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

United States Esports Association

* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE

Prefix: Mr. * First Name: Eliot Middle Name:

* Last Name: Oreskovic Suffix:

* Title: Managing Director of Operations

* SIGNATURE: Eliot Oreskovic * DATE: 05/18/2022

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:
05/18/2022	

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

State Use Only:

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

8. APPLICANT INFORMATION:

* a. Legal Name: United States Esports Association

* b. Employer/Taxpayer Identification Number (EIN/TIN):	* c. UEI:
(b)(6)	YNA3Y5YCC4L5

d. Address:

* Street1:	100 N Howard Str
Street2:	Ste W
* City:	Spokane
County/Parish:	Spokane
* State:	WA: Washington
Province:	
* Country:	USA: UNITED STATES
* Zip / Postal Code:	99201-0508

e. Organizational Unit:

Department Name:	Division Name:

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

Prefix:	Mr.	* First Name:	Eliot
Middle Name:			
* Last Name:	Oreskovic		
Suffix:			

Title: Managing Director of Operations

Organizational Affiliation:
United States Esports Association

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

* Email: (b)(6)

Application for Federal Assistance SF-424

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

M: Nonprofit with 501C3 IRS Status (Other than Institution of Higher Education)

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

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

Department of Homeland Security - FEMA

11. Catalog of Federal Domestic Assistance Number:

97.132

CFDA Title:

Financial Assistance for Targeted Violence and Terrorism Prevention

*** 12. Funding Opportunity Number:**

DHS-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.):

1234-useatvtp22locations.pdf

Add Attachment | Delete Attachment | View Attachment

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

National Esports Honors Society: Building resilience among uniquely at-risk college students with a comprehensive OST as a national security priority

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 WA-5 * b. Program/Project IL-17

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

1236-useatvtp22congress.pdf 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	226,260.00
* b. Applicant	0.00
* c. State	0.00
* d. Local	0.00
* e. Other	0.00
* f. Program Income	0.00
* g. TOTAL	226,260.00

*** 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: Mr. * First Name: Eliot

Middle Name:

* Last Name: Oreskovic

Suffix:

* Title: Managing Director of Operations

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

* Email: (b)(6)

* Signature of Authorized Representative: Eliot Oreskovic * Date Signed: 05/18/2022

Mangilao, Guam, USA
Rock Island, Rock Island County, IL, USA

EMW-2022-GR-APP-00102

Application Information

Application Number: EMW-2022-GR-APP-00102
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: United States Esports Association
Organization ID: 23994
Type: Nonprofit having 501(c)(3) status with IRS, other than institutions of higher education
Division:
Department:
EIN: (b)(6)
EIN Shared With Organizations:
DUNS: 046473230
DUNS 4:
Congressional District: Congressional District 05, WA

Physical Address

Address Line 1: 100 N Howard Str.
Address Line 2: Ste W
City: Spokane
State: Washington
Province:
Zip: 99201-0508
Country: UNITED STATES

Mailing Address

Address Line 1: 1321 Upland Dr.
Address Line 2: PMB 15634
City: Houston
State: Texas
Province:
Zip: 77043-4718
Country: UNITED STATES

SF-424 Information

Project Information

Project Title: National Esports Honors Society: Building resilience among uniquely at-risk college students with a comprehensive OST as a national security priority
Program/Project Congressional Districts: Congressional District 98, GU
Congressional District 17, 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.): Rock Island, Rock Island County, IL, USA; Mangilao, GU, USA

Estimated Funding

Funding Source	Estimated Funding ($)
Federal Funding	$226260
Applicant Funding	$0
State Funding	$0
Local Funding	$0
Other Funding	$0
Program Income Funding	$0
Total Funding	$226260

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
Eliot Oreskovic	(b)(6)		Authorized Official Signatory Authority Primary Contact
John-Paul Richard			Secondary Contact

SF-424A

Budget Information for Non-Construction Programs

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

Budget Object Class	Amount
Personnel	$0
Fringe Benefits	$0
Travel	$0
Equipment	$0
Supplies	$0
Contractual	$180000
Construction	$0
Other	$46260
Indirect Charges	$0
Non-Federal Resources	**Amount**
Applicant	$0
State	$0
Other	$46260
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: Eliot Oreskovic
Signed Date: Wed May 18 20:54:36 GMT 2022
Signatory Authority Title: Managing Director of Operations

Certification Regarding Lobbying

Form not applicable? false
Signatory Authority Name: Eliot Oreskovic
Signed Date: Wed May 18 20:54:36 GMT 2022
Signatory Authority Title: Managing Director of Operations

Disclosure of Lobbying Activities

Form not applicable? true
Signatory Authority Name: Eliot Oreskovic
Signed Date:
Signatory Authority Title:

Guam at-large

ND Grants Opportunity # DHS-22-TTP-132-00-01
Project Title: National Esports Honors Society: Building resilience among uniquely at-risk college students with a comprehensive OST as a national security priority

Organization: United States Esports Association
Location of Organization: Spokane, WA (Fully Remote)
Location of Activities: Mangilao, GU; Rock Island, IL; Online

Application Track: Promising Practices
Project Types: Media Literacy and Online Critical Thinking Initiatives, Civic Engagement, and Youth Resilience Programs
Amount of Funds Requested: $226,260

Abstract (suitable for public release)

The present project is an out-of-school-time (OST) program for college students that comprises leadership, activism, and development components in relation to competitive videogaming and esports. The leadership component focuses on character-building and development of grit and rigor in students' academic, personal, and professional lives. The activism component focuses on community engagement and participation in OST civic activities, including the nonprofit and government sectors. The development component focuses on workforce development activities, including skills training and experiential learning with on-the-job and projects-based activities. The present project achieves resilience to radicalization within local communities and online by leveraging young people's participation in esports as well as their self-drive and aspirations for success as vehicles for developing, integrating, and delivering a TVTP framework particular to their unique risk profile. As esports grows in cultural impact, comorbid risk factors must be addressed early before bad form sets in. Esports' immense sociocultural diversity opens the door for malign state and non-state actors to radicalize our young people, especially through esportswashing by authoritarian regimes. The present project, therefore, is a comprehensive hedge against the emergence of esports-based TVT throughout the United States by matching TVTP efforts to lifespan development and cultural interests.

1. Needs Assessment

Executive Summary

As interest and participation in esports grows, so too does the risk of bad action. Esports are still the Wild West, and discrimination and harassment are commonplace within a culture that glorifies these things as well as violence. Malign foreign interests are leveraging disorganization in esports in advancing their strategic and ideologic interests. Nevertheless, young people find opportunities for socialization, meaning-making, and identity development within esports, which make esports a legitimate basis for TVTP for those at risk of radicalization within it. These benefits combined with the pro-socialization and pro-resilience benefits of out-of-school-time activities (OSTs) make esports OSTs ideal as a TVTP solution. Given the risk factors surrounding youth in esports, and the central role of school in moderating relationships, school-based esports OSTs are needed to promote socialization, prevent radicalization, and hedge the subversion of American esports to malign foreign interests.

Assessment Narrative

At a joint event hosted with the State of Qatar and the United States, the United Nations Under-Secretary-General for Counter-Terrorism opened his discussion about the role of sports in TVTP by relating how the search for meaning and sense of self that young people endure is met with opportunism as "violent extremists […] prey on [their] confusion and quest for answers in an overwhelming world."[1] The importance of sports as a contributory force to TVT as well as TVTP was codified a year prior in General Assembly[2] and Security Council Resolutions, the latter of which frames young people as builders of their own success by "*recogniz[ing]* the role of youth in promoting a culture […] that aims at discouraging their [own] participation in acts of violence, terrorism, xenophobia, and all forms of discrimination."[3]

Sports play a transformative role in socialization across the lifespan development of both genders.[4,5,6,7] Benefits for people with disabilities have also been noted.[8] For at-risk young people, sports socialization offers opportunities for coping and managing local stressors,[9,10,11] reducing delinquency and recidivism,[12,13] and building resilience to violence.[14,15] These benefits are not just for sports, and out-of-school-time activities (OSTs) overall aid in socializing at-risk young people. In particular, consistent participation in OSTs supports school attendance[16] and retention,[17] fosters team loyalty[18] and acceptance of moral role norms,[19] and builds resilience to stressors[20] and other risk factors.[21] OSTs are especially impactful for at-risk young people,[22] who benefit from diverse socio-community supports[23,24] that are integrated with local institutions.[25,26]

Of all OSTs, at-risk young people benefit most from peer mentorship[27,28] and cross-age coaching,[29,30,31] empowered leadership opportunities,[32,33,34] and structured recreation.[35,36,37] Access to social capital has similar benefits for stress management,[38] coping,[39] and resilience[40] and fosters character development,[41] facilitates life transitions,[42,43,44] and reinforces pro-social behaviors through social networks.[45] Recognizing all forms of social capital is essential for benefits to be reaped equitably.[46] For this reason, community-based interventions are positioned to support at-risk young people via social capital-building OSTs.[47]

Of community-based OSTs, school-adjacent interventions moderate family and community experiences[48] and facilitate social networking.[49] These combined benefits make them attractive for hedging academic[50] and moral disengagement.[51] Incorporating non-academic components into school-adjacent interventions additionally ensures that these social-capital benefits are incurred equitably.[52] Effective non-academic OST components include service-based,[53,54,55] work-based,[56,57,58] community-based,[59] and self-determined opportunities.[60,61,62] In light of these benefits, OSTs in school settings provide unique value in terms of TVTP.

Of particular interest to school-based OST providers is competitive videogaming and esports. Esports has gained recent popularity and traction among high schools[63] and colleges[64] in tandem with its global cultural and commercial growth. By year-end 2022, an estimated 6% of the population in the United States and Canada will be esports fans.[65] While this lags traditional sports in fanbase, esports outpace traditional sports in event viewership.[66] Investment in esports is also growing, especially as esports betting becomes legalized.[67] The demographic composition of esports makes it highly desirable to marketers,[68] and Gen Z is especially receptive to esports.[69]

Just as traditional sports provide TVTP benefits, so too can esports, especially as an OST. Esports provide an opportunity for self-actualization and identity development by participants.[70] Fans are most drawn to esports as an opportunity for socialization,[71] and participants use esports as an opportunity for coping as well as socialization.[72] Consumption motives differ by gender role norms; women engage esports for socialization and men for managing aggression.[73] As a school-based OST, esports provides opportunities for English language arts, STEM, and career-technical education in both K-12 and post-secondary schools.[74]

Following from its appeal, esports has a unique risk profile for participants and institutional stakeholders. Like traditional sports, esports is rife with gender[75,76] and ability discrimination[77] and tend to glorify antisocial behavior.[78] Of collegiate sports conferences, only NAIA supports esports competition through a wholly owned subsidiary called the National Association of Collegiate Esports (NACE), so Title IX violations are rampant.[79] Although some NCAA conferences offer esports competitions, the NCAA itself has declined to regulate esports.[80] USOPC support for esports OSTs also lags, given resistance by the IOC towards Olympic esports.[81] High school esports is split between for-profit and nonprofit organizers. The National Federation of State High School Associations (NFHS), which is a national regulator of high school sports, has exclusivity with the leading for-profit esports organizer called PlayVS.[82] PlayVS also has exclusivity with Riot Games,[83] which owns *League of Legends*, the most popular global esport. This is highly controversial.[84] Generation Esports—one of the leading for-profit organizers for middle schools, high schools, and colleges—and the North America Scholastic Esports Federation (NASEF)—a nonprofit supra-organizer—are currently involved in a breach-of-contract dispute[85] that severed an earlier partnership between the two.[86] As a result, current school-based esports OSTs are volatile, unorganized, and at-risk environments.

Compounding domestic factors, global esports lacks legitimate governance.[87,88,89,90] Both the International Esports Federation (IESF) and the Global Esports Federation (GEF) are foreign—the IESF is South Korean and the GEF Singaporean—and controlled by malign interests—the IESF by the UAE, China, and Russia[91] and the GEF by Saudi Arabia.[92] As a result, both organizations preference the UAE and Saudi Arabia as well as other malign or non-aligned interests, including Turkey[93] and Indonesia.[94] Recent investment patterns also raise concern. Mubadala, the sovereign wealth fund of Abu Dhabi, announced its interest in regional esports development in 2021,[95] and the Public Investment Fund of Saudi Arabia acquired FACEIT and ESL in 2022 through a wholly owned subsidiary.[96] FACEIT is a leading tournament organization platform, and ESL is the leading tournament organizer and esports productions house. Propaganda efforts around this acquisition began in April 2022.[97] These developments indicate that malign state actors and non-aligned corporate interests are complicit in esportswashing. Coupled with domestic factors, American esports is under attack from malign interests, and our young people, especially those at risk, are vulnerable to radicalization.

Reaping the benefits of esports while hedging unfavorable developments is in the national strategic interest,[98] as is leveraging esports as a vector for administering TVTP

frameworks. What is clear at this time is that esports is a recent phenomenon with strong staying power that has sociocultural and economic impact. Without intervention, esports risk becoming a hotbed of radicalization given unique domestic and foreign risk factors. With transdisciplinary intervention, American esports can avoid subversion to malign interests and be organized to serve the common good through pro-social activities within TVTP frameworks.

Target Population

The target population for this project is young people between the ages of 18 and 22 that are enrolled in colleges and universities that spectate or play esports. For the Mangilao, GU, project site, the United States Esports Association has a memorandum of cooperation with the Triton Esports program at the University of Guam, as provided in Appendix C. Triton Esports consists of 20 student-athletes, of which approximately 100% are men and 90% are Pacific-Islander, 5% are Black, and 5% are White. Triton Esports is led by 10 staff members. For the Rock Island, IL, project site, the United States Esports Association has a memorandum of cooperation with the Vikings Esports program at Augustana College, as provided in Appendix C. Vikings Esports consists of 43 students, of which approximately 93% are men and 7% are women. Approximately, 49% are White, 29% are Asian, 14% are Black, and 8% are Hispanic/Latinx. Vikings Esports is led by 4 staff members.

Existing Programs

Existing programs that serve this target population are differentiated by their level of organization and scope of control. At the local level, schools and school districts sanction varsity esports and allow students to organize esports OSTs. Some recreation centers and youth organizations have begun organizing esports competitions, and for-profit esports centers (called lounges or arenas) oftentimes collaborate with other local stakeholders. Training-focused esports summer camps also exist and are organized by for-profit athletic organizations. Local esports OSTs are decentralized and rely on local stakeholders with local interest and local resources.

At the regional level, nonprofit esports associations organize schools and school districts and sanction competitions. This system exists parallel to existing nonprofit sports associations. Most esports associations are members of NASEF which organizes curricular development, sanctions esports and STEM competitions, and provides resources about career paths and academic development. State Special Olympics affiliates have also organized esports events in the past but are inconsistent. Some states are subsidizing esports-related development, but this has not translated to OST development. While NASEF aids in organizing regional esports OSTs, the degree to which tangible aid is provided is minimal, and state-level associations generally act independent of NASEF, though informal organization among associations does occur.

At the national level, some traditional OST providers have embraced esports. Providers such as US Sports Camps organize esports summer camps similar to those for traditional sports, and Special Olympics USA is currently co-organizing an esports invitational with Full Sail University for 2022. The National Esports Association (NEA) has historically organized STEM OSTs on behalf of local schools and school districts and provides education, health, and wellness information. The Varsity Esports Foundation (VEF) makes grants to schools and school districts to build physical capacity to support esports competition and provides education, health, and wellness information in collaboration with for-profit sponsors. The VEF has a longstanding affiliation with the High School Esports League (HSEL), which is owned by Generation Esports, so grants are not impartial and encourage grantees to subscribe to the HSEL. While other organizations claim to provide similar services as described here, consistency and legitimacy are

suspect. Therefore, national esports OSTs are sparce, serve for-profit interests, are actually STEM OSTs, or are athletic programs, none of which specifically serve college students.

On Guam, esports are organized by the Latte Esports League, which is headed by Ken San Nicolas, one of the board members of the United States Esports Association. The University of Guam also offers esports programming, which Ken San Nicolas supports as their Esports Manager. The Guamanian Department of Education sanctioned an esports league in 2021, which Ken San Nicolas advises. The Guamanian Navy MWR similarly provides esports recreation for servicepeople, and USO locations on Guam provide esports recreation. Despite a plethora of recreation opportunities, esports programs on Guam are athletic and not comprehensive OSTs as well as do not specifically serve college students.

In Rock Island, IL, and within the State of Illinois, many colleges support varsity and club esports programs. High school esports in the state are organized by nonprofit organizers such as the Illinois High School Esports Association and for-profit organizers such as Play VS and GGLeagues. The State of Illinois additionally organized esports competitions as part of 4H programming for 2021 and 2022. Despite many scholastic and out-of-school opportunities for esports competition, none are comprehensive OSTs that specifically serve college students.

2. Program Design

The National Esports Honors Society (NEHS) is a school-based OST for college students that engages college-aged young people within esports along three (3) program components: leadership, activism, and development. The leadership component consists of academic competitions and peer mentorship opportunities that provide participants with self-determined and service-based activities in relation to esports to advance literacy-building and inter-generational socialization goals. The activism component consists of local community engagement that provides participants with community and service-based activities to advance peer socialization goals. The development component consists of workforce development activities and the creation and administration of standard experiential learning opportunities in relation to esports to advance asset-building goals. These components collectively support resiliency-building in the target population. The NEHS will be organized by the USEA at the national level and implemented by local collegiate esports programs.

Problem Statement

The NEHS supports Objective 6 of Goal 3 of the Framework. Collegiate esports communities organized at the local level and interacting at regional and national levels are vulnerable to radicalization given domestic and foreign risk factors and a lack of programs that support college students interested in esports outside of athletic opportunities. Comprehensive school-based OSTs are necessary to combat present radicalizing forces and protect against future radicalization by building resiliency through transdisciplinary programs.

Program Goals

Goal 1. To support local resiliency in college-aged young people interested in esports, and bolster national security interests, through existing collegiate esports programs by enhancing media literacy and online critical-thinking skills in the target population.

Goal 2. To support local resiliency in college-aged young people interested in esports, and bolster national security interests, through existing collegiate esports programs by increasing local civic engagement and cross-generational and peer mentorship by the target population.

Goal 3. To support local resiliency in college-aged young people interested in esports, and bolster national security interests, through existing collegiate esports programs by increasing

the transferrable skills in the target population that are central to esports and critical to national workforce development.

Program Objectives

Goal 1: Media Literacy and Online Critical Thinking

Objective 1.1. Develop curricula to support the target population in vetting, interpreting, and making decisions of digital information based on available resources and personal knowledge in respect of such information's legitimacy, veracity, bias, and intent between the 1st and 4th months of the grant period.

Objective 1.2. Implement and administer curricula as in Objective 1.1 to the target population in cooperation with partners, as per memoranda of cooperation in Appendix C, between the 12th and 24th months of the grant period.

Goal 2: Local Civic Engagement

Objective 2.1. Develop curricula to support the target population in identifying opportunities for civic engagement and assessing and applying personal characteristics and competencies to such opportunities between the 5th and 8th months of the grant period.

Objective 2.2. Implement and administer curricula as in Objective 2.1 to the target population in cooperation with partners, as per memoranda of cooperation in Appendix C, between the 12th and 24th months of the grant period.

Objective 2.3. Arrange cross-generational and peer mentorship opportunities within the target population in cooperation with partners, as per memoranda of cooperation in Appendix C, between the 12th and 24th months of the grant period.

Goal 3: Workforce Development

Objective 3.1. Develop curricula to support the target population in identifying career paths in esports and assessing and applying personal characteristics and competencies to such opportunities between the 9th and 12th months of the grant period.

Objective 3.2. Implement and administer curricula as in Objective 3.1 to the target population in cooperation with partners, as per memoranda of cooperation in Appendix C, between the 12th and 24th months of the grant period.

Logic Model

It is intended that DHS funds under this grant be used to fund the development and pilot implementation of programming with the intent to achieve Goals 1 through 3, as stated above.

Goal 1 Theory of Change. By developing, implementing, executing, and updating curricular experiences for administration by existing collegiate programs, the target population will be equipped to resist, defend against, and counter bad actors and malign interests over digital media in relation to esports, which protects against broader desocialization, radicalization, and TVT.

Inputs	Activities	Outputs	Short-term Outcomes	Long-term Outcomes
- USEA, partner subject matter expertise - Key personnel effort, time - Partners, students - Information systems	- At least 6 meetings with partners - Curricular development - At least 3 student townhalls about Objective 1.1	- Curricula - Support materials - Feedback materials - Implementation plan, processes - Administration plan, processes	- Curricula developed, as in Objective 1.1 - Curricula implemented and administered, as in Objective 1.2 - Feedback assessed	- Protection factors against desocialization, radicalization, and TVT in esports

- Examples, case studies for curricula - Public information systems	- At least 3 partner college staff townhalls about Objective 1.2 - Solicit student feedback - At least 4 partner meetings to assess student feedback, update curricula		- Curricula updated	

As it pertains to Goal 1, the curricula must include a standardized examination to be administered to project participants within the target population at both the beginning and conclusion of the academic year. Such a standardized examination must be appropriate, adequate, and sufficient for ascertaining the degree to which participants are media-literate, within the context of Goal 1. A standardized examination may either be developed as part of the curricular development within this Goal or may be adopted from other sources and may be optionally adapted to fit the context of this Goal, at the discretion of the USEA.

Sub-Objectives of this Goal are as follows.

Sub-Objective 1a. The target population is able to vet digital information from esports sources for legitimacy, veracity, and bias given available resources and personal knowledge.

Sub-Objective 1b. The target population is able to interpret digital information from esports sources by applying observations of legitimacy, veracity, and bias and by observing and applying observations of intent to the message of this digital information given available resources and personal knowledge.

Sub-Objective 1c. The target population is able to make decisions based on observations of legitimacy, veracity, bias, and intent in relation to digital information in a rational and structured manner conducive to well-informed and context-driven decision-making given available resources and personal knowledge.

Sub-Objective 1d. The target population is aware of and trained in using public information systems and popular social media that support, enable, and facilitate Sub-Objectives 1a through 1c.

Goal 2 Theory of Change. By developing, implementing, and updating curricular and service-based experiences for administration by existing collegiate programs, the target population will be equipped to identify, align to, and engage in community-based and civic activities and to recognize and implement CSR and ESG in relation to esports, which collectively encourage pro-social behaviors, hedge against desocialization, and protect against radicalization.

Inputs	Activities	Outputs	Short-term Outcomes	Long-term Outcomes
- USEA, partner subject matter expertise - Key personnel effort, time - Partners, students - Information systems - Examples, case studies for curricula	- At least 6 meetings with partners - Curricular development - At least 3 student townhalls about Objective 2.1 - At least 3 partner college staff	- Curricula - Support materials - Feedback materials - Implementation plan, processes for curricula, mentorships - Administration plan, processes for	- Curricula developed, as in Objective 2.1 - Curricula implemented and administered, as in Objective 2.3	- Encourage pro-social behaviors - Hedge against desocialization - Protection factors against radicalization

- Public information systems	townhalls about Objective 2.2 - Mentorship matching - Solicit student feedback - At least 4 partner meetings to assess student feedback, update curricula	curricula, mentorships	- Mentorships are arranged as in Objective 2.2 - Feedback assessed - Curricula updated	

As it pertains to Goal 2, the curricula must adequately and sufficiently prepare students to meet the Sub-objectives, as described below. The curricula must additionally require that students participate in at least one (1) community event within the scope of Goal 2. If one does not currently exist, they must create or co-create one. The partner should take all reasonable, necessary, appropriate, and sufficient actions to ensure that this requirement can be met. Such events are above and beyond any that may occur or be required of the mentors and mentees, though incorporation of these relationships into such events is recommended.

Sub-Objectives of this Goal are as follows.

Sub-Objective 2a. The target population is aware of youth-oriented services provided by government and nonprofit organizations in relation to workforce development, community service, and other charitable, educational, and health, wellness, and social services.

Sub-Objective 2b. The target population is competent in identifying personal competencies, identifying areas of need in their local communities, and applying their personal competencies to the addressal of areas of need in their local communities.

Sub-Objective 2c. The target population is engaged in peer mentorship and intergenerational coaching within the context of esports.

Sub-Objective 2d. The target population understands the value of corporate social responsibility (CSR) and environmental, social, governance (ESG) within an esports context.

Sub-Objective 2e. The target population is aware of common ways to incorporate CSR and ESG within esports contexts for both for-profit and nonprofit esports activities.

Sub-Objective 2f. The target population is competent in applying Sub-Objective 2e to personal and professional areas of interest within esports.

Goal 3 Theory of Change. By developing, implementing, and updating curricular experiences for administration by existing collegiate programs, the target population will be equipped to identify, align to, and pursue professional development and careers within esports and esports-adjacent industries, which collectively protect against radicalization, encourage socialization and pro-social behaviors, and protect against broader desocialization, radicalization, and TVT.

Inputs	Activities	Outputs	Short-term Outcomes	Long-term Outcomes
- USEA, partner subject matter expertise - Key personnel effort, time - Partners, students - Information systems	- At least 6 meetings with partners - Curricular development - At least 3 student townhalls about Objective 3.1	- Curricula - Support materials - Feedback materials - Implementation plan, processes - Administration plan, processes	- Curricula developed, as in Objective 3.1 - Curricula implemented and administered, as in Objective 3.2 - Feedback assessed	- Encourage pro-social behaviors - Hedge against desocialization - Protection factors against desocialization,

- Examples, case studies for curricula - Public information systems	- At least 3 partner college staff townhalls about Objective 3.2 - Solicit student feedback - At least 4 partner meetings to assess student feedback, update curricula		- Curricula updated	radicalization, and TVT in esports

As it pertains to Goal 3, the curricula must adequately and sufficiently prepare students to meet Sub-Objectives, as described below.

Sub-Objective 3a. The target population is aware of different career paths within esports and esports-adjacent industries as well as the competencies required for success in those careers.

Sub-Objective 3b. The target population is competent in identifying professional competencies and matching those competencies to career opportunities in relation to esports.

Sub-Objective 3c. The target population is aware of education paths that advance personal and professional goals and support academic and career goals in relation to esports.

Sub-Objective 3d. The target population is aware of institutional, community, and government resources that can support Sub-Objective 3c.

Sub-Objective 3e. The target population is empowered to pursue professional development, especially through experiential learning, in relation to esports.

Contextual Factors and Underlying Assumptions

Contextual factors include the ability of partners to cooperate with the USEA in the development, implementation, and execution of this project as well as interest by college students within partner programs to participate. The threat of non-cooperation is hedged by positive report between the USEA and partner liaisons through their board-level control of the USEA. The threat of non-interest is hedged by advancement of students' personal-professional goals in esports should the project be successful as well as making scholarships available to student leaders for co-administration of the project.

We assume that partners will not be hindered by their colleges and universities in cooperating with the USEA in developing, implementing, and executing this project. We also assume that development, implementation, and execution can be handled incrementally and without overlap and that the USEA and key personnel, as described in Section 3, are competent in doing so. We assume development will last 12 months and that implementation and execution of a pilot will last an additional 12 months. We also assume that the requested funding and staffing of this project by one FTE, one PTE, and three (3) scholarship-compensated student participants per partner are sufficient, necessary, and appropriate to achieving Goals 1 through 3.

Likelihood of Success

The NEHS implements the "Strengthen youth's skills" strategy within the CDC's *A Comprehensive Technical Package for the Prevention of Youth Violence and Associated Risk Behaviors* as a resilience-building preventative TVTP measure. In doing so, the NEHS targets socialization and asset-related factors identified by NIJ-sponsored research. As a result, the probability of success given successful execution of this project is high. Other contributory factors to project success include degree of partner cooperation and target audience interest. Given positive report with partner liaisons via board-level control of the USEA as well as clear value-added for participants acting in their own self-interest, overall project success is likely.

3. Organization and Key Personnel

The United States Esports Association (USEA) is a Section 501(c)(3)-exempt nonprofit corporation and charity in the State of Washington. Key personnel are remote. From 2020 to Q1 2022, the USEA acted as the national federation for the United States to the Global Esports Federation, having withdrawn in Q1 2022 at its sole discretion and prerogative given ethical and operational disagreements. At this time, the USEA participates in the Sports for Climate Action Framework and Race to Zero, which are organized under UN Climate Change. The USEA also has a relationship with the Ukrainian Professional Esports Association, which is a national nonprofit esports association for Ukraine governed by ex-bureaucrats, technocrats, and esports investors that advances pro-social esports development throughout Ukraine aligned with public stakeholder interests. Resumes / CVs for key personnel are included in Appendix C.

This project will be under the direct supervision of the Managing Director of Operations, Eliot J. Oreskovic. Mr. Oreskovic holds a BBA in Marketing from Cleveland State University and has over 4 years of experience in esports. Mr. Oreskovic is responsible for leading the USEA's interorganizational relationships as well as directing programmatic R&D and maintaining state and federal compliance. Mr. Oreskovic will be contracted on a full-time-equivalent basis for 40 hours per week for the duration of this project.

This project will be supported by the Managing Director of Communications, Sarah Nguyen. Mrs. Nguyen holds a BS in Finance from California State University, Long Beach, has 5 years of experience in finance and wealth management, and has over 10 years of experience in esports. Mrs. Nguyen is responsible for organizing strategic communications, managing USEA social media, and organizing events. Mrs. Nguyen will be contracted on a part-time-equivalent basis for 20 hours per week for the duration of this project.

The USEA has memoranda of cooperation with the Triton Esports program at the University of Guam, which is the state university of Guam, and the Vikings Esports program at Augustana College, which is a private liberal arts college in Illinois. These memoranda are included in Appendix C.

Ken San Nicolas is a board member of the USEA and the Esports Manager for Triton Esports. He will liaise between Triton Esports, the University of Guam, and the USEA for this project. Mr. San Nicolas holds a bachelor's degree from the University of Guam, has over 20 years of experience working in mass media, and is the driving force behind esports on Guam. Mr. San Nicolas presently heads the Latte Esports League, which organizes esports on Guam, and advises the Interscholastic Sports Association Esports League, which is a scholastic esports program organized by the Guamanian Department of Education. Mr. San Nicolas will not be contracted or employed by the USEA, will not be compensated by the USEA, and will work on this project within his role as Esports Manager for Triton Esports.

Joseph Loomis is a board member of the USEA and the Director of Esports for Vikings Esports. He will liaise between Vikings Esports, Augustana College, and the USEA for this project. Mr. Loomis holds a bachelor's degree in Sports Studies from the University of Wisconsin, Green Bay and a master's degree in Parks, Recreation, and Leisure Studies from the University of Wisconsin, La Crosse. Mr. Loomis also contracts for the MK Esports Alliance, a group organizing esports development throughout Milwaukee, WI. Mr. Loomis will not be contracted or employed by the USEA, will not be compensated by the USEA, and will work on this project within his role as Director of Esports for Vikings Esports.

As described in the section entitled *5. Budget Detail and Narrative*, service-based scholarships will be awarded to three (3) students at each of the two (2) partner schools for this

project in consideration of their leadership in local implementations of the project for a duration of 12 months. Selection of such students will be conducted by the partner schools. Such students will aid in the administration of this project for their respective schools under the direct supervision of the liaisons for those schools, as designated earlier in this section. Compensation will be paid by the USEA directly to each student's respective school given existing procedures.

4. Sustainability

We believe that this project will be sustainable following the conclusion of the grant period. The majority of work requiring FTE / PTE level of effort and compensation will be completed during the grant period with DHS funds. Once project objectives are met, administration of the project will be conducted at the local level drawing on local institutional budgets. Expansion and implementation of the project following the conclusion of the grant period is able to be conducted at PTE level of effort in the short run and FTE in the long run.

We intend to fund corresponding PTE / FTE compensation with membership dues for project participants at less than or equal to comparable Greek life and honors society membership dues. At 25% adoption by the target population (approximately 1,250 participants), at a rate of $10 per calendar month ($100 per calendar year), annual project revenues would total $150,000, which is sufficient for approximately two FTE project-related positions. At 10% adoption (approximately 500 participants), at the same rate, annual revenues would total $60,000, which is sufficient for approximately one FTE project-related position. As these estimates are reasonable and attainable, sustainability of this project is highly likely.

We also intend to license implementation of the project to non-scholastic for-profit stakeholders in consideration of value that may incidentally inure to their benefit from work performed by the USEA during the grant period as well as following the grant period as a result of sustained support for the project by the USEA. Estimates for licensing are uncertain given lack of similar project and are not included here as a result.

5. Budget Detail and Narrative

The USEA is seeking funding in the amount of $226,260. The project is indivisible. Key personnel will be compensated at $60,000/an for FTE and $30,000/an for PTE contract work. Student scholarships as described in the section entitled *3. Organization and Key Personnel* will be paid in the equivalent per-semester amount of $15/hr for 160 hours per semester. Administrative costs include costs related to contract-work compliance based on current Core rates for Gusto, a payroll management software, for a duration of 24 months; bookkeeping based on current Simple Start rates for QuickBooks Online, an accounting software, for a duration of 24 months; and teleconferencing based on current Zoom Webinar rates for 500 attendees for a duration of 24 months paid annually.

Budget Category	Federal Request
Personnel	$0
Fringe Benefits	$0
Travel	$0
Supplies	$0
Contractual	$180,000
Other	$46,260
Total Direct Costs	$226,260
Indirect Costs	$0
TOTAL PROJECT COSTS	**$226,260**

References

1. Voronkov, V. (2019, September 25). *A high-level event promoting the power of sport to prevent and counter violent extremism* [Speech transcript]. United Nations Office of Counter-Terrorism. https://www.un.org/sites/www.un.org.counterterrorism/files/usg_statement_and_sports_pve_side_event_25_september.pdf
2. Sport as an enabler of sustainable development, United Nations General Assembly Resolution 73/24, A/RES/73/24, https://documents-dds-ny.un.org/doc/UNDOC/GEN/N18/412/72/PDF/N1841272.pdf
3. United Nations Security Council Resolution 2419, S/RES/2419 (2018), https://documents-dds-ny.un.org/doc/UNDOC/GEN/N18/173/81/PDF/N1817381.pdf
4. Kremer-Sadlik, T., & Kim, J. K. (2007, January 1). Lessons from sports: Children's socialization to values through family interaction during sports activities. *Discourse & Society, 18*(1), 35-52. https://doi.org/10.1177%2F0957926507069456
5. Brown, K. A., Patel, D. R., & Darmawan, D. (2017, July). Participation in sports in relation to adolescent growth and development. *Translational Pediatrics, 6*(3), 150-159. https://dx.doi.org/10.21037%2Ftp.2017.04.03
6. Andersen, M. H., & Ottesen, L., & Thing, L. F. (2018, August 16). The social and psychological health outcomes of team sport participation in adults: An integrative review of research. *Scandinavian Journal of Public Health, 47*(8), 832-850. https://doi.org/10.1177%2F1403494818791405
7. Dionigi, R. A. (2013, July 3). Resistance and empowerment through leisure: The meaning of competitive sport participation to older adults. *Loisir et Société / Society and Leisure, 25*(2), 303-328. https://doi.org/10.1080/07053436.2002.10707591
8. Zabriskie, R. B., Lundberg, N. R., Groff, D. G. (2005). Quality of life and identity: The benefits of a community-based therapeutic recreation and adaptive sports program. *Therapeutic Recreation Journal, 39*(3), 176-191. https://www.js.sagamorepub.com/trj/article/view/971
9. Meek, R., & Lewis, G. (2013, January 29). The impact of a sports initiative for young men in prison: Staff and participant perspectives. *Journal of Sport and Social Issues, 38*(2), 95-123. https://doi.org/10.1177/0193723512472896
10. Dolenc, P. (2015, September). Anxiety, self-esteem and coping with stress in secondary school students in relation to involvement in organized sports. *Slovenian Journal of Public Health, 54*(3), 222-229. https://dx.doi.org/10.1515%2Fsjph-2015-0031
11. Leprince, C., d'Arripe-Longueville, F., Chanal, J., & Doron, J. (2019, November). Development and preliminary validation of the communal coping strategies inventory for competitive team sports. *Psychology of Sport and Exercise, 45*, https://doi.org/10.1016/j.psychsport.2019.101569
12. Ekholm, D., (2013, December 1). Sport and crime prevention: Individuality and transferability in research. *Sport and Livelihoods, Sport and Social Cohesion, 1*(2), 1-12. https://jsfd.org/2013/12/01/sport-and-crime-prevention-individuality-and-transferability-in-research/
13. Spruit, A., van Vugt, E., van der Put, C., van der Stouwe, T., & Stams, G.-J. (2016, April). Sports participation and juvenile delinquency: A meta-analytic review. *Journal of Youth and Adolescence, 45*, 665-671. https://doi.org/10.1007/s10964-015-0389-7
14. Secades, X. G., Molinero, O., Salguero, A., Barquín, R. R., de la Vega, R., & Márquez. (2016, February 1). Relationship between resilience and coping strategies in competitive sport. *Perceptual and Motor Skills, 122*(1), 336-349. https://doi.org/10.1177%2F0031512516631056
15. Pittaway, T., & Dantas, J. A. R. (2022, April). The role of sport in coping and resilience amongst resettled South Sudanese youth in Australia. *Health Promotion International, 37*(2), daab100, https://doi.org/10.1093/heapro/daab100
16. Furrer, C. J., Magnuson, L., & Suggs, J. W. (2012). Getting them there, keeping them there: Benefits of an extended school day program for high school students. *Journal of Education for Students Placed at Risk (JESPAR), 17*(3), 149-164. https://doi.org/10.1080/10824669.2012.695920
17. Crispin, L. M. (2017). Extracurricular participation, "at-risk" status, and the high school dropout decision. *Education Finance and Policy, 12*(2), 166-196. https://doi.org/10.1162/EDFP_a_00212
18. James, J. D. (2001). The role of cognitive development and socialization in the initial development of team loyalty. *Leisure Sciences: An Interdisciplinary Journal, 23*(4), 233-261. https://doi.org/10.1080/01490400152809106
19. Armstrong, C. F. (1984, January). The lessons of sports: Class socialization in British and American boarding schools. *Sociology of Sport Journal, 1*(4), 314-331. https://doi.org/10.1123/ssj.1.4.314

20. Le Menestrel, S., & Perkins, D. F. (2007). An overview of how sports, out-of-school time, and youth well-being can and do intersect. *New Directions for Youth Development, 2007*(15), 13-25. https://doi.org/10.1002/yd.220
21. Lamm, R., Do, T., Vue, K., Nickodem, K., Rodriguez, M. C. (2018, April). *The role of out-of-school-time positive experiences on risky behaviors.* Paper presented at the annual meeting of the American Educational Research Association, New York, NY. https://conservancy.umn.edu/handle/11299/195228
22. Heath, R. D., Anderson, C., Turner, A. C., & Payne C. M. (2018, October 24). Extracurricular activities and disadvantaged youth: A complicated—but promising—story. *Urban Education.* https://doi.org/10.1177%2F0042085918805797
23. Peterson, R. D., Krivo, L. J., & Harris, M. A. (2000). Disadvantage and neighborhood violent crime: Do local institutions matter? *Journal of Research in Crime and Delinquency, 37*(1), 31-63. https://doi.org/10.1177%2F0022427800037001002
24. Hartmann, D. (2001). Notes on midnight basketball and the cultural politics of recreation, race, and at-risk urban youth. *Journal of Sport and Social Issues, 25*(4), 339-371. https://doi.org/10.1177%2F0193723501254002
25. Nettles, S. M., Mucherah, W., & Jones, D. S. (2000). Understanding resilience: The role of social resources. *Journal of Education for Students Placed at Risk (JESPAR), 5*(1-2), 47-60. https://doi.org/10.1080/10824669.2000.9671379
26. Teitelman, A., McDonald, C. C., Wiebe, D. J., Thomas, N., Guerra, T., Kassam-Adams, N., Richmond, T. S. (2010, September). Youth's strategies for staying safe and coping. *Journal of Community Psychology, 38*(7), 874-885. https://doi.org/10.1002/jcop.20402
27. Douglas, L., Jackson, D., Woods, C., & Usher, K. (2019). Peer-to-peer mentoring for and by at-risk young people. *Mental Health Practice.* doi:10.7748/mhp.2019.e1401
28. Douglas, L. J., Jackson, D., Woods, C., & Usher, K. (2019, June). Rewriting stories of trauma through peer-to-peer mentoring for and by at-risk young people. *Internal Journal of Mental Health Nursing, 28*(3), 744-756. https://doi.org/10.1111/inm.12579
29. McDaniel, S. C., & Besnoy, K. D. (2019). Cross-age peer mentoring for elementary students with behavioral and academic risk factors. *Preventing School Failure: Alternative Education for Children and Youth, 63*(3), 254-258. https://doi.org/10.1080/1045988X.2019.1579163
30. Ryom, K., Andersen, M. M., & Stelter, R. (2017). Coaching at-risk youth in a school within a socially challenging environment. *Improving Schools, 20*(2), 143-160. https://doi.org/10.1177%2F1365480217694955
31. Campbell, T. A., & Campbell, D. E. (2007). Outcomes of mentoring at-risk college students: Gender and ethnic matching effects. *Mentoring & Tutoring: Partnership in Learning, 15*(2), 135-148. https://doi.org/10.1080/13611260601086287
32. Moody, K. A., Childs, J. C., & Sepples, S. B. (2003, July). *Pediatric Nursing, 29*(4), 263-270. PMID: 12956545
33. Stepney, C. T., White, G. W., Far, K., & Elias, M. J. (2014). Girls Leading Outward (GLO): A school-based leadership intervention to promote resilience for at-risk middle school girls. In S. Prince-Embury & D. H. Saklofske (Eds.), *Resilience Interventions for Youth in Diverse Populations* (pp. 109-132). Springer. https://doi.org/10.1007/978-1-4939-0542-3
34. Kronenberg, D. E. M. (2007). Towards an empowerment approach. *Youth Theatre Journal, 21*(1), 129-137. https://doi.org/10.1080/08929092.2007.10012601
35. Berdychevsky, L., Stodolska, M., & Shinew, K. J. (2022). The roles of recreation in the prevention, intervention, and rehabilitation programs addressing youth gang involvement and violence. *Leisure Sciences: An Interdisciplinary Journal, 44*(3), 343-365. https://doi.org/10.1080/01490400.2019.1571966
36. Iwasaki, Y., & Hopper, T. D. (2017). Engagement of "at-risk" youth through meaningful leisure. *Journal of Park and Recreation Administration, 35*(1), 20-33. https://doi.org/10.18666/JPRA-2017-V35-I1-7289
37. Hopper, T. D., Iwasaki, Y., Walker, G. J., & McHugh, T.-L. (2019). 'I feel like we finally matter': The role of youth-led approaches in enhancing leisure-induced meaning-making among youth at risk. *Leisure/Loisir, 43*(4), 419-444. https://doi.org/10.1080/14927713.2019.1697351
38. Thakur, H., & Cohen, J. R. (2020, May 15). Short-term and long-term resilience among at-risk adolescents: The role of family and community settings. *Journal of Clinical Child & Adolescent Psychology*. https://doi.org/10.1080/15374416.2020.1756296
39. Schenk, L., Miranda, S., Lenkens, M., Engbersen, G., van de Mheen, D., Nagelhout, G. E., & Severiens, S. (2018, August). *Children and Youth Services Review, 91*, 263-270. https://doi.org/10.1016/j.childyouth.2018.06.015
40. Pinkerton, J., & Dolan, P. (2007, August). Family support, social capital, resilience and adolescent coping. *Child & Family Social Work, 12*(3), 219-228. https://doi.org/10.1111/j.1365-2206.2007.00497.x

41. Zarrett, N., Liu, Y., Vandell, D. L., & Simpkins, S. D. (2021, June). The role of organized activities in supporting youth moral and civic character development: A review of the literature. *Adolescent Research Review, 6*, 199-227. https://doi.org/10.1007/s40894-020-00142-1
42. Booyens, M., & Crause, E. (2012). Excluded from education and work: Perceptions of at risk youth. *Social Work/Maatskaplike Werk, 48*(3). https://doi.org/10.15270/48-3-84
43. Field, J. (2008). Learning transitions in the adult life course: Agency, identity and social capital. *Sociologia: rivista quadrimestrale di scienze storiche e sociali, 42*(3), 49-57. https://doi.org/10.36165/1961
44. Hawkins, R. L., Vashchenko, M., & Davis, C. (2011). Making a place for youth: Social capital, resilience, and communities. In F. T. Sherman & F. H. Jacobs (Eds.), *Juvenile justice: Advancing research, policy, and practice* (pp. 245-266). John Wiley & Sons, Inc. https://psycnet.apa.org/doi/10.1002/9781118093375.ch12
45. Boeck, T., Fleming, J., & Kemshall, H. (2006, January 31). The context of risk decisions: Does social capital make a difference? *Forum Qualitative Sozialforschung / Forum: Qualitative Social Research, 7*(1). https:///doi.org/10.17169/fqs-7.1.55
46. Khalifa, M. (2010, July). Validating social and cultural capital of hyperghettoized at-risk students. *Education and Urban Society, 42*(5), 620-646. https://doi.org/10.1177/0013124510366225
47. Morgan, H., Parker, A., & Marturano, N. (2020). Community-based intervention and marginalised youth: Inclusion, social mobility and life-course transition. *Journal of Education and Work, 33*(5-6), 327-342. https://doi.org/10.1080/13639080.2020.1767765
48. Soslau, E., & Gartland, S. (2021). "I want them to feel heard. I want their voices to be agents of change": Exploring a community-engaged partnership focused on critical service-learning. *Journal of Community Engagement and Scholarship, 13*(2), https://digitalcommons.northgeorgia.edu/jces/vol13/iss2/9/
49. Szlyk, H. S. (2020, September). Resilience among students at risk of dropout: Expanding perspectives on youth suicidality in a non-clinical setting. *School Mental Health, 12*, 567-579. https://doi.org/10.1007/s12310-020-09366-x
50. McMahon, B. J. (2007, July). Resilience factors and processes: No longer at risk. *Alberta Journal of Educational Research, 53*(2), 127-142. https://doi.org/10.11575/ajer.v53i2.55258
51. Aly, A., Taylor, E., & Karnovsky, S. (2014). Moral disengagement and building resilience to violent extremism: An education intervention. *Studies in Conflict & Terrorism, 37*(4), 369-385. https://doi.org/10.1080/1057610X.2014.879379
52. Philp, K. D., & Gill, M. G. (2020, March). Reframing after-school programs as developing youth interest, identity, and social capital. *Policy Insights from the Behavioral and Brain Sciences, 7*(1), 19-26. https://doi.org/10.1177/2372732219892647
53. Helm-Stevens, R., Fall, R., Havens, C., Garcia, M., & Polvi, L. (2014, December). The impact of service-learning curriculum at a local at-risk high school: An examination of preliminary data. *American Journal of Economics and Business Administration, 6*(3), 122-132. https://doi.org/10.3844/ajebasp.2014.122.132
54. Vickers, M., Harris, C., & McCarthy, F. (2004). University-community engagement: Exploring service-learning options within the practicum. *Asia-Pacific Journal of Teacher Education, 32*(2), 129-141. https://doi.org/10.1080/1359866042000234223
55. Inderbitzin, M. (2014). "A lot of life ahead": Connecting college students with youth in juvenile justice settings through service-learning. *Currents in Teaching & Learning, 7*(1), 100-107. https://www.worcester.edu/Currents-Archives/
56. Bempechat, J., Kenny, M. E., Blustein, D. E., Seltzer, J. R. (2014, April). Fostering positive youth development through work-based learning: The Cristo Rey model. *Teachers College Record: The Voice of Scholarship in Education, 116*(3), 232-252. https://doi.org/10.1177/016146811411601310
57. Medvide, M. B., & Kenny, M. E. (2022, April). Hope in the lives of low-income students of color: A qualitative study of experiences in a work-based learning program. *Journal of Career Development, 49*(2), 297-310. https://doi.org/10.1177%2F0894845320937430
58. Falco, L. D., & Steen, S. (2018, September). Using school-based career development to support college and career readiness: An integrative review. *Journal of School-Based Counseling Policy and Evaluation, 1*(1), 51-67. https://doi.org/10.25774/v1t4-c816
59. Alsbury, T. L., Kobashigawa, S., & Ewart, M. (2020, January 21). Chapter 3: Community-based learning and student outcomes. In E. Kimonen & R. Nevalainen (Eds.), *Toward Community-Based Learning* (Vol. 1, pp. 124-145). Brill. https://doi.org/10.1163/9789004424494_003
60. Honeycutt, T., Wittenburg, D., Luecking, R., Crane, K., & Mann, D. R. (2018, April 18). *Potential strategies to improve the employment outcomes of youth SSI recipients.* Mathematica Policy Research.

https://www.mathematica.org/publications/potential-strategies-to-improve-the-employment-outcomes-of-youth-ssi-recipients
61. Nagpaul, T., & Chen, J. (2019, April). Self-determination theory as a framework for understanding needs of youth at-risk: Perspectives of social service professionals and the youth themselves. *Children and Youth Services Review, 99*, 328-342. https://doi.org/10.1016/j.childyouth.2019.02.015
62. Hauseman, D. C. (2016). Youth-led community arts hubs: Self-determined learning in an out-of-school time (OST) program. *Cogent Education, 3*(1). https://doi.org/10.1080/2331186X.2016.1210492
63. Flannery, M. E. (2021, September 16). *Esports see explosive growth in U.S. high schools*. National Education Association. https://www.nea.org/advocating-for-change/new-from-nea/esports-see-explosive-growth-us-high-schools
64. Anderson, G. (2020, July 31). *Are esports a pandemic-era salve for sports-hungry fans?* Inside Higher Ed. https://www.insidehighered.com/news/2020/07/31/colleges-explore-esports-opportunities-and-others-face-budget-cuts
65. Newzoo. (2022). *Global esports & live streaming market report 2022*. https://resources.newzoo.com/hubfs/Reports/Esports/Newzoo_Free_Global_Esports_Live_Streaming_Market_Report_2022.pdf
66. Tooker, L. (2022, January 30). *Tuning in: Esports vs sports viewership monumental shifts in 2022.* Esports.net. https://www.esports.net/news/esports-vs-sports-viewership/
67. Data Lab Forecast. (2021, March 25). *Global esports and traditional sports betting market size, status and forecast 2021-2017.* https://www.datalabforecast.com/request-sample/108321-esports-and-traditional-sports-betting-market/
68. Gawrysiak, J., Burton, R., Jenny, S., & Williams, D. (2020). Using esports efficiently to enhance and extend brand perceptions. *Physical Culture and Sport, 86*(1), 1-14. doi:10.2478/pcssr-2020-0008
69. Droesch, B., Benes, R., Haggstrom, E., Rawlings, C., Vahle, P., Williamson, D. A., & Wurmser, Y. (2020, July). *US esports 2020: The pandemic puts the spotlight on a rising industry.* https://store.businessinsider.com/products/us-esports-2020
70. Seo, Y. (2016, January). Professionalized consumption and identity transformations in the field of esports. *Journal of Business Research, 69*(1), 264-272. https://doi.org/10.1016/j.jbusres.2015.07.039
71. Qian, T. Y., Wang, J. J., Zhang, J. J., & Hulland, J. (2022, April). Fulfilling the basic psychological needs of esports fans: A self-determination theory approach. *Communication & Sport, 10*(2), 216-240. https://doi.org/10.1177/2167479520943875
72. Hasselberg, H. (2021). Why do esports players consumer esports? : A case study of an esports platform [Master's thesis, Åbo Akademi University]. *Doria.* https://urn.fi/URN:NBN:fi-fe2021060333479
73. Yu, B., Brison, N. T., & Bennett, G. (2022, February). Why do women watch esports? A social role perspective on spectating motives and points of attachment. *Computers in Human Behavior, 127*. https://doi.org/10.1016/j.chb.2021.107055
74. Rothwell, G., & Shaffer, M. (2019, May 15). Esports in K-12 and post-secondary schools. *Education Sciences, 9*(2), 105-114. https://doi.org/10.3390/educsci9020105
75. Rogstad, E. T. (2021, June 2). Gender in esports research: A literature review. *European Journal for Sport and Society.* https://doi.org/10.1080/16138171.2021.1930941
76. Darvin, L., Holden, J., Wells, J., & Baker, T. (2021). Breaking the glass monitor: Examining the underrepresentation of women in esports environments. *Sport Management Review, 24*(3), 475-499. https://doi.org/10.1080/14413523.2021.1891746
77. Rosenthal, R. R. (2021). A tough pill to swallow: Making the case for why esports leagues must adopt strict banned substance policies to prevent disability discrimination. *Virginia Sports and Entertainment Law Journal, 20*(1). https://ssrn.com/abstract=3589710
78. Goh, C. L. (2021, December). The social licence to operate in esports: The glorification of violence, discrimination, and gaming addiction in esports. *Australian and New Zealand Sports Law Journal, 14*(1), 139-161. https://search.informit.org/doi/abs/10.3316/informit.202199336530304
79. Martin, A. (2022, April). Esports and Title IX: Addressing scholarship distribution across gender lines in collegiate esports programs. *Brigham Young University Prelaw Review, 36*, 171-188. https://scholarsarchive.byu.edu/byuplr/vol36/iss1/12/
80. Smith, M. (2019, May 16). *SBJ college: Esports not for NCAA.* Sports Business Journal. https://www.sportsbusinessjournal.com/SB-Blogs/Newsletter-College/2019/05/16.aspx
81. *Esports 'too violent' to be included in Olympics*. (2018, September 4). BBC. https://www.bbc.com/news/newsbeat-45407667

82. NFHS. (2018, April 24). *NFHS, NFHS Network announce partnership with PlayVS to begin esports in high schools nationwide* [Press release]. https://www.nfhs.org/articles/nfhs-nfhs-network-announce-partnership-with-playvs-to-begin-esports-in-high-schools-nationwide/
83. Pei, A. (2020, February 13). *20-something Delane Parnell's PlayVS expands by locking in deal with Tencent-owned Riot Games.* CNBC. https://www.cnbc.com/2020/02/13/playvs-expands-by-locking-in-deal-with-tencent-owned-riot-games.html
84. Amenabar, T. (2022, April 11). *Teachers say PlayVS wields partnerships to monopolize scholastic esports*. Washington Post. https://www.washingtonpost.com/video-games/esports/2022/04/11/playvs-high-school-esports/
85. World Wide Scholastic Esports Foundation, Inc. A/K/A and D/B/A North American Scholastic Esports Federation, and Gerald Solomon v. High School Esports League, Inc. A/K/A Generation Esports, Civil Action No. 4:22-cv-170 (W. D. Mo. March 11, 2022).
86. North America Scholastic Esports Federation. (2021, May 5). *Scholastic esports consolidation to empower play and learning around the world; High School Esports League (HSEL) and Middle School Esports League (MSEL) and North America Scholastic Esports Federation (NASEF) join forces* [Press release]. https://www.nasef.org/news/press-room/nasef-hsel/
87. Peng, Q., Dickson, G., Scelles, N., Grix, J., & Brannagan, P. M. (2020, October 8). Esports governance: Exploring stakeholder dynamics. *Sustainability, 12*(19). https://doi.org/10.3390/su12198270
88. Martinelli, J. (2019). The challenges of implementing a governing body for regulating esports. *University of Miami International and Comparative Law Review, 26*(2). https://repository.law.miami.edu/umiclr/vol26/iss2/8/
89. Kelly, S. J., Derrington, S., Star, S. (2022). Governance challenges in esports: A best practice framework for addressing integrity and wellbeing issues. *International Journal of Sport Policy and Politics, 14*(1), 151-168. https://doi.org/10.1080/19406940.2021.1976812
90. Cestino-Castilla, J., Macey, J., & McCauler, B. (2021). Aiming for validity : The experience of conflicts in legitimacy judgments in esports actors and new grassroots activism. *CEUR Workshop Proceedings.* https://urn.fi/URN:NBN:fi:tuni-202106296124
91. *Leadership*. (n.d.). International Esports Federation. https://iesf.org/about/structure
92. Saudi Esports Federation. (2021, December 2). *Faisal bin Bandar bin Sultan appointed as vice president of the Global Esports Federation* [Press release]. https://saudiesports.sa/en/media_news_article/faisal-bin-bandar-bin-sultan-appointed-as-vice-president-of-the-global-esports-federation/
93. Šimić, I. (2021, May 11). *Global Esports Games unveils first host cities.* Esports Insider. https://esportsinsider.com/2021/05/global-esports-games-host-cities/
94. Perry, J. (2022, January 31). *Bali named as IESF World Championships host despite WADA ban.* Sport Business. https://www.sportbusiness.com/news/bali-confirmed-as-iesf-world-championships-host-despite-wada-ban/
95. Abu Dhabi Gaming. (2021, December 13). *Mubadala and Abu Dhabi Gaming to collaborate on developing a regional gaming and esports ecosystem in the UAE* [Press release]. https://adgaming.ae/en/news/mubadala-and-abu-dhabi-gaming-to-collaborate-on-developing-a-regional-gaming-and-esports-ecosystem-in-the-uae
96. MTG. (2022, January 24). *MTG divests ESL Gaming to Savvy Gaming Group for USD 1,050 million to combine with FACEIT and create global leader in competitive gaming* [Press release]. https://www.mtg.com/pressroom/article/?a=mtg-divests-esl-gaming-to-savvy-gaming-group-for-usd-1-050-million-to-combine-with-faceit-and-create&i=2DA265761E3146E6
97. Hitt, K. (2022, April 12). *Savvy's Brian Ward: 'We're not part of the Saudi state'.* The Esports Observer. https://www.sportsbusinessjournal.com/Esports/Sections/Franchises/2022/04/Savvy-Gaming-Saudi-Arabia-Brian-Ward-women-in-gaming.aspx
98. Howe, E., LoRusso, E., & Moore, E. (2021, August 3). *Esports and the military.* Center for a New American Security. https://www.cnas.org/publications/reports/esports-and-the-military
99. Global Web Index. (2019). *Digital 2019 Q3 global digital statshot.* https://www.seminar-nuertingen.org/2019/07/25/digital-2019-q3-global-digital-statshot-july-2019/
100. *What is NACE?* (n.d.). National Association of Collegiate Esports. https://nacesports.org/about/

Appendix A: OTVTP Implementation and Measurement Plan

Organization Name	United States Esports Association
Project Title	National Esports Honors Society: Building resilience among uniquely at-risk college students with a comprehensive OST as a national security priority
Grant Number	DHS-22-TTP-132-00-01
Grant Implementation Period	10/01/2022 – 09/30/2024

Project Goal Statement

(1) To support local resiliency in college-aged young people interested in esports, and bolster national security interests, through existing collegiate esports programs by enhancing media literacy and online critical-thinking skills in the target population;
(2) To support local resiliency in college-aged young people interested in esports, and bolster national security interests, through existing collegiate esports programs by increasing local civic engagement and cross-generational and peer mentorship by the target population; and
(3) To support local resiliency in college-aged young people interested in esports, and bolster national security interests, through existing collegiate esports programs by increasing the transferrable skills in the target population that are central to esports and critical to national workforce development

Target Population

The target population for this project is young people between the ages of 18 and 22 that are enrolled in colleges and universities that spectate or play esports. For the Mangilao, GU, project site, the United States Esports Association has a memorandum of cooperation with the Triton Esports program at the University of Guam, as provided in Appendix C. Triton Esports consists of 20 student-athletes, of which approximately 100% are men and 90% are Pacific-Islander, 5% are Black, and 5% are White. Triton Esports is led by 10 staff members. For the Rock Island, IL, project site, the United States Esports Association has a memorandum of cooperation with the Vikings Esports program at Augustana College, as provided in Appendix C. Vikings Esports consists of 43 students, of which approximately 93% are men and 7% are women. Approximately, 49% are White, 29% are Asian, 14% are Black, and 8% are Hispanic/Latinx. Vikings Esports is led by 4 staff members.

Goal 1. To support local resiliency in college-aged young people interested in esports, and bolster national security interests, through existing collegiate esports programs by enhancing media literacy and online critical-thinking skills in the target population.

Objective 1.1. Develop curricula to support the target population in vetting, interpreting, and making decisions of digital information based on available resources and personal knowledge in respect of such information's legitimacy, veracity, bias, and intent between the 1st and 4th months of the grant period.

Objective 1.2. Implement and administer curricula as in Objective 1.1 to the target population in cooperation with partners, as per memoranda of cooperation in Appendix C, between the 12th and 24th months of the grant period.

Goal 1 Implementation Plan				
Objectives	**Activity**	**Inputs / Resources**	**Timeframe**	**Outcomes**
1.1	**1.1.1.** Organize and hold at least 6 planning meetings with partners, either virtually, in person, or both	USEA and partners subject matter expertise, key personnel effort and time, partners, and information systems	1st – 4th months (Oct. 2022 – Jan. 2023)	At least 6 meetings held, action plan and mutual understanding about 1.1.2 gained
	1.1.2. Curricular development by the USEA, optionally consulting partners, either virtually, in person, or both	USEA and partners subject matter expertise, key personnel effort and time, partners, information systems, examples and case studies for curricula, public information systems, plans and understandings as in 1.1.1, and student insights as gained in 1.1.3	After at least 1 meeting as in 1.1.1, 1st – 4th months (Oct. 2022 – Jan. 2023)	Curricula created, reviewed and updated based on insights gained in 1.1.3
	1.1.3. Organize and hold at least 3 student townhalls about Objective 1.1, either virtually, in person, or both	USEA and partners subject matter expertise, key personnel effort and time, partners and students, information systems, examples and case studies for curricula, materials from 1.1.2, and public information systems	1st – 4th months (Oct. 2022 – Jan. 2023)	At least 3 student townhalls held, student insights into Objective 1.1 gained for 1.1.2
1.2	**1.2.1.** Organize and hold at least 3 townhalls for partner institutions' support services staff and any other faculty and administration about Objective 1.2, either virtually, in person, or both	USEA and partners subject matter expertise, key personnel effort and time, partners and students, information systems, curricula from 1.1.2, and public information systems	1 meeting per semester, 12th – 20th months (Sept. 2023 – May 2024)	At least 3 staff townhalls held, awareness by support services staff, faculty, and administration about Goal 1 and Objective 1.2 gained
	1.2.2. Implement and execute the curricula as created in 1.1.2	USEA and partners subject matter expertise, key personnel effort and time, partners and students, information systems, curricula from 1.1.2, and public information systems	12th - 20th months (Sept. 2023 – May 2024)	Deliverables and other outcomes as required by curricula as created in 1.1.2

	1.2.3. Solicit student feedback via structured interviews, questionnaires, and anonymous and ad hoc feedback	USEA and partners subject matter expertise, key personnel effort and time, partners and students, information systems, public information systems, and materials created in 1.1.2	Ad hoc, 12th – 20th months (Sept. 2023 – May 2024)	Student insights for use in 1.2.4 gained
	1.2.4. Organize and hold at least 4 review meetings with partners, either virtually, in person, or both	USEA and partners subject matter expertise, key personnel effort and time, partners and students, information systems, public information systems, and feedback solicited in 1.2.3	1 meeting per month, 21st – 24th months (June 2024 – Sept. 2024)	At least 4 review meetings held, curricula updated

Goal 1 Measurement Plan				
Activities	**Outcome Indicator**	**Data Collection Method**	**Timeframe**	**Results**
1.1.1	Number of planning meetings organized and held	Scheduling documentation, formal correspondences, and meeting minutes solicited, retained, and reviewed	Concurrent with 1.1.1, data collected ASAP as 1.1.1 is completed	Notice of completion status of 1.1.1 and submission of unredacted meeting minutes
1.1.2	Completion status of curricula	Copies of any and all working papers and drafts leading to and including final curricula and meeting minutes or other formal correspondences attesting to completion solicited, retained, and reviewed	Concurrent with 1.1.2 and 1.1.3, data collected ASAP as 1.1.2 is completed	Notice of completion status of 1.1.2 and submission of unredacted working papers, drafts, and final curricula and meeting minutes or other formal correspondences attesting to completion
1.1.3	Number of student townhalls organized and held, publication of townhall audiovisual recordings	Scheduling documents, formal correspondences, meeting minutes, and townhall audiovisual recordings (and corresponding public-access links or portals, if otherwise not collected) solicited, retained, and reviewed	Concurrent with 1.1.2 and 1.1.3, data collected ASAP as 1.1.3 is completed	Notice of completion status of 1.1.3 and submission of unredacted meeting minutes and links to audiovisual recordings hosted by the USEA or partners with/out a competent third-party service
1.2.1	Number of staff, faculty, and administration townhalls organized and held, publication of townhall audiovisual recordings	Scheduling documents, formal correspondences, meeting minutes, and townhall audiovisual recordings (and corresponding public-access links or portals, if otherwise not collected) solicited, retained, and reviewed	Concurrent with 1.2.1, data collected ASAP as 1.2.1 is completed	Notice of completion status of 1.2.1 and submission of unredacted meeting minutes and links to audiovisual recordings hosted by the USEA or partners with/out a competent third-party service
1.2.2	Completion status of deliverables and aggregate examination results are	Solicitation, retention, and review of Outcome Indicators for 1.2.2 via means	Concurrent with 1.2.2, data collected	Notice of completion status of 1.2.2 and submission of

	created by 1.1.2, e.g., number of students enrolled, number of students completed, aggregated student demographic information, and aggregated standardized examination results	conducive to this Data Collection Method or as described in 1.1.2	ASAP as 1.2.2 is completed	Outcome Indicators in the aggregate and redacted of FERPA-protected information, if any is provided
1.2.3	Number and content of structured interview recordings with optional transcripts, structured interview minutes, questionnaire responses, and any ad hoc feedback	Solicitation, retention, and review of Outcome Indicators for 1.2.3 via accessible information systems conducive to this Data Collection Method	Concurrent with 1.2.3, data collected ASAP as 1.2.3 is completed	Notice of completion status of 1.2.3 and submission of Outcome Indicators in the aggregate and redacted of FERPA-protected information, if any is provided
1.2.4	Number of review meetings organized and held	Scheduling documents, formal correspondence, and meeting minutes solicited, retained, and reviewed	Concurrent with 1.2.4, data collected ASAP as 1.2.4 is completed	Notice of completion status of 1.2.4 and submission of unredacted meeting minutes

Goal 2. To support local resiliency in college-aged young people interested in esports, and bolster national security interests, through existing collegiate esports programs by increasing local civic engagement and cross-generational and peer mentorship by the target population.

Objective 2.1. Develop curricula to support the target population in identifying opportunities for civic engagement and assessing and applying personal characteristics and competencies to such opportunities between the 5th and 8th months of the grant period.

Objective 2.2. Implement and administer curricula as in Objective 2.1 to the target population in cooperation with partners, as per memoranda of cooperation in Appendix C, between the 12th and 24th months of the grant period.

Objective 2.3. Arrange cross-generational and peer mentorship opportunities within the target population in cooperation with partners, as per memoranda of cooperation in Appendix C, between the 12th and 24th months of the grant period.

Goal 2 Implementation Plan				
Objectives	**Activity**	**Inputs / Resources**	**Timeframe**	**Outcomes**
2.1	**2.1.1.** Organize and hold at least 6 planning meetings with partners, either virtually, in person, or both	USEA and partners subject matter expertise, key personnel effort and time, partners, and information systems	5th – 8th months (Feb. 2023 – May 2023)	At least 6 meetings held, action plan and mutual understanding about 2.1.2 gained

	2.1.2. Curricular development by the USEA, optionally consulting partners, either virtually, in person, or both	USEA and partners subject matter expertise, key personnel effort and time, partners, information systems, examples and case studies for curricula, public information systems, plans and understandings as in 2.1.1, and student insights as gained in 2.1.3	After at least 1 meeting as in 2.1.1, 5th – 8th months (Feb. 2023 – May 2023)	Curricula created, reviewed and updated based on insights gained in 2.1.3
	2.1.3. Organize and hold at least 3 student townhalls about Objective 2.1, either virtually, in person, or both	USEA and partners subject matter expertise, key personnel effort and time, partners and students, information systems, materials from 2.1.2, and public information systems	5th – 8th months (Feb. 2023 – May 2023)	At least 3 student townhalls held, student insights into Objective 2.1 gained for 2.1.2
2.2	**2.2.1.** Organize and hold at least 3 townhalls for partner institutions' support services staff and any other faculty and administration about Objective 2.2, either virtually, in person, or both	USEA and partners subject matter expertise, key personnel effort and time, partners and students, information systems, curricula from 2.1.2, and public information systems	1 meeting per semester, 12th – 20th months (Sept. 2023 – May 2024)	At least 3 staff townhalls held, awareness by support services staff, faculty, and administration about Goal 2 and Objective 2.2 gained
	2.2.2. Implement and execute the curricula as created in 2.1.2	USEA and partners subject matter expertise, key personnel effort and time, partners and students, information systems, curricula from 2.1.2, and public information systems	12th - 20th months (Sept. 2023 – May 2024)	Deliverables and other outcomes as required by curricula as created in 2.1.2
	2.2.2. Solicit student feedback via structured interviews, questionnaires, and anonymous and ad hoc feedback	USEA and partners subject matter expertise, key personnel effort and time, partners and students, information systems, public information systems, and materials created in 2.1.2	Ad hoc, 12th – 20th months (Sept. 2023 – May 2024)	Student insights for use in 2.2.3 gained
	2.2.3. Organize and hold at least 4 review meetings with partners, either virtually, in person, or both	USEA and partners subject matter expertise, key personnel effort and time, partners and students, information systems, public information systems, and feedback solicited in 2.2.2 and 2.3.3	1 meeting per month, 21st – 24th months (June 2024 – Sept. 2024)	At least 4 review meetings held, curricula updated
2.3	**2.3.1.** Develop questionnaires, short-form essay prompts, and other screening tools for use in 2.3.2	USEA subject matter expertise, key personnel effort and time, and information systems	11th month (Aug. 2023)	Materials as in 2.3.1 created for 2.3.2
	2.3.2. Disseminate materials created in 2.3.1 as solicitations for screening information used in 2.3.3 and collect such information	Key personnel effort and time, students, information systems, and materials created in 2.3.1	12th month (Sept. 2023)	Student insights for use in 2.3.3 gained

	2.3.3. Organize and hold at least 1 meeting to match students based on insights from 2.3.2 with partners, either virtually, in person, or both	Key personnel effort and time, students, information systems, and insights gained from 2.3.2	Within 2 weeks following the completion of 2.3.2 (weeks 1 and 2 of Oct. 2023)	Student mentorship matches

Goal 2 Measurement Plan				
Activities	**Outcome Indicator**	**Data Collection Method**	**Timeframe**	**Results**
2.1.1	Number of planning meetings organized and held	Scheduling documentation, formal correspondences, and meeting minutes solicited, retained, and reviewed	Concurrent with 2.1.1, data collected ASAP as 2.1.1 is completed	Notice of completion status of 2.1.1 and submission of unredacted meeting minutes
2.1.2	Completion status of curricula	Copies of any and all working papers and drafts leading to final curricula and meeting minutes or other formal correspondences attesting to completion solicited, retained, and reviewed	Concurrent with 2.1.2 and 2.1.3, data collected ASAP as 2.1.2 is completed	Notice of completion status of 2.1.2 and submission of unredacted working papers, drafts, and final curricula and meeting minutes or other formal correspondences attesting to completion
2.1.3	Number of student townhalls organized and held, publication of townhall audiovisual recordings	Scheduling documents, formal correspondences, meeting minutes, and townhall audiovisual recordings (and corresponding public-access links or portals, if otherwise not collected) solicited, retained, and reviewed	Concurrent with 2.1.2 and 2.1.3, data collected ASAP as 2.1.3 is completed	Notice of completion status of 2.1.3 and submission of unredacted meeting minutes and links to audiovisual recordings hosted by the USEA or partners with/out a competent third-party service
2.2.1	Number of staff, faculty, and administration townhalls organized and held, publication of townhall audiovisual recordings	Scheduling documents, formal correspondences, meeting minutes, and townhall audiovisual recordings (and corresponding public-access links or portals, if otherwise not collected) solicited, retained, and reviewed	Concurrent with 2.2.1, data collected ASAP as 2.2.1 is completed	Notice of completion status of 2.2.1 and submission of unredacted meeting minutes and links to audiovisual recordings hosted by the USEA or partners with/out a competent third-party service
2.2.2	Completion status of deliverables and aggregate examination results are created by 2.1.2, e.g., number of community engagement events, number of people at community	Solicitation, retention, and review of Outcome Indicators for 2.2.2 via means conducive to this Data Collection Method or as described in 2.1.2	Concurrent with 2.2.2, data collected ASAP as 2.2.2 is completed	Notice of completion status of 2.2.2 and submission of Outcome Indicators in the aggregate and redacted of FERPA-protected information, if any is provided

	engagement events, and aggregated student demographic information			
2.2.3	Number and content of structured interview recordings with optional transcripts, structured interview minutes, questionnaire responses, and any ad hoc feedback	Solicitation, retention, and review of Outcome Indicators for 2.2.3 via accessible information systems conducive to this Data Collection Method	Concurrent with 2.2.3, data collected ASAP as 2.2.3 is completed	Notice of completion status of 2.2.3 and submission of Outcome Indicators in the aggregate and redacted of FERPA-protected information, if any is provided
2.2.4	Number of review meetings organized and held	Scheduling documents, formal correspondence, and meeting minutes solicited, retained, and reviewed	Concurrent with 2.2.4, data collected ASAP as 2.2.4 is completed	Notice of completion status of 2.2.4 and submission of unredacted meeting minutes
2.3.1	Completion status of questionnaires, short-form essay prompts, and other screening materials	Copies of any and all working papers and drafts leading to and including final questionnaires, short-form essay prompts, and other screening materials and meeting minutes or other formal correspondences attesting to completion solicited, retained, and reviewed	Concurrent with 2.3.1, data collected ASAP as 2.3.1 is completed	Notice of completion status of 2.3.1 and submission of unredacted materials as in 2.3.1
2.3.2	Dissemination and solicitation status of questionnaires, short-form essay prompts, and other screening materials	Solicitation, retention, review, and tracking of Outcome Indicators for 2.3.2 via accessible information systems conducive to this Data Collection Method	Concurrent with 2.3.2, data collected ASAP as 2.3.2 is completed	Notice of dissemination and solicitation status of 2.3.2 and submission of Outcome Indicators in the aggregate and redacted of FERPA-protected information, if any is provided
2.3.3	Number of planning meetings organized and held and number of students matched	Scheduling documentation, formal correspondences, and meeting minutes solicited, retained, and reviewed	Concurrent with 2.3.3, data collected ASAP as 2.3.3 is completed	Notice of completion status of 2.3.3 and submission of unredacted meeting minutes

Goal 3. To support local resiliency in college-aged young people interested in esports, and bolster national security interests, through existing collegiate esports programs by increasing the transferrable skills in the target population that are central to esports and critical to national workforce development.

Objective 3.1. Develop curricula to support the target population in identifying career paths in esports and assessing and applying personal characteristics and competencies to such opportunities between the 9th and 12th months of the grant period.

Objective 3.2. Implement and administer curricula as in Objective 3.1 to the target population in cooperation with partners, as per memoranda of cooperation in Appendix C, between the 12th and 24th months of the grant period.

Goal 3 Implementation Plan				
Objectives	**Activity**	**Inputs / Resources**	**Timeframe**	**Outcomes**
3.1	**3.1.1.** Organize and hold at least 6 planning meetings with partners, either virtually, in person, or both	USEA and partners subject matter expertise, key personnel effort and time, partners, and information systems	9th – 12th months (Jun. 2023 – Sept. 2023)	At least 6 meetings held, action plan and mutual understanding about 3.1.2 gained
	3.1.2. Curricular development by the USEA, optionally consulting partners, either virtually, in person, or both	USEA and partners subject matter expertise, key personnel effort and time, partners, information systems, examples and case studies for curricula, public information systems, plans and understandings as in 3.1.2, and student insights as gained in 3.1.3	After at least 1 meeting as in 3.1.1, 9th – 12th months (Jun. 2023 – Sept. 2023)	Curricula created, reviewed and updated based on insights gained in 3.1.3
	3.1.3. Organize and hold at least 3 student townhalls about Objective 3.1, either virtually, in person, or both	USEA and partners subject matter expertise, key personnel effort and time, partners and students, information systems, materials from 3.1.2, and public information systems	9th – 12th months (Jun. 2023 – Sept. 2023)	At least 3 student townhalls held, student insights into Objective 3.1 gained for 3.1.2
3.2	**3.2.1.** Organize and hold at least 3 townhalls for partner institutions' support services staff and any other faculty and administration about Objective 3.2, either virtually, in person, or both	USEA and partners subject matter expertise, key personnel effort and time, partners and students, information systems, curricula from 3.1.3, and public information systems	1 meeting per semester, 12th – 20th months (Sept. 2023 – May 2024)	At least 3 staff townhalls held, awareness by support services staff, faculty, and administration about Goal 3 and Objective 3.2 gained
	3.2.2. Implement and execute the curricula as created in 3.1.2	USEA and partners subject matter expertise, key personnel effort and time, partners and students, information systems, curricula from 3.1.3, and public information systems	12th - 20th months (Sept. 2023 – May 2024)	Deliverables and other outcomes as required by curricula as created in 3.1.2
	3.2.3. Solicit student feedback via structured interviews, questionnaires, and anonymous and ad hoc feedback	USEA and partners subject matter expertise, key personnel effort and time, partners and students, information systems, public information systems, and materials created in 3.1.2	Ad hoc, 12th – 20th months (Sept. 2023 – May 2024)	Student insights for use in 3.2.4 gained
	3.2.4. Organize and hold at least 4 review meetings with partners, either virtually, in person, or both	USEA and partners subject matter expertise, key personnel effort and time, partners and students, information	1 meeting per month, 21st – 24th months	At least 4 review meetings held, curricula updated

		systems, public information systems, and feedback solicited in 3.2.3	(June 2024 – Sept. 2024)	

Goal 3 Measurement Plan				
Activities	**Outcome Indicator**	**Data Collection Method**	**Timeframe**	**Results**
3.1.1	Number of planning meetings organized and held	Scheduling documentation, formal correspondences, and meeting minutes solicited, retained, and reviewed	Concurrent with 3.1.1, data collected ASAP as 3.1.1 is completed	Notice of completion status of 3.1.1 and submission of unredacted meeting minutes
3.1.2	Completion status of curricula	Copies of any and all working papers and drafts leading to and including final curricula and meeting minutes or other formal correspondences attesting to completion solicited, retained, and reviewed	Concurrent with 3.1.2 and 3.1.3, data collected ASAP as 3.1.2 is completed	Notice of completion status of 3.1.2 and submission of unredacted working papers, drafts, and final curricula and meeting minutes or other formal correspondences attesting to completion
3.1.3	Number of student townhalls organized and held, publication of townhall audiovisual recordings	Scheduling documents, formal correspondences, meeting minutes, and townhall audiovisual recordings (and corresponding public-access links or portals, if otherwise not collected) solicited, retained, and reviewed	Concurrent with 3.1.2 and 3.1.3, data collected ASAP as 3.1.3 is completed	Notice of completion status of 3.1.3 and submission of unredacted meeting minutes and links to audiovisual recordings hosted by the USEA or partners with/out a competent third-party service
3.2.1	Number of staff, faculty, and administration townhalls organized and held, publication of townhall audiovisual recordings	Scheduling documents, formal correspondences, meeting minutes, and townhall audiovisual recordings (and corresponding public-access links or portals, if otherwise not collected) solicited, retained, and reviewed	Concurrent with 3.2.1, data collected ASAP as 3.2.1 is completed	Notice of completion status of 3.2.1 and submission of unredacted meeting minutes and links to audiovisual recordings hosted by the USEA or partners with/out a competent third-party service
3.2.2	Completion status of deliverables as required by 3.1.2, e.g., number and type of services offered	Solicitation, retention, and review of Outcome Indicators for 3.2.2 via means conducive to this Data Collection Method or as described in 3.1.2	Concurrent with 3.2.2, data collected ASAP as 3.2.2 is completed	Notice of completion status of 3.2.2 and submission of Outcome Indicators in the aggregate and redacted of FERPA-protected information, if any is provided
3.2.3	Number and content of structured interview recordings with optional transcripts, structured interview	Solicitation, retention, and review of Outcome Indicators for 3.2.3 via	Concurrent with 3.2.3, data collected	Notice of completion status of 3.2.3 and submission of Outcome Indicators in the

	minutes, questionnaire responses, and any ad hoc feedback	accessible information systems conducive to this Data Collection Method	ASAP as 3.2.3 is completed	aggregate and redacted of FERPA-protected information, if any is provided
3.2.4	Number of review meetings organized and held	Scheduling documents, formal correspondence, and meeting minutes solicited, retained, and reviewed	Concurrent with 3.2.4, data collected ASAP as 3.2.4 is completed	Notice of completion status of 3.2.4 and submission of unredacted meeting minutes

Appendix B: Resumes / CVs of Key Personnel

Eliot J. Oreskovic

EDUCATION

MBA Marketing
Cleveland State University, *Cleveland, OH*
Aug. 2021 – Dec. 2023

- Major GPA 3.43

MA Economics
Cleveland State University, *Cleveland, OH*
Aug. 2020 – May 2021

- Did not complete
- 15 of 30 hours completed
- Major GPA 3.74

BBA Marketing
Cleveland State University, *Cleveland, OH*
Aug. 2016 – May 2020

- Summa cum laude
- Cum GPA 3.89

WORK EXPERIENCE

Consultant
Shotcall, *Smyrna, GA (remote)*
Sept. 2021 – May 2022

- Serviced accounts for esports orgs and non-esports tournament organizers
- Solicited, vetted, and made recommendations for esports sponsorships in Southeast Asia
- Tested and made recommendations for product design and features development
- Prepared industry research into markets and competitors of interest for decision-makers

Graduate Assistant
Aug. 2020 – present

Peer Writing Tutor
Cleveland State University, *Cleveland, OH*
Oct. 2017 – May 2020

- Assist students of all disciplines and academic years with planning, grammar, and style
- Consult with professors on papers for publication in business, economics, and social work
- Guide doctoral students throughout the dissertation-writing process

Managing Partner
Azara Gaming, Ltd. dba Azara Consulting Group
July 2019 – present

- Led a team to compete in the final phase of the 2019 US Nationals for *Rainbow Six Siege*
- Managed business affairs for our *Rainbow Six Siege* women's league, Queens' League
- Organized charity events, raising 400% of target in a single event with 100-135 CCV
- Consistently netted 3-10% engagement on tweets and 100-200 CCV on league broadcasts

Model United Nations Intern
Cleveland Council on World Affairs
Jan. 2017 – May 2017

- Archived delegate reviews of Model UN conferences for over 700 participants
- Assisted in the daily operations of the CCWA Downtown office
- Assisted the Program Manager in organizing and administering 4 Model UN conferences
- Compiled the archived history of the CCWA Model UN Program from 1940 to 1960
- Maintained comprehensive contact lists for Greater Cleveland and Canada

VOLUNTEER EXPERIENCE

Managing Director of Operations
Jan. 2022 – present

Chief Operating Officer
United States Esports Association, *Spokane, WA (remote)*
May 2020 – Dec. 2021

- Develop and head the implementation of programming furthering our exempt purpose
- Negotiate interorganizational partnerships, recently with the UPEA and inSTREAMLY
- Take lead on board of directors and young board of directors recruitment and development
- Take lead on institutional advancement, namely grantwriting and solicitations
- Mentor 3-5 interns semesterly and manage 3 volunteers across 2 working groups
- Foster interorganizational relationships, especially with United Nations Climate Change

APPEARANCES

Keynote at ISO x esports workshop remotely in Germany, *Mar. 2, 2021*
Appearance on *Esports and Gaming Tonight* w/ Ashley Jackson, *Aug. 31, 2021*
Appearance on *Preediction* w/ Justin M. Jacobson, Esq., *Jan. 20, 2021*
Appearance on *The Game Show* w/ Sportsnet 650, *Dec. 15, 2020*
Appearance on the *Esports Talk Session* w/ Ruben Caputo from CSUDH Esports, *Aug. 31, 2020*

Sarah Nguyen

EDUCATION

BS Finance and Business Administration
California State University, Long Beach, *Long Beach, CA*
Aug. 2011 – May 2014

WORK EXPERIENCE

DYGYCON Event Coordinator
Splinterlands, *Media, PA (remote)*
June 2021 – present

- Bring the best brands, influencers, and investors together to learn about interesting projects, network or collaborate, and celebrate tech, finance, and esports
- Provide an engaging community platform showcasing tech, games, and crypto
- Develop valuable opportunities and resources for investors of future tech

Community Development Manager
Gamerjibe, *Chicago, IL (remote)*
June 2021 – present

- Formulate strategies for diverse communities seeking to grow by hosting their events
- Deepen relationships with clients and optimized platform experience
- Organize engaging community events and work closely with developer and sales teams to produce exciting and experimental spaces

Import Operations Agent
Kintetsu World Express, *Long Beach, CA*
Jan. 2021 – June 2021

- Managed import operations of multiple shipments for high net worth clients / businesses around the globe
- Streamlined communication channels with clients, brokers, and shipment parties
- Ensured shipments were processed within industry compliance standards and guidelines

Chairperson
June 2021 – present

- Set governance standards and preside over meeting with board and committees of projects, events, and overall business
- Implement decisions, develop course of action, and conduct performance reviews
- Delegate time to build and promote the creative community and our mission

Co-founder
Art Chops, *TX*
June 2020 – June 2021

- Centered direction of projects towards our mission to benefit the creative community
- Connected with professionals and entrepreneurs in the esports, gaming, art, film, and other creative-involved industries and roles
- Collaborated with businesses and charities to engage with the community

Content Creator / Social Media Manager / Digital Presence Advisor
Self-employed
Apr. 2020 – present

- Schedule and deliver generated story and page posts for social media websites and media
- Develop benchmarks and goals for campaigns
- Branded direct engagement with clients / audience
- Hi-res lightbox images for product presentation
- Brand and media kit creation
- SEO, local search, and digital footprint
- Google My Business dashboard maintenance
- Google Data Analytics
- Facebook, TikTok, Instagram for Business dashboard maintenance

Artist / Graphic Designer
Self-employed
Apr. 2020 – present

- Twitch, Discord, and social media profile panels, emotes / emojis, live stream transitions, and banners
- Menu, logo, and vector art design
- Filters, stickers, stationary, and textbook / workbook pages

UX / UI and QA
Self-employed
Apr. 2020 – present

- Curate UX / UI of websites, apps, and business processes both internal and external
- Game and platform testing
- Game and platform quality assurance
- Test website compatibility and accessibility

Customer Success Manager
Brandify, *Orange County, CA*
Aug. 2019 – Apr. 2020

- Prepared kick-off call onboarding presentations for new and existing clients
- Defined project baselines, shared clearly stated timelines, and secured assets
- Led design/redesign efforts, communicated with designers and clients, including the approval of all testing links before any release to clients

- Tracked and communicated any new product progress with client success executives, account managers, client success managers, and clients
- Managed the ongoing operational relationship with clients, including scheduling regular meetings, service requests, providing feedback to respective account managers and ensuring that all products purchased meet and exceed client expectations
- Supported business unit / vertical with CSEs, SAMs, and CSMs as needed with clients and meetings / calls
- Fulfilled service-level commitments to client inquiries and issue resolutions, SLAs as determined by the company

Client Service Manager
UBS, *Los Angeles, CA*
Dec. 2014 – Aug. 2019

- Served two teams of financial advisors managing over $10M in assets of clients through holistic financial planning, life insurance, 401k retirement plans, education savings, and stock option advisory
- Provided top level of discretion and support related to high net worth clients, branch, FA, and firm details
- Kept management systems up to date with client information
- Educated clients on account services and capabilities
- Helped with the preparation of reports and other materials for client meetings
- Collected appropriate documentation for opening new accounts and service requests
- Planned team marketing events and maintained marketing materials
- Provided the team with a detailed calendar of events

Vice President of Marketing
RoomCrunch, *Los Angeles, CA*
Oct. 2015 – Dec. 2015

- Formulated, directed, and coordinated marketing activities and policies to promote products and services, working with advertising and promotion managers
- Identified, developed, or evaluated marketing strategy, based on knowledge of establishment objectives, market characteristics, and cost and markup factors
- Evaluated the financial aspects of product development, such as budget, expenditures, research and development appropriations, or ROI and profit-loss projections

Marketing and Executive Intern
Morgan Stanley, *Long Beach, CA*
Jan. 2014 – Dec. 2014

- Prepared and generated financial data analytics for routine client communications
- Led social media marketing efforts on LinkedIn and Twitter

Campus Brand Ambassador
Typeform.com, *Barcelona, ES (remote)*
Jan. 2014 – June 2014

- Posted about our products / services online (e.g., social media and forums)
- Networked and built trusting relationships with potential customers
- Monitored online comments and respond or forward to the Marketing department
- Assisted in organizing marketing events
- Tracked customers' preferences and suggest advertising and positioning ideas
- Provided feedback to the Marketing and Product departments about customers' requests
- Tracked and reported on competitors' marketing activities

VOLUNTEER EXPERIENCE

Managing Director of Communications
Jan. 2022 – present

Chief Marketing Officer
United States Esports Association, *Spokane, WA (remote)*
May 2020 – Dec. 2021

- Define marketing strategies to support the group's overall strategies and objectives
- Develop a feasible marketing plan for the department and oversee implementation
- Provide immediate / live coverage on play days and competition status for all pro league related content
- Create, monitor, and drive conversions on social media, in particular Twitter
- Regularly engage with esports fans at a 1:1 level, encouraging discussion and engagement to contribute towards the growth of the community
- Identify and engage with high value customers
- Develop, update, and execute community engagement calendar
- Deliver regular community updates to the business teams, informing of community sentiment and campaign performance
- Provide qualitative and quantitative feedback, consumer insights through close monitoring of community channels

West Regional Supervisor
The Collegiate Games, *Los Angeles, CA*
Sept. 2013 – Jan. 2014

- Hosted Twitch streams for one of the first nationwide collegiate *League of Legends* tournaments
- Networked and maintained constant communication with other regions regarding their groups of colleges and available commentators
- Served as Head Graphic Designer in producing logos, banners, stream overlays, marketing advertisements, and posting on all social media channels to promote the large-scale event

Founder and President
CSULB Esports and Gaming Association, *Long Beach, CA*
Apr. 2013 – May 2014

- Established structure and processes to train and produce leaders in competitive and recreational gaming environments
- Created and developed in-person and virtual social events, activities, and outlets for the community
- Coordinated in-person and online tournaments, sponsored giveaways, and LAN parties
- Collaborated with local organizations to plan events and initiatives related to the esports competitive and recreational scenes

Ken San Nicolas

ESPORTS MANAGER
UOG TRITON ESPORTS

Biography

UOG TRITON ESPORTS

University of Guam| Present

Ken San Nicolas heads the Triton Esports program as the Esports Manager. San Nicolas graduated from the University of Guam in 2007 with a degree in Finance and Economics and has over 20 years in event management and event production. From founding the Latte Esports League to running the GDOE high school esports pilot program in 2020, San Nicolas has trailblazed the development and organization of esports at every level in Guam.

His dream is to see Guam compete as a recognized nation in a variety of national and international competitions including NACE, the IE-SF, the GEF, SEA games, and eventually at the Olympic level.

San Nicolas brings with him nearly 15 years of event management experience -- having run Pacific Xtreme Combat, the local Mixed Martial Arts promotion, and hosting over 60 events in Guam, Saipan, Korea, and the Philippines under that banner.

Career Objective

To establish esports as a viable industry on the island. To use esports as a platform to help propel the youth and collegiate athletes alike, towards success on both the national and international stage. To develop Guam as a strategic hub to host esports competition among neighboring countries and universities.

Esports Experience

- Board of Directors, United States Esports Association (USEA)
- Founder of Latte Esports League, local Non-Profit
- Organized the GDOE Varsity League in 2020
- Organized the Guam Esports Championship in 2018
- Organized the Latte Esports Series in 2019
- Organized the Latte Esports Scholastic Series in 2021
- Over a decade of streaming experience
- Over a decade of esports tournament organization experience.

Education History

UNIVERSITY OF GUAM

Bachelor's of Business and P.A. | 2003 - 2007

- Graduated Cum Laude
- concentration in Finance and Economics

FATHER DUENAS MEMORIAL HIGH SCHOOL

Highschool Diploma | 1996 - 2000

- Graduated with honors
-NHS member
- Multiple clubs

Ken San Nicolas

ESPORTS MANAGER
UOG TRITON ESPORTS

Work History

DIRECTOR OF SOCIAL MEDIA

KUAM News | 2009 - 2022

- Delegate digital tasks to employees and implement periodic performance evaluations
- Develop and implement standard operating procedures for digital campaigns and social media accounts
- Assist in conceptualizing, planning, developing and servicing of www.kuam.com, all company social media accounts and its various campaigns and promotions
- Generate reports and analyze statistical data to determine feasibility and cost-effectiveness of client campaigns and company projects
- Assist in completion of grant applications for private-sector grant funding options
- Ensure that new company promotions adhere to Federal and local mandates and regulations
- Administer a variety of programs and promotions catered toward community development
- Create and organize various tournaments for a number of sporting events including cross fit, dodgeball and esports
- Draft rules and regulations for above events
- Establish brackets and administer said brackets for numerous events
- Develop the protocol and streaming solution for all of KUAM digital projects
- Create a significant portion of all graphics and templates seen on KUAM digital platforms
- Plan, organize and implement KUAM's podcast network
- Plan, organize and implement KUAM's the Link streaming show

OPERATIONS MANGER AND EVENT PROMOTER

Pacific Xtreme Combat | 2006 - 2017

- Create and analyze financial reports including monthly event budgets
- Create, disburse and keep record of all written documentation for events (eg contracts, invoices, event agreements, press releases etc)
- Handle all logistics and setup associated with monthly event production
- Research and develop strategies for establishing events internationally by interpreting applicable laws and regulations of Guam and the Philippines

Career Objective

To establish esports as a viable industry on the island. To use esports as a platform to help propel the youth and collegiate athletes alike, towards success on both the national and international stage. To develop Guam as a strategic hub to host esports competition among neighboring countries and universities.

Esports Experience

- Board of Directors, United States Esports Association (USEA)
- Founder of Latte Esports League, local Non-Profit
- Organized the GDOE Varsity League in 2020
- Organized the Guam Esports Championship in 2018
- Organized the Latte Esports Series in 2019
- Organized the Latte Esports Scholastic Series in 2021
- Over a decade of streaming experience
- Over a decade of esports tournament organization experience.

Education History

UNIVERSITY OF GUAM

Bachelor's of Business and P.A. | 2003 - 2007

- Graduated Cum Laude
- concentration in Finance and Economics

FATHER DUENAS MEMORIAL HIGH SCHOOL

Highschool Diploma | 1996 - 2000

- Graduated with honors
-NHS member
- Multiple clubs

Joseph Loomis

Academic Background

University of Wisconsin-La Crosse / La Crosse, Wisconsin
August 2009 / Master of Science

- Program: Recreation Management

University of Wisconsin-Green Bay / Green Bay, Wisconsin
December 2007 / Bachelor of Arts

- Major: Sports Management (Individual Major)
- Minor: Business Administration
- Certification: Athletic Coaching

Relevant Experience

Director of Esports / June 2021-Present
Director of Esports / Rock Island, Illinois

- Oversight of all aspects of the development of a comprehensive collegiate esports program, including sponsored games, special events, and facility operation. Growing the program to seven varsity teams, 50 student athletes, and 3 volunteer assistant coaches.

Head Esports Coach / May 2019 – May 2021
Carroll University / Waukesha, Wisconsin

- Oversaw of all aspects of the development of a comprehensive collegiate esports program, including sponsored games, special events, and facility operation. Growing the program to seven varsity teams, 50 student athletes, and 4 volunteer assistant coaches.
- Produced documents to support the need for and ability to maintain an esports program at Carroll University including prospectus, proposed annual operating budget, and implementation budget.
- Worked with multiple consultants to develop a facility use plan for the new Carroll Esports Center.
- Worked with multiple vendors to source furniture and technology needs for the Carroll Esports Center.
- Developed program mission, policies, and handbooks for varsity and recreational esports as well as facility usage guidelines.
- Collaborated with Admissions to develop recruit strategies for both club sports and varsity level teams.
- Developed partnerships with organizations like MKE Esports Alliance and eClusion to offer professional development opportunities and assistance to launch your career.
- Developed academic partnerships with the Master of Science in Sport Physiology and Performance Coaching, minor is Television and Film, and minor in Video Game Studies to provide students with practicum and internships opportunities while leveraging campus partners to expand and grow our esports program.
- Hired, trained and supervised part-time volunteer assistant coaches, student interns, and work-study student workers.
- Sourced software and implemented ggLeap to effectively monitor facility usage, mange game licenses, and track student usage.
- Developed and facility and practice schedules for all varsity teams and recreational usage.

Technology Coordinator / November 2018-November 2020
Wisconsin College Personnel Association

- Coordinated all hardware needs and troubleshoot technology issues at WCPA professional development events.
- Managed website, including functionality, layout, and content updates via WordPress.
- Developed and manage online registration for WCPA professional development events via Planning Pod
- Served as primary contact for external website host.

Area Director / August 2018-May 2021
Carroll University / Waukesha, Wisconsin

- Provided comprehensive supervision and administration of three residence halls totaling approximately 330 first-time and second-year university students.
- Restructured student governance in residence life while advising the Residence Hall Association and a Hall Council.
- Afflicted the department with the National Association of College and University Residence Halls while chartering a National Residence Hall Honorary chapter.
- Implemented a cloud-based solution for Residence Assistant paperwork including program proposals, budget tracking, and interaction conversation logs.
- Developed a mentorship program to assist bridge student success at Carroll University.
- Oversaw front desk operations including mail delivery and equipment check-out.

Associate Director of University Recreation / July 2016-August 2018
Lake Superior State University / Sault Ste. Marie, Michigan

- Provided overall leadership to a campus recreational program offered to 2,000 student, staff, and faculty participants.
- Responsible for the restructure of recreation at LSSU via the creation of a centralized University Recreation office including the programming areas of intramural activities, club sports, outdoor pursuits, climbing wall, aquatics, and membership services.
- Led a staff of one full-time recreation coordinator and 60 undergraduate student staff.
- Developed a well-being programming model that focused on seven dimensions of well-being that are critical to student success, degree completion, and producing successful alumni.
- Responsible for the oversight of a general fund budget totaling approximately $300,000.
- Developed in-house professional development schedule and opportunities based on NASPA and NIRSA Professional Competencies.
- Oversaw a 200% increase in Club Sports participation while implementing leadership development training and creating a club sports council.
- Collaborated with campus partners to oversee the bidding and purchase of new selectorized, cardio, and free weight fitness equipment.
- Oversaw a 400% increase in Norris Events Center community memberships sales.
- Wrote new staff manuals/participant handbooks for each recreational programming area including intramural activities, club sports, outdoor pursuits, climbing wall and aquatics.
- Developed and implemented facility reservation and rental policies, procedures and agreements.
- Developed and implemented gender inclusive policies within programming areas.
- Created facility and program area specific emergency action plans.
- Oversaw the development of marketing for University Recreation through print, electronic and social mediums.
- Manage webpage maintenance via Adobe Contribute while creating a new website via WordPress.
- Managed University Recreation and Regional Outdoor Center social media channels.

Intramural Coordinator / May 2015-June 2016
Lake Superior State University / Sault Ste. Marie, Michigan

- Oversaw an intramural program that offers 19 leagues per semester and two one-day events per month.
- Created marketing and advertising materials including electronic mediums that assisted in a 40% increase in unique user participation and 100% increase in overall participation in intramural sports.
- Developed and implemented staff training material and work procedure manuals.
- Utilized IM Leagues to maintain and analyze participation data. As well as prepare participation reports that are utilized throughout the funding, staffing, and budgeting processes.
- Prepared program budgets, ordered equipment, and manage inventory of intramural athletic equipment.
- Oversaw the recruitment, hiring, training, and development of intramural student staff.
- Served as the direct supervisor to 15 intramural student staff.

Area Coordinator and Assistant Director of Campus Life / July 2011-June 2016
Lake Superior State University / Sault Ste. Marie, Michigan

- Provided comprehensive supervision and administration of one first-year residence hall, five living-learning communities as well as the upper-class housing areas. Housing a total of approximately 400 traditional age university students.
- Assisted the Director of Campus Life and Housing with multiple facility and campus improvement initiatives including overseeing four lounge renovations, sustainability projects, as well as furniture selection and purchases.
- Assisted the Associate Director of Campus Life with supervision of campus-wide programming including: intramural and club sports, student activities, student organizations and other departmental projects by coordinating and encouraging proactive programming that encouraged academic success, emotional and social growth, as well as personal development.
- Developed and implemented a residential curriculum to support the personal and academic growth of residents in all housing areas.
- Developed and implemented a new Resident and Community Advisor Training Manual and Resource Guides.
- Updated the Navigator, the residential student handbook, on an annual basis by reviewing and updating policies.
- Oversaw the development and implementation of sustainability education programs and initiatives including maintaining a sustainability website and creating a Green Living Resource Guide.
- Oversaw multiple community wide violence prevention and victim advocacy programs as a member of the Eastern Upper Peninsula Sexual Violence Prevention Team.
- Supervised the implementation of a monthly health and wellness programming series that covers multiple topic areas including both physical and mental health.
- Developed and presented anti-hazing training to Greek organizations as well as other student groups.
- Worked with campus partners to develop a Safe Zone training presentation to increase the awareness, knowledge, and to advocate for LGBTQ populations.
- Oversaw the development and implementation of fall, spring, and pre-employment staff training sessions.
- Assisted with the Resident Advisor selection and hiring process.
- Developed marketing pieces such as a brochure for the living-learning communities and RA selection.
- Advised multiple student groups including; WLSO the student operated radio station and the LSSU Bass Team.
- Conducted Title IX investigations as a Certified Title IX Investigator.
- Served as first-tier judicial hearing officer.
- Participated in an on-call duty rotation to provide 24-hour crisis management.
- Served at the direct supervisors to 8 Resident and Community Advisors.

Assistant Cheerleading Coach and Mascot Advisor / August 2010-May 2011
Juniata College Athletics / Huntingdon, Pennsylvania

- Assisted in the management and administration of the college's co-educational cheerleading program within the mission, guidelines, rules and regulations of Juniata College, Centennial and Landmark Conferences, the Universal Cheerleaders Association, and the National Collegiate Athletic Association.
- Responsible for leading the cheerleaders and mascot in conducting appropriate cheers, stunts and tumbling at college athlete competitions and related events to promote sportsmanship and a positive school image.
- Responsible for the recruitment of student athletes.

Resident Director and Raystown Field Station Assistant / August 2010-May 2011
Juniata College / Huntingdon, Pennsylvania

- This position had dual responsibilities both as a Residence Director and as an academic program assistant to support undergraduate courses and labs taught as part of the ecological immersion semester at the Raystown Field Station.
- Advised a student programming committee that developed and implemented programs for the Raystown Field Station. The purpose of SAP was to showcase the many uses of the field station property and facilities by covering multiple areas of interest including outdoor recreation, educational seminars, experiential education, leadership education, social gatherings, and outdoor survival skills training.
- Developed and implemented learning outcomes to enhance residence life programming and to assist in the creation of an outdoor skills living-learning community that supplemented the academic program at the Raystown field station.

- Developed a field research safety orientation module for students attending the immersion semester at the Raystown Field Station.

University and Community Committees

- Carroll University Autism Advisory Group / Fall 2020-Present
- Carroll University Sustainability Committee / Fall 2020-Present
- Carroll University Student Affairs Assessment Committee / Spring 2019-Spring 2020
- Carroll University Wellness Committee / Fall 2018-Spring 2019
- Lake Superior State University Wellness Work Group / Summer 2017- August 2018
- Lake Superior State University Sustainability Work Group / Fall 2015-Fall 2016
- Lake Superior State University Shared Governess Committee for Distinction by Design / Fall 2013-Fall 2014
- Lake Superior State University Outdoor Recreation Work Group / Spring 2013-Spring 2014
- Lake Superior State University Safe Zone Work Group / Spring 2013- August 2018
- Eastern Upper Peninsula Sexual Violence Prevention Committee / Fall 2011- August 2018

Professional Affiliations and Committee Membership

- National Association of Esport Coaches and Directors
  - Professional Member: Current
  - Certification Level: 3
- Wisconsin College Personnel Association
  - Board of Directors: Fall 2018-November 2020
- NIRSA: Leaders in Collegiate Recreation
  - Registry for Collegiate Recreational Sports Professionals
  - Conference Attendee: Spring 2017
- Michigan Intramural and Recreational Sports Association
  - Professional Member: 2016-2018
  - Programming and Extramural Special Event Committee: Summer 2016-Summer 2017
  - Conference Attendee: Fall 2015, Fall 2016
- Michigan Association for Student Conduct Administration
  - Professional Member: 2013-2018
  - Conference Attendee: Summer Drive-in 2014, Summer Drive-in 2015, Fall Drive-in 2016, Summer Drive-in 2018
- American College and University Housing Officers
  - ACUHO-I APPA Housing Facilities Conference Attendee: Fall 2013, Fall 2014
  - ACUHO-I Housing Facilities Committee: Fall 2014 – Spring 2015
    - Education and Resource Subcommittee: Fall 2014 - Spring 2015
- Michigan Housing and Dining Services Officers Association
  - Conference Attendee: Fall 2012, Fall 2013, Fall 2014, Fall 2015, Fall 2016
- Great Lakes Association of College and University Housing Officers
  - Conference Attendee: Fall 2011, Fall 2012
  - Health and Wellness Committee: Fall 2011-Fall 2013

Conference Presentations and Planning

- National Association of College Esports
  - Presentation: Esports Academic Program Panel / July 2020
- Wisconsin Association of Independent Colleges and Universities Residence Life Conference
  - Presentation: Developing Professional Development Plans for Your Student Leaders / November 2019
- Wisconsin Association of College Personnel:
  - Student Affairs 101 Panelist: Institution Type Panel / October 2019
  - Student Affairs 101 Panelist: Functional Area Panel – Student Activities and Leadership / October 2019
- NIRSA Region 3 Student Lead On
  - Presentation: Marketing Your Transferable Skills / February 2019
- University of Northern Iowa Resident Assistant Conference

    - Presentation: Developing Professional Development Plans for Your Student Leaders / January 2019
- Michigan Association for Student Conduct Administration
    - Conference Planning Committee: Summer Drive-in 2014, Summer Drive-in 2018
- Michigan Housing and Dining Services Officers Association
    - Conference Planning Committee: Fall 2015
- American College and University Housing Officers Facilities Conference
    - Moderator: Sustainability Roundtable Discussion, Fall 2014
    - Program Selection Committee: Fall 2013- Spring 2015
- Great Lakes Association of College and University Housing Officers
    - Presentation: Be Happy, Be Healthy, Be Well / Fall 2012
    - Poster Display: Health and Wellness for College Students / Fall 2012

Training and Advising Experience

- Advisor and Coach / Augustana Fishing Club / Fall 2021-Present
- Advisor / Carroll University National Residence Hall Honorary / Spring 2019-May 2021
- Advisor / Carroll University Residence Hall Association / Fall 2018-May 2021
- Advisor / Carroll University Gamers Club / September 2018-April 2019
- Head Coach / Lake Superior State University Women's Club Soccer / May 2016- August 2018
- Title IX Investigator / Lake Superior State University / Summer 2015- August 2018
- Lead Facilitator / Summer Edventures Leadership Camp / Summer 2014, 2015, 2016, 2017
- Trainer / Safe Zone LGBTQA Awareness / Laker Superior State University / Fall 2013- August 2018
- Trainer / Hazing Education and Awareness Training / Lake Superior State University / Fall 2011- August 2018
- Advisor / Lake Superior State Archery Club / Spring 2015-Spring 2017
- Advisor / Lake Superior State Bass Fishing Club / Fall 2013- August 2018
- Advisor / Gama Lambda Psi Fraternity / Spring 2013-Fall 2014
- Advisor / 46th Parallel Student Radio Station / Fall 2011-August 2018

Awards

- Broze Star: Carroll University National Residence Hall Honorary / Carroll University
- Department of the Year 2017-2018: Student Government Awards / Lake Superior State University
- Administrator of the Year 2016-2017: Student Government Awards / Lake Superior State University
- Advisor of the Year 2013-2014: Student Government Awards / Lake Superior State University

Continuing Education Experiences

- ACPA Student Affairs Assessment Institute / Toronto, Ontario / July 2019
- NIRSA School of Collegiate Recreation Level II / St Paul, Minnesota / May 2017

Appendix C: Documentation of Commitment / Support

UNIVERSITY OF GUAM
UNIBETSEDÅT GUÅHAN

ENROLLMENT MANAGEMENT & STUDENT SUCCESS
OFFICE OF INFORMATION TECHNOLOGY
Triton Esports

Dear Mr. Oreskovic:

My name is Ken San Nicolas, and I serve as the Esports Manager for the Triton Esports program at the University of Guam. I am pleased to offer support for your TVTP grant application to the DHS entitled "National Esports Honors Society: Building resilience among uniquely at-risk college students with a comprehensive OST as a national security priority" on behalf of my program. I am also pleased to serve as the project liaison between Triton Esports,The University of Guam, and the United States Esports Association.

I certify that the description of my background and qualifications as provided in this grant within the section entitled *3. Organization and Key Personnel* are accurate and representative at the present time. I also certify that I currently serve as a voting director on the Board of Directors of the United States Esports Association for a truncated two-year tenure concluding at year-end 2024.

The support of Triton Esports will consist of participation in the development, implementation, and execution of your TVTP grant as described in the application to the fullest extent deemed necessary and appropriate by the United States Esports Association in accordance with obligations it may incur by accepting funds from the DHS in respect of this grant. The same can be said of my personal obligations as project liaison between Triton Esports, the University of Guam and the United States Esports Association.

The current Triton Esports demographics are as follows:

- Number of staff: 10
- Number of students: 20
- Approximate % men / women:100% male
- Approximate % race composition: 90% Pacific Islander; 5% black; 5% white

Best of luck in the review process,

Sincerely, (b)(6)

Ken San Nicolas

Dear Mr. Oreskovic:

My name is Joe Loomis and I serve as the Director of Esports at Augustana College. I am pleased to offer support for your TVTP grant application to the DHS entitled "National Esports Honors Society: Building resilience among uniquely at-risk college students with a comprehensive OST as a national security priority" on behalf of my program. I am also pleased to serve as the project liaison between Augustana Esports, Augustana College, and the United States Esports Association.

I certify that the description of my background and qualifications as provided in this grant within the section entitled *3. Organization and Key Personnel* are accurate and representative at the present time. I also certify that I currently serve as a voting director on the Board of Directors of the United States Esports Association for a truncated two-year tenure concluding at year-end 2024.

The support of Augustana Esports will consist of participation in the development, implementation, and execution of your TVTP grant as described in the application to the fullest extent deemed necessary and appropriate by the United States Esports Association in accordance with obligations it may incur by accepting funds from the DHS in respect of this grant. The same can be said of my personal obligations as project liaison between Augustana Esports, Augustana College, and the United States Esports Association.

Augustana Esports demographics are as follows:

- Number of staff: 1 full-time / 3 part-time
- Number of students: 43
- Approximate 93% men / women: 7%
- Approximate % race composition:
  - White-49%
  - Black-14%
  - Asian-29%
  - Hispanic/Latino: 8%

Best of luck in the review process,
Sincerely,

Sincerely,

(b)(6)

Joe Loomis (he, him, his)
Director of Esports
Augustana College
(b)(6)