



Pushing for Peace: Grant Proposal and Budget

“If the need is dire, the transformation is more radical.”

1. Proposal

Statement of Purpose:

Pushing for Peace will provide t'ai chi-based training to at-risk and mainstream youth annually. We have seen improvements in mental and physical health and reductions in violence as a direct result of this training in a variety of settings— schools, hospitals, prisons, and rehab clinics. The *Pushing for Peace* approach makes t'ai chi easy to understand and practice. We will increase wellness and reduce violence in global communities by bringing this program to a broad base of individuals without access to the concepts in t'ai chi and self-directed training.

Introduction:

Marilyn Cooper (project creator and coordinator):

I began training Chinese kung fu as a 16-year old searching for a method of self-defense following the traumatic experiences of rape. That was in 1965, and I have been training and teaching ever since. I opened what was to become Little River Kung Fu School in New York City in 1980. To date, I have brought authentic kung fu and t'ai chi to over 10,000 people, in workshops, conferences, and to my most dedicated students of 20 years or longer.

One dedicated student had been homeless and addicted to crack-cocaine. He went on to win world championships in kung fu fighting 6 years in a row. Another student opened a Little River Mindanao in the Philippines where classes are free for low-income children.

One exemplary student was struggling in high school. He fought with other students, got suspended and assigned to an anger-management program. He came to Little River Kung Fu School and soon became a world-class t'ai chi performer. After high school, he lived in China for 3 years, teaching kung fu and t'ai chi. Now a happily married father of 2, he attributes his amazing transformation to the power of t'ai chi.

In response to the Columbine High School shootings in 1999, I developed a program that makes t'ai chi fun and accessible to everyone. We have presented the Pushing for Peace program to groups in Pennsylvania, New York, Maryland, California, Florida, and Hawaii and abroad in Paris, Switzerland, Sweden, Kenya, and Ethiopia.

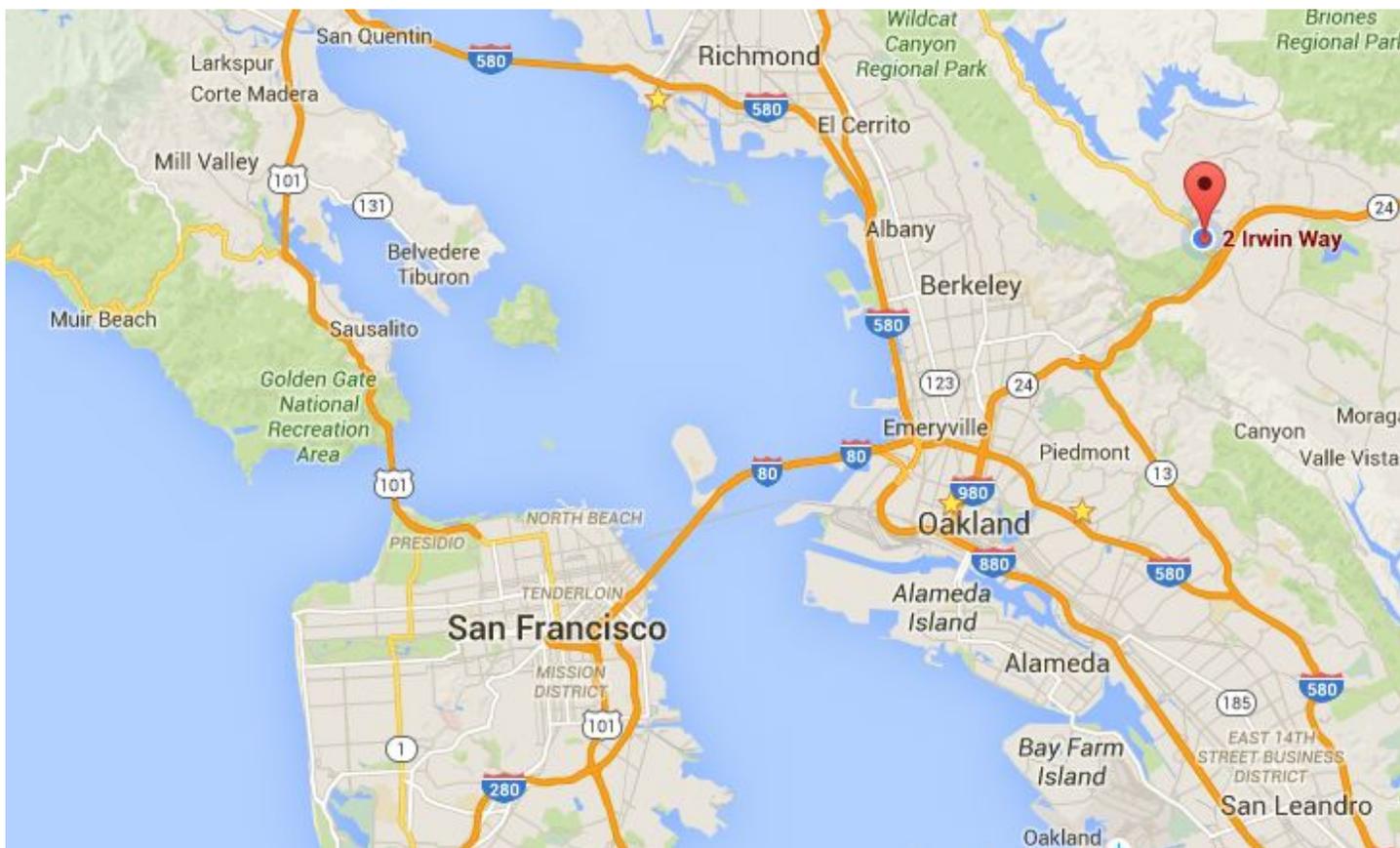
Pushing for Peace is a 501(c)(3), non-profit corporation established to address youth and broader community violence via t'ai chi philosophy and body movements by bringing together mature t'ai chi practitioners, teachers, and youth of all ages. Since its launch in 1999, Pushing for Peace has evolved into a series of 9 peace games.

This program makes training fun and instills a feeling of calmness and Qi flow in the mind, body, and spirit of every participant. After introducing the Games, our team follows up with a regular t'ai chi training program to sustain its positive impacts.

Cooper taught a group of 20 pre-K through 5th grade students for 3 years at a parochial school in Pennsylvania. She found that most young kids were only willing to participate if t'ai chi was made fun and simple. *Pushing for Peace* grew from an understanding of t'ai chi fundamentals and the way kids learn.

Pushing for Peace has been presented at universities, colleges, private and public schools, after-school programs, festivals, conferences, camps, and tournaments such as the [Berkeley Buddhist Monastery](#), the [New Bridge Foundation](#), [Rudramandir Meditation Center](#), [Niroga Institute](#), [AMFA Art Gallery](#), [Head Royce Academy](#), [Shaolin Buddhist Educational Foundation](#), [Jack London Square](#), the [Oakland Asian Cultural Center](#), [Morning Glory Ranch](#) handicapped riding program, the [Progressive School of Long Island](#), [Lehigh University's Peace Studies Dept.](#), the [Jing Ying Institute](#), [R.O.O.T.S. School](#), the [Neohumanist Global Educational Summit](#), and [ATVI in Ahero, Kenya](#). These presentations have given participants a lasting experience of t'ai chi as a fun and holistic practice for the mind, body, and spirit and when delivered to at-risk, underserved communities, provided hope, community unity and a profound relief from stress.

Pushing for Peace's Board of Directors includes t'ai chi and kung fu masters and students, educators, a doctor of cognitive psychology, a doctor of traditional Chinese medicine, Buddhist and Taoist monks and an intellectual property lawyer. Board members contribute by providing facilities for meetings, training as teachers, research, and for forging connections for powerful community alliances by identifying other people and organizations that share and support the goals and objectives of *Pushing for Peace*.



Pushing for Peace's home office is located in Orinda, California.

Introducing T'ai Chi

T'ai chi has been handed down from master to disciple for centuries since its origins in China 6 to 800 years ago. Over the generations, t'ai chi became highly evolved in China, while unknown to the rest of the world, until the mid-20th century. Since the Communist revolution and subsequent migration of t'ai chi masters to the west, t'ai chi has been embraced the world over by seekers of self-improvement; for its ability to heal, to provide self-defense skill and for inner peace.

T'ai chi was steeped in Chinese tradition and old teaching and training models. Learning t'ai chi presented problems for non-Chinese because of cultural differences and language barriers. Since tai chi's assimilation by Westerners, new techniques and methods of teaching have arisen from subsequent generations of masters.

From the many t'ai chi masters who have immigrated to America from China, some — like Kuo Lien Ying or Cheng Man Ching — were prominent both in China and the United States. Others only taught privately, and were not known to the general public. The seeds of knowledge that they planted have come to fruition.

The majority of these masters immigrated to the San Francisco Bay area. Hundreds are currently training in Golden Gate Park alone, and countless others are training in all regions of Northern California. Thousands of both devoted and casual t'ai chi practitioners are now practicing in all

urban areas — New York, Los Angeles, Baltimore, Chicago, Miami, Seattle, etc ... through out the nation.

Statement of Need:

The San Francisco Bay area is our targeted community for the introduction of this program because of the increasing incidents of violence, especially in Oakland, Richmond and San Francisco. Early intervention, education and prevention is the first goal, and the most obvious place to access large youth groups is via the public school system. After violence and trauma occurs, delinquent youth, prisoners, policemen and policewomen, teachers, prison guards, returning veterans and people in recovery from substance abuse ... basically people from all walks of life stand to feel great benefits from t'ai chi training because it teaches how to generate peacefulness from within.

People often communicate with specific subgroups, often according to class, race and gender. T'ai chi will provide an outlet for dampened spirits and a new method with which to commune with nature and connect with others from all classes, genders and ages. The light, non-invasive contact between partners known as push hands is a mutually beneficial way to communicate and develop a rapport with each other. This practice generates a positive, calm, flowing energy and teaches a skill-set that is particular to t'ai chi. Mindfulness evolves from this practice and is of great value to any divisive and densely populated community, as evidenced by the proliferation of experts in push hands in the greater Manhattan area. The question remains: How do we bring this spirit and energy to the under-served populations who need it most?

Violence in Society

Violence is endemic in most major cities in the nation, and causes insidious psychic damage if not physical. In 2014, an estimated 1,165,383 violent crimes occurred nationwide. The [Global Study on Homicide 2013](#) found that nearly half a million people were intentionally murdered in 2012, and killings were largely concentrated in two regions: the Americas and Africa.

Often, the police overreact, as evidenced by the Sean Bell homicide in Queens, New York, in December of 2006, where an unarmed man was shot by a police officer fifty times or the Oscar Grant homicide on BART in Oakland, in January of 2009, where an unarmed, prone man was shot in the back, or the injuring of Scott Olsen, October, 2011 during a peaceful protest. The police also need the stress reduction and impulse control that t'ai chi provides. The militarization of the police force and lack of oversight has led to a proliferation of police brutality against the general population as well a disproportionate number of young, black men, women and children. In 2014, an estimated 1,165,383 violent crimes occurred nationwide, a decrease of only 0.2 percent from the 2013 estimate.

One in 6 women is the low estimate for rape of women globally, and one in 14 for men. Realistic estimates are as high as one in 3 for women. Nationally, 68% of rapes are not reported and 98% of rapists never spend a day in prison. 44% of the victims are under the age of 18, 80% are under 30, and 47% are committed by a friend or acquaintance. (Rape, Abuse, Incest National Network, or rainn.org/statistics).

Bullying reaches a high point in middle school aged kids (43%) nationally. Studies have shown that, as adults, bullies are more likely to be incarcerated, and victims are more likely to suffer from depression and suicide. 60% of boys whom researchers classified as bullies in grades six through nine were convicted of at least one crime by the age of 24; 40% had three or more convictions by age 24. Prevention programs have been known to cut bullying by half. (Washington AP, Sept, 2003) One in six American women has reported being the victim of an attempted or completed rape, and 10% of sexual assault victims are men. [2004 National Crime Victimization Survey] Due to under-reporting, that number is probably one in 3, nationally and internationally.

Cyber-bullying has become rampant, driving some of today's youth to suicide. Rapes are routinely posted online as if to shame the victim rather than incriminate the perpetrator(s). In order to prevent these crimes, it is critical that potential perpetrators learn to feel empathy.

Sexual molestation within families is commonplace, affecting all ages, races and socio-economic classes. These life-altering traumas are a tremendous waste of human potential. Psychological counseling is a necessity after the fact, but a preventative program needs to be instituted. T'ai chi balances the individual, helping both the bully and his or her victim to feel peaceful and whole, to be more balanced and even tempered.

Violence in the San Francisco Bay Area

Despite rising awareness of the need for non-violent solutions to community problems resulting in: non-violence coordinators, after school programs, and politicians making resolutions to solve the problems, the homicidal violence in areas such as Oakland, San Francisco and Richmond keeps increasing, and unreported verbal and physical violence on the street and behind closed doors is the precursor to crime that is tabulated.

In 2005, while the national increase in violent crime was 3.7%, Oakland saw a rise of 38% and a jump in *homicides* of 78%. There was a 57% increase in homicides in Oakland over 2005 in 2006. The homicide victims in Oakland is getting younger and younger, as a result of gangs and street-corner, drug-related activity. (SF Chronicle, Jan. 4, 2007). Richmond's homicides totaled 41 in 2006, a 12-year high. Between 2011 to 2012, violent crime in the bay area, including San Jose rose by an average of 10%!

Unreported violence is rampant. In 2011, my daughter and her 3 friends, all students at San Francisco State University, were jumped by a gang of 6 youths without instigation and beaten with no police follow-up. Despite the arrival of police and filed reports, no people were apprehended. People are so routinely beaten up, robbed, raped that many incidents go unreported.

Sometimes, former gang members become peace activists in their neighborhoods, and sadly, one of their main functions is to inform shooting victims about hospital care. On a positive note, a "Target on Teens" member of "Youth Alive" persuaded the Oakland Tribune to remove whole page ads in for hand guns.

Youth gangs are so prevalent that at some schools authorities issue written warnings to students not to wear either red or blue to prevent gang member retaliation. Not just big cities, but smaller cities such as Salinas have seen a huge upsurge in homicidal violence. Youth, gangs and guns are the simple explanation for this rise, but the origins for violence lie within the minds and hearts of the victims and perpetrators.

Need for a New Model of Non-Violent Activity

There is a clear need for a new model of non-violent activity that can be internalized by students, learned by all, and self-sustaining. If the activity is fun and rewarding, students will stick with it even after the class has ended. Because of repetitious practice, forms are memorized. It is this repetitious practice that puts people “in the zone” and also helps them to memorize the forms. When taught by inspired, passionate teachers, the training will expand exponentially.

Some programs in the Bay Area have been created to deal with violence, and then were concluded after the originator moved along to other projects, or after accomplishing a set goal, such as a mural or community garden. The *Pushing for Peace* program will proliferate after the individual teachers have come and gone, as it has for hundreds of years in China, with students training each other to create training partners for mutually beneficial exchanges of energy.

School kids often have different learning styles, and can become frustrated with a sedentary, cerebral method of learning. Some respond to a more tactile, sensory approach. In a study done by the Touch Institute in Miami, thirteen male teens diagnosed with ADHD (attention deficit, hyper-activity disorder) practiced t'ai chi exercises for thirty minutes, twice a week. Students showed less anxiety, improved conduct, less day-dreaming, less inappropriate emotional displays, and less hyperactivity, for even two weeks after the class was ended

The best approach for teaching very young students is: show and tell, touch and feel. Programs that are easy and fun, like *Pushing for Peace*, can bring t'ai chi to underserved populations, such as these students with different learning styles.

Many kids shy away from competitive sports, are more cerebral and/or have factors at home that cause them to disassociate at school. Cerebral learners excel at t'ai chi where movements originate in the mind. *Pushing for Peace* t'ai chi training balances mind, body and spiritual energies, in contrast to the over-stimulation of purely competitive sports.

Antithetical to the notion of competitive sports as a wholesome outlet for high energy, competitive athletes have been well known to commit acts of violence, often against women.

Students feel like “losers” when they aren't chosen for one or another sports or cheerleading team. Others can't keep up with the regular school curriculum because of psychological factors, learning disabilities or different learning styles, or have been separated from other students due their own

violent behaviors. Often these are the kids in particular who will find refuge in t'ai chi training because it trains the mind and spirit as much as the physical body.

Participants/Target Population:

A total of 200 students will be selected from the schools in the San Francisco Bay Area, with a concentration on schools with high incidents of violence. This will be determined through interviews with students, school authorities and local juvenile justice officials.

Current schools committed to participating when funds are available:

Berkeley High School:

Berkeley High School has some modules next door to the Buddhist Monastery. A senior AP class has learned meditation and t'ai chi from a board member: Buddhist monk/teacher (Doug Powers), with Marilyn Cooper. This program is not yet funded.

36.7% White

29.1% Black

12.6% Hispanic

12.5% Multi-Ethnic

7.9% Asian

.6% Filipino

El Cerrito High School:

El Cerrito High School's Media Arts Dept. broadcasting teacher Corey Mason has sponsored the Pushing for Peace Project and his students have requested further training. This program is not yet funded.

33.7% African Americans

20.2% Caucasians

12.9% Asians

24.5% Hispanic

2% of Filipino

Additional Schools Located in:

Oakland

Richmond

San Francisco

These areas have been chosen because of their histories of violence in the past few years, their proximity to large numbers of t'ai chi experts and their desire for the program.

At Risk Students

K-12 students, considered "at risk" for bullying and victimization in their homes, school and broader communities, as evidenced by absenteeism from school, poor mental and physical health and substance abuse. These students will be chosen through self-report, parent, teacher, counselor, juvenile justice or other adult or teen identification.

Mainstream Students

1. K-12 students not considered "at risk," who show an interest in learning

It is important that relations between at risk students and mainstream students who otherwise might communicate positively.

T'ai chi provides a method of communication that transcends culture, gender and age.

From t'ai chi partner work, people feel energized, cooperative and focused.

Goals:

The main goal of this program is to significantly reduce violence by bringing the *Pushing for Peace* program into the public school setting. After teaching the growing number of skilled t'ai chi instructors the *Pushing for Peace* program, these instructors will then go on to teach thousands of future students.

Program Objectives:

Teacher Training Objectives

Phase One:

1. Ten advanced t'ai chi students and instructors will be trained in *Pushing for Peace* curriculum.
2. 100% of these teachers will indicate a positive experience with the program.

3. Within 6 months, 100% of those trained will be working with assigned schools and teaching youth.

Phase Two:

1. Thirty t'ai chi advanced students and instructors will be trained in *Pushing for Peace* curriculum.
2. 100% of these teachers will indicate a positive experience with the program.
3. Within 6 months, 100% of those trained will be working with assigned schools and teaching youth.

Youth Training Objectives

Phase One:

1. 200 youth in San Francisco Bay Area schools will be participating in *Pushing for Peace* programs within 6 months after teachers complete training.
2. A significant number of these youth will indicate it they feel much less violent, and mentally and physical healthier. Side effects include positive physiological changes.

Increased blood circulation from t'ai chi training

regulates metabolism

promotes normal appetite

encourages cravings for nourishing food

Obesity is decreased.

Sickness and absenteeism is lessened.

Focus and mental concentration is increased.

There will be a decrease in bullying.

Bullies will have a positive way to channel aggressive energies.

Victims will feel calm and less fearful.

School reports of violent incidents will decrease.

Phase Two:

1. 20% of youth will opt to continue classes when the *Pushing for Peace* program is completed.
2. 10% of youth trained will become t'ai chi teachers.
3. Incidents of violence among those at risk youth trained will decrease by 80% within 6 months.
4. Mainstream as well as at-risk youth will indicate an increased ability to avoid violence and protect themselves in violent situations.
5. Students will show their family and friends what they are learning because it is a fun way to communicate.

Phase Three:

1. General health will improve in all who learn t'ai chi.

T'ai chi will become a viable force in society, resulting in health improvements, lessening health care costs, stress about aging, and reducing divisiveness within different types of people.

A reduction in bullying and victimization in young kids will result in fewer violent crimes in young adults. Peer leaders will emerge who invest time and energy in t'ai chi training. These peer leaders will teach others and bring peace to their respective neighborhoods. General health will improve, from obesity prevention, to increased immunity from disease, to a lessening of falling in elders, (which is the leading cause of injury related death among people over 65). As this training spreads, as kids show their parents and grandparents, all populations will benefit

Activities/Methods/Procedures:

Many skilled t'ai chi adepts in the Bay Area are interested in learning the *Pushing for Peace* program. Advanced t'ai chi students are able to grasp the movements immediately. Differences in t'ai chi styles are not a factor. Any "short-form" (a standardized, traditional t'ai chi sequence of movements that typically takes beginners a few months to learn and can be performed in under ten minutes) can be taught to the students after the introduction of fundamental ideas and movements.

1. An introduction to Taoism; the philosophical basis of t'ai chi

Within the empty circle (called "wu ji") equal and opposite forces (called "yin and yang") interact perpetually

Generates all change and movement in the universe

2. One hour sessions of physical t'ai chi training, preceded by warm-ups and stretches of specific energy centers

Rids the mind and body of stagnation

Stimulates the flow of positive energy, called "Qi"

Calms the mind, relaxes the body, stimulates circulation and metabolism

3. T'ai chi form training of traditional t'ai chi forms, including fun, interactive games with partners (*Pushing for Peace Games*)

Seated, guided meditation

empties the mind

calms the spirit

Standing meditation with light, group contact (based on qigong)

Increases awareness of the sensation of positive energy

increases awareness of others

Light, non-invasive contact based on t'ai chi push hands

Students find a postural structure that can both receive and give force.

Students learn a way to feel centered, grounded and balanced.

Students learn to move in synch with each other by relaxing into gravity while feeling pressure, or applied force, and moving with it, rather than against it.

Start-Up

1. Teacher training

Marilyn Cooper will train the initial group of 10 *Pushing for Peace* teachers.

Student-teachers will meet Marilyn for training at designated sites, such as the Shaolin Lohan Institute in Oakland

2. Web promotion

The *Pushing for Peace* website has been designed by Tylor Bohlman.

The website will be managed and updated with current information about training sites, class schedule, school assignments by Marilyn.

3. Creation and dissemination of educational materials

educational hand-outs to students

brochures to promote the program

dvds of the Games

teachers' training manual

most popular and beneficial warm-ups for youth

different age groups have different programs

3rd grade through high school can do the same exercises

Kindergarteners through 2nd graders need a simplified program

4. Obtain commitments from three more Bay Area schools to take part in the *Pushing for Peace* program

Program Director will contact other Bay Area schools.

Westlake Middle School in Oakland

Selected high schools in San Francisco

A selected elementary school in Richmond

Principal of Berkeley High School will recommend this program.

They will receive promotional materials.

5. A video/dvd will be made of *Pushing for Peace* Education

Promotion

Given to *Pushing for Peace* teachers with the training manual

Sold on the website to promote *Pushing for Peace* and support the organization

Excerpts promoted on Youtube

Implementation

1. Pilot program is started in Bay Area schools

Integration of at risk students with highly functioning or average students (“mainstream”) will be encouraged

After-school programs, assembly programs, Parks and Rec.

Whole families will be encouraged to participate.

Parental/guardian consent will be required for each student who is in the program.

Injuries are rare to non-existent because t'ai chi training is very controlled and relaxed.

2) T'ai chi curriculum

Introduction to Taoism for kids as young as five and adults unfamiliar with far eastern philosophy is explained so that they easily grasp the basic concepts

It is important to establish the philosophical basis in the beginning of the training.

Warm ups and stretching exercises

Cause the energy (qi) to circulate throughout the whole system, mind, body and spirit

After warming up, the body can copy the shapes (forms) that are the basis of t'ai chi.

Range of motion depends on age and condition of each student

All students vary, all bodies, minds and spirits are different.

The Peace Games finds the common ground for all students.

Tai chi is made interactive with partners and field games.

Every one experiences a common ground simultaneously and calmly, while having fun and creating a sense of community with other students.

T'ai chi does not rely on strength or speed, but heightened awareness and coordination.

The playing field is leveled. This is a win-win for everyone.

Students will be taught and play a series of nine games.

Peer leaders will emerge.

Pushing for Peace teachers will encourage the students who show the most interest. Teachers will train these individuals in more advanced forms.

He (or she) who might once have led gangs, tagged, shoplifted, felt fearful and threatened, etc ... will lead t'ai chi groups.

Proliferation of t'ai chi training

Pushing for Peace teachers must keep up with their own personal practice in order to sustain the positive energy and skill level needed to lead others.

Marilyn will continue to meet with and advance the *Pushing for Peace* teachers, especially with the interactive practice of push hands.

Teachers must all stay engaged and inspired with their own training in order to teach youth.

The program will proliferate because it makes students feel good.

International promotion

1. The Bay Area model will show how to bring the program out into the general community.

The program will be promoted via international magazines for t'ai chi and online on the website.

Students will be encouraged to write about their experiences (blogs) online to share them with an international community.

2. T'ai chi practitioners will bring *Pushing for Peace* to their respective regions.

National t'ai chi magazines will promote the *Pushing for Peace* program.

T'ai chi experts will request the training so they can teach kids.

Curriculum Directors of schools with problems of violence nationally will be sent brochures about *Pushing for Peace*.

All requests for the *Pushing for Peace* program will be honored.

If no t'ai chi masters emerge from that area, teachers will be asked to go there to teach.

A new job market will emerge for paid, professional t'ai chi teachers.

Jobless, at risk youth who are ambitious about learning t'ai chi will also have a way to earn money if they are serious.

Evaluation Plan:

In order to document that t'ai chi has been effective in reducing violence, student questionnaires before, during and after their initial training will be implemented. Evaluations will be assessed and given to the program coordinator.

Adjustments in the program may be implemented according to the results of these findings.

Also, *Pushing for Peace* instructors will report to the program coordinator about his or her training. The program coordinator will evaluate *Pushing for Peace* teachers weekly and advance them when ready.

The questionnaires will be tabulated and the results published in a variety of media; magazines, the website, news articles. The funder(s) will receive the results as desired. The program will be modified according to the results of the pilot program.

Dissemination Plan:

The *Pushing for Peace* program will emerge and grow via:

Website

Flyers passed out to students and teachers

Brochures with photographs sent to selected schools

Newspaper and magazine articles

Promotional and educational DVDs

Presentation at AAHPERD, the American Alliance of Physical Education, Health, Recreation and Dance, an organization that holds regional conferences attended primarily by Phys. Ed. teachers

Expansion Plan

If there is a demand for ongoing training and practice, schools and parks will be prevailed upon to commit resources to meet the needs of their respective communities. The programs need to be supported by the communities they serve, rather than always needing support from outside sources.

The numbers of t'ai chi masters increased exponentially since it was brought to America from China in the mid-20th century. Teachers have taught students, who have taught students, who have taught students ... and so it is passed along. *Pushing for Peace* is proposing a systematic approach to encourage this type of growth.

T'ai chi masters are now in almost every country on earth, which will make *Pushing for Peace* able to go expand beyond the United States. The text of the website will be translated into many languages and be based on audio and visual components to capture the attention of young people who would not be exposed to t'ai chi at all.

Future Funding:

1. Famous action stars

Jet Li and Jackie Chan have foundations

Jet Li in recent interview stressed his support for t'ai chi for youth

Marilyn is in contact with David Dorian-Ross, who partners with Jet in a mutual plan to mainstream tai chi online.

Bette Midler practices t'ai chi

Robert Downey, Jr. practices kung fu

Endorsements from these individuals will help with international visibility and promotion.

2. After school programs

Some schools have a budget for after school programs.

Schools will be encouraged to make their student body aware of *Pushing for Peace*.

Hand-outs will be given out at assembly programs and lecture-demonstrations.

3. Parks and Recreation

Parks and Rec. will include t'ai chi training as a class they promote.

Parks and Rec. will be responsible for making the public aware of *Pushing for Peace* through their regional advertising.

4. Selling educational materials via the internet, professional conferences, festivals

Teachers will purchase educational materials at conferences.

5. Foundations concerned with non-violence and health

Most major corporations have foundations

They want to sponsor projects for the greater good

Corporations have a vested interest in a peaceful, productive society.

The federal government of the USA professes an interest in promoting peace, nationally and internationally. The State Dept. would be ideal for sending Peace Ambassadors abroad to spread the Peace Games. This program will reduce terrorism.

Funding will be needed to get the program rolling in other regions.

T'ai chi experts are being contacted in these other regions. via Facebook, personal contacts, professional conferences, trade magazines

They will pay for training in *Pushing for Peace* if there is a working model in the Bay Area.

Our program will serve as a model for the establishment of *Pushing for Peace* in other regions, nationally and globally.

Internet promotion will be translated into other languages.

Marilyn has translators for French, Farsi and Chinese ready to donate their services.

Budget and Funding Needed:

1. Administrative Expenses

Salaries for board directors and officers

Liability insurance for board director and officers

CPA for audits and taxes

Conference room for board meetings

Orinda Library

Community Room at 2 Irwin Way is available for benefits, meetings and conferences

Home office space for administrative functions

Rental space for teacher training

Health Insurance for Executive Director

2.Program

Teachers' salaries

Health Insurance for full-time teacher

Psychologist salary

Liability Insurance for teachers

3.Marketing/Advertising

office supplies

website upgrades, design, training manuals, printing and distribution costs, hand-outs, promotional and learning aids, registration forms, questionnaires, family history, injuries, illnesses, social relationships at school, incidents of violence, (verbal and physical), at home, at school, on the street

T-shirts

will identify t'ai chi class members

other students will ask about the program

no blue to suggest gang affiliations

Consultants 1) Educational Materials Design <i>Pushing for Peace</i> logo (original art design)=\$500 2) Brochure layout, text 3) Photos for website, brochure, training manual 4) Website home page {Above design costs Year I only} b) Webmaster (\$100 moX12) = \$1,200 Professional Services CPA/Auditor Legal and Accounting Liability for Board	\$500 \$500 \$500 \$1,200 \$2,000 \$1500	\$1,200 \$2,000 \$1500	\$1,200 \$2,000 \$1500
Materials and Supplies 1) <u>Teacher uniforms</u> jackets w/logo (\$50X12) = \$600 a) Student T shirts 2) <u>Educational materials</u> a) Printing costs b) dvd; promotional short, and 40 min. educational 3) <u>Office supplies</u> (\$100/mo. X 12 mos.) = \$1,200	\$600 \$1000 \$1000 \$3000 \$1,200	\$1000 \$1000 \$200 \$1,200	\$1000 \$1000 \$200 \$1,200
Equipment 1) Computer (1 X \$1,500) = \$1,500 2) Printer/Copier (1X \$250) = \$500 3) Postage (mailings, bulk rate for non-prof)	\$1,500 \$500 \$1000	\$1000	\$1000
Facilities Flexible, utilizing public meeting spaces.			
Travel and accommodations (Year I ~ local travel, Year II ~ statewide, Year III ~ national)	\$3,000	\$5,500	\$7,000
Administrative 1) Executive Director 2) Secretary/Treasurer 3) Liability Insurance for Board members and officers	\$60,000 \$10,000 \$1500	\$60,000 \$10,000 \$1500	\$60,000 \$10,000 \$1500
Total	\$224,000	\$219,100	\$220,600