



Grant No. EMW-2020-GR-00093

Tackle! Upstander Training
Final Report

December 20, 2022

Submitted by: Muflehun



Table of Contents

1. Project Overview	4
2. Key Accomplishments and Outcomes	5
Training Schedule	5
Attendees.....	5
Survey Poll Results	6
Knowledge of Domestic Terrorism	7
Public Health Approach to Violence Prevention	8
Knowledge of Archetypes & Tropes Used to Promote Hate and Violence.....	9
Pre- and Post-Knowledge Questionnaire Results	10
Self-Assessment of Upstander Skills	10
Skills to Engage in Conversation When Concerned	11
Skills to Connect to Resources	12
Skills to Report to Law Enforcement.....	12
Willingness to be an Upstander	13
Willingness to Engage in Conversation When Concerned	13
Willingness to Connect to Resources	15
Willingness to Report to Law Enforcement.....	16
Training Expectations and Feedback	18
What do you hope you learn by the end of this training?	18
What was most helpful or useful about this training?.....	22
What recommendations do you have for this training?	22
What else would you like to know that was not covered in the training?	23
Feedback on Training	24



3. Deliverables	25
4. Challenges and Lessons Learned	25
Recommendations	25
5. Sustainability	26
6. Next Steps	26



1. Project Overview

Aligned with Goal 3 of the DHS Strategic Framework for Countering Terrorism and Targeted Violence, the goal of this project was to enhance local capacity to prevent terrorism and targeted violence by:

- a. Providing Training-of-Trainers for four (4) potential trainers (coaches) who were responsible for the following:
- b. Conducting Tackle! Upstander Training¹ for 150 local community leaders to enhance their awareness of the threat of targeted violence and domestic terrorism, recognize bigotry (anti-Semitic and anti-Muslim), and increase their knowledge of what steps to take to prevent domestic terrorism and violent extremism in their respective communities.

The high-level activities of this project included the following:

- a. Customize DHS Community Awareness Briefing (CAB) and Communities Acting to Refer and Engage (CARE) training for project, with a focus on domestic terrorism and targeted violence;
- b. Develop Anti-Bigotry curriculum to recognize anti-Semitic and anti-Muslim bigotry;
- c. Develop “Online Facilitation Skills” training material for Training-of-Trainers;
- d. Conduct Training-of-Trainers of Tackle! coaches;
- e. Set up online training content on the selected online Learning Management System (LMS);
- f. Conduct Tackle! training of 150 participants through online workshops;
- g. Ongoing analysis of pre- and post-surveys for each Tackle! training cohort for learning and feedback on coaches and curriculum.

The training of 150 participants was the primary activity, which required the remaining listed preparatory and supporting activities.

¹ Muflehun branded the upstander training as *Tackle!*



2. Key Accomplishments and Outcomes

The Tackle! Upstander Training Training-of-Trainers was launched in June 2021 and ended in August 2021. During this period, seven “Trainers” were trained to deliver the final trainings.

The training of community leaders started in July 2021 and continued until March 2022. A total of 180 leaders attended the course with 154 participants completing the full training (85%), exceeding the 150 participants specified in the Implementation and Measurement Plan (IMP).

Training Schedule

City	Dates	Status
Philadelphia	July 26, 28, 30	Completed
Dallas 1	November 1, 3, 5	Completed
Dallas 2	November 8, 10, 12	Completed
Los Angeles	November 15,17, 19	Completed
New Jersey	January 10, 12, 14	Completed
Miami/Palm Beach	February 7, 9, 11	Completed
Houston	February 14, 16, 18	Completed
Midwest	February 28, March 2, 4	Completed
New York	March 14, 16, 18	Completed

This report provides feedback from participants of the nine completed cohorts, as well as a brief analysis of the learning. In all, 80% (143) of the participants completed the live polls, 88% (159 participants) completed the pre-knowledge questionnaire, and 60% (110) completed the post-knowledge questionnaire and evaluation.

Attendees

The participants were leaders of their communities and included elected officials and their staffers, state attorneys and their staff, state human rights commission members, school safety officers, principals, teachers, and superintendents, as well as town and county emergency management directors and law enforcement. In addition, foundations and organizations working on interfaith cohesion or prevention of hate also attended.



Each training had three coaches who conducted the training, including one master trainer. Six of the nine trained coaches and one of the two master trainers were involved in the final training deliveries. DHS Regional Prevention Coordinators (RPC) joined the various cohorts to network with the participants and answer any questions that they had regarding DHS CP3, existing resources in their regions, and local prevention frameworks.

Location	Dates	Regional Prevention Coordinators	Participants	Coaches
Philadelphia	July 26, 28, 30	Region 2 Region 3	14	3
Dallas 1	November 1, 3, 5	Region 6	18	3
Dallas 2	November 8, 10, 12	Region 6	16	3
Los Angeles	November 15,17, 19	Region 9	11	3
New Jersey & Long Island	January 10, 12, 14	Region 2	19	3
Miami	February 7, 9, 11	Region 4	25	3
Houston	February 14, 16,18	Region 6	12	3
Midwest	February 28, March 2, 4	Region 3 Region 5 Region 7	38	3
New York and Connecticut	March 14, 16, 18	Region 1 Region 2	27	3

The trainings were initially planned for ~15 attendees and 2 coaches per cohort; however, as word-of-mouth referrals for the trainings grew after the first few trainings, the size of many of the cohorts also increased. The Tackle! Training Team chose not to turn away any interested participant as three coaches are sufficient to manage a cohort size of up to 40.

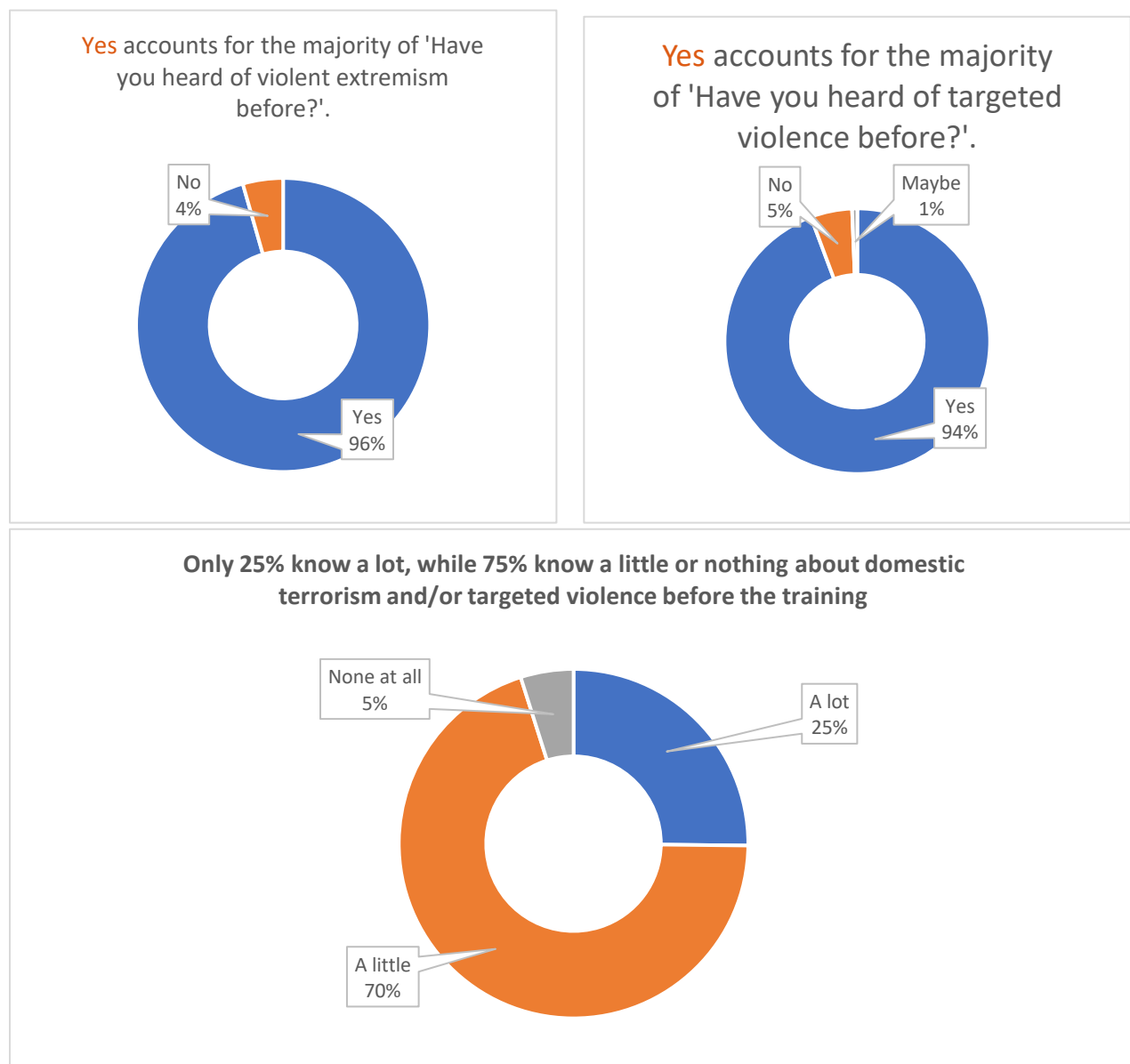
Survey Poll Results

Over the course of the three days (six hours) of live training, in addition to the pre- and post-knowledge questionnaire and a training evaluation, additional polls were run in real-time to understand the starting level of knowledge of the participants. This informed the trainers on the focus for the sessions. The results are provided in the following sections.



Knowledge of Domestic Terrorism

Before the start of the course, three-quarters of the participants did not have any or much knowledge about domestic terrorism and targeted violence. When asked whether participants had heard the terms domestic terrorism and targeted violence, 94% indicated that they knew of the terms; however, they did not have much knowledge about what those terms actually mean. As the poll results came in real-time, the coaches for all the cohorts ensured that they focused on the statistics, concepts, and definitions. These statistics—where only 25% knew a lot about the

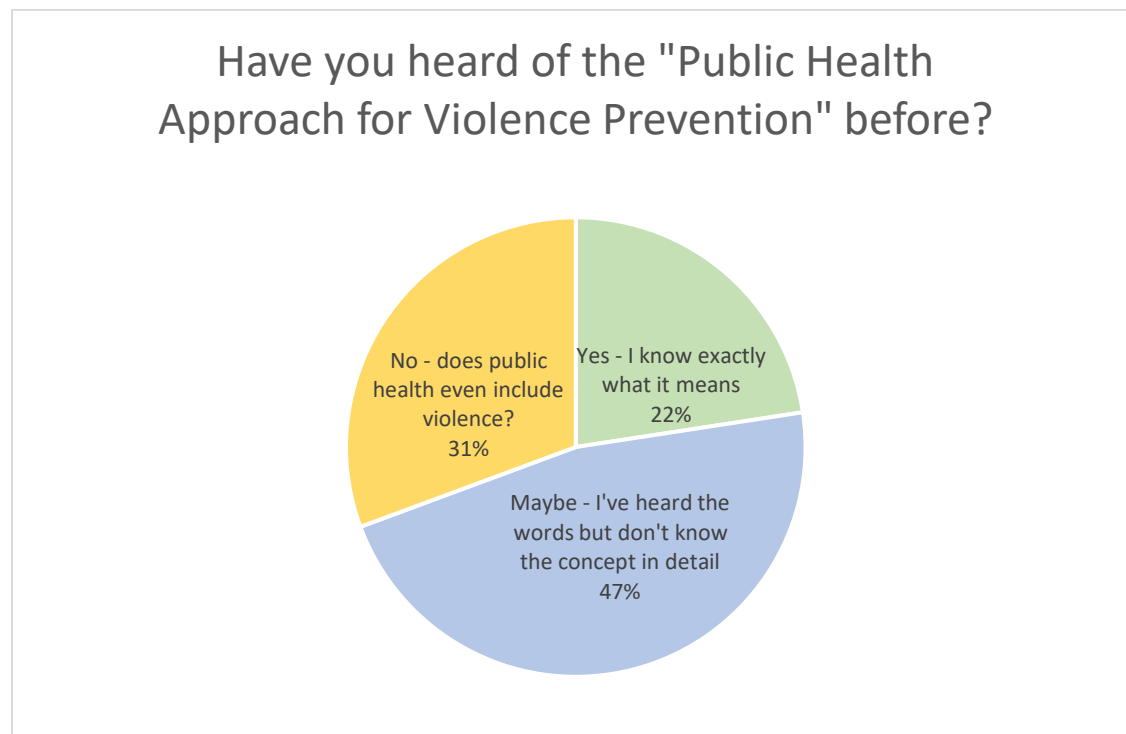




concepts even though 95% had heard the terms—indicate the strong need for more awareness raising.

Public Health Approach to Violence Prevention

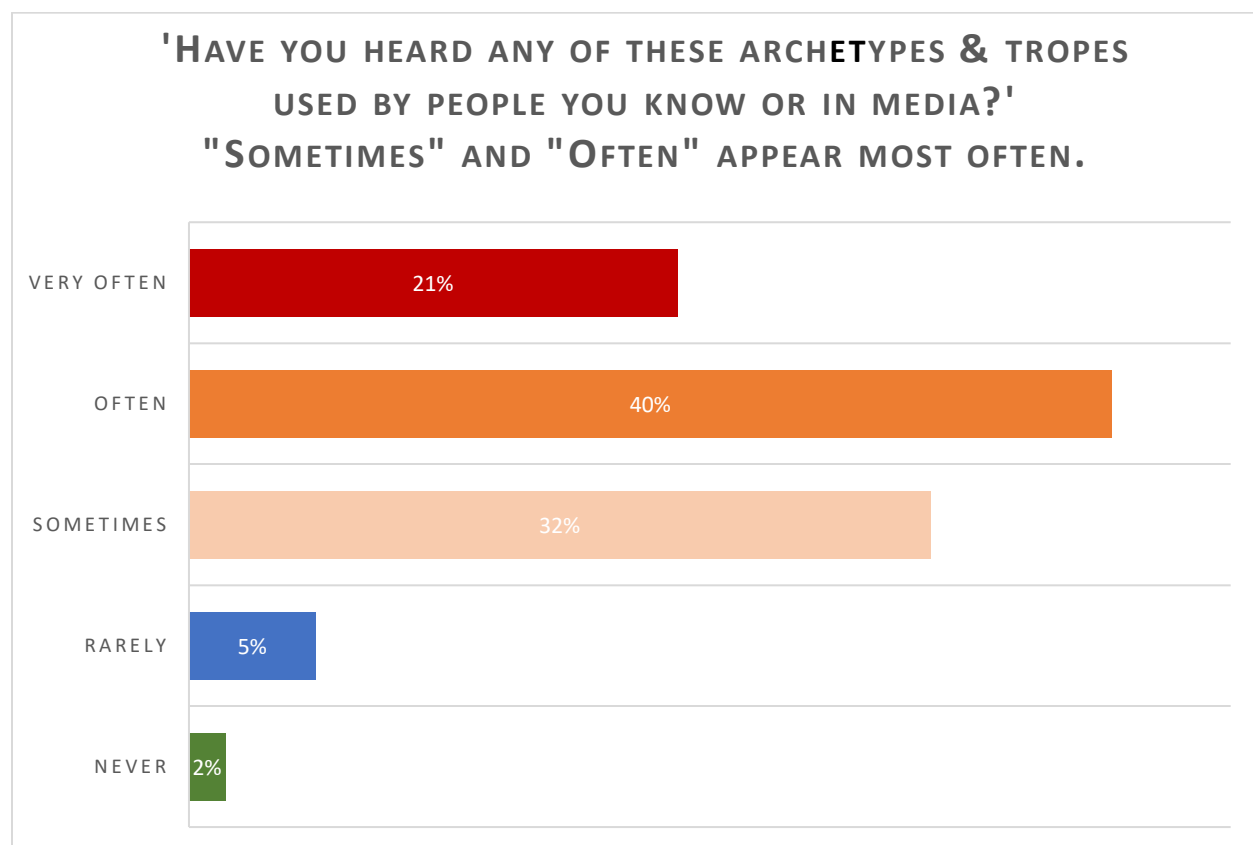
Before the start of the second module that focused on applying a public health approach to violence prevention, participants were polled to understand their previous knowledge base. Only 22% of the participants already knew what the term means in the context of violence prevention. Nearly half (47%) of the participants had heard of a public health approach for violence prevention. However, they did not know many details about it and close to one third had no previous knowledge of the approach. For the Tackle! Coaches, these polls implied a need to focus heavily on the basic concepts to ensure a consistent understanding across the attendees. These statistics—where only 22% of the participants knew the concepts and 78% did not know much (if anything)—reinforce the need to raise awareness of the concepts.





Knowledge of Archetypes & Tropes Used to Promote Hate and Violence

Over the course of the training, participants were introduced to various tropes that are used to promote hate and instigate violence. Awareness was raised about how these tropes are specifically used to promote anti-Semitism, anti-Muslim bigotry, anti-Asian hate, and anti-Black racism, including in the manifestos and statements of domestic terrorists and violent extremists. Participants were polled to see if they had encountered this language before. The results show that, unfortunately, over 61% had come across the tropes frequently or very frequently, almost one-third had heard them sometimes. Less than 10% had heard them rarely or not at all.





Pre- and Post-Knowledge Questionnaire Results

The main mechanism to assess the effectiveness of the Tackle! Upstander Training was surveys conducted at the start and at the end of the training. The survey instrument was provided by DHS CP3 and was not modified by the Tackle! Training Team. A copy is included in the handbook. Recommendations for improving this instrument are included at the end of this report. Results from the questions regarding the change in skills and willingness to be an Upstander are provided, along with participant expectations and qualitative feedback on the training.

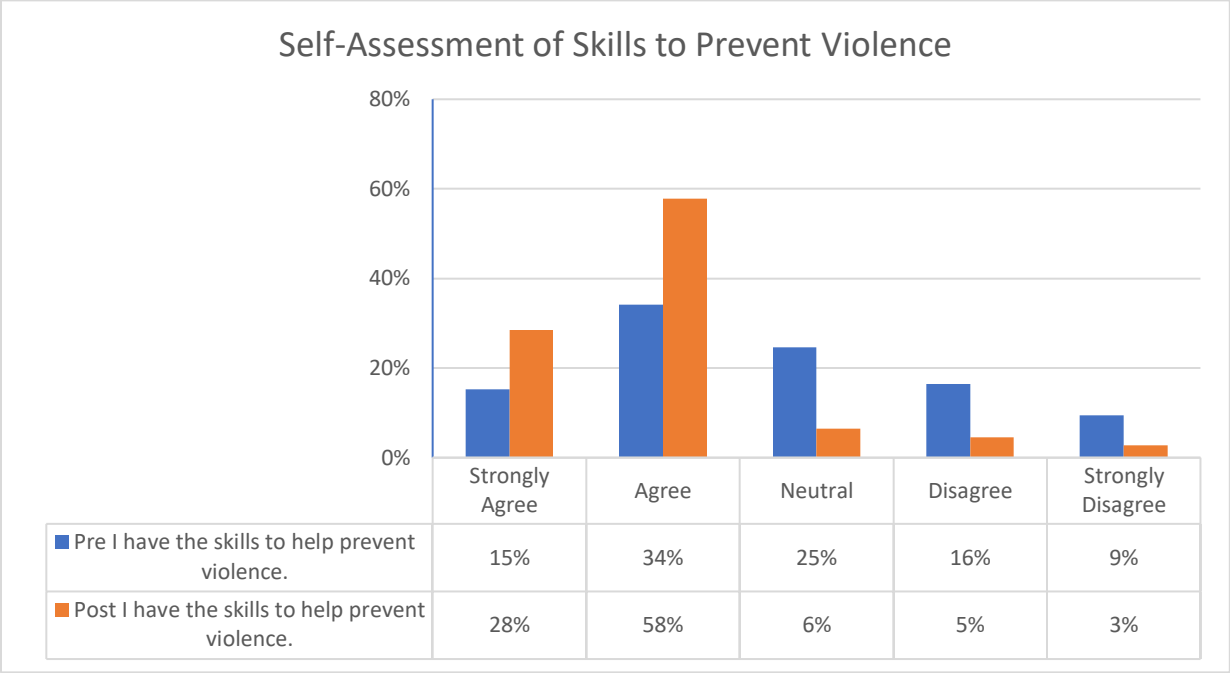
Self-Assessment of Upstander Skills

Before the training, 49% of the participants agreed or strongly agreed that they had the skills to prevent violence. This rose to 86% after the completion of the Tackle! Upstander training. The increase in participant self-assessment of their overall skills reflects the keen increase in the skills and knowledge across all of the participants.

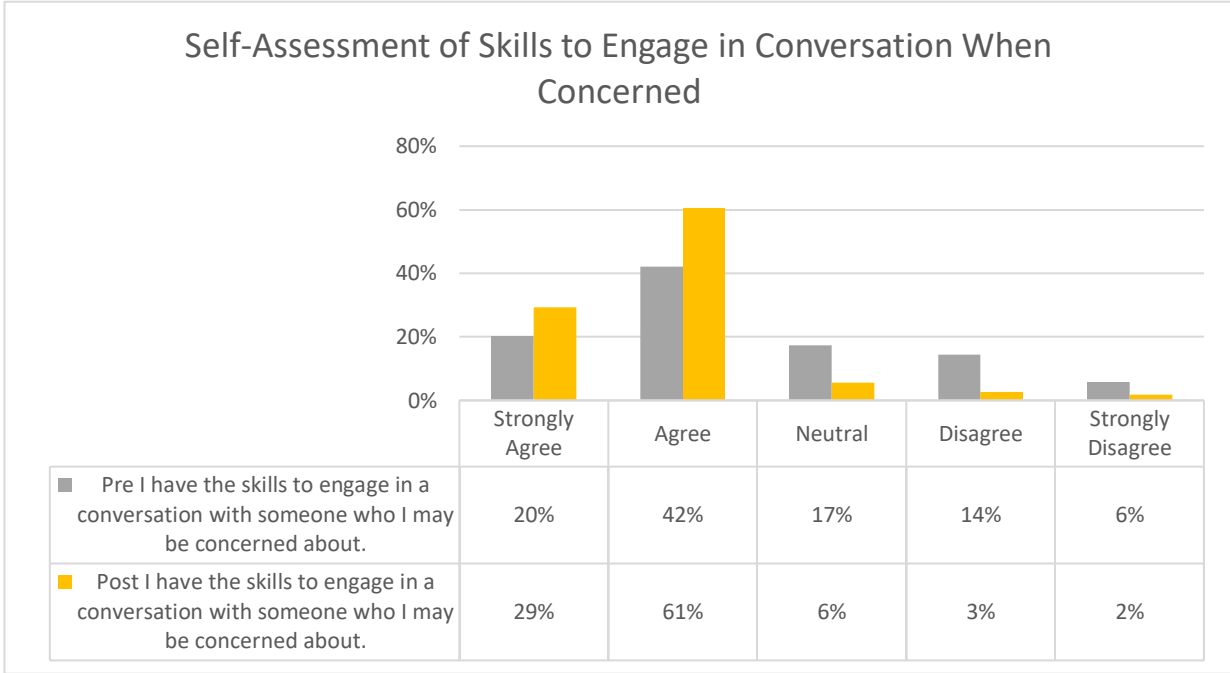
In summary, the increase in self-assessed skills for preventing violence (agree or strongly agree) is as below:

Self-Assessment of Skills When Concerned About Behaviors of an Individual	Pre-Training	Post Training	Change (percentage points)
Prevent Violence	49%	86%	+37
Engage in Conversation	62%	90%	+28
Connect to Resources	78%	94%	+16
Call Law Enforcement	87%	95%	+8

Interesting to note is that the percentage of participants who **strongly agree** that they would connect with resources rose from 24% to 48%, while connecting with law enforcement rose from 51% to 66%.

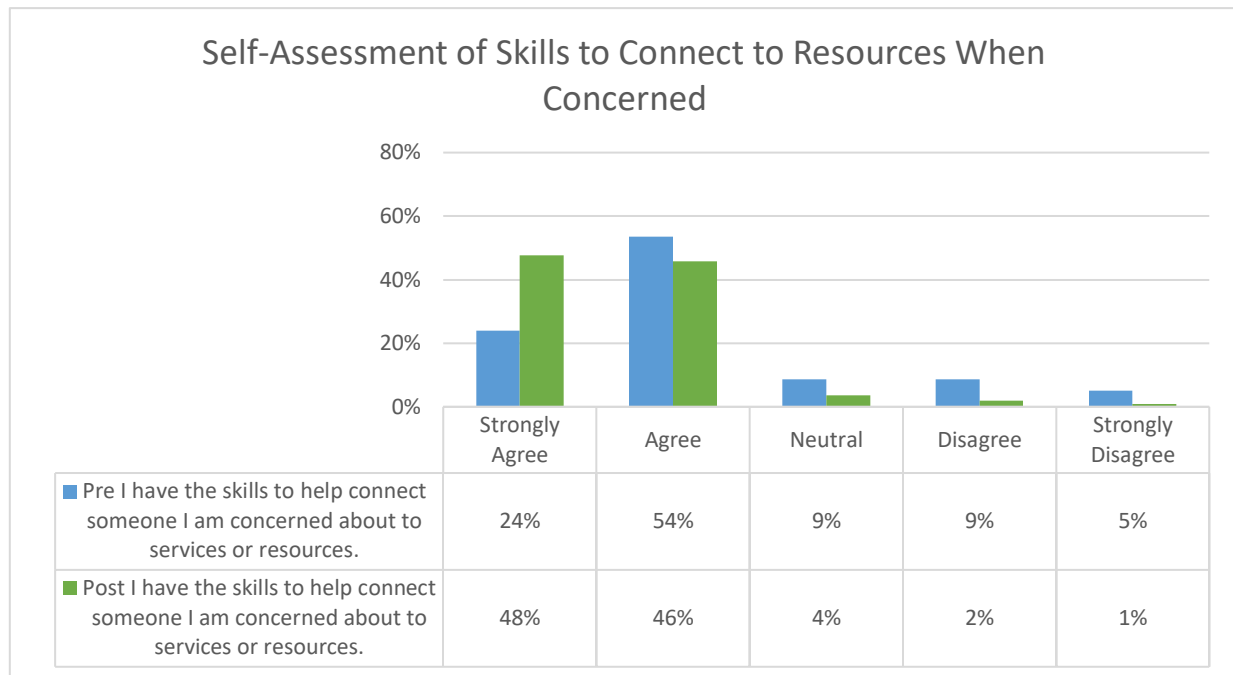


Skills to Engage in Conversation When Concerned

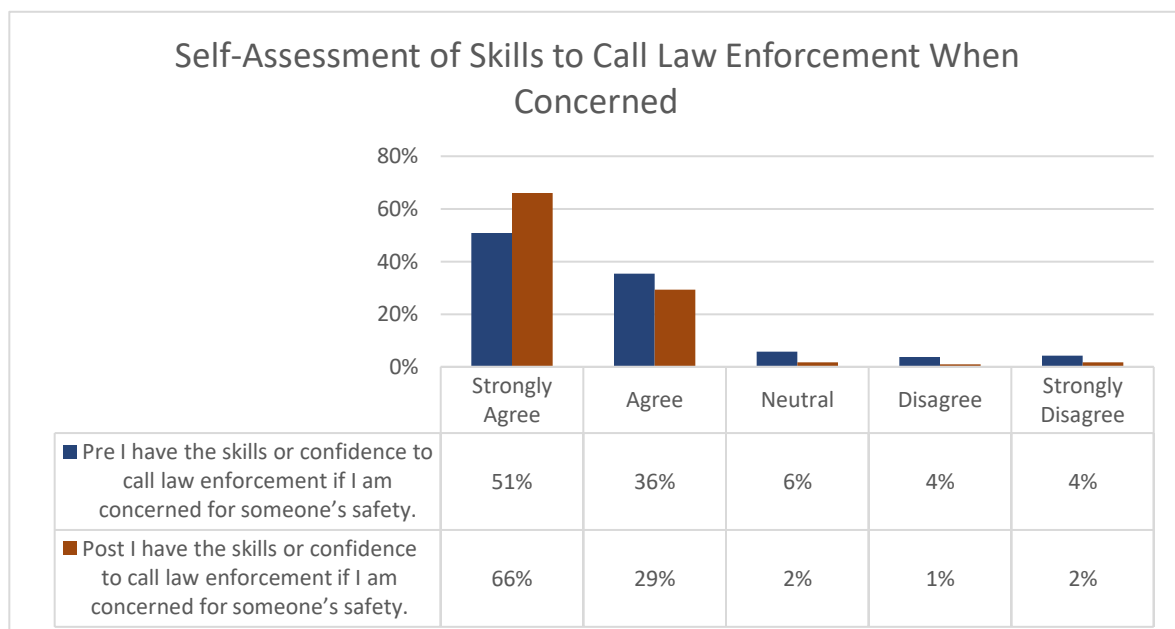




Skills to Connect to Resources



Skills to Report to Law Enforcement





Willingness to be an Upstander

To assess the effectiveness of the training, it is not sufficient for us to rely on the participants' perception of skills gained to be an upstander without also examining willingness to be an engaged upstander.

In summary, the increase in willingness for preventing violence (somewhat likely or very likely) is as below:

Willingness to be Upstander When Concerned About Behaviors of an Individual	Pre-Training	Post Training	Change (percentage points)
Engage in conversation with friends or family	88%	93%	+5
Engage in conversation with casual acquaintance	70%	82%	+12
Connect to services	92%	94%	+2
Make third-party referrals	87%	91%	+4
Report Friends or Family to law enforcement	82%	92%	+10
Report casual acquaintances to law enforcement	85%	91%	+6

The survey results are highlighted in the following sub-sections.

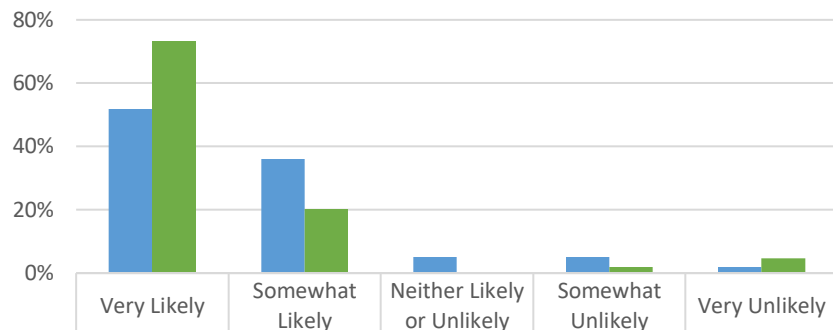
Willingness to Engage in Conversation When Concerned

Both before and after the training, there was a greater willingness to engage with friends and family (88%) rather than with casual acquaintances (70%). Post-training, we see a 21-percentage-point increase in participants being **very likely** to engage with friends and family, and an 11-percentage-point increase in participants being **very likely** to have a conversation with a casual acquaintance.

Overall, we see that after the Tackle! Upstander Training, 93% of the participants are very likely or somewhat likely to engage in conversation with a friend or family member when they are concerned about them. Similarly, after the Tackle! Upstander Training, 82% of the participants are very likely or somewhat likely to engage in conversation with a casual acquaintance when they are concerned about them.

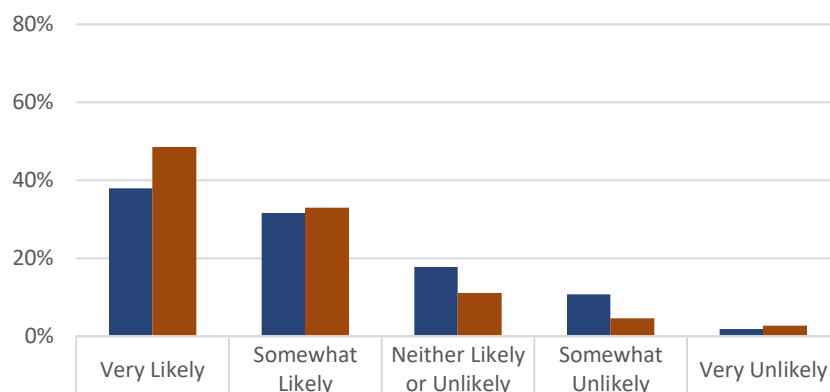


Willingness to Engage in Conversation With Friend or Family When Concerned



■ Pre Check in with a friend or family member who you may be concerned about by having a conversation with them	52%	36%	5%	5%	2%
■ Post Check in with a friend or family member who you may be concerned about by having a conversation with them	73%	20%	0%	2%	5%

Willingness to Engage in Conversation With Casual Acquaintance When Concerned



■ Pre Engage in a conversation with a casual acquaintance you may be concerned about.	38%	32%	18%	11%	2%
■ Post Engage in a conversation with a casual acquaintance you may be concerned about.	49%	33%	11%	5%	3%

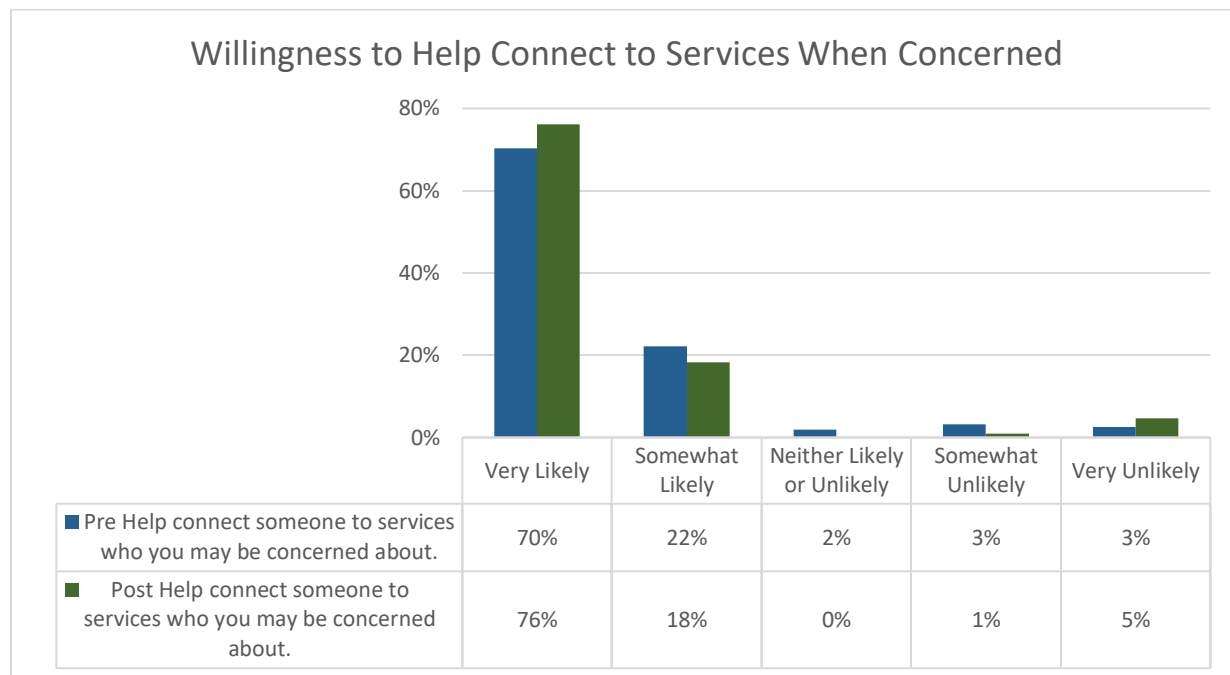


Willingness to Connect to Resources

In comparison to engaging themselves, participants were also asked about their willingness to connect people to services and make third-party referrals to professionals.

The overwhelming majority of participants were willing to connect people to services (92% were somewhat or very likely) and to make referrals (87% were somewhat or very likely) before they took the training.

Post-training, there was a marginal increase with 94% somewhat or very likely to connect people to services, and 91% somewhat or very likely to make third-party referrals. The biggest change is a 14-percentage-point increase in participants being **very willing** to make third-party referrals.





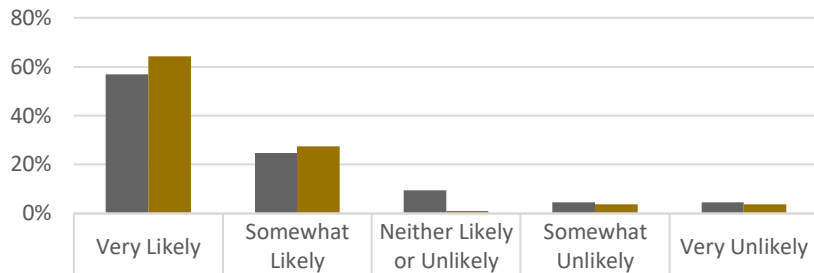
Willingness to Report to Law Enforcement

The last set of questions was regarding the willingness of participants to report people to law enforcement if they are concerned about them. There were slight differences between reporting family and friends compared to reporting casual acquaintances.

Before the training, 82% were somewhat or very likely to report friends or family members and 85% were somewhat or very likely to report casual acquaintances. After the training, we saw this willingness increase to 92% being somewhat or very likely to report friends or family members and 91% were somewhat or very likely to report casual acquaintances. Overall, there was little difference between willingness to report friends or family compared to reporting casual acquaintances to law enforcement both pre and post training. There was, however, a 10-percentage-point increase in willingness to report friends and family compared to a 6-percentage-point increase for casual acquaintances.

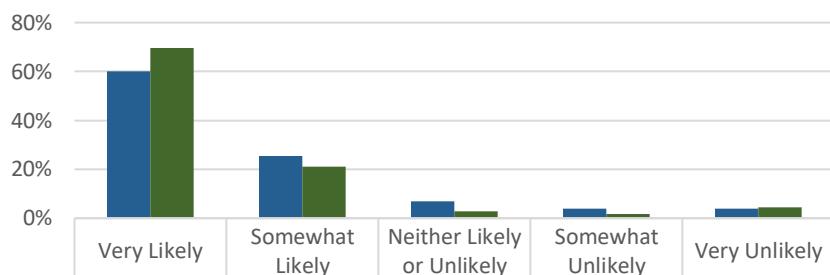


Willingness to Report Friends Or Family to Law Enforcement When Concerned



<p>■ Pre Report a friend or family member to law enforcement if they have verbalized or written a specific threat to someone or some place.</p>	57%	25%	9%	4%	4%
<p>■ Post Report a friend or family member to law enforcement if they have verbalized or written a specific threat to someone or some place.</p>	64%	28%	1%	4%	4%

Willingness to Report Casual Acquaintance to Law Enforcement When Concerned



<p>■ Pre Report a casual acquaintance to the police if s/he has verbalized or written a specific threat to someone or some place.</p>	60%	25%	7%	4%	4%
<p>■ Post Report a casual acquaintance to the police if s/he has verbalized or written a specific threat to someone or some place.</p>	70%	21%	3%	2%	5%



Training Expectations and Feedback

Participants were asked about their expectations for the training before the start and what they learned through the training. The responses received are indicated in the following sections.

What do you hope you learn by the end of this training?

Participant responses for their expectations of the training are provided verbatim below.

New or updated information I may not be aware of already.
Realistic tools to deploy to improve safety in my community.
Better understanding of how to identify threats and communicate with individuals
Have a better understanding of how I can help and a network to turn to.
Educated on tools that are available to prevent violence in the community.
Something new
How to be able to report an issue to authorities
Learn tools to be able to help others.
How I can recognize and be a community leader in responding to institutionalized aggression
Understand the depth of targeted violence in our community and what we can do to help reduce it.
Resources, skills, talking points
Expand my knowledge to better partner with other leaders to make communities more safe and welcoming for everyone.
Learn additional recourses and expand my network
I'm very open to any new information or prevention techniques that I can share and apply in my job.
How to engage in the North Texas community more to combat violence. How to actively prevent it with the help and support of other community members.
Different resources and avenues to utilize to provide support.
Gain a better understanding of the concerns we face in moving beyond the isolation brought about by the COVID-19 Pandemic.
To learn new skills and techniques to prevent violence
Expand the network of community partners who can assist in prevention and intervention efforts.
How to engage with a person I am concerned about who has propensity for violence and to gain skills in how to engage law enforcement if I have concerns.
Take it all in. Look forward to learning more!
How to be more aware and know who to contact
Additional information.
To learn how to approach hate, hateful conduct, and hateful persons and actually make a difference and mitigate that hate.
How to implement violence prevention and mitigation strategies in my own community.
Learn about new developments/information in this area
I hope to receive up to information regarding this topic and prevention of violence.



How to better connect with resources in my community.
More information on the signs of potential violence. Have a better understanding on what to look for.
Learn more skills for how to address violence in my community
More practical awareness of the tools available to me to support violence reduction and reduce domestic extremist threats in my community.
What resources and reference materials are available; I like statistics.
I want to learn new ways and abilities to connect with people and help make society better.
A better understanding and to see if this is a good training for my department.
By the end of this training, I hope to identify concerning characteristics and/or behaviors in an individual that would indicate the likeliness of them committing an act of violence and/or domestic terrorism.
I hope to learn skills and techniques that will help me in my job and that I can also share within the community.
I would like to better understand what community members understand as extremism and how best we can serve them.
How to be a better upstander and what resources are available
Ways to educate my students to help prevent violent behaviors before they begin.
Expand knowledge and gain skills in prevention efforts.
I hope to learn how to help students and families feel a sense of collective responsibility for and connection to their school and community.
I hope to be more knowledgeable on the subject matter.
A deeper understanding of setting up an LPF.
I hope to learn how I am best positioned to be able to prevent violence within my local community.
Additional things I can do to assist my community
How to better identify someone who has the potential threat of being violent or committing a violent act, and how we can bridge someone to proper services to aid in prevention of such acts
More information about this topic and tools to deal with this for my community
A more detailed contact list
How to address potential violence.
To better get to know my colleagues in this training and to be better equipped to fight violent hate in South Florida
Better skills
resources to help the community
I hope to gain more resources and knowledge.
To become a better upstander and be available resource for those who needs it.
New and innovative ways to assist our community
To enhance my skills in identifying and addressing violent extremism.
I would like to learn as much as possible in order to better myself, my department and the community I serve.
As a Fire-Rescue professional I am well versed in these areas and am very aware and comfortable with the need to communicate with officials regarding this issue. What I hope to gather today is to gain a pulse on how aware, educated and confident non-emergency response civilians are on this subject and what me and my organization can do to help promote awareness.



How to assist with the end to extremism
How to engage with a friend or family member that I am concerned about without alienating them or making them feel like I am putting them at risk of being unfairly profiled
more about what resources and action to take if and when encountering situations
I hope to learn more about the topics discussed in the training to engage members of my community.
I hope to learn about violent extremism and about different resources
I will like to learn as much as possible
How to better utilize resources to prevent violence in my community.
Not to remain silent
How to best prevent violence in my community.
practical knowledge & skills
Learn best practices for preparing and educating communities to respond to threats before incidents occur
more resources to help against hate
How to better protect and serve.
More ways to help or connect individuals to proper resources.
how to connect with our partners to combat violence
Hone skills to prevent violence.
The most recent statistics!
More about targeted violence and how to help in the community
Danger assessment and reaction
What I can do as a community relations professional.
I'm hoping to understand how bystander training works, how the training gives alternatives to law enforcement calls, and how I can help.
Overall awareness of the issues we are facing.
To get to Strongly Agree on most of the above.
I am interested in learning about how to identify the proper stakeholders to contact in the event that concerns arise regarding extremism or potential violence.
I have strong personal skills in this area, but I'd like a better view of what those around me in my community are feeling and how I can better leverage my skills to assist them.
How I can help build, expand or support local prevention efforts by providing education, technical assistance, training, and/or financial support through our grants program.
Resources to help in this area.
Hoping to learn more about what I can do to help prevent violent situations from occurring in the community.
Better awareness of the signs to watch for
Ways to prevent violence, but also help those in need.
A greater understanding of recognition of violent behavior.
More information to help prevent violence in my community.
About available resources.
Resources to turn to
Data and statistics, best practices, resources
enhanced knowledge and understanding



Basic skills on the topic
I want to learn how our community can be proactive in violence prevention.
Any information that can make me more effective in my job functions. As well as giving me tools to help my community to be more safe.
More about both topics
connecting to concerned parties and leaning about this topic
Through work
This is a learning opportunity for me. The only prior training I have participated in is Active Shooter.
More about what I can do to educate my community
The ability to look at more best practices and incorporate them into our policies and procedures
To be more confident in "where" to turn for soft help and resources
Broaden my knowledge on this topic
I'm hoping to discover the latest think and strategies for preventing mass violence.
Expand my knowledge base.
General knowledge
best practices and community engaged in intervention and prevention
I hope to meet and engage with people who are interested in preventing violence.
Partnerships with our community
A better understanding of how to prevent targeted violence in my community.
Get a better understanding of the Tackle program
broader understanding
How to become more involved in violence prevention in my community.
How to better approach communities about hate
To have the skills to work with key community leaders and officials to combat bias, racism, Islamophobia, and antisemitism.
Expand my 'tool box' of information and resources
How to properly connect vulnerable people with resources in a way that will help them improve rather than further radicalizing them.
Information that I can pass onto my community members
The proper channels to take when involved in situations involving these situations.
Greater understanding of issue - more tools to assist
Information and methods to better combat violence.
Receive tools
I hope to learn how to help prevent extremist violence against minority communities.
To learn more about ways to combat extremism.
I hope to learn up to date information that will assist me in my current job.
I hope to learn how to better serve my community and engage with community members to prevent violence and educate interlocutors.
Broader understanding of DVE.
Prevention network strategies
Increase my knowledge and skills to be proactive in the prevention of violent extremism and targeted violence.



How to prevent violence caused by hate
More resources to assist in making my community safer

After the training, participants were asked to provide feedback on the course. The responses summarized as word clouds are provided in the following sections.

What was most helpful or useful about this training?

Across the various cohorts, similar themes emerged around what was most helpful or useful in the training with participants identifying these top three aspects:

- Case studies and real-world examples;
- Discussion with other participants;
- Information and resources provided through the training.



What recommendations do you have for this training?

The top three recommendations for improving the training were:

- Include more case-studies and real-life examples;
- Hold in-person trainings;
- Have more small-group discussions for participants.

There was an even split between participants who wanted a longer training and those who wanted a shorter training.



What else would you like to know that was not covered in the training?

The top requests for additional content were the following:

- Threat analysis specific to location;
- Contact list of participants;
- Contact list for local resources.





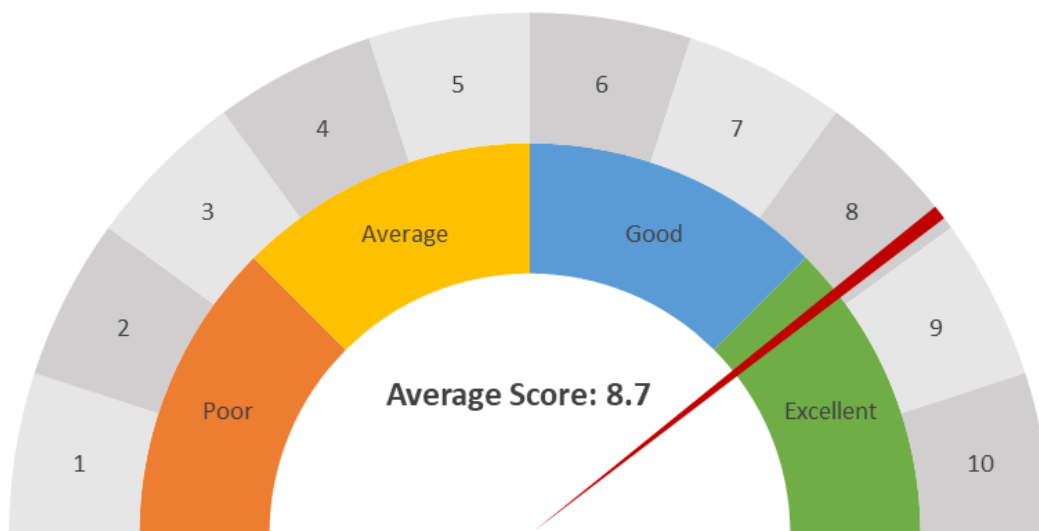
Feedback on Training

The majority of participants indicated that they would be willing to recommend this training to their colleagues and friends, with an average score of 8.7 out of 10.

Some participants inquired about the possibility of becoming Tackle! trainers themselves and also to have follow-up training (Tackle! 201). Interest in setting up an alumni network and exchanging resources was also expressed.

One participant, from the Russell Berrie Foundation in New Jersey, has invited AJC and Muflehun to apply for funding for additional Tackle! cohorts in the state of New Jersey.

How likely are you to recommend this training to colleagues or friends?





3. Deliverables

The primary deliverable of this project was conducting training of at least 150 trainees. This deliverable has already been discussed in detail.

The only other deliverable was the customized curriculum of the Tackle! training itself, the final copy of which has previously been submitted to DHS CP3.

4. Challenges and Lessons Learned

Over the course of the nine cohorts, the Tackle! Training Team learned the following lessons that they incorporated into subsequent cohorts:

- Engagement between participants increases when they come from multiple sectors;
- Participant diversity (gender, race, age etc.) improves the level of engagement;
- Most participants have not used an online LMS before and need guidance on moving through the system;
- Multiple reminders about session timings, LMS usage and filling out of questionnaires improved attendance and response rates.

Recommendations

Based on the feedback from the participants, coaches and master trainers, the following recommendations are suggested for improving the Tackle! Upstander Training:

- Community Awareness Briefing
 - Increase the number of case studies and scenarios.
 - Improve case study analysis.
 - Provide examples of where local prevention frameworks already exist and their success and challenges.
 - Provide a resource list for each location.
- Upstander Training
 - Increase the number of case studies and scenarios.



- Link the case study analysis to the resources available in each region.
- Provide examples of successes and failures of upstanders.
- Overall
 - Increase engagement of participants.
 - Provide networking opportunities for participants.
 - Provide follow-on trainings and resources.

5. Sustainability

Muflehun plans to continue the delivery of the Tackle! Upstander Training beyond the DHS CP3 grant period. Muflehun, in partnership with American Jewish Committee has already received a grant from the Russell Berrie Foundation to deliver five workshops in the State of New Jersey during January – June 2023.

Muflehun is searching for additional sources of funding to continue the trainings in the coming years.

6. Next Steps

During the delivery of the Tackle! workshops, Muflehun realized the low levels of awareness of the threat of hate crimes and targeted violence and how to respond to it even by the very leaders who are entrusted to keep us safe. The need to scale up awareness is imperative for the safety of our country. Local small and mid-sized communities that need awareness the most will seldom be reached due to the limited resources available for such efforts.

An additional, cost-effective, and direct communication channel is needed to complement the current Tackle! Upstander Training. This channel is a podcast, which is the fastest growing media channel in USA.

Muflehun has received another grant from DHS CP3 in FY2022 to develop this podcast which is planned to be delivered during the coming 18 months.