, 19, but his name was Graham, and the rest of the meeting did not go at all how he described it would earlier. In the end, Archie ended up killing Colin that day once he arrived. The police later discovered through their investigation that this was Archie' intention from the beginning when he met the boys through the online gaming group.

Teacher Notes

Yellow highlighted sections are the risks or example of unsafe decisions and risky online behavior. I might take out this end paragraph and have you ask the students what they think the potential outcomes could be and once they suggest harm against Colin, you can tell them the actual outcome. You can go risk-by-risk in this case and talk about how each one goes one step further than the other. The online aspect of it all allowed for Colin and Archie to become close quickly and for there to be a sense of comfort with talking to a stranger regularly. Where do the students believe Colin should have stopped and what should be the correct action?

Case Study

Ava and her teammates have one of the best basketball teams in the county. They have been playing together for almost 10-years and are trying to win the first division championship in girls' basketball that their school has ever won. With the league coming down to one of the final games of the season, the girls were getting together for a team dinner before their big game.

Ava and a small group of her teammates decided that they wanted to see if they could mess with their competition before the game in case it could give them some sort of competitive advantage. Some of the girls had the phone numbers of the rival team and they began to devise their plan. They decided that the only one who text them was Ava because they wouldn't recognize her phone number. With this level of *invisibility*, Ava and the girls began to text the rival team's captain.

After sending a few texts claiming to know secrets about this person and trying to get her to admit to wrongdoings, they thought they would try to do things over a couple different social medias to mess with the other girls on the rival team as well. Some of the girls got together and started a new Snapchat account and they friended some of the girls from the other team. After the request was accepted, the girls started to send messages to some of the other girls on the rival team claiming to be with their boyfriends or asking for pictures that they then could make fun of.

Ava, after getting one of the girls to say something negative about one of her teammates, took a screenshot of the messages and shared those with her friends that were snapchatting. The messages then were sent around to everyone with the hope that the team would turn on each other and play poorly the next day. Ava and her teammates felt like they had done enough and decided to stop for the night.

Throughout the next day at school, the girls were getting ready for their big game. Not too long after lunch, Ava was called into her coach's office, who is also an English teacher at the school. When she arrived, the Principal, Athletic Director, and Dean of Students were sitting waiting. They explained to her that she is suspended for the game that day because of what she had done. When the rival team got to school that morning, they were able to figure out who the number was that texted their team the night before. They also traced the snapchat back to her phone number as well. She was asked if anyone else was involved and while she did not say they were, the team ended up losing that night and eventually never winning the division. Weeks later the truth about everyone being involved began to come out and some of the girl's college basketball scholarships were taken away.

> **Teacher Notes**
> Yellow highlighted sections are the risks or example of unsafe decisions and risky online behavior. This without question would not have been possible without the internet and wouldn't have happened offline. None of the girls should have been part of this scheme and should have stepped in to reflect on the impact of their behavior.

Lesson Plan Series

Title: Out-Group Bias & Hate Speech

Age/Grade: 11-12 (6th Grade)

Length: 35 minutes

In this lesson, students will:

- Understand the psychology of in-groups and out-groups.
- Be able to articulate examples of prejudice.
- Be able to articulate examples of discrimination.
- Understand the link between prejudice and discrimination.
- Understand the difference between prejudice and discrimination.
- Be able to identify the in- and out-groups in their own lives.

Overview:

The issue of hate and discrimination is creeping into all elements of our communities. Whether it be politics, entertainment, or our schools, the issue of hate has been consistently growing for years. In this lesson, it is meant to serve as an introduction to the many root causes of hate. In exploring the attitudes and beliefs that can stem from one's in-group, we will be able to uncover the course of which stereotypes can form into becoming prejudice and discrimination.

This lesson seeks to address the following questions:

- What is an in-group and an out-group?
- What does it mean to be in an in-group and out-group?
- What are examples of stereotypes around me?
- What are examples of prejudice around me?
- What are examples of discrimination and hate around me?
- How do thoughts turn to action?

Materials:

- Observer sheet (appendix)
- Post-it/Notecards with examples of stereotypes, prejudice, and discrimination.

Checkpoints:

- Activity: Out-Group Bias
- Discussion: In-groups & Out-groups
- Definitions: Stereotypes & Prejudice
- Activity: Actions of stereotype, prejudice, and discrimination/hate

- Exit Ticket: Reacting to stereotypes, prejudice, and hate

Activity: Out-Group Bias

5 Minutes

To start this particular lesson, begin by having a quick discussion about the importance of listening and a heightened sense of maturity. The discussions that are going to be had in this lesson – and throughout the day's entirety – are difficult and challenging, and it is important to listen and not judge what is being said. Additionally, some of the terms and phrases we talk about today might be sensitive to some or all of you. If you have a question, feel free to ask it. If you want to add something, it is okay to do so. Be respectful.

Once this is discussed, tell the students we are going to start with an activity. Ask the students: "Does anyone not own a cell phone?" If a handful of students do not have cellphones, then it is best to change gears. However, if only a student or two do not have a cell phone, ask one student to observe one group, and another to observe the other group. If there are any others, give them the opportunity to choose what group to join. Next, ask the students who has an iPhone and who has an Android. Ideally the splits in the room will be close to 50/50, however it is okay if this is not the case as long as it is not 75/25 or worst. Now tell the students to break into the two groups quickly.

Once the students are broken up, give a piece of paper and pen to the observing student. They are to watch/listen to the interaction and write down what is being said about the other group (Appendix 1). Tell the student to write down the positive things that are mentioned about their own group, and the negative things that are said about the other group. Now tell the students that they have 3 minutes to discuss reasons that the other group would have either an iPhone or Android.

Once the three minutes are up, ask the representatives who listened and watched the groups to come up and share some of these ideas that were mentioned. Take the papers that were filled out by the observers and share some of these on the board.

Discussion: In & Out-Groups

10 minutes

Ask the students what happened in the last activity? "What was the point of this activity?" Expect responses from the students highlighting the purpose of pinning students against each other. Ask the students why there was a tendency to say negative things about the other group rather than positive things about themselves? "What happened when I split you into groups?"

What you are looking for students to say to the questions above is that you are viewing some of the members of the other group as a whole, as well as an *"other"* and different. What happened was that a boundary was drawn around them and their fellow like-minded phone users, leading

us to believe there is a difference between the two groups. Ask the students if they know what this is? It is known as an in-group and an out-group.

Ask if this is something that occurs naturally? Break some of the statements down between positive and negative, showing that when we form these boundaries, it can be easy to view the others in terms of different or even negative. Note that you made them do this but ask what are some things that we break into groups over.

- Religion
- Sports teams
- What we wear
- Music we like
- Classes we are in
- Race
- Etc.

Once the students identify the different groups that we form, ask if these are part of their identity? Do we define these groups explicitly (*define for students*) – thinking about being part of these groups – or are they natural and almost happen without our knowing?

Make clear that these are all cases of identity boundaries, defining and aligning ourselves within groups with likeminded people. It is a natural process we all engage in. We develop our in-groups based on these things, and with an in-group, comes an out-group. [refer to the list from the beginning activity] and how we act or think about the out-group can be incredibly hostile at times. Make clear that it is not *always* like this, but in-groups and out-groups are commonly the definitive root of prejudice and discrimination against others.

Definitions: Stereotyping and Prejudice

5 minutes

We are all part of someone's out-group, however the way the in-group treats the out-group can be very impactful. Ask the students if they know what a stereotype is? It is okay to do definitional work briefly with the students.

Stereotype – A widely held but fixed and oversimplified image or idea or a particular type of person or thing.

Stereotypes can be dangerous because of the thinking and impact it can have on how we think about others. To help understand what a stereotype is, verbalize to the students that you grew up with a librarian in your town that was an older woman, wore glasses, and wasn't ever very happy. Therefore, if you were to stereotype, how would that change your view of all librarians? Make sure students apply the logic that all librarians are old, unhappy, women would be a stereotype.

Now bring their attention to the original activity they participated in. Bring up some of the things that were said and ask if any of them could be a stereotype? If not, mention that a stereotype of

an iPhone user is that they're sheep (or just follow the heard and don't have originality), or that android users are poor. These stereotypes can become prejudice, holding these ideas as fact against those people. Write these definitions on the board.

Activity: Actions of Stereotype, Prejudice, and Discrimination/Hate

10 Minutes

Break the students into groups of 2 or 3. Once they are broken up, hand out a small pile of index cards that have examples of stereotypes, prejudice, and discrimination/hate on them. Tell the students to work together in their pairs or small groups to categorize the examples into either a stereotype, prejudice, or discrimination/hate group. Give the students 5 minutes to do this activity or less if they are able to complete quicker.

Once the students have completed, go through each example as a class. Write the three definitions on the board so that the students can continue to refer back to them. The difference between prejudice and stereotypes might be a challenge, however it is useful to have these discussions. Make sure the students know that the major difference between stereotypes/prejudice and hate/discrimination is that hate/discrimination is an action, while stereotypes/prejudice is a thought.

Exit Ticket: Reacting to Stereotypes, Prejudice, and Hate

5 minutes

To close the lesson, it is important to now only know what examples of what these are and how they might lead to eventually becoming explicit hate, it is important to talk about ways to countering or reacting to this as well.

Ask the students to write down an idea of ways that they can be a positive difference maker against hate, discrimination, prejudice, and stereotyping. Give them a minute or two to do this and go around the class to collect the exit ticket. Read some of these to the class and ask about how that could be a positive solution?

Tell the students that they should not "throw a blanket" over all identity groups based on single person. Just because someone is not part of you "in-group", does not mean that they are bad or wrong, but take the time to understand why everyone is part of their own in-group. Tell the students that they should always think about themselves in situations like this, and think about how they would feel is someone thought of them in a bad way, or said something mean or

hateful about them. Self-reflection is important and a way of protect your own attitudes against hateful thinking.
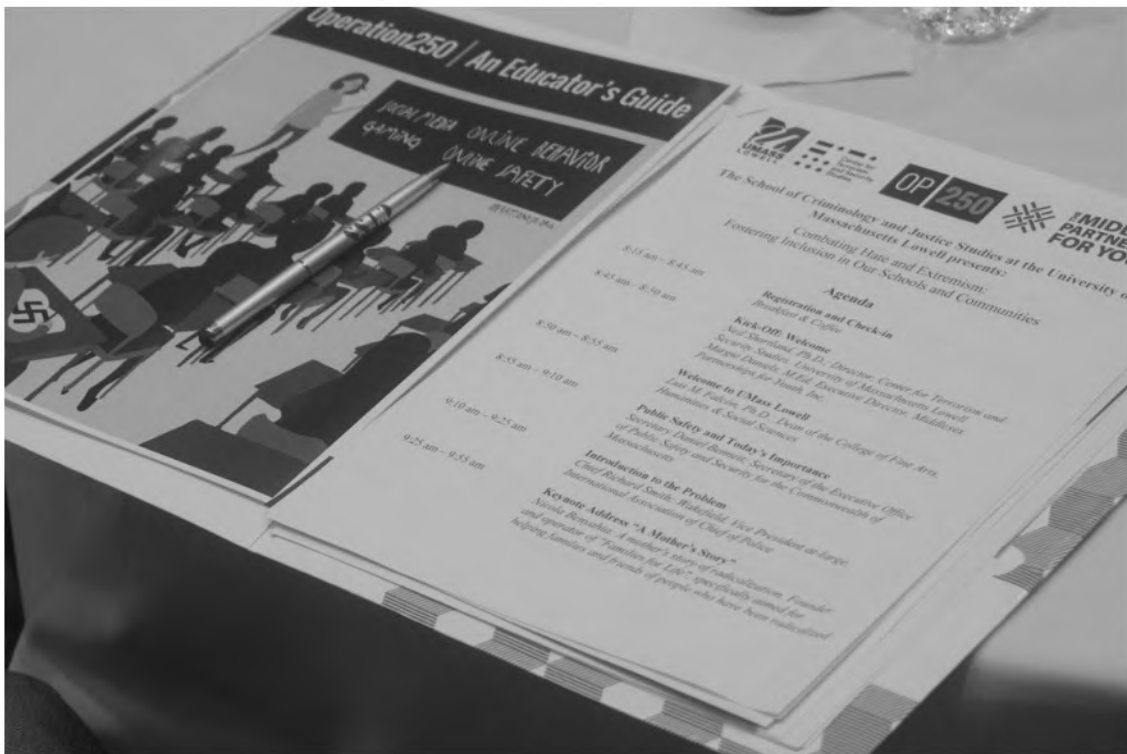
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Observer Sheet

Team you're observing:

Positive	Negative

Appendix E: Student Workshop Program Framework

Block	Learning style		Learning objective *"The participant should be able to…"*	Outcomes/impact		
				Short-term	Medium-term	Long-term
1	Skills Acquisition	1	Identify and articulate examples of negative and risky online behaviors	Improved self-regulation online	Improved online decision-making	Safer online behavior
		2	Understand the online disinhibition effect			
		3	Identify and articulate specific online risks and hazards			
		4	Understand differences between online and offline milieus			
2	Skills Acquisition	1	Understand psychology of in-group vs. out-group	Improved perspective-taking	Improved out-group attitudes	
		2	Understand and articulate examples of prejudice			
		3	Understand and articulate examples of discrimination			
		4	Understand and articulate the link between prejudice and discrimination			
3	Skills Application	1	Identify specific problems that can be encountered online	Improved problem-solving skills	Improved online decision-making	
		2	Define and deconstruct specific online problems			
		3	Generate effective strategies to solve specific online problems			

Appendix F: Photographs from Workshops and Conferences

(b)(6)

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OP 250

Operation250: Prevention Through Education

Submitted by: Operation250
110 Canal St. Lowell, MA 01852

Application Track: Replication Track
Project Type: Media Literacy/Online Critical Thinking

Funds Requested: $121,278

Abstract: In this project, Operation250 aims to replicate its in-person online safety and anti-extremism trainings and workshops with students and educators in Massachusetts and New Hampshire. In an effort to protect youth from terrorist and extremist individuals and materials online, this project seeks to run programming with both students and educators throughout the region via three distinct offerings. Operation250 will deliver its evaluated, skills-based student workshop program to students in grades 3-12, expand their lecture series for students, and run teacher training programs for educators to learn the strategies and knowledge necessary to best protect youth. This project estimates to reach 3,000 students and educators in the region with its skills-based curriculum and workshops to ultimately improve online behavior and critical-thinking in youth, and to better-inform educators on how to effectively educate the necessary skills and knowledge to keep youth safe from the influence of terrorists and extremists online.

1.   Needs Assessment

Operation250 (Op250) is a terrorism prevention program that centers on the intersection of terrorism and internet safety. Despite practitioners identifying these two issues as being closely related, few programs have approached the two together (Busher, Choudhury, Thomas, & Harris, 2017). Op250 is a product of the Department of Homeland Security's *Peer-to-Peer: Challenging Extremism* and has been delivering anti-extremism and online safety workshops for students and teachers across Massachusetts since 2016.

In this project, Op250 will replicate its educational programming for both teachers and students in Massachusetts and New Hampshire. In Massachusetts alone (where Operation250 is headquartered), there are 948,828 students enrolled in the public-school system (Enrollment Data, 2019). Focusing on the target age range for Op250's work (3rd grade – 12th grade), that accounts for 716,156 students enrolled during the 2019-20 academic year. There are approximately 71,859 elementary and secondary school educators in the state as well (Public education in Massachusetts, 2015). By replicating Op250 across Massachusetts and New Hampshire, this project will fill a critical gap in extant online safety and counter-terrorism programming. For example, while the Massachusetts Aggressions and Reduction Center (MARC) program is being used by schools to address online safety programming, it is entirely focusing on cyberbullying and negates to address the intersection between online safety and terrorism and extremism. Similarly, the Anti-Defamation League has a regional office that covers Massachusetts and New Hampshire schools; however, their main focus is on anti-bias education.

As part of this project, Op250 proposes to build and replicate the preexisting program for students and educators to teach anti-extremism and online behavior curriculum. To date, Op250 has worked with over 1,800 students and educators through their student workshops, presentations, teacher trainings, and conferences. By replicating this successful program across these two northeast states, Op250 will continue to provide critical training for teachers and students on the fundamental principles of extremist content online and safe online behavior.

2.   Program Design

2.1 Problem Statement

Op250 has been designed to minimize the widespread harm caused by exposure to extreme, and hurtful content online in the absence of suitable online safety training and curriculum. As it currently stands, educational programming is not properly addressing the underlying issues attributing to hate, extremism, and subsequent violence. Whether it be the students not receiving proper critical thinking and skills-based learning, or teachers failing to have the proper training and resources to educate on the matter – filling these gaps is apparent and critical. Very few targeted violence and terrorism prevention programs address radicalization or extremism online, and none in the context of critical thinking, media literacy, or online rights and responsibilities (Reynolds & Scott, 2016). This omission in the field is leaving youth susceptible to the risks of online influences related to both extremism[1] and terrorism[2]. Current Massachusetts-based "Digital Literacy and Computer Science" curriculum framework, published in 2016 by the Massachusetts Department of Elementary and Secondary Education, details the education

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[1] Violent extremism in this proposal is defined as: ideologically, religious, or politically- motivated acts of violence

[2] Terrorism in this proposal is defined as: as any activity involving a criminally unlawful act that is dangerous to human life or potentially destructive of critical infrastructure or key resources, and that appears intended to intimidate or coerce a civilian population, to influence government policy by intimidation or coercion, or to affect the conduct of a government by mass destruction, assassination, or kidnapping.

guidelines and curriculum related to online safety, and while touching on topics such as cyberbullying and media bias, there is an omission of extremism-relevant content and training.

In a study by an independent academic research team measuring Op250's 3-step student workshop program, it was found that 36% of youth are coming across hate messages against groups because of their race, religion, or ethnicity in just the last week (includes exposure to respondents *occasionally*, *frequently*, and *very frequently*). Additionally, in a survey done with 7th and 8th graders from a Massachusetts high school, it was found that on-average, each student was experiencing 2.7 harmful events online (e.g. seeing extremist content, being bullied, being solicited to meet an unknown person offline) in just the previous month. The exposure to hateful content leads to a reinforcement of discriminatory views (Oksanen, Hawdon, Holkeri & Näsi, 2014; Foxman & Wolf, 2013; Lee & Leets, 2002). This is especially troubling given the reality of the current education system to address these issues. Just 23%[3] of teachers feel "very prepared" to teach about hate speech in a classroom (National Cyber Security Alliance, 2011) and in a separate survey conducted with 1,000 educators in the United States, a mere 17% of teachers have reported feeling "confident they know enough about online safety to speak about it" (Google Surveys, 2019). The above statistics suggest that 59,643 educators are not confident enough to speak about online safety, accounting for 787,527 students in Massachusetts alone. All the more worrisome when considering that Massachusetts is one of just four states to rank in the top-10 in the U.S. in both Anti-Semitic incidents, white supremacy events, and white supremacy propaganda (per 100,000 people) in 2020 (ADL, 2020), and of states who have seen the greatest hike in engagements with white supremacist content on Google in late-March-early-April of 2020 (Moonshot CVE, 2020).

Thus, the problem is clear. The psychological effect of the Internet causes a risk-shift in individuals in which they become disinhibited and more readily engage in harmful and potentially extreme content and individuals. In addition to this, there is a critical lack of training for teachers and an extend inability and discomfort with discussing the nature of the online threat and current events that stem from, or revolve around, harmful online material and activities.

2.2 Program Goals and Objectives

The goal of this program is to increase the resilience of young individuals online to terrorist material and individuals through a series of educational workshops and lectures provided by Op250 personnel to a range of schools in Massachusetts and New Hampshire. As stated in the OTVTP NOFO, a key area of focus is on the replication of programs aimed at countering terrorists' and extremists' influence online through media literacy and online critical thinking programs. In this proposal, Op250 will supply students' with the skills to identify and avoid narratives, increase their resilience to narratives propagated by extremists and terrorists, and critically analyze a community-reflective narrative that challenges the threats and risks of malevolent narratives online. Operation250's educational offerings are skills-based learning programs that address student decision-making online (via vignettes, critical discussions, case studies, and hands-on activities), risk-inducing online behaviors, in- and out-group attitudes, and critical problem solving. As articulated by Jones, Mitchell, and Walsh in their review of effective internet safety programming, there must be five elements present for successful educational prevention programs: (1) a structured curriculum, (2) skill-based learning objectives that target established risk and protective factors, (3) active learning strategies, (4) adequate dosage, and (5) additional learning opportunities (2013). Operation250's educational programs contain each of these elements aside from additional learning opportunity, however the input of OTVTP funds

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[3] Survey included 1,012 teachers.

would address this exact need. In this project Op250 will replicate three forms of intervention to schools and communities: student workshops, student lecture series, and the teacher trainings.

2.2.1 Student Workshop Program

This program offers two skills acquisition steps and completed with a skills application activity (Appendix E). The students first engage with two lessons, one specific to online decision making, the other on anti-extremism. Once the students acquire the skills and knowledge necessary, they participate in a problem-solving activity, where they are challenged to identify possible inhibitor to hate, unsafe online behavior, and other threats in their community, and develop a solution to present to their peers. This workshop typically lasts 3-hours in length and is designed specifically for the audience it is delivered to. To date, the three-step student workshop has been delivered to 586 students in the Commonwealth of Massachusetts, ranging from 2nd grade (7 years old) to 12th grade (18 years old) and has undergone multiple evaluations from the Harvard T.H. Chan School of Public Health (NIJ award >$700k) and from another team including UMass Lowell, Georgia State University, and Harvard (NIJ award >$1M). Recent findings in the randomized control trial on the effectiveness of the Operation250 found that students who were exposed to this workshop showed a significant improvement in their ability to recognize online disinhibition and the effect of *the Internet* on their behavior and an (approaching) significant improvement in their ability to identify risky behaviors online.

2.2.2 Student Lecture Series

In addition to the three-step program outlined above, Op250 offers a lecture series, which will be replicated and expanded. The intended learning objectives, and in turn the objectives and goals, remain consistent, however the delivery of the program is meant to be a "quick-hit" (one-hour) compared to the more detailed, time consuming three-step model. This is a specially geared lecture for youth (available for the same age range as the workshop) and is offered to better fit within the confines of a school's schedule and have a wider reach to students in less time (this has reached 340 students in two-hours, opposed to a workshop program reaching 80 students in three-hours). The Operation250 lecture series is original (consistent with the workshop programming) and designed specifically for that population.

2.2.3 Teacher Trainings

Teacher trainings are delivered through professional development conferences, school-based presentations, and/or curriculum consultation and development. For professional development conferences, Op250 has delivered trainings both at single schools as well as part of events presented by The Massachusetts Partnerships for Youth (MPY), an organization with members from over 140 public, charter, private, and special education schools in the commonwealth. MPY host conferences throughout the school year, multiple of which have included Operation250. In addition to these conferences, the organization will also assist in curriculum building and consultation for educators to supplement regional conference or school-based trainings. This can either be a collection of lessons, readings, case studies, or further training materials. The goal of these professional development activities are to build an "aware society" that "is the best foundation for preventing terrorism and targeted violence" (DHS, p.22, 2019) and to supply teachers with strategies and lesson plans that can be used in reactively to emerging issues that arise in the classroom and to better protect students with skills-based and critical thinking learning regarding online safety and terrorist material and individuals online.

2.3 Logic Model

Resources	Activities + Objectives	Outputs	Outcomes	Evaluation	Needs
Funding for hourly workshop implementation. Travel fees. Operational training fees. Classroom supplies. Ongoing community outreach. Social Media outreach strategy.	Three-step student workshops focusing on online behavior, hate and extremism, and community problem-solving. One-hour lecture style intervention for students on building skills to remain safe from threatening materials and individuals online Professional development workshops with educators. Curriculum development for teachers. Online and offline outreach campaign. Post-event surveys designed.	Monthly events in MA and NH, estimating around 3,000 students and teachers reached New series of lessons released, with teaching strategies and in-class resources after each school workshop and lecture 2 training books developed for teacher implementation. 15 new readings, 30 case studies, 15 in-class activities, and a collection of other resources.	*Short-term:* Improved student online self-regulation, perspective taking, and problem-solving skills. Increased confidence to teach about the skills to protect students from terrorists and extremists online. *Long-term:* Safer online behaviors in students to stay protected from influences of terrorists ' narratives Educators' can effectively deliver education to teach students how to remain protected from extremists' narratives online.	Brief pencil-and-paper survey following the intervention focusing on skills from program Number of students and teachers reached for in-person programming Social media engagement, clicks, and reach data. Platform clicks, downloads, and engagement data.	Continued interest in Op250 programming in MA. Teacher interest in external programming. Community need for resilience against extremism.

2.3.1 Theory of Change

If the evaluated educational program is delivered to students and offered to teachers, through any of the three offerings to schools, then students and educators will acquire the necessary skills and knowledge to therefore exhibit safer online behaviors and be better suited to educate to remain safe from the influences of extremists and terrorists online.

2.4 Timeline

This project will occur in the school years 2020-21 and 2021-22. To date, the organization has worked with approximately 1,850 individuals, both teachers and students, and over the course of the two-year project we plan to expand this reach into new populations, as well as expand on preexisting relationships. On average, an Op250 student workshop consists of 49 students, lectures average 170 students, and teacher trainings average 158 educators. With the goal of holding a student workshop each month of the academic year (September – June), at least two teacher training workshops, and four lectures we expect to reach close to 3,000 students and teachers over the course of the two-year project. Op250 has previously worked with North Adams Public Schools, Brockton Public Schools, and Daley Middle School (Lowell, MA). Between these schools there are 14,134 students within the grade range (3rd-12th), minimizing any concerns of the population being unavailable (Enrollment Data, 2019).

3.   Organization and Key Personnel

Operation250 is a nonprofit organization headquartered in Massachusetts, aimed at educating anti-hate and online safety education to elementary and secondary schools. Op250 has been subject to multiple evaluations, measuring the program's impact on youth online behavior with regards to violent and nonviolent extremism. This includes the NIJ project "Operation250: An evaluation of a primary prevention campaigned focused on online safety and risk assessment"

worth over $1 million in project funding. Op250 is also featured in the UNESCO's Youth-Led Guide on Preventing Violent Extremism Through Education.

This project's lead will be Op250's Director of Education, Tyler Cote. Tyler is the organization's chief strategist, outreach coordinator, and project manager. He has been the organization's lead on previous and ongoing evaluation projects. Tyler has played a key role in establishing the organization's existing relationships in the MA communities and has been key in the organization's educational development, workshop coordination and delivery. These roles will be carried-out by Tyler for this project, in collaboration with the remainder of the Op250 team. Op250 also has a pre-existing team of trained personnel to carry-out student and teacher workshops, of which will be main components in this project.

4. Sustainability

Op250 maximizes sustainability through two inter-related activities. First, in training educators, the program's educational goals and objectives will become integrated in their curriculum beyond this project, without the need of Op250 personnel in the classroom. Additionally, the organization will post post-workshop reports, lessons, and educational materials on its online platform (www.operation250.org) with an explanation of the problem, the goals and objectives of that specific workshop, the age group, and a reflective review. This will be done to transmit transparency to future users of the program who do not interact directly with the Op250 team. Second, Op250 is committed to providing educational resources for free and maintains an active and wide-reaching online portfolio of lesson plans and guidance which will be updated, and widely shared, based on lessons delivered as part of this replication study.

5. Budget Detail and Narrative

Budget Category	Federal Request
Personnel	$88,600
Fringe Benefits	$16,588
Travel	$3,710
Supplies	$4,604
Contractual	$0
Other	$7,776
Total Direct Costs	*$121,278*
Indirect Cost	$0
TOTAL PROJECT COSTS	**$121,278**

Op250 requests $121,278 for this two-year project. Director Tyler Cote will dedicate 40% of his time ($22,000/year) and be the project manager, curriculum developer, outreach coordinator and trainer of the project. We also request funds for fringe benefits of $8,294/year. Further personnel funding will be allocated on an hourly basis ($50/hour for prep; $100/hour for delivery). There is 6-hours of training to train five new individuals of the Op250 educational method in each year ($1,500). In each year of the project, there is 180 hours of student workshop prep ($9,000), 24 hours of student lecture prep ($1,200), and 12 hours of teacher training prep ($600). In each year, the budget allocates 90 hours of student workshop delivery ($9,000), 6 hours of lecture fees ($600), and 4 hours of teacher training delivery ($400).

This budget allocates $1,855 for local travel in Massachusetts and New Hampshire in each year. We also request $4,604 for supplies, including two years of promotional materials and postage, training booklets, and classroom supplies. For other costs, this budget requests $1,000 each year for social media ad spend for both Facebook and Twitter, as well as a flat 5% Management and Administration cost fee, that totals $2,888 in each year.

5

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&s=eyJpZGVvbG9naWVzIjpbXSwiaW5jaWRlbnRzIjpbIkFudGktU2VtaXRpYyBJbmN
pZGVudCIsIldoaXRlIFN1cHJlbWFjaXN0IEV2ZW50Iiwi2hpdGUgU3VwcmVtYWN
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Appendix A: OTVTP Implementation & Measurement Plan

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

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

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

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

Organization Name	Operation 250, Inc.
Project Title	Operation250: Prevention Through Education
Grant Number	DHS-20-TTP-132-00-01
Grant Implementation Period:	October 1, 2020 – September 30, 2022
Reporting Period:	October 1, 2020 – September 30, 2022

Project Goal Statement

To properly arm students and teachers with the necessary skills and knowledge needed to counter terrorists' and extremists' influence online by replicating the Operation250 (1) anti-extremism and online safety student workshops, (2) student lecture series, and (3) teacher training workshops and consultation.

Target Population

The target population in this project is the education sector in Massachusetts and New Hampshire. These regions are geographically most accessible for the team and serve an expansive population of students and teachers in the elementary and secondary school sector. In Massachusetts there are 716,156 students enrolled in grades 3-12 and approximately 71,859 elementary and secondary school educators. In New Hampshire, there are 178,328 students and 13,492 teachers in their public school systems.

OUTCOME 1: *Improved student online self-regulation, perspective taking, and problem-solving skills.*

Mid-Term Outcome 1.1: Students are identifying community-based problems related to extremism and terrorism online effectively.
Mid-Term Outcome 1.2: Post-workshop and lecture reports are indicating high levels of student engagement and positive survey responses.

OUTCOME 1 IMPLEMENTATION PLAN

Activity	Inputs/Resources	Time Frame	Anticipated Outputs	Progress Reporting *(Complete for Progress Report Only)*
Three-step workshop development and delivery focusing on hate and extremism, online behavior, and problem solving.	*Resources for workshop development, prep, training, implementation, travel, and supplies.*	*Workshops last 3 hours in length delivered throughout project.*	*Approximately 980 students receive student workshop model.*	
Lecture-series style intervention delivered for students.	*Resources for lecture development, prep, and implementation.*	*1-1.5 hours in length delivered throughout project.*	*Approximately 1,360 students receive lecture style model.*	
Development of anonymous post-event questionnaire/review.	*Contribution of questionnaire from independent evaluation team to assist in building.*	*Delivered after each workshop or lecture.*	*Aggregate data of anonymous skills-based learning retention in students.*	
Online and offline outreach campaign to schools	*Funding for hard promotional materials to send via mail and social media ads.*	*Hard materials sent at beginning of school years and ongoing SM campaign.*	*Connection with schools to run programming each month of school year.*	

OUTCOME 1 MEASUREMENT PLAN

Outcome Indicator(s)	Data Collection Method and Timeframe	Results *(Complete for Progress Report Only)*
Questionnaire indicate ability to self-regulate online, improve their perspective taking, and develop community-based solutions to relevant problems they've identified.	Questionnaire dispersion and collection after each workshop and lecture and aggregated for a "snapshot" look.	

OUTCOME 2: *Increased confidence to teach about the skills to protect students from terrorists' and extremists' influence online.*

Mid-Term Outcome 2.1: Teachers indicate need to incorporate Op250 strategies into their classroom after year-1.

OUTCOME 2 IMPLEMENTATION PLAN

Activity	Inputs/Resources	Time Frame	Anticipated Outputs	Progress Reporting *(Complete for Progress Report Only)*
Online and Offline outreach strategy to schools and teachers.	*Funding for hard promotional materials to send via mail and social media ad directed to teachers.*	*Mail outreach to be done at beginning of school years. Online outreach ongoing throughout project.*	*Connection with schools to run approximately 2 large regional events per-school year.*	
Professional development workshops.	*Funding for workshop development, prep, training, implementation, travel, and supplies.*	*Multiple workshops delivered each school year, each lasting no less than 2 hours.*	*Approximately 632 teachers in total receive a training.*	
Curriculum development.	*Funding for Operation250 personnel to develop materials and resources for educators.*	*Curriculum developed throughout project and hosted on Op250's online platform.*	*15 new readings, 30 case studies, 15 in-class activities, 2 training booklets, and 1 lesson for each student workshop.*	
Post-event review and questionnaire development.	*Funding for Operation250 personnel to develop workshop review and questionnaire.*	*Pencil and paper questionnaire/review delivered after each workshop.*	*Aggregate data of teacher's confidence about skills to protect students.*	

OUTCOME 2 MEASUREMENT PLAN

Outcome Indicator(s)	Data Collection Method and Timeframe	Results *(Complete for Progress Report Only)*
Majority of attendees indicate an increase understanding of the necessary skills to teach to protect youth online.	Educators will be asked to complete a survey developed by the Operation250 team after each workshop and training. This questionnaire will be pencil and paper and collect no personal identifiable information.	
At least one out of every 3 teachers indicate an increase in confidence to teach students about this, showing nearly 50% increase in confidence. Found in national data.		

OUTCOME 3: *Safer online behaviors in students to stay protected from influences of terrorists' narratives.*

Mid-Term Outcome 3.1: Initial student survey indicates improved online self-regulation, perspective taking, and problem-solving.
Mid-Term Outcome 3.2: Teachers indicate an increase in confidence to teach about the problem.
Mid-Term Outcome 3.3: Teachers indicate intention to incorporate Op250 strategies into classroom curriculum.

OUTCOME 3 IMPLEMENTATION PLAN

Activity	Inputs/Resources	Time Frame	Anticipated Outputs	Progress Reporting *(Complete for Progress Report Only)*
Three-step workshop development and delivery focusing on hate and extremism, online behavior, and problem solving.	*Resources for workshop development, prep, training, implementation, travel, and supplies.*	*Workshops last 2.5 hours in length delivered throughout project.*	*Estimated 980 students receive student workshop model.*	
Lecture style intervention delivered for students.	*Resources for lecture development, prep, implementation, travel, and supplies.*	*1-1.5 hours in length delivered throughout project.*	*Approximately 1,360 students receive lecture style model.*	
Curriculum development for teachers	*Funding for Operation250 personnel to develop materials and resources for educators.*	*Curriculum developed throughout project and hosted on Op250's online platform.*	*15 new readings, 30 case studies, 15 in-class activities, 2 training booklets, and 1 lesson for each student workshop.*	
Professional development training workshops.	*Resources for workshop development, prep, training, implementation, travel, and supplies.*	*Multiple workshops delivered each school year, each lasting no less than 2 hours.*	*Approximately 632 teachers in total receive a training.*	

OUTCOME 3 MEASUREMENT PLAN

Outcome Indicator(s)	Data Collection Method and Timeframe	Results *(Complete for Progress Report Only)*
Aggregated survey data indicates an overall ability to choose safer decisions online.	Anonymous, brief pencil-and-paper survey is collected after each workshops and lecture from attendees.	
Educators indicate an increase in Op250 materials in classroom after trainings and workshops.	Pencil and paper survey delivered to teachers after each student and teacher workshop.	

OUTCOME 4: *Educators' can effectively deliver education to teach students how to remain protected from extremists' narratives online.*

Mid-Term Outcome 4.1: Online resources and curriculum see consistent use and download through online engagement data.
Mid-Term Outcome 4.2: Post-workshop surveys indicate interest and increase confidence in teaching necessary skills.

OUTCOME 4 IMPLEMENTATION PLAN

Activity	Inputs/Resources	Time Frame	Anticipated Outputs	Progress Reporting *(Complete for Progress Report Only)*
Professional development training workshops.	*Resources for workshop development, prep, training, implementation, travel, and supplies.*	*Multiple workshops delivered each school year, each lasting no less than 2 hours.*	*Approximately 632 teachers in total receive a training.*	
Curriculum development for teachers	*Funding for Operation250 personnel to develop materials and resources for educators.*	*Curriculum developed throughout project and hosted on Op250's online platform.*	*15 new readings, 30 case studies, 15 in-class activities, 2 training booklets, and 1 lesson for each student workshop.*	
Follow-up surveys	*Funding for Operation250 personnel to develop workshop review and survey.*	*Anonymous virtual questionnaire hosted on the platform for users to respond to.*	*Aggregate data of teacher's ability to deliver curriculum on keeping students protected from narratives online.*	

OUTCOME 4 MEASUREMENT PLAN

Outcome Indicator(s)	Data Collection Method and Timeframe	Results *(Complete for Progress Report Only)*
Aggregated surveys indicate self-reported effectiveness in delivery to students from teachers receiving training or using Op250 curriculum/training.	With 6-months remaining in project, anonymous questionnaire will be made available on teacher-section of website for users to report.	

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

Risk Identified	Likelihood of Risk Occurring (low/medium/high)	Risk Analysis (brief assessment of the impact the identified risk could/would have on the project)	Risk Management Plan (plan to minimize the impact that the risk presents to the project and adjustments to be made if the risk transpires)
Breaches of privacy, civil rights, and civil liberties.	Low	Breaches in privacy, civil liberties, and civil rights of our users will lead to a loss in the communities' trust in the program.	The program will not collect any personal identifiable information from users and all questionnaire data will be keep on passcode protected laptops and paper surveys will be destroyed within 48 hours of collection.
Pandemic Impacts on the opening and functionality of schools.	High	COVID-19's impact on the 2020-21 school year is still unclear, however it might impact the ability for traditional in-school classes. This can cause an issue in running in-person workshops and lectures with students and teachers.	This project will adjust its delivery accordingly. The start of the 2020-21 academic year will likely be impacted to avoid big events (100+ people) from happening. While student workshops will likely be able to continue (average of 49 students per workshop), lectures and teacher conferences will need to be changed to webinars. The organization is well prepared for this possibility, as it presented at a webinar in May 2020 hosted by a partnered organization (Massachusetts Partnerships for Youth) with approximately 450 teacher attendees.

EMW-2020-GR-APP-00111

Application Information

Application Number: EMW-2020-GR-APP-00111
Funding Opportunity Name: Fiscal Year (FY) 2020 Targeted Violence and Terrorism Prevention (TVTP) Program
Funding Opportunity Number: DHS-20-TTP-132-00-01
Application Status: Pending Review

Applicant Information

Legal Name: Operation250, Inc.
Organization ID: 21696
Type: Nonprofit having 501(c)(3) status with IRS, other than institutions of higher education
Division:
Department:
EIN: (b)(6)
EIN Shared With Organizations:
DUNS: 081330676
DUNS 4:
Congressional District: Congressional District 03, MA

Physical Address

Address Line 1: 110 Canal St.
Address Line 2: 3rd Floor
City: Lowell
State: Massachusetts
Province:
Zip: 01852-**[Grantee Organization > Physical Address > Zip 4]**
Country: UNITED STATES

Mailing Address

Address Line 1: 110 Canal St.
Address Line 2: 3rd Floor
City: Lowell
State: Massachusetts
Province:
Zip: 01852-**[Grantee Organization > Mailing Address > Zip 4]**
Country: UNITED STATES

SF-424 Information

Project Information

Project Title: Operation250: Prevention Through Education
Program/Project Congressional Districts: Congressional District 03, MA
Proposed Start Date: Thu Oct 01 00:00:00 GMT 2020
Proposed End Date: Fri Sep 30 00:00:00 GMT 2022
Areas Affected by Project (Cities, Counties, States, etc.): Massachusetts and New Hampshire

Estimated Funding

Funding Source	Estimated Funding ($)
Federal Funding	$121278
Applicant Funding	$0
State Funding	$0
Local Funding	$0
Other Funding	$0
Program Income Funding	$0
Total Funding	$121278

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
Tyler Cote	(b)(6)		Authorized Official Primary Contact Signatory Authority
Tyler Cote			Secondary Contact

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	$88600
Fringe Benefits	$16588
Travel	$3710
Equipment	$0
Supplies	$4604
Contractual	$0
Construction	$0
Other	$7776
Indirect Charges	$0
Non-Federal Resources	**Amount**
Applicant	$0
State	$0
Other	$7776
Income	**Amount**
Program Income	$0

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

Direct Charges Explanation:
Indirect Charges explanation:

Forecasted Cash Needs (Optional)

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

Future Funding Periods (Years) (Optional)

First	Second	Third	Fourth
$	$	$	$

Remarks:

SF-424C

Budget Information for Construction Programs

Assurances for Non-Construction Programs

Form not applicable? false
Signatory Authority Name: Tyler Cote
Signed Date: Sat Jun 13 15:54:55 GMT 2020
Signatory Authority Title: Director

Certification Regarding Lobbying

Form not applicable? false
Signatory Authority Name: Tyler Cote
Signed Date: Sat Jun 13 15:54:55 GMT 2020
Signatory Authority Title: Director

Disclosure of Lobbying Activities

Form not applicable? true
Signatory Authority Name: Tyler Cote
Signed Date:
Signatory Authority Title: