OMB Number: 4040-0004
Expiration Date: 12/31/2022

Application for Federal Assistance SF-424

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

* 3. Date Received:	4. Applicant Identifier:
05/16/2022	

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

State Use Only:

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

8. APPLICANT INFORMATION:

* a. Legal Name: Lewis University

* b. Employer/Taxpayer Identification Number (EIN/TIN):	* c. UEI:
(b)(6)	EHUHEAQXWAU5

d. Address:

* Street1:	One University Parkway
Street2:	
* City:	Romeoville
County/Parish:	
* State:	IL: Illinois
Province:	
* Country:	USA: UNITED STATES
* Zip / Postal Code:	604462200

e. Organizational Unit:

Department Name:	Division Name:

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

Prefix:		* First Name:	Vesna
Middle Name:			
* Last Name:	Markovic		
Suffix:	Ph.D.		

Title:

Organizational Affiliation:

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

* Email: (b)(6)

Application for Federal Assistance SF-424

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

O: Private Institution of Higher Education

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

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

Department of Homeland Security - FEMA

11. Catalog of Federal Domestic Assistance Number:

97.132

CFDA Title:

Financial Assistance for Targeted Violence and Terrorism Prevention

*** 12. Funding Opportunity Number:**

DHS-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:**

How2INFORM: Combating Misinformation Through Media Literacy

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 IL-003 * b. Program/Project IL-all

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

Add Attachment | Delete Attachment | View Attachment

17. Proposed Project:

* a. Start Date: 10/01/2022 * b. End Date: 09/30/2024

18. Estimated Funding ($):

* a. Federal	147,707.00
* b. Applicant	0.00
* c. State	0.00
* d. Local	0.00
* e. Other	0.00
* f. Program Income	0.00
* g. TOTAL	147,707.00

*** 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: William

Middle Name: L.

* Last Name: Siler

Suffix: Ph.D.

* Title: Director, Office of Sponsored Programs

* Telephone Number: (b)(6) Fax Number: 8158365136

* Email: (b)(6)

* Signature of Authorized Representative: William L Siler * Date Signed: 05/16/2022

Applicant: Lewis University

Applicant's Location: One University Parkway, Unit 1048
Romeoville, IL 60446

Location of Activities: Throughout the State of Illinois and online

Application Track: Promising Practices Track

Project Type: Media Literacy and Online Critical Thinking Initiatives

ND Grants EMW#: EMW-2022-GR-APP-00064

Funds Requested: $147,707

Project Title: How2INFORM (H2i): Combating Misinformation Through Media Literacy

Project Abstract: Kids spend 6-9 hours online each day where harmful content persists. Adolescents are more likely to share information if it connects with their interests, whether the information is true or not. Increasing media literacy and online critical thinking skills can help children identify and avoid false narratives related to recruitment and mobilization to violence. In 2021, IL HB0234 passed, requiring all public high school curriculum to offer at least one unit of media literacy training in the 2022-23 school year.

H2i at Lewis University proposes to:

1. Develop a How2INFORM (H2i) Educators Toolkit to support media literacy training in classrooms.
2. Provide training for educators by traveling to locations throughout the state of Illinois and online, via h2i.info, and online modules available for professional development hours.
3. Maintain and improve upon h2i.info, including regular re-evaluation of materials and resources, which currently consists of videos, websites, publications, and podcasts helpful in combating misinformation.

Figure 1: H2i Logo

These activities will support the TVTP Grant Program's *Objective 2* by creating an educational platform increasing media literacy and online critical thinking initiatives for educators, concerned adults, and students. Free tools and resources will be provided equitably to communities within the state to help combat online misinformation.

1. NEEDS ASSESSMENT

1.1 Target population and number of people to use the service

Online platforms provide countless modes of interaction for people, including the youngest members of society. Internet growth has greatly increased one's exposure to information, facilitating great accessibility to, and reach of, harmful content that poses tremendous risk to youth.[1] More time online increases the risk of exposure to false or misleading information,[2] including hateful propaganda and terrorist communications. Kids aged 8-12, or "tweens," spend about six hours online daily; teens average closer to nine.[3] Notably, there are cultural and socioeconomic divides in screen media consumption: teens from higher-income households spend less than six hours online each day, while those from lower-income homes spend more than eight on average.[4]

Tech companies neglect to address problematic online rhetoric, such as when Facebook allowed the Proud Boys, a Southern Poverty Law Center (SPLC) designated extremist "Hate Group" supportive of white nationalist ideologies,[5] to conduct recruitment and run new member vetting pages even after they'd led a violent protest in Portland.[6] Social media profitability is driven by engagement. As a result, companies are less incentivized to moderate content, so hate groups and those intent on spreading mis-, dis-, or mal-information online face few deterrents. Most white nationalists and neo-Nazis now operate online; livestreaming has become the preferred tool to organize, fundraise, and spread propaganda.[7] In the recent Buffalo mass shooting, a self-identified "populist, fascist, white supremacist, anti-Semite, and racist" shooter detailed the anti-immigrant conspiracy theory of "white genocide" in his 180-page manifesto which was posted online in concurrence with a Twitch livestream of the attack on the Tops grocery store, located in a primarily Black/African-American neighborhood; shooter Peyton Grendon, age 18, attributed the Christchurch terrorist, responsible for killing 51 in two New Zealand mosques in 2019, as the "greatest influence on his radicalization."[8]

Online magazines, rap videos, and other means are being used by Pro-Islamic terrorists to rebrand Jihadist terrorism as more sympathetic and appealing, creating an online subculture referred to as the phenomenon of "jihadi cool" where adolescents, particularly isolated/alienated youth, are more prone to engage.[9] Political jamming is another successful and disruptive online activity combining satire and modified photos, logos, videos, memes, etc., garnering an extensive

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[1] Hollewell, G.F., and Longpré, N. "Radicalization in the Social Media Era: Understanding the Relationship between Self-Radicalization and the Internet." *International Journal of Offender Therapy and Comparative Criminolog*y, vol. 66, no. 8 (June 2021). https://doi.org/10.1177/0306624X211028771. Accessed May 10, 2022.

[2] CP3. "Media Literacy & Critical Thinking Online: Tools and Resources." *dhs.gov.* Accessed May 9, 2022.

[3] Fox, Maggie and Edwards, Erika. "Teens Spend 'Astounding' Nine Hours a Day in Front of Screens: Researchers." *wvea.org,* 12 Dec 2021, Accessed May 9, 2022.

[4] Ibid.

[5] Southern Poverty Law Center. "Proud Boys." *splcenter.org*. Accessed May 13, 2022.

[6] Hankes, Keegan. "Move Slow and Break Everything." SPLC Center. Accessed May 15 2022.

[7] Southern Poverty Law Center. "Southern Poverty Law Center Releases Annual Year in Hate & Extremism Report: When Hate Goes Mainstream." 9 March 2022, *splcenter.org.* Accessed May 13, 2022.

[8] Johnson, Bridge. "DHS Secretary Mayorkas Promises 'Every Available Resource' After Buffalo Attack to 'Combat Violent Extremism as One'." 16 May 2022, *hstoday.us.* Accessed May 16, 2022.

[9] Huey, Laura. "This is Not Your Mother's Terrorism: Social Media, Online Radicalization, and the Practice of Political Jamming." *Journal of Terrorism Research*, vol. 6, issue 2 (May 2015): DOI:10.15664/jtr.1159. Accessed May 1, 2022.

overall reach especially resonant with younger audiences.[10] Facebook, Instagram, Snapchat, Telegram, TikTok, Twitter, YouTube, and others function as 'radicalizing milieus'[11] where political violence is normalized and dangerous messaging is frequently reinforced; these platforms are of particular concern, as susceptible audiences are targeted.[12] TikTok alone had over 1 billion users in 2021, with an average of more than 100 million daily users, over 30% of which were aged 14 or younger.[13]

Research of 480 adolescent WhatsApp consumers revealed the desire to inform others was often a motivator to share content, but they are unable to discern fact from fiction.[14] Young people tend to believe messaging that looks like news and are regularly deceived by language, appearance, and structure. Juveniles are more likely to share content received by someone they trust, regardless of accuracy, if it aligns with their interests.[15]

Social media has significantly altered self-radicalization, or the individualistic cognitive process by which a person adopts extremist philosophies that align with a terrorist organization's dogmas, which does not demand physical associations.[16] Radicalization is commonly identified as a prerequisite to terrorism, though not the only one.[17] An individual's radicalization process often involves "otherism," including the justification of violence against those deemed unrelatable to the radicalized person. Changes in behavior and identity of the radicalized individual may be exhibited and draw attention from classmates and other peers, educators, school nurses, coaches, social workers, psychologists, guardians, parents, and others. [18] Research shows that both cooperatively and severely, passive exposure to extremism online and active interaction with radicals online garner a positive correlation with extremist stances and actions.[19] Profiles of Individual Radicalization in the United States (PIRUS) data from 2005-16 showed that social media factored in 68.12% of radicalization and mobilization of lone actors, or those unaided in their radical actions. [20]

Media literacy, or critical thinking skills, is crucial to individual and community health, safety,

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[10] Ibid.

[11] Bloom, Mia. 'In Defense of Honor: Women and Terrorist Recruitment on the Internet.' *Journal of Postcolonial Studies*, vol. 4, issue 1 (2013): 150-195. Accessed May 15, 2022.

[12] Ibid.

[13] Keith, Morgan. "From Transphobia to Ted Kaczynski: How TikTok's Algorithm Enables Far-right Self-radicalization." *Business Insider*. Dec. 12, 2021. Accessed May 11, 2022.

[14] Herrero-Diz, Paula, Conde-Jiménez, Jesús, and Reyes de Cózar, Salvador. "Teens' Motivations to Spread Fake News on WhatsApp." *Social Media + Society*, vol. 6, issue 3, August 28, 2020: 1-14. https://doi.org/10.1177/2056305120942879. Accessed May 12, 2022.

[15] Ibid.

[16] Hollewell, Georgia F., and Longpré, Nicholas. "Radicalization in the Social Media Era: Understanding the Relationship between Self-Radicalization and the Internet." *International Journal of Offender Therapy and Comparative Criminology,* vol. 66, issue 8, June 2021, pp. 896-913. Accessed May 11, 2022.

[17] Mansour-Ille, Dina. "Social Media and the Dynamics of Radicalization and Violent Extremism among Female Migrant Workers." *Studies in Ethnicity and Nationalism,* vol. 19, issue 3, Dec 2019, pp. 248-268. https://onlinelibrary.wiley.com/doi/10.1111/sena.12309. Accessed May 9, 2022.

[18] Smith, Allison. "How Radicalization to Violent Extremism Occurs in the United States: What Research Sponsored by the National Institute of Justice Tells Us." *National Institute of Justice*. Accessed May 9, 2022.

[19] Wolfowicz, Michael, et al. 20 July 2021. "Cognitive and Behavioral Radicalization: A Systematic Review of the Putative Risk and Protective Factors." *Campbell Systematic Reviews*. https://doi.org/10.1002/cl2.1174. Accessed May 15, 2022.

[20] Jensen, et al. "The Use of Social Media by United States Extremists." *START*. College Park, Maryland. Accessed May 10, 2022.

security, and wellbeing, as it develops resiliency and lowers the risk of violent radicalization.[21] Trusted information and resources must be available for prevention and intervention efforts, which may be necessary for both the individuals and those with whom they interact,[22] to prevent spread of misinformation and extremist narratives, as well as counteract targeted violence and terrorism.

Starting with the 2022-23 school year, one media literacy[23] course must be included in every IL public high school curriculum.[24] Instructional planning and professional development educator opportunities that may be used for unit development will be determined by the State Board of Education and shall include, but is not limited to: 1) assessing several media platforms to better understand the general landscape and economics of the platforms, and address source credibility and reliability, 2) inspecting media messages to discern fact from fiction, including deconstructing media representations according to agenda setting, authenticity, authors, stereotypes, target audience, and techniques, 3) creating media: communicate logical, consistent messaging using various practices to a specific target audience, including, but not limited to: coding a mobile or software application, composing songs, creating videos, designing video games, producing podcasts, or writing blogs, 4) media consumption contemplation: evaluating media's effect on how information is consumed and behaviors and emotions, 5) social responsibility and civics: evoking a plan of action in the class, school, or community to engage others in a respectful, thoughtful, and inclusive dialogue over a specific issue using facts and reason.[25]

The new law has created an urgent demand for media literacy tools and training within the state. During the development of H2i, we contacted some state organizations in the hopes of fostering partnerships to grow our audience and further disseminate H2i methodology and materials. Upon learning about H2i, Safe2Help Illinois, West40 Intermediate Service Center (ISC), and Matt Weld, Regional Office of Education (ROE) #40 Social and Emotional Learning (SEL) Coach and Director of Teach Illinois, expressed interest in partnering with us and supporting our efforts. Safe2Help was developed to encourage students to "Seek Help Before Harm" and not intended to suspend, expel, or otherwise punish students; in the absence of a trusted adult, Safe2Help offers students safe, confidential, always accessible ways available to share sensitive information that could help prevent suicides, bullying, school violence, or other school security risks. Safe2Help has cultivated an educational curriculum aimed to modify current IL school culture and provide resources reinforcing program elements to concerned parents, guardians, educators, and other adults. [26]

West40 ISC (See letter in Appendix D) operates in 41 school districts throughout West Cook County, serving over 100,000 students in grades 4-12, along with students who did not complete high school during their traditional school year and is committed to fighting for better, equitable

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[21] CP3. "Media Literacy & Critical Thinking Online: Tools and Resources." *dhs.gov*. https://www.dhs.gov/sites/default/files/publications/digital_media_literacy.pdf. Accessed May 9, 2022.

[22] Smith, Allison. "How Radicalization to Violent Extremism Occurs in the United States: What Research Sponsored by the National Institute of Justice Tells Us." *National Institute of Justice*, June 2018. Accessed May 9, 2022.

[23] Media literacy is defined by IL Public Act 102-005 as the ability to access, analyze, evaluate, create, and communicate using a variety of forms, including but not limited to print, video, audio, interactive, and digital texts.

[24] "Pub. L. 102-0055." July 9, 2021. https://www.ilga.gov/legislation/publicacts/fulltext.asp?Name=102-0055. Accessed May 9, 2022

[25] Ibid.

[26] "Safe2Help Illinois." *safe2helpil.com*. https://www.safe2helpil.com/. Accessed May 10, 2022.

education in IL. West40's Executive Director, Dr. Mark Klaisner, acts as President of the IL Association of Regional Superintendents of Schools (IARSS),[27] allowing extended reach and work into all 38 IL ROEs and IRCs, as described in Pieranunzi's letter. West40 coordinates with North and South Cook County coaches, serving 146 school districts and over 386,000 school children throughout Cook County. West40 school districts include, but are not limited to: 1) Lindop #92 of Broadview, a primarily Black/African-American (76.58%) community of 7,775 residents, median household income of $54,219, and poverty rate of 7.9%, 2) District #88 in Bellwood is a primarily Black/African-American (about 74%) community with 18,996 residents, median household salary of $56,557, and poverty rate of 10.1%, and 3) District #81 of Schiller Park, a primarily White population of 11,621, median household income of $54,099, and poverty rate of 15.9%.[28]

Our partnership with West40 has facilitated exposure, interest, and additional training sessions. H2i methodology, training, and materials is available to all West40 stakeholders. Additionally, H2i.info is available to all West40 stakeholders, and all Internet users, providing free access to the H2i methodology and other media literacy resources, as well as critical thinking skills. Since its relaunch on February 15, 2022, H2i has had over 35,000 site visitors, reaching over 44,300 visits by May 15, 2022. H2i can reach thousands more throughout the state and online. Matt Weld partnered with H2i after attending the February training session enabling reach to 5 ROEs in Southern IL, comprising 13 counties and 7,688 full-time teachers. Weld also acts as Director of Teach Illinois and host of the Teacher's Classroom podcast.[29] H2i appeared on episode #54,[30] released March 17, 2022. As of April 22, 2022, the episode has been downloaded 32 times, according to Weld's letter of support. H2i will present in June at the New Directions Midwest Education Conference,[31] an outreach by Weld and the Area 5 Regional Offices of Education with an estimated attendee rate of 275 IL educators.

Figure 2: Stickers with H2i website QR Code

1.2 Related Programs

There are some resources at the state and local levels engaged in the fight against misinformation. The Illinois Library Association (ILA), as the third largest state library association, serves millions and is actively engaged in media literacy advocacy.[32] The IL School Library Media Association provides "leadership and support for the development, promotion, and improvement of the school library media profession and programs" within IL, advocating for

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[27] "Illinois Association of Regional Superintendents of Schools." https://iarss.org/. Accessed May 15, 2022.

[28] "E.F. Lindop School District 92." https://www.lindop92.net/, "Broadview, IL." *datausa.org*. https://datausa.io/profile/geo/broadview-il, "Bellwood School District 88." https://www.sd88.org/, "Bellwood, IL." *datausa.org*. https://datausa.io/profile/geo/broadview-il, "Schiller Park District 81." https://www.sd81.org/, "Schiller Park, IL." *datausa.org*. https://datausa.io/profile/geo/schiller-park-il. Accessed May 15, 2022.

[29] Weld, Matt. "The Teachers' Classroom." *The Teachers' Classroom.* https://podcasts.apple.com/us/podcast/the-teachers-classroom/id1334217658

[30] Weld, Matt. "The Teachers' Classroom: Episode 54: How2INFORM with Dr. Vesna Markovic and Kimberley Skubic." *The Teachers' Classroom.* https://www.teachillinois.com/podcast/ep-54-how2inform-with-dr-vesna-markovic-kimberley-skubic

[31] "New Directions in K-12 Education Conference." https://newdirectionseducation.weebly.com/. Accessed May 15, 2022

[32] "Illinois Library Association." https://www.ila.org/. Accessed May 9, 2022.

media literacy curriculum, along with The Association of IL School Library Educators (AISLE).[33] The IL Heartland Library System (IHLS),[34] serving over 2.2 million people, is also preparing for media literacy needs in response to the passage of IL HB0234. Additionally, the IL Media Literacy Coalition,[35] an organization "dedicated to improving media literacy education" and the IL Civics Hub[36] focus on the significance of news media literacy training in coordination with "proven practices of civic education" in current state course requirements for the middle and high school levels it serves with its "Media Literacy Toolkit" and other civics-based resources for Illinoisans. Local libraries also provide pertinent resources for patrons, like Morton Grove Public Library's selection of books, articles, podcasts, and other resources related to Fake News issues,[37] and central IL's Prairie District Public Library[38] partnership with NewsGuard, a news literacy agency committed to combating online "fake news" and encouraging user safety offering credible sources and site transparency. Another valuable IL resource designed to inspire positive change is the Mobile Museum of Tolerance (MMOT), with a plan to visit 150 schools/communities annually; by using novel technology and interactive lessons, the MMOT brings its message of tolerance directly to IL communities, serving middle and high school students and acting as an educational resource for educators, religious organizations, community and government leaders, law enforcement agencies, businesses, and more.[39] The News Literacy Project[40] offers resources and online forums for educators and the public to fight against misinformation. To our knowledge, there is no cohesive program providing extensive, comprehensive access to media literacy and critical thinking resources, in addition to in-person and online training sessions for educators.

2. PROGRAM DESIGN

2.1 Problem Statement

Kids are spending more time online, and access to smartphones has exacerbated the problem. The ease with which false narratives can be shared online and through other mediums is concerning. Harmful content, such as mis-, dis- and mal-information, is at their fingertips, and can go viral in a very short amount of time. On Twitter, researchers found that the top false news stories spread to between 1,000 and 100,000 people, while the truth rarely even reached 1,000 people.[41] To that end, educators and other stakeholders who provide media literacy content to students can prepare them to discern fact from fiction, making them more resilient to potential recruitment and mobilization to violence.

In 2021, IL HB0234 passed which will require all public high schools to offer at least one unit of media literacy training to students starting in the 2022-23 school year. As H2i has already begun training in various forums, the opportunity to get feedback from educators on content has been extremely critical. From the nearly 30 responses on our feedback forms

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[33] "Association of Illinois School Library Educators (AISLE)." *aisled.org.* Accessed May 15, 2022.

[34] Illinois Heartland Library System. *illinoisheartland.org.* Accessed May 15, 2022.

[35] Illinois Media Literacy Association. *ilmlc.org.* Accessed May 15, 2022.

[36] "Illinois Civics Hub Media Literacy Toolkit." *illinoiscivics.org.* Accessed May 15, 2022.

[37] "Fake News." *mgpl.org* https://www.mgpl.org/civics/fake-news. Accessed May 11, 2022.

[38] Harvey, Kendall. "Strengthening News Media Literacy in Public Libraries." *ila.org,* vol XXXVII, issue 5 (Oct 2019). Accessed May 15, 2022.

[39] Mobile Museum of Tolerance. *mmot.com.* https://mmot.com/about-us/. Accessed May 15, 2022.

[40] The News Literacy Project. https://newslit.org/. Accessed May 15, 2022.

[41] Vosoughi, Soroush, Roy, Deb, and Sinan Aral, "The Spread of True and False News Online." *Science*, 9 Mar 2018, https://www.science.org/doi/10.1126/science.aap9559 Accessed May 11, 2022.

from recent H2i training, educators identified the need for:

- Media literacy skills, including discerning mis-, dis, and mal-information.
- Tangible and online resources edcuators can use in classrooms to build critical thinking skills.

Educators need practical tools to assist them in teaching kids critical thinking skills as it relates to media literacy. Varying age groups will require different educational materials appropriate for their age group. By establishing and expanding statewide media literacy initiatives, and training sessions and access to resources to inoculate youth against the radicalization to violence process, targeted violence, and terrorism.

2.2 Program Goals and Objectives

This educational training program will increase educator's ability to increase media literacy skills of tweens and teens. By developing these skills in identifying and avoiding false narratives, kids will be better prepared to deal with harmful content. These activities will support the TVTP Grant Program's *Objective 2* to raise "awareness of both the risk factors for – and the protective factors against – radicalizing to violence" by creating educational tools and training for educators and concerned adults to learn how to help children build resilience against radicalization and mobilization to violence. To prepare educators to provide media literacy units to their classes, in alignment with IL HB0234, H2i proposes to complete the following objectives:

Objective 1: *The statewide student population has critical thinking skills to discern misinformation, creating a barrier against the radicalization to violence process and what the threat of targeted violence and terrorism looks like.*

1.1 Develop a How2INFORM (H2i) Educators Toolkit to support media literacy training in classrooms.

During the Invent2Prevent project, the H2i methodology was developed and a basic training for educators was delivered to SEL Hub coaches throughout IL during the DHS sustainment funding. Based on training evaluation surveys and our needs assessment, we determined educators expressed an urgent need for training materials and resources. To build on this, H2i will develop a toolkit of resources for both educators and students of varying grade levels.

1.2 Provide training for educators by traveling to locations throughout the state of Illinois and online, via h2i.info, and online modules available for professional development hours.

H2i has already developed partnerships to disseminate our training and resources, but would like to expand that reach. Illinois HB0234, requires high school students to receive at least one unit of media literacy training starting in the 2022-23 school year; therefore, educators will be required to create training for their students, giving H2i the perfect opportunity to train educators with necessary tools to arm kids with critical thinking skills for discernment of mis-, dis-, and mal-information. Our call to action is to Verify B4U Amplify, to encourage checking stories and other media for accuracy before sharing.

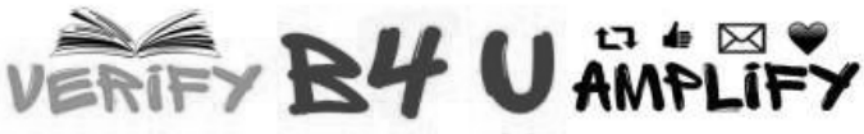

Figure 3 – Stickers created for kids to share the message

Due to our already established partnerships West 40, Safe2Help Illinois, and Teach Illinois, H2i is in a position to provide this much needed training to educators and concerned adults from communities around the state. To keep training current, we will maintain and improve upon our website h2i.info, including re-evaluation of materials and resources to update resource relevancy for state compliance and to meet the needs of educators.

Table 1: How2INFORM (H2i): Combating Misinformation Through Media Literacy Program Schedule

	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8
1.1 Develop a How2INFORM (H2i) Educators Toolkit to support media literacy training in classrooms								
Planning phase - Trainings, workshops, etc.								
Create Educator Toolkit								
Update website with educator resources								
Support development of critical thinking skills in grades K-12 by trainings								
Follow-up survey with educators to see whether they used the materials, and if so, how.								
1.2 Provide training for educators by traveling to locations throughout the state of Illinois and online, via h2i.info, and online modules available for professional development hours.								
Conduct 5-8 trainings and workshops in 41 school districts in West Cook County through partnership with West40								
Survey educators and hub coaches before and after trainings								
Update content and website if needed, based on feedback from educators								

2.3 Logic Model

Our theory of change for this proposal focuses on developing critical thinking skills for kids K-12. If H2i provides training for educators on media literacy, then the students in local communities around IL will have greater critical thinking skills making them more resilient to potential recruitment and mobilization to violence. By training educators, social workers, psychologists, coaches, librarians, etc. with H2i methodology and providing them with resources in the H2i Educators Toolkit, we can amplify the impact on students through (1) increased skills amongst stakeholders in media/digital media literacy; (2) increased efforts to build youth resilience against mis-, dis-, and mal-information; and (3) inoculating them against these false narratives which can have a lasting impact in the prevention of targeted violence. (See logic model on next page).

Table 2: H2i Logic Model

Theory of Change: If H2i provides training for educators on media literacy, then the students in local communities around Illinois will have greater critical thinking skills making them more resilient to potential recruitment and mobilization to violence.	**Goal:** Establish and expand statewide media literacy initiatives, and training sessions and access to resources to inoculate youth against the radicalization to violence process, targeted violence, and terrorism.

Objective 1: The statewide student population has critical thinking skills to discern misinformation, creating a barrier against the radicalization to violence process and what the threat of targeted violence and terrorism looks like

Needs	**Inputs**	**Activities**	**Outputs**	**Short-term Outcomes**	**Long-term Outcomes**
• Increased critical thinking skills to discern misinformation, disinformation, and mal-information, creating a barrier for students against radicalization to violence process, targeted violence, and terrorism	• H2i subjects matter expertise and staff time to create new toolkit for educators and carry out trainings • Use existing H2i partnerships to offer trainings to disseminate media literacy training • Access to already developed H2i resources and website	• Create educator toolkit that is in-line with media literacy training required by IL HB 0234 • Align our educator toolkit statewide through IL State Board of Education, and IL Safe2Help <u>Disseminate H2i educators' toolkits:</u> • 8 Trainings, conferences, Workshops • Online trainings • Social media • Offer Prof. Development Credits	• At-risk and uncommitted populations of K-12 students throughout the State of Illinois • Broadening current audience range by traveling to rural areas (or online content) for training <u>Targeting Students via:</u> • SEL Hub coaches • Educators • Coaches • Psychologists • Libraries/librarians • Other stakeholders	• Prepare educators to implement media literacy units required by IL HB 0234 • Increase reach of H2i training modules by targeting stakeholders • Use feedback from trainings to keep training relevant to our target population	• Increasing media literacy and online critical thinking initiatives throughout IL • Increase engagement with stakeholders to develop student media literacy skills • Increased skills in identifying and avoiding false narratives related to recruitment and mobilization to violence

Contextual Factors and Underlying Assumptions:

- Tweens (8-12) and teens (13-18) spend 6-9 hours online each day where harmful content persists
- Adolescents are more likely to share information, if it is connected with their interests, whether the information is accurate or not
- Educators and other stakeholders who provide media literacy content to students can prepare them to discern fact from fiction, making them more resilient to potential recruitment and mobilization to violence

Likelihood of Success:

- IL HB0234 passed in 2021 which will require at least one unit of media literacy training at the high school level starting in the 2022-23 school year for all public high school students in Illinois, making the likelihood of implementing H2i media literacy training in courses extremely likely. We also plan on implementing the curriculum to the IL State Board of Education on Safe2Help.

3. ORGANIZATION AND KEY PERSONNEL

How2INFORM (H2i) was created in February 2021 during Invent2Prevent (I2P), a nationwide competition intended to prevent targeted violence. The Lewis University team consisted of six students and a faculty member from very diverse backgrounds. The team had a budget of $2,000 to create programming to counter targeted violence. Although the students did not win the competition, the faculty mentor continued working with graduate students on publications and training for H2i. In August 2021, we were awarded an additional $5,000 to continue the work. We leveraged partnerships developed during the competition to continue providing training to educators, and relaunched our website in February 2022.

- **Dr. Vesna Markovic** has previously participated with EdVenture Partners in a similar P2P competition. She was the faculty mentor for the How2INFORM (H2i) student project focused on media literacy and online critical thinking for K-12 educators and students. H2i received additional funding and continues to create and provide resources, content, and training on mis-, dis-, and mal-information. Dr. Markovic is a full professor in criminal justice and Chair in the Justice, Law and Public Safety Studies Department at Lewis University in Romeoville, IL. Her research focuses specifically on suicide bombings, financing terrorism, low tech attacks, and transnational crime. She has published numerous peer-reviewed articles in these areas as well as an op-ed in Forbes magazine. She has a BA and MA from the University of Illinois at Chicago (UIC), and her Ph.D. from Sam Houston State University.
- **Kimberley Skubic** will be the project coordinator and will conduct training and development of resources. Kim was the lead student on a team of undergraduate and graduate students on a project focused on media literacy and online critical thinking for K-12 educators and students called How2INFORM (H2i). She and Dr. Markovic co-authored the article, "Combating Misinformation Online, One Meme at a Time" for Parents with Preparedness online magazine, and they conducted educator training for the Center of Community Research and Education (CCRE) at Lewis University. H2i received additional funding and continues to provide resources, content, and training on mis-, dis-, and mal-information. She has a B.A. from North Central College and an M.S. from Lewis University.

4. SUSTAINABILITY

How2Inform (H2i) started as a Department of Homeland Security (DHS) and McCain Institute Invent2Prevent student project representing Lewis University. With minimal funding, we were able to grow the program exponentially. In January 2022, we had over 800 website views. After relaunching the website in February 2022, we have had over 40,000 views to the website. With the passing of IL HB0234, requiring every public high school to include one unit of media literacy training beginning with the 2022-23 school year, H2i resources and training will be in high demand. Some teachers' organizations have offered money for the training, which can help sustain the program. We have conducted training through the Lewis University Center for Community Research and Education (CCRE) and can offer continuing education credits to educators as a source of revenue. Additionally, there are regional grants and programs offered by numerous foundations that can be targeted for additional funds, as well internal renewable funds available for these types of projects through Doherty Center at Lewis University.

5. BUDGET DETAIL AND NARRATIVE

Table 3: Budget Categories

Budget Category	*Federal Request*
Personnel	$37, 521
Fringe Benefits	$9,737
Travel	$3,562
Supplies	$2,439
Contractual	$50,760
Total Direct Costs	$104,019
Indirect Costs	$43,688
TOTAL PROJECT COSTS	**$147,707**

PERSONNEL:
Dr. Vesna Markovic will serve as Principal Investigator and commit to the project 1.8 calendar months in Year 1 and 1.2 calendar months in Year 2. Dr. Markovic is primarily responsible for overseeing the design, implementation, evaluation, partnership development, and staff management. She will provide strategic vision during planning and grant activities.

FRINGE BENEFITS:
Lewis University has a fringe rate of 30% for all full-time faculty and staff. That 30% value is comprised of FICA (7.6%), Pension/Retirement (7.0%), Health Insurance (4.0%), Tuition Benefit (6.0%), Worker's Compensation (1.4%), and Paid Time Off (4.0%).

TRAVEL:
All travel anticipated for this project will occur in the State of Illinois and will be by car. We have projected 5 round trips each year for each traveler. The rates are calculated using the State of Illinois General Services Administration rates (GSA). No trips are expected to require more than 1 overnight or one full day of meals.

SUPPLIES:
The supplies to be purchased are to be provided to H2i events and to new partners. This includes flyers and folders along with other materials necessary for training and workshops.

CONTRACTUAL:
Ms. Kim Skubic will be retained on a contractual basis to serve as the H2i Project Coordinator. Ms. Skubic has worked with H2i and is well qualified and well prepared to serve in this role. We anticipate Ms. Skubic working approximately 960 hrs. in Year 1 and 480 hrs. in Year 2, plus travel and web maintenance. She has signed an MOU with her agreed reimbursement totaling $50,760.

OTHER:
No expenses falling into this category are anticipated.

INDIRECT COSTS:
Lewis University has an approved Facilities & Administration Rate agreement negotiated with the Department of Health and Human Services. That agreement sets the Lewis University rate at 42% of Total Direct Costs excluding equipment, participant support costs, and the cost of each subaward after the first $25,000.

APPENDIX A

Implementation & Measurement Plan

Organization Name	Lewis University - How2INFORM
Project Title	How2INFORM: Combating Misinformation Through Media Literacy
Grant Number	DHS-22-TTP-132-00-01
Grant Implementation Period	October 1, 2022 – September 30, 2024
Reporting Period	October 1, 2022 – September 30, 2024

Project Goal Statement

Establish and expand statewide media literacy initiatives, and training sessions and access to resources to inoculate youth against the radicalization to violence process, targeted violence, and terrorism.

Target Population

The target population consists of educators and concerned adults in all 102 counties of the State of Illinois, as well as online users, interested in media literacy and critical thinking skills that can be used to better discern fact from fiction while consuming media, be it on traditional or social media platforms. A secondary target audience is approximately 386,000 students, especially isolated, alienated, or otherwise at-risk youth, in 146 Illinois school districts. Youth aged 8-18 are spending, on average, between six and nine hours online daily, excluding school and homework. More time online increases risk of exposure to harmful content which, combined with other contributing factors, could lead to radicalization. H2i.info provides free access to the H2i methodology and other resources in media literacy, as well as critical thinking skills. H2i.info has been visited over 44,300 times, with most (35,000+) visits occurring since site relaunch in mid-February 2022. H2i can reach thousands more throughout Illinois and online.

APPENDIX A

IMPLEMENTATION PLAN

Objectives	Activity	Inputs/Resources	Time Frame	Anticipated Outputs
Objective 1.1: Develop a How2INFORM (H2i) Educators Toolkit to support media literacy training	*Activity 1.1.1* Based on feedback from previous training, and complying with HB0234 standards, we will develop educators' toolkits to be used in classrooms grades K-12 throughout the State of Illinois	* Lewis University H2i staff time	*Q1-Q3*	* Educators toolkit which will be age appropriate for students grades K-12 * Ensure toolkits are state compliant for use in IL classrooms
	Activity 1.1.2 Support development of critical thinking skills in grades K-12 by trainings (in Activity 1.1.1) delivered by SEL Hub coaches to their district educators	* Lewis University H2i staff time * Educators' toolkit	*Q4-Q7*	* 25 follow-on training sessions by SEL Hub coaches * At least 250 students reached annually
Objective 1.2: Provide trainings and workshops for educators to increase media literacy and critical thinking skills of students to discern false information thereby creating barriers against radicalization to violence process, targeted violence, and terrorism	*Activity 1.2.1* Conduct trainings and workshops in 41 school districts in West Cook County through partnership with West40 *Activity 1.2.2* Survey educators and hub coaches before and after trainings	* Lewis University H2i staff time * Educators' toolkit * H2i Website * TeachIllinois LMS System	*Q4-Q7*	* Provide at 5-8 trainings and workshops to SEL Hub coaches and educators * Measurable increase in media literacy and critical thinking skills for educators

APPENDIX A

MEASUREMENT PLAN

Activity #	Performance Measures	Data Collection Method and Timeframe
1.1.1	* Number of educator toolkits produced (folders, infosheets, exercises) * Number of times online resources accessed * Follow-up survey with educators to see whether they used the materials, and if so, how.	* Survey educators who receive toolkits to receive feedback on quality Q3-Q7 * Document educators toolkit type, length, purpose Q1-3 * Document web page hits, resources accessed Q4-8 * Survey educators as to use of materials Q4-8
1.1.2	* Determine number of follow-on trainings delivered by educators accessing training modules	* Teach Illinois LMS trainings completed Q3-7 * Document resources accessed/downloaded on H2i.info Q3-7
1.2.1	* Number of H2i Media Literacy Training sessions held * Number of educators, hub coaches, etc. attending training * Demographic composition of participants to ensure equity in availability of resources	* Document date, time, venue, number of educators in attendance Q3-7 * Document approximate demographic composition of participants to ensure equity Q3-7 * Collect training evaluation forms to maintain relevant and current training Q3-7
1.2.2	* Percentage increase among educators receiving H2i training in their knowledge of media literacy and H2i resources	* Surveys conducted before and after training session Q3-7

Vesna Markovic, Ph.D.
Professor and Chair
Lewis University
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EDUCATION

Ph.D., Criminal Justice, Sam Houston State University (2009)
Dissertation: "Suicide Bombings and Lethality: A statistical analysis of tactics, techniques and procedures"
Committee: Richard H. Ward, Sam S. Souryal, and John Miller

M.A., Criminal Justice, University of Illinois at Chicago (1999)

B.A., Criminal Justice, University of Illinois at Chicago (1995)

AREAS OF SPECIALIZATION

Terrorism (Suicide Bombings, Financing Terrorism), Transnational and Organized Crime, How2INFORM Media Literacy, Comparative Criminal Justice Systems

PROFESSIONAL EXPERIENCE

2019-Present	Chair, Justice, Law and Public Safety Studies Department. Lewis University
2021-Present	Professor, Justice, Law and Public Safety Studies Department. Lewis University
2018-2021	Associate Professor, Justice, Law and Public Safety Studies, Lewis University Teaching courses in Research Methods, Terrorism, Introduction to CJ.
2017	Associate Professor, Henry C. Lee College of Criminal Justice, University of New Haven
2012-2017	Assistant Professor, teaching courses related to National Security, and Statistics. Taught at the Prato, Italy Campus, Fall, 2012 semester.
2014-2017	Assistant Dean, Henry C. Lee College of Criminal Justice, University of New Haven.
2015-2016	Coordinator, International Justice and Security
2012-2014	Program Manager, Institute for the Study of Violent Groups, University of New Haven.
2009-2011	Director, Institute for the Study of Violent Groups, Sam Houston State Univ.
2004-2008	Manager, ISVG, SHSU
2003-2004	Research Assistant, ISVG, SHSU
2011	Instructor, Zhejiang Police College, Hangzhou, China. CJ 262 Criminology. Two week Course, Unit 2 - Positivist Explanations of Crime.

2006-2010 Instructor, International Law Enforcement Academy, Roswell, NM. Courses on Violent Groups of the World, Organized Crime and Terrorism, Regional Crime Issues, Transnational Crime, Types of Crime and Typologies.

2006 Instructor, Introduction to Criminal Justice – 40 hour summer course, East China University for Politics and Law students, Sam Houston State University.

2005-2006 Instructor, Criminal Justice Department, Sam Houston State University

2000-2002 Project Coordinator, U.S. Asia Executive Development Office, University of Illinois at Chicago.

1999 Translator, Balkan Legal Conference, Dr. Jess Maghan and Dr. Dragan Milovanovic.

1999 Program Coordinator, Cop to Cop: An International Police Exchange Grant

1997 Teaching Assistant, Research Methods and Statistics, University of Illinois at Chicago

1995-1998 Private Investigator, Search International, Schaumburg, Illinois.

GRANTS AND RESEARCH PROJECTS

2021 Principal Investigator. Identifying Potential Gaps in Service for Victims of Crime: The Impact of Concurrent Jurisdiction on Victims of Crime in the Muscogee (Creek) Nation, submitted April 26, 2021. (not funded)

2021 Faculty Advisor. The I2P: Invent to Prevent Violence. $2,000 Received sustainment funding in Fall 2021 for 1 year $5,000.

2015 Faculty Advisor. The P2P: Challenging Extremism Initiative. Bureau of Educational and Cultural Affairs at the U.S. Department of State. $4,000

2013/14 Principal Investigator. Mexican Drug Trafficking Organizations: Assessing Their Criminal Activities and Presence inside the United States, Contract from the Congressional Research Service (CRS), 1-year project. $6,000.

2013 Principal Investigator. HIDTA WebPMP, Contract from the Washington/Baltimore High Intensity Drug Trafficking Area (HIDTA), 4-month project. $19,500.

2012 Principal Investigator. Pakistan Strategic Multilayer Assessment (SMA) Violent Extremist Organizations and Transnational Criminal Organizations in Pakistan, Kiernan Group, DOD project, 2-month project. $30,000.

2010 Principal Investigator. Border Security Open Source Research Program, Year 2. Subcontract from US Army - Army Research Lab. $786,000.

2010 Principal Investigator. Terrorism Data Aggregation, Analysis and Visualization for Violent Groups. Subcontract from University of New Haven. $80,000.

2009/10 Principal Investigator. Several grants, Data Aggregation w/ Criminal Attributes and Data Aggregation Analysis for Naval Research Lab. Subcontractor for University of New Haven.

2009 Principal Investigator. Border Open Source Grant, Year 1. Subcontract from Army Research Lab. $1,527,000.

2009 Principal Investigator. International Law Enforcement Academy. Subcontract from New Mexico Tech.

2009 Principal Investigator. Byrne Grant US/Mexico Border Open Source grant. $247,000.

2009 Principal Investigator. National Consortium for the Study of Terrorism and Responses to Terrorism - Global Terrorism Database (START-GTD) grant. Subcontractor for University of Maryland. $250,000.

RESEARCH AND PUBLICATIONS

2022 Cahan, L.O.S., Tin, D., Markovic, V., Ciottone, R., Issa, F., Kane, A.E.D., Hart, A., Weiner, D.L., and Ciottone, G.R. Pediatric Casualties in Terrorist Attacks; A Semi-Quantitative Analysis of Global Events. (*Submitted for publication*).

2022 Tin, D., Galehan, J., Markovic, V. and Ciottone, G.R. Suicide Bombing Terrorism – CORRIGENDUM, *Prehospital and Disaster Medicine*. DOI: 10.1017/S1049023X22000176

2021 Markovic, V. Fighting a Losing Battle? Terrorism Financing in Nigeria and Somalia. *South African Journal of International Affairs*. DOI: 10.1080/10220461.2021.1924253

2019 Markovic, V. Suicide Squad: Boko Haram's Use of the Female Suicide Bomber. *Journal of Women and Crime: Special Terrorism Issue*. Vol. 29(4-5): 283-302. https://doi.org/10.1080/08974454.2019.1629153

2016 Gottschalk, P. & Markovic, V. Transnational Criminal Organizations (TCOs): The Case of Combating Criminal Biker Gangs. *International Journal of Criminal Justice Sciences (IJCJS)*. Vol. 11(1): 30-44. https://www.sascv.org/ijcjs/pdfs/gottschalk&markovicijcjs2016vol11issue1.pdf

2016 Markovic, V. Terrorism and the Female Suicide Bomber. In S. Sharp, S. Marcus-Mendoza, K. Cameron, E.S. Daniel-Roberson (eds.), *Across the Spectrum of Women and Crime: Theories, Offending, and the Criminal Justice System*. Carolina Academic Press: Durham, NC.

2013 Markovic, V. Financing Terrorism. In U. Gurbuz (ed.) *Capacity Building in the Fight Against Terrorism.* NATO Science for Peace and Security Studies Series, E: Human and Societal Dynamics, vol. 112, 74-81.

2013 Markovic, V. Suicide Terrorism: The Special Case of the Suicide Bomber. In U. Gurbuz (ed.) *Future Trends and New Approaches in Defeating the Terrorism Threat.* NATO Science for Peace and Security Studies Series, E: Human and Societal Dynamics, vol. 111, 31-36.

2012 Markovic, V. & R. Ward. Terrorism and Organized Crime. In A. Duyan (eds.), *Defence Against Terrorism: Different Dimensions and Trends of an Emerging Threat*. NATO Science for Peace and Security Series, E: Human and Social Dynamics, vol. 96, 60-74.

2011 Markovic, V. The Nexus between Terrorism and Organized Crime. In A. Duyan, M. Kibaroglu (eds.), *Defence Against Terrorism* NATO Science for Peace and Security Series, E: Human and Social Dynamics, vol. 84, 55-66.

2009 Markovic, V. Crime and Punishment in Serbia: A Country Profile. *International Journal of Comparative and Applied Criminal Justice,* 33(2), 349-364.

Other Journals/Articles:

2021 Markovic, V., Skubic, K. "Combatting Misinformation Online, One Meme at a Time." *Parents with Preparedness*, Summer 2021 Issue. https://magazine.pwporg.org/combating-misinformation-online-one-meme-at-a-time-by-dr-vesna-markovic-and-kimberley-m-skubic/

2019 Markovic, V. Joaquin Guzman Loera "El Chapo". In P. Reichel (ed.), *Global Crime: An Encyclopedia of Cyber Theft, Weapons Sales, and Other Illegal Activities*, ABC-CLIO: Santa Barbara, CA.

2019 Markovic, V. Suicide Bombings. In P. Reichel (ed.), *Global Crime: An Encyclopedia of Cyber Theft, Weapons Sales, and Other Illegal Activities*, ABC-CLIO: Santa Barbara, CA.

2019 Markovic, V. & Gray. K.E. Terrorism, Vehicle Ramming Attacks. In P. Reichel (ed.), *Global Crime: An Encyclopedia of Cyber Theft, Weapons Sales, and Other Illegal Activities*, ABC-CLIO: Santa Barbara, CA.

2017 Markovic, V. & Gray, K.E. Revenge of Zarqawi: The Islamic State Attacks in Iran, *E-International Relations*, online, July 21, 2017.

2017 Markovic, V. Infants: The New Terrorist Weapon? *Forbes Magazine*, op-ed, April 10, 2017.

2016 Markovic, V. Crime and Punishment in Serbia. In W. Jennings (ed.), *The Encyclopedia of Crime and Punishment*. Wiley-Blackwell: Hoboken, NJ.

2015 Markovic, V. *Terrorism and the Possible Threats to Critical Infrastructure*. Paper for the Public Security Forum. Yeosu, South Korea.

2014 Patino, J., Markovic, V., & Pariso, C. Mexican Drug Trafficking Organizations: Assessing Their Criminal Activities and Presence inside the United States. Congressional Research Service (CRS) Final report for Contract CRS #13-06.

2014 Markovic, V. Drug Trafficking. In J. Albanese (ed.), *The Encyclopedia of Criminology and Criminal Justice*. Wiley-Blackwell: Hoboken, NJ.

2013 Markovic, V. Chapter 6: The Contemporary Face of Transnational Criminal Organizations and the Threat They Pose to U.S. National Interest: A Global Perspective. In B. Riley, K. Kiernan (eds.), *The "New" Face of Transnational Crime Organizations (TCOs): A Geopolitical Perspective and Implications to U.S. National Security*. Department of Defense and Joint Chiefs of Staff White Paper, March, 2013, 106-115.

2010 Markovic, V. Croatia: A Country Profile. In M.F. Aebi, V. Jaquier, & G.R. Newman (eds.), *Crime and Punishment around the World*. ABC CLIO: Santa Barbara, CA.

2007 Markovic, V. Criminal Trafficking and Trade in Counterfeit Consumer Products. In F. Shanty (eds.), *Organized Crime: An International Encyclopedia*. ABC-CLIO: Santa Barbara, CA.

2007 Markovic, V. Product Counterfeiting Operations of Organized Criminal Groups. In F. Shanty (eds.), *Organized Crime: An International Encyclopedia*. ABC-CLIO: Santa Barbara, CA.

2000 Markovic, V. Maximum Security Prisons: A Comparative Analysis. *Crime and Justice International*. Office of International Criminal Justice.

1999 Markovic, V. Behavior Modification in the Supermax Environment: Tamms Correctional Center. *The Keeper's Voice.* 20(2), International Association of Correctional Officers.

1995 Markovic, V. Pregnant Woman in Prison: A Correctional Dilemma. *The Keeper's Voice.* 16(3), International Association of Correctional Officers.

Other Reports and Publications:

2007 Markovic, V. Series of White Papers on the Nexus Between Organized Crime and Terrorism. Cigarette Smuggling, April 2007; Counterfeiting, April 2007; Posted on the Institute for the Study of Violent Groups (ISVG) SIG on the FBI's Law Enforcement Online (LEO) network.

1996 Lindberg, R. and Markovic, V. Organized Crime Outlook in the New Russia. <http://search-international.com/Artcles/crime/russiacrime.htm>

Podcast and TedX:

2022 Markovic, V., Skubic, K. "How2INFORM" *Teachers' Classroom Podcast*, https://www.spreaker.com/user/teachillinois/how2inform

2021 Markovic, V. "The Connecticut Hall of Change: Honoring Human Growth and Contributions to the Community." TedX Lewis University, April 16, 2021. https://www.youtube.com/watch?v=zvKfHRePkaI&t=2s

CONFERENCE PRESENTATIONS AND TRAINING COURSES

2022 Markovic, V. Skubic, K. "How2INFORM: Combating Misinformation Online." Directions Conference, O'Fallon, IL.

2022 Markovic, V. *Suicide Terrorism, The Female Suicide Bomber*. Invited presentation at the NATO Center of Excellence – Defense Against Terrorism Course, Ankara, Turkey (Online).

2022 Markovic, V. Skubic, K. "How2INFORM: Combating Misinformation Online." SEL Hub ROE#8, Freeport, IL.

2022 Arslan, H., Markovic, V. "Bullets Targeting Faith: An Analysis of Mass Shootings Targeting Religious Institutions." Paper submitted for the annual meeting of the Academy of Criminal Justice Sciences (ACJS). Las Vegas, NV.

2022 Markovic, V., Skubic, K. "How2INFORM: Combating Misinformation Online." West40 Training to SEL Hub Coaches, Springfield, IL.

2022 Markovic, V. *Financing Suicide Bombings*. Invited presentation at the NATO Center of Excellence – Defense Against Terrorism, Defense Against Suicide Bombing Course, Ankara, Turkey. (Online).

2022 Markovic, V. International Counterterrorism Conference 2022- Panel Global Terror Financing: Strategies and Methodologies. Invited Keynote Global Counter-Terrorism Council (GCTC), Virtual Conference, Hyderabad, India.

2021 Markovic, V. *Financing Terrorism.*
Markovic, V. *Protecting the Cyber Domain from Terrorist Attacks.*
Markovic, V. *The Role of Women in Terrorism and Counterterrorism.*
Invited presentations at the NATO Defense Against Terrorism Mobile Education Training November 29-December 2, 2021, Kuwait City, Kuwait.

2021 Markovic, V. *Financing Terrorism and Cybercrime.* Invited presentation at the Polish National Police Academy Conference: The Cybercrime Landscape in the era of COVID-19, March 17, 2021, Szczytno, Poland (Online)

2021 Markovic, V. *The Special Case of the Female Suicide Bombers*.
Markovic, V. *Financing Suicide Bombings*. Invited presentation at the NATO Center of Excellence – Defense Against Terrorism, Defense Against Suicide Bombing Course, Ankara, Turkey. (Online)

2020 Markovic, V. *Growing Nexus of International Terrorism and Organized Crime: Scope of the issue*. Invited Panelist Global Counter-Terrorism Council (GCTC), Virtual Conference, Hyderabad, India.

2020 Markovic, V. *Drone Operations and Current Threat Brief*. Invited presentation at Chicago Police Department Headquarters. 2-hour training for Terrorism Liaison Officers (TLOs) training.

2020 Jenkins, M. and Markovic, V. *Restorative Justice: From Theory to Practice.* Lewis University Arts and Ideas. Online due to pandemic.

2020 Markovic, V. *Changes and Evolution of Counter Terrorism Strategies since 9/11 till COVID-19 Era.* Invited Panelist Global Counter-Terrorism Council (GCTC), Virtual Conference, Hyderabad, India.

2020 Arlsan, H.T., Markovic, V. *Bullets Targeting Faith: An Analysis of Mass Shootings against Religious Institutions*. Paper submitted for the annual meeting of the Academy of Criminal Justice Sciences (ACJS). San Antonio, TX. (Conference cancelled due to COVID 19 pandemic)

2019 Markovic, V. *Trends in Terrorism: Female Suicide Bombers, Vehicular Attacks, and Mass Shootings*. Invited presentation at Chicago Police Department Headquarters to their Terrorism Liaison Officers (TLOs) training.

2019 Markovic, V. *The Special Case of the Female Suicide Bombers*.
Markovic, V. *Financing Suicide Bombings*. Invited presentation at the NATO Center of Excellence – Defense Against Terrorism, Defense Against Suicide Bombing Course, Ankara, Turkey.

2019 Markovic, V. *Trends in Suicide Bombing: Boko Haram's Use of Women and Girls as Suicide Bombers.* Paper presented at the annual meeting of the Academy of Criminal Justice Sciences (ACJS). Baltimore, MD.

2019 Markovic, V. *Trends in Terrorism.* Panel Moderator and Presenter "Future Trends in Transnational Crime" at the annual meeting of the Academy of Criminal Justice Sciences (ACJS). Baltimore, MD.

2018 Markovic, V. *The Special Case of the Female Suicide Bombers*.
Markovic, V. *Financing Suicide Bombings*. Invited presentation at the NATO Center of Excellence – Defense Against Terrorism, Defense Against Suicide Bombing Course, Ankara, Turkey.

2018 Markovic, V. and K. Gray. *Assault by Motor Vehicles: The Evolving Nature of Terror Attacks*. Paper presented at the annual meeting of the Academy of Criminal Justice Sciences (ACJS). New Orleans, LA.

2017 DeCarlo, J. and V. Markovic. *Performance Enhancement in Policing*. Paper presented at the annual meeting of the Academy of Criminal Justice Sciences (ACJS). Kansas City, MO.

2017 Markovic, V. *The Special Case of the Female Suicide Bombers*.
Markovic, V. *Financing Suicide Bombings*. Invited presentation at the NATO Center of Excellence – Defense Against Terrorism, Defense Against Suicide Bombing Course, Ankara, Turkey.

2016 Markovic, V. *Financing Terrorism*. Invited lecture at the Making Waves Against Financial Fraud Conference. International Association of Financial Crimes Investigators, Ft. Lauderdale, FL.

2016 Markovic, V. *Suicide Bombings: An Overview of Tactics and Trends*. Invited lecture at the Hybrid Targeted Violence Seminar sponsored by UConn P.D., Yale P.D., and the FBI. Yale West Campus.

2016 Markovic, V. *Globalization and the Impacts on Terrorism*. Invited lecture to Freshman Human Geography Course, Lane Tech College Prep School, Chicago, IL.

2016 Markovic, V. *The Special Case of the Female Suicide Bomber*.
Markovic, V. *Boko Haram: A Case Study*. Invited presentation at the NATO Center of Excellence – Defense Against Terrorism, Defense Against Suicide Bombing Course, Ankara, Turkey.

2015 Markovic, V. *Terrorism and the Possible Threats to Critical Infrastructure*. Invited presentation to professionals in the field at the Public Security Forum in Yeosu, South Korea.

2015 Markovic, V. *Female Suicide Bombers*. Invited presentation to the Society of F.B.I. Alumni Connecticut Chapter Meeting, New Haven, CT. June 20, 2015.

2015 Markovic, V. *Suicide Bombings, Terrorism Networks, and Financing Terrorism.* Invited presentation to the Dutch National Police Academy, Apeldoorn, Netherlands.

2015 Markovic, V. *Analysis, Policy, and Financing Terrorism* (as well as 3 other lectures). Invited lectures at International Week for Security Management students at Saxion University, Apeldoorn, Netherlands.

2015 Markovic, V. *Lethal Weapon*: *The Increasing Threat Posed by Boko Haram in West Africa*. Paper presented at the annual meeting of the Academy of Criminal Justice Sciences (ACJS). Orlando, FL.

2014 Markovic, V. *Boko Haram*. Presentation to Ph.D. students at UNH for a research colloquium.

2014 Markovic, V. *Female Suicide Bombers*.
Markovic, V. *Financing Suicide Bombings*. Invited presentation at the NATO Center of Excellence – Defense Against Terrorism, Defense Against Suicide Bombing Course, Ankara, Turkey.

2013 Epperson, J. & V. Markovic. *Terrorism in Africa: The New Power Players.* Paper presented at the annual meeting of the Academy of Criminal Justice Sciences. Dallas, TX.

2013 Markovic, V. *Suicide Bombings: The Special Case of the Female Suicide Bomber*.
Markovic, V. *Financing Suicide Bombings*. Invited presentation at the NATO Center of Excellence – Defense Against Terrorism, Defense Against Suicide Bombing Course, Ankara, Turkey.

2012 Markovic, V. *Suicide Terrorism.* Invited presentation at the Polish National Police Training Center, Leginowo, Poland.

2012 Markovic, V. *Financing Terror.*
Markovic, V. *Organized Crime in South Asia*. Invited presentation at the NATO Center of Excellence – Defense Against Terrorism, Advanced Training Course (ATC) Defense Against Terrorism: Capacity Building in the Fight Against Terrorism Course, Bishkek, Kyrgyzstan.

2012 Markovic, V. *Root Causes and Motivation of Suicide Terrorism.*
Markovic, V. *The Demographic Profile of Suicide Bombers*. Invited presentation at the NATO Center of Excellence – Defense Against Terrorism, Defense Against Suicide Bombing Course, Ankara, Turkey.

2011 Markovic, V. *Financing Terror.*
Markovic, V. *Suicide Terrorism.* Invited presentation at the NATO Center of Excellence – Defense Against Terrorism, Advanced Training Course (ATC) Defense Against Terrorism: Future Trends and New Approaches in Defeating the Terrorism Threat Course, Algiers, Algeria.

2011 Markovic, V. *Financing Terror.*
Markovic, V. *Suicide Terrorism.* Invited presentation at the NATO Center of Excellence – Defense Against Terrorism, Advanced Training Course (ATC) Defense Against Terrorism Course, Bar, Montenegro.

2011 Markovic, V. *Root Causes and Motivation of Suicide Terrorism.*
Markovic, V. *The Demographic Profile of Suicide Bombers*. Invited presentation at the NATO Center of Excellence – Defense Against Terrorism, Defense Against Suicide Bombing Course, Ankara, Turkey.

2011 Markovic, V. *Female Suicide Bombers: Trends and the Threat*.
Markovic, V. *Financing Terror*. Invited presentation at the NATO Center of Excellence – Defense Against Terrorism, Defense Against Suicide Bombing Course, Ankara, Turkey.

2010 Markovic, V. *The Nexus between Organized Crime and Terrorism*.
Markovic, V. *Financing Terrorism*. Invited presentation at the NATO Center of Excellence – Defense Against Terrorism, Advanced Training Course (ATC) Defense Against Terrorism: Conceptual Approach in Combating Terrorism, Belgrade, Serbia.

2010 Markovic, V. *Terrorism, The Special Case of Suicide Bombers*. Invited Presentation at the Texas Commission on Law Enforcement Officers Standards and Education (TCLEOSE) High School Criminal Justice Instructor Training "Emerging Issues in Criminal Justice." Huntsville, TX.

2010 Markovic, V. *Suicide Bombings: The Special Case of Female Suicide Bombers*. Invited presentation at the Border and Homeland Security Conference, Texas A&M International University, Laredo, TX.

2010 Markovic, V. *Root Causes and Motivation of Suicide Terrorism*.
Markovic, V. *The Demographic Profile of Suicide Bombers*. Invited presentation at the NATO Center of Excellence – Defense Against Terrorism, Defense Against Suicide Bombing Course, Ankara, Turkey.

2010 Markovic, V. *Trends in Suicide Bombing*. Paper presented at the Homeland Security Conference at the University of Central Missouri, Warrensburg, MO.

2010 Markovic, V. *Suicide Terrorism*.
Markovic, V. *Terrorism and Organized Crime*. Invited presentation at the NATO Center of Excellence – Defense Against Terrorism, Advanced Training Course (ATC) Defense Against Terrorism Course, Amman, Jordan.

2009 Markovic, V. *Root Causes and Motivating Factors of Suicide Bombers*.
Markovic, V. *Profiles of Suicide Bombers*. Invited presentation at the NATO Center of Excellence – Defense Against Terrorism, Defense Against Suicide Bombing Course, Ankara, Turkey.

2009 Markovic, V. *Suicide Bombers: Trends*. Criminal Justice Summer Camp, Sam Houston State University, Huntsville, TX.

2009 Markovic, V. *Drug Trafficking: The Threat to the U.S.* Invited presentation in a Security and the Future Course. Sam Houston State University, Huntsville, Texas.

2008 Markovic, V. *Female Suicide Bombers*.
Markovic, V. *Financing Suicide Terrorism.* Invited presentation at the NATO Center of Excellence – Defense Against Terrorism, Defense Against Suicide Bombing Course, Ankara, Turkey.

2008 Markovic, V. *Suicide Bombings: The Evolution of a Terrorist Tactic and Current Trends*. Paper presented at the annual meeting of the Academy of Criminal Justice Sciences. Cincinnati, OH.

2007 Markovic, V. *Terrorism and Homeland Security*. Invited Presentation at the TCLEOSE High School Criminal Justice Instructor Training "Emerging Issues in Criminal Justice." Huntsville, TX.

2007 Markovic, V. *Issues in Quality Control in Data Collection and Data Management for the ISVG Relational Database.*
Markovic, V. *Dying for a Cause: The Trend in Female Suicide Bombings*. Invited presentation at the Turkish National Police, 2nd Istanbul Conference on Democracy and Global Security, Istanbul, Turkey.

2007 Markovic, V. *Female Suicide Terrorism: An Examination of Motivational Factors*. Paper presented at the annual meeting of the Academy of Criminal Justice Sciences. Seattle, WA.

2007 Markovic, V. *Terrorism: Present and Future Trends*. Invited presentation at the Aviation Technicians and Inspector Authorization Training Symposium, El Paso, Texas.

2007 Markovic, V. *Female Suicide Terrorism: Trends*. Invited presentation at the El Paso Intelligence Center (EPIC), El Paso, TX.

2006 Markovic, V. *Criminal Intelligence.* Invited presentation at the Public Security Bureau, Wuhan, China.

2006 Markovic, V. *Nexus between Organized Crime and Terrorism.* Invited presentation at the Chinese People's Public Security University, Beijing, China.

2006 Markovic, V. *Criminal Intelligence.* Invited presentation at the Chinese People's Public Security University, Beijing, China.

2006 Markovic, V. *Issues in Terrorism and Homeland Security*. Invited presentation at the annual meeting of Financial Women International (FWI). Corpus Christi, TX.

2005 Markovic, V. *Economy of Terror: Use of Organized Crime Tactics to Fund Terrorist Groups*. Paper presented at the annual meeting of the American Society of Criminology. Toronto, Canada.

2005 Markovic, V. *Terrorist Financing, Terrorism and the Impact on the Economy*. Invited Presentation, Security and the Future Course, Sam Houston State University, Huntsville, TX.

2005 Markovic, V. *Infiltration of Business, Extortion and Racketeering*. Invited Presentation, Organized Crime Seminar, Sam Houston State University, Huntsville, TX.

2005 Markovic, V. *Transnational Organized Crime*. Invited Presentation, Organized Crime Course, Sam Houston State University, Huntsville, TX.

2004 Markovic, V. *Women's Role in Islam and the Trend in Female Suicide Bombings*. Paper presented at the annual meeting of the Southwestern Association of Criminal Justice. Houston, TX.

2004 Markovic, V. *The Cost of National Security: Freedom v. Security*. Paper presented at the annual meeting of the Southwestern Association of Criminal Justice. Houston, TX.

1999 Markovic, V. *Russian Prisons*. Invited Presentation, Ph.D. Seminar on Prisons, Sam Houston State University, Huntsville, TX.

1999 Markovic, V. *Russian Criminal Justice System*. Invited Presentation, Comparative Criminal Justice Systems Course, Sam Houston State University, Huntsville, TX.

PROFESSIONAL CONTINUING EDUCATION, TRAINING, AND SEMINARS

2020 United Nations Office on Drugs and Crimes (UNODC) Online training "Stakeholder Engagement for the Implementation of the UN Convention against Transnational Organized Crime." July 21-24, 2020.

2020 REMOTE: The Connected Faculty Summit. Online pedagogy training provided by Arizona State University.

2005 Gangs: The American Evolution – 2 hrs. Correctional Management Institute of Texas, CMIT, Huntsville, TX.

2004 Developing Law Enforcement Collaboration to Support Interdiction of Weapons of Mass Destruction Seminar. Course No. 3816, Huntsville, TX.

2003 Police and Criminal Justice Systems in Spain, Generalitat de Catalunya, Escola de Policia de Catalunya, Barcelona, Spain.

2001 Law and Justice Study, Havana, Cuba.

ORGANIZATIONS/SERVICE & AWARDS

2020 The International Human Relations Council and The Chicago Commission on Human Relations Award for work during the corona pandemic. Work done through the Andrew Holmes Foundation.

2020-present Board Member, College of DuPage Homeland Security Training Institute – Justice Studies Advisory Board.

2018-2019 Member, College of Arts and Sciences Faculty Affairs Committee (FAC), Lewis University.

2019 Drug Enforcement Administration (DEA) Award for Public Service, Chicago Office.

2019-2021 Chair – International Section of the Academy of Criminal Justice Sciences (ACJS).
2017-2019 Vice Chair – International Section of the Academy of Criminal Justice Sciences (ACJS).

2015-2017 ACJS International Section – Elected as executive board member.

2012-present Academy of Criminal Justice Sciences (ACJS) member, International Section Member
Topic Chair ACJS 2022 Las Vegas
Member Membership Committee
Topic Co-chair ACJS 2019 Baltimore
Homeland Security, Terrorism and Transnational Crime Section
Chair – Graduate Student Paper Committee, 2015 and 2016
Chair – Gerhard O.W. Mueller Award Committee, 2017 and 2018

2018-present Member – Midwestern Criminal Justice Association

2016-present Editor – *Criminology around the World* section in *The Criminologist*, publication for The American Society of Criminology (ASC)

2012-present Editorial Board member for Peer-Reviewed Internal Security Journal.

2016-2019 FBI Citizens Academy Alumni Association – New Haven and Chicago, Advisor to the Board in New Haven, Member in Chicago. Jan 2019-May 2019, member of FBI National Citizens Academy Alumni Association National Human Trafficking Committee

2017 Outstanding Humanitarian Award – United States Attorney's Office District of Connecticut.

2017-2018 Member – Northeastern Association of Criminal Justice Sciences (NEACJS). Committee member for membership awards 2018.

Fall 2017	Faculty Senate. Elected as Senator. University of New Haven.
2014-2017	University of New Haven Library Committee. Served as Chair and Secretary in 2015.
2014&15	SHEroes: Women of Excellence Award, University of New Haven, 2014 Women's History Month Planning Committee (nominated by students)
2016	ACJS Publications Committee – Appointed member of the committee by ACJS Pres.
2013	ACJS International Section – Selected to serve as member of the Outstanding Graduate Student Paper Award Committee 2014
2013	Faculty Co-Advisor for Alpha Phi Sigma, National Criminal Justice Honors Society, Alpha Tau – University of New Haven Chapter.
2012-14	University of New Haven Intellectual Property Committee. Served as secretary of the committee in 2012.

KIMBERLEY M. SKUBIC

EDUCATION

M.S., Criminal Justice, Lewis University (2021)

- 3.94 GPA; Alpha Phi Sigma, Pi Epsilon Theta

B.A., English, North Central College & Queen's University Belfast (1998)

- Co-Editor North Central Review (1997-98)

EXPERIENCE

2021-present Lewis University

How2INFORM (H2i) Instructor; Team Lead

- Co-present H2i methodology & training to educators statewide and online.
- Partnered with Lewis U's Center for Community Research and Education (CCRE), West40, Safe2Help Illinois, Teach Illinois, etc., to provide free access to media literacy training & tools to educators, SEL coaches, IL School Psychologists, etc.
- Co-authored "Combating Misinformation: One Meme at a Time" for *Parents with Preparedness Magazine.*
- Create social media posts to drive program interest and content for *H2i.info* website, which has received 44,300+ site visits (May 2022).
- Awarded $5,000 in DHS sustainment funding for H2i.
- Co-developed the H2i methodology and training program for educators.
- Led a team of Lewis University undergraduate & graduate students in the McCain Institute's Invent2Prevent Competition to develop a media literacy initiative to prevent targeted violence and terrorism with a $2,000 budget.

2018-present Without Warning

Cold Case Investigative Researcher

- Investigate unsolved crimes and suspicious deaths.
- Examine police reports, crime scene reports, crime lab reports, medical records, written statements, affidavits, audio/video recordings, phone records, maps, court records, photos, citations, petitions, etc. to uncover pertinent information for the case, probable cause, evidence of crimes committed, witnesses needed, etc.
- Prepare detailed information/reports to assist cases.
- Regularly collaborate with private investigators, criminal defense attorneys, former law enforcement, specialists, etc. to discuss and analyze case material.
- Interview witnesses when needed.
- Visit crime scenes to obtain photos/audio representations when possible.
- Advocate for victims' and survivors' families/loved ones.

2011-present Firefighter/Paramedic Christopher D. Wheatley Memorial Foundation
Director

Founded in honor of Chicago FF/PM Wheatley, the 501c3 awards scholarships to students committed to bettering communities in ideology and actions.

- Coordinate scholarship program and distribution efforts.
- Partnered with Romeoville Fire Academy, Lemont High School, University of Illinois at Chicago Medical School, and Chicago Fire Department's Gold Badge Society to grant over $210,000 in scholarships to approximately 130 students (May 2022).
- Manage and maintain correspondence, files, expenses, donations received, and product sales.
- Prepare annual report for the state of Illinois.
- Planned, organized, and hosted various fundraising campaigns, including in-person events/raffles for 350+ attendees raising $20,000+ at singular events.

2004–2012 *DAC Associates, 6 Chicagoland locations*
All-Clad Service/Display Specialist

2000-2004 *Crate & Barrel, Northbrook, IL*
Assistant Editor (Catalogue); Catalogue Production Coordinator

1999-2000 *Alternative Resources Corporation (ARC), Barrington, IL*
Technology Deployment Coordinator

1998-1999 *Commerce Clearing House (CCH) Incorporated, Riverwoods, IL*
Production Specialist

PUBLICATIONS & PODCASTS

2021 Markovic, V. & Skubic, K. "Combating Misinformation, One Meme at a Time." Parents with Preparedness Magazine, Edition 4(1): 18-19. https://pwpassets.s3.us-east-2.amazonaws.com/pwpmagazine/PWP+Magazine+Issue+Four.pdf

2021 Weld, M. "Teachers' Classroom: Episode 54: How2INFORM with Dr. Vesna Markovic & Kimberley Skubic." *Teachers' Classroom Podcast,* 17 March 2021. https://www.spreaker.com/user/teachillinois/how2inform

'Verify before you Amplify' is the catchphrase of How2Inform, a website dedicated to teaching students about misinformation, disinformation, and malinformation on social media and the Internet in general. Dr. Vesna Markovic and Kimberley Skubic, both with backgrounds in criminal justice, talk with host Matt Weld about their program.

2021 Skubic, K. "Glad You Masked" *Windows Magazine*, vol. 41(1): 41. https://www.lewisu.edu/publications/windowsmagazines/2021/Windows%20Magazine%202021.pdf

1995-98 Selected pieces have appeared in *North Central Review, Night Roses, and the Union League Civic & Arts Foundation: Young Adult Short Story Competition 1995-1996*

ACTIVITIES & AWARDS

Department of Homeland Security (DHS) Invent2Prevent (I2P) Scholarship

Alpha Phi Sigma, the National Criminal Justice Honor Society

Pi Theta Epsilon

National Society of Leadership and Success

Windows Fine Arts Magazine: Second Place: Digital Art: Special Category "Covid-19"

CSI Virtual Forensic Science Camp, *Dr. Henry C. Lee Forensic Science Institute*

Naperville Citizen Police Academy

Modern Day Investigations Conference

(2) Excellence in Action Awards, *CCH Inc.*

President's List, *NCC*

"Make a Difference" Scholarship

Linda Holmes Scholarship

Vulcan Materials Company Scholarship

VOLUNTEER EXPERIENCE

2011-present Gold Badge Society (GBS)

2011-present National Fallen Firefighters Foundation (NFFF)

2011-present International Association of Fallen Firefighters (IAFF)

2009-present Illinois Animal Rescue (IAR)

2009-present Second Time Around Animal Rescue (STAAR)

2007-present Adopt-a-Pet (AAP), Mount Prospect, IL

MEMORANDUM OF UNDERSTANDING

between

Lewis University
One University Parkway
Romeoville, IL 60446

AND

Kimberley M. Skubic

on

"How2INFORM: Combating Misinformation Through Media Literacy"

This Memorandum of Understanding (MOU) is made between Kimberley M. Skubic ("Individual"), a consultant located in Naperville, Illinois and Lewis University, a Private Higher Education Institution and 501c3 located in Romeoville, Illinois, USA. [Institution] and Lewis University are each a "Party" and together are referred to as the "Parties".

Purpose

The purpose of this MOU is to state the intentions of the parties in undertaking a collaboration in the programming in conjunction with the potential Targeted Violence and Terrorism Prevention Grant to be submitted by Lewis University. The Parties have common interests and will cooperate in performing the activities stated below.

Types of Cooperative Activities

The scope of collaboration on research activities to be pursued through this MOU includes the following [select those that apply]:

1. Exchange of academic materials which are made available by both parties.
2. Cooperative symposia, seminars, workshops and conferences.

Specific Research Activities

Activities: Create H2i Educators' Toolkits in compliance with state requirements and educators' needs, provide H2i training to educators within the state of Illinois and online, maintain relevancy of information and resources for H2i materials and H2i.info, grant reporting

Funding

The Parties intend to support the specific research activities stated above in the amount of $50,760 USD. The payment terms and schedule will be stated in a later, formal agreement. Until the Parties enter into a formal agreement, each Party will bear its own costs.

MOU is Non-binding

This MOU is not intended by the Parties to be legally binding. Any binding obligations will be the subject of later, definitive agreements negotiated between the Parties. Nothing in this MOU is intended to create a legal partnership or joint venture or is intended to create any new academic programs.

Formal Agreement

The Parties' intentions expressed in this MOU will be the subject of a future definitive agreement, which will contain detailed provisions stating the Parties' rights and obligations including:

a. Detailed statement of work.
b. Milestones and schedule for deliverables.
c. Funding arrangements, including allocation of funds both domestically and internationally as required.
d. Intellectual property arrangements.
e. Exchange of materials, data, and software.
f. Disclosure of confidential information.
g. Compliance with laws and regulations, including those applicable to human and animal subjects in research, disclosures of conflicts of interest, and export controls.
h. Roles and responsibility in administering and managing the project.

Publicity and Use of Names and Trademarks

Nothing in this MOU authorizes a Party to use the name of the other Party or its employees in any advertisement, press release, or publicity with reference to this MOU or any product or service resulting from activities contemplated by this MOU, without prior written approval of an authorized representative of the other Party. The Parties acknowledge that by entering into this MOU Lewis is neither stating nor implying that it has tested, endorsed or approval any product, service or company.

Nothing in this Article is intended to restrict either Party from disclosing the existence of any nature of this MOU or from including the existence of and nature of this MOU in the routine reporting of its activities.

General Terms

1. This MOU is effective from the date when both parties have signed it ("Effective Date").

2. This MOU shall remain in force for a period of five (5) years from the Effective Date. Either Party may terminate the MOU by providing at 60 days' advance written notice to the other Party. Termination or expiration of this MOU does not automatically terminate any separate agreement between the Parties related to the subject matter of this MOU.
3. The MOU may be amended or extended by mutual consent in writing signed by authorized representatives of the Parties.
4. Each party is liable for its own acts and omissions under this MOU, which, for the prevention of doubt, does not include any liability based on the acts or omissions of a third party.
5. Confidential information shall be exchanged only under the terms of a separate agreement, whether a non-disclosure agreement, sponsored research agreement, material transfer agreement, or data use agreement. No confidential information shall be disclosed pursuant to this MOU.
6. No export-controlled information shall be disclosed pursuant to this MOU.
7. This MOU is written in English and [language]. In the event of a discrepancy between the English and [language] version of this MOU, the English version will prevail.
8. This MOU may be executed in counterparts, which taken together will constitute one document.

Notices

Each Party must provide all required notices under this MOU in writing to the addresses set forth below or such other addresses designated by the receiving Party:

For Consultant: Kimberley M. Skubic
(b)(6)
(b)(6)

For Lewis University: Dr. Vesna Markovic
Chair, Professor
Justice, Law and Public Safety Studies
Lewis University
One University Parkway
(b)(6)

With copy to: William L. Siler, Ph.D.
Director, Office of Sponsored Programs
Authorized Organization Representative
Lewis University
One University Parkway
(b)(6)

Signed for and on behalf of

Lewis University
by its authorized representative:

(b)(6)

Signature

William L. Siler, Ph.D.
Name

Director, Office of Sponsored Programs
Title

Date [Partner Institution]
by its authorized representative:

(b)(6)

Signature

Kimberley M. Skubic
Name

Consultant
Title

May 17, 2022
Date

May 3, 2022

Department of Homeland Security
Center for Prevention Programs and Partnerships
Targeted Violence and Terrorism Prevention Grant Program

Dear Targeted Violence and Terrorism Prevention Proposal Review Committee,

I am writing in support of Dr. Vesna Markovic and Kimberley Skubic's grant proposal regarding their program How2Inform. If the proposal is selected for funding by the DHS TVTP grant program, it is our intent to support the proposed project as described in the project narrative and the implementation plan. West40 Intermediate Service Center (ISC) covers West Cook County and is comprised of 41 school districts, serving upwards of 100,000 students. West40 coaches, working with South and North Cook coaches, serve a combined total of 146 districts and upwards of 386,000 students throughout Cook County. In addition, Dr. Mark Klaisner, Executive Director of West40, serves as president of IARSS. This position allows West40 to reach and work directly with all 38 Regional Offices of Education and three Intermediate Service Centers in Illinois. This relationship allows us to facilitate and disseminate initiatives, resources, and information to support and serve all schoolchildren in every county in Illinois.

Additionally, West40 coordinates seven Social Emotional Learning Hubs throughout the state of Illinois covering all areas and regions. Dr. Markovic and Ms. Skubic have presented How2Inform to the 30 SEL coaches that support each Hub as well as all schools throughout the state. West40 coaches are looking forward to working with Dr. Markovic and Ms. Skubic to provide professional development within this content, coupled with Professional Development Hours (PDHs) and Continuing Education Units (CEUs), that will be available to all school stakeholders.

West40 ISC, along with the seven Social-Emotional-Learning Hubs, will work in tandem with Dr. Markovic and Ms. Skubic on facilitating and supporting How2Inform across Cook County and throughout all counties in the State of Illinois. As West40 continues to work with educators, school resource officers, administrators, and with the addition of media literacy instruction under Illinois House Bill 234, we know that this information is timely and will be well received and sought after.

Finally, we are pleased that Dr. Markovic and Ms. Skubic are scheduled to present at our Inaugural West40 SEL Conference on June 22, 2022 that will support educators around Cook County. We are looking to start the summer with meaningful training that our coaches can continue to support throughout the school year. We anticipate over 100 attendees at our event, comprised of educators, administrators, school resource officers, librarians, paraprofessionals, and other stakeholders.

We are very enthusiastic about the work of Dr. Vesna Markovic and Kimberley Skubic and look forward to supporting their endeavor.

Respectfully,

(b)(6)

Nicole Pieranunzi
Director of Special Education Services
West 40 ISC

(b)(6)

ILLINOIS EMERGENCY MANAGEMENT AGENCY

JB Pritzker
Governor

Alicia Tate-Nadeau
Director

April 20, 2021

To Whom It May Concern,

The Safe2Help Illinois school safety program fully supports the efforts of Lewis University's ***How 2 Inform*** initiative. This letter is to designate our intent to incorporate **How 2 Inform** as a supplemental component within our educational resources available to the school districts across the State of Illinois participating in the pilot phase of the program.

Safe2Help Illinois is a 24/7 program where students can use a free app, text/phone, website (Safe2HelpIllinois.com) and other social media platforms to report school safety issues in a confidential environment. Once vetted, the tips will immediately be shared with local school officials, mental health professionals and/or local law enforcement, depending on the nature of the tip. The program also will help local officials by connecting them with mental health resources or other appropriate resources to intervene and help students before they harm themselves or others.

As indicated previously, the State of Illinois is in the pilot phase (pre-statewide launch) of the statewide Safe2Help Illinois program. Eighteen school districts, representing nearly 50 schools in Illinois are participating in the pilot. Program staff with Safe2Help Illinois will partner with Lewis University to disseminate the ***How 2 Inform*** educational material among all pilot school districts and support the establishment of a focus group of schools to provide feedback on the future development of the program.

If you have any questions or need additional information, please email me at Donald.Kauerauf2@illinois.gov.

Sincerely,

(b)(6)

Donald Kauerauf
Chair, Illinois Terrorism Task Force
Illinois Emergency Management Agency

Illinois Area 5
Regional Offices of Education
Social-Emotional Learning Hub

Regional Office of Education #40
225 E. Nicholas St., Carlinville, IL 62626
Ryan Wamser, Grant Director
Matt Weld, SEL Coach

April 22, 2022

Department of Homeland Security
Center for Prevention Programs and Partnerships
Targeted Violence and Terrorism Prevention Grant Program

Dear Targeted Violence and Terrorism Prevention Proposal Review Committee,

Initiatives such as the **How2Inform** website and resources are vital to reaching our students how to intelligently consume media. With the advent of IL House Bill 234, every public high school must include a unit of instruction on media literacy starting in the 22-23 school year. Teachers and schools will be looking for information, and we feel that How2Inform is a valuable resource for both students and educators. The Illinois Regional Offices of Education in Area 5 wholeheartedly support **Dr. Vesna Markovic and Kimberley Skubic**'s grant proposal regarding their program How2Inform.

If the proposal is selected for funding by the DHS TVTP grant program, it is our intent to support the proposed project as described in the project narrative and the implementation plan by spreading of knowledge about the How2Inform program both within our region and throughout the State of Illinois. Our five offices are continually looking for presenters to enhance our communities of practice. In the last 6 months, our offices have reached over 2,800 educators in our live and virtual training opportunities.

The Area 5 SEL Hub of Illinois comprises 5 Regional Offices of Education whose territory includes 13 counties and 7,688 full-time teachers in Southwestern Illinois. Dr. Markovic and Ms. Skubic are scheduled to present at our annual New Directions in Education Conference on June 8, 2022 where we generally have an attendance of 275 local and regional educators. In addition, they have been guests on The Teachers' Classroom podcast where their episode has been downloaded 32 times. Finally, we are pleased to be hosting an asynchronous learning opportunity for Illinois educators to earn Professional Development hours on the TeachIllinois platform featuring the How2Inform website and resources. By the end of the summer, we expect to have awarded over 150 professional development hours with this content.

We are very enthusiastic about the work of Dr. Markovic and Kimberley Skubic and look forward to supporting their endeavor.

Respectfully,

(b)(6)

Matthew D. Weld
ROE #40 SEL Coach,
Director of TeachIllinois & The Directions Conference

COLLEGES AND UNIVERSITIES RATE AGREEMENT

EIN: (b)(6)

ORGANIZATION:
Lewis University
One University Parkway
Romeoville, IL 60446-2200

DATE: 06/25/2018

FILING REF.: The preceding agreement was dated 08/19/2015

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

SECTION I: Facilities And Administrative Cost Rates

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

EFFECTIVE PERIOD

TYPE	FROM	TO	RATE(%)	LOCATION	APPLICABLE TO
PRED.	07/01/2015	06/30/2018	42.00	On Site	All Programs
PRED.	07/01/2015	06/30/2018	19.60	Off Site	All Programs
PRED.	07/01/2018	06/30/2022	42.00	On Site	All Programs
PRED.	07/01/2018	06/30/2022	19.60	Off Site	All Programs
PROV.	07/01/2022	Until Amended			Use same rates and conditions as those cited for fiscal year ending June 30, 2022.

*BASE

Total direct costs excluding capital expenditures (building, individual items of equipment; alterations and renovations), and that portion of each subaward in excess of $25,000.

SECTION II: SPECIAL REMARKS

TREATMENT OF FRINGE BENEFITS:

The fringe benefits are specifically identified to each employee and are charged individually as direct costs. The directly claimed fringe benefits are listed below.

TREATMENT OF PAID ABSENCES

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

Fringe Benefits: FICA, Medicare, Retirement - Defined Benefit, Health Insurance, Life Insurance, Workers Compensation, Unemployment Insurance, Flexible Spending Account, and Tuition Waivers.

Per 2 CFR 200.414(g) - A rate extension has been granted.

Next Proposal Due -

The next indirect cost proposal based on actual costs for fiscal year ending 06/30/2021 is due by 12/31/2021.

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

SECTION III: GENERAL

A. LIMITATIONS:

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

B. ACCOUNTING CHANGES:

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

C. FIXED RATES:

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

D. USE BY OTHER FEDERAL AGENCIES:

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

E. OTHER:

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

BY THE INSTITUTION:

(b)(6)

(SIGNATURE)

Paul Eisenmenger

(NAME)

AVP for Finance

(TITLE)

6/29/18

(DATE)

ON BEHALF OF THE FEDERAL GOVERNMENT:

DEPARTMENT OF HEALTH AND HUMAN SERVICES

(b)(6)

(SIGNATURE)

Arif Karim

(NAME)

Director, Cost Allocation Services

(TITLE)

6/25/2018

(DATE) 4039

HHS REPRESENTATIVE: Matthew Dito

Telephone: (b)(6)

EMW-2022-GR-APP-00064

Application Information

Application Number: EMW-2022-GR-APP-00064
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: Lewis University
Organization ID: 23976
Type: Private Institutions of Higher Education
Division:
Department:
EIN: (b)(6)
EIN Shared With Organizations:
DUNS: 069964104
DUNS 4:
Congressional District: Congressional District 03, IL

Physical Address

Address Line 1: One University Parkway
Address Line 2: Apt 503
City: Romeoville
State: Illinois
Province:
Zip: 60446-2200
Country: UNITED STATES

Mailing Address

Address Line 1: One University Parkway
Address Line 2: Apt 503
City: Romeoville
State: Illinois
Province:
Zip: 60446-2200
Country: UNITED STATES

SF-424 Information

Project Information

Project Title: How2INFORM: Combating Misinformation Through Media Literacy
Program/Project Congressional Districts: Congressional District 03, IL
Proposed Start Date: Sat Oct 01 00:00:00 GMT 2022
Proposed End Date: Mon Sep 30 00:00:00 GMT 2024
Areas Affected by Project (Cities, Counties, States, etc.): IL-all

Estimated Funding

Funding Source	Estimated Funding ($)
Federal Funding	$147707
Applicant Funding	$0
State Funding	$0
Local Funding	$0
Other Funding	$0
Program Income Funding	$0
Total Funding	$147707

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
Vesna Markovic	(b)(6)		Primary Contact
William Siler			Secondary Contact Authorized Official Signatory Authority

SF-424A

Budget Information for Non-Construction Programs

Grant Program: Targeted Violence and Terrorism Prevention Grant Program
CFDA Number: 97.132

Budget Object Class	Amount
Personnel	$37521
Fringe Benefits	$9737
Travel	$3562
Equipment	$0
Supplies	$2439
Contractual	$50760
Construction	$0
Other	$0
Indirect Charges	$43688
Non-Federal Resources	**Amount**
Applicant	$0
State	$0
Other	$0
Income	**Amount**
Program Income	$0

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

Direct Charges Explanation:
Indirect Charges explanation:

Forecasted Cash Needs (Optional)

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

Future Funding Periods (Years) (Optional)

First	Second	Third	Fourth
$	$	$	$

Remarks:

SF-424C

Budget Information for Construction Programs

Assurances for Non-Construction Programs

Form not applicable? false
Signatory Authority Name: William Siler
Signed Date: Tue May 17 00:00:00 GMT 2022
Signatory Authority Title: Director, Offifce of Sponsored Programs/AOR

Certification Regarding Lobbying

Form not applicable? false
Signatory Authority Name: William Siler
Signed Date: Tue May 17 00:00:00 GMT 2022
Signatory Authority Title: Director, Office of Sponsored Programs/AOR

Disclosure of Lobbying Activities

Form not applicable? true
Signatory Authority Name: William Siler
Signed Date: Tue May 17 21:58:55 GMT 2022
Signatory Authority Title:

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

Lewis University

* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE

Prefix: | * First Name: William | Middle Name: L.

* Last Name: Siler | Suffix: Ph.D.

* Title: Director, Office of Sponsored Programs

* SIGNATURE: William L Siler | * DATE: 05/16/2022