



## FY20 Grants Close-Out Report

### Project Overview

The District of Columbia (“DC”) remains an attractive target for various extremist ideologies and those who wish to mobilize to violence, given the city's symbolism and as the country's capital. The DC Homeland and Security Agency’s (“HSEMA”) mission is to prevent, protect against, respond to, mitigate, and recover from terrorism, crime, and natural hazards. In 2020, HSEMA set out to develop a training program to strengthen societal resistance against the drivers of violent extremism and ensure broad awareness of the threat of terrorism and targeted violence. The training program, called *The Fundamentals of Behavioral Threat Assessment and Management*, had an objective was of training local law enforcement and community partners in DC to raise awareness of radicalization indicators.<sup>1</sup> The program resides within the District of Columbia’s Fusion Center (“DCFC”) and serves as a cornerstone training for agency stakeholders and covers the following key topics:<sup>2</sup>

- 1) Domestic Terrorism, International Terrorism, and Targeted Violence;
- 2) Behavioral Indicators (such as Risk Factors, Warning Signs, Imminence Factors, Triggers, and Mitigative Factors);
- 3) History of Behavioral Threat Assessment and Management;
- 4) Public Health Approach to Violence Prevention;
- 5) Behavioral Threat Assessment and Management Model; and
- 6) Reporting Methods.

The training contains a series of case studies and exercises covering acts of targeted violence and terrorism nationally and locally to reinforce learning objectives. The training is available both in in-person and virtual delivery formats. It had a target population of more than 5,500 individuals in law enforcement and the community, including faith-based institutions, K-12 schools, and higher education institutions. The training broadened its reach to regional and federal partners with interest from the Northern Virginia Regional Intelligence Center, Virginia State Fusion Center, Maryland Coordination and Analysis Center, Federal Protective Service, Smithsonian Institution, and others. The key activities of the training were the following:

- Establish a task force consisting of subject-matter experts from stakeholder groups to develop a plan of instruction to address their specific needs;
- Develop a training program in in-person and virtual formats;
- Organize training opportunities for identified stakeholder groups;
- Incorporate task force into the annual DCFC liaison summit.

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<sup>1</sup> The training was previously named Mobilization to Violence and Understanding Targeted Violence and Terrorism Prevention.

<sup>2</sup> The District of Columbia Fusion Center was previously named the National Capital Region Threat Intelligence Consortium.





## Key Accomplishments and Outcomes

The project had many key accomplishments and outcomes initially set within the project plan and realized throughout the project, setting a bar for future training deliveries. The total number of people who participated in the online training was 63, and 482 participated in the in-person training.

Listed below are several outcomes:<sup>34</sup>

- 224 law enforcement personnel completed the training representing seven law enforcement entities during 18 training sessions throughout the grant period. Of these participants, the project measured a 4.5% increase in their knowledge gained as a result of the training.
- 177 staff members completed the training representing five higher education institutions during 16 training sessions throughout the grant period. Of these participants, the project measured a 2.2% increase in their knowledge gained as a result of the training.
- 162 community members received a community awareness briefing on Understanding Targeted Violence and Terrorism Prevention in five instances throughout the grant period.<sup>5</sup>
- 78 private sector partners completed the training representing five entities during seven training sessions throughout the grant period. Of these participants, the project measured a 16.1% increase in their knowledge gained as a result of the training.
- 39 K-12 partners completed the training representing four entities during three training sessions throughout the grant period. Of these participants, the project measured a 17.1% increase in their knowledge gained as a result of the training.
- 21 intelligence professionals completed the training representing three entities during three training sessions throughout the grant period. Of these participants, the project measured a 12.9% increase in their knowledge gained as a result of the training.

### Select Audience Feedback

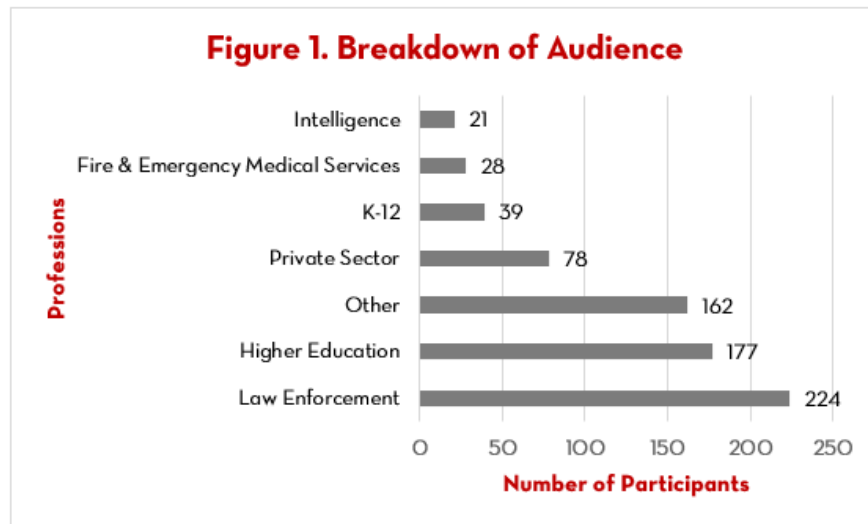
- “[Instructor] is an excellent trainer and did a great job keeping the information actionable.”
- “I think relating the risks/warning signs real-life incidents was really helpful, particularly the Marjorie Stoneman Douglas shooting.”
- “Learning about the difference between acting on an attack and making threats on an attack.”
- “Breaking down stressors and risk factors as a compliment to SAR [Suspicious Activity Reporting] training.”

<sup>3</sup> Audience types are double-coded if a participant represents two professions. For example: Serving as a special police officer for an institution of higher education.

<sup>4</sup> In Figure 1, knowledge gained was not measured in the “Other” or “Fire & Emergency Medical Services” audience types.

<sup>5</sup> A community awareness briefing format was developed to provide community members with an overview of key concepts of the training.





Law enforcement professionals were the largest audience who had completed the training. The training reached more than half its intended audience in the District of Columbia Metropolitan Police Department, Fire & Emergency Medical Services, School Safety Alliance, and National Capital Region University Consortium. The program staff aims to provide training to the Interfaith Preparedness Advisory Group, Office of Unified Communications, Department of Corrections, and other stakeholder groups for the next grant period.

Listed below are key accomplishments:

- In January 2020, a community awareness briefing on the training was delivered to an international audience through the Counter-Terrorism Preparedness Network, an international collaboration bringing together practitioners, experts, and academics from across the counterterrorism spectrum to better understand and implement solutions to terrorism across cities and organizations. In addition, law enforcement personnel in the City of Stockholm, Sweden, and the City of Rotterdam, Netherlands have completed the training.
- In July 2021, the training was accepted as a presentation proposal for the Training & Exercise track for the National Homeland Security Conference 2022. The training received “Best-In-Show” from more than 100 other presentations.
- The training was adopted by the Consortium of Universities of the Washington Metropolitan Area’s Campus Public Safety Institute as a part of their curriculum to train and certify law enforcement personnel within the more than 20 D.C. area campuses.
- The training was adopted by the Smithsonian Institute, the world’s largest museum, education, and research complex, with 21 museums and the National Zoo’s new employee orientation.





# HOMELAND SECURITY AND EMERGENCY MANAGEMENT AGENCY

December 29, 2022

## Deliverables

#	Name	Description	Submitted to U.S. DHS	Status	Permission to Share <sup>6</sup>
1	Plan of Instruction	A document containing the minimum course competencies and student learning outcomes. The document includes learning objectives, activities, time estimates, and required materials.	No	Completed	No
2	Course Content (Virtual) <sup>7</sup>	A document containing written content for upload into the learning management system. The document includes definitions, key concepts, exercises, and scenarios for virtual delivery.	Yes	Draft	No
3	Course Content (In Person)	A document containing written content for in-person deliveries. The document includes definitions, key concepts, exercises, and scenarios.	Yes	Completed	No
4	<a href="#">Course Flyer (Virtual)</a>	A document providing a course description, learning objectives, and structure for virtual delivery.	Yes	Completed	Yes
5	<a href="#">Course Flyer (In Person)</a>	A document providing a course description, learning objectives, and structure for in-person delivery.	Yes	Completed	Yes
6	<a href="#">Pathway to Violence and Behavioral Indicators Palm Card</a>	A document displaying the Pathway to Violence and Behavioral Indicators (Warning Behavior, Risk Factors, Mitigative Factors, Potential Imminence, and Triggers). This document is an instructional resource.	Yes	Completed	Yes
7	<a href="#">Pathway to Violence and Reporting Palm Card</a>	A document displaying the Pathway to Violence and how to report suspicious activity. This document is an instructional resource.	Yes	Completed	Yes
8	Instructors Guide <sup>8</sup>	A document designed to assist with facilitating the course. The document includes instructional aides, supplemental information, and guided questions. This document is an instructional resource for in-person deliveries.	No	Draft	No

<sup>6</sup> Any deliverables bearing logos must have written and expressed permission from HSEMA before sharing.

<sup>7</sup> The online course is undergoing its annual update. It is expected to be released in Spring 2023.

<sup>8</sup> The instructor guide is undergoing its annual update. It is expected to be released in Spring 2023.





## Challenges and Lessons Learned

The project experienced several challenges that impacted delivery efficiency during the performance period and have provided lessons learned. These experiences are listed below:

- 1) Evaluating and utilizing multiple training delivery formats.** The COVID-19 pandemic impacted the ability of the program staff to deliver in-person training due to lockdown restrictions in the city. This required the program staff to re-evaluate ways to deliver the training, including modalities to reach the broadest audience, using existing enterprise technology or acquiring new technology. Professionals who wish to do similar work should develop a plan of instruction for in-person and virtual formats, as well as adaptable exercises and scenarios. Professionals should identify their State Training Officer who may have existing assets such as learning management systems, instructional guides, templates, and instructional design expertise to assist in project implementation.
- 2) Utilize local, real-world examples.** Use local, real-world examples to assist audiences in contextualizing different scenarios if possible. This required the program staff to identify examples of targeted violence within the city that were recent and relevant to key concepts. Professionals who wish to do similar work should research and consult with subject-matter experts within their jurisdiction, such as local law enforcement, court services, and social services, to identify examples that could be used. Professionals should avoid commenting on the effectiveness and quality of the response by first responders to the incident and focus on the key concepts of the training.
- 3) Adopt terminology appropriate for your audience type.** The terminology “Targeted Violence and Terrorism Prevention” was often adversely received by community violence prevention professionals. This required the program staff to adopt terminology appropriate for a community violence context in order to understand the core components of the project of behavioral indicators, behavioral threat assessment and management, and public health approach to violence prevention. Professionals who wish to do similar work should use terminologies such as a person of concern versus preparator, survivor versus victim, and case management versus threat management. Professionals should describe targeted violence and terrorism as situations when suspicious or concerning behavior may occur and utilize a variety of scenarios, such as gun violence, political violence, and active assailants.





## Sustainability

The project will continue after the period of the performance period of the grant as a deliverable within the FY2021 Targeted Violence and Terrorism Prevention Grant Program Opportunity EMW-2021-GR-00074. The project's sustainability has been ensured by HSEMA committing to a full-time position within the DCFC to absorb the project manager's responsibilities for coordinating training delivery. The project's sustainability is codified within the training catalog of the agency, and the target population is expanded to any community that wishes to enroll in the training.

## Contact Information

For any questions, please contact the program staff at:

District of Columbia Fusion Center  
2720 Martin Luther King Jr Ave SE  
Washington, DC – 20032  
E-mail: [FusionCenter@dc.gov](mailto:FusionCenter@dc.gov)  
Phone: 202-481-3075

