

---

## 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**

Karuna Center for Peaebuilding Inc

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

Prefix:  \* First Name:  Middle Name:

\* Last Name:  Suffix:

\* Title:

**\* SIGNATURE:**

**\* DATE:**

Application for Federal Assistance SF-424		
* 1. Type of Submission: <input type="checkbox"/> Preapplication <input checked="" type="checkbox"/> Application <input type="checkbox"/> Changed/Corrected Application	* 2. Type of Application: <input checked="" type="checkbox"/> New <input type="checkbox"/> Continuation <input type="checkbox"/> Revision	* If Revision, select appropriate letter(s): <input type="text"/> * Other (Specify): <input type="text"/>
* 3. Date Received: <input type="text" value="05/16/2022"/>	4. Applicant Identifier: <input type="text"/>	
5a. Federal Entity Identifier: <input type="text"/>	5b. Federal Award Identifier: <input type="text"/>	
<b>State Use Only:</b>		
6. Date Received by State: <input type="text"/>	7. State Application Identifier: <input type="text"/>	
<b>8. APPLICANT INFORMATION:</b>		
* a. Legal Name: <input type="text" value="Karuna Center for Peaebuilding Inc"/>		
* b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text" value="(b)(6)"/>	* c. UEI: <input type="text" value="G5T3N759LYK1"/>	
<b>d. Address:</b>		
* Street1:	<input type="text" value="PO Box 727"/>	
Street2:	<input type="text"/>	
* City:	<input type="text" value="Greenfield"/>	
County/Parish:	<input type="text"/>	
* State:	<input type="text" value="MA: Massachusetts"/>	
Province:	<input type="text"/>	
* Country:	<input type="text" value="USA: UNITED STATES"/>	
* Zip / Postal Code:	<input type="text" value="01302-0727"/>	
<b>e. Organizational Unit:</b>		
Department Name: <input type="text"/>	Division Name: <input type="text"/>	
<b>f. Name and contact information of person to be contacted on matters involving this application:</b>		
Prefix: <input type="text"/>	* First Name:	<input type="text" value="Daniela"/>
Middle Name: <input type="text"/>		
* Last Name:	<input type="text" value="Westphal Huber"/>	
Suffix: <input type="text"/>		
Title: <input type="text"/>		
Organizational Affiliation: <input type="text"/>		
* Telephone Number: <input type="text" value="(b)(6)"/>	Fax Number:	<input type="text"/>
* Email: <input type="text" value="(b)(6)"/>		

**Application for Federal Assistance SF-424**

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

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-22-TTP-132-00-01

\* Title:

Fiscal Year (FY) 2022 Targeted Violence and Terrorism Prevention (TVTP)

**13. Competition Identification Number:**

Title:

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

Add Attachment

Delete Attachment

View Attachment

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

Resilient Students and Schools

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

**Application for Federal Assistance SF-424**

**16. Congressional Districts Of:**

\* a. Applicant

\* b. Program/Project

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

Add Attachment

Delete Attachment

View Attachment

**17. Proposed Project:**

\* a. Start Date:

\* b. End Date:

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

* a. Federal	<input type="text" value="258,298.00"/>
* b. Applicant	<input type="text" value="0.00"/>
* c. State	<input type="text" value="0.00"/>
* d. Local	<input type="text" value="0.00"/>
* e. Other	<input type="text" value="0.00"/>
* f. Program Income	<input type="text" value="0.00"/>
* g. TOTAL	<input type="text" value="258,298.00"/>

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

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

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

- Yes
- No

If "Yes", provide explanation and attach

Add Attachment

Delete Attachment

View Attachment

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

\*\* I AGREE

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

**Authorized Representative:**

Prefix:  \* First Name:   
Middle Name:   
\* Last Name:   
Suffix:

\* Title:

\* Telephone Number:  Fax Number:

\* Email:

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



Funding Opportunity	DHS-22-TTP-132-00-01
ND Grants EMW#	EMW-2022-GR-APP-00070
Organization <u>Name</u>	Karuna Center for Peacebuilding
Address	P.O. Box 727 Greenfield, MA 01302
Point of Contact	Polly Byers, Executive Director
Project Target Location(s)	Western Massachusetts, Northern New England
Application Track	Promising Practices: Multiple Project Track
Project Types	(1) Raising Societal Awareness, (4) Youth Resilience Programs, and (7) Referral Services
Name of the Project	Building Resilience Against Violent Extremism in Schools (BRAVE Schools)
Project Duration	October 1, 2022 until December 31, 2023
Total Amount of Funding Requested	\$258,298.15
Project Abstract (200 words)	Youth violence is a critical threat to communities and schools countrywide and schools are increasingly unsafe and dangerous spaces that have become the breeding grounds for radicalization to violence. School communities are unaware of the radicalization process and are unprepared to prevent radicalization to violence, much less support radicalized students to find exit opportunities. The “BRAVE Schools” Program will improve local school prevention capabilities by strengthening school resilience to extremism and targeted violence through: 1) increasing the capacity of middle and high school “Student Resource Teams (SRTs)” to effectively identify students susceptible and at-risk of targeted violence and terrorism through training, ongoing support, and network-building; and 2) improving student awareness through sensitization and discussion forums to increase their understanding of and resilience to extremist influences and access to effective, student-centered referral mechanisms.

## PROJECT DESCRIPTION

### 1. Needs Assessment

**Youth violence is a critical threat to communities and schools countrywide and schools are increasingly unsafe and dangerous spaces that have become the breeding grounds for radicalization to violence.** Young people who have become radicalized are joining violent extremist groups and committing targeted violence at increasing and alarming rates. School administrators, faculty, and students overwhelmingly believe they need more resources and support to develop evidence-based research on why and how youth become radicalized and engage in violence, how to prevent youth from radicalizing, and how to provide them with exit opportunities once radicalized. The May 14 murder of 10 people in Buffalo throws this need into sharp relief - the murderer's retreat into online spaces and growing sense of isolation as his former school stood at a loss about how to respond to a student clearly in need.

**Educators across the country, including Massachusetts, warn that violence in schools is “out of control,” and they are seeing patterns of behavioral unrest amongst students in both large and small districts.** During the 2015-2016 school year, there were over 1,000 reports of violence in Massachusetts' public schools and in 2021 a viral challenge circulated on the social media platform Tik Tok encouraging students to take up violence in schools, leading to an increased police presence in schools across the state.<sup>i</sup> Two years of remote and hybrid learning during the COVID-19 pandemic have school administrators, faculty, and staff struggling to provide more social-emotional learning to support students and combat rising levels of violence in schools.<sup>ii</sup> Risk factors in school environments, including the presence of weapons, drug use, gang activity, bullying, and sexual harassment, make young people even more susceptible to extremist ideologies and recruitment to violence.<sup>iii</sup> Although bullying is a known factor that contributes to extremist behavior in youth, specific resources and programs for preventing targeted violence are often lacking, and most bullying prevention plans in Massachusetts are outdated or are not implemented.

**Research shows that trauma is a major factor leading to violent extremism, and addressing trauma is a vital component to disengagement and deradicalization.** According to the National Consortium for the Study of Terrorism and Responses to Terrorism (START), the number one factor correlated to joining an extremist group is childhood trauma.<sup>iv</sup> While acts of violence are commonly motivated by mental health and trauma-related issues (e.g. grievances from bullying, suicidal thoughts) and the desire to kill to gain notoriety, these motives are not easily recognized by key school personnel. Training frontline providers in specific indicators of potential targeted violence will greatly increase the ability to timely and effectively use a trauma-informed care model to prevent youth from radicalizing to violence. Current research stresses the importance of strengthening social bonds and creating a sense of purpose as key resilience factors.<sup>v</sup>

**A cost-effective and sustainable approach to preventing targeted violence and terrorism is to augment the existing capacities and structures of key frontline school personnel by providing them with the skills and confidence to be able to recognize and respond to risk factors.** School staff, including counselors, psychologists, social workers, and teachers, have expertise in child and adolescent development, counseling, and therapeutic modalities, but don't have the training and skills necessary to identify and address radicalization and violent extremism.

**Extremist violence presents a growing danger to schools and communities in Western Massachusetts.** Since the Boston Marathon bombing, significant resources have been directed to

preventing violent extremism in Massachusetts. However, these resources have been directed to Boston and its surrounding area which aligns with the nationwide trend of concentrating resources in large urban areas. This concentration of resources has left rural areas beyond the traditional suburbs, now referred to as ex-burbs such as western Massachusetts, largely ignored and under-resourced. Research from the Anti-Defamation League found that white supremacist movements doubled their efforts in 2020, with Massachusetts having the fourth highest rate of hate propaganda of any state.<sup>vi</sup> According to the Southern Poverty Law Center, fourteen hate groups were active in the state in 2021, including seven operating statewide and two specifically concentrated in Western Massachusetts.<sup>vii</sup> Moreover, reports about online searches indicate a high level of interest in joining far-right groups by internet users in the state.<sup>viii</sup> In the past two years, there have been numerous incidents of students in the area engaging in extremist activity, including one student who made threats verbally and on social media to bring a gun to school and the creation of a “White Student Union” at an area middle school.<sup>ix</sup> Unfortunately, schools are increasingly becoming a key breeding ground for white extremism.

**With threats of violent extremism on the rise in Massachusetts, youth are a prime group vulnerable to radicalization to violence and most schools are ill equipped to deal with this growing extremist influence.** The isolation and disruption caused by the COVID-19 crisis makes this work even more critical, as youth have increasingly sought a sense of belonging<sup>x</sup> from new, potentially radicalizing and violent sources, including online gaming communities.<sup>xi</sup> While research has shown the positive correlation between school violence and negative school social environments and that school policies and students’ feelings of belonging are influential in reducing and preventing youth violence, students in Western Massachusetts have limited access to resources and training that build resiliency and violence prevention skills.<sup>xii</sup> The majority of policies on bullying and violence prevention focus only on reporting systems and the only student training program in the region includes no training on violent extremism.

**Recognizing the risk of radicalization and targeted violence perpetrated by youth in schools in Western Massachusetts, the target population of the proposed intervention is the faculty, staff, administrators, and students in area middle and high schools.** Karuna has identified five schools interested in participating in the program that represent unique demographic characteristics, including schools with student bodies that are majority historically marginalized populations. The combined student populations of approximately 3,000 will be direct beneficiaries of awareness-raising assemblies and improved school referral mechanisms. Approximately 50 students will be more heavily engaged through small group discussions and referral mechanism development. Karuna will be working most closely with approximately five faculty, staff, and administrators from each school for a total of 50 who will be selected to reflect the diverse make-up of each school’s student population. Karuna anticipates working with up to five additional schools, thereby reaching more than 6,000 area youth and 100 school staff.

**The Karuna Center for Peacebuilding’s proximity to and relationships with schools and communities in Western Massachusetts and the organization’s previous programmatic experience working on countering and preventing violent extremism globally, makes Karuna extremely well positioned to implement this project.** Karuna is located in Amherst, Massachusetts, which is part of Hampden County where over half of the population in Western Massachusetts resides. Following the pilot phase of the project, Karuna will scale the project to other underserved areas of Massachusetts, New England, and upstate New York.

## 2. Program Design

**Problem Statement:** School communities (e.g. faculty, staff, administrators, and students) are unaware of the warning signs that indicate the radicalization process and the risk that youth become violent. Many students remain vulnerable to extremist ideas and schools are unprepared to prevent radicalization to violence and much less support students who have been radicalized to find exit opportunities. Additionally, students must be able to identify classmates at risk of committing violence. However, students are often unaware of the school’s reporting mechanisms or the reporting mechanisms are poorly designed or do not exist.

**Program Description:** The “Building Resilience Against Violent Extremism in Schools (BRAVE Schools)” program combines three DHS priority areas: raising community awareness, fostering youth resilience to extremist influences, and establishing or expanding referral services. Karuna’s program is informed by international and domestic experience of countering violent extremist movements, and builds on evidence of the importance of a ‘whole-school’ integrated approach to increase capacity to identify and address extremism in schools. Providing “Student Resource Teams” (SRTs)<sup>1</sup> with proven intervention and communication techniques for deradicalization will enable them to assist vulnerable youth, similar to educational efforts in several EU countries. The proposed training will demystify the process of responding to violent extremism for school staff. The training will build on their education training and knowledge of adolescent development by providing critical research on extremist psychology and drivers, and provide effective, proven approaches to prevent violent extremism.

The first phase of the project is an assessment to deepen Karuna’s understanding of the needs of schools in Western Massachusetts with respect to targeted violence prevention.<sup>2</sup> Karuna has connected with multiple districts in the area and confirms that schools are deeply concerned about targeted violence and at least five schools have committed to participating in a program to build their team’s capacity to prevent and respond to violent extremist indicators. These schools include Amherst-Pelham Regional High School and Middle School, Northampton High School, JFK Middle School, and the Common School. While each school district has a bullying prevention plan, they have not been updated in the last 10 years. Based on further analysis and outreach, the project team will select up to five additional schools (ten schools in total), each of which will be asked to nominate approximately five professionals to form their school’s SRT to participate in the program. Karuna and the schools’ leadership will work together in a brief co-creation period to align the training curriculum and implementation plan to the specific needs of each school.

Based on the information gathered from the assessment, the second phase will consist of working with selected schools to convene and train their SRTs, as described below under Objective 1, and raise student awareness and resilience, as outlined under Objective 2. SRTs will receive training by experts in deradicalization on how to identify and address risk factors and prevent students from becoming radicalized and/or violent. The project team will provide ongoing support to the SRT’s

---

<sup>1</sup> Such teams go by a variety of names including Student Services Teams, Crisis Response Teams, etc. and usually include a combination of teachers, administrators, counselors, psychologists, social workers, school resource officers (SROs), IT staff, and nurses. In the event that a school does not already have an SRT or that school leadership would prefer to engage a different group of staff, Karuna will work with school leadership to create the training cohort.

<sup>2</sup> Recognizing where the need is greatest, the project will primarily focus on high schools; however, some districts have indicated a need to engage their middle school students. As such, where appropriate Karuna will work with school leadership to identify the specific target population (i.e. grades) for the project.

to effectively integrate and apply their learning and will establish peer networks to share lessons and resources. In tandem with the work to build the capacity of the SRTs, a range of activities will be undertaken to increase student awareness of extremism, co-develop effective strategies to identify and respond to targeted violence threats, and build youth resilience.

**Program Goal:** To improve local school prevention capabilities by strengthening school resilience to extremism and targeted violence through 1) increasing the capacity of middle and high school SRTs to effectively identify students susceptible and at-risk of targeted violence and terrorism, and 2) improving student awareness through sensitization and discussion forums to increase their understanding of and resilience to extremist influences and access to referral mechanisms.

### **Program Objectives, Outcomes, and Activities**

**Objective 1:** Increase the capacity of middle and high school “Student Resource Teams” (SRTs) to identify susceptible and at-risk students of targeted violence and terrorism.

**Outcome 1.1:** SRTs have enhanced awareness of the process of radicalization to violence and/or the local threat of targeted violence and terrorism.

**Outcome 1.2:** SRTs have enhanced collaboration and information sharing opportunities to identify and understand terrorism and targeted violence threats.

**Activity 1.1: Capacity-building needs assessment and training co-creation** – Karuna will conduct a needs assessment in participating school districts to gather relevant information on district needs, demographics, and current capabilities to identify and respond to targeted violence and terrorism. Findings from the needs assessment will inform the co-creation phase where Karuna Center, school leadership, and the lead trainers will collaborate to develop the training curriculum and implementation plan to address the specific needs of each school.

**Activity 1.2: Capacity-building training for SRTs** - Two international experts in deradicalization, Tony McAleer and Robert Örell, both former extremists and founders of pioneering and highly regarded ‘exit’ organizations, will lead the project’s technical training to school-based SRTs. Depending on the school, SRTs will include select teachers, administrators, counselors, school psychologists, social workers, school resource officers (SROs), IT staff, and nurses. The training builds on McAleer and Örell’s two decades of experience developing curricula and delivering training to raise awareness about ideologically motivated violent extremist movements and will provide guidance on how to help individuals disengage and re-integrate into society. The training will also provide an overview of the environments which foster and support radicalization, an introduction to radicalization research and theories, and responses for prevention and intervening with students. The training includes seven sessions and is a hybrid of in-person, live virtual, and asynchronous sessions which will take place over the course of the 2022-2023 academic year. Specific topics will include: a review of current national and regional trends; the psychology and mindset of violent extremism; principles of engagement with individuals in/at risk of becoming involved with violent extremist groups; approaches to support students to disengage from radical groups; supporting exit from groups; motivational interviewing (MI); and case examples and challenges encountered (for more information see Table 1 below.)

**Activity 1.3: Ongoing case consultations and guidance for SRT members** - Building on the core training, cohort members will participate in two video call group sessions to exchange experiences and reflect on how the training is being applied in each of their contexts. The trainers will also be available to offer individual case guidance as needed to SRTs for a period of six months beyond

the conclusion of the initial training. These follow up mechanisms are designed to provide SRTs with comprehensive and ongoing support and guidance, allowing them to build necessary skills and confidence to prevent violence and reduce the risks of targeted violence and extremism. Based on research and experience, this follow-on support is key to the project’s sustainability, giving SRT members sufficient confidence and experience to integrate and apply the training and effectively engage vulnerable students. A third group session will be convened in Fall 2023 to help prepare SRTs for the return to school and the new academic year.

<b>TABLE 1</b>		
<b>Format</b>	<b>Overview</b>	<b>Content</b>
<b>Pre-recorded Training Module (1.2)</b>	Introduction to violent extremist environments and radicalization research (30-minute video)	Setting the scene of the environments and introducing the concepts and theories of radicalization - How are individuals radicalized and influenced in violent extremist movements?
<b>In-person Training Sessions (1.2)</b>	Prevention and responses to involvement in violent extremism (Two, 2-hour in-person sessions)	Introducing preventative approaches to violent extremism and interventions for how to engage with radicalized individuals. Applying the practices of e.g., motivational interviewing and active listening to the specific target group.
<b>Pre-recorded Training Module (1.2)</b>	Conflict Resolution Strategies (1 hour video)	Karuna will provide an overview of conflict resolution approaches relevant to school-based conflicts including mediation and dialogue facilitation.
<b>Pre-recorded Training Modules (1.2)</b>	Testimony and Case Studies (Two, 30-minute videos)	A personal account of previous involvement in Racially and Ethnically motivated violent extremism (REMVE). Further input on responses to extremism and case study presentation and review.
<b>Live Virtual Consultation and Guidance Sessions (1.3)</b>	Q&A with McAleer and Örell to discuss questions and cases from SRT practice (Three, 1-hour sessions)	Participants have now attended parts of the training and had the chance to test some of the knowledge in their context. How has the application of the content worked for them? These sessions will provide the opportunity to discuss anonymized cases from their practice.
<b>In-person Training Sessions (1.2)</b>	Content overview and practical application.	The final session will bring together the different aspects addressed so far in the training and work on case-based learning and training input.
<b>In-person Network Gatherings (1.4)</b>	Forums to gather all the trained SRT members	Two forums will provide an opportunity for SRTs to connect in person in a more informal setting to exchange experiences and build their network.

**Activity 1.4: SRT Network-building** - Opportunities for practitioners to share lessons learned and co-develop collective resources are vital for immediate success and long-term sustainability. To advance learning and sustainability in BRAVE Schools, Karuna will work with its school partners to form a peer support network across the project implementation sites by facilitating communication between participating SRTs. Recognizing time constraints of school staff, meetings will be convened on an as needed basis at the request of project participants with the exception of two planned, in-person forums at the conclusion of the 2022-2023 academic year and at the beginning of the 2023-2024 school year. The former will serve as an opportunity to reflect

on lessons learned during the first year of the project while the latter will provide an opportunity for SRT members to reconnect, revise their strategies, and prepare for the new school year.

**Objective 2:** Improve middle and high school student awareness of extremism and targeted violence threats and access to referral mechanisms.

**Outcome 2.1:** Students build resilience within their local networks to identify terrorism and targeted violence threats within their peer community.

**Outcome 2.2:** Students have improved access to referral mechanisms to report concerning behaviors before they escalate to violence.

**Activity 2.1: Student assemblies** - McAleer and Örell will deliver awareness-raising presentations (approximately one hour) to student assemblies to share their personal stories and paths to radicalization, the consequences of these decisions, and how they exited their extremist groups. They will take questions from students about their experiences and discuss warning signs students can look for in the behavior of their peers and others that suggest someone is at risk for radicalization to violence or has been radicalized. Finally, the presentation will cover actions that students can take should they have concerns about someone, with a specific focus on engaging the schools SRTs and utilizing referral mechanisms. Assemblies will be tailored to meet the specific needs of each school, for example incorporating content responding to context-specific concerns and incidents.

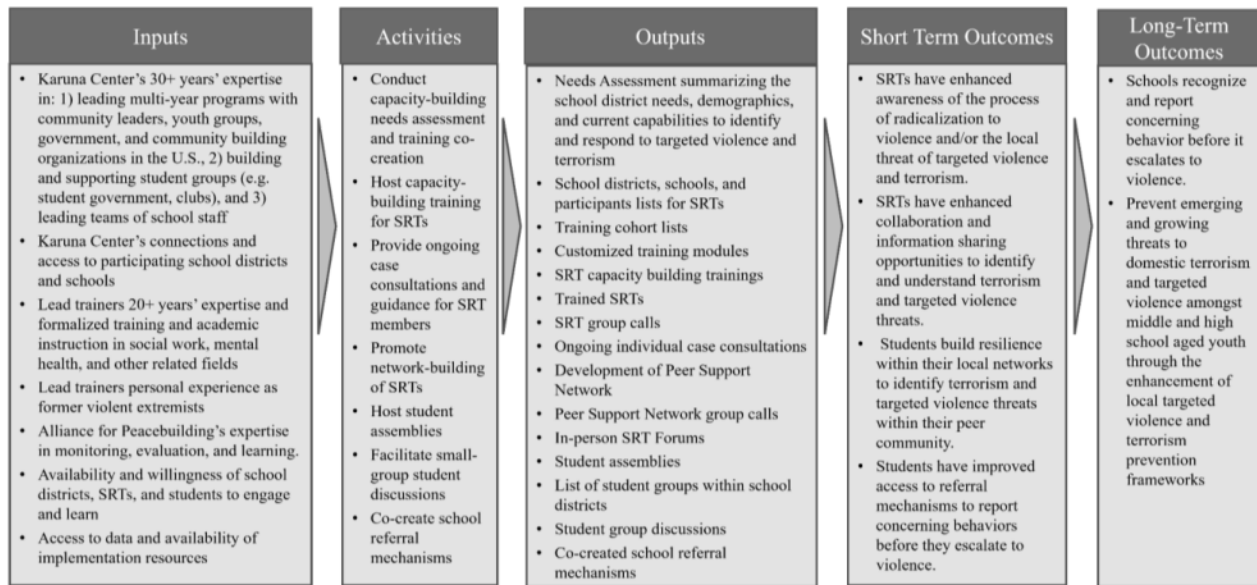
**Activity 2.2: Facilitated small-group student discussions** - Working with school leadership, Karuna will identify already existing student groups to engage in small group discussions, for example the student government, National Honors Society, relevant school clubs, or groups of students identified by school leadership. Karuna will work with school staff to facilitate discussions with these groups to explore questions and concerns that students have about identifying potential threats, the risks of targeted violence, and existing processes and mechanisms in their school and community to respond to threats. These discussions will cover key questions including: What do you look for? What can you do? Who can you contact? What happens then? Part of the discussion will involve assessing the accessibility and effectiveness of already existing school referral mechanisms, including factors that might prevent or discourage students from using these processes and any shortfalls and gaps in the current system.

**Activity 2.3: Co-Creation of school referral mechanisms** - Based on this discussion and analysis of existing mechanisms (if any), Karuna facilitators will work with students and school leadership to develop and promote student-friendly, accessible referral mechanisms for students to report concerning behaviors. Some schools already have potentially effective referral systems in place, but they are underutilized because students are unaware of their existence. In such instances, student groups may choose an awareness raising strategy to share and promote information about these already existing referral mechanisms. Other schools either lack student referral mechanisms entirely or have systems in place that do not meet the needs of students and are therefore underutilized and ineffective. In these instances, Karuna will support the students and school leadership to create or redesign school referral mechanisms.



## Program Logic Model

*Theory of Change: If we increase the capacity of middle and high school "Student Resource Teams" (SRTs) to identify susceptible and at-risk students of targeted violence and terrorism and improve student awareness of and access to referral mechanisms for extremism and targeted violence, then local school prevention capabilities will be improved and schools will recognize and report concerning behavior before it escalates to violence.*



**Contextual Factors and Underlying Assumptions:** The most important condition influencing program success is the active participation of school staff in the SRTs and students in the small group discussions. Karuna has established key relationships with school leaders that are committed to participating in the program. The training schedule has been designed to accommodate the demanding schedules of staff and the curriculum and the project timeline will be adapted to meet unique school needs during co-creation in phase one. By selecting staff for the SRTs who have the respect and credibility of the students, the program will ensure student buy-in and participation.

A major assumption of this project is that with improved networking amongst school personnel facing similar challenges, personnel will not only build collaboration across school districts, but improve information sharing to better identify and understand local and contextualized targeted violence threats. Research and experience have shown that one-off trainings are not sufficient. The design of this project provides ample networking and collaboration opportunities amongst the trained personnel so they can continue working together to motivate and support each other after the project's conclusion to ensure the sustainability of the project.

A final assumption of the project is that student co-created referral mechanisms will improve referrals. This project will explore individual co-creation options with student groups from each school to either improve existing referral mechanisms, enhance awareness of existing referral mechanisms, or create new referral mechanisms. Data collected throughout the project will help understand implications of this assumption to inform and improve further programming.

**Likelihood of Success:** The program team designed BRAVE Schools and the SRT training curriculum based on current research, best practices, and extensive experience on what works to identify and address radicalization and violent extremism in schools. The integrated "whole-school" approach that engages a broad cross-section of school staff and students has been found



to be more effective at creating change in and supporting student populations. Besides drawing on their own lived experience, program consultants McAleer and Örell created the BRAVE Schools curriculum and training format based on evidence-based best practices and decades of experience leading successful training programs, including in educational institutions. Karuna has a proven track record of building networks to foster learning and collaboration and will apply these lessons in the development of the SRT network and the two in-person forums. Finally, Karuna and its staff have built collaborative youth programs globally through youth designed and centered initiatives that advance positive youth development and reject violence.

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

This project is a collaboration between **Karuna Center for Peacebuilding**, the primary organization responsible for managing this grant, subject-area experts **Tony McAleer** and **Robert Örell**, and the **Alliance for Peacebuilding (AfP)**.

**Karuna Center's** approach has been honed through joint design and implementation of peacebuilding and CVE programs in more than 30 conflict-affected countries over nearly three decades and will draw on its experience leading multi-year programs with community leaders, youth groups, government, and community building organizations in the U.S. and globally. Karuna Center's technical team and leadership bring decades of combined experience reducing violence and strengthening community resilience. For more than thirty years, Karuna's Executive Director **Polly Byers** has worked to support peacebuilding practices and improve international development and humanitarian aid policy in senior leadership positions within the U.S. Agency for International Development (USAID) and the U.S. Department of State. In addition to his current work as a conflict resolution practitioner and trainer, Senior Program Manager **Daniel Orth** spent eight years teaching middle and high school students and two years training first year teachers. Orth has extensive experience building and supporting student groups (e.g. student government, clubs) and leading teams of school staff, including as department chair. Program Manager **Daniela Westphal Huber** has worked on capacity-building, research, and collaboration initiatives to advance evidence-based approaches to international security, counterterrorism, crime, human trafficking, and drug policy worldwide, implementing programs fostering inclusion and diversity, initiatives to confront hate crimes, and global drug policy reform. Karuna's project management experience includes serving as the primary organization for numerous projects funded by the U.S. Government and other international donors.

**Robert Örell** has two decades of experience in the field of preventing and countering violent extremism and countering terrorism, working with the disengagement, rehabilitation, and reintegration of violent extremists. He is an internationally requested trainer and speaker, a member of the Steering Committee of the European Commission's Radicalization Awareness Network (RAN), and since 2011 co-leader of the Rehabilitation Working Group. Robert was the director of Exit Sweden for ten years and program director at Exit USA for three years. After spending 15 years in the white supremacist and neo-nazi movements, starting as a skinhead and evolving to leadership positions, **Tony McAleer** became involved in *Life After Hate* at its inception in 2011 and served as Executive Director from 2013-2017 when *Life After Hate* developed its online support groups and forum (and built EXIT USA, which was based on EXIT Sweden's model). Tony has worked closely with law enforcement and government, from Attorney Generals to senior staff at DHS, the Prime Minister of New Zealand, and is supporting law enforcement in Australia to respond to violent white supremacist groups.

Monitoring, evaluation, and learning (MEL) related to the BRAVE Schools initiative is being led by AfP's Deputy Executive Director of Research & Finance **Jessica Baumgardner-Zuzik**, a MEL specialist and economist with 13+ years' experience in academia and practical application in international development, humanitarian affairs, and peacebuilding. The project is advised by **Dr. Joshua Miller**, who brings decades of experience working with educators and students and knowledge of Western Massachusetts where he is a professor at Smith College teaching courses on integrating positive psychology into clinical practice and leading a seminar for professors focused on pedagogy and diversity.

#### **4. Sustainability**

Schools are extremely unique environments, with many new programs imposed on staff, intense demands on staff time, recent high turnover of teachers and students graduating, limited resources, and unique and changing needs of students after a global pandemic. Recognizing these considerations, Karuna created BRAVE Schools to sustainably prevent radicalization to violent extremism and targeted violence in schools and communities. The implementation of the project is through four core design features:

1. **Leveraging Existing Entities:** As much as possible, the project works with already existing groups, institutions, and processes rather than creating new ones. Where SRTs or similar groups of like-minded staff already exist, the project will engage them. Similarly, the project will work with existing student groups rather than trying to create new ones. Where effective referral mechanisms are in place, the project will support and promote them rather than unnecessarily creating new ones.
2. **Embedding Institutional Learning:** Recognizing high turnover rates in school staff, the project works with teams rather than specific individuals or positions to create institutional learning that will remain even if one or two participating individuals leave or change roles.
3. **Creating Peer Support Networks:** The project builds networks of support both within and between schools. By facilitating connections within each school-based SRT and between SRTs across districts, the project creates a network of individuals who can continue working together, motivating, and supporting one another after the project's conclusion.
4. **Developing Lasting Resources and Mechanisms:** The project will generate multiple resources that will remain with schools for their future use including the video modules created for the SRT capacity-building training and individual student case studies. Student-centered school-based referral mechanisms will remain in place for students to utilize for years to come.

Because many schools in Massachusetts do not have existing Threat Assessment and Management (TAM) Teams and have had limited experience identifying and dealing with radicalization and extremist violence, the design of BRAVE Schools includes a scaffolding approach to help schools develop this formal capacity. Building on the success of this initial fifteen-month pilot project and with the acquisition of additional future funding, Karuna plans to help schools convert their SRTs into formal TAM Teams during a second phase of the project.

#### **5. Budget Detail and Narrative**

Karuna's team developed the project's structure considering the most efficient and cost effective way to deliver the activities proposed. The hybrid nature of the training for SRTs (Activity 1.2) enables cost savings related to in-person meetings and allows more flexibility to school personnel who can complete some training modules when it is most convenient. The majority of project

resources are committed to experienced experts who will deliver the training for SRTs and follow up sessions, and to a robust monitoring, evaluation, and learning (MEL) component, which is essential to record lessons learned in order to validate the project’s design ahead of potential expansion to other parts of Massachusetts and/or a next phase of helping schools converting their SRTs into formal TAM Teams during a second phase of the project.

	<b>LINE ITEMS</b>	<b>Estimated Budget</b>
A	<b>Personnel</b>	157,050
B	<b>Fringe Benefits</b>	15,721.50
C	<b>Travel</b>	22,240
D	<b>Equipment</b>	0
E	<b>Supplies</b>	4,815
F	<b>Contractual</b>	0
G	<b>Construction</b>	0
H	<b>Other Direct Costs</b>	34,990
I	<b>Total Direct Charges (sum A-H)</b>	234,817
J	<b>Indirect Charges</b>	23,481.65
K	<b>Total (sum I-J)</b>	<b>258,298.15</b>

**Personnel/Consultants (\$157,050):** Karuna staff will manage this grant’s performance, project implementation, as well as reporting and financial requirements. Personnel costs include the Executive Director, Polly Byers, at a 20% Level of Effort (LOE) at a cost of \$24,999, a Senior Program Manager, Daniel Orth at a 30% LOE at a cost of \$25,502, Program Manager, Daniela Westphal Huber at 15% LOE at a cost of \$11,250, and Financial Director Keenyn McFarlane at a 10% LOE at a cost of \$8,750 for the duration of the project (15 months). The total personnel cost for Karuna Center staff is estimated at \$70,500 USD. This project will engage four consultants: two countering violent extremism training experts (\$1,000 per day for 27 days each), one education expert (\$700 per day x 4 days), and a monitoring, learning, and evaluation specialist (\$850 per day x 35 days), for a total sum of \$86,550 USD.

**Fringe Benefits (\$15,721.50):** Fringe benefits for four staff members are \$5,575 for the Executive Director, \$5,687 for the Senior Program Manager, \$2,509 for the Program Manager, and \$1,951 for the Financial Director.

**Travel (\$22,240):** This section includes estimated travel costs for Karuna Center staff and consultants to implement, facilitate, and support the capacity-building trainings, student assemblies and small group discussions in Western Massachusetts. Costs include domestic ground or air travel for three Karuna staff to support and implement two trainings, student assemblies, and small group discussions, local ground transportation, hotel accommodation, and meals and incidentals (12 days for three staff members at a cost of \$12,904). Domestic travel costs, ground transportation, accommodation, and meals and incidentals for two countering violent extremism training experts are also included in this section (12 days for two experts for a cost of \$9,336).

**Supplies (\$4,815):** Supplies needed include printing and/or photocopying, training materials, and student assembly materials for SRTs and school students participating in trainings and assemblies.

**Other Direct Costs (\$34,990):** Includes graphic design and video editing services for pre-recorded training modules (\$150 per hour for 12 hours), venue rental for three in-person trainings (\$550 per venue for 2 days each), breaks during training days (\$17 per person for 45 people for 6 days), audio-visual equipment needed (\$250 for 6 days), and local transportation for attendees (\$60 per person for 45 people for 6 days). In addition, this section includes venue rental for two network gatherings (\$750 for 2 days) and breaks (\$25 per person for 45 people). Venue for three student assemblies (\$550 for 3 days), and breaks for school group discussions (\$50 per break in 10 schools for 2 days). Bank and wire fees (\$1,200) are also included under Other Direct Costs.

## END NOTES

---

<sup>i</sup> <https://www.boston25news.com/news/violence-in-schools/525019293/>

<https://www.nbcboston.com/news/local/mass-schools-beef-up-security-due-to-tiktok-threat/2593094/>

<sup>ii</sup> <https://www.boston25news.com/news/massachusetts-districts-search-solutions-calm-chaos-schools/AW76TWMDXFE6XHZDIIMFXFBF5M/>

<sup>iii</sup> [https://rems.ed.gov/Docs/FBI\\_PreventingExtremismSchools.pdf](https://rems.ed.gov/Docs/FBI_PreventingExtremismSchools.pdf)

<sup>iv</sup> [https://www.start.umd.edu/pubs/START\\_CSTAB\\_TraumaAsPrecursortoViolentExtremism\\_April2015.pdf](https://www.start.umd.edu/pubs/START_CSTAB_TraumaAsPrecursortoViolentExtremism_April2015.pdf)

<sup>v</sup> [https://www.rand.org/pubs/research\\_reports/RRA1071-1.html](https://www.rand.org/pubs/research_reports/RRA1071-1.html)

<sup>vi</sup> <https://www.adl.org/white-supremacist-propaganda-spikes-2020>

<sup>vii</sup> <https://www.splcenter.org/states/massachusetts>

<sup>viii</sup> [https://moonshotcve.com/wp-content/uploads/2021/03/State\\_Massachusetts.pdf](https://moonshotcve.com/wp-content/uploads/2021/03/State_Massachusetts.pdf)

<sup>ix</sup> <https://www.gazettenet.com/Northampton-School-Committee-anti-bias-policy-first-reading-41940330>

<sup>x</sup> [https://www.american.edu/centers/university-excellence/upload/splc\\_peril\\_covid\\_parents\\_guide\\_jan\\_2021\\_1-2.pdf](https://www.american.edu/centers/university-excellence/upload/splc_peril_covid_parents_guide_jan_2021_1-2.pdf)

<sup>xi</sup> <https://www.the74million.org/article/where-hate-is-normalized-how-white-extremists-use-online-gaming-communities-popular-among-teens-to-recruit-culture-warriors>

<sup>xii</sup> <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4697272/>

**APPENDICES**

**A. OTVTP Implementation & Measurement Plan**

<b>Organization Name</b>	Karuna Center
<b>Project Title</b>	Building Resilience Against Violent Extremism in Schools (BRAVE Schools)
<b>Grant Number</b>	DHS-22-TTP-132-00-01
<b>Grant Implementation Period</b>	October 1, 2022 through December 31, 2023

<p><b>Program Long Term Impact Statement:</b> <i>Prevent emerging and growing threats to domestic terrorism and targeted violence amongst middle and high school aged youth through the enhancement of local targeted violence and terrorism prevention frameworks</i></p>
<p><b>Program Goal Statement:</b> <i>To improve local school prevention capabilities by strengthening school resilience to extremism and targeted violence through 1) increasing the capacity of middle and high school “Student Resource Teams” (SRTs) to effectively identify susceptible and at-risk students of targeted violence and terrorism, and 2) improving student awareness through sensitization and discussion forums to increase their understanding of and resilience to extremist influences and access to referral mechanisms.</i></p>
<p><b>Program Impact Statement:</b> <i>Schools recognize and report concerning behavior before it escalates to violence.</i></p>
<p><b>Program Theory of Change:</b> <i>If we increase the capacity of middle and high school “Student Resource Teams” (SRTs) to identify susceptible and at-risk students of targeted violence and terrorism and improve student awareness of and access to referral mechanisms for extremism and targeted violence, then local school prevention capabilities will be improved and schools will recognize and report concerning behavior before it escalates to violence.</i></p>
<p style="text-align: center;"><b>Target Population</b></p> <p><i>BRAVE Schools is using a ‘whole-school’ integrated approach to raise awareness, build resilience, and improve access to referral systems of key stakeholders in middle and high schools to strengthen school resilience to the spread of extremism and targeted violence.</i></p> <p><b>Middle &amp; High School Student Resource Teams (SRTs) -</b> <i>Train and improve the capacity of ~50 teachers, administrators, counselors, school psychologists, social workers, school resource officers (SROs), and nurses so they are equipped to identify and rapidly respond to individuals at risk of mobilizing to violence.</i></p> <p><i>Area- Rural schools located in Western Massachusetts</i></p> <p><b>Middle &amp; High School Students –</b> <i>Engage with ~6,000 middle and high school students and school groups so they have improved awareness about extremism, increase in resilience to targeted violence, and improved access to referral mechanisms to report concerning behaviors before they escalate to violence.</i></p> <p><i>Area- Rural and suburban schools located in Western Massachusetts</i></p>

## Objective 1 Implementation Plan

<b>Objective 1: Increase the capacity of middle and high school “Student Resource Teams” (SRTs) to identify susceptible and at-risk students of targeted violence and terrorism.</b>				
<b>Activity</b>	<b>Inputs &amp; Resources</b>	<b>Timeline</b>	<b>Anticipated Outputs</b>	<b>Anticipated Short-Term Outcome</b>
1.1 Capacity-building needs assessment and training co-creation	<p>Alliance for Peacebuilding’s expertise in developing and conducting needs assessments</p> <p>Karuna Center’s connections and access to participating school districts and schools</p> <p>School district willingness and capacity to participate in training co-creation</p> <p>Access to basic demographics and statistics across participating school districts and schools</p>	Months 1-2	<p>1 Needs Assessment report summarizing the school district needs, demographics, and current capabilities to identify and respond to targeted violence and terrorism</p> <p>List of suitable school districts (3-5), schools (up to 10 schools total), and participants for SRTs within each school (~5 per school for a total of 45-50 partners)</p> <p>List of 2 training cohorts encompassing SRTs across schools and school districts grouped according to basic demographics and needs</p> <p>2 sets of customized training modules – 1 for needs of each training cohort</p>	Outcome 1.1: SRTs have enhanced awareness of the process of radicalization to violence and/or the local threat of targeted violence and terrorism.
1.2 Capacity-building training for SRTs	<p>Lead trainers 20+ years’ expertise and formalized training and academic instruction in social work, mental health, and other related fields</p> <p>Lead trainers personal experience as former violent extremists</p>	Months 3-5 and (on a sequential basis across both cohorts)	<p>2 comprehensive capacity building trainings (1 for each cohort) consisting of 10 sessions in a combination of in-person, live virtual, and asynchronous formats)</p> <p>~45 trained participants (teachers, administrators, counselors, school psychologists, social workers, school resource officers (SROs), and nurses) from 9-10 SRTs</p>	
1.3 Ongoing case consultations and guidance for SRT members	<p>Lead trainers 20+ years’ expertise and formalized training and academic instruction in social work, mental health, and other related fields</p>	Months 5-14	<p>Up to 6 group calls (2 with each participating SRT) as requested</p> <p>Ongoing individual case consultations (as requested) with SRTs (up to 50h)</p>	

1.4 Network-building of SRTs	<p>Karuna Center’s 30+ years’ expertise in leading multi-year programs with community leaders, youth groups, government, and community building organizations in the U.S.</p> <p>Availability and willingness of SRTs to coordinate and meet in-person across participating school districts</p> <p>Proximate meeting location to host the ~45 SRTs and school district administration</p>	Months 8 and 12	<p>Development of Peer Support Network</p> <p>Peer Support Network group calls on an as needed basis at the request of SRTs</p> <p>2 In-Person Forums with participating SRTs (May 2023 and beginning of the 2023/24 school year)</p>	collaboration and information sharing opportunities to identify and understand terrorism and targeted violence threats.
------------------------------	--	-----------------	---	---

### Outcome 1 Measurement Plan

<b><i>Outcome 1.1 SRTs have enhanced awareness of the process of radicalization to violence and/or the local threat of targeted violence and terrorism.</i></b>			
<b>Activity</b>	<b>Outcome Indicator(s)</b>	<b>Timeframe</b>	<b>Data Collection Methodology</b>
1.1 Capacity-building needs assessment and training co-creation	<p>Improved scoping of school demographics as determined by:</p> <ul style="list-style-type: none"> <li>- School size/enrollment</li> <li>- School location</li> <li>- Student socioeconomic status: % of students eligible for free or reduced price meals (FRPM)</li> <li>- Racial composition (student and faculty)</li> <li>- Average teacher salary</li> </ul> <p>Cohort A &amp; B listing &amp; socioeconomic and demographic justification</p> <p># of customized training modules</p>	Month 2	<p>Roll out with selected school districts identified in Month 1.</p> <p>Scoping of existing school-wide demographic and reporting data will be collected from publicly available databases and supplemented by semi-structured interview/survey of selected school districts administrators to fill gaps in required data.</p>
1.2 Capacity-building training for SRTs	<p># of training sessions conducted</p> <p># of participants at each training session</p> <p>Aggregated level demographic information of participants</p> <p>Improved participant knowledge of the process of radicalization to violence and/or the local threat of targeted violence and terrorism</p>	Months 3-5 and Month 14	<p>Roll out with all finalized SRTs identified in Month 1.</p> <p>Session and attendance data will be collected using tracking and attendance sheets by implementers.</p> <p>Participant demographic data, baseline school climate perceptions, knowledge acquisition, and satisfaction will be</p>

	<p>SRT satisfaction with the training</p> <p>School climate baseline as determined by</p> <ul style="list-style-type: none"> <li>- SRT's perception and experience of school safety</li> </ul>		<p>collected using pre and post training questionnaires. School climate perceptions data will be adapted from Nekvasil and Cornell's (2009, 2011, 2012, 2013, 2015, 2018) extensive research on measuring Student Threat Assessments in Virginia.</p> <p>To examine the long-term stability of training effects, changes in school climate, and to show how they affected decision-making in actual cases, a follow-up questionnaire will be administered in year 2.</p> <p>Researchers anticipating using multiples analyses to examine pre-post differences in knowledge acquisition by training participants. Matched testing will be applied to assess levels of satisfaction. School climate measures will be assessed across multiple scales including support, school structure, and perceptions of safety.</p>
1.3 Ongoing case consultations and guidance for SRT members	<p># of case consultations (disaggregated by key demographics)</p> <p>Improved school climate as determined by</p> <ul style="list-style-type: none"> <li>- SRT's perception and experience of school safety</li> </ul>	Months 5-14	<p>Roll out with SRTs completing Capacity Building Training.</p> <p>Consultation data will be collected using tracking and semi-structured key-informant guides by implementers and lead trainers.</p> <p>Participant school climate perceptions will be collected using the follow-up questionnaire administered in year 2.</p>
<b><i>Outcome 1.2 SRTs have enhanced collaboration and information sharing opportunities to identify and understand terrorism and targeted violence threats.</i></b>			
1.4 Network-building of SRTs	<p># of formal network building sessions (In-Person Forums and Peer Support Network group calls)</p> <p># of informal network building sessions initiated by SRTs</p>	Months 8 and 12	<p>Roll out with SRTs completing Capacity Building Training.</p> <p>Session and attendance data will be collected using tracking and attendance sheets by implementers at the In-Person Forums and by lead trainers at the Peer Support Network group calls.</p> <p>Informal network building data will be collected through semi-structured interview/focus group discussions at the In-Person Forums and during Peer Support Network calls.</p>



## Objective 2 Implementation Plan

<b><i>Objective 2: Improve middle and high school student awareness of extremism and targeted violence threats and access to referral mechanisms.</i></b>				
<b>Activity</b>	<b>Inputs &amp; Resources</b>	<b>Timeline</b>	<b>Anticipated Outputs</b>	<b>Anticipated Short-Term Outcome</b>
2.1: Student assemblies	<p>Time to tailor the assemblies to specific needs of each school, for example incorporating content responding to specific concerns or situations that have occurred</p> <p>Lead trainers personal experience as former violent extremists</p>	Months 3-5	Minimum of 3 student assemblies (1 at each participating school district)	<p>Outcome 2.1: Students build resilience within their local networks to identify terrorism and targeted violence threats within their peer community.</p>
2.2: Facilitated small-group student discussions	<p>Identification of existing student groups to engage (e.g. student government, National Honors Society, school clubs, or other relevant groups of students)</p> <p>Karuna Center’s extensive experience building and supporting student groups (e.g. student government, clubs).</p>	<p>Month 1-2</p> <p>Months 3-5</p>	<p>List of suitable student groups within each school district</p> <p>Up to 10 student group discussions (1 at each participating school)</p>	
2.3: Co-creation of school referral mechanisms	Karuna Center’s extensive experience building and supporting student groups and leading teams of school staff.	Months 6-9 and 12-15	District specific with tailoring across	<p>Outcome 2.2: Students have improved access to referral mechanisms to report concerning behaviors before they escalate to violence.</p>

## Outcome 2 Measurement Plan

<b><i>Outcome 2.1 Students build resilience within their local networks to identify terrorism and targeted violence threats within their peer community.</i></b>			
<b>Activity</b>	<b>Outcome Indicator(s)</b>	<b>Timeframe</b>	<b>Data Collection Methodology</b>
2.1: Student assemblies	<ul style="list-style-type: none"> <li># and type of assembly</li> <li># of participants at each assembly</li> <li>Aggregated school district level demographic information of participants</li> <li>Analysis of types of student's questions</li> </ul>	Months 3-5	<p>Roll out with selected school districts identified in Month 1.</p> <p>Session, attendance, and qualitative data will be collected using tracking and attendance sheets and notetaking by implementers at the student assemblies.</p> <p>A thematic analysis approach paired with computerized theme analysis will be applied on all captured student questions to develop themes and apply category-based analysis to assess trends across school districts. Potential trends could include shared experiences, warning signs, peer behavior, and more.</p>
2.2: Facilitated small-group student discussions	<ul style="list-style-type: none"> <li># and type of engagements</li> <li># of participants at each engagement</li> <li>Aggregated level demographic information of selected student groups</li> <li>Improved school climate as determined by               <ul style="list-style-type: none"> <li>- Students' perception and experience of school safety</li> </ul> </li> </ul>	Month 1-2  Months 3-5	<p>Roll out with selected school groups identified in Months 1-2.</p> <p>Session, attendance, and qualitative data will be collected using tracking and attendance sheets and notetaking by implementers at the group student discussions.</p> <p>Student school climate perceptions data will be collected through semi-structured interview/focus group discussions at multiple intervals by implementers. Student school climate perception qualitative data will complement quantitative analyses of SRT's perception and experience of school safety.</p>
<b><i>Outcome 2.2 Students have improved access to referral mechanisms to report concerning behaviors before they escalate to violence.</i></b>			
2.3: Co-creation of school referral mechanisms	<ul style="list-style-type: none"> <li>Improved access and use of referral mechanisms by               <ul style="list-style-type: none"> <li>- # of referrals, by type of referral</li> <li>- # of individuals referred to additional services</li> <li>- # of referrals referred to SRTs</li> <li>- # of referrals referred to law enforcement</li> <li>- Students' perception and experience of use</li> </ul> </li> </ul>	Months 6-9 and 12-15	<p>Roll out with SRTs completing Capacity Building Training and selected school groups identified in Months 1-2.</p> <p>Improved use of the referral mechanisms will be assessed from referral data collected using referral tracking sheets implemented with SRTs. Their final format will be dependent upon the form of the co-created school referral mechanisms. In some situations, this activity will be focused on awareness raising rather than development of new mechanisms.</p> <p>Improved access to referral mechanisms will assessed using perception data collected through semi-structured interview/focus group discussions at multiple intervals by implementers with the student groups. The study groups will act as a proxy for the broader student body.</p>

## **B. CVs of Key Personnel**

1. Polly Byers, Karuna Executive Director
2. Daniel Orth, Karuna Senior Program Manager
3. Daniela Westphal-Huber, Karuna Program Manager
4. Tony McAleer, Karuna Technical Advisor and Program Trainer
5. Robert Örell, Karuna Technical Advisor and Program Trainer
6. Jessica Baumgardner-Zuzik, AfP Deputy Executive Director of Research & Finance and Program MEL Advisor
7. Joshua Miller, Professor and Program Advisor

# POLLY BYERS

(b)(6)

## PROFILE

- Over thirty years experience managing international assistance policy, programs, budgets and teams for the U.S. Agency for International Development (USAID), the Department of State, the U.S. Congress, the United Nations and nongovernmental organizations.
- Record of success in policy development, implementation and coordination of humanitarian and development assistance programs in fragile contexts
- Proven expertise in strategic planning, evaluation and organizational development.
- Long-term Africa experience managing U.S. policy and humanitarian efforts.
- Excellent management, communication and advocacy skills.

## EXPERIENCE

### Executive Director

Karuna Center for Peacebuilding, Amherst Mass. July 2020-present

- Lead strategic review of Karuna's programming to respond to global and domestic developments, needs and opportunities.
- Launch enhanced development strategy.
- Build board capacity and International Advisory Panel.
- Expand and manage staff of six professionals and initiate organizational review.

### Executive Consultant

2019-2020

- Assessment, evaluation, and design of humanitarian and development programs and policies with a focus on fragility, conflict-sensitivity and resilience.
- Led USAID conflict assessment in Georgia; facilitated new USAID/Jordan Education Results Framework for CDCS.

### Executive Director

CDA Collaborative Learning Projects, Cambridge Mass. 2017- 2019

- Managed staff of ten professionals in Cambridge and field office of fourteen in Yangon, Myanmar.
- Rebuilt Board of Directors and created an expert Advisory Council.
- Led strategic review to revitalize and reposition CDA to adapt to current challenges and opportunities.
- Expanded CDA's responsible business portfolio.
- Successfully transitioned Myanmar office to independent local organization.

### Acting Director

Office of Policy, Bureau for Policy, Planning and Learning

U.S. Agency for International Development, Washington, D.C. 2015-2017

- Managed an office of seventeen professionals, responsible for developing and coordinating USAID development policy.
- Oversaw development of policies in priority areas including, risk management, fragile states, and implementation of Sustainable Development Goals.
- Led USAID Administrator effort to embed fragility into USAID systems.

### **Executive Consultant**

2007–2015

- Served a range of clients including USAID, U.S. Department of State, UNICEF, UNDP, educational institutions, NGOs, consulting firms, and foundations.
- Work products include:
  - Leading Zimbabwe Conflict Vulnerability Assessment team for USAID.
  - Serving as deputy team leader and resilience expert for South Sudan agriculture sector assessment for USAID Mission.
  - Leading analysis and development of USAID policy recommendations on institutionalizing resilience as core to Agency programming.
  - Writing guidance documents for UNICEF on child protection and preventing violence against children for ‘Together for Girls’.
  - Conducting USAID Mission management assessments in Africa.
  - Developing the conceptual framework and global strategy for disaster risk reduction and resilience for USAID’s Office of Foreign Disaster Assistance.
  - Evaluating UN/FAO disaster risk reduction programs in southern Africa.
  - Coordinating the development of the joint post-disaster needs assessment (PDNA) process between the U.N., World Bank and European Union.
  - Writing published policy papers on aid effectiveness issues for NGO advocacy efforts.

### **Senior Coordinator for Africa**

Office of the Director of Foreign Assistance  
Department of State, Washington, D.C.

2006 – 2007

- Recruited to help establish Dept. of State office to reform U.S. foreign aid policy, planning and oversight.
- Directly managed the interagency coordination process for \$830 million Sudan portfolio, the largest and most strategically important in Africa.
- Created and managed effective inter-agency teams to integrate and coordinate full range of U.S. development and humanitarian assistance to Africa.

### **Senior Interagency Policy Advisor**

Bureau for Program and Policy Coordination

U. S. Agency for International Development, Washington, D.C.

2002 - 2006

- Served as senior USAID coordinator for interagency development policy issues with the National Security Council, Dept. of State, and other agencies.
- Coordinated USAID’s participation in development of the Millennium Challenge Corporation, a performance-based foreign aid initiative.
- Managed USAID-Dept. of State Joint Policy Committee focused on foreign aid reform and coordination of development and humanitarian policies.

### **Development Policy Coordinating Committee Coordinator**

Bureau for Economic and Business Affairs

Department of State, Washington, D.C.

2001 - 2002

- Served as Executive Secretary for interagency “Development Policy Coordinating Committee” managing U.S. policy on key international development issues.
- Played central role in policy development for United Nations “Financing for Development” conference, producing the ‘Monterrey Consensus’ on foreign aid

**Senior Africa Staff Member**

Office of Policy Planning

Department of State, Washington, D.C.

2000 - 2001

- Advised the Secretary of State and Director of Policy Planning on African issues.
- Led Administration efforts to combat conflict diamonds, developing the Kimberly process that successfully established a global certification system.

**Deputy Assistant Director, Disaster Response and Mitigation Division**

Office of U.S. Foreign Disaster Assistance (OFDA)

U. S. Agency for International Development, Washington D.C.

1993 - 2000

- Managed OFDA's \$30 million response to disasters in Sudan.
- Initiated first integrated U.S. strategy for Sudan, forging closer cooperation between diplomatic initiatives and foreign assistance programs.

**Senior International Staff Member**

United States House of Representatives

House Select Committee on Hunger, Washington, D.C.

1990 - 1993

- Developed legislative and policy initiatives on international hunger, refugee and development issues, resulting in U.S. military engagement in Somalia, and increased aid to the Horn of Africa.
- Organized and managed Committee trip to the Horn of Africa; briefed Members of Congress and organized hearings on aid programs and humanitarian crises.

**Consultant**

World Bank, Washington, D.C.

1989

- Researched and wrote a World Bank paper prescribing policy and institution building measures for voluntary organizations in the health sector in Africa.

**Presidential Management Intern,**

Department of State, Washington, D.C.

1986 - 1988

- Project Officer, USAID, Pretoria, South Africa.
- South Africa and Namibia Desk Officer, State Department, Washington, D.C.

**Volunteer**

Peace Corps, Safi, Morocco

1982 - 1984

- Taught English to Moroccan High School Students.

**EDUCATION****Yale University**, New Haven, CT, M.A. in International Relations, 1986

Focus on African Development; Yale University Fellowship recipient.

**Wesleyan University**, Middletown, CT, B.A. in English Literature, 1981**LANGUAGES**

French (fluent oral and written)

Arabic (rusty Moroccan Arabic)

# Daniel J. Orth

(b)(6)

For more than 17 years as a peacebuilder, trainer, and educator, I have supported communities in countries around the world and in the U.S. in achieving just, prosperous, and peaceful outcomes for all their members. I have conducted conflict analyses to create brand new projects and taken over already existing ones. I have designed and implemented a diverse array of peacebuilding interventions from Kenya to Nepal, Israel to San Diego. To measure our progress and impact, I draw on a variety of monitoring and evaluation methodologies and I am an experienced trainer and curriculum designer. Our peacebuilding work requires resources and I have a proven record of fundraising with vast experience writing proposals, reporting on grants, and maintaining donor relations. Most importantly, I believe in collaboration with partners to achieve our shared goals. As an effective communicator, I work with diverse stakeholders, from police to activists, mayors to farmers. While focusing on details, meeting deadlines, and managing resources to stay on budget, I achieve results for my organization, our partners, and the communities we serve.

## PROFESSIONAL EXPERIENCE – PEACEBUILDING, TRAINING, AND EDUCATION

### **Karuna Center for Peacebuilding**

**National City, CA (Remote Position)**

*Senior Program Manager*

*June 2021 – Present*

- Design and implement multi-year peacebuilding programs, lead trainings, and conduct conflict analyses.
- Collaborate with local partners to build community capacity to interrupt cycles of conflict, recognize shared needs, and prevent the spread of violent extremism.
- Fundraise for programs and provide technical and financial management during program implementation.

### **National Conflict Resolution Center**

**San Diego, CA**

*Senior Project Manager*

*October 2020 – June 2021*

- Design and facilitate multi-stakeholder mediations and facilitated dialogue processes for community organizations, institutions of higher learning, government agencies, and corporations.
- Conduct conflict analyses to plan training workshops, including the creation of relevant simulations and case studies.
- Manage 30+ projects by building and maintaining client relationships; delivering timely, effective communications; coordinating a team of trainers and other staff; and managing more than \$600,000 in project funding

### **Kroc Institute for Peace and Justice, University of San Diego**

**San Diego, CA**

*Program Officer*

*April 2015 – August 2020*

- Designed and executed inclusive, multi-year peacebuilding and leadership programs including:
  - A peace leadership training program for Nepali political and civil society leaders, now in its third year.
  - A youth-police community engagement and dialogue project in the informal settlements of Nairobi, Kenya.
  - A multicultural theater and community dialogue project focused on building bridges of mutual understanding between diverse communities to develop recommendations to inform education policy and legislation.
  - Domestic initiatives to enhance public safety by improving police-community relations and facilitating diverse coalitions of community organizations, faith leaders, and law enforcement professionals.
- Authored grants and cultivated donors in government, foundations, individuals, and the private sector to raise funds for and manage annual budgets in excess of \$150K and managed reporting on these grants.
- Managed a team of 10+ consultants & staff and 30+ mentors & trainers for the Nepali Emerging Leaders Program.
- Created curriculum and instructional materials for training in conflict resolution including negotiation, mediation, and facilitation, leadership, project management, and communication.
- Led writing and knowledge dissemination for the Kroc Institute including designing and creating peacebuilding learning resources, blog posts, articles, newsletters, and websites.
- Launched, wrote, and edited a monthly police-community relations e-newsletter and grew subscriber base to 1,000+.
- Led the Kroc IPJ's internship program for 4+ years, including hiring, mentoring, and evaluating 10+ interns annually.

### **Community & Police Relations Commission**

**National City, CA**

*Commissioner*

*May 2019 – Present*

- Facilitate disputes and resolve conflict between the National City Police (NCPD) and the city's community.
- Review complaints against NCPD and make recommendations to improve department policies and practices.

**San Diego Regional Interfaith Collaborative***Board President***San Diego, CA**

March 2019 – Present

- Lead a growing, dynamic organization through strategic planning, agenda development, & board member recruitment.
- Raise funds by cultivating private donors and foundations and identifying relevant grant opportunities.
- Identify and build relationships with potential partners across San Diego County and Southern California.

**California Board of State and Community Corrections***CalVIP Grant Program Executive Steering Committee Member***California**

September 2019 – September 2020

- Generated scoring criteria for and evaluated grant proposal applications to award \$30 million to community-based organizations and cities across California for violence intervention and prevention projects.
- Supported community organization applicants and conducted advocacy with legislators for increased funding.

**Conflict Dynamics International, Inc.***Graduate Research Assistant, Humanitarian Policy***Cambridge, MA**

February – November 2014

- Developed an online platform to deliver distance-learning training modules to humanitarian practitioners in the field.
- Communicated with stakeholders in conflict-affected countries to draft briefing papers and training materials.
- Designed and implemented monitoring and evaluation systems to track indicator progress for multiple programs.

**Israeli Peace NGO Working Group***Co-Facilitator***Ridgefield, CT and Israel**

April 2013 – July 2014

- Planned and facilitated dialogue and strategic planning workshops for Israeli Arabs and Jews from diverse sectors.
- Analyzed related projects and presented research findings to group members to inform project design and activities.

**Search for Common Ground***Graduate International Intern***Zanzibar, Tanzania**

June – August 2013

- Planned and facilitated training workshops on conflict resolution, joint problem-solving, strategic communication, and leadership to build the capacity of members of civil society, government ministries, the media, and parliamentarians.
- Managed donor relations and wrote reports for the EU, USAID, and the Belgian Government.
- Managed relationships with local partners and carried out capacity-building activities based on organizational needs.

**The Louise S. McGehee School***History Teacher***New Orleans, LA**

2006 – 2012

- Designed and delivered engaging curriculum to foster critical thinking, global-engagement, and leadership.
- Received a grant to conduct research into the Acadian /Cajun diaspora in Nova Scotia to develop curriculum.

*Assistant Director of Afterschool Activities*

2007 – 2009

- Managed a team of 12 employees and designed policies to provide a safe and constructive environment for students.

**The New Teacher Project***Content Seminar Leader***New Orleans, LA**

2009 – 2011

- Taught a year-long training course for first-year teachers by adapting a nation-wide curriculum to suit the local context and planning course activities to meet the specific learning needs of adult learners.
- Mentored more than two dozen new teachers to help them resolve conflict in their schools and become leaders.

**New York City Department of Education***Secondary Social Studies Teacher***Brooklyn, NY**

2004 – 2006

- Worked to eliminate the achievement gap for low-income and minority students in high-need schools through the design and delivery of high-quality lessons that fostered critical thinking and political engagement

**Citizens for Global Solutions***Research Associate and Member of the Board of Directors***Washington, DC**

2005 – 2006

- Developed the organization's long-term vision and mission and short-term structural and operational requirements.
- Supported fundraising efforts through donor identification and solicitation, grant writing, and events.



## EDUCATION

---

### Fletcher School of Law and Diplomacy, Tufts University

Medford, MA

*Master of Arts in Law and Diplomacy, International Negotiation & Conflict Resolution and Human Security* 2012-2014

- Capstone Project: “Facilitating an Arab-Jewish Dialogue on Creating a Shared Society in Israel”
- Distinctions: Alan M. Wachman Memorial Scholarship Recipient, Conflict Resolution Theory Teaching Assistant

### Pace University School of Education

New York, NY

*New York State Graduate Teaching Certification*

2004-2006

### Tulane University

New Orleans, LA

*Bachelor of Arts, Political Science and Economics*

2000-2004

- Distinctions: Phi Beta Kappa, Dean’s Honors Scholarship, *Cum Laude*

## TRAINING AND RELEVANT EXPERIENCE

---

### Mediation Works Incorporated (MWI) Mediation Practicum

Medford, MA

*Mediator Training*

September 2013

- Developed the skills to be an effective mediator to help parties resolve disputes and reach implementable agreements.

### World Peace Foundation

Medford, MA

*Conference Organizer*

November 2013 – February 2014

- Planned the conference “Unlearning Violence: Early Childhood Peace Education and Conflict Prevention”.
- Established relationships with academic and policy experts to create five distinct yet interrelated conference panels.

## SELECT LEARNING RESOURCES AND ARTICLES

---

- “Nepal’s Emerging Leaders are Employing Training to Provide COVID19 Support for their Communities” (May 2020) – [https://www.sandiego.edu/news/peace/detail.php?\\_focus=76588](https://www.sandiego.edu/news/peace/detail.php?_focus=76588)
- “Building Peace Amidst COVID19: Voices from our Peacemakers from Around the World” (April 2020) – [https://www.sandiego.edu/news/peace/detail.php?\\_focus=76099](https://www.sandiego.edu/news/peace/detail.php?_focus=76099)
- “Kroc IPJ Awards Microgrants to Nepal Program Alumni” (April 2020) – [https://www.sandiego.edu/news/peace/detail.php?\\_focus=76314](https://www.sandiego.edu/news/peace/detail.php?_focus=76314)
- “Mentors Play Key Role as 2020 Nepali Emerging Leaders Program Gets Underway” (February 2020) – [https://www.sandiego.edu/news/peace/detail.php?\\_focus=75376](https://www.sandiego.edu/news/peace/detail.php?_focus=75376)
- “Five Years after Fletcher: A Five-Year Update” (July 2019) – <https://sites.tufts.edu/fletcheradmissions/2019/07/five-year-update-daniel-orth/>
- “Kroc IPJ Convenes Diverse Cohort of Emerging Leaders for Second Seminar (April 2019) – [https://www.sandiego.edu/news/peace/detail.php?\\_focus=72023](https://www.sandiego.edu/news/peace/detail.php?_focus=72023)
- “Look Both Ways: Religious Leaders and the Challenge of Engaging Community and Police” (January 2019) – [https://www.sandiego.edu/peace/images/ipj/18\\_Kroc\\_KrocInsight\\_PDF\\_FINAL%202.pdf](https://www.sandiego.edu/peace/images/ipj/18_Kroc_KrocInsight_PDF_FINAL%202.pdf)
- “Building Trust Partnership Educational Series Empowers Community (December 2018) – [https://www.sandiego.edu/news/peace/detail.php?\\_focus=70229](https://www.sandiego.edu/news/peace/detail.php?_focus=70229)
- “Swiss Government to Fund Kroc IPJ’s Work in Nepal” (October 2018) – [https://www.sandiego.edu/news/peace/detail.php?\\_focus=69267](https://www.sandiego.edu/news/peace/detail.php?_focus=69267)
- “Building Trust between Police and Communities in Oceanside” (August 2018) – <http://catcher.sandiego.edu/items/peacestudies/Oceanside%20Report%20English%20Final.pdf>

## ADDITIONAL INFORMATION

---

**Languages:** English (Native) and Spanish (Written: Advanced Professional; Oral: General Professional)

**Computer Skills:** Cascade EMS; WordPress; Microsoft Office Suite; STATA; social media platforms; SurveyMonkey; MailChimp; Salesforce; Advance.

Daniela Westphal Huber

(b)(6)

**CORE COMPETENCIES:** International Security | Security Studies | International Relations | Project Management | Capacity Development | Program Design and Operations | Planning and Budgeting | Collaboration | Relationship Building | Facilitation | Communication | Cultural Sensitivity

## PROFESSIONAL EXPERIENCE

Karuna Center for Peacebuilding, Amherst, MA | November 2020 – Present

### Program Manager

- Manages and implements peacebuilding programs in Nigeria, focusing on building on women's and youth's knowledge to increase civilian security, and Myanmar, aimed at fostering a culture of inclusion through dialogue, advocacy, and action, working collaboratively with host country partners
- Monitors progress and leads preparation of progress and final reports to funders.
- Research and pursue grant opportunities to support the funding of new programs.

Open Society Foundations (OSF), New York, NY | March 2015 – December 2019

### Project Head, Open Society Fellowship Program

- Managed and co-led an experiential learning initiative for Open Society's global network, featuring a week-long trip that explored diverse ideas and viewpoints through engagements with the public and private sectors, civil society, academia, local community groups, and other stakeholders.
- Conceptualized and curated panel discussions, site visits, and group activities, with the aim to provide nuanced and innovative perspectives and learn from different points of view, while creating a safe and inclusive space for discussion and reflection amongst a diverse group of global participants. Engagements included meetings with communities affected by extra-judicial killings, radicalization and violent extremism in Mombasa, Kenya, and a visit to the U.S.-Mexico border region to learn about the impact of immigration policies and practices.
- Developed the initiative's yearly budget, calendar and timeline, set overall goals, established milestones, defined activities, monitored expenses, and produced financial and narrative reports.
- Produced detailed agendas, reading lists, logistics notes, guides, and work plans.
- Planned and facilitated virtual and in-person cohort and partners meetings with diverse groups across different time zones to advance engagement and support collaboration.
- Spearheaded the process of evaluating the initiative's long and short-term results, established metrics, collected and evaluated relevant data, and recorded and analyzed results.
- Led the competitive selection process, which included developing application guidelines, assessing applications, preparing documents, conducting interviews, and chairing selection meetings. Cohorts included 11 different nationalities (U.S. cohort) and 9 different nationalities (Kenya cohort).
- Identified, engaged and supervised contractors, service providers, and temporary staff.

### Program Specialist, United States Programs

- Managed the operations of Open Society's 10 million dollar anti-hate initiative (Communities Against Hate), which supported communities' efforts to stand against acts of abuse and violence.
- Established committees and coordinated 100 internal volunteers from around the world to review over 1,000 applications, use an inclusive decision-making process to select grantees.
- Organized and co-facilitated onboarding and training sessions to prepare volunteers to follow proposal assessment criteria, conduct applicant due diligence, and make grants in a timely manner.
- Collaborated cross-functionally to create tools and guidelines to standardize processes and increase efficiency, and tracked metrics to improve data collection and assessment.

### Strategy Specialist, Strategy Unit

- Coordinated a high-priority initiative, managing and supporting the work of 13 global programs and foundations to advance common objectives toward promoting a public health approach to drug policy.
- Developed annual budgets, monitored expenses, produced financial reports, and tracked progress toward strategic goals while overseeing the initiative's overall operations and calendar.
- Produced regular reports documenting the shared initiative's progress and outcomes to various audiences, including the foundations' Global Board, and Executive Office.

- Advanced collaboration, built and maintained relationships, and constantly engaged with regional and thematic programs, national foundations, operational departments, and select grantees, applying strong cultural awareness, critical thinking and negotiation skills.
- Identified and secured speakers, developed agendas, and moderated in-person and virtual meetings to advance group learning, ensure strategic alignment, and keep key stakeholders informed.

United Nations Office on Drugs and Crime (UNODC), Brasília, Brazil | June – December 2014

#### **Consultant, Human Trafficking**

- Designed, planned and implemented a specialized training program on human trafficking for criminal justice practitioners as part of a partnership between the UNODC and the Ministry of Justice in Brazil.
- Identified, briefed and acted as the liaison with a diverse group of prominent government and civil society experts who were engaged to deliver the course.
- Defined the course's content, and adapted UNODC's material to appropriately reflect local conditions in Brazil and its judicial system; developed the course's proposal and methodology.

Organization of American States (OAS), Washington, DC | November 2012 – January 2014

#### **Consultant, Inter-American Observatory on Drugs**

- Supported design and implementation of research projects, and provided data collection and analysis training to increase Member States' capacity to adopt evidence-based approaches to drug issues in the Americas with emphasis on public health and harm reduction.
- Selected, trained and managed in-country civil society and academic experts and consultants.
- Assisted with proposal writing and grant reports to donors.
- Liaised with appropriate government authorities, identified experts, developed the agenda, and made logistical arrangements for five workshops and conferences on data, policy and cooperation.

Mintz Group, Washington, DC | February – September 2012

#### **Investigative Consultant, International Practice Team**

- Conducted investigative research and gathered intelligence on numerous entities through examining open source databases, news reports, litigation and lawsuits, and other public records.
- Performed reference calls in four languages on subjects in the Americas, Africa and Europe.

Organization of American States (OAS), Washington, DC | September 2008 – August 2011

#### **Interim Coordinator / Administrative Officer, Inter-American Committee against Terrorism**

- Performed advanced project management and administration duties, including developing budgets, forecasting and monitoring expenditures, requesting funding allocations, ordering payments, liaising with the organization's Procurement, Financial, Legal and Human Resources offices, and producing comprehensive financial reports to donors.
- Supported the successful execution of over one hundred counter-terrorism and security capacity building activities, in topics such as combating terrorism financing, aviation security, maritime security, document security and fraud prevention, and tourism security.
- Acted as point of contact for Permanent Missions to the OAS; maintained regular communication and managed relationships with diplomats, government officials and other stakeholders.
- Recruited, trained and supervised interns and consultants, and managed day-to-day operations.

### **EDUCATION**

GEORGETOWN UNIVERSITY, School of Foreign Service | Washington, DC  
Master of Arts in International Security | May 2012

UNIVERSIDADE DO VALE DO ITAJAI (UNIVALI) | São José, Brazil  
Bachelor of Arts in International Relations | April 2009

UNIVERSITE DES SCIENCES ET TECHNOLOGIES DE LILLE (USTL) | Lille, France  
International Economics and Development | 2005 - 2006

### **LANGUAGE SKILLS**

Fluent in Portuguese (native) and English. Full professional proficiency in Spanish and French.

# Tony McAleer

---

(b)(6)

## Education

**|1985-1988 | UNIVERSITY OF VICTORIA**

- Related coursework: Psychology

## Skills & Abilities

### ENTREPRENEUR

- 20 Years' experience building and running companies from the startup phase

### INNOVATOR

- Inventor US Patent: Web-updated database with record distribution by email  
US 6529908 B1

### AUTHOR

- THE CURE FOR HATE - A Former White Supremacist's Journey From Violent Extremism To Radical Compassion

### COACH/MENTOR

- Certified life coach and soccer coach, I have extensive experience and training coaching, mentoring and leading teams and individuals.

## Employment

### PRESIDENT | THE CURE FOR HATE CONSULTING GROUP

- Build and manage a consultancy for communities, professionals, law enforcement, and governments grappling to deal with the challenge of violent white supremacy. Through training and education we teach the skills to recognize, react, resource and respond to the presence of violent white supremacy.

### EXECUTIVE DIRECTOR / BOARD CHAIR LIFE AFTER HATE / EXIT USA | 2010-2019

- I served as Executive Director and then Board Chair for this 501(c)(3) nonprofit corporation. LIFE AFTER HATE ([www.lifeafterhate.org](http://www.lifeafterhate.org)) is comprised of former high profile leaders of hate groups who now share their experiences to inspire others to a place of compassion and forgiveness for themselves and for all people. We offer an outreach to those wishing to exit extremist groups, a speaker's bureau for engaging talks with adult and student audiences, and a consultancy to help organizations gain the knowledge necessary to implement long-term solutions that counter all types of violent extremism.

### PRESIDENT | MCALEER & ASSOCIATES WEALTH MANAGEMENT | 2004-PRESENT

- Build and manage a successful wealth management firm with over 400 clients while managing a team of three. Consistently in the top 2% of advisors as well as MDRT qualifier. Responsible for managing client relations as well as providing technical solutions and planning.

## Curriculum Vitae Robert Örell



### Summary of expertise:

Robert Örell is an independent international expert in the P/CVE field with a specialisation in capacity building and training. He has over twenty years of experience working in the field of disengagement from violent political extremism and organised criminal gangs helping clients' disengagement and reintegration. For ten years he worked as a director of Exit Sweden. In 2010 he set up the sister program Passus supporting disengagement from organised criminal gangs. During 2017-2020 Robert worked as the program director of Exit USA within the Life After Hate. Currently, he is the leader of the non-profit NGO Transform.

As a practitioner, Robert has twenty years of experience in providing interventions for individuals to help their disengagement and reintegration. His professional experience also includes social work supporting victims of crime, provision of parent- and family support, online counselling, training, and management. In 2014 he supervised one of Sweden's early response projects on preventing radicalization that leads to violent Islamist extremism, "Sy.Realiye", that provided family support for family members whose children operated as foreign fighters in Syria.

Robert is an internationally requested speaker, and expert and is interviewed numerous times in media around the world. In April 2016 Robert performed a TEDx talk titled "A way out from violent extremism." He has extensive experience in training, lecturing, and facilitating workshops and seminars. He has been involved in developing and holding training for practitioners, policymakers, and training-of-trainer programs in the field of radicalization, disengagement, and intervention. He has arranged several international conferences and workshops. As an advisor, he has helped set up exit programs in several countries and has participated in several EU projects.

Since 2011, Robert is a member of the steering committee of the European Commission's Radicalization Awareness Network (RAN), where he also co-leads the working group RAN Rehabilitation.

Robert has completed the basic psychodynamic psychotherapy training, studied social pedagogy, and has taken a certificate in Terrorism Studies at the University of St. Andrews. He is currently studying for a master's program in Humanitarian Aid and Peacebuilding at Oxford Brooks University.

**Professional experience:**

- 2021.03 – Present                      Technical Lead Advisor Central Asian Support for Stable Societies, DAI
- Robert assists and advice on setting up a mentorship program for released offenders from violent extremist populations in the Atyrau region in Kazakhstan.
- 2021 – Present                          Member of the International Board JEX Journal EXIT-Deutschland
- Robert is a member of the international board of the JEX Journal EXIT-Deutschland.
- 2019 – Present                          Independent expert
- With eighteen years of experience in the field of disengagement from violent political extremism and organised criminal gangs, Robert works as an independent expert, trainer, and consultant in the field of capacity development. He works with partners around the world to share practice and experience in the field of interventions, preventions, disengagement, Exit work, training, and capacity development.
- 2019 – Present                          Director Transform
- Robert is the director of the non-profit NGO Transform, an NGO set up for training, education and information, working in the field of conflict resolution, prevention- and countering violent extremism, strengthening resilience and pluralism.
- 2017 – 2020                              Program Director Exit USA, Life After Hate
- Robert worked in the position as program director at Exit USA, a program of Life After Hate. Robert leads the work and is responsible for supporting the clients, families and professionals who seek guidance directly or indirectly in leaving violent white supremacy groups.
- 2017 – 2019                              Senior adviser & trainer The Institute for Democracy and Dialog,  
Fryshuset
- Robert was an adviser to the Institute for Democracy and Dialog (IDEDI) where he works as a subject matter expert and trainer on preventing-, responding- and countering violent extremism. He works together with the team on strengthening municipalities in preventing- and countering violent extremism. IDEDI works with evidence-based methods for preventing polarization, xenophobia, racism and violent extremism.

2017 – 2019 Senior adviser Open Minds Foundation

Robert was an adviser to the Open Minds Foundation, which aims at preventing radicalisation, undue influence and manipulation through awareness-raising and education. Robert is an expert on violent extremism and disengagement, and how those experiences can educate and prevent radicalisation and conflict escalation.

2009 – 2018 Director: Exit Sweden Fryshuset

Robert Örell works as a director at Exit Sweden (headed by Fryshuset). He has more than sixteen years of experience on work with disengagement from violent political extremism and criminal gangs.

Robert is involved in national and international networks focused on knowledge sharing and best practice within the field of radicalisation, disengagement, and intervention. He has arranged several international conferences and workshops. He's an adviser on the work of setting up Exit organizations in a number of countries.

2016 TEDx speaker TEDx Vilnius

In April 2016 Robert made a TEDx talk at the event in Vilnius on the topic: *A way out from violent extremism*. The talk is available on YouTube:

<https://www.youtube.com/watch?v=CNlgKsb1QbA>

2013 - 2015 Management Group member ISDEP - Improving Security by Democratic Participation

EU ISFP project ISDEP to develop practical resources including training of trainer package to equip front line practitioners working in vulnerable institutions, in addition to communities to recognize, respond and prevent radicalisation.

2014 (12 months) Supervisor Sy.Realize, Fryshuset

Supervisor at the family support hotline Sy.Realize that supports parents or relatives whose children are motivated to or already travelled to Syria to participate in violent extremist groups. The project aims are to support parents in how to understand and respond to the difficult family situation.

2009 – 2010 (Sept-Dec) Manager Support, Fryshuset

NGO targeting young victims of crime.

Leading the practical work with support for young victims of crime. The work consisted of supporting and strengthening activities, at hands support in demanding events such as trials, mediation between offenders and victims and dealing with traumatic experiences and situations.

2009 – 2010 (Sept-Dec)      Manager Passus, Fryshuset

NGO supporting disengagement from organised criminal gangs. Setting up the program and leading the work 2009 and managing the organisation during 2010. Leading team and participating in the practical support for individuals leaving criminal gangs. The work consisted of setting up the organisation, management and leading the everyday work with supporting the disengagement process of our clients. A challenge in the work was to facilitate contact between the clients and different authorities.

2003 – 2009      Client coach, family support, trainer, lecturer Exit Sweden Fryshuset

Exit is a project within the NGO Fryshuset. Exit provides support to disengage the Swedish white power movements. As a client coach, Robert worked with support to individuals in their disengagement. The work is varied and consists of a variety of tasks such as individual support for clients as well as lectures and presentations for various groups, training and consulting to a wide variety of stakeholders involved in P/CVE work. Exit also offers family support and Robert worked extensively with families and held a family support self-help group.

2003 (August) - 2004 (June)      Youth worker Västerholms friskola (Västerholms free school)

Managing a group of two classes, ages 7-9 years, after school activities at the school's recreational activity centre. The school is located in a suburb with socioeconomic challenges and high criminality. The work focused on managing recreative activities, strengthening the children in their socioemotional capacities and equipping them to manage intercultural communication, stress and conflicts.

2003 (March – June)      Youth worker Lillholmsskolan

Managing a class, ages 8-9 years, after school activities at the school's recreational activity centre. The school is located in a suburb with socioeconomic challenges and high criminality. The work focused on managing recreative activities, strengthening the children in their socioemotional capacities and equipping them to manage intercultural communication, stress and conflicts.

2002 (Aug) – 2002 (Dec)      Resource pedagogue Sunnans Resursskola (Resource school)

Sunnans resource school worked with special- and social pedagogy for a small group of pupils in the spectra of mental disability and neuropsychiatric disorders. The work consisted of supporting the pedagogical work and the social training, conflict management and developing basic life skills.



1999 (Oct) – 2001 (June) Client coach, family support, trainer, lecturer at Exit Sweden Fryshuset

Exit is a project within the NGO Fryshuset. Exit provides support to those who wish to leave the Swedish white power movements. As client-coach Robert worked with support to individuals in their disengagement.

The work is varied and consists of a variety of tasks such as individual support for clients as well as lectures, training and consulting to a wide variety of stakeholders in different ways in contact with extremist groups.

1996-1998 Store Salesman Roffes Modellflyg

Salesmen in the store Roffes Modellflyg specialised in Radio Controlled (R/C) equipment.

#### Studies:

- Master program in Humanitarian Aid and Peacebuilding  
Oxford Brooks University  
2021-2023
- Project management  
Projekt stegen, 2018
- Certificate in Terrorism Studies  
University of St. Andrews, 2015
- Fryshusets Management Development Program  
Fryshuset, 2008
- Psychotherapy  
The Working Group for supervision and training, 2005 – 2007  
The basic psychotherapy training oriented in Interpersonal relational psychodynamic psychotherapy, based on modern psychodynamic theory and research.
- Social pedagogy  
Tollare Folk High School, 2001 – 2002  
Practice-oriented Folk High School education in Social Pedagogy.

**Shorter courses:**

- Disarmament, Demobilisation and Reintegration (DDR). Folke Bernadotte Academy (2016)
- MI - Motivational Interviewing (2010, 2017, 2020)
- Practical rhetoric (2010)
- Conflict management for managers (2010)
- Psychology of Influence and manipulation (2010)
- "Building Europe in the Spirit of Human Rights" Training Course on Human Rights Education within the European Council (2003)

**Language:**

Roberts speaks and writes fluently *Swedish* (native) and *English*.

**Military service:**

1999

Deck group commander

The Swedish Amphibian forces

Military service in the Swedish defence; Amphibious Corps under the Marine.

<i>Personal details</i>	Name: Baumgardner-Zuzik, Jessica (b)(6)
<b>Education</b>	
Relevant education, courses and trainings in the field of Armed Conflict & Violence Prevention	<p>M.A., Economics; 2010; University of San Francisco, CA, USA Program concentration: International Developmental Economics, Africa B.A., International Peace and Conflict Studies; Foreign Languages; 2007; Juniata College, PA, USA</p> <hr/> <p>Relevant Coursework: Research Methods, Macroeconomics, Microeconomics, Econometric evaluation of development project impacts, Behavioral economics and studies of war and violence, Women and development, International finance and currency stabilization, Mathematics, Statistics</p> <p>Trainings/Certifications:  Certificate for Human Subjects Research Training; Certification Number: <b>2866232</b>; 2021; National Institute of Health  Designed and lead <i>Peacebuilding Design and Monitoring Training</i>; 2018-present; Alliance for Peacebuilding  <i>Evaluating Social Programs</i>; 2015; Innovations for Poverty Action  Certificate in <i>Making Governments Work in Hard Places</i>; 2015; Princeton University  Certificate in <i>Civil Resistance and the Dynamics of Nonviolent Movements</i>; 2015; United States Institute of Peace  <i>Certificat de Francais Professionnel</i>; 2008; Paris Chamber of Commerce and Industry (CCIP)</p>
Language skills	<p><i>English</i> : <input checked="" type="checkbox"/> native <input type="checkbox"/> Proficient <input type="checkbox"/> Moderate</p> <p><i>French</i> : <input type="checkbox"/> native <input checked="" type="checkbox"/> Proficient <input type="checkbox"/> Moderate</p> <p><i>Spanish</i> : <input type="checkbox"/> native <input type="checkbox"/> Proficient <input checked="" type="checkbox"/> Moderate</p>
<b>Experience</b>	
Knowledge of and experience in conducting systematic research;	<p><i>Alliance for Peacebuilding; Deputy Executive Director – Research &amp; Finance, 2017 – present; Washington, DC, USA</i>  Performed multiple resource scrapings, systematic reviews, scoping reviews, and literature reviews for publication on the effectiveness of P/CVE, Violence Reduction, adaptive management, and local peacebuilding to inform our policy and advocacy work. Designed and oversaw additional resource scraping, database, and corpus creation through the Eirene Peacebuilding Database™. Assisting with ongoing effort to develop a quality of evidence codification to support development of an evidence base for peacebuilding. Conducting ongoing scoping reviews on practical toolkits/guides for M&amp;E practitioners and program implementers in collaboration with Chemonics International, Inc.</p> <p><i>3ie, Advisory Group Member for Systematic Review of Social Cohesion; 2019 – present; Washington, DC, USA</i>  Assists with methodology, framework, resource scraping, and data development, act as independent subject matter expert and provide validation of process and results.</p>

*3ie, Advisory Group Member for Evidence Gap Mapping and Scoping on Peaceful and Inclusive Societies; 2019 – 2020; Washington, DC, USA*

Assisted with methodology, framework, resource scraping, and data development, act as independent subject matter expert and provide validation of process and results.

*PeaceDirect, Senior Advisor for Systematic Review and Scoping on Effectiveness of Local peacebuilding; 2019; Washington, DC, USA*

Provided technical assistance to the project consultant on systematic review and scoping methodology, resource scraping, and data development, and acted as independent subject matter expert to provide validation of process and results.

*Development Media International, Director of Research, 2016 – 2017; Ouagadougou, Burkina Faso*

Oversaw country-wide research agenda that included multiple formative research methods (literature reviews, literature scoping, field scoping, focus group discussions, and surveys); and quantitative research methods (high frequency time-series country-wide monitoring to evaluate the impact of a mass-media campaign on 25+ outcomes; impact evaluation to evaluate social and behavior change impact of a mass-media campaign on modern contraceptive prevalence rates; and impact evaluation to evaluate social and behavior change impact of a mass-media campaign on of maternal and infant health) across different sectors and outcomes (preventing violent extremism; women's health and empowerment; family planning; nutrition; maternal and infant health; early childhood development; climate change; agriculture; food security; and hygiene.

*UN Women; Gender Economic Consultant; 2015; Nairobi, Kenya*

Conducted a comprehensive systematic scoping review on gender responsive macro-economic frameworks across Africa.

*The World Bank Africa Gender Innovation Lab; Program Manager; 2013 – 2015; Lilongwe and Blantyre, Malawi*

Implemented SME business scoping, literature review, and second, third, and endline RCT survey activities assessing the effects of formalization on SME business development, specifically focused on female-owned firms.

*The World Bank; RCT/Impact Evaluation Specialist; 2014; Bujumbura, Burundi*

Conducted an initial scoping and proposed an impact evaluation framework on a gender empowerment, economic livelihoods, and violence reduction programming.

*University of San Francisco; Graduate Candidate; 2010; San Francisco, CA, USA and Bereba, Burkina Faso*

Conducted graduate research on the effects of violence (violent extremism and domestic violence) on the development of children's prosocial behavior and time preferencing. This included a comprehensive literature review and scoping on relevant academic studies and interventions prior to research design, implementation, and analysis.

<p>Knowledge of and experience of CT and P/CVE;</p>	<p><i>Alliance for Peacebuilding; Deputy Executive Director – Research &amp; Finance, 2017 – present;</i>          Performed multiple resource scrapings, systematic reviews, scoping reviews, and literature reviews for publication on the effectiveness of P/CVE and Violence Reduction. Designed and oversaw additional resource scraping, database, and corpus creation through the Eirene Peacebuilding Database™ that features multiple resources on CT P/CVE programming, youth, national and local governance, law enforcement, DDR, reintegration, and violence reduction in Washington, DC, USA.</p> <p><i>Development Media International, Director of Research, 2016 – 2017</i>          Oversaw country-wide research agenda that included multiple formative research methods and quantitative research methods across different sectors and outcomes including preventing violent extremism and ongoing monitoring of VE activities for early warning and early response mechanisms.</p>
<p>Other relevant information</p>	<p>Bio Statement:          Jessica is a design, monitoring, evaluation, and learning (DMEL) expert with 13+ years’ experience in academia and practical application in international development programming. Africa-based field work with over 7 years living and working abroad in rural, conflict-affected and transitional communities. Experience with multinational teams management, organizational change management, and program cycle implementation in rapidly evolving contexts and with innovative programming. Familiarity with DMEL, operating environments, and funding systems at NGOs, academic institutions, IOs, government, and multilateral organizations. Proven expertise in data analytics, quality assurance, capacity building and facilitation, project management, information management, research methods, database creation and maintenance, and data visualization. Fluency in French and speaking proficiency in Spanish. Experience grounded in a Master’s in Economics.</p> <p>Subject Expertise:          Systematic Reviews, Scoping Reviews, Literature Reviews, Quantitative &amp; Qualitative Research Methods, Research Design &amp; Analysis, Survey Design, Context Monitoring &amp; Analysis, Data-Driven Decision-Making, Program Management, Knowledge Management, Database Design, Indicator Development, Capacity Building &amp; Facilitation, Utilization-Focused Deliverables, Data Protection, Conflict Sensitivity, Grant-Writing, Partnership Development</p> <p>Field Experience:          Africa (Burkina Faso, Kenya, Malawi, Burundi, Uganda, Nigeria)          Asia (Myanmar, Thailand, Taiwan)          Europe (Belgium, France)          Latin America (Mexico)</p> <p>Current Research: “Systematic Scoping Review of P/CVE Programming Effectiveness” (forthcoming), <i>USAID Conflict and Violence Prevention Office Learning Agenda</i>          “Evidence-based approaches and indicators to measuring the impact of armed conflict and violence prevention, mitigation, and reduction programming” (forthcoming) <i>USAID Conflict and Violence Prevention Office Learning Agenda</i></p>

Publications

- “Ethics in Peacebuilding Research” chapter, *Wicked Problems: The Ethics of Action for Peace, Rights, and Justice* by Oxford University Press
- *Some Credible Evidence: Perceptions About The Evidence Base In The Peacebuilding Field* (2021. Alliance for Peacebuilding & One Earth Future) = Practitioners| Researchers/MEL| Funders
- *#CreativityInCrisis Video Series* (2020 - 2022. Alliance for Peacebuilding) = Practitioners| Researchers/MEL| Funders
- *Alliance For Peacebuilding: A Growing Global Network* (2020. Alliance for Peacebuilding) = Practitioners| Researchers/MEL| Funders
- *The Edge of Crisis; COVID-19’s Impact on Peacebuilding & Measures to Stabilize the Field* (2020. Alliance for Peacebuilding) = Practitioners| Researchers/MEL| Funders
- *Getting From Here To There: Successful Implementation Of The Global Fragility Act* (2020. Alliance for Peacebuilding) = Practitioners| Researchers/MEL| Funders
- *Eirene Peacebuilding Database™* (2020. Alliance for Peacebuilding) = Practitioners| Researchers/MEL| Funders
- *Violence Reduction Sub-Sector Review & Evidence Evaluation* (2019. Alliance for Peacebuilding) = Practitioners| Researchers/MEL| Funders
- *Local Peacebuilding, What works and Why?* (2019. PeaceDirect and Alliance for Peacebuilding) = Practitioners| Researchers/MEL| Funders
- *Inter-religious Peacebuilding Design & Monitoring 5-day Training* (2019. Alliance for Peacebuilding) = Practitioners
- *Peacebuilding Approaches to Preventing and Countering Violent Extremism: Assessing the Evidence for Key Theories of Change* (2018. Alliance for Peacebuilding) = Practitioners| Researchers/MEL| Funders
- *Perspectives in Peacebuilding - Systems Research in Current Field Dynamics* (2019. Alliance for Peacebuilding) = Practitioners| Funders
- *Snapshot of Adaptive Management in Peacebuilding Programs* (2018. Alliance for Peacebuilding) = Practitioners| Researchers/MEL | Funders
- *A Stocktaking of Engendering Macroeconomic Frameworks with Relevance to Africa* (2015. UN Women Working Paper) = Practitioners| Researchers/MEL| Funders
- *Gender Gaps and Entrepreneurship in Sub-Saharan Africa: Why Are Female Entrepreneurs Less Productive Than Male?* (2014. World Bank Working White Paper. with F. Campos & A. Baumgardner-Zuzik) = Practitioners| Researchers/MEL| Funders
- *Development of Prosocial Behaviour in Children of Domestic Violence: A Case Study from Rural Burkina Faso* (2010. University of San Francisco) = Researchers/MEL | Academics
- *Countries Do Compete: Competitiveness of Countries as Consequence of Economic Development* (2008. Economic Development of the Society: Belarusian State University) = Researchers/MEL | Academics
- *Methods of Payment in Corporate M&A* (2008. Economic Development of the Society: Belarusian State University) = Researchers/MEL | Academics

JOSHUA L. MILLER

(b)(6)

PHONES

(b)(6)

Licensed Independent Clinical Social Worker – Massachusetts - (b)(6)

### EDUCATION

December, 1997: Ph.D., University of Connecticut, School of Family Studies.

(Phi Kappa Phi Honor Society- 1996)

June, 1973: Master of Social Work, University of Washington, Seattle, Wa.

June, 1970: B.A. (Sociology/Psychology), Clark University, Worcester, Ma.

### POST-GRADUATE TRAINING

Oct. 1983-May 1984: Amherst Family Institute - Advanced Supervision Group (Led by Lynn Hoffman, M.S.W. and Alexander Blount, Ph.D.).

Sept. 1977-June 1978: Institute of Family Therapy, London, England - Family Therapy Seminar (Led by John Byng Hall, M.D.).

Sept. 1974-July 1975: London Boroughs Training Committee - Psychological Processes in Groups (Led by Dr. Goldie, Tavistock Institute).

### TRAINING IN DISASTER MENTAL HEALTH

June 4-5, 2005: American Red Cross, Disaster Instructor Specialty Training, Northampton, MA.

March 10-12, 2005: Training in Eye Movement Desensitization and Reprocessing (EMDR) Level I, Greenfield, MA.

January 10-11, 2002: International Critical Incident Stress Foundation – Critical Incident Stress Management: Basic, Course # 220110157094, Longmeadow, MA.

October, 1999: American Red Cross – Two day training for Disaster Mental Health Technician, North Conway, NH.

1997: Community Crisis Support Service of Western Massachusetts – Three day training utilizing models developed by Jeffrey Mitchell and Cambridge Hospital for community crisis response volunteers, Greenfield, MA.

### ACADEMIC APPOINTMENTS

Sept. 1992-Present: Smith College School for Social Work, Northampton, Ma.

ASSOCIATE DEAN – April, 2012 - Present

PROFESSOR: 2003 - Present

ASSOCIATE PROFESSOR: 1998 - 2003

ASSISTANT PROFESSOR: 1992 - 1998

Teaching courses in the Practice Sequence (Psychosocial Capacity Building in response to Disasters), Human Behavior in the Social Environment Sequence (The Implications of Racism for Social Work Practice), Social Policy Sequence (History of Social Welfare Policy; Social Problem

Analysis; Families and Social Policy; Dismantling Institutional Racism), and Continuing Education Program (The use of Debriefings in Response to Disaster and Trauma). Co-facilitator of pedagogy and diversity seminars for Smith College School for Social work faculty. Co-teacher of distance learning course for Smith College faculty about race and racism. Faculty Field Advisor, Research Advisor and Community Project Advisor.

Co-Chair, Human Behavior in the Social Environment Sequence – June, 2011 - Present  
Acting Dean of Students – September 2006-August 2007  
Chair of Social Policy Sequence from Sept., 1997 to June, 2011.  
Director of Fieldwork from May, 1994 to July, 1997.  
Acting Director of Admissions from May 2000 to June 2001.

### ADJUNCT AND HONORARY APPOINTMENTS

October, 201: Special Research Fellow, Social Policy Research Center, National Taiwan University.

Nov. 2008 – Present – DISTINGUISHED VISITING PROFESSOR – Beijing Normal University  
Courses Taught: Psychosocial Capacity Building in response to disasters in an international context (taught annually); Interactive Teaching (Faculty Development Seminar).

Sept. 1988-June 1990: ADJUNCT INSTRUCTOR, University of Connecticut School of Social Work.  
Courses taught: Child Maltreatment; Sexual Abuse of Children.

Summer 1989: ADJUNCT INSTRUCTOR, Smith College School for Social Work.  
Course taught: The Social Worker in the Agency and Community.

### PRACTICE AND CONSULTATION

September, 2001 – Present: Crisis responder for Crisis Care Network; The Work Place Trauma Institute – managed care companies that offer crisis and disaster intervention.

1997 – Present: volunteer responder with three teams: 1. Community Crisis Response Team of Western Massachusetts; 2. American Red Cross – Hampshire County Chapter; 3. Emergency Medical Service Team of Western Massachusetts.

Jan. 1990- Present: CLINICAL CONSULTANT, Specialized Home Care, Springfield, Ma.. Agency provides case management, foster care and residential services to developmentally disabled adults and children.

November, 2003 – May 2006: Consultant to Behavioral Health Network, Springfield, MA on issues of diversity.

Jan. 1998- May, 1998: FIELD SUPERVISOR, Boston College, School for Social Work (Special arrangement for an agency director who was a student in the B.C. program).



Jan. 1997-Sept. 1998: CLINICAL CONSULTANT, Mentor, Northampton, Ma.. Agency provides specialized foster care to developmentally disabled adults and children.

Sept. 1992-May 1994: CLINICAL SUPERVISOR. Provided clinical supervision to LICSW candidate.

## PUBLICATIONS

### Refereed Journal Articles

Miller, J. (2020). The four pandemics. *Smith College Studies in Social Work*, <https://doi.org/10.1080/00377317.2020.1832944>

Xie, Q. W., Qiao, D. P., & Miller, J. (2020). Myths of child sexual abuse in Chinese society. *Children's Study (published in Mandarin)*, 02: 5-14

Karpman, H., & Miller, J. (2020). Social class and social work in the age of Trump. *Smith College Studies in Social Work*, 10.1080/00377317.2020.1706416

Xie, Q., & Miller, J. (2018). Perceptions of Intra-familial child abuse and Intimate parent-child interactions. *Asian Journal of Social Work*, 3(2), e-ISSN : 0128-1577.

Miller, J., & Pescaroli, G. (2018) Psychosocial capacity building in response to cascading disasters: A culturally informed approach. *International Journal of Disaster Risk Reduction*. <https://doi.org/10.1016/j.ijdr.2018.04.018>

Miller, J. & Wang, X. (2017). When there are no therapists: A psychoeducational group for people who have experienced social disasters. *Smith College Studies in Social Work*, Published online at <https://doi.org/10.1080/00377317.2018.1404293>

Miller, J. (2016). Seven self-care strategies. *Reflections*, 21(1), 51-58.

Miller, J. (2016). Hope and sorrow. *Social Work with Groups*, 00, 1-2.

Gelman, C., Garran, A.M., Aymer, S. & Miller, J. (2015). Team teaching: Challenges and opportunities. *Social Work Education: The International Journal*, DOI:10.1080/02615479.2015.1062086.

O'Neill, P. & Miller, J. (2015). Hand in glove: How the curriculum promotes an antiracism commitment in a school for social work. *Smith College Studies in Social Work*, 85(2), 159-175.

Miller, J. (2013). Crashing, chaos, culture and connection. *Religions*, 4(1).

Park, Y., Miller, J. & Chau, B. (2010). "Everything has changed": Narratives of the Vietnamese-American community in Biloxi, Mississippi. Journal of Sociology and Social Welfare, XXXVII(3), 79-105.

Miller, J., Grabelsky, J., & Wagner, K.C. 2010). Psychosocial capacity building in New York: Building resiliency with construction workers assigned to Ground Zero after 9/11. Social Work with Groups, 33(1), 23-40.

Werkmeister Rozas, L., & Miller, J. (2009). Discourses for Social Justice Education: The Web of Racism and the Web of Resistance. Journal of Ethnic and Cultural Diversity, 18(1), 24-39.

Corbin, J., & Miller, J. (2009). Collaborative psychosocial capacity building in Northern Uganda. Families in Society, 90(1), 103-109.

Park, Y., & Miller, J. (2007). Inequitable distributions. Journal of Intergroup Relations Vol.XXXIII(1), 45-59

Miller, J., & Garran, A. (2007). The web of institutional racism. Smith College Studies in Social Work, 77(1), 33-67.

Park, Y., & Miller, J. (2006). The social ecology of Hurricane Katrina: Rewriting the discourse of "natural" disasters. Smith College Studies in Social Work, 76(3), 9-24.

Miller, J. (2006). Waves amidst war: Intercultural challenges while training volunteers to respond to the psychosocial needs of Sri Lankan Tsunami Survivors. Brief Treatment and Crisis Intervention, 6(4), 349-365.

Miller, J., Hyde, C., & Ruth, B.J. (2004). Teaching about race and racism in social work: The challenge for white educators. Smith College Studies in Social Work, 74(2), 409-426.

Miller, J. Donner, S., & Fraser, E. (2004). Talking when talking is tough: Taking on conversations about race, sexual orientation, gender and class. Smith College Studies in Social Work, 74(2), 377-392.

Miller, J. (2003). Critical stress debriefing and social work: Expanding the frame. Journal of Social Service Research, 30(2), 7-25.

Miller, J. (2001). Family and Community Integrity. Journal of Sociology and Social Welfare, 28(4), 23-44.

Sessions, P., Fanolis, V., Corwin, M., & Miller, J. (2001). Partners for success: A collaborative program between the Smith College School for Social Work and Springfield, Massachusetts Public Schools. Smith College Studies in Social Work, 2(71), 227-242.

Miller, J. (2001). The use of debriefings in schools. Smith College Studies in Social Work, 2(71), 259-270.

Miller, J. (2000). The use of debriefings in response to disasters and traumatic events. Professional Development: The International Journal of Continuing Social Work Education, 3(2), 24-32.

Miller, J., & Donner, S. (2000). More than just talk: The use of racial dialogues to combat racism. Social Work with Groups, 23(1), 31-53.

Miller, J., & Schamess, G. (2000). The discourse of denigration and the creation of other. Journal of Sociology and Social Welfare, 27(3), 39-62.

Miller, J. (1999). The impeachment hearings: A group process analysis. Social Work with Groups, 22(2/3), 3-10.

Miller, J. (1997). Societal neglect and violence towards children: What do these phenomena tell us about ourselves. Smith College Studies in Social Work, 67(2), 197-212.

Miller, J. (1996). Violet's seeds. Reflections, 2(1), 12-22.

Miller, J. (1994). Battling a virus within and indifference without: Introduction to "A diary of a person with AIDS." Journal of Progressive Human Services, 5(2), 63-74.

Miller, J. (1994). A family's sense of power in their community: Theoretical and research issues. Smith College Studies in Social Work, 64(3), 221-242.

O'Sullivan, K., Rynne, C., Miller, J., et al (1988). A follow-up study on alcoholics with and without co-existing affective disorder. British Journal of Psychiatry, 152, 813-819.

Miller, J. (1979). What am I doing here? Why clients attend a drop-in center and how this can differ from why workers set it up. Family Services Unit Quarterly, 17.

Miller, J. (1978). Setting up a drop-in center. Family Service Unit Quarterly, 15.

### Commissioned Journal Articles

Miller, J. (2014, Fall/Winter). Reconstructing hope: Resurrecting our lives after Newtown. Cross Sections, 3, pp. 8-9

Miller, J. (2013). Reconstructing hope: Resurrecting our lives after Newtown. CAYA – Children, Adolescents and young adults (NASW Specialty Practice Section), pp. 5-7.

Miller, J. (2005). 'Thank you for caring': In Katrina's aftermath, hope and despair live side by side. Smith Alumnae Quarterly, 92(2), 14-15.

Miller, J. (2002). Reflections on 9/11: Vulnerability and strength in the “New World Order.” Smith Studies in Social Work, 73(1), 73-82.

Miller, J. (2002). Affirming flames: Debriefing survivors of the World Trade Center attacks. Brief Treatment and Crisis Intervention, 2(1), 85-94.

Miller, J. (2002). Introduction to special issue celebrating Richard Cloward. Reflections, 8(1), 5-6.

Miller, J. (2001). September 11, 2001: The implications for social work practice. Professional Development: The International Journal of Continuing Social Work Education, 4(2), 5-13.

Schamess, G., Miller, J., Rodriguez Martin, I. (Eds.) (2001). Introduction to special issue entitled “Safe Schools: Building Fortresses or opening the doors to community. Smith College Studies in Social Work, 71(2), 157-162.

### Books

Miller, J. (In progress – book contract with Routledge publishers). *Psychosocial responses to sociopolitical targeting, oppression and violence*.

Garran, A.M., Werkmeister Rozas, L., Kang, H., & Miller, J. (2022). *Racism in the United States: Implications for the helping professions (3<sup>rd</sup> edition)*.

Miller, J. & Garran, A.M. (2017). *Racism in the United States: Implications for the helping professions (2<sup>nd</sup> ed.)* NY: Springer Publishing.

Miller, J. (2012). Psychosocial capacity building in response to disasters. NY: Columbia University Press.

Miller, J., & Garran, A. M. (2007). Racism in the United States: Implications for the helping professions. Belmont, CA: Thompson/Brooks Coles.

Miller, J., Rodriguez Martin, I., Schamess, G. (Eds.) (2003). School violence and children in crisis: School and community interventions for social workers and counselors. Denver: Love Publishing.

Miller, J., & Cook, T. (Eds.) (1981). Direct work with families. London: Bedford Square Press.

### Book Chapters/Conference Proceedings Chapters

Miller, J. (2015). Violence and traumatic events in schools: Crisis interventions with students, parents and teachers. In N. B. Webb (Ed.). *Play therapy with children and adolescents in crisis: Treatments for stress, anxiety and trauma (4<sup>th</sup> ed.)* (pp. 277-293). NY: Guilford Press.

Garran, A.M. & Miller, J. (2015). The legacy of racism for Social Work practice today and what to do about it. In K. Corcoran & A. Roberts (Eds.) *Social workers desk reference (3<sup>rd</sup> edition)*, (pp. 962-968). NY: Oxford.

Miller, J. (2013). Disasters and Mental Health. In M. Shally-Jensen (Ed.). *Mental health care issues in America: An Encyclopedia* (pp. 193-202). Santa Barbara, CA: ABC-CLIO

Miller, J., & Garran, A.M. (2009). The Legacy of Racism for Social Work Practice Today and What to do About it. In A. Roberts (Ed.) The Social Work Desk Reference (pp. 928-933), NY; Oxford.

Miller, J., & Donner, S. (2007). The complexity of multidimensional social identity development. In S. Borrmann, M Klassen, & C. Spatscheck (eds.). International social work: Social problems, cultural issues and social work education (pp. 75-94). Opladen, Germany: Barbara Budrich Publishers.

Miller, J. (2006). Critical incident debriefings and community-based clinical care. In A. Lightburn & P. Sessions (Eds.) Community based clinical practice (pp. 529-541) NY: Oxford University Press.

Donner, S., & Miller, J. (2006). The road to becoming an anti-racism institution. In A. Lightburn & P. Sessions (Eds.) Community based clinical practice (pp. 122-134) NY: Oxford University Press.

Miller, J. (2003). Societal neglect and abuse of children. In J. Miller, I. Rodriguez Martin, & G. Schamess, (Eds.) School violence and children in crisis: School and community interventions for social workers and counselors (pp. 85-99). Denver: Love Publishing.

Miller, J. (2003). The use of debriefings in schools. In J. Miller, I. Rodriguez Martin, & G. Schamess, (Eds.) School violence and children in crisis: School and community interventions for social workers and counselors (pp. 207-216). Denver: Love Publishing.

Sessions, P., Fanolis, V., Corwin, M., & Miller, J. (2003). Partners for success: A collaborative program between the Smith College School for Social Work and Springfield, Massachusetts Public Schools. In J. Miller, I. Rodriguez Martin, & G. Schamess, (Eds.) School violence and children in crisis: School and community interventions for social workers and counselors (241-254). Denver: Love Publishing.

Miller, J. (2001). Violet's seeds. In S.L. Abels (Ed.). Ethics in social work practice: Narratives for professional helping. (pp. 111-129). Denver: Love Publishing.

Miller, J. (1999). Race and ethnicity in a deindustrialized mill town. In E.J. Miller & R.P. Wolensky (Eds.) Proceedings of the 1998 conference for the small city and regional community, V.13 (pp. 277-286). Stevens Point, WI: Center for the Small City.

Miller, J. (1998). Managed care and merger mania: Strategies for preserving clinical social work education. In Schamess, G. & Lightburn, A. (Eds.) Humane managed care? (pp. 465-474). Silver Springs, MD: NASW Press.

Miller, J. (1981). Social work with severely disadvantaged families: Working with the family system. In Miller & Cook (Eds.), pp. 27-46

Miller, J., Scott, C., & Fisher, P. (1981). An example of family therapy with a severely disorganized family. In Miller & Cook (Eds.), pp. 114-132.

### JURIED CONFERENCE PRESENTATIONS

July 7, 2018: Social Workers responding to socio-political disasters. Workshop presentation at the International Conference on Social Work, education and social welfare, Dublin, Ireland.

July 7, 2018: Child sexual abuse myths in Chinese society: A mixed study in Beijing. Short presentation (with Qianwen Xie) at the International Conference on Social Work, education and social welfare, Dublin, Ireland.

July 7, 2018: Perceptions of interfamilial child sexual abuse and intimate parent-child interactions in China. Poster presentation (with Qianwen Xie) at the International Conference on Social Work, education and social welfare, Dublin, Ireland.

January 11, 2018: Interfamilial child sexual abuse and intimate parent-child interactions: A mixed study in Beijing. (with Qianwen Xie). Paper presented at annual conference of the Society for Social Work Research, Washington, DC.

Oct. 21, 2017: Social work under fire: Cultivating effective resistance. Panel discussion with Crystal Hayes and Hannah Karpman at Annual Program Meeting, Council on Social Work Education.

October 26, 2014: Promoting an antiracism commitment for 20 years: Strategies, lessons learned and future directions (with Peggy O'Neill, Kathryn Basham, Irene Rodriguez Martin, Susan Donner). Workshop at Annual Program Meeting of the Council on Social Work Education, Tampa, FL.

October 24, 2014: Teaching about race and racism (with Ann Marie Garran). Curriculum workshop at Annual Program Meeting of the Council on Social Work Education, Tampa, FL.

November 3, 2013: Pedagogy and Diversity: Enrichment and support for instructors engaged in anti-oppression education (with Ann Marie Garran and Hye-Kyung Kang). Skills workshop at Annual Program Meeting of the Council on Social Work Education, Dallas, TX.

October 18, 2013: Psychosocial capacity building in Northern Uganda. (with Leah Krieger). Workshop given at the Diversity Challenge Conference of the Institute for the Promotion of Race and Culture, Boston, Ma.

November 12, 2012: Team teaching Anti-Oppression courses with diverse faculty: Challenges and Opportunities (with Ann Marie Garran, Samuel Aymer, Caroline Gelman). Skills workshop at Annual Program Meeting of the Council on Social Work Education, Washington, DC.

October 28, 2011: Inclusive Pedagogy: Teaching about race and racism (with Ann Marie Garran). Skills workshop at Annual Program Meeting of the Council on Social Work Education, Atlanta, GA.

October 28, 2011: Psychosocial capacity building in response to disasters: Empowerment and sustainability (with Hye Kyung Kang). Paper presented at Annual Program Meeting of the Council on Social Work Education, Atlanta, GA.

October 16, 2010: Survive and thrive: Sources of resiliency in response to disaster. Paper presented at the Annual Program Meeting of the Council on Social Work Education, Portland, Oregon.

November 2, 2008: A model for integrating disaster mental health responses with psychosocial capacity building. Paper presented at Annual Program Meeting of the Council on Social Work Education, Philadelphia, PA.

October 4, 2008: Fostering resiliency: Psychosocial capacity building in response to disasters. Workshop at 8<sup>th</sup> Annual Conference for the Institute for the Study and Promotion of Race and Culture, Boston, MA.

October 3, 2008: Teaching about race and racism. Presentation (with Ann Marie Garran) at 8<sup>th</sup> Annual Conference of the Institute for the Study and Promotion of Race and Culture, Boston, MA

April 11, 2008: Teaching about race and racism. Workshop given with Ann Marie Garran at Bi-Annual Conference of the NASW, Massachusetts Chapter, Newton, MA..

February 9, 2008: A model of social identity development. Presentation at Southeastern Conference on Cross-Cultural Issues in Counseling and Education, Savannah, GA (with Ann Marie Garran).

October 21, 2005: Confronting racism in agencies and organizations: Workshop conducted at the 5<sup>th</sup> Annual Conference of the Institute for the Study and Promotion of Race and Culture, Boston, MA.

March 31, 2005: The complexity of multi-dimensional social identity development. Workshop conducted at 9<sup>th</sup> Annual Sheppard Conference for Social Justice, University of Wyoming, Laramie, Wyoming.

## INVITATIONAL LECTURES

December 7, 2020: The interacting pandemics: COVID, economic inequality, white supremacy, police violence and political terrorism and what this means for social work practice. Presentation to NASW, Western Massachusetts chapter.

October 20, 2020: Interacting Pandemics and Structural Oppression: How they shape our inner worlds and how to resist, survive and even thrive. Keynote address at Conscious Cities Festival, an international Zoom conference for urban planner, architects, engineers, etc.

March 22, 2018: Psychosocial Capacity Building in Response to Disasters: A culturally informed approach. Grand Rounds at the Institute of Living, Hartford, CT.

October, 11, 2017: Social justice in the classroom: What it means, where it belongs, how should it be taught and how we can do justice to teaching about social justice. Lecture at Smith College on behalf of the Social Justice Curricular Design Group.

May 17, 2017: Exploring culture, building on strengths: Working together to create a caring and welcoming community. Keynote address at Building Together: Creating a welcoming community for refugees and immigrants Conference. Smith College, Northampton, MA.

April 7, 2016: Psychosocial capacity building in response to disasters: A culturally informed approach. Workshop given at 14<sup>th</sup> annual International Disaster Mental Health Conference, New Paltz, New York.

March 23, 2016: Psychosocial capacity building in response to disasters: A culturally informed approach. Keynote address at 2016 International Disaster Psychosocial Conference, Vancouver, CA.

October 29, 2015: The use of groups to foster resilience after a disaster. Symposium on Disaster and Community Mental Health, Sponsored by the Faculty of Social Sciences, University of Hong Kong.

March 12, 2015: Psychosocial Capacity building in Response to Disasters: A culturally informed approach. Keynote address at social work conference for 230 people at Jacobi Hospital, Bronx, New York

Dec. 17, 2014: Interactive teaching: Fostering critical thinking in the classroom. Salon presentation to faculty and research associates at Beijing Normal University.

Dec. 3, 2014: Telling a story and Knowing who to tell to: Publishing articles in Western journals. Salon presentation to faculty and research associates at Beijing Normal University.

November 26, 2014: When someone wants to hurt you: Understanding and responding to Intergroup conflict. Public lecture given at Hong Kong University, School of Social Work.



April 3, 2014: Psychosocial capacity building in response to disasters: A resiliency-based approach. Pre-conference intensive skill development session at the Massachusetts NASW Bi-annual conference, Framingham, MA.

December 10, 2013: How each of us can bend the arc towards racial justice. Keynote address at Northampton Human Right's Commission, Human Rights Day Celebration in honor of the 65<sup>th</sup> anniversary of the UN Universal Declaration of Human Rights.

November 2, 2013: Creating cultures of care for social workers: Psychosocial capacity building and disasters. Presentation (with Peggy O'Neil) to Alumni Congress of Smith College School for Social Work at the Council on Social Work Education APM, Dallas, TX.

May 14, 2013: "The ties that bind: Fostering resiliency after the Wenchuan earthquake. Keynote Address at Symposium "Five years after the Wenchuan earthquake: Community and Organizational response and transformation." Sponsored by Hong Kong University, Faculty of Social Sciences.

February 22, 2013: The use of groups to foster resiliency. Speaker at conference organized by NASW, Connecticut chapter, for social workers and other clinicians working with people directly and indirectly affected by the Sandy Hook Elementary School massacre.

January 26, 2012: Psychosocial capacity building in response to disasters. Presentation to faculty at the Mailman School of Public Health, Columbia University, New York.

Nov. 7, 2011: Survive and thrive: Fostering resiliency when responding to disasters. Lecture co-sponsored by Denver University School of Social Work, Denver University Graduate School of Professional Psychology, The Denver Psychoanalytic Society, and The Colorado Society for Clinical Social Work. Denver University, Denver, CO.

Aug. 15, 2011: Survive and thrive: Sources of resiliency when responding to disasters. Presentation as part of the Smith College School for Social Work Monday Night Lecture series.

June 20, 2011: A conversation about race and racism. Panel discussion (with Norma Akamatsu, Jen Matos and Pat Romney) about race and racism for the Smith College School for Social Work Antiracism Symposium.

Nov. 4, 2010: Supporting family resiliency when there has been a disaster. Lecture given to faculty of the School of Social Work, National Taiwan University.

April 16, 2010: Becoming and antiracism institution. Invitational workshop at Massachusetts NASW Bi-annual conference, Framingham, MA.

November 20, 2008: Mourning, memorializing and restoring hope and meaning: Fostering resiliency through collective capacity building in response to natural disaster. Keynote address at One Day Symposium on Collective Capacity Building sponsored by Hong Kong University. Hong Kong.

November 12, 2008: Mourning, meaning and restoring hope: Fostering resiliency through collective capacity building in response to natural disaster. Keynote address at International Conference sponsored by Beijing Normal University and Honk Kong University entitled *Response to Wenchuan Earthquake: Challenges and Governance*. Chengdu, Sichuan Province, China.

September 21, 2007: Restorative justice and spiritual healing: The Acholi tradition of Mato Oput. Sermon delivered at All Souls Church, Greenfield, MA.

June 5, 2006: The Sri Lankan Tsunami and Hurricane Katrina: The social ecology of natural disaster. Smith College School for Social Work, Monday Night Lecture Series

April 2, 2006: Sustaining hope in post-democratic America. Sermon given at All Souls Church, Greenfield, Ma.

February 2, 2006: From Pacific Tsunamis to Hurricanes along the Gulf: The social ecology of natural disasters. Liberal Arts Luncheon Series, Smith College.

May 18, 2005: The spectrum of racism: Implications for Human Service workers. Keynote Address at 23<sup>rd</sup> Regional Social Work Conference, Western New England College, Springfield, MA.

April 10, 2005: The spectrum of racism and creating webs of resistance. Sermon delivered at All Souls Church, Greenfield, MA.

#### WORKSHOPS AND PRESENTATIONS (Since 1993)

March-April 2021: Mini course for NYC Public School teachers about use of Skills for Psychological Recovery to support teachers and students. Math for America, New York City.

March 18, 2021: Why is it so difficult for white people to see and understand racism and white supremacy and the implications for clinicians. Zoom presentation to staff at Harvard University Counseling Center.

November 13, 2020: Why is it so difficult for white people to see and understand racism and white supremacy and what to do about it. Presentation to a class of MSW students at UCONN.

September- December 2020: Mini course for NYC public school teachers about use of psychosocial skills to support students affected by COVID, racism and other interacting pandemics. Math for America, New York City

June 30, 2020: Zoom presentation: Why is it so difficult for white people to see and understand racism and white supremacy and what to do about it. For Another World is Possible Teach-in Collective.

Nov. 7, 2020: Presentation: Why is it so difficult for white people to see and understand racism and white supremacy and what to do about it. For Otelia Cromwell Day, Smith College

October 16, 2019: Presentation with Maria Torres and Dawn Belkin Martinez to faculty at Boston University School of Social Work entitled “Smith College School for Social Work’s efforts to become an antiracism institution.”

October 2, 2019: Facilitation of discussion about the book “White Fragility” with teachers at the Smith College Campus School.

April 10, 2019: Presentation: Why is it so difficult for white people to see and understand racism and white supremacy and what to do about it. Presentation for “Inclusion and Action Day,” Smith College.

March, 2019: Faculty coordinator for Civil Rights Tour of the US South for Smith College alumni.

February, 2019: Taught a four-day course for health providers on Skills for Psychological Recovery. Awach, Uganda.

Nov. 1, 2018: Presentation: Responding to sociopolitical disasters: Supporting those targeted due to their social identities. Presentation for Otelia Cromwell series, Smith College.

June 30, 2018: Workshop: Psychosocial capacity building: A culturally informed approach: For 100<sup>th</sup> anniversary, Smith College School for Social Work

May 2, 2018: Workshop on Maximizing work satisfaction/ Minimizing frustration and burnout for Whole Children, Hadley, Massachusetts.

April 23, 2018: Facilitated a mock debriefing for the Emergency Medical Services of Western Massachusetts team.

January 30, 2018: Facilitated a mock debriefing for the Emergency Medical Services of Western Massachusetts team.

January, 26, 2018: Teaching through tragedy and grief: Classroom strategies for when bad things happen outside of the classroom. Presentation for Otelia Cromwell Series, Smith College.

May 2, 2017: Psychosocial capacity building with refugees for Circles of Care. Workshop for members of Circles of Care for incoming refugees to Northampton, MA.

March 29, 2017: Ran a workshop with the Indigenous Team of Alberta Health Services about psychosocial capacity building. Alberta, CA.

October 25-16: Co-facilitated a two-day workshop on “Skills for Psychological Recovery” with Patricia Watson for 65 health and behavioral health workers in Calgary.

June 5, 2016: Eternal vigilance: The School for Social Work's antiracism commitment. Antiracism presentation at SSW orientation

December 2, 2015: Contemporary Racism in the United States. Salon for Beijing Normal University sponsored by the School for Social Development and Public Policy.

December 1, 2015: The use of groups to foster resilience after a disaster. Presentation to social work students at China Women's University, Beijing.

Nov-Dec. 2015 – Taught a course on responding to disasters to International Students and a course on Cultivating Client Resilience to first year MSW students at Beijing Normal University.

Jan- April 2015- Taught first and last classes for an interdisciplinary course on racism and intersectionality for undergraduate students at Smith College

October, 2014-April 2015 – Taught two classes about disaster response for an undergraduate class on counseling at Smith College.

March 12, 2015: Building capacity using a training-of-trainers model: Workshop at conference on disasters at Jacobi Hospital, Bronx, New York

March,8, 2014: Presentation on disasters for Friends of Solomon Schechter School in Longmeadow, MA.

December, 2014: Human behavior in the social environment. Foundation course taught to first-year social work students at Beijing Normal University.

November, 2014: Social policy in a Chinese context. Foundation course taught to first year social work students at Beijing Normal University.

February 10, 2014: Workshop on “Conflict and coaching,” presented to master's students who are assistant coaches for team sports, Dept. of Exercise and Sports Studies, Smith College.

May 7, 2013: Psychosocial capacity needs and psychosocial capacity building. Workshop for social workers, psychologists and other responders to recent earthquake in Sichuan Province, China. Held in Chengdu, China.

May 4-May 10: Psychosocial Capacity Building in Response to Disasters. Mini-course taught at Fudan University, Shanghai, China.

Oct. 11, 2012: Racism and white privilege. Class of midwives at Bastyr University, Washington.

June 2, 2012: Being a Ph.D. student in an antiracism organization. Half-day orientation for entering doctoral students at Smith College School for Social Work with Rani Varghese.

Mar. 12, 2012: Responding to disasters. Guest lecture for a course on the Sociology of Disasters at Smith College, Northampton, MA.

February, 2012: Working against racism as a social worker. Guest lecture for a course on racism for MSW students at North Carolina State University.

Dec. 2-12, 2011: Psychosocial capacity building in response to disasters. Mini-course taught at Beijing Normal University, School of Social Administration and Public Policy. Beijing, China.

Nov. 19, 2011: Prevention of HIV and STDs: Training for college students going to work at a boarding school in Northern Uganda, Springfield College, Springfield, MA

October 18, 2011: Medical Capacity Building in Northern Uganda. Presentation to REACH Program, Baystate Medical Center, Springfield, MA

October 16, 2011: Medical Capacity Building in Northern Uganda. Presentation to donors to the Fund for International Capacity Building, Florence, MA

September 15, 2011: Mental health responses to disasters: Fostering resiliency. In-service training for social workers at Dana Farber and Brigham and Women's hospitals, Boston, MA.

August 23, 2011: Interview for a podcast with the University of Buffalo, School of Social Work about responding to disasters.

January, 19, 2011: Social identity in the classroom (with Hye-Kyung Kang). Workshop for faculty and staff at Williams College, Williamstown, MA.

January, 19, 2011: Teaching about, talking about, working with diversity in the classroom (with Hye-Kyung Kang). Workshop for faculty and staff at Williams College, Williamstown, MA.

January 11, 2011: Cultural assumptions in education: Toward effective teaching in a changing institution (with Hye-Kyung Kang). Workshop for faculty and staff at Williams College, Williamstown, MA.

January 11, 2011: Social identity in the classroom (with Hye-Kyung Kang). Workshop for faculty and staff at Williams College, Williamstown, MA.

Nov. 5, 2010: Psychosocial Capacity Building in Response to Disasters: Workshop for disaster social workers in Kaushiung, Taiwan

Nov. 3, 2010: Psychosocial Capacity Building in Response to Disasters: Workshop for disaster social workers in Pintung, Taiwan.

Nov. 2, 2010: Psychosocial Capacity Building in Response to Disasters: Workshop for disaster social workers in Taitung, Taiwan.

Oct. 23-30, 2010: Psychosocial Capacity Building in Response to Disasters. Mini-course taught at Beijing Normal University.

April 13, 2010: Presenter for a panel discussion about Haiti and the impact of the earthquake for the Kahn Institute, Smith College.

April 9, 2010: The Haitian earthquake: Impact on children. Presentation to the fifth grade classes at Smith College Campus School.

April 7, 2010: The social ecology of the Haitian earthquake: Mourning losses while sustaining hope. Presentation to the Smith College community.

March 25, 2010: White Privilege and what to do about it. Workshop as part of Smith College Social Justice Week.

November 20, 2009: Psychosocial capacity building in response to disasters. Presentation to a class of master's students at Hong Kong University.

November 18, 2009: Psychosocial capacity building in response to disasters. Presentation to professors and practitioners at Hong Kong Polytechnic University.

November 16, 2009: Psychosocial capacity building in response to disasters. Presentation to a class of master's level students at Hong Kong University.

November 13, 2009: Psychosocial capacity building in response to disasters. Presentation at Hong Kong University at a conference of authors contributing to a book on the Wenchuan Earthquake.

November 10, 2009: Interactive Teaching (Faculty Development Seminar). Beijing Normal University.

March 25, 2009: Our ongoing work: Managing stereotypes and microaggressions. Presentation to Student Affairs, Smith College.

January 14, 2009: The spectrum of racism: Working across culture and race. Workshop presented for Clinical Support Options at Franklin Medical Center, Greenfield, MA.

November 20, 2008: Vulnerable populations after disaster: Working with children, the elderly and those offering care and response. Workshop conducted at One Day Symposium on Collective Capacity Building sponsored by Hong Kong University. Hong Kong.

Sept. 22, 2008: The social ecology of disaster: Response, healing and capacity building. Continuing education course for Boston University School of Social Work.

Sept. 12, 2008: Working with cultural and race in clinical practice. Full-day workshop with clinicians at Aurora Mental Health Center, Aurora, CO.

Sept. 11, 2008: Becoming a multicultural organization: Challenges and opportunities. Full-day workshop with senior managers at Aurora Mental Health Center, Aurora, CO.

Sept. 4, 2008: Effective small group facilitation when discussing racism. Training for faculty and staff at Smith College who will facilitate small group discussions of undergraduate students taking a lecture course on racism.

July 18, 2008: The cycle of reconciliation: Responding to Armed Conflict and Terrorism. Workshop given at Smith College School for Social Work 90<sup>th</sup> Anniversary Conference.

July 18, 2008: History of the SSW Antiracism Mission. Panelist with Fred Newdom as part of the SSW 90<sup>th</sup> Anniversary Conference.

June, 2008: Co-teacher of three classes in Smith College Summer Institute for Faculty with Susan Donner. Classes focused on how to incorporate race, racism and other issues of diversity and oppression into the classroom.

March 28, 2008: Successful teaching in an antiracism school for social work. Workshop (with Ann Marie Garran) at Smith College School for Social Work Spring Faculty meeting.

March 4, 2008: The spectrum of racism: Implications for clinicians. Workshop with clinicians in the child and family team, Catholic Community Services, Seattle, WA.

March 3, 2008: Making an antiracism commitment: Challenges and opportunities. Presentation to professors at Seattle Midwifery School.

February 29, 2008: Teaching in an Antiracism College: Challenges and Opportunities. Lunchtime presentation with Carolyn Jacobs and Susan Donner for Smith College faculty.

January 16, 2008: Responding to emergencies: Dealing with the public, campus community and your own reactions. Workshop for staff of College Relations Department, Smith College.

November 7, 2007: The spectrum of racism: Implications for clinicians. Presentation to Clinical Social Work Society, Seattle, WA.

November 6, 2007: The spectrum of racism: Implications for midwives. Presentation to Seattle Midwifery School

October 22, 2007: Self care for the Caregivers. Workshop for volunteers and staff of Emergency Medical Services of Western Mass. (with Father Bill Hamilton).

October 12, 2007: Becoming a multicultural organization. Workshop with all faculty of Fordham University School of Social Services (with Susan Donner).

April 18, 2007: Talking about racism and becoming an antiracism organization: (With Yoosun Park). Presentation to clinical staff at Smith College Counseling Center.

April 4, 2007: Coping with disaster: Meeting the needs of the elderly while caring for caregivers. Workshop for about 50 Senior Care Workers for Community Care of Connecticut, Hartford, CT.

March 5, 2007: Disaster Mental Health: Psychological first aid for victims and responders. Public presentation as part of the Boulder Institute for Psychotherapy and Research's Front Porch Lecture Series, Boulder, CO.

March 2, 2007: Implications of internalized racism on clinical practice. Full-day workshop for mental health professionals sponsored by Boulder Institute for Psychotherapy and Research, Boulder, CO.

February, 8, 2007: Integrating Traditional Cultural Practices with Western Mental Health Approaches to Create a Sustainable Model Among War-torn Acholi People in Northern Uganda. Presentation to doctors, dentists and nurses at Baystate Medical Center, Springfield, MA.

January, 2007: Worked with four colleagues (3 Ugandan and 1 US) to present a series of workshops about helping children and families to recover from armed conflict in Northern Uganda. The trainings took place in Gulu, Uganda and utilized a trainer-of-trainers model, so that the trainees subsequently trained others in refugee camps in an effort to build psychosocial capacity. We also offered programmatic and case consultation to social service agencies in Gulu working to respond to the needs of survivors of the 20 year old civil war.

December 6, 2006: Whiteness, the web of racism and internalized stereotypes: Implications for clinical work and interpersonal relationships (with Yoosun Park). Workshop with clinical staff of the Smith College Counseling Center.

December 5, 2006: Psychological first aid. Presentation to the Community Crisis Response Team of Western Massachusetts.

November 20, 2006: Social identity and the implications for cross-racial/ethnic clinical work (with Yoosun Park). Workshop with clinical staff of the Smith College Counseling Center.

October 4, 2006: Racial and ethnic stereotypes in clinical work: How we learn them and how to unlearn them. Presentation given at Baystate Medical Center, Springfield, MA.

March 31, 2006: Responding to Hurricane Katrina: Disaster mental health in Mississippi. Presentation at Environmental Sciences Luncheon, Smith College.

March 20, 2006: Responding to community disasters. Presentation to volunteers of the Community Emergency Response Team, Greenfield, Massachusetts.

March 6, 2006: Confronting racism in agencies and organizations. Presentation to senior management of Aurora Mental Health Services, Aurora, Colorado.



January 27, 2006: Confronting Racism and Exploring the Complexities of Social Identity. Presentation to Faculty Field Advisors, Smith College School for Social Work.

January 10, 2006: The social ecology of Hurricane Katrina: Race, class and community. Presentation to staff and students of the Mississippi relief project, Smith College.

November 2, 2005: How effective are debriefings? Presentation to staff of Smith College Health Center.

October 20, 2005: Reflections on Hurricane Katrina. Presentation at the Annual Meeting of the American Red Cross, Hampshire County Chapter.

October 17, 2005: Tales of Two Disasters: Hurricane Katrina and the Asian Tsunami. Presentation to the Community Crisis Response Team of Western Massachusetts.

October 11, 2005: Stories of Two Disasters: Hurricane Katrina and the Asian Tsunami. Presentation to 5<sup>th</sup> Grade Classes, Bridge St. School, Northampton, Ma.

September 30, 2005: Race, poverty and Natural Disasters: Implications of Hurricane Katrina for Smith College School for Social Work. Presentation to faculty and administrators of Smith College School for Social Work.

May 26, 2005: Effective group facilitation. Training for new volunteers for the Community Crisis Support Service of Western Massachusetts, Northampton, MA.

April 26, 2005: Debriefing Traumatic Events. Continuing Education Course offered to employees of Center for Human Development, Springfield, MA.

April 13, 2005: Research about the Effectiveness of Debriefings. Presentation to Western Massachusetts Emergency Medical Response Team, Northampton, MA.

March 14, 2005: Working with the complexities of social class and other aspects of social identity. Child and Family Services, Easthampton, MA.

## PSYCHOSOCIAL CAPACITY BUILDING AND DISASTER MENTAL HEALTH RESPONSES

November, 2021: Provided psychological first aid for a parent whose infant child died.

March 24, 2021: Group psychological first aid to group of employees at a company after the sister of one employee was murdered by a policeman. London, UK.

December 10, 2020: Debriefing for emergency personnel after a suicide in Athol, MA.

March, 2020: Psychosocial capacity building workshops for clan leaders, religious catechists and health care workers in Awach, Uganda.

Feb. 2020: Defusing offered to Northampton police department after a teenage suicide.

January 2020: Debriefing provided to police and EMT's after a Homicide, Granby, MA.

February 18, 2018: Defusing provided to Fire Department, Hawley, MA, after a firefighter was seriously injured in a heavy machine accident.

January 28, 2018: Counseling to staff and students at a boarding school after a student committed suicide.

May 8, 2017: Crisis counseling for staff of a bank in Northampton after it was robbed.

October 30, 2016: Debriefing for firefighters, police and medical technicians who responded to the death of a child run over by a school bus in Plainfield, MA.

October, 2016 – May 2017: Working with the Alberta Health Services to develop a culturally responsive psychosocial capacity building project with two indigenous tribes in the Calgary area who were displaced by a massive flood.

October, 2016- 2018: Training clinicians about how to help refugees from war-torn areas when they are resettled in Northampton.

October 20, 2016: Debriefing for medical technicians who responded to a homicide in Amherst.

June 1, 2016: Crisis counseling with staff of a bank that had been robbed that day in Springfield, MA.

May 26, 2016: Debriefing for firefighters and police officers after a fatal car accident in South Hadley, MA.

April 23, 2015 – Consulted with supervisors at a company in Western Massachusetts about how to manage a difficult employee who was intimidating other employees.

April 6-17 – Led psychosocial and medical capacity building project in Awach, Northern Uganda (STEP-UP) as part of an ongoing post-conflict community capacity building project.

April 1, 2015: Consulted with mental health and public health professionals in Alberta, Canada about how they can use a psychosocial capacity building approach to help communities to recover from destructive floods that occurred in 2013.

February 5, 2014: Counseled medical staff at a birthing center after some tragic outcomes at Cooley Dickenson Hospital, Northampton, MA

April 22, 2013: Provided on-site counseling for employees at a major corporation after the Boston Marathon bombing, Cambridge, MA.

April 19, 2013: Co-led a debriefing for firefighters and EMTs after an infant died in Western Massachusetts, held in North Adams, MA.

Feb. 6-20, 2013: Led a psychosocial and medical capacity building project in Northern Uganda covering topics such as mitigating trauma responses, responding to suicide, working with people who are drinking, learning mindfulness techniques, managing epilepsy, neo-natal resuscitation, avoiding over-prescription of antibiotics, emergency medical care in the bush and infant nutrition.

December 14, 2012: Presented at a candlelight vigil sponsored by the Dean of Religious Studies at Smith College after the shootings in Newtown, Connecticut.

November 28, 2012: Co-facilitated a debriefing for the Springfield Fire Department after a gas line explosion injured some firefighters.

September 6, Oct. 23, 2012: Offered debriefings for staff in a residential unit at Brattleboro Retreat after some patient deaths and staff turnover.

August 28-29: Offered debriefings for a range of staffing groups, individual meetings and overall consultation to Aurora Mental Health Clinic in support of their response to the mass killings in an Aurora movie theater in July, 2012.

March 28, 2012: Offered grief counseling to employees at a BJ's Warehouse after the sudden death of an employee.

June 3, 2011: Provided individual and group psychological first aid at Elderlink, Chicopee, MA in response to fatal tornadoes.

June 2, 2011: Supported emergency personnel on behalf of Emergency Medical Services of Western Massachusetts after fatal tornadoes touched down in Springfield, MA

March 30 - April 12, 2011: Led a team of medical professionals to engage in medical capacity building in Northern Uganda. This was the initial project for a group called STEP-UP (Sustain Train Educate Promote Uganda Project) that intends to engage in medical capacity building annually and also support the efforts of local political, religious, health and administrative leaders to design large-scale infrastructure improvement initiatives.

November 30, 2010: Debriefing for emergency personnel after a woman died in a convenience store when a car went through the window. Chicopee, MA.

November 24, 2010: Psychological First Aid to employees of a company after a colleague was killed in a hit and run accident. East Longmeadow, MA.

September 29, 2010: Debriefing and counseling for police officers after a colleague committed suicide. Springfield, MA.

March 13, 2010: Debriefing for police, ambulance and medical staff after fatal car crash involving teenagers, Great Barrington, MA.

February 15- March 5, 2010: Psychosocial Capacity Building in Fonfrede and Port Au Prince, Haiti, in response to a major earthquake. Trained community volunteers in two Haitian NGOs and teachers at four schools on how to help individuals, families and communities recover from the earthquake using culturally familiar activities and rituals.

April 9, 2009: Debriefing for police officers after they had to respond to two suicides. Springfield, MA.

April 4, 2009: Crisis intervention with bank employees after a customer was threatening them. Springfield, Ma.

February 2, 2009: Debriefing for firefighters after death of a woman in a snowmobile accident. Lanesborough, MA.

Oct. 1, 2008: Crisis availability for teachers and staff at a elementary school after the accidental death of a sibling of a student. Amherst, MA.

Sept. 30, 2008: Defusing for firefighters after a two year old child was run over by a school bus. Amherst, MA.

December 14, 2007: Debriefing for Campus Security, Mt. Holyoke College, after death of student.

December 4, 2007: Debriefing of staff of a bank that was robbed in Northampton, MA.

October 18, 2007: Debriefing for Campus Security, Smith College, after a suicide victim was found on campus

March 23, 2007: Facilitated a community meeting after two homicides and seven suicides in Enfield, CT. over a two week period.

March 19, 2007: Co-facilitated a debriefing for police officers after a fatal shootout in Springfield, MA.

December 8, 2006: Led a defusing for teachers at staff after a teacher was charged with child pornography in a Western Massachusetts town.

October 19, 2006: Co-facilitated a debriefing for firefighters and EMTs after a fatal car crash in Granby, MA.

October 2, 2006: Provided crisis intervention to an insurance company in Connecticut after an employee's husband and father were killed in a car crash.

September 1, 5, 2006: Provided crisis intervention to a bank in the Albany area after a teller committed suicide.

April 28, 2006: Co-facilitated a debriefing for firefighters, police officers and EMTs after a fatal car crash, Belchertown, MA.

September 3, 2005 – September 16, 2005: Responded to Hurricane Katrina as an American Red Cross volunteer in Mississippi.

July 4, 2005- August 16, 2005: Trained 160 volunteers from four villages in Sri Lanka about how to offer psychosocial services to Tsunami survivors.

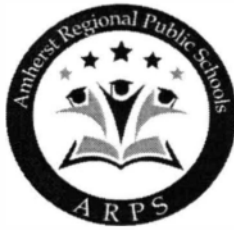
June 1, 2005: Facilitated a debriefing at a work site where an employee threatened to murder his supervisor and fellow employees in Western Massachusetts.

April 27, 2005: Facilitated a Community Mobilization Briefing in Deerfield after the homicide of a woman at a gas station.

February 3, 2005: Co-facilitated debriefing for firefighters, police officers and EMTs after death of a woman in a house fire in Hadley, MA.

### **C. Letters of Commitment/Support**

1. Amherst Regional Public Schools
2. The Common School
3. Senator Jo Comerford
4. Tony McAleer
5. Robert Örello Comerford, Massachusetts State  
Senator



May 11, 2022

Polly Byers  
Executive Director  
Karuna Center for Peacebuilding  
P.O. Box 727  
Greenfield, MA 01302

RE: U.S. DHS Funding Opportunity No. DHS-22-TTP-132-00-01

Dear Ms. Byers,

I am pleased to write a letter in support of the Building Resilience Against Violent Extremism in Schools (BRAVE Schools) project proposal being submitted to the Department of Homeland Security's (DHS) Center for Prevention Programs and Partnerships (CP3) by the Karuna Center for Peacebuilding. We strongly support this grant application as it addresses a need to raise awareness about extremism and build capacity in schools to identify risk factors related to targeted violence threat.

I welcome the opportunity to work with Karuna Center's staff to co-create a training arrangement that is relevant our school's context and composition. Should Karuna Center be awarded the grant, we will work together to develop an implementation calendar that fits within our demanding school schedule. I understand that the start of implementation is currently projected to be October, 2022.

I look forward to working with Karuna Center and to supporting the U.S. Department of Homeland Security's objectives in preventing violent extremism in our communities.

Yours Sincerely

(b)(6)

Doreen Cunningham  
Assistant Superintendent of  
Diversity, Equity & Human Resources



May 16, 2022

Polly Byers  
Executive Director  
Karuna Center for Peacebuilding  
P.O. Box 727  
Greenfield, MA 01302

RE: U.S. DHS Funding Opportunity No. DHS-22-TTP-132-00-01

Dear Ms. Byers,

We are pleased to write a letter in support of the Building Resilience Against Violent Extremism in Schools (BRAVE Schools) project proposal being submitted to the Department of Homeland Security's (DHS) Center for Prevention Programs and Partnerships (CP3) by the Karuna Center for Peacebuilding. We wholeheartedly support this grant application as it addresses a need to raise awareness about extremism and build capacity in schools to identify risk factors related to targeted violence threat. The horrific incidents of this past weekend are just one reason why this work is essential.

We welcome the opportunity to work with Karuna Center's staff to co-create a training arrangement that is relevant to our school's context and composition. Should Karuna Center be awarded the grant, we will work together to develop an implementation calendar that fits within our school schedule. We understand that the start of implementation is currently projected to be October, 2022.

We look forward to working with Karuna Center and supporting the project's objectives of empowering our schools and building our long-term capacity to identify and prevent threats of violence.

Yours sincerely,

(b)(6)

Linda Donnelly and Dana Kadish  
Co-Heads of School  
The Common School  
521 South Pleasant St.  
Amherst, MA 01002

(b)(6)



The Commonwealth of Massachusetts

MASSACHUSETTS SENATE

**SENATOR JO COMERFORD**

*Hampshire, Franklin and Worcester District*

STATE HOUSE, ROOM 413C  
BOSTON, MA 02133-1053  
TEL. (617) 722-1532  
WWW.MASENATE.GOV

*Chair*  
JOINT COMMITTEE ON PUBLIC HEALTH

*Chair*  
JOINT COMMITTEE ON COVID-19 AND  
EMERGENCY PREPAREDNESS AND MANAGEMENT

May 16, 2022

Polly Byers, Executive Director  
Karuna Center for Peacebuilding  
P.O. Box 727  
Greenfield, MA 01302

***Re: U.S. DHS Funding Opportunity No. DHS-22-TTP-132-00-01***

Dear Ms. Byers,

I am pleased to write in support of the Building Resilience Against Violent Extremism in Schools (BRAVE Schools) project proposal being submitted to the Department of Homeland Security's (DHS) Center for Prevention Programs and Partnerships (CP3) by the Karuna Center for Peacebuilding.

This grant application addresses the important need to raise awareness about extremist violence and build capacity among schools in our district to effectively recognize and respond to risk factors and signs of radicalization and violent extremism.

I am thrilled that schools in the Hampshire, Franklin, Worcester district in Massachusetts could have the opportunity, through this grant program, to work with the Karuna Center's staff to co-create a relevant and timely training geared toward their unique needs and context.

Thank you for your consideration of this application which has tremendous potential to empower our schools and build their long-term capacity to identify and prevent threats of violent extremism in our communities.

Yours Sincerely,

(b)(6)

Jo Comerford

**State Senator**

*Hampshire, Franklin, Worcester district*

May 17, 2022

Polly Byers  
Executive Director  
Karuna Center for Peacebuilding  
P.O. Box 727  
Greenfield, MA 01302

RE: U.S. DHS Funding Opportunity No. DHS-22-TTP-132-00-01

Dear Ms. Byers,

**Tony McAleer** is pleased to offer its services to Karuna Center for Peacebuilding as part of the implementation of this funding opportunity.

I welcome the opportunity to work with Karuna Center's staff and to provide my knowledge and expertise in support of the successful implementation of the program. The proposed project is the product of sustained discussions among Karuna Center and partnering experts, spanning multiple weeks of consultations, which I have been part of.

I look forward to working with Karuna Center and to supporting the U.S. Department of Homeland Security's objectives in preventing violent extremism. I will be available to begin the project within 30 days from the award date should Karuna Center be awarded the grant. I understand that the start of implementation is currently projected to be October, 2022.

Yours Sincerely,

(b)(6)

Tony McAleer

(b)(6)

May 17, 2022

Polly Byers  
Executive Director  
Karuna Center for Peacebuilding  
P.O. Box 727  
Greenfield, MA 01302

RE: U.S. DHS Funding Opportunity No. DHS-22-TTP-132-00-01

Dear Ms. Byers,

**Robert Örell** is pleased to offer his services to Karuna Center for Peacebuilding as part of the implementation of this funding opportunity.

I welcome the opportunity to work with Karuna Center's staff and to provide my knowledge and expertise in support of the successful implementation of the program. The proposed project is the product of sustained discussions among Karuna Center and partnering experts, spanning multiple weeks of consultations, which I have been part of.

I look forward to working with Karuna Center and to supporting the U.S. Department of Homeland Security's objectives in preventing violent extremism. I will be available to begin the project within 30 days from the award date should Karuna Center be awarded the grant. I understand that the start of implementation is currently projected to be October, 2022.

Yours Sincerely,

(b)(6)

Robert Örell

(b)(6)

(b)(6)

# EMW-2022-GR-APP-00070

## Application Information

**Application Number:** EMW-2022-GR-APP-00070

**Funding Opportunity Name:** Fiscal Year (FY) 2022 Targeted Violence and Terrorism Prevention (TVTP)

**Funding Opportunity Number:** DHS-22-TTP-132-00-01

**Application Status:** Pending Review

## Applicant Information

**Legal Name:** Karuna Center for Peacebuilding Inc

**Organization ID:** 22866

**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:** 128051807

**DUNS 4:**

**Congressional District:** Congressional District 02, MA

## Physical Address

**Address Line 1:** 447 WEST STREET

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

**City:** Amherst

**State:** Massachusetts

**Province:**

**Zip:** 01002-[Grantee Organization > Physical Address > Zip 4]

**Country:** UNITED STATES

## Mailing Address

**Address Line 1:** 447 WEST STREET

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

**City:** Amherst

**State:** Massachusetts

**Province:**

**Zip:** 01002-[Grantee Organization > Mailing Address > Zip 4]

**Country:** UNITED STATES

## SF-424 Information

### Project Information

**Project Title:** Building Resilience Against Violent Extremism in Schools (BRAVE Schools)

**Program/Project Congressional Districts:** Congressional District 02, MA

**Proposed Start Date:** Sat Oct 01 00:00:00 GMT 2022

**Proposed End Date:** Sun Dec 31 00:00:00 GMT 2023

**Areas Affected by Project (Cities, Counties, States, etc.):** Western Massachusetts, Amherst-MA, Northampton-MA, Northern New England

## Estimated Funding

Funding Source	Estimated Funding (\$)
Federal Funding	\$258298
Applicant Funding	\$0
State Funding	\$0
Local Funding	\$0
Other Funding	\$0
Program Income Funding	\$0
<b>Total Funding</b>	<b>\$258298</b>

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

Is applicant delinquent on any federal debt? false

## Contacts

Contact Name	Email	Primary Phone Number	Contact Types
Mary Byers	(b)(6)		Authorized Official Primary Contact Signatory Authority
Daniela Westphal Huber			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	\$157050
Fringe Benefits	\$15721.5
Travel	\$22240
Equipment	\$0
Supplies	\$4815
Contractual	\$0
Construction	\$0
Other	\$34990
Indirect Charges	\$23481.65
<b>Non-Federal Resources</b>	<b>Amount</b>
Applicant	\$0
State	\$0
Other	\$34990
<b>Income</b>	<b>Amount</b>
Program Income	\$0

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

**Direct Charges Explanation:**

**Indirect Charges explanation:**

## Forecasted Cash Needs (Optional)

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

## Future Funding Periods (Years) (Optional)

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

Remarks:

# SF-424C

## Budget Information for Construction Programs

## Assurances for Non-Construction Programs

Form not applicable? false

Signatory Authority Name: Mary Byers

Signed Date: Tue May 17 03:27:33 GMT 2022

Signatory Authority Title: Executive Director

## Certification Regarding Lobbying

Form not applicable? false

Signatory Authority Name: Mary Byers

Signed Date: Mon May 16 00:00:00 GMT 2022

Signatory Authority Title: Executive Director

## Disclosure of Lobbying Activities

Form not applicable? true

Signatory Authority Name: Mary Byers

Signed Date: Tue May 17 03:30:02 GMT 2022

Signatory Authority Title: