

Note: This faux proposal was created for an assignment in ENG 381: Prof Writing and Tech Comm I, based on simulated events. Names, some images, and personal info have been censored.

# Proposal Seeking \$22,000 in Funding for [Jazz Program] to Provide Music Education to the Surrounding Community



Written on behalf of [Jazz Program], Montclair NJ

December 16, 2022

Address Line 1  
Address Line 2  
[Jazz Website]

16 December 2022

[First Name, Last Name]  
Executive Director  
New Jersey Arts and Culture Renewal Fund  
15 Princess Road  
Lawrenceville, NJ 08648

Dear Ms. [Name],

Please consider this letter written by me on behalf of [Jazz Program]. The organization was founded by [Name] and [Name] in 2002 and they are a 501(c)(3) non-profit organization. The mission statement of [Jazz Program] is that “all children, whether they grow up to be a pianist or a police officer, band director or doctor, desire and deserve the chance to find their song and sing it to the world. That’s why our mission is to bridge the arts gap that keeps too many of these young voices unheard.” They provide music education and instruments to those in need and “ensure that every student has access to music, education, mentoring, and apprenticeship.”

[Jazz Program] mostly works with the communities surrounding Montclair, NJ. This includes the city of Paterson, which has a crime rate of 363 according to the City-Date.com crime index. The organization provides music education to the kids who grow up in this environment, which is proven to help keep them away from a life of crime.

We are seeking \$22,000 for establishing a group program to provide instruments, music education, and a safe environment for kids in Paterson, NJ. This proposal includes information on [Jazz Program]’s values, how the organization has positively impacted the surrounding community, and the goals that will be completed with the grant. If you have any questions, please do not hesitate to contact me using the information provided below.

Sincerely,

Jackie Lutz

[jackienlutz@gmail.com](mailto:jackienlutz@gmail.com)

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# 1 | Statement of Need

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[Jazz Program] is proposing is an after-school music program for middle to high school age kids in Paterson, NJ. It would create a space for these kids to create music in a safe and welcoming environment.

There is a dire need for music education in the Paterson area. The Paterson area of New Jersey is ranked #4 in the 10 most violent cities in the state.<sup>1</sup>

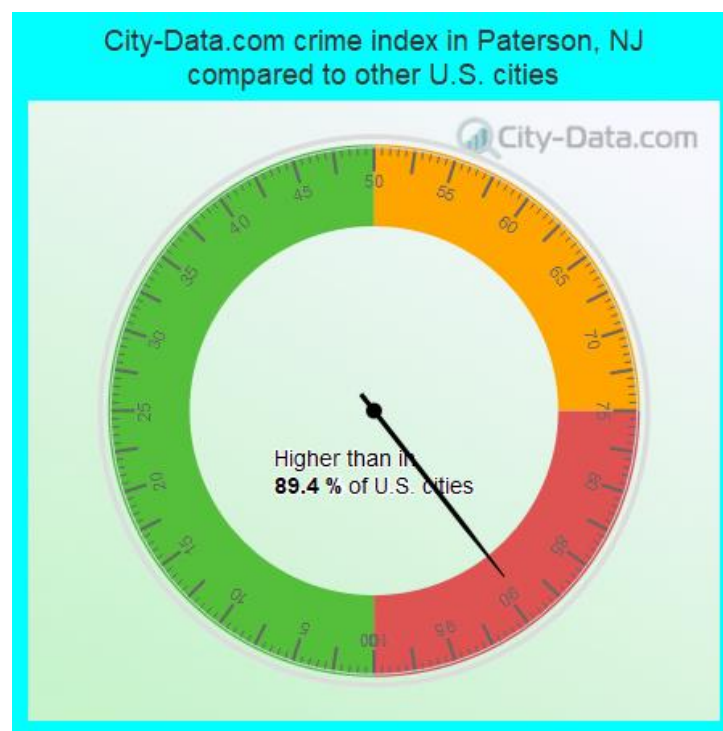


Figure 1: Crime rate index of Paterson, NJ. Retrieved from [www.city-date.com](http://www.city-date.com).

Paterson's rates of crime for auto thefts, burglaries, robberies, assaults, and murders exceed the national US average per year. These crimes are more violent in nature in comparison to thefts.

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<sup>1</sup> <https://nj1015.com/updated-list-the-10-most-violent-cities-in-new-jersey-opinion/>

Children exposed to violence are “more likely to have difficulty in school, abuse drugs or alcohol, act aggressively, suffer from depression or other mental health problems and engage in criminal behavior as adults.”<sup>2</sup> Since Paterson has such a high violent crime rate, children in the city are therefore more likely to be affected by said violent surroundings.

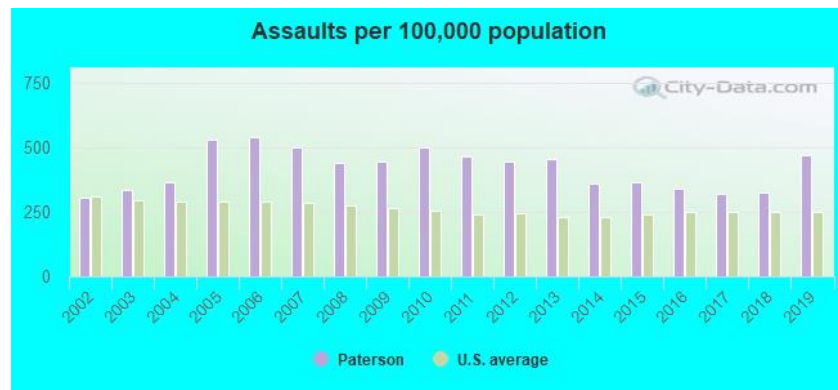


Figure 2: Assaults per 100,000 population in Paterson, NJ. Retrieved from [www.city-data.com](http://www.city-data.com).



Figure 3: Murders per 100,000 population in Paterson, NJ. Retrieved from [www.city-data.com](http://www.city-data.com).

Time magazine has reported that music helps kids gain confidence and is proven to help them learn discipline and stay out of troubling situations.<sup>3</sup> An example of a successful music program is The Harmony Project, an arts-based youth development program in Los Angeles, CA.

<sup>2</sup> <https://nij.ojp.gov/topics/articles/children-exposed-violence>

<sup>3</sup> <https://time.com/3634995/study-kids-engaged-music-class-for-benefits-northwestern/>

Since 2008, 93 percent of the seniors in the program have gone to college, even though their neighborhoods have a dropout rate of 50 percent or more.

Music training has a “biological effect on children’s developing nervous systems.”<sup>4</sup> According to Nina Kraus, director of Northwestern’s Auditory Neuroscience Laboratory, these effects only apply to kids who actively are participating in music and learning an instrument. It does not apply to kids who simply listen to the music, since they must be actively engaged in the activity.



*Figure 4: Retrieved from [website].*

[Jazz Program] employs music teachers who actively engage with their students. Jazz music as a genre is a combination of reading historical music charts and learning how to improvise. Improvisation is the act of making up the music “on the fly,” by listening to the key and style that the chart is in and creating your own rhythms and notes. This is one of the most engaging genres of music.

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<sup>4</sup> <https://time.com/3634995/study-kids-engaged-music-class-for-benefits-northwestern/>



In a study published by Laura Navarro Ramon, the effects of musical improvisation on children's creative thinking were tested. The conclusion was that "improvisation had significant effects on children's development in creative thinking in music."<sup>5</sup> Improvisation increases confidence and allows kids to link informal and formal learning.<sup>6</sup> Meaning that students are able to combine their formal music knowledge with their own creativity. Learning how to improvise and play jazz helps students improve their skills of idea generation, decision making, and synthesis of ideas.<sup>7</sup>



*Figure 5: Music students performing in Paterson, NJ. Retrieved from [www.northjersey.com](http://www.northjersey.com).*

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<sup>5</sup> <https://digibug.ugr.es/bitstream/handle/10481/69533/1-s2.0-S1871187121000547-main.pdf?sequence=1>

<sup>6</sup> <https://www.frontiersin.org/articles/10.3389/fpsyg.2017.00911/full>

<sup>7</sup> <https://www.frontiersin.org/articles/10.3389/fpsyg.2017.00911/full>

With the help of [Jazz Program]'s education of improvisation and jazz music, kids in Paterson will grow up with better overall education and thinking skills, which will likely distract them from a potential life of crime.



*Figure 6: Retrieved from [website].*



## 2 | Statement of Request

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We are asking the New Jersey Arts and Culture Renewal Fund (NJACRF) for \$22,000 to fund [Jazz Program]s' goal of creating the program to provide after school music education and instruments to students in Paterson, NJ.

[Jazz Program] would use the funds to create a program to provide students in Paterson with instruments and music education once a week after school, and once a week during the summer. The grant would allow the organization to provide education to 28 students over a period of two years.

The program would allow the students to learn jazz music and improvisation from an expert jazz musician and give them a safe space to express themselves. The students would choose their instruments, then learn how to play them. There would be a concert at the end of each year at the [Jazz Program] facility to show their families and friends what they have learned.



*Figure 7: [Jazz Program] students learning piano from a staff member. Retrieved from [website] .*

### 3 | Description of Proposed Program

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[Jazz Program] will create a program that will allow kids from Paterson, NJ to express themselves through improvisation and jazz music. The grant would provide the budget for paying the teachers and providing instruments for up to two years.

A maximum of 28 students would be able to participate for the two-year period. The program would be advertised through Paterson Public Schools to middle and high school aged students, and they would apply based on financial need and interest. Students would not be chosen based on skill, but instead would be chosen based on a combination of need and how interested they are in learning jazz music.

[Jazz Program] would not provide transportation, but they would help by organizing carpools or assisting with public transportation advice. Students would have no costs besides transportation. The lesson costs and instruments costs would be provided by the grant given to [Jazz Program].

The facilities that would be used is the [Jazz Program]'s building located in Montclair, NJ (see 3.1 | Description of Available Facilities).

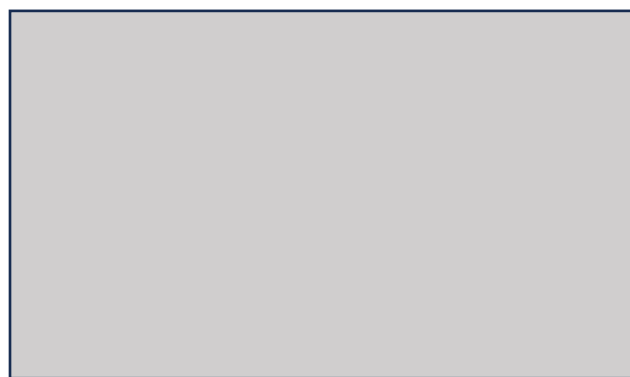
The program would be split into two sessions, session 1 and session 2. Each session would be a group lesson including 14 kids, with 10 wind players and 4 piano/drum set/bass players.

Each session will be an hour long. The staff at [Jazz Program] will help teach these groups. Since each session is a small group, only one teacher is required for each of them. There would be one teacher for both sessions, who would be paid \$90 for each one, for a total of \$180 of pay per week.

Session 1 would take place on a weekday from 4:30pm to 6:30pm, and session 2 would take place on the same weekday from 7:00pm to 8:00pm. This would allow for students with other responsibilities to participate and give more flexibility on the time that they can choose. The time gap of 30 minutes between sessions is required to give students a chance to talk with the teacher afterwards, get in some extra practice, and set up for the next session without rushing.

The program would start in September 2023, and end in August of 2025. The teacher would provide instructor on how to play the instrument and show them the fundamentals of the instruments (scales, key signatures, etc). The teacher would also gradually introduce the students to different jazz pieces and how to improvise over them. By the end of the first year, the students will be able to play simple jazz tunes and improvise. By the end of the second year, they will have mastered the songs that they will play. The level of the repertoire would be chosen by their teacher based on the overall skill of the group.

In June of 2024 and June of 2025, the students will hold a concert for their families and friends in the [Jazz Program]'s facilities. This will be free to attend and will showcase how much they have learned in their time in the program.



*Figure 8: [Jazz Program] students. Retrieved from [website].*

### 3.1 | Description of Available Facilities



*Figure 9: [Jazz Program] students performing. Retrieved from [website].*

[Jazz Program] is located at [Street Address], Montclair, NJ. It is on the lower level of the building. It includes multiple classrooms, as well as a recording studio and a reception area with comfortable desks and chairs. Students would be able to safely wait here to be picked up by their families.

The program's sessions would be held in the biggest classroom, as shown in figure 8. There is plenty of room for the instructor and 14 students. This is where the provided pianos and drum sets are kept. There would be no fee to use the space, since it is owned by [Jazz Program].

The building's other classrooms give students the opportunity to practice at the facility in their own time. The instruments would be stored in [Jazz Program]'s storage rooms in order to keep them from getting lost or stolen, so the extra space would allow students to practice whenever they would like between the hours of 9am – 6pm.

## 3.2 | Providing Instruments



*Figure 10: A student being provided with a trombone. Retrieved from [website].*

[Jazz Program] would provide instruments to students in the program by using the funding from NJARCF. These instruments would include flutes, clarinets, trumpets, trombones, saxophones, and violins. The student would choose which instrument they were interested in on the application, and then [Jazz Program] would use the funds from the grant to purchase the instrument in a used but good condition. Each instrument would be estimated to cost \$200. This estimate comes from Guitar Center's used gear page, where multiple instruments are available for under \$200.<sup>8</sup>

If a student wishes to play drum set, piano, or upright bass, they will use some of [Jazz Program]'s existing instruments. [Jazz Program] already owns these instruments. Due to availability, only 4 students per session can play drum set, piano, or upright bass, and would have to take turns. Taking turns is the standard for playing jazz piano or drum set, so that would

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<sup>8</sup> <https://www.guitarcenter.com/Used/>

not be an issue. Upright bass is not a very popular instrument, so there will not be issues with only using the one provided by [Jazz Program].

These instruments will be kept at the [Jazz Program]'s building in lockers. The students will be given the combination and may use the instrument whenever they are on the property.

The wind instruments cannot be shared between students due to COVID and health concerns, but the percussion, bass, and piano may be shared. Therefore, each student playing a wind instrument must have a specific instrument bought and assigned to them.

## 4 | Budget

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<i>Item Description</i>	<b>Amount</b>	<b>Price</b>
Session 1: Instruments	10	\$2,000
Session 1: Teacher's Pay for 24 months	24	\$8,640
Session 2: Instruments	10	\$2,000
Session 2: Teacher's Pay for 24 months	24	\$8,640
	<b>TOTAL:</b>	<b>\$21,280</b>
	<b>REMAINDER:</b>	<b>\$720</b>

The remaining \$720 would be applied to any unexpected extra costs that may arise, such as increased instrument costs and other issues.

[Jazz Program] has provided Drum sets, pianos, and basses. In each ensemble there is usually two players per drum set and piano, so 4 kids can play on those without extra instrument costs. For each session, 14 kids can be included, so there will be 28 kids affected overall.



## 5 | Description of Measure of Project Success

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Based on [Jazz Program]’s history, and the plan, this project will be successful. The program will be two years long with the same students participating for that duration. This allows them to get very familiar with the instructor(s) and their peers, helping them create lifelong friendships and developing important musical and creative skills.

[Jazz Program] has experience with many students of different backgrounds. The organization is accommodating to every student’s needs, and the instructors are passionate about teaching their students the art of jazz and improvisation.

In section 1 | Statement of Need, the science behind the benefits of learning how to play an instrument was described. Students who learn how to improvise greatly develop their thinking skills, which helps them stay out of a life of crime.

100% of [Jazz Program] students in Montclair continue to college in their young adulthood.<sup>9</sup> The support that they receive gives them an opportunity to be educated in music and many other fields. The students of this program would be in great hands at [Jazz Program].

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<sup>9</sup> <https://jazzhousekids.org/support-us/year-end-appeal/>

## 6 | Qualifications of Personnel

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### 6.1 | [Name] | President / Founder of [Jazz Program]



*Figure 11: [Name of Jazz Program founder]. Retrieved from [website].*

[Name] is the founder and President of [Jazz Program]. She is an acclaimed recording artist and jazz vocalist. She founded [Jazz Program] in 2002. She and her husband [Name] received the African American Classical Music Award from the New Jersey Chapter of the Spelman College National Alumnae Association in 2012, and received the Red Cross Award in 2011 from the Montclair, Glen Ridge, and Nutley New Jersey Chapter for “significant impact on the quality of life through volunteer and humanitarian efforts.” [Name] is extremely passionate about what she does, and spends the majority of her time at the [Jazz Program]’s facility.

## 6.2 | [Jazz Program] Instructors



*Figure 12: Trombone and saxophone students at [Jazz Program]. Retrieved from [website].*

[Jazz Program] has many talented and qualified instructors that would happily teach this program. At the Montclair location, there is currently 16 possible instructors that would teach this program, all playing a variety of different instruments and coming from different backgrounds. Many of them have their own bands, are professors, or have performed for Grammy winning artists. The students will experience enriching guest instructors as well as their usual teachers.

## 7 | Summary

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### 7.1 | Goals

- I. Create a jazz and improvisation after school music program for kids from Paterson, NJ.
- II. Provide the students with instruments and a safe space to practice.
- III. Allow them to develop their own musical style through improvisation.
- IV. Give musical access to kids of any race, ethnicity, or sexual orientation.
- V. Help the students with figuring out their goals in life and encouraging them to keep working hard at any task they put their minds to completing.

### 7.2 | Differences

This program differs from others since it allows students to receive free music education from highly qualified instructors. Most other programs of this nature can cost thousands, and are usually inaccessible to students from the Paterson, NJ area.

### 7.3 | Benefits

[Jazz Program] has helped thousands of students “rise and improvise.” They all go on to lead successful and fulfilling lives. Some become professional musicians, but others become doctors, lawyers, or even teachers themselves. By awarding this grant to [Jazz Program], another generation of smart children will be given the chance to find their true selves and achieve great things.

## 8 | Appendices

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Cover Photo: Image from Microsoft Word version 2211 Stock Image Library

Figure 1: <https://www.city-data.com/crime/crime-Paterson-New-Jersey.html>

Figure 2: <https://www.city-data.com/crime/crime-Paterson-New-Jersey.html>

Figure 3: <https://www.city-data.com/crime/crime-Paterson-New-Jersey.html>

Figure 4: [image credit]

Figure 5: <https://www.northjersey.com/story/news/paterson-press/2022/01/22/paterson-nj-music-project-plans-expand-its-programs/6611682001/>

Figure 6: [image credit]

Figure 7: [image credit]

Figure 8: [image credit]

Figure 9: [image credit]

Figure 10: [image credit]

Figure 11: [image credit]

Figure 12: [image credit]

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