



Genuine Voices, Inc.

501(c)3 Non-Profit Organization

Address:

P.O. Box 4082

Dedham, MA 02027

Email:

genuinevoices@gmail.com

Tel:

(617) 448-7227

Website:

www.genuinevoices.com

Service Learning Class Proposal

Proposed By:

Juri Jones

Founder/President of Genuine Voices

juripanda@gmail.com

Hannah Slater

Program Director/Outreach Program Coordinator

he.slater@yahoo.com

Oliver Jacobson

Program Director/After DYS Program Coordinator

ojacobson@mac.com

Non-profit Service Learning

Values/outcomes:

Students gain first hand insight into non-profit work and experience in leadership, collaboration, and conflict resolution. Through a profound service to society, the student, organization and population will benefit. Students will connect and apply the practical, real time service learning to related Berklee courses and future careers in the real world.

Objectives:

By the end of this course, students should be able to:

- Initiate the creation/establishment, management/implementation, and growth of a non-profit organization.
- Creation/Establishment: Creating a mission Statement, Forming a Board of Directors, Gaining non-profit status.
- Management/Implementation: Interviewing/hiring staff, Finding/supervising volunteers, Meeting etiquette, Taxes.
- Growth: Assessment/grant writing, Fundraising, Negotiation/networking skills.

Sample Program - Genuine Voices:

Genuine Voices connects students from Berklee College of Music with various DYS (Department of Youth Services), DCF (Department of Children and Families) and afterschool programs in the greater Boston. Students will develop the necessary skills to successfully teach music in an individual and group setting to at-risk youth, and develop positive communication, social, emotional and behavioral modification. Through the process, students will be submerged in the workings of the non-profit, learning the previously stated objectives. (More details about Genuine Voices later on this proposal)

Positive Outcomes for Student:

- Real World Perspective
 - Increased awareness of urban, at-risk youth
 - Interpersonal/interdisciplinary collaboration in facilities
- Increased self-esteem, confidence, time management, initiative, leadership, responsibility, as well as organizational and reporting skills.
- Assessment, goals and objectives, and curriculum development.
- Tangible academic application through inspiring field-work.
- Contribution to their future career and inspiration for social change and social good.
- Learning social structure such as, government budget allocation, government departmental organization, non-profit tax exemption, and financial foundations.
- Knowledge and implementation of grant writing and fundraising.
- Student will gain real networking skills such as recruiting and interviewing volunteers and creating relationships with other related organizations.
- Presentation skills, such as preparing papers and speeches for meetings and conferences (such as IASPM and The Rotary Club)
- Promotional experience such as writing press releases for media (TV, radio, newspaper etc.) and creating websites, logos and other promotional materials (brochures, business cards, pens, post-cards, magnets, bumper stickers etc.)
- Dealing with conflict resolution regarding race, gender, culture, departmental politics, co-workers, visionaries, other organizations, and board members.
- Opportunity for future career advancement within organization

Positive Outcomes for Organization:

- Additional working hours without monetary expense.
 - Teaching
 - Grant writing
 - Fundraising
 - Quantitative/Qualitative data collection
 - Expansion of program via curriculum model
 - Staff recruitment
 - Enriching outreach program
- Brainstorming/differing perspectives
- Potential for hiring long-term staff/leaders

Conclusion

Options for Implementation:

- **Independent Course**
- **Supplementary to existing course or new concept course**
 - **Music and Society**
 - Music's role in urban society
 - Cultural music preferences and trends
 - Social expression and community bonding
 - Musical, cultural, societal evolution
 - Musical diversity as related to cultural diversity
 - **Oral History**
 - Rap-Music heritage
 - Communication via music
 - Cross cultural communication
 - Ebonics
 - **Urban Society**
 - Cultural exposure/perspective
 - Cross-cultural communication
 - Social structure/dynamics
 - Connection to needs and values of at-risk society
 - Gang culture
 - Music's role in urban society
 - **English Comp. / Songwriting**
 - Reflecting real-world perspective and inspiration in song/poetry writing
 - Enriching exposure to cultural diversity
 - Grant composition
 - Mission statement composition
 - **Music Therapy**
 - Internship preparation
 - Behavioral Assessment and Observation practical application
 - First hand clinical experience
 - Managing group dynamics in behaviorally and emotionally difficult clients
 - How to create non-profit organization including operating, grant-writing, and fundraising
 - Exposure to new and neglected population

Executive Summary of Genuine Voices

Genuine Voices' mission is to teach music, musical composition, and computer-based music sequencing to at-risk youth. Through consistent and focused mentorship and lessons, our program fosters an environment conducive to the development of valuable skills, individual and group identity, and a sense of self-efficacy. Program participants become engaged with music and music-making, which not only detracts from time spent engaging in risky behaviors, but gives them a venue to discover and use their own "genuine voices."

Genuine Voices currently serves Boston youth ages twelve through twenty-one who are committed at the Eliot Short Term Treatment residential center in Jamaica Plain, for actions categorized by the Massachusetts Department of Youth Services (DYS) as "light crimes."

Young people who are serving time in a juvenile detention center are uniquely disadvantaged-- they are isolated from society, exposed to violence and danger, suffer from low self-esteem, and historically demonstrate less resilience. They often face financial hardship and difficulty securing employment after reintegrating into society. Many young people detained in a correctional facility, therefore, struggle with powerful feelings of hopelessness and worthlessness.

Genuine Voices thrives to combat low self-esteem using arts education as a vehicle for self-discovery. Participants learn to successfully navigate music production software and create collaborative and individual works of music, learning music theory and composition in the process. They work closely with educators in small groups to learn guitar, piano, hand drums, singing, rapping, lyric-writing, and computer sequencing to capture and create pieces of music. A critical element of the program is to help each participant create and finish their own unique pieces of music, either individually or collaboratively. Sessions last approximately two hours twice a week; during this time, participants will learn how to play various instruments and operate professional music production software. Music theory and composition are embedded into each session-- the youth will learn about various aspects of music, such as the difference between whole, half, and quarter notes, or how to identify key, rhythm, and scales. The program also teaches participants how to record music using a computer, burn their music on to a compact disc or convert it to MP3 format, and gives them the opportunity to write their own lyrics and design their own cover art for the CDs they create. While Genuine Voices is primarily a music-oriented program, this type of multi-disciplinary project offers participants the chance to engage in many types of arts, including visual arts and creative writing. Because many of the youths we serve relate strongly to hip-hop and hip-hop culture, this is an extremely effective method of engaging their interests. Genuine Voices promotes a collaborative community of at-risk youths who are open to learning from one another and from established educators, artists, and musicians in their community.

Genuine Voices music education also facilitates the development of valuable life skills, many of which will be useful in day to day living, as well as a work environment. Learning music composition and theory requires the application of specific mathematical skills, such as counting, adding, and dividing. Participants will practice active listening skills and will follow directions in order to successfully navigate the technology, which will also require some memorization and recall. Learning music production software and sequencing will strengthen computer literacy, a

vital 21st century skill. In working alongside one another during the program sessions, participants will need to utilize socialization and communication skills, particularly in collaborative projects. With sharpened communication skills and common interests, participants may be able to form new connections and/or interact in new ways.

Organization Description

History

Genuine Voices was established as a nonprofit organization in 2002 by Juri Jones. Shortly after graduating from the Berklee School of Music, Jones was inspired by the story of juvenile offenders in Los Angeles learning journalism while serving their sentences. The participants in this program were given an opportunity to channel their emotions through creative outlets to express themselves; two of the youths later became Hollywood screenwriters. Recognizing that this concept could also be applied to music education, Jones created "Genuine Voices," a nonprofit music program intended to teach music to at-risk youth as a means of building their creativity and increasing their resilience.

Genuine Voices launched its first program at Boys and Girls Club Dorchester, MA, appointed by probation officer Bill Stewart from Dorchester District court. The small program included few assets-- just one computer, one keyboard, one speaker donation, and a couple of volunteer students from the Berklee College of Music. Although participation in the program did not guarantee instant stardom, the participants were still able to benefit tremendously from music education, and many reported that the presence of music in their lives made it easier to cope and gave them hope for the future. Over a short time, the program skyrocketed in popularity to include over 600 at-risk youths and a full recording studio.

Genuine Voices was then commissioned to do a short-term music program at the Horizon Initiative, also located in Dorchester, MA. After observing great success and popularity in both programs, Jones was confident that music education was an effective and rewarding venue for engaging youth interest.

The program finally fulfilled its original vision of working with juvenile offenders at the end of 2002 at the Metro Service Center, a transition unit for Massachusetts DYS clients. With an Alumni Endowment Grant from Berklee College of Music, Genuine Voices was able to teach computer-based sequencing to incarcerated youth at the center.

In 2003, Genuine Voices started a new program at the Brighton Treatment Center, a short term treatment facility for juvenile offenders. With the financial support of the Brighton Treatment Center and some volunteer educators, Genuine Voices was able to create another successful branch of the program.

Featured at IASPAM conference in Rome, Italy in 2005, Genuine Voices was included in an international research project conducted by researchers at South Australian University. The paper was published in Youth Journal Worldwide and Genuine Voices will be featured in the book "Playing 4 Life," to be published in 2010.

In the summer of 2006, Genuine Voices branched out to the Judge Connelly Youth Center, a maximum security lock-down facility. GV offered group sessions in this prison school system to youth, many of whom were prior gang members from the Greater Boston area. After receiving another grant, Genuine Voices expanded the program, which is now based at Eliot Short Term Treatment, a residential treatment program for committed males under the age of 21. More than half of the residents at the facility are enrolled in the music program, and the program continues to grow.

Organizational Structure

The President and founder of Genuine Voices is Juri Jones, a graduate of the Berklee College of Music. The Board of Directors is comprised of six members, many of whom have demonstrated various professional accomplishments related to music education, or a commitment to the betterment of the community through music and public service.

The Board includes:

Watson Reid, a retiree from internal medicine and psychiatry. Founder of the nine piece Americana Band, he is also a member of the Presidential Advisory Committee at the Berklee College of Music and the Board of Visitors of the New England Conservatory.

William Stewart, a Chief Probation Officer for the Dorchester District Court, and active participant in the Boston Strategy to Prevent Youth Violence.

J. Curtis Warner, the Associate Vice President for Education Outreach and the Executive Director for Berklee City Music at Berklee College of Music.

Dr. Peggy Coddling, Professor of Music Therapy at Berklee College of Music.

Cindy Weiner, the Executive Director of AfterSchool Partners, a nonprofit program serving disadvantaged children at after school sites in Greater Boston and Lawrence.

Ted Woo, a graduate of Northeastern University, and current Chief Public Affairs Officer for Customs and Border Protection.

Sessions are led by Juri Jones assisted by a pool of student volunteers from Berklee College of Music etc.