

PART I - FACE SHEET

APPLICATION FOR FEDERAL ASSISTANCE		1. TYPE OF SUBMISSION: Application <input checked="" type="checkbox"/> Non-Construction														
Modified Standard Form 424 (Rev.02/07 to conform to the Corporation's eGrants System)																
2a. DATE SUBMITTED TO CORPORATION FOR NATIONAL AND COMMUNITY SERVICE (CNCS): 01/25/11	3. DATE RECEIVED BY STATE:	STATE APPLICATION IDENTIFIER:														
2b. APPLICATION ID: 11ND123173	4. DATE RECEIVED BY FEDERAL AGENCY: 01/25/11	FEDERAL IDENTIFIER: 10NDHMA002														
5. APPLICATION INFORMATION																
LEGAL NAME: Peace First, Inc DUNS NUMBER: 036565612	NAME AND CONTACT INFORMATION FOR PROJECT DIRECTOR OR OTHER PERSON TO BE CONTACTED ON MATTERS INVOLVING THIS APPLICATION (give area codes): NAME: Karen Grant TELEPHONE NUMBER: (617) 261-3833 310 FAX NUMBER: (617) 261-4644 INTERNET E-MAIL ADDRESS: karen@peacegames.org															
ADDRESS (give street address, city, state, zip code and county): 280 Summer Street Mezzanine Level Boston MA 02210 - 1131 County:																
6. EMPLOYER IDENTIFICATION NUMBER (EIN): 043323467	7. TYPE OF APPLICANT: 7a. National Non Profit 7b. Service/Civic Organization Community-Based Organization National Non-Profit (Multi-State)															
8. TYPE OF APPLICATION (Check appropriate box). <input type="checkbox"/> NEW <input type="checkbox"/> NEW/PREVIOUS GRANTE <input checked="" type="checkbox"/> CONTINUATION <input type="checkbox"/> AMENDMENT If Amendment, enter appropriate letter(s) in box(es): <input type="text"/> <input type="text"/> A. AUGMENTATION B. BUDGET REVISION C. NO COST EXTENSION D. OTHER (specify below):	9. NAME OF FEDERAL AGENCY: Corporation for National and Community Service															
10a. CATALOG OF FEDERAL DOMESTIC ASSISTANCE NUMBER:94.006 10b. TITLE: AmeriCorps National	11.a. DESCRIPTIVE TITLE OF APPLICANT'S PROJECT: Peace First: 2010 Growth															
12. AREAS AFFECTED BY PROJECT (List Cities, Counties, States, etc): Peace First operates in three cities: Boston, Massachusetts; Los Angeles, California; and New York, New York.	11.b. CNCS PROGRAM INITIATIVE (IF ANY):															
13. PROPOSED PROJECT: START DATE: 08/01/11 END DATE: 07/31/12	14. CONGRESSIONAL DISTRICT OF: a.Applicant <input type="text" value="MA 009"/> b.Program <input type="text"/>															
15. ESTIMATED FUNDING: Year #: <input type="text" value="2"/>	16. IS APPLICATION SUBJECT TO REVIEW BY STATE EXECUTIVE ORDER 12372 PROCESS? <input type="checkbox"/> YES. THIS PREAPPLICATION/APPLICATION WAS MADE AVAILABLE TO THE STATE EXECUTIVE ORDER 12372 PROCESS FOR REVIEW ON: DATE: <input checked="" type="checkbox"/> NO. PROGRAM IS NOT COVERED BY E.O. 12372															
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 20%;">a. FEDERAL</td> <td style="text-align: right;">\$ 364,000.00</td> </tr> <tr> <td>b. APPLICANT</td> <td style="text-align: right;">\$ 587,313.00</td> </tr> <tr> <td>c. STATE</td> <td style="text-align: right;">\$ 0.00</td> </tr> <tr> <td>d. LOCAL</td> <td style="text-align: right;">\$ 0.00</td> </tr> <tr> <td>e. OTHER</td> <td style="text-align: right;">\$ 0.00</td> </tr> <tr> <td>f. PROGRAM INCOME</td> <td style="text-align: right;">\$ 0.00</td> </tr> <tr> <td>g. TOTAL</td> <td style="text-align: right;">\$ 951,313.00</td> </tr> </table>	a. FEDERAL	\$ 364,000.00	b. APPLICANT	\$ 587,313.00	c. STATE	\$ 0.00	d. LOCAL	\$ 0.00	e. OTHER	\$ 0.00	f. PROGRAM INCOME	\$ 0.00	g. TOTAL	\$ 951,313.00	17. IS THE APPLICANT DELINQUENT ON ANY FEDERAL DEBT? <input type="checkbox"/> YES if "Yes," attach an explanation. <input checked="" type="checkbox"/> NO	
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18. TO THE BEST OF MY KNOWLEDGE AND BELIEF, ALL DATA IN THIS APPLICATION/PREAPPLICATION ARE TRUE AND CORRECT, THE DOCUMENT HAS BEEN DULY AUTHORIZED BY THE GOVERNING BODY OF THE APPLICANT AND THE APPLICANT WILL COMPLY WITH THE ATTACHED ASSURANCES IF THE ASSISTANCE IS AWARDED.																
a. TYPED NAME OF AUTHORIZED REPRESENTATIVE: Karen Grant	b. TITLE: Vice President	c. TELEPHONE NUMBER: (617) 261-3833 310														
d. SIGNATURE OF AUTHORIZED REPRESENTATIVE:		e. DATE SIGNED: 04/28/11														

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Executive Summary

Peace First aims to create a generation of morally engaged young people with the ability and inclination to create positive change in their schools and neighborhoods. We provide a Pre-K-8 social-emotional learning and service-learning curriculum, taught by AmeriCorps members in Boston, Los Angeles and New York. Our staff also provides intense coaching for principals and lead teachers to make positive school climates that support academically and emotionally successful students.

Rationale and Approach

Our country faces an epidemic that makes it challenging, if not impossible, for many of our nation's young people to learn.

In our society, where high-profile incidences like Columbine grab our attention, it is the daily and insidious forms of violence--bullying, threats, and teasing--that affect the majority of students. In the U.S. alone, more children die each year from gunfire than from cancer, pneumonia, influenza, asthma, and AIDS combined. The psychological, educational and economic impacts of youth violence and disengagement are staggering. Experiencing violence has lasting, and damaging, ramifications. In this time of high-stakes testing, a crucial point gets missed: children who do not feel safe in schools do not learn.

Beyond the immediate issues of fear and hurt, research shows that victimization and peer bullying are associated with poor academic performance (Schwartz and Gorman, 2003). A longitudinal study of sixth and eighth graders found an association between witnessing violence and lower academic performance (Henrich, Schwab-Stone, Fanti, Jones, and Ruchkin, 2004). Research also shows that social isolation and bullying can profoundly affect a student's sense of affiliation with school, thus impeding their ability to learn (San Antonio, D., & Salzfass, E., 2007). And, according to the 39th Annual Phi Delta Kappa/Gallup Poll of the Public's Attitudes Toward the Public Schools, school violence

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and discipline remain in the top five pressing educational problems with which the public schools must deal.

In addition to not feeling safe, many young people are not engaged in their schools and communities. They are often seen by adults as problems--with the potential to amplify youth violence, rather than resources--with the potential to reduce youth violence. If young people do not feel invested in their own community or school and if they do not feel valued by adults and leaders, they have no reason to pursue academic achievement, have no sense that their voice and actions can influence others, and have no inspiration to contribute in positive ways. It is critical to provide opportunities for positive civic engagement--especially for marginalized and at-risk youth. Schools are an important context for this effort. Peace First is part of the solution.

As schools and communities across the country deal with violence and failing students, researchers are developing a clearer picture of what works. Mounting evidence shows that social and emotional factors are integral to both academic achievement and positive life outcomes. Social-emotional learning has been found to improve academic attitudes (motivation and commitment), behaviors (attendance, study habits, cooperative learning), and performance (grades, test scores and subject mastery) (Zins et al., 2004). Studies also show that the most effective way to curb violence is early and long-term investment in the social-emotional development of young people (Chaux, 2009). Schools must become effective vehicles for nurturing non-violence and civic-engagement and the best way to prepare young people to be active, engaged community problem-solvers is through service.

According to a 2000 Learning in Deed report by the National Commission on Service-Learning, service learning promotes a greater sense of social responsibility in students, encourages better self-image/esteem in participants, and reduces student participation in violent behavior when combined

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with traditional education curriculum. The list of benefits continues, from improved school performance to greater civic participation years later. Unfortunately, few schools have a strategy for integrating social-emotional learning and civic engagement into their core academic mission, leaving such programs, at best, a disregarded add-on.

Currently, it is estimated that America has spent \$10 billion over the past ten years on "airport-like" prevention efforts, such as, security cameras, metal detectors, fences and security personnel to make schools safer. While it costs \$149,650 a year to incarcerate a juvenile in New York City, it costs Peace First less than \$200 per year to teach a young person the basic skills of conflict resolution, community service learning and peacemaking.

Peace First has been building safer and more effective schools for over 17 years. Peace First teaches children the social-emotional skills of cooperation, communication, conflict resolution, and empathy--as well as the skills of civic engagement, by providing students with opportunities to engage in transformative service to make their schools and neighborhoods safer. We are able to create lasting change in schools because we integrate everything we do into the core academic mission of schools by providing educators with the critical skills and knowledge to integrate social-emotional learning into the school's curriculum and culture.

Peace First has run successful programs in Boston, Los Angeles and New York. We have taught over 40,000 students, created over 3,500 peacemaker projects, recruited and trained over 4,500 volunteers and worked with 2,500 teachers. Additionally, we have seen remarkable results in each of our schools: 60 percent reduction in incidences of violence at schools, but more importantly, 70-80 percent increases in instances of children breaking up fights, including others and helping one another--resulting in better schools and better potential for each child in that school.

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As one Boston principal stated, "Without the support of Peace [First], these activities [social skills development] would get pushed to the side -- because it is easy to think that the academic piece is the most important piece. However, peacemaking plays a really important part in the academic environment, in setting the stage and the tone for learning."

As we look to grow to meet the incredible need that schools across the country are facing, we believe that AmeriCorps and national service will provide a crucial tool for increasing our impact and our reach.

Schools

Peace First works with elementary and middle schools in Boston, Los Angeles, and New York. The schools with which we work have identified school climate issues as a problem and understand that it is a critical component to students' ultimate success. Peace First schools are located in some of the nation's most violent and underserved areas that struggle with poverty, violence, substance abuse, and gangs.

Peace First' partnerships with schools are created through a combined strategy of district-level prioritization, community organizing and a rigorous selection process. Senior education officials in each city help identify priority districts or schools. Using a community organizing model, Peace First staff members meet with principals and school staff to define the benefits and outcomes of the partnership and to conduct an initial needs assessment. Afterwards, interested schools fill out an application that outlines need, commitment of leadership and willingness to invest resources to support the program-- including a \$10,000 fee to defray costs.

Boston:

When Peace First began in Boston in 1992, the city was part of the epicenter of the national youth

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violence epidemic. While overall violent crime has decreased by roughly 8 percent in Boston over the last two years, there has been a sharp increase in youth violence and homicides in geographic "hot spots" (Boston Indicators Project, 2009). A majority of Peace First schools are located in these "hot spots" or are home to many of our students. Peace First currently partners with five schools in Boston that are located in the communities of Dorchester, Mission Hill, Roxbury, and the South End. Approximately 81 percent of students in these communities receive free or reduced price lunch. The racial/ethnic demographic profile of students in partner schools is 67 percent African-American; 28 percent Latino; 3 percent Asian-American; and 2 percent Caucasian.

Recently, Superintendent of Boston Schools, Dr. Carol Johnson, enlisted the help of Peace First to support the merging of 13 struggling schools into six. Dr. Johnson also identified a number of schools as "turnaround schools" that need to improve in a variety of ways (test scores, school climate, and professional development). AmeriCorps will allow us to expand our services to these struggling schools: the Edison in Brighton, the King in Dorchester, the Lewis in Roxbury; the Mildred Ave. in Mattapan, and deepening our partnership with the Holmes School in Dorchester.

Los Angeles:

In response to significant interest from numerous Los Angeles stakeholders--schools, funders, and families--Peace First launched an initiative there in 2001. The overwhelming increase of gang-related crime in Los Angeles has had a direct impact on youth violence. According to the Los Angeles District Attorney's office, there are more than 1,400 criminal street gangs in Los Angeles County, and gang crimes--from graffiti to murder--continue to devastate a community's well-being. All of our current partner schools struggle with acute issues of neighborhood violence, 79 percent are English Language Learners, and 82 percent qualify for free or reduced lunch.

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Based on the success of our work, Mayor Antonio Villaraigosa and the University of Southern California (USC) approached Peace First to create a strategy to deliver the program in all of the schools the seven mile radius of South Los Angeles in 2007. The Mayor is committed to wiping out gang violence, yet almost all of the intervention work is aimed at teenagers. The Mayor specifically asked that Peace First spearhead this initiative at the elementary school level.

Following the requests from the Mayor and using funds developed collaboratively with our partners at USC, Peace First implemented a year-long (15 hour) training and coaching project with teachers from four schools in the South Los Angeles/East Los Angeles neighborhoods -- all of which had experienced high levels of community violence and sought preventive strategies to use in their classrooms. The Block by Block (BBI) project provided training in cooperative games, literacy connections and classroom climate, and also included on-site coaching for the teachers. This project identified schools that are interested in working with Peace First, and also helped us create the professional development strategies included in this proposal. We currently have schools with over 10,000 students on a waiting list.

New York:

In New York City, while the rates of overall crime have decreased since the 1990's, the problem of youth violence continues to be a pressing issue, especially in certain neighborhoods. According to a 2007 report from the New York City Youth Risk Behavior Survey, the percentage of youth who report missing school because they feel unsafe has remained steady since 1997 at approximately 9 percent. The study goes on to say that roughly 1 in 15 New York City teens (7%) reports carrying a weapon to school and 1 in 24 (4%) reports carrying a gun.

During 2008-2009, Peace First worked with five New York City schools: PS 84, PS 191, Hudson Honors Middle School, PS 185 and PS 208. All schools are located in Manhattan. The racial/ethnic demographic

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of our students is as follows: 53 percent African-American, 39 percent Latino, 4.2 percent Caucasian, 1.5 percent Asian-American and 2.5 percent other (includes Middle Eastern, South Pacific, West Asian, and Native American). 82 percent of these students qualify for free or reduced-price lunches.

In New York, Peace First has worked with parents, school leaders, and a team of committed local supporters to create a plan to broaden our reach within the region, by focusing growth in areas that receive a large amount of Title 1 funding and where there are preexisting relationships based on our two year history. Our school partnerships will focus on three neighborhoods, including East New York, the South Bronx, and the Lower East Side. We currently have a waiting list of over a dozen schools. With AmeriCorps, we can expand to meet this need.

Description of Activities and Member Roles:

Peace First builds safer and more effective school climates and communities by focusing on two major efforts within a school: (1) teaching students the core peacemaking skills of cooperation, communication, conflict resolution, and civic engagement by providing opportunities for meaningful engagement in the classroom and community and (2) providing educators with the critical skills and knowledge to integrate social-emotional learning into the school's curriculum and culture. Combined, these efforts strengthen schools' social and academic environments--leading to safer schools and more successful students. Peace First currently works with 3,500 students in 11 schools. The program consists of three components:

Curriculum for Students

Students participate in a weekly, community service learning curriculum that teaches the crucial skills of Social Emotional Learning and Community Service Learning lessons, from September through May. Students receive the Peace First curriculum every week for an hour, beginning in pre-kindergarten and

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continuing through eighth grade. The experiential lessons teach peacemaking knowledge, skills and relationships, are developmentally-appropriate, and are connected to the academic standards of the school. The curriculum is delivered in partnership with the classroom teacher by well-trained and supported young adults who also serve as mentors to struggling students.

Professional Development for Teachers and School Staff Members

In order to fully integrate Peace First approach to social emotional learning and leadership development beyond the weekly Peace First designated teaching time, Peace First trains and supports a cohort of six to eight staff Peace Leaders at each school.

Peace First' year-long professional development program, which is led by Directors of School Partnership with support from Instructional Managers, is comprised of seminars and group coaching that provide teachers with the techniques to integrate peacemaking skills into their daily practice and strategies for helping these Peace Leaders support others' to integrate the Peace First model into their classrooms and throughout the school.

Coaching for the Principal

The school's principal participates in bi-weekly coaching with Directors of School Partnership to help strengthen the school's climate to be a safe, effective environment for learning. These regular sessions focus on communication, planning, advocacy, and evaluation. Timely and effective evaluation empowers the principal to communicate positive outcomes taking place in the school and helps guide any program improvements and/or changes that may be needed for their specific school.

Member Roles

Peace First respectfully requests 39 full-time AmeriCorps members. These members will allow us serve

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an additional 2,500 students. Corps members will serve as lead teachers of the curriculum in all Peace First classrooms, teaching roughly 6,000 children in Boston, Los Angeles and New York. Not only will this allow us to reach far more students, but it will also deepen our impact and integration within schools.

Each AmeriCorps member will work in a two-person team that will teach weekly lessons throughout the school year. Each pair will teach four to five classes per day on Mondays through Thursdays, and two to three classes on Fridays. In the after-school hours they will reflect on their service, communicate with teachers, and plan for their upcoming lessons, tailoring the curriculum to meet their individual classes' needs. On Friday afternoons, when not at their school sites, they will participate in training, receive support from their Peace First supervisors and peers, and participate in workshops on topics including classroom management, child development, and diversity.

Each pair will teach at two schools and be organized in "grade clusters" (e.g. K-2nd grade; 3-5th grade; 6-8th grade). By grouping the pairs in grade clusters, they will gain pedagogical expertise in the developmental stages of their students. By teaching in two schools they will learn about different school environments, but they will also become effective members of their two school communities. By the end of the school year, Peace First AmeriCorps members will have spent almost 50,000 hours in some of the country's most under-served schools.

Unlike other potential volunteer sources, AmeriCorps members will provide constant service over the entire school year, teaching for 32 weeks as a daily presence in their schools. AmeriCorps members will be able to go deeper into complicated and nuanced topics such as communication, racism, bullying, peaceful conflict resolution and lead longer, more enriching community service learning projects. We ask all of our students to complete complex service projects to make their schools and neighborhoods

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safer; what better model for this commitment than AmeriCorps members?

We will continue to use both college and community volunteers in specific and important ways, providing multiple tiers of service engagement. Peace First' AmeriCorps members will not replace any labor organization employees, nor will Peace First use Corporation assistance to replace State or local public funds. We do not provide religious instruction, conduct worship services, or engage in any form of proselytizing. We are not involved in any political activity. Peace First provides a unique program; no entity, public or private, duplicates what Peace First does in the schools with which we work, particularly with young children.

Member Development

As detailed above, our member development will focus on building members' competencies in teaching, classroom management, child development, cultural competency, and leadership to effectively deliver our curriculum and promote the peacemaking skills of cooperation, communication, empathy, conflict resolution and civic engagement.

Peace First AmeriCorps members will begin their 10-month term of service with a two-week intensive Training Academy in Boston in mid-August, followed by a week-long training in their respective service regions and a fourth week of orientation at their specific school sites. Members will also participate in a mid-year retreat to prepare them to lead community service learning projects in the spring in their classrooms.

Peace First AmeriCorps members will be supervised and supported throughout the year by a full-time Peace First Instructional Manager in their regional location, with additional support from other Peace First staff and outside experts. Instructional Managers will each support and serve a cluster of four-six

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schools and lead 13 AmeriCorps members throughout the year. The Instructional Manager is part of a two person leadership team for each school cluster which also includes a Director of School Partnership, to whom the Instructional Manager reports. The Director of School Partnership guides the whole-school climate change strategy in collaboration with the school principal, and is the chief architect and co-facilitator of the staff cohort and professional development seminars.

In order to ensure compliance with AmeriCorps rules on prohibited service activities and prior to the beginning of their service, all Peace First staff members and AmeriCorps members will receive training from our AmeriCorps Director about these topics. Our school partners will receive training from their Instructional Managers during the initial orientation period. Compliance with these rules will be monitored by members' direct supervisors, the Instructional Managers; and jointly overseen by the Vice President for Programs and the Director of AmeriCorps.

Measurable Outputs and Outcomes:

Outputs:

After a year, Peace First' 39 AmeriCorps members will have directly engaged roughly 6,000 4--14 year olds in the Peace First curriculum. Over the course of the school year, students in Peace First schools will have learned and practiced the core skills of peacemaking, in the first semester, and learned about a community issue important to them, built the skills to be effective community leaders, and designed and completed a service project to make their schools and neighborhoods safer totaling 180,000 hours . In addition, AmeriCorps members will have engaged 360 additional community and college volunteers and worked directly with 400 school staff.

Evaluation:

Peace First will track outputs and outcomes through quantitative and qualitative measures. We will use

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an annual survey completed by students and teachers (Harvard Graduate School of Education designed Peacemaker Survey) that focuses on student behaviors including: communication, cooperation, conflict resolution, engagement, and victimization (bullying, fighting, and exclusion). The Peacemaker Survey has had consistently high reliability and validity as it has been implemented and refined over the past four years. To further capture outputs and outcomes, focus groups and individual interviews will be conducted.

Outputs and outcomes will also be reported each week during AmeriCorps members' meetings with their supervisors; technology will be employed in the form of on-line evaluations and surveys to capture additional data.

Peace First aligns with the Education priority area and we will be using standard performance measures.

Results:

Peace First has a rich history of achieving positive outcomes. Our most recent evaluation studies, conducted with the Harvard Graduate School of Education and USC found a 60 percent decrease in disruptive incidences at school and a 36 percent decrease in physical aggression. In addition, 92 percent of teachers reported that Peace First helped students "include others in their groups and games," and become involved in service projects in their community and 98 percent of 4th graders reported that they now are more likely to "include others in my group" than form cliques.

With this investment of weekly skill development through the supportive mentoring of AmeriCorps members and other volunteers, students in Peace First will see a significant improvement in their social-emotional competencies. In schools where Peace First is beginning a new partnership, we predict spring student surveys will indicate that at least 60 percent of students report low levels of peer violence

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(fighting, teasing, threats, and exclusion), and at least 40 percent will report frequent peacemaking behaviors (respectful communication, cooperation, conflict resolution, and engagement). In continuing (veteran) Peace First schools, at least 70 percent of students will report low levels of violence and a minimum of 60 percent of students will report frequent peace-making behaviors). The outcome of improved social-emotional skills demonstrated by increases of peace-making, coupled with decreases of violence, will result in safer schools and more successful students.

Plan for Self-Assessment and Improvement:

Continuous improvement and self-assessment have always been a part of Peace First. As a learning organization, we utilize many methods of capturing strengths and weaknesses, resolving problems, providing feedback, and making changes.

Our plan for AmeriCorps member self-assessment and improvement includes the completion of initial-, mid-, and year-end surveys, a personal development work plan created with their supervisor, weekly check-ins with their supervisor at which they identify and address any challenges, and mid- and year-end formal self and supervisor evaluations. This process includes monthly AmeriCorps seminars, led by senior Peace First regional and national staff, as well as a mid-year national retreat; both will provide opportunities for AmeriCorps members, as individuals and cohorts, to provide feedback on their own effectiveness as well as on the support they receive from Peace First.

Similarly, we are always seeking to improve as an organization. Peace First will assess both the program's impact and how well the organization is functioning through weekly meetings among Corps and staff members at each region. Peace First also involves all stakeholders--teachers and administrators at our partner schools, families, and other non-profit partners--in our assessment and evaluation and senior staff reviews data twice yearly to consider its implications for continued

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refinement for the program model, budgets and growth strategy.

In addition to the general structures and data we create to monitor progress and suggest new directions, each school team will develop specific school-based goals against which progress can be measured. Our 17 years of experience in school-based change provides us with a useful set of frameworks, upon which the AmeriCorps program will build its measures of continual program improvement.

Community Involvement:

Peace First has deep roots in all three regions where we plan to establish AmeriCorps programs. In developing this model we not only built on our partnerships, colleagues, and internal expertise but engaged with an external consultant. Through this process we spoke with and gathered data from thousands of teachers, students, principals, partner and analogous organizations, as well as local, state, and national policy makers. The breadth and depth of our stakeholder investment was an incredible resource in developing an ambitious plan for transforming schools.

As we begin to partner with schools, we institute a school climate assessment which helps Peace First and the school principal understand and document needs and resources around student and staff interests, skills, challenges and practices/behavior in the realm of peacemaking and social-emotional development. The strategic planning that emerges from this assessment has two foci:

- 1) Developing a plan with the principal and her/his leadership teams that strengthens the capacity of school staff to promote or sustain a peaceful school climate, and integrate peacemaking into their classroom practices.
- 2) Helping the principal and school staff implement effective community service learning projects by helping students, staff and the broader school community identify a local or school wide service need,

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and plan and implement developmentally-appropriate projects to meet that need.

Relationship to other National and Community Service Programs:

Peace First has been involved with the national service movement since its early days. One of the AmeriCorps launch events was at our annual festival in 1994. We were one of the first Education Award only programs in Massachusetts and were fortunate to have AmeriCorps members and VISTAs as an integral part of the program for many years. Through Boston-based Generations Inc, we currently have a VISTA on our team who is working with our National Program Department helping to build capacity for growth planning--including training and evaluation support. We have been awarded funding to continue her position and she has signed on for a second term.

One of the reasons growing Peace First is so urgent is that there are few organizations that provide the comprehensive service we do and so many schools are hungry for our services. We receive dozens of requests each year to expand our services to other communities. We have a long history of collaborating with other service organizations, and will continue to collaborate as a core part of our program. Some examples include training Citizen Schools' corps members to incorporate the Peace First curriculum into their apprenticeship program, partnering with Teach for America Corps members in their summer institute, and training City Year Corps members to teach the Peace First curriculum in schools in which both organizations had a presence.

Potential for Replication:

With over 100,000 elementary and middle schools in the country, the potential for replication of Peace First' program seems endless. While some schools are already doing incredibly well, the majority struggle. What would our education system be like if Peace First was in every school?

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In the near-term our goal is to triple in size in our three cities - Boston, Los Angeles, and New York. AmeriCorps members are critical to this growth. They will enable us to double the number of students we serve and significantly increase the impact of the program on our schools. This growth will help us develop a clearer understanding of how our model works and the central training, materials, and evaluation systems needed to support much larger scaling.

Three new factors provide potential support for replication. The first is the current increase in support for National Service, including AmeriCorps and VISTA programs. Our conversations with schools across the country indicate a need and desire for Peace First that has been challenged by our limited ability to add new schools. A dramatic expansion in the availability of AmeriCorps members nationally will provide a potentially larger service force--that does not replace Peace First current volunteers but enhances and grows our reach.

The second new factor is the increased awareness that social and academic success is deeply intertwined. A decade of research by national organizations like CASEL, the Search Institute, and CSEE (Center for Social Emotional Education) has provided data about needs, connections and evidence-based promising practices. In turn, these are beginning to lead to changes in federal, state and local educational policies; for example, Race to the Top specifically discusses the importance of a student's social and emotional learning as it relates to academic achievement, the Illinois Department of Education has now included Social Emotional Learning in its state-wide outcomes and guidelines.

The third new factor is an improved, focused and cost-effective Peace First program that leverages the important nexus of classroom teacher, student and Peace First volunteer in order to strengthen social skills.

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While the goal is to reach as many students as possible, we are acutely aware that growth must be strategic and measured. As such, we recently completed a multi-year strategic plan that will guide the creation of a replication model. In the long-term, we anticipate that our replication efforts will follow two main paths. First, replication will occur through adding programs in new cities where our services are desperately needed and have been requested. Secondly, we hope to expand by partnering with other school-based AmeriCorps programs (we have already conducted a few pilots), where our services will be non-duplicative and align with existing work. There is also the possibility of sharing our curricula with other AmeriCorps programs working with children in after-school, faith-based, and other settings. One idea is to build an on-line searchable database of our curricula, tools, and resources.

Organizational Capability

Peace First has run successful programs in Boston, Los Angeles and New York. We have taught over 40,000 students, created over 3,500 peacemaker projects, recruited and trained over 4,500 volunteers and worked with 2,500 teachers. As a result of these efforts we have seen remarkable changes in each of our schools. On average schools experience a 60 percent reduction in violence, but more importantly, a 70-80 percent increase in instances of peacemaking - children breaking up fights, including others, and helping one another. The program has made schools safer and created better learning environments for students.

In addition to our core school-based program, our curricula and programs have been adapted in a range of contexts, including after-school programs, literacy curricula, peer mediation, summer camps, residential programs, community centers, universities and rural schools (in Colombia). Our materials have been evaluated (Carnegie Foundation, 2003), disseminated (Education Commission of the States, 2004), shared internationally (South Africa, Colombia, Israel) and used as the basis for professional preparation courses at Lesley University and the Harvard Graduate School of Education.

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Peace First operates as a single 501(3) organization with sites in Boston, Los Angeles, and New York. Pending acceptance as an AmeriCorps program each of our regions will be led by a three person team - an Executive Director, a Director of School Partnership and Instructional Manager. Peace First' Regional Executive Directors directly report to Peace First' President, Directors of School Partnership report to regional Executive Directors and Instructional Managers report to regional Directors of School Partnership. Our staff includes a senior management team (President, Vice President of Finance, Administration & Planning, Vice President of Development and Communications, and a Vice President of Programs) which is responsible for the organization's overall health and well-being, day-to-day management, and strategic planning.

Peace First is governed by a board of directors comprised of 10 members, and guided by local advisory boards. The Board of Directors meets quarterly and is responsible for governance and determining organization's strategic direction. Regional Advisory Boards meet monthly and assists with local fundraising efforts, growing our base of supporters and helps set the regional strategy.

Identify the key program and fiscal positions responsible for your proposed program. Describe the relevant background and experience of all staff members working on the project and their respective roles, or your plans to recruit, select, train, and support additional staff, and their roles.

Eric D. Dawson, President and Co-founder of Peace First:

Mr. Dawson has been with Peace First since its inception as a student-run program at Harvard University in 1992. He incorporated the program in 1996 and has received many awards for his work including Fellowships from the Echoing Green Foundation, Youth Service America, and Ashoka. Mr. Dawson also has the distinguished honor of receiving the National Point of Light Award. He received his A.B. from Harvard University in 1996 and his Ed. M. from the Harvard University Graduate School of

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Education in 1998.

Jeffrey Lissack, Vice President of Finance, Administration & Planning:

Mr. Lissack brings a strong background in planning and implementation to his role as Vice President of Finance, Administration & Planning. Previously, he worked as a non-profit strategy consultant on projects ranging from designing a national replication strategy for an early childhood literacy program to helping a university's cooperative education program become more responsive to the needs of employers. In the private sector he has been an executive for three early stage companies, one of which he helped take public and grow from 30 employees in one office to more than 550 nationwide. Mr. Lissack has also worked in state government partnering with numerous state agencies and non-profits to launch and replicate programs to improve the economics of recycling. He holds a Master's degree in Public and Private Management from the Yale School of Management, and a Bachelor's degree (magna cum laude) in Political Science from Williams College.

Lisa Ulrich, Vice President of Programs

Lisa Ulrich has a proven track record of developing and building national nonprofit organizations. As Vice President of Programs at Peace First, she is responsible for refining, overseeing and ensuring excellent delivery of the organization's core program for students, volunteers, teachers and principals and its evaluation. Prior to Peace First she most recently served as the Chief Learning Officer and Director of the National Program Department at Citizens Schools, an out-of-school apprenticeship program that operates in seven states, which became an AmeriCorps National Director grantee under her leadership. As Chief Learning Officer, Ms. Ulrich oversaw the curriculum, instruction, training, research, and evaluation, and helped to double program's number of sites. Ms. Ulrich was also a member of the founding team and director of the national service and program departments at City Year, an AmeriCorps national service program that provides a year of civic engagement and leadership

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development for young adults. Ms. Ulrich is a graduate of Harvard College, and holds a Master's in Public Administration from the John F. Kennedy School of Government at Harvard University. She participated in the CORO Fellowship and is the recipient of the German Marshall Fund's first fellowship for Americans.

Karen Grant, Vice President of Development and Communications:

Ms. Grant is responsible for creating and implementing the organization's development and communications strategy. Before joining Peace First, Ms. Grant spent several years in state and national politics. She served as Deputy Executive Director and Communications Director of Boston 2004, Inc., the non-profit, non-partisan host committee for the 2004 Democratic National Convention and has worked in press relations for a variety of candidates and elected officials. Prior to her work in the political arena, Ms. Grant organized special events for Children's Hospital Boston. She received her B.A. in Political Science from Boston University.

Dr. Steven Brion-Meisels, Director of the Peace First Institute:

Dr. Brion-Meisels has over 30 years of experience in the fields of education and violence prevention. He has served as an adjunct faculty member at both Harvard University's Graduate School of Education and Lesley University, and has published in the areas of violence prevention, peacemaking, and social development. Prior to joining Peace First, he was a classroom teacher and school administrator, and served as the Dropout Prevention Manager for the Cambridge Public Schools from 1989-2000. Dr. Brion-Meisels earned his Ph.D. in Educational Psychology from the University of Utah. He was a mentor and Board member of Peace First during its initial phase as an under-graduate student organization (at Harvard College) and a start-up not for profit organization (1996-2000).

Richard Cardillo, New York Program Director and AmeriCorps Launch Director:

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As the New York Regional Director, Mr. Cardillo is responsible for overseeing the region's programmatic efforts. He brings with him two decades of experience as a classroom teacher, community organizer, and developer of community service learning programs. Previously, he worked as both Director of Client Services and Director of Outreach for God's Love We Deliver, a New York City non-profit, non-sectarian agency that prepares and delivers home cooked meals to people living with AIDS and other serious illnesses. He is a New York native, is fluent in both Spanish and American Sign Language, and brings an entrepreneurial spirit and vision to our work in New York. Mr. Cardillo holds a Masters degree from Columbia University.

Alice Green, Los Angeles Program Director

Ms. Green began working with Peace First in the fall of 2000 as an advisory board member and went on to become one of the first Peace First site directors in Los Angeles in our largest school to date, for over 1,200 students. Ms. Green has over 15 years of experience working and collaborating with local communities to create quality educational experiences and opportunities for youth and their families. She received her B.A. in Political Science with a field concentration in Public Administration from the University of California Los Angeles.

Robert Lightbody, Boston Program Director:

Mr. Lightbody, who is native to Jamaica, immigrated to the United States to study Political Science at Boston College. After graduation he joined the CompUSA sales team and worked in various successful sales management capacities. During this same period Robert also served as one of the founding directors of the Paraclete Center, an after-school program that provides hands-on enrichment classes to the youth of South Boston. His work at the Paraclete Center fostered his strong passion to work with young people. This later led him to Roxbury Preparatory School where, during his seven years as a senior school administrator, he was able to aid in growing the school to the highest performing urban

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charter school in Massachusetts.

Sasha Medina, New York Program Director:

After three highly effective years as the Peace First Coordinator for PS 191 and Hudson Honors Middle School, Sasha Medina was promoted to the position of Program Manager, then Program Director. Ms. Medina ensures that Peace First responds efficiently and effectively to the programmatic elements of our service delivery. Prior to working for Peace First, she taught in the New York City Public School system for four years. While completing her undergraduate degree at Boston University, Ms. Medina worked as an AmeriCorps Peace First volunteer.

We are in the process of hiring Executive Directors for Boston and New York and plan to hire an AmeriCorps Director to manage our AmeriCorps program.

Site Selection and Support

As a multi-site AmeriCorps program, Peace First has established and will utilize a unified national program model in terms of overall structure, dosage, and outcomes. We achieve consistency of our model and outcomes through the shared use of a single national curriculum, national staff trainings, including quarterly meetings for our Program Directors and Managers, bi-weekly conference calls, national work planning prototypes, and national evaluation tools and metrics. Staff will be able to share and showcase innovations on calls, at conferences and through a comprehensive mid- and end- of the year evaluation and analysis processes designed in part to document and celebrate "what works."

The management and leadership of AmeriCorps members will become a central focus for the aforementioned collaborative learning and analysis opportunities. We will integrate a feedback loop about the work of the members into each of these tools for collaboration, professional development and

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continuous program improvement. We also plan to have a unified site management strategy involving a "dashboard" to assess progress on key indicators such as percentage of classrooms served, stakeholder satisfaction and AmeriCorps members' retention.

Peace First AmeriCorps members will be placed at both current and new program sites. The sites are selected based on the need and potential for success and sustainability. In order to support our new AmeriCorps program, leadership staff and teachers at each of our schools will receive an initial orientation to their involvement in our new program model. We are confident in our ability to support members at our schools and provide them with a positive and meaningful service experience.

Each Peace First school partner commits to paying \$10,000, a portion of the program's costs. Additionally, schools assist in our fundraising efforts by showcasing the program's effectiveness at their school to potential donors and supporters. Individual schools and communities also help to identify resources and potential funders and collaborate in our development efforts when appropriate.

Peace First has a seasoned Vice President of Finance, Administration & Planning who ensures that the organization's fiscal controls and oversight results in strong internal integrity and overall program management. Peace First utilizes QuickBooks which allows us to implement financial systems with consistency and attention to detail. Income and expenses are tracked along functional activities and their sub-programs (National Program, Regional Programs, Management & General, and Development), allowing Peace First to determine the true costs of programs, including indirect costs. This system allows us to generate accurate, quarterly budget-to-actual reports for senior management and accurate expense reports for fundraising and grant reporting purposes. All finances of our national and regional offices have been centralized, allowing bill payment and cash receipts, as well as clarifying petty cash and other money issues, to be more easily tracked and managed.

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Peace First has a history of administering federal grants, specifically from AmeriCorps and the Corporation for National Service. In 1997-1998, Peace First received Education Award only AmeriCorps support funds and we have had dozens of AmeriCorps members provide service from 1998-2003. Peace First also received a discretionary grant from the U.S. Department of Justice Bureau of Justice Assistance. During our first AmeriCorps program year, Peace First hired a finance manager with extensive experience in administering federal grants who designed and implemented a sound financial accounting system for Peace First to administer these grants which is still in use.

Plan for Self-Assessment or Improvement:

How does your organization conduct ongoing internal assessment and improvement of its overall--not program-specific--systems, structure, staffing, and other capacities to ensure that it remains sound and well managed?

Annually, Peace First engages in organizational goal setting and work-planning and we assess every six months. Once set and in alignment with these, departmental goals and work plans are created, as are individual goals and work plans. All Peace First staff informally reviews their progress against plans with their managers monthly, and does so formally every six months. Peace First' management team continuously incorporates successes, challenges, and feedback into organizational planning. Peace First complies with all laws, regulations, and grant requirement and ensures financial responsibility by conducting an annual financial audit from an outside auditor.

In addition to rigorous goal setting and assessment, Peace First ensures sound organizational management through Board oversight (progress report are issued monthly and meetings are held quarterly), review processes (staff and financial) and the senior management team.

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Peace First senior staff members are active members of many peer networks (Ashoka, Echoing Green, COO Network, and NonProfit Finance Managers Association) and their involvement with these allows Peace First to share our work, learn from others, and apply best practices. The networks are replete with resources and support. In addition, Peace First staff has strong professional relationships with peers at many other national service organizations, including City Year, JumpStart, YearUp, Citizen Schools and Teach for America.

In addition to our talented staff Peace First has had the good fortune to attract a number of experienced professional volunteers who regularly provide advice about our systems, structures, and processes. One of the most valuable is our pro bono legal counsel, Goodwin Procter, who helps us with issues ranging from HR to IP. At any time we typically have at least half a dozen professional pro bono volunteers helping us on a variety of projects.

Plan for Effective Technical Assistance:

Peace First has a 17 year track record of supporting our sites. As outlined in previous sections, Peace First provides comprehensive orientation and ongoing support for program management for our program staff through our Training Academy and continuous guidance led by the Vice President of Programs and Peace First Institute. This guidance includes weekly one-on-one coaching calls, site visits from national program staff, bi-weekly program calls, a mid-year program staff retreat and semi-annual program evaluation from all key constituents including staff, teachers, principals and students.

All of the teachers, principals and volunteers with whom we work receive an orientation to the organization, our program model, and supervision and communication structure. During the orientation they learn about the specific expectations of their roles along with a description of the

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support they will receive. This year they will also receive guidance about how to effectively support and collaborate with AmeriCorps volunteers, as well as compliance information regarding AmeriCorps regulations. All stakeholders will have continuous access to regional program staff, Instructional Managers and Directors of School Partnership, for questions or feedback and these will be their first line of "technical assistance."

The second level of technical assistance will come from our national program staff, as well as the peer program staff cohort from other clusters or regions. Our AmeriCorps Director will be a primary resource for issues related to AmeriCorps support and compliance and will also act as a liaison. We are currently building a new intranet site to facilitate much of this long-distant and time sensitive communication.

We have also built strong connections for technical assistance with regard to recruitment, member training, community service learning project development and AmeriCorps program management, with other national service programs including City Year, Citizen Schools, Friends of the Children and several other organizations. And although not yet an official program, we have already begun using the resources available through the National Service Commission's website, and if selected we would turn to our program officer for additional resources and guidance.

Peace First provides financial guidance and advice to schools on how to secure their portion of funding required to participate in the program. Peace First' budget includes the costs of books, materials and supplies used in teaching our curriculum to ensure that AmeriCorps members and volunteers will have the supplies they need to successfully teach the lessons. Peace First has been fortunate to receive financial technical assistance through pro bono volunteers, grants, and individual donations.

Volunteer Generation and Support:

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In our 17 year history Peace First has built relationships with university partners, community organizations, and companies in each of our cities who annually provide a total of roughly 400 diverse volunteers. Currently, at the beginning of each semester volunteers who teach the Peace First curriculum participate in a 12-hour training that introduces them to Peace First' program model, teaches classroom management, relationship building, teaching collaboration techniques, and reviews the semester's curriculum.

In addition to AmeriCorps members, Peace First will continue to recruit diverse volunteers predominantly from local universities and colleges utilizing regionally base VISTAs as our primary recruiters. At the universities which provide the largest sources of volunteers including Northeastern University in Boston and USC in Los Angeles, Peace First has created a "liaison" role for outstanding, seasoned student volunteers, who act as recruiters and organizers for additional monthly trainings for other student volunteers.

Peace First will assess the efficacy and potential for continuous improvement of our volunteer experience through volunteer evaluations and debriefs conducted twice a year (for classroom volunteers) and at the end of each event (for event volunteers).

Organizational and Community Leadership:

Peace First was at the center of the burgeoning social entrepreneurship movement in the mid 1990's, and the organization has long been a thought leader and trail blazer in the fields of peace and justice education, community service learning, and whole school climate change. Peace First has been recognized by the George H. W. Bush and the Clinton White Houses as a Daily Point of Light and has been highlighted by the mayors of Boston and LA as programs that are integral to their cities' health and well-being. Eric Dawson, Peace First' president and co-founder, has been the recipient of numerous

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awards and honors, including Youth Service America's Fund for Social Entrepreneurs, the Echoing Green Fellowship for Public Service, the Ashoka Fellowship for leading social entrepreneurs, and Pop!Tech's Social Innovation Fellowship. Peace First staff has been asked to testify in support of state-wide legislation to prevent school bullying and staff members frequently speak at international, national and community events and conferences, and serve on various community boards and committees.

Collaboration:

Collaboration is at the heart of Peace First. Without collaboration, the program would not exist. Peace First forms long-term intensive partnerships with each elementary or middle school and with the colleges and universities that surround them. Peace First works with Harvard University, Brandeis University, Emerson College, Emmanuel College, Boston University, Northeastern University and the University of Massachusetts (Boston); Fordham University, CUNY, New York University, Columbia University, John Jay College of Criminal Justice and Hunter College (NY); University of Southern California and Loyola Marymount University (LA). Collaborating with these schools enables Peace First to deliver its services (the schools' students are classroom volunteers) and engages college students in meaningful community and volunteer experiences. Additionally, through our work with these institutions we have been able to leverage intellectual capital including the development and analysis of our evaluation data and academic research.

Throughout the years Peace First has also collaborated with numerous other organizations including Kids Watch, Healthy Start, the Neighborhood Land Trust, Neighborhood Council Associations, many police departments, Boys and Girls Clubs, YMCAs and YWCAs. Peace First also has a rich history of collaborating with community agencies to provide technical assistance, particularly staff training to youth workers. Last year, we conducted trainings for Boston's Youth and Community Centers staff.

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Local Financial and In-kind Contributions:

Peace First has been fortunate to have many long-time supporters of our work. Despite the economic downturn, Peace First has actually seen an increase in charitable giving. Foundations, corporations, individuals and communities have all invested in the organization's work and commitment to helping children become active and engaged adults. Some examples of recent supporters include The Antelope Foundation (NY), Bank of America (Boston), Citizens Bank (Boston), the Coach Foundation (NY), Dwight Stuart Youth Foundation (LA) the Germeshausen Foundation (Boston), Morgan Stanley and the Tiger Foundation (NY).

Many of our supporters provide multi-year, multi-dimensional support, including capacity-building funds. We have a diversified revenue stream, inclusive of fee-for-service, which is essential to our sustainability. In the past four years, financial and in-kind donations have increased roughly 10 percent each year, even in this challenging economy.

In addition to financial support, Peace First has leveraged tremendous in-kind support, over \$400,000 in each of the last four years, including office space in each of our cities, website development, computers, marketing, graphic design and other professional services.

Peace First in Action (A snapshot of a funder's commitment to our mission.)

Sharon is a longtime Peace First funder and supporter. She is deeply interested in educational causes, as she once taught elementary school, and her daughter is currently an elementary school teacher. Sharon has seen Peace First classes in action at a variety of schools. She understands the value of the program for students and schools, and for years she has encouraged the organization in its efforts to build the resources for a major expansion. When Peace First approached Sharon with its plan for next stage of growth, to double the amount of students we serve, she was thrilled.

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"I cannot wait for Peace First establish a solid base in all three regions based on the model of building clusters and growing communities of strength," she says. "Knowing that my contributions will go even further in reaching more children is incredible."

"As a supporter, I am confident that my enthusiasm and work help Peace First will give children the life skills they need to make better choices and develop strong communities."

Wide Range of Community Stakeholders:

Peace First has numerous community stakeholders including our school partners, community groups, faith-based institutions, university and college partners, corporate partners, parents, and local elected officials. Over time, stakeholder support has increased in a variety of ways. In addition to providing volunteers to deliver the curriculum, Harvard, USC and Fordham have all provided critical assistance toward our evaluation efforts. Our school partners and universities have allowed us to utilize space for family events and volunteer trainings.

Community partnerships are clustered around our schools. Church groups, fraternal organizations, and local community centers are involved as volunteers and service project partners. As an example, Peace First recently trained every single youth worker hired by the City of Boston to work in its community centers, effectively cross-training hundreds of summer youth employees to bring Peace First concepts into students' lives year-round. We have developed similar partnership with national organizations (Boys and Girls Clubs) as well as small community groups.

Corporate partners have also increasingly donated space for monthly staff meetings, quarterly board meetings, and allowed their employees to volunteer. Over the past decade elected officials have

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recognized the value Peace First provides and frequently speak on our behalf and include us in their visions for their communities and constituencies.

Special Circumstances:

All of the communities in which we serve are resource-poor, where 80 percent of the students we serve qualify for free or reduced lunch.

Cost Effectiveness and Budget Adequacy

Corporation Cost per Member Service Year (MSY)

The Corporation Cost per Member Service Year is \$13,000. 95 percent of CNCS funds will be used for member living allowances and benefits. Peace Games will match CNCS funds at a rate of more than \$1.50 for every \$1 provided by CNCS.

Diverse Non-Federal Support

Peace Games has a long track record of attracting resources for our work. This includes strategic approaches to securing gifts and pledges from individuals, corporations, foundations, government entities, special events and earned income from schools. We are also employing newer methods including electronic appeals and social networking. Despite the recent economic downturn we are proud that 2009 was a cash-positive fundraising year.

We currently receive 42 percent of our income from individuals, 37 percent from foundations, 15 percent from corporations, 4 percent from fee for service (schools' portion of the program costs), and one percent from both special events and government sources. Some of our individual funders are the Salameno Family, who have donated over \$500,000 the past four years and America Ferrara, who gave

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\$50,000. Our foundation and corporate supporters include: a large Anonymous Foundation in Boston that donated over \$150,000, the Tiger Foundation; Coach who donated \$100,000 and The Limited.

Peace Games plans to raise funds from local and national foundations, large corporations, small businesses, and individual donors to support this proposal. Our fundraising work focuses on finding local sponsors for each school partner as well as city-wide supporters to fund cross-school work. More than philanthropy, Peace Games works to truly engage funders with our schools. This includes creating opportunities for funders to directly serve in their partnership schools through school service events. Finally, we receive significant national support which allows us to invest in evaluation, curriculum development, and dissemination.

To date, we have received commitments and pledges of cash and in-kind support from the following: office space in each of our regions, Teel Realty in Boston, Quinn Emmanuel in Los Angeles and kasina in New York, valued at \$239,000; a website created by a team from Fidelity Investments to allow our volunteers to better interact with the organization, approximately valued at \$75,000; \$200,000 from the Salameno Family; \$126,000 from a local Boston foundation; \$75,000 from The Tiger Foundation; \$100,000 from the Coach Foundation; and several smaller donations from a variety of supporters.

While our fundraising efforts have been strong, AmeriCorps will allow us to grow significantly in each of our cities. To support this growth, over the next few months we plan to strengthen our development efforts by working with a consultant in order to strengthen our systems, deeper donor engagement and commitment, and pursue larger investments from new and current funders. Additionally, we plan to have regional Executive Directors in place shortly that will play a critical role in working with local supporters and securing local financial resources.

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We are confident that we will secure all of the resources necessary to support our expansion and run an effective and engaging AmeriCorps program.

Budget Adequacy

The program budget was developed based on our more than 17 years of experience in training and supporting our own staff and volunteers to undertake activities similar to those that will be undertaken by AmeriCorps members and our past experience in running a highly regarded AmeriCorps program. The budget is sufficient to recruit and engage AmeriCorps members; ensure they receive effective supervision, training and support; and ensure that they serve in programs that achieve high levels of quality and impact.

Peace First will use 95 percent of CNCS funds to defray cost of living allowances and related member support costs for 39 full-time AmeriCorps members. Each Corps member will receive a living allowance of \$15,000 for their 10 months of service, and be provided with fully paid health insurance (\$157/month), a monthly transit pass (\$65/month), monthly internet access (\$50/month), and a uniform consisting of a fleece jacket and polo shirts (\$100).

Each member will be well supported by Peace First professional staff. A full-time National AmeriCorps Director will have lead responsibility for overseeing recruitment, training, and support of Corps members. Every 13 Corps members will be supervised directly by a full-time Instructional Manager responsible both for managing Corps members and for ensuring quality delivery of our curriculum in each classroom.

Several other Peace First staff will play a large role in ensuring the success of Corps members through

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their work on our entire program (conceptually, these staff are included in Section III of the budget, although they will contribute significantly more than 10 percent of budget permitted under the formula)

* On the National level, the Vice President of Programs will oversee program design, training and evaluation, the Director of the Peace First Institute will be responsible for refining our curriculum, developing trainings and conducting evaluation; and our Office Manager will support Corps members in areas such as benefits and travel.

* For each cluster of schools, the Director of School Partnership will help ensure quality delivery of the curriculum in concert with other program activities aimed at coaching principals around school climate and providing professional development to teachers. In each region, VISTAs or other interns will be responsible for coordinating Member activities with the efforts of other Peace First volunteers.

The budget includes funding for Peace First staff and Corps members for food, travel and lodging to participate in trainings at a location near our national headquarters in Boston (conducted by our own staff). The budget also includes funding for food, travel and lodging for up to two Peace First staff members to attend up to three different training events sponsored by CNCS.

The budget includes another \$200 per Corps member for food and office supplies, as well as another \$100 per classroom being served by each Corps member (on average, we expect each Corps member to serve approximately 10 classrooms) for materials used to conduct our programming (such as books, art supplies, and materials used in cooperative games).

While not explicitly included in this budget, we expect to deliver additional support to ensure the success of Corps members through other expenses we will make in the course of conducting the rest of our program. While most of this will be in the form of staff time noted above, (VP Programs, PGI

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Director, etc.), we expect this additional support to also include items such as the use of consultants to help refine the curriculum and evaluate the program's impacts; and in-kind donations of office space, computers, and program-related supplies.

JULY 1, 2010 NOTE FOR ALL QUESTIONS BELOW: As noted in the rest of the revised application, there are now three clusters of schools, rather than five, one per region. Program Managers are now Instructional Managers, and Program Directors are now Directors of School Partnership, but job descriptions remain the same. Each cluster will still have one Instructional Manager and one Director of School Partnership. Budget figures have been updated in the budget portion of the application to reflect the change from 50 members to 39 and five clusters to three.

1. As a potential new grantee to the Corporation, you are required to complete three (3) pre-award documents prior to the award of your grant. The Office of Grants Management will send you a separate e-mail regarding the completion and submission of the following documents: Direct Deposit Sign-Up Form (SF-1199A); Recipient Contact Form; and the Financial Management Survey Form (FMS). These documents must be completed and returned to the Office of Grants Management as quickly as possible to ensure a timely Notice of Grant Award.

We have received the documents and are in the process of filling them out.

2. Please verify the name Legal Applicant in the Application and correct it, if needed. The applicant DUNS number 036565612 listed in the application states the Legal Applicant is ?Peace First, Inc.?

Peace Games changed its name to Peace First in February, 2010. Our DUNS #, EIN, Board and all other legal elements of the organization remain the same; only our name was changed.

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3. Please provide a copy of the latest completed 990 and audit report if one has been completed, the last 990 available was 2007.

Both documents are attached.

4. Provide the full name and contact information for the CFO and the person responsible for the fiscal management of Peace Games.

Peace First's CFO and the officer responsible for fiscal management is Jeffrey Lissack, Vice President for Finance, Administration and Planning. His e-mail address is jlissack@peacefirst.org, phone # is 617-261-3833, x302, and mailing address is Peace First, 280 Summer Street, Boston, MA 02210

5. Section I.A. Personnel Expenses - the salaries section states that all personnel for Peace Games are dedicated 100% to the AmeriCorps Program, and therefore they cannot lobby or fundraise. Please note this regulation.

We are fully aware of the regulation. The only personnel whose salaries are included in Section 1A of the budget are the AmeriCorps Director and the five Program Managers. These six people are dedicated 100% to the AmeriCorps Program and will not engage in any lobbying or fundraising activities.

6. Section I.A. Personnel Expenses - please clarify why the senior staff's time is not submitted on the budget.

Senior staff members are not included in Section 1A of the budget, but are included in Section III of the

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budget under Indirect Costs. While we do envision that some senior staff (especially the Vice President of Programs and other staff reporting to her) will have quite a bit to do with designing and structuring the trainings and program activities AmeriCorps Members will be engaged in, they will not generally be involved with direct day to day supervision or management of AmeriCorps Members. Given the high level of matching dollars we are committing to in the budget for direct expenses, we chose not to include some of these more indirect expenses in the budget. However, we are willing to include more of these expenses and take out some others if you prefer.

7. Section I.A. Personnel Expenses - please list where the Program Managers are located geographically, and clarify the inconsistency in the number of Program Managers between narrative and budget: five Program Managers are listed in the budget, and three are mentioned in the narrative.

There will be a total of five Program Managers and they will be located in each of our regions, specifically, two in Boston, two in New York and one in Los Angeles. The narrative provides a general overview of the role of the Program Managers, but did not offer specific details regarding the amount. This information was detailed in the budget.

8. Section I.A. and B. Personnel Expenses - cash match is stated for both Salaries and Fringe Benefits amounting to \$360,000. That amount needs to be listed in the ?Source of Funds? section and the source of funds needs to be named (such as the name of the foundation) with reference to whether source is private, state/local, federal, etc.

This has been amended.

9. Section I.C. Staff Travel - please clarify how internal travel for 2 retreats is related only to the

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AmeriCorps Program. Travel for a retreat related to the organization is not allowable as match for the AmeriCorps program. Please be specific in the narrative as to relation of this cost.

The Staff Travel included in the budget for Section IC is specifically for the purpose of serving as trainers at the two trainings we are planning for AmeriCorps Members, one in the summer and one in January. The budget includes only travel costs for each of their direct supervisors (the 5 Program Managers). The reference to retreats in the detailed budget refers to the training retreats being held for AmeriCorps Members and not to any other staff retreat.

10. Section I.C. Staff Travel ? Peace Games has listed food as a cost that will be matched. Food or meals are not allowable as a part of entertainment costs. Meals are allowable under 2 CFR 230 only when the primary purpose is to disseminate technical information (training, in this case) about the AmeriCorps program.

The food costs included in Section IC of the budget is for the staff who will be training the AmeriCorps Members at the summer and January retreats. We can remove this item if you want us to.

11. Section I.C. Staff Local Travel ? if this expense is not related 100% to the AmeriCorps program, it must be pro-rated in the budget.

This travel is 100% related to the AmeriCorps program. The purpose of providing the Program Managers with a monthly travel reimbursement is so that they can travel among school sites to supervise, coach and train AmeriCorps Members.

12. Section I.C. Member Travel ? if this expense is not related 100% to the AmeriCorps program, it must

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be pro-rated in the budget.

This travel is 100% related to the AmeriCorps program. It includes the costs of travel to the two trainings planned for the summer and for January, and for local travel to Member work sites (each will work at more than one school) and for supervision and training.

13. Section I. C. Staff & Member Travel - match is stated for both Member and Staff Travel as \$76,450. This amount needs to be listed in the "Source of Funds" section as either Cash or In-kind (if local metros are donating passes to the program) and the source of funds needs to be named (such as the name of the foundation) with reference to whether source is private, state/local, federal, etc.

This has been amended.

14. Section I.E. Supplies ? please clarify if the source of funds is in-kind or cash. Line items for NY, CA and MA costs need to be listed. Please provide an explanation if you are tracking these expenses; only actual expenses can be reported on the FFR.

We hope to secure a majority of these supplies as in-kind sources. However, if we are unable to do so, we will utilize cash as the funding source. Here is a breakdown of the supply expenses detailed in section IE of the budget by region:

	NY	Boston	LA
Office Supplies	4000	4000	2000
Teaching Supplies	20000	20000	10000
Uniforms	2000	2000	1000

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Total 26000 26000 13000

Yes, we plan to track the actual expenses.

15. Section I.H. Evaluation ? If the evaluation is 100% Contractual, please move to section I. F. Contractual and Consultant Services.

This has been moved.

16. Section 1.I. Other Program Costs - please clarify the source of funds. Also, please clarify the \$50.00 a month for monthly internet for members? Who is providing this service, the applicant, the school, or in-kind donation?

We hope to secure a majority of these supplies as in-kind sources. However, if we are unable to do so, we will utilize cash as the funding source. The \$50 per month has been budgeted as either reimbursement to Members or direct payment to telecommunications providers of monthly telecommunications charges for the purpose of allowing members to communicate using their own cell phones or computers with our staff, each other and school staff when working on-site in their schools.

17. Section II.B. Member Support Costs - unemployment insurance (\$30,000) for AmeriCorps members is not allowable, unless clarification is provided by the applicant.

This has been removed.

Narratives

18. Section III. B. Source of Funds ? the funds listed are much more than \$1,004,001, and the source of funds appears to be funding to the non-profit. This section should state the Source of Funds for the AmeriCorps Program required/budgeted match. Please amend and be specific as to which source will pay for which line items, whether it is cash or in-kind, as well as the Source of federal, local, or private funding.

This was amended.

19. Section III. B. Source of Funds ? the budget narrative states that Peace Games is confirming the match funds. Please confirm if commitments have been made for these funds, or if letters of intent or understanding have been secured.

As we approach the end of our fiscal year and finalize our budget for the upcoming fiscal year, we continue to confirm the sources of our matching funds. To date, we have secured roughly \$1,000,000 in commitments.

Evaluation Summary or Plan

Peace First has developed and implemented an ambitious program evaluation plan to track outputs and outcomes through quantitative and qualitative measures. The plan includes a quantitative baseline assessment of student peace making skill, followed by annual assessments of student growth in peacemaking skills. Our first baseline assessment was completed at the beginning of the school year in each classroom, across all of our partner schools. The assessment focuses on student behaviors including: communication, cooperation, conflict resolution, engagement, and victimization (bullying, fighting, and exclusion).

Our evaluation plan also includes a teacher survey about school climate and student peacemaking skills

Narratives

that has been administered in each partner school. The survey includes both quantitative and qualitative information. We then conducted a mid-year survey of teachers measuring instructional quality, impact and school climate.

Finally, we administered baseline and mid-year surveys to our AmeriCorps members on their experience, training and impact.

All baseline and mid-year surveying has been completed and our next fielding of assessments will occur at the close of the school year. Data will be available in time for the progress report due December 2011.

No changes are proposed for how Peace First will continue to track outputs and outcomes related to AmeriCorps member development.

Amendment Justification

N/A

Clarification Summary

JULY 1, 2010 NOTE FOR QUESTIONS BELOW: As noted in the rest of the revised application, there are now three clusters of schools, rather than five, one per region. Program Managers are now Instructional Managers, and Program Directors are now Directors of School Partnership, but job descriptions remain the same. Each cluster will have one Instructional Manager and one Director of School Partnership. Budget figures have been updated in the budget portion of the application to reflect the change from 50 members to 39 and five clusters to three.

1. The application states that Peace Games will recognize the members, but does not provide more detail. Please provide further explanation.

Narratives

AmeriCorps members will be recognized for their service and contributions throughout the year in many ways. They will be woven in to the Peace First staff community beginning at the AmeriCorps Summer Academy when they will meet the rest of the national staff through several culture and community building events such as introductory lunches and a film festival night. We will organize a similar "national community building" event in January during their midyear retreat.

We will regularly profile the service of our AmeriCorps members through our monthly newsletter, PeaceMail, which goes to over 4,000 supporters nationally including principals, teachers, funders, supporters and elected officials. We will also occasionally profile each member on our web site.

At regular meetings and monthly trainings with members, rituals like appreciations and "shout outs" among members and from teachers and staff will provide continuous source of recognition and motivation. When national staff members make site visits they will include round table discussions with AmeriCorps members as a means to recognize their service and assess their progress and experience. Finally, we will mark the end of members' service year with graduation ceremonies in each region to which we will invite school staff and local stakeholders.

2. Please clarify how the National Directorship interacts with the program management, as it seems that the members may have two sets of managers.

Members will have a single manager: their Program Manager, each of whom will lead a cohort of 10 AmeriCorps members in their regional cluster. The Program Director in each cohort reports to the Program Director who in turn reports to the Executive Director of their Region.

The National AmeriCorps Director will oversee the AmeriCorps "program" e.g. recruitment, selection,

Narratives

national service membership, compliance, professional development, retreat leadership (in collaboration with the staff of the National program department) and preparation for life after AmeriCorps--but will not provide direct supervision to the members. The National AmeriCorps Director will report to the Vice President for Programs who directs the national Program Department that oversees the standards, models, national training, coaching and evaluation for our services. This department also includes a National Director of School Change and a National Director of Instruction who have dotted line relationships with the Program Directors and Program Managers respectively. The Vice President of Programs will coordinate the different directors to lead the design and implementation of the AmeriCorps service including coordination and collaboration with Regional Executive Directors.

3. Program managers are not discussed in the narrative. Please clarify their role, as five Program managers are included in the budget. Please clarify the difference between Program Managers and Program Directors.

The following paragraph comes directly from the narrative:

Peace Games AmeriCorps members will be supervised, supported, and coached throughout the year by a full-time Peace Games Program Manager in their regional location, with additional support from other Peace Games staff and outside experts. Program Managers will each support and serve a cluster of four - six schools and lead ten AmeriCorps members' throughout the year. The Program Manager is part of a two person leadership team for each school cluster which also includes a Program Director, to whom the Program Manager reports. The Program Director guides the whole-school climate change strategy in collaboration with the school principal, and is the chief architect and co-facilitator of the staff cohort and professional development seminars.

Narratives

Additionally, each Program Manager will manage a team of 10 AmeriCorps members in each of our 5 projected clusters. The primary role of the Program Manager is to lead excellence in instruction with our direct work with students -- e.g. the classroom curriculum and teacher support. The Program Directors, to whom they each Program Manager reports oversee the overall work in our schools but their focus primarily on the strategic work of school climate change working directly with the principal and a team of staff.

4.Criminal History Check Requirement: Criminal history checks are required for all grant funded staff and AmeriCorps members. A detailed description of the requirements can be found at: <http://www.nationalservicerresources.org/criminal-history>. Please verify that you criminal history checks will be conducted on all grant funded staff and members.

We can attest that we will conduct criminal background checks on all members, as well as all other program staff and volunteers. This will be a condition of service and a standard part of the hiring and onboarding process. The application for AmeriCorps members that we have developed informs applicants of this requirement and requests permission for Peace First to perform these checks for admitted applicants. The process will be directed by the AmeriCorps Director.

5.Thank you for opting in to Education Priority Area. You will have to complete an MSY chart indicating the proportion of AmeriCorps members' time they expect to be devoted to that Priority Area. The total of MSYs in all Priority Areas (including Other) should be equal to your total budgeted MSYs. If they are not equal, then please provide an explanation in the 'clarification' section of the application narrative. Please note that the MSY by Priority Area Chart screens in eGrants will be available starting April 29th.

This has been completed.

Narratives

6. The application indicates that you have not chosen to Opt-In to the National Performance Measures Pilot. Your activities or current measures indicate that your program qualifies to Opt-In to the National Performance Measures Pilot. We encourage you to Opt-In although you are not required to do so. Go to the following link to view the National Measures:

http://www.americorps.gov/pdf/09_0918_nofa_ac_background.pdf.

We have decided to not opt into the standard National Performance Measures Pilot because they are not well aligned with our core functions and outcomes. Instead, we are going to create our own, starting with one, and then add more if necessary.

APRIL 2011 NOTES

Section I.A: Personnel Expenses - There is a significant increase in salary of the AmeriCorps Director (from \$60,000 in 2010 to \$94,500 in 2011). Please provide justification for the salary increase.

Additionally, given the departure of the previous Director, in the Clarification Summary section please verify if Peace First plans to hire a permanent AmeriCorps Director for the upcoming program year. If there are no plans to hire a new Director, please revise this budget section accordingly.

Based on our learning from this past year, we have decided against hiring an AmeriCorps Director and will instead hire an AmeriCorps Manager at the original salary level. The budget has been updated to reflect this.

2. Please adjust the project period to one calendar year; currently the proposed project period is 8/8/2011 - 6/22/2012.

Narratives

The proposed project period is 8/8/2011-8/7/2012

MAY 2011 NOTES

With the departure of our former AmeriCorps Director, we have taken the opportunity to reduce costs and tighten management focus by dividing the previous Director's responsibilities between two employees:

- an AmeriCorps Project Manager responsible for programmatic oversight, and
- a HR/Accounting Associate responsible for compliance with the terms of our grant.

These employees, with a combined salary of \$75,000, will spend 50% of their time on the AmeriCorps grant. The other 50% of their time will be spent administering the same functions (programs, and HR/accounting administration) for the rest of Peace First's operations. This structure was amended as part of our recently completed FY12 budgeting process.

JUNE 2011 NOTES

We have had a reduction in MSY for a couple of reasons:

1. Last year, we did not know how many members we would need at the time the application was submitted and thought it was important to ask for the majority and not risk having too few members to support our work;
2. Based on our learning this year, we decided to have members co-teach with the classroom teacher, which reduced our numbers.

Narratives

3. Our school partners do not decide about continuing with the program until May/June which also affects our final count.

Continuation Changes

A. Rationale and Approach

Compelling Community Need

Many students go to schools negatively affected by bullies, guns, and bigotry. They become disengaged from their communities and feel powerless to carry out positive change. Peace First is working with 14 schools in Boston, Los Angeles and New York in the 2010-2011 school year. The need of these cities that we described in our application continues to be significant and we have a long list of schools waiting to partner with us. We plan to expand the number of students we serve, and continue to serve communities that are at high-risk for youth violence and have a strong need for youth development and civic engagement.

Description of Activities and Member Roles:

Peace First had an exciting launch of its AmeriCorps program. We were awarded 39 members and currently have 37 members who have delivered a full semester of our curriculum to 6,725 students. By the end of this school year our members will have spent 50,000 hours in some of the country's most under-served schools. Having AmeriCorps members as full-time teachers lengthened our program from 20 to 30 weeks and helped us provide a more consistent and sustained level of program quality.

We have also learned a surprising lesson: our existing model results in too many adults in the classroom. Members teach in teams of two or three; they are joined by one or two volunteers or classroom aides, and the classroom teacher. While in most cases a small adult-student ratio is a positive occurrence, we found the classroom teacher often fades into the background in this scenario. We want the teacher to teach in partnership with the AmeriCorps members to increase his or her capacity for teaching

Narratives

peacemaking skills beyond the one-hour weekly Peace First class. Therefore, next year we will adjust our teaching model so most members will deliver lessons one-on-one with the teacher. We anticipate 60-70 percent of members will teach in this manner with the remainder staying in pairs. This change will enhance the sustainability of our program by making the model more cost efficient and expand the number of students we serve by 50 percent, without having to request additional members.

Another planned enhancement is to provide a role for second-year members or "senior members." We will select at least one member per region from our current group to return for another year of service. In addition to doing some teaching in classrooms, senior members will provide peer coaching in teaching, lesson planning, and classroom management to new members; help organize and lead trainings, and support school engagement initiatives. Senior members will receive a slightly higher compensation based on their experience and increased responsibilities.

Measurable Outputs and Outcomes:

Peace First is proposing a 50 percent increase to the number of students we serve next year which will increase our classroom outputs. The content of our outputs -- students learning the skills of peacemaking-- will remain the same. We will also streamline data collection tools to include use of surveys and structured observations by staff, rather than daily logs which are too onerous a reporting requirement. We have updated our proposed performance measures accordingly.

We are also proposing a change to the roles of community volunteers. We currently have 120 long-term volunteers in our classrooms and 240 episodic volunteers for events and Community Service Learning (CSL) projects. Next year we plan to use all 360 volunteers as episodic volunteers. We determined the value volunteers add in the classroom does not outweigh the amount of staff time needed for recruitment and management. We plan on increasing the number of opportunities to volunteer at events

Narratives

and are also strengthening the CSL component of our program to include opportunities for students to share their projects with their community which will create an expanded role for volunteers.

B. Member Outputs and Outcomes

Recruitment

We successfully recruited and selected 38 AmeriCorps members from a pool of over 300 candidates. About 50 percent of our members are people of color, with 25 percent African American, 10 percent Hispanic/Latino, 10 percent Asian, and 5 percent other. All members have strong experience in community service, peace and justice issues, and working with children. Based on their strong performance we intend to recruit the same profile of member for the 2011-2012 program year with a slightly stronger emphasis on previous teaching experience which will make for an easier transition to the one-on-one teaching model.

Our first two recruitment rounds for next year have been completed and we received over 200 applicants. We aim to initiate the application process for senior members at the end of January. Our staff is on target to recruit 100 percent of our 39 members.

Selection

Our selection process remains the same, including a review of a written application, a telephone screening, and an in-person interview. The process will be enhanced by the presence of current members, who will help assess candidates during the in-person interview and also provide candidates with an "on the ground" perspective of what daily service entails.

Training and Support

Our plan for orienting and training members remains mostly unchanged; however, next year's

Narratives

AmeriCorps team will reap the benefits of our learning from the first year of implementation. Peace First members will continue to be trained and supervised by an Instructional Manager in their region, with additional support from other Peace First staff and outside experts. We also provide coaching in "life after AmeriCorps" to prepare members for the next steps in their careers. Recognizing the importance of peer leadership and camaraderie our senior members will play a role in training and development.

C.Organizational Capability

Staff

Peace First has strengthened its capacity by bringing on additional talented staff. Our staff still includes senior management members whose bios appeared in the original proposal: Eric Dawson, President & Co-founder; Karen Grant, Vice President of Development & Communications; and Lisa Ulrich, Vice President of Programs. The senior management team added the following members:

Jennifer Clammer, Chief Operating Officer (new position): Ms. Clammer oversees the internal operations at Peace First. She has 20 years of experience designing and leading youth and community development programs and most recently served as National Director of Technical Assistance for YouthBuild USA. Ms. Clammer was also Director of the Youth STAR AmeriCorps program at Roca, Inc. She holds a Masters Degree in School Psychology from New York University where she served as an AmeriCorps member and has a B.A. from Wesleyan University.

John Yonce, Vice President of Finance and Business Operations: Mr. Yonce has nearly 20 years of finance, project management and fundraising experience. Most recently he worked as the Project Development Director at Hostelling International where he oversaw a 1.8 million dollar capital campaign, and previously served as the Hostelling International Board of Directors Treasurer and Vice President. Mr. Yonce holds two B.A degrees from The University of Massachusetts, Amherst.

Narratives

Peace First has also hired a National Program Director for AmeriCorps who provides national leadership of the AmeriCorps program and is the liaison to the Corporation. Her bio follows:

Melissa Jones, National Program Director for AmeriCorps (new position): Ms. Jones has a variety of experience managing AmeriCorps programs and members. Most recently, she worked as Director of Community Transformation for Youth Uprising where she supervised a team of conflict mediators and a team of AmeriCorps members who served as peer leaders. Ms. Jones was also the AmeriCorps Director for Partners in School Innovation where she oversaw member recruitment, selection and training, provided coaching to the member's supervisors, and served as the liaison to the California state commission. Ms. Jones holds a Masters in Public Administration from California State University-East Bay, and a B.A from Northeastern.

Finally, Peace First brought on regional Executive Directors who manage local fundraising efforts, school district relationships and the administrative aspects of each region. They are: Monica Roberts, Peace First Boston; Tal Gilad, Peace First Los Angeles and Alicia Guevara, Peace First New York.

D. Cost-Effectiveness and Budget Adequacy

Corporation Cost per Member Service Year (MSY)

We are increasing the requested Corporation Cost per MSY from \$13,000 to \$13,300. After experiencing the realities of running the AmeriCorps program we have a better sense of the true costs per member.

We also anticipate a higher cost next year to incorporate the required FBI background checks.

Diverse Non-Federal Support

Peace First has a long track record of attracting resources from a variety of sources. Despite the

Narratives

challenging economy we are proud that 2010 was a cash-positive fundraising year. We currently receive our income from: foundations (34%), individuals (26%), government sources (15%), corporations (13%), fee for service - schools' portion of program costs (7%), and special events (5%). Some of our individual funders are the Salameno Family, who have donated over \$500,000 the past four years and William Graustein, who gave \$90,000. Our institutional supporters include: Marsh & McLennan Companies, State Street Foundation, Tiger Foundation; and the Coach and Pershing Square Foundations who both recently made \$1 million pledges.

To support this proposal we will raise funds from local and national foundations, large corporations, small businesses and individual donors. To date, we have received commitments of cash and in-kind support from the following: office space, Teel Realty in Boston, Quinn Emmanuel in Los Angeles and kasina in New York, valued at \$239,000; and roughly \$1 million from a variety of supporters including Bank of America, Coach, Pershing Square Fund and Union Square Fund.

While our fundraising has been strong, becoming an AmeriCorps program in addition to preparing to launch the Peace First Prize has increased our ability to attract national donors with the capability to make larger investments in our program and growth. We are confident that we will secure all the necessary resources to support and run our AmeriCorps program.

Budget Adequacy

We are requesting an increase in the Corporation Cost per MSY to \$13,300. 95 percent of CNCS funds will be used for member living allowances and benefits. First year members will receive a total living allowance of \$15,000 and senior members will receive \$18,000. Peace First will match CNCS funds at a rate of more than \$1.50 for every \$1 CNCS provides.

Narratives

Continuation:

Enrollment:

Peace First has enrolled 38 out of our allotted 39 slots. Our program officer approved the conversion of one full-time slot into two part-time slots to accommodate a new school site launching in January.

However, since our retention rate is so high, we found we did not need to hire additional members to serve the extra 225 students.

Retention:

Peace First has retained 37 of its 38 members (97%) due in part to strong recruitment, regional support and team building. The one member who left accepted a permanent position at a local nonprofit organization.

Multi-state Continuations:

Peace First has submitted initial consultation forms to the California, Massachusetts, and New York Commissions. We have included the state commissions on our organizational mailing lists and sought out representatives at the AmeriCorps Grantee meeting and the Administrative and Financial Management Conference. We also participated in AmeriCorps Opening Day in Boston. We will continue to participate in and/or help organize state-wide and local service events and invite the Commissions to the end-of-year celebrations that we host at our partner schools.

Performance Measures

SAA Characteristics

- AmeriCorps Member Population - None
 Geographic Focus - Urban
 Geographic Focus - Rural
 Encore Program

Priority Areas

- | | |
|---|---|
| <input checked="" type="checkbox"/> Education | <input type="checkbox"/> Healthy Futures |
| <i>Selected for National Measure</i> <input type="checkbox"/> | <i>Selected for National Measure</i> <input type="checkbox"/> |
| <input type="checkbox"/> Environmental Stewardship | <input type="checkbox"/> Veterans and Military Families |
| <i>Selected for National Measure</i> <input type="checkbox"/> | <i>Selected for National Measure</i> <input type="checkbox"/> |
| <input type="checkbox"/> Economic Opportunity | <input type="checkbox"/> Other |
| <i>Selected for National Measure</i> <input type="checkbox"/> | <i>Selected for National Measure</i> <input type="checkbox"/> |

Grand Total of all MSYs entered for all Priority Areas 39

Service Categories

- | | | |
|------------------------|---|---|
| Service-Learning | Primary <input checked="" type="checkbox"/> | Secondary <input type="checkbox"/> |
| Leadership Development | Primary <input type="checkbox"/> | Secondary <input checked="" type="checkbox"/> |

Helping children achieve school success: Support for Classroom Teachers

Service Category: Service-Learning

Measure Category: Not Applicable

Strategy to Achieve Results

Briefly describe how you will achieve this result (Max 4,000 chars.)

In order to support the sustained development of students' SEL and peacemaking skills, Peace First will also support school staff members' especially classroom teachers. After one year, at least 70% of classroom teachers in all Peace First schools will have successfully participated in weekly Peace First classroom lessons, as partners with the AmeriCorps teachers. In addition, at least 60% of classroom teachers will have begun to integrate SEL/peacemaking activities into their classrooms outside the weekly Peace First lesson. We will achieve these results through teacher training (4 hours/year), team coaching by Peace First staff members (working with the AmeriCorps team and individual classroom teachers), and periodic classroom observations. We will also provide teachers with print materials to help them work successfully with AmeriCorps members, and to integrate SEL/peacemaking into their classrooms.

Results

Result: Intermediate Outcome

As a result of Peace First school staff training/orientation and meetings with Peace First staff members, at least 70% of classroom teachers will successfully participate in the weekly Peace First classroom lessons, and at least 60% of those who participate will begin to integrate SEL/peacemaking content or skills into their classrooms.

Indicator: faculty or staff trained

Target: 70% of teachers and school staff members in 3 cities

Target Value: 70%

Instruments: We will measure this output through: (a) monthly observation of Peace First lessons by Peace First staff, compiled into regional and national databases at mid year and end of year, and (b) mid-year and year-end teacher surveys that are confidential.

PM Statement: Peace First will support school staff members -- especially classroom teachers. After one year, at least 100% of classroom teachers in all Peace First schools will have successfully participated in weekly Peace First classroom lessons, as partners with the AmeriCorps teachers. In addition, classroom teachers will have begun to integrate SEL/peacemaking activities into their classrooms. We will measure this outcomes through (a) monthly observation of Peace First lessons by Peace First staff, compiled into regional and national databases at mid year and end of compiled into regional and national databases at mid year and end of year, and (b) mid-year and year-end teacher surveys that are confidential.

Prev. Yrs. Data

Result: Output

In order to support the sustained development of students' SEL and peacemaking skills, Peace First will provide support to school staff members especially classroom teachers. 100% of classroom teachers, school support staff and administrators will attend 4 hours of training a year. 100% of classroom teachers will receive additional team coaching, and periodic classroom observations. 100% of teachers will receive tools to help them work successfully with AmeriCorps members, and to integrate SEL/peacemaking into their classrooms.

Indicator: faculty or staff trained

Target: All classroom teachers whose students participate in Peace First (100% (300 in number) of classroom teachers)

Target Value: 100%

Instruments: The core instruments will include: (a) monthly observation of Peace First lessons by Peace First staff, compiled into regional and national databases at mid year and end of year. (a) monthly observation of Peace First lessons by Peace First staff, compiled into regional and national databases at mid year and end of compiled into regional and national databases at mid year and end of year, and (b) mid-year and year-end teacher surveys that are confidential.

PM Statement: In order to support the sustained development of students' SEL and peacemaking skills, Peace First will also support school staff members' especially classroom teachers. After one year, at least 70% of classroom teachers in all Peace First schools will have successfully participated in weekly Peace First classroom lessons, and 60% of classroom teachers will have begun to integrate SEL/peacemaking activities into their classrooms outside the weekly Peace First lesson. We will measure this output through: monthly logs; conversations among the classroom teacher,

Result: Output

AmeriCorps member; mid year and year- end teacher surveys.

Prev. Yrs. Data

Helping children achieve school success: Support for AmeriCorps members

Service Category: Service-Learning

Measure Category: Needs and Service Activities

Strategy to Achieve Results

Briefly describe how you will achieve this result (Max 4,000 chars.)

Peace First will work with existing school partners and recruit new school partners in our 3 regions (Boston, Los Angeles and New York). We will identify a cohort of schools across our three regions. We will recruit and train up to 28 AmeriCorps members who will serve as lead teachers for the Peace First curriculum (which includes training in social skills and opportunities to complete Community Service Learning Projects) serving 6,000 students. All students in all schools will participate in at least 30 hours of direct teaching and learning during the school year (led by AmeriCorps teachers). Both the classroom lessons and projects will be linked to students' academic skill development (e.g., in literacy and social studies). Peace First staff members will train AmeriCorps members over the summer, support and supervise AmeriCorps members on site, and provide 100 hours of training, supervision and coaching during the school year. In addition, Peace First staff members will provide professional development support (workshops and coaching) for staff members in our schools. Finally, Peace First will refine our current evaluation instruments to help document the critical connections among social skills, school climate and student achievement.

Results

Result: Output

After one year, each AmeriCorps member will have directly worked with at least 215 students ages grades PreK-8th, in one of 3 cities (6,000 students for the cohort) They will teach a year long curriculum that includes social skill development (communication, cooperation, conflict resolution and empathy) and Community Service Learning (civic engagement). Each AmeriCorps member will have participated in at least 100 hours of pre-service training(national and regional); 100 hours of monthly supervision, training and/or coaching; 20 hours of mid-year review and training, and a

Result: Output

spring (2011) seminar related to evaluation, transitions and career development.

Indicator: serving students

Target: With full funding, 28 AmeriCorps members will work with 6,000 students in 3 cities

(approximately 215 students /AmeriCorps member).

Target Value: 28

Instruments: The core instruments will include: (a) AmeriCorps members class schedule assignments, verified by supervisors through conversations with classroom teachers and observations by Peace First staff. In addition, we will use the Peace First instructional rubric (currently being updated for 2011) to measure intermediate outcomes (see below).

PM Statement: After one year, each pair of AmeriCorps members will have directly worked with at least 215 students ages grades PreK-8th, in one of 3 cities. They will teach a year long curriculum that includes social skill development, and civic engagement.

Prev. Yrs. Data

Result: Intermediate Outcome

As a result of Peace First training, supervision, coaching and seminars, at least 80% of the AmeriCorps members in the first cohort will each have achieved satisfactory or above aggregate ratings on the

Peace First instructional rubric; at least 80% will report improvement on outcome measures (below).

Indicator: Increase in civic knowledge and skills

Target: 80% of the 28 AmeriCorps members (22 of 28)

Target Value: 22

Instruments: The core instruments will include: (a) Observations documented using the Peace First instructional rubric to measure the effectiveness of classroom teaching; surveys and interviews to measure outcomes in Corps members' civic knowledge, skills and commitments. (b) Mid and end of year AmeriCorps member surveys, which will remain confidential.

PM Statement: As a result of Peace First training, supervision, coaching and seminars, at least 80% of the AmeriCorps members in the first cohort will each have achieved satisfactory or above aggregate ratings on the Peace First instructional rubric. By June, at least 80% of AmeriCorps members will demonstrate improvements in the areas of civic knowledge, skills and commitments -- as measured by pre-post surveys, mid-year evaluations and monthly supervision logs.

Prev. Yrs. Data

Result: End Outcome

By the end of the grant, at least 80% (22 of the 28) AmeriCorps members will have strengthened their understanding of service learning, Social Emotional Learning (SEL), peacemaking and school-based applications of these programs, as measured by: (1) pre-post Member surveys, (2) monthly and mid-year check-ins, (3) satisfactory service in the schools (effective teaching and CSL projects) as evaluated by school and Peace First staff members.

Indicator: Increase in civic knowledge and skills

Target: With full funding, 28 AmeriCorps members will work in three cities. By the end of the year, at least 80% will teach effectively an report improvements in key outcome measures.

Target Value: 28

Result: End Outcome

Instruments: The core instruments will include: (a) Observations documented using the Peace First instructional rubric to measure the effectiveness of classroom teaching; surveys and interviews to measure outcomes in Corps members' civic knowledge, skills and commitments. (b) Mid and end of year AmeriCorps member surveys, which will remain confidential. (c) Mid and end of year Performance Appraisals.

PM Statement: As a result of Peace First training, supervision, coaching and seminars, at least 80% of the AmeriCorps members in the first cohort will each have achieved satisfactory or above aggregate ratings on the Peace First instructional rubric. In addition, 80% or more will have improved their knowledge, skills and commitments related to civic engagement, national service, SEL and peacemaking.

Prev. Yrs. Data

Helping children succeed in school: direct support for students

Service Category: Service-Learning

Measure Category: Not Applicable

Strategy to Achieve Results

Briefly describe how you will achieve this result (Max 4,000 chars.)

Peace First will work with existing school partners and recruit new school partners in our 3 regions

(Boston, Los Angeles and New York). We will identify a cohort of schools across our three regions.

We will recruit and train up to 28 AmeriCorps members who will serve as lead teachers for the Peace

First curriculum (which includes training in social skills and opportunities to complete Community

Service Learning Projects) serving 6,000 students. All students in all schools will participate in at

least 30 hours of direct teaching and learning during the school year (led by AmeriCorps teachers).

Both the classroom lessons and projects will be linked to students' academic skill development (e.g., in

literacy and social studies). Peace First staff members will train AmeriCorps members over the

summer, support and supervise AmeriCorps members on site, and provide 100 hours of training,

supervision and coaching during the school year. In addition, Peace First staff members will provide

professional development support (workshops and coaching) for staff members in our schools.

Finally, Peace First will continue to refine our current evaluation instruments to help document the

critical connections among social skills, school climate and student achievement.

Results

Result: Intermediate Outcome

As a result of our teaching, students and their teachers (70% of 6,000 which is 4200 students) will

report improvements in how students understand and use peacemaking skills in the classroom and in

Result: Intermediate Outcome

contexts like the playground or neighborhood. Students' use of these skills will decrease violent behavior, improve the safety of the school's climate, and lead to increased student engagement in Community Service Learning projects.

Indicator: serving students

Target: At least 70% of students (4200 out of 6000) in returning Peace First schools will report low levels (rarely/never) of school violence and moderate levels (often) of peacemaking. In our returning schools, these levels will continue positive trends.

Target Value: 4200

Instruments: Measures will include: (a) student and staff surveys (likert scale); (b) interviews with a sample of (70%) of school principals; focus groups with a sample of (at least 20/region) of classroom teachers (c) reporting of AmeriCorps members.

PM Statement: At least 70% of students engaged in the Peace First program in returning Peace First schools (schools with whom we have worked prior to the AmeriCorps grant) will report low levels (rarely/never) of school violence (exclusion, bullying, fighting) and moderate levels (often) of peacemaking (inclusion, cooperation, conflict resolution and civic engagement). These outcomes will be supported by feedback from school staff members (teachers and principals) through annual surveys and sample focus groups. In our returning schools, these levels will continue positive trends that we have evaluated over the past four years. In our new schools, we will first establish a baseline of peacemaking and peace breaking behaviors; end of the year surveys will indicate positive improvement in student's knowledge, skills and behaviors even during the first year.

Prev. Yrs. Data

Result: Output

All students (6,000) in all schools will participate in at least 30 hours of direct teaching and learning during the school year (led by AmeriCorps teachers). Schools will consistently make available at least one hour/week for Peace First to work with each class of students involved with the program.

Indicator: serving students

Target: 6000 students across all Peace First schools will participate in weekly Peace First classes (total at least 30 hours/year); our goal is to have all students in all schools participate in the Peace First classes.

Target Value: 6000

Instruments: The core instruments will include: (a) observations by the Peace First Instructional Manager or other staff, and (b) student, teacher, and AmeriCorps member surveys compiled into regional and national databases at mid year and end of year.

PM Statement: 100% of students in each Peace First school will participate in weekly Peace First classes (total at least 30 hours/year); our goal is to have all students in all schools participate in the Peace First classes.

Prev. Yrs. Data

Subapplicants

<u>ID</u>	<u>Organization</u>	<u>Amount Requested</u>	<u>Amount Approved</u>	<u># FTEs Requested</u>	<u># FTEs Approved</u>	<u>Status</u>
Totals:		\$0	\$0	0.00	0.00	

Required Documents

<u>Document Name</u>	<u>Status</u>
Evaluation	Not Applicable
Federally Approved Indirect Cost Agreement	Not Applicable
Labor Union Concurrence	Not Applicable