

Research Compendium

These additional resources may be useful for prospective applicants. **This is a non-exhaustive list of resources for informational purposes only.** Inclusion does not constitute endorsement of any non-federal entities or their content by the U.S. Department of Homeland Security or the federal government.

Federal Grant Resources

For technical guidance on how to apply for federal grants, see Grants.Gov Applicant Training Resources: grants.gov/applicants/grant-applications/how-to-apply-for-grants

TVTP Federal Research Resources

The **Prevention Resource Finder** provides tools to help people prepare for and prevent acts of targeted violence, including evidence-based research from the federal government and government-funded entities. Resources include academic studies and government reports and are available for the general public, including educators, law enforcement, health care practitioners, behavioral and mental health professionals, and state, local, tribal, and territorial governments. For the Prevention Resource Finder, see: <https://www.dhs.gov/prevention>

DHS' Science and Technology Directorate (S&T) Public Safety and Violence Prevention (PSVP) project supports Goal 1 of the DHS strategic plan to prevent acts of terrorism and targeted violence by conducting evidence-based research and evaluation to understand an evolving threat landscape. The PSVP webpage includes numerous resources and publications regarding evaluation, rehabilitation and reintegration, threat assessment, and other violence prevention topics that may be useful to applicants. See the Public Safety and Violence Prevention Project: <https://www.dhs.gov/science-and-technology/public-safety-and-violence-prevention>

The **Department of Justice's National Institute of Justice** has funded multiple research efforts related to terrorism. Of particular note is "Risk Factors and Indicators Associated with Radicalization to Terrorism in the United States: What Research Sponsored by the National Institute of Justice Tells Us" — a meta-analysis of previous research on terrorism. In addition, the National Institute of Justice has run a Domestic Radicalization to Terrorism program that has funded multiple projects since its inception in 2012. Project descriptions, as well as links to articles produced from that research, are available on their website. See the NIJ Research Library: <https://nij.ojp.gov/library> and project areas: <https://nij.ojp.gov/topics/crimes/domestic-radicalization-and-terrorism>

The **U.S. Secret Service's National Threat Assessment Center (NTAC)** provides a number of resources including: 1) guidance and training on threat assessment and 2) reports and data on mass attacks and school shootings. See their reports on topics such as behavioral case studies, school/campus attacks, and guidance for law enforcement: <https://www.secretservice.gov/protection/ntac>

The **Campbell Collaboration Crime and Justice Coordinating Group**, an international network of researchers that prepares and disseminates systematic reviews of research on methods to reduce crime and delinquency and improve the quality of justice, receives some funding from DHS S&T to run an international program on Countering Violent Extremism (CVE). Learn about the Campbell Collaboration CVE Program:

<https://www.campbellcollaboration.org/about-the-cve-programme.html#%3A~%3Atext%3DThe%20systematic%20approach%20adopted%20in%20Campbell%20maps%20and%20adopting%20an%20evidence-based%20approach%20to%20countering%20violent%20extremism>

Also, see “Cognitive and behavioral radicalization: A systematic review of the putative risk and protective factors:” <https://pmc.ncbi.nlm.nih.gov/articles/PMC10121227/>

The **RAND Corporation** produced a study of terrorism prevention in the United States that examined the Department’s approach to terrorism prevention. This report conducts an analysis of prior and ongoing terrorism prevention activities and makes recommendations for future efforts and approaches. See “Practical Terrorism Prevention: Reexamining U.S. National Approaches to Addressing the Threat of Ideologically Motivated Violence:”

https://www.rand.org/pubs/research_reports/RR2647.html

The **National Consortium for the Study of Terrorism and Responses to Terrorism (START)** at the University of Maryland maintains catalogs of their ongoing and completed research, with access to published research, which includes many TVTP and related research projects. Learn more about START’s work: <https://www.start.umd.edu/about/about-start> and see research focused on terrorism and violent extremism (<https://www.start.umd.edu/research-group/103>), counterterrorism and countering violent extremism (<https://www.start.umd.edu/research-group/125>, and risk communication and resilience (<https://www.start.umd.edu/research-group/126>).

Advancing Primordial Prevention

Under the **National Governors Association (NGA) Policy Academy** grant within DHS’ FY20 TVTP Grant Program, the RAND Corporation has also produced a resource to assist state governments interested in creating TVTP strategies by providing them with relevant logic models and performance indicators to measure the outputs and outcomes of their programs. See “State Targeted Violence Prevention: Programming & Key Performance Indicators:” <https://www.nga.org/publications/state-targeted-violence-prevention-programming-key-performance-indicators/>

“**State TVTP Strategy Development: CP3 Prevention Resource**” is an evidence-based guide designed to assist states in developing state-level targeted violence and terrorism prevention (TVTP) strategies to safeguard each state from potential risks and threats of violence. This guide provides effective state TVTP strategy examples and best practices, practical guidance on engaging stakeholders, and education on the benefits of a multidisciplinary approach to violence prevention. See “State TVTP Strategy Development: CP3 Prevention Resource:” <https://www.dhs.gov/publication/state-tvtp-strategy-development-cp3-prevention-resource>
For state-specific examples of targeted violence prevention strategies, see:

New York: <https://www.dhses.ny.gov/system/files/documents/2023/04/2023-nys-tvp-strategy.pdf>

Illinois:

<https://iemaohs.illinois.gov/content/dam/soi/en/web/iemaohs/hs/documents/vision2025.pdf>

Hawaii: [https://law.hawaii.gov/ohs/wp-](https://law.hawaii.gov/ohs/wp-content/uploads/sites/2/2024/02/OHS_TVTP_ImplementationPlan_Final_022324.pdf)

[content/uploads/sites/2/2024/02/OHS_TVTP_ImplementationPlan_Final_022324.pdf](https://law.hawaii.gov/ohs/wp-content/uploads/sites/2/2024/02/OHS_TVTP_ImplementationPlan_Final_022324.pdf)

Colorado: https://ciac.colorado.gov/html/CIAC%2023-25395_UNCLASSIFIED_CO-PTV%20Strategy%202023.pdf

North Carolina: <https://www.ncdps.gov/division/emergency-management/dps-nc-target-violence-and-terrorism-prevention-strategy>

Texas:

https://www.dps.texas.gov/sites/default/files/documents/criminal_investigations/BETAInterventionPrevention_20240927.pdf

Florida: <https://www.fdle.state.fl.us/Documents/Florida-s-Statewide-Strategy-for-Targeted-Violence.aspx>

Raising Awareness

Activities that aim to raise awareness cast a wide net in terms of what they seek to accomplish and the means they take to do so. They can address risk and protective factors, bring attention to available resources, or identify warning signs, among other goals. They can work through public campaigns, educational trainings, or professional development. Below are external evaluations of three previous TVTP grantees whose projects included a raising awareness objective.

Palm Beach County Sheriff's Office FY21 TVTP Grant Evaluation Report:

<https://www.dhs.gov/publication/2021-targeted-violence-and-terrorism-prevention-grantee-evaluation-reports>

Bay Area Urban Areas Security Initiative FY20 TVTP Grant Evaluation Report:

https://www.dhs.gov/sites/default/files/2023-12/23_1229_plcy_Bay-Area-UASI-FY20-TVTPGrant-Eval-Rprt.pdf

University of Denver, Colorado, FY20 TVTP Grant Evaluation Report:

https://www.dhs.gov/sites/default/files/2023-12/23_1229_plcy_Univ-Denver-Colo-DU-CRC-FY20-TVTPGrant-Eval-Rprt.pdf

Civic Engagement

Veto Violence is a free resource from the Centers for Disease Control and Prevention (CDC) that provides prevention information, trainings, and tools designed to empower communities to prevent violence and implement evidence-based prevention strategies. Learn more about Veto Violence: <https://vetoviolence.cdc.gov/apps/main/home>

The Department of Health and Human Services (HHS) sets forth a **National Strategy to Advance Social Connection**, designed to help individuals and organizations address the public health problem of social disconnection and strengthen social connection. See the National Strategy to Advance Social Connection:

<https://www.hhs.gov/surgeongeneral/priorities/connection/resources/index.html>

The National Institutes of Health (NIH) developed a **social wellness toolkit** that consists of six positive social habits that can help individuals build support systems and stay healthier mentally and physically. See the social wellness toolkit: <https://www.nih.gov/health-information/social-wellness-toolkit>

Youth Resilience

The CDC has funded **National Centers of Excellence in Youth Violence Prevention (YVPCs)** since 2000 to advance the science and practice of youth violence prevention through academic community collaboration. Through local partnerships, the YVPCs develop, implement, and rigorously evaluate innovative strategies to prevent violence and create safer and healthier family and community environments for youth. To learn more about the Youth Violence Prevention Centers, see: <https://www.cdc.gov/youth-violence/php/yvpcs/>

SchoolSafety.gov is a collaborative, interagency website created by the federal government to provide schools and districts with recommendations to create safe and supportive environments for students and educators. The site serves as a one-stop access point for information, resources, guidance, and evidence-based practices on a range of school safety topics. See: <https://www.schoolsafety.gov/>

Funded by the Substance Abuse and Mental Health Service Administration (SAMHSA), the **National Child Traumatic Stress Network (NCTSN)** was created to raise the standard of care and increase access to services for children and families who experience or witness traumatic events. The NCTSN provides clinical services, develops new interventions and resource materials, offers education and training programs, and informs public policy and awareness efforts. See: <https://www.nctsn.org/>

The **Center on Positive Behavioral Interventions and Supports (PBIS)** under the U.S. Department of Education, Office of Special Education Programs, and Office of Elementary and Secondary Education, offers an evidence-based, tiered framework for supporting students' behavioral, academic, social, emotional, and mental health. It also improves teacher health and well-being. See: <https://www.pbis.org/>

Behavioral Threat Assessment and Management

Risk assessment tools are critical for providing an objective assessment of someone's risk or threat. DHS does not endorse any specific assessment tool; however, DHS' Science and Technology Directorate reviewed several risk assessment tools for effectiveness. Those tools are:

Specific to Violent Extremism:

1. VERA-2R - Violent Extremism Risk Assessment 2 (Revised)

2. ERG 22+ - Extremism Risk Guidelines
3. TRAP-18 - Terrorist Radicalization Assessment Protocol

General Violence Risk Assessment Tools

1. HCR-20 - Historical Clinical Risk Management
2. SAPROF - Structural Assessment of Protective Factors for Violence Risk
3. SAVRY - Structural Assessment of Violence Risk in Youth
4. PLC-R - Psychopathy Checklist - Revised

In addition, some SMEs on threat assessment and management have recommended:

1. WAVR – Workplace Assessment of Violence Risk
2. SIVRA – Structured Interview for Violence Risk Assessment

No community, organization, or individual should undertake the use of an assessment tool without receiving training on that tool.

The University of Nebraska – Omaha’s National Counterterrorism Innovation, Technology, and Education Center (NCITE), a DHS Center of Excellence, has published a number of resources regarding threat assessment with funding from DHS’ Science and Technology Directorate (S&T). These resources include:

“Directory of Threat Assessment Models,” which reviews how threat assessment is practically implemented in various settings by systematically reviewing case study literature that describes the structure and operations of existing threat assessment teams and models: <https://digitalcommons.unomaha.edu/ncitereportsresearch/80/>

“Examining Best Practices in Threat Assessment from an Insider Threat Perspective,” which examines behavioral threat assessment from an insider threat perspective through an extant literature review: <https://digitalcommons.unomaha.edu/cgi/viewcontent.cgi?article=1084&context=ncitereportsresearch>

“Behavioral Threat Assessment and Management Programs: Practitioner-Informed Baseline Capabilities,” which reviews core program-level elements of behavioral threat assessment and management (BTAM) implementation in support of BTAM research and capacity-enhancing efforts: <https://digitalcommons.unomaha.edu/ncitereportsresearch/100/>

“Enhancing Behavioral Threat Assessment and Case Management Capabilities Through a Public Health-Informed Approach: CP3 Prevention Resource” outlines how behavioral threat assessment and case management models may benefit by adopting a public health-informed approach to targeted violence and terrorism prevention: <https://www.dhs.gov/publication/enhancing-behavioral-threat-assessment-and-case-management-capabilities>

The National Threat Assessment Center (NTAC) provides research and guidance on preventing targeted violence, threat assessment, and risk management. Research includes:

“Enhancing School Safety Using a Threat Assessment Model,” an operational guide for preventing targeted school violence: <https://www.secretservice.gov/node/4464>

“Behavioral Threat Assessment Units: A Guide for State and Local Law Enforcement to Prevent Targeted Violence,” a guide that offers a scalable framework for state and local law enforcement agencies to proactively identify and intervene with those who display threatening or concerning behavior in their communities: <https://www.secretservice.gov/newsroom/reports/threat-assessments/guidance-law-enforcement/details>

“Strengthening School Violence Prevention: Expanding Intervention Options and Supporting K-12 School Efforts in Behavioral Threat Assessment and Management,” a report by RAND and commissioned by the U.S. Secret Service’s National Threat Assessment Center to guide the international and management phase of the BTAM process: [Strengthening School Violence Prevention: Expanding Intervention Options and Supporting K-12 School Efforts in Behavioral Threat Assessment and Management | RAND](https://www.secretservice.gov/newsroom/reports/threat-assessments/guidance-law-enforcement/details)

Bystander Training

The Cybersecurity and Infrastructure Security Agency (CISA) Infrastructure Security Division’s School Safety Task Force and the United States Secret Service (USSS) National Threat Assessment Center (NTAC) partnered to publish **“Improving School Safety Through Bystander Reporting,”** a toolkit developed through a literature review and more than 30 interviews with school, district, community, and state-level stakeholders involved in K-12 school safety, behavioral threat assessment, and reporting nationwide. See: <https://www.secretservice.gov/newsroom/reports/threat-assessments/schoolcampus-attacks/details-1>

The University of Nebraska – Omaha’s National Counterterrorism Innovation, Technology, and Education Center (NCITE) published **“Facilitating Suspicious Activity Reporting at the Community Level,”** a report on how community partnerships can help counter targeted violence, which provides actionable insights on what technological, social, and financial barriers exist for families of extremists in reporting suspicious activities. See: <https://digitalcommons.unomaha.edu/ncitereportsresearch/48/>

Referral Services

The Center for Prevention Programs and Partnerships (CP3) published a report on **“Exploring the Use of Three-Digit Call Lines: A Prevention Resource,”** which provides an overview of current research and programming efforts to integrate targeted violence and terrorism prevention (TVTP) information and practice into three-digit call lines, such as 211 and 311 assistance and information telephone numbers, as well as 911 and 988 emergency and crisis

support lines. See: <https://www.dhs.gov/publication/exploring-use-three-digit-call-lines-prevention-resource>

The **988 Suicide & Crisis Lifeline** is administered by the Substance Abuse and Mental Health Services Administration (SAMHSA). Their website provides resources and information designed to help states, territories, tribes, mental health and substance use disorder professionals, and others looking for information on understanding the background, history, funding opportunities, and implementation resources for strengthening suicide prevention and mental health crisis services. See information on:

Monthly performance metrics on the 988 Lifeline service, with information on how many calls, chats, and texts were initiated, as well as how long the engagement lasted: <https://www.samhsa.gov/find-help/988/performance-metrics>

The Crisis Systems Response Training and Technical Assistance Center (CSR-TTAC) provides resources on 988 and crisis systems responses: <https://988crisissystemshelp.samhsa.gov/>

Recidivism Reduction and Reintegration

The University of Nebraska – Omaha’s National Counterterrorism Innovation, Technology, and Education Center (NCITE) published “**Reintegration of Foreign Terrorist Fighter Families: A Framework of Best Practices for the U.S.**” The report outlines a comprehensive framework of best practices in the reintegration of foreign terrorist spouses and children. See: <https://digitalcommons.unomaha.edu/ncitereportsresearch/1>

U.S. Department of Education outlined a “**Reentry Education Model**,” the goal of which is to ensure that offenders can gain the knowledge and skills needed to obtain long-term, living-wage employment, and transition successfully out of the corrections system. See: <https://www2.ed.gov/about/offices/list/ovae/pi/AdultEd/reentry-model.pdf>

Evaluation and Performance Measurement

The International Centre for Counter-Terrorism (ICCT) offers a policy brief on “**Introduction to Monitoring and Evaluation in the CT and P/CVE field**,” which offers necessary background on what M&E is, why it is important, and how to start or advance M&E in your own institution. See: <https://www.icct.nl/publication/introduction-monitoring-and-evaluation-ct-and-pcve-field>

Pre-/post-tests are a primary tool for measuring knowledge change. DHS S&T developed a brief that provides an explanation on how to design pre- and post-tests to work on targeted violence and terrorism prevention. See: <https://www.dhs.gov/science-and-technology/publication/designing-tvtp-pre-and-posttests>

The U.S. Institute for Peace (USIP) works internationally on preventing/countering violent extremism (P/CVE). While international programs pose their own unique challenges, their resources on monitoring and evaluation are applicable to domestic TVTP programs. The following resources provide foundational information to M&E design:

“Measuring Up: Monitoring and Evaluating P/CVE Programs” reviews various conceptual and practical challenges in measuring the impact and value of programs designed to prevent and counter violent extremism (P/CVE). See: <https://www.usip.org/publications/2018/09/measuring-monitoring-and-evaluating-pcve-programs>

“Taking Stock: Analytic Tools for Understanding and Designing P/CVE Programs” considers various analytic tools that have been developed to understand the causes and dynamics of radicalization and violent extremism. See: <https://www.usip.org/publications/2018/09/taking-stock-analytic-tools-understanding-and-designing-pcve-programs>