



Junior  
Appalachian  
Musicians®

## Getting Started with JAM

### Our Mission and Beliefs

**We envision** a world in which *all children* have the opportunity to experience *community* through the joy of participating in traditional mountain music *together*.

**Our mission** is to provide communities the tools and support they need to teach children to play and dance to traditional old time and bluegrass music.

**We believe** that children who are actively engaged in traditional mountain music are more connected and better prepared to strengthen their communities for future generations.

### The JAM Program Model

JAM is an after-school program for children in grades 4 – 8 and beyond that introduces music through small group instruction on instruments common to the Appalachian region, such as fiddle, banjo and guitar. Each JAM program is individually operated and funded. By affiliating with the JAM organization, each program is eligible to receive support and resources for free, and is licensed to use “Junior Appalachian Musicians (JAM)” to identify their traditional music education program. *Junior Appalachian Musicians® is a registered trademark of Junior Appalachian Musicians, Inc.*

In JAM, instrument instruction is often augmented by dance and vocal instruction as well as string band classes and group enrichment lessons, which introduce children to additional Appalachian culture and history. The JAM program model provides children with opportunities to not only learn traditional music, but to also perform in small and large groups. Field trips, visiting artists and an introduction to the rich history of music unique to each local community further supplement program offerings. Each JAM program is encouraged to foster musical traditions by teaching local styles of traditional mountain music and dance to children. Instructors are also encouraged to teach students to learn music by ear, as to preserve oral traditions as much as possible. Other teaching methodologies and instructional skills are covered in regional professional development and training sessions held multiple times per year and hosted by JAM. JAM also encourages student engagement across programs with regional performance and learning activities throughout the year.

JAM believes that all children should have access to traditional old time and bluegrass music. It is recommended that each program provide financial assistance through scholarships to children in need. The program model bases tuition fees on student lunch status: \$10/week for full pay children, and \$5/week for reduced pay children.

Class sizes typically have a student teacher ratio of 8:1 or less. JAM mandates that each affiliated program conduct criminal background checks on their instructors, directors, and other staff members and volunteers. Programs must be held in public facilities accessible to the community. Junior Appalachian Musicians, Inc prohibits discrimination against any persons on the bases of race, color, national origin, disability, sex, gender identity, religion, reprisal, political beliefs, familial or parental status, and sexual orientation.

## History of JAM

Realizing the need to preserve a vital aspect of mountain culture as well as the need for positive activities to underserved youth, Helen White, then a guidance counselor at Sparta Elementary School, founded the first JAM program in Alleghany County, NC in the spring of 2000 with help from other local musicians and educators. Interest in the program spread rapidly and in 2007, the Z. Smith Reynolds Foundation provided funding to allow the development of a regional infrastructure.

Junior Appalachian Musicians, Inc was incorporated in 2008 as a non-profit 501(c)(3) tax exempt corporation to promote a shared vision of JAM and to provide an umbrella through which to offer resources, training materials and activities to benefit programs individually and collectively. Currently in nearly 30 locations in North Carolina, South Carolina, Tennessee and Virginia, JAM affiliates are providing access to the joy of music to thousands of youth while instilling renewed interest and pride in their heritage.

## Our kids really need this! What should we do first?

JAM provides consultation and training to community groups working to develop new JAM programs. Programs may also receive funding and other types of support from other entities in addition to JAM. JAM often partners with other organizations, such as *\*The Crooked Road* to ensure successful program planning and development. *\*The Crooked Road partnership is only offered in the State of Virginia*

**1. Establish an advisory board to manage the proposed JAM program. This Board should include representatives from the target area in the following areas:**

- **Local school systems**  
*coordinate student recruitment, provide student transportation needs, serve as possible site/fiscal agent as needed*
- **Traditional Appalachian music artists**  
*serve as instructors, provide insight into local music community*
- **Parent(s) of potential students, interested community members**  
*aid in communication with parents and community, identify possible volunteers*
- **Business leaders and tourism agents**  
*provide help with marketing and fundraising*
- **Other non profit youth/community serving organizations**  
*serve as possible site or fiscal agent as needed*

## Possible Fiscal Agents in Your Community

- Public or private school systems
- Arts councils or other public arts organizations
- Organizations providing after-school programs, i.e. Boys and Girls Club, 4-H
- Local town or city governments, i.e. Department of Recreation
- Colleges, universities, other centers of higher education
- Churches or other religious organizations
- Civic organizations

### **The advisory board is initially charged with:**

- Identifying potential fiscal agent and program site
- Identifying target community
- Developing program budget, logistics, objectives, and policies
- Securing funding for the program
- Identifying staff

### **2. JAM staff will arrange to meet with the advisory board once it is prepared to begin the planning process.**

JAM will provide further education on the JAM model and assist in such tasks as identifying target population, distinguishing between advisory board members and community partners, identifying possible program sites and fiscal agents as necessary, determining possible instructors and program staff, developing a draft budget, identifying funding sources, creating a fundraising plan, setting a tentative timeline for program implementation, etc.

### **3. JAM is available for one additional planning meeting, and is continually available to provide assistance via telephone and e-mail throughout the process.**

JAM can provide assistance with further program planning, fundraising, and is also available for reviewing grants and marketing materials.

### **4. JAM will provide training for program administrative staff and JAM teachers.**

One half-day training will be provided free of charge prior to the initial start of the program. Topics covered include maintaining recording systems, fundraising tasks, staff supervision, student supervision, behavior and classroom management, working with children, child physical and emotional development, teaching oral traditions, differentiated instruction for learners by type, instrument-focused teaching methodologies, etc.

### **5. The new program will affiliate with JAM to become part of the network, and receive access to the following benefits:**

- **Use of the Trademark,** Junior Appalachian Musicians ® (JAM) name and program model
- **JAM Guide to Operations:** A 107 page resource, which includes administrative protocol, templates and resources that ease management duties. JAM also provides regular updates and news regarding funding opportunities to affiliates.
- **JAM TIPS Guide (Teacher Inspired Pointers and Strategies):** JAM provides curricula, training, and other types of instructional resources for teachers through this guide; other instructional resources are located throughout the [jamkids.org](http://jamkids.org) website.
- **JAM Student Passports:** This collection of competencies is available for fiddle, guitar, clawhammer banjo, mandolin, and dance. The passports monitor student skills /achievements.
- **JAM Regional Teacher Workshops:** Professional development opportunities are held in regional locations throughout each year to encourage continued teacher training and networking among JAM teachers in different programs. Participants are paid a stipend to attend and professionals are hired to facilitate the workshops.

- **Instruments on Loan:** JAM collects instruments for loan to affiliated programs on an as-needed basis. New programs are often eligible for as many as (10) instruments at start-up, as available.
- **Donations of Instrument Accessories:** JAM collects instrument accessories, such as picks, straps, capos, strings, fiddle rosin, fiddle bows, cases, tuners, etc. and distributes equally among affiliates each year.
- **Affiliate Webpages:** JAM maintains a program webpage through [jamkids.org](http://jamkids.org) for each affiliate. It is updated each year with current information and as needed (affiliate must send in new information to JAM). Information includes program information, advertisement of student performance events, student photos, historical information about local music, etc. JAM also maintains a blog and calendar highlighting program achievements, media, events, etc.
- **Assistance with Program Evaluation:** Each year, JAM affiliates are asked to submit student numbers and other information regarding student performances. JAM analyzes the information and provides an individualized report to each affiliate with suggestions, as needed, about student retention and overall program sustainability.
- **Student Performance Opportunities:** JAM coordinates student performance opportunities several times throughout the year, which often include regional day camps for students to enhance student engagement across programs. Past venues have included the International Bluegrass Music Association's World of Bluegrass Festival and the Blue Ridge Music Center.
- + **Many additional online teaching resources available at [www.jamkids.org](http://www.jamkids.org)**

## This is all great, but how much does it cost?

JAM program costs vary depending on the projected goals and each community's needs. Please see the sample budgets below. A budget worksheet follows so you can plug in your own numbers.

	3 teachers @\$25/hr 2 hrs/wk  20 wks total - 10wk/sem 30 students	4 teachers @\$25/hr 2 hrs/wk  20wks total- 10wk/sem 30 students	4 teachers @\$25/hr 2 hrs/wk  20 wks total - 10 wk/sem 40 students	4 teachers @\$25/hr 2 hrs/wk  22 wks total 11 wk/sem 50 students
Program Director	0	0	@\$20/hr, 10 hrs/wk 22 wks/yr \$4,400	\$15/hr 10 hrs/wk 22 wks/yr \$3,300
Site Supervisor	@\$15/hr 5 hrs/wk 21 wks/year \$1,575	@\$15/hr 5 hrs/wk 21 wks/year \$1,575	0	0
Teacher Contracts	\$3,000	\$4,000	\$4,000	\$4,400
Visiting Artists & Field Trips	0	\$500	\$500	\$1,000
Facilities ( <i>rent, utilities, insurance</i> )	0	0	0	0
Telephone/Postage	0	0	0	0
Instruments \$150/ea.	\$4,500	\$4,500	\$6,000	\$7,500
Teacher Asst. \$10/hr	0	0	0	\$400
General Supplies	0	0	0	\$500
Snacks	\$500	0	\$500	\$1,000
Transportation	0	0	0	0
<b>Total Expenses</b>	<b>\$9,575</b>	<b>\$10,575</b>	<b>\$15,400</b>	<b>\$18,100</b>
<b>Income</b>				
Student Tuition	10 students @ \$10/week 15 students @ \$5/week 5 students @ \$0/week <b>Total \$3,500</b>	10 students @ \$10/week 15 students @ \$5/week 5 students @ \$0/week <b>Total \$3,500</b>	20 students @ \$10/week 15 students @ \$5/week 5 students @ \$0/week <b>Total \$5,500</b>	20 students @ \$10/week 20 students @ \$5/week 10 students @ \$0/week <b>Total \$7,200</b>
Grants/Fundraising	<b>-\$6,075</b>	<b>-\$7,075</b>	<b>-\$9,900</b>	<b>-\$10,900</b>

	____ teachers @ \$ ____/hr ____ hrs/wk ____ students	____ teachers @ \$ ____/hr ____ hrs/wk ____ students	____ teachers @ \$ ____/hr ____ hrs/wk ____ students	____ teachers @ \$ ____/hr ____ hrs/wk ____ students
Program Director	@ \$ ____/hr ____ hrs/wk ____ wks/year = \$ _____	@ \$ ____/hr ____ hrs/wk ____ wks/year = \$ _____	@ \$ ____/hr ____ hrs/wk ____ wks/year = \$ _____	@ \$ ____/hr ____ hrs/wk ____ wks/year = \$ _____
Site Supervisor	@ \$ ____/hr ____ hrs/wk ____ wks/year = \$ _____	@ \$ ____/hr ____ hrs/wk ____ wks/year = \$ _____	@ \$ ____/hr ____ hrs/wk ____ wks/year = \$ _____	@ \$ ____/hr ____ hrs/wk ____ wks/year = \$ _____
Teacher Contracts				
Visiting Artists & Field Trips				
Facilities ( <i>rent, utilities, insurance</i> )				
Telephone/Postage				
Instruments				
Music Supplies				
General Supplies				
Teacher Assistant				
Snacks				
Transportation				
<b>Total Expenses</b>	<b>\$</b> _____	<b>\$</b> _____	<b>\$</b> _____	<b>\$</b> _____
<b>Income</b>				
Student Tuition Fees				
Instrument Rental Fees				
Grants				
Donations				
<b>TOTAL BALANCE</b>	<b>\$</b> _____	<b>\$</b> _____	<b>\$</b> _____	<b>\$</b> _____

## **Other Potential Funding Sources**

**Existing After School Programs** -- State and federal 21st Century Learning Initiatives have arts and cultural requirements. JAM can help meet those! Check with the public school systems for more information.

**Grants** – Although it takes research and work, grants to support operating costs of a JAM program, as well as grants for instruments and supplies, are often available through local utilities providers, local and state arts agencies, the D'Addario Foundation, Gibson, local corporations with headquarters in your general region, civic organizations, and community foundations. As a perk of being affiliated with JAM, you will gain access to Foundation Center's funder database.

**Annual Fund Appeal** – Send out personal appeals to friends of advisory board members and keep a growing list of individual program supporters that can consist of extended family members of students and successful musicians. Find folks who believe in what you are doing, and send them an annual request.

**Benefits/Fundraising Events** – Coordinate events for fundraising such as basic concerts, auctions, dinners, etc. These events can also be utilized as student performance opportunities.

**Brochures** - Each advisory board member, teacher and staff member should keep brochures handy whenever they might encounter a potential supporter. Teachers who are also performers should be encouraged to solicit from the stage at student performances, as well as at their own performances.

**CD/DVD sales** – can be a great source of revenue once your kids and teachers have made one.

*Please see the JAM Guide to Operations for more information and resources about fundraising.*