

Board Office Use: Legislative File Info.	
File ID Number	17-1424
Introduction Date	8/9/17
Enactment Number	17-1119
Enactment Date	8-9-17



Memo

To Board of Education
From Kyla Johnson-Trammell, Superintendent
Board Meeting Date 8/9/17
Subject Memorandum of Understanding - Today's Future Sound - (contractor) - Community Partnerships Unit - 922/Community Schools and Student Services Department (site/department)

Action Requested Approval of a Memorandum of Understanding between the Oakland Unified School District and Today's Future Sound, Oakland, CA, to be primarily provided for selected school sites for the period of May 8, 2017 through May 8, 2020.

Background
A one paragraph explanation of why the consultant's services are needed. Today's Future Sound will provide professional musicians, teacher artists, and professional mental health clinicians that will teach hip hop beat making and music production, recording and performance.

Discussion
One paragraph summary of the scope of work. Approval by the Board of Education of a Memorandum of Understanding between the District and Today's Future Sound, Oakland, CA, for the latter to will provide a therapeutic beat-making class, which creates computer generated beats and music for all school day, after school, and summer school students, via the Community Schools and Student Services Department, for the period of May 8, 2017 through May 8, 2020, at no cost to the District.

Recommendation Approval of a Memorandum of Understanding between the Oakland Unified School District and Today's Future Sound, Oakland, CA, to be primarily provided for selected school sites for the period of May 8, 2017 through May 8, 2020.

Fiscal Impact Funding resource name (please spell out): No Fiscal Impact

Attachments Memorandum of Understanding
Certificate of Insurance
Scope of Work
Statement of Qualifications



CONTRACT JUSTIFICATION FORM

This Form Shall Be Submitted to the Board Office
With *Every* Consent Agenda Contract.

Legislative File ID No. 17-1424

Department: 922/Community Schools and Student Services Department

Vendor Name: Today's Future Sound

Contract Term: Start Date: 05/08/17 End Date: 05/08/20

Annual Cost: \$ 0

Approved by: Andrea Bustamante

Is Vendor a local Oakland business? Yes No

Why was this Vendor selected?

School-sites selected partner for In-Kind agreement.

Summarize the services this Vendor will be providing.

Teaching Hip Hop beat making and music production, recording and performance.

Was this contract competitively bid? Yes No

If No, answer the following:

1) How did you determine the price is competitive?

No fee for services; In-Kind partnership.

2) Please check the competitive bid exception relied upon:

- Educational Materials**
- Special Services** contracts for financial, economic, accounting, legal or administrative services
- CUPCCAA exception** (Uniform Public Construction Cost Accounting Act)
- Professional Service Agreements** of less than \$87,800 (increases a small amount on January 1 of each year)
- Construction related Professional Services** such as Architects, DSA Inspectors, Environmental Consultants and Construction Managers (require a "fair, competitive selection process)
- Energy** conservation and alternative energy supply (e.g., solar, energy conservation, co-generation and alternate energy supply sources)
- Emergency** contracts [requires Board resolution declaring an emergency]
- Technology** contracts
 - electronic data-processing systems, supporting software and/or services (including copiers/printers) over the \$87,800 bid limit, must be competitively advertised, but any one of the three lowest responsible bidders may be selected
 - contracts for computers, software, telecommunications equipment, microwave equipment, and other related electronic equipment and apparatus, including E-Rate solicitations, may be procured through an RFP process instead of a competitive, lowest price bid process
 - Western States Contracting Alliance Contracts (WSCA)
 - California Multiple Award Schedule Contracts (CMAS) [contracts are often used for the purchase of information technology and software]
- "Piggyback" Contracts** with other governmental entities
- Perishable Food**
- Sole Source**
- Change Order for Material and Supplies** if the cost agreed upon in writing does not exceed ten percent of the original contract price
- Other, please provide specific exception**

**MEMORANDUM OF UNDERSTANDING BETWEEN A PARTNER ORGANIZATION
OR INDIVIDUAL AND OAKLAND UNIFIED SCHOOL DISTRICT**

I. Parties

The purpose of this Memorandum of Understanding (“MOU”) is to establish a relationship between Oakland Unified School District (“OUSD”) and Today’s Future Sound [CONTRACTOR—name of your organization].

WHEREAS, the CONTRACTOR’s services or program described in this MOU will be provided at no cost to OUSD, the students, or the parents; and

BOTH PARTIES HEREBY enter into this MOU to enable CONTRACTOR to provide said program(s) selected in Section II of the MOU.

II. Program Name(s)

Unless otherwise agreed to in writing by the parties, the Program(s) governed by this agreement are the following:

Beats4Lunch

Future Sounds

Therapeutic/Socioemotional Beat Making Group

III. CONTRACTOR Responsibilities/Scope of Services

A. Provide a description of the services that your program(s) will be providing to OUSD. Please be specific by answering all of the following questions.

1. A brief description of the type of services your program(s) generally provides.

Teaching Hip Hop beat making and music production, recording and performance.

2. The relevant experience of the CONTRACTOR personnel that will be providing the services:

Professional musicians, teacher artists and professional mental health clinicians.

3. Please check all of the expectations or goals below that are in agreement with your program's services.

- Ensure a high quality instructional core
- Develop student's social health/skills
- Develop student's emotional health
- Develop student's physical health
- Develop student's cognitive and academic skills
- Create equitable opportunities for learning
- Ensure, maintain, or support high quality and effective instruction
- Prepare students for success in college and careers
- Help ensure, create, and/or sustain safe, healthy and supportive schools
- Create accountability for quality
- Help create full service community schools in OUSD
- Increase, raise graduation rates
- Other: _____

B. Ensure that all CONTRACTOR personnel, including subcontractors, will comply with any policy and systems in place at OUSD and School(s). This includes, but is not limited to the following:

1. **Drug and Smoke Free**—No drugs, alcohol, and/or smoking are allowed at any time in any buildings and/or grounds on OUSD property. No students, staff, visitors, CONTRACTORS, or subcontractors are to use drugs on these School(s).
 2. **Anti-Discrimination**—It is the policy of OUSD that in connection with CONTRACTOR’s services in this MOU there shall be no discrimination against any employee engaged in the work because of race, color, ancestry, national origin, religious creed, physical disability, medical condition, marital status, sexual orientation, gender, or age. Therefore, the CONTRACTOR agrees to comply with applicable Federal and California laws.
 3. **Conflict of Interest**—CONTRACTOR shall abide by and be subject to all applicable OUSD policies, regulations, statutes or other laws regarding conflict of interest. CONTRACTOR shall not hire any OUSD employee to perform the services in this MOU, and affirms that to the best of its knowledge no such conflict presently exists. CONTRACTOR agrees to alert OUSD in writing if and when a potential conflict does arise.
 4. **Family Education Rights and Privacy Act**—CONTRACTOR shall observe District policies and regulations, and state and federal laws, including the Family Education Rights and Privacy Act of 1974, commonly known as FERPA, related to the confidentiality of pupil and personnel records.
- C. **TB and Fingerprinting Clearance**—Ensure that all CONTRACTOR personnel, including subcontractors, who will be on OUSD premises have been: (a) fingerprinted; (b) submitted to DOJ and FBI criminal background check via Live Scan or a similar service as required by the Education Code, and (c) taken a tuberculosis test during the current fiscal year. Please see **Section IV** for the relevant documentation that is required.
- D. **Insurance**
1. **General Liability: EITHER** (a) CONTRACTOR maintains general liability insurance that names OUSD as an additional insured, for operations, students, volunteers, and personnel at location where CONTRACTOR provides programs/services with at least \$1 Million in coverage, and furnish certificate of said insurance to OUSD **OR** (b) CONTRACTOR is not required to maintain general liability insurance under this agreement if the Risk Management Officer signs a waiver of insurance. Please see **Section IV** for the relevant documentation that is required.
 2. **Workers’ Compensation:** If CONTRACTOR employs any person to perform work in connection with this MOU, CONTRACTOR shall procure and

Contractor (Agency):

- Attach clearance letter from Agency/Community-Based Organization/Non-Profit Organization on agency letterhead verifying all personnel, including subcontractors, have been Fingerprinted/Criminal Background Checked and have TB clearance for this current fiscal year and signed by authorized personnel.

B. Insurance:

Contractor (Individual/Agency):

- Please attach documentation of either proof of insurance, or a waiver signed by the Risk Management Officer. The additional insured address must read: Oakland Unified School District, Attention: Risk Management, 1000 Broadway Suite 440, Oakland, CA 94607. Waiver of insurance does not release CONTRACTOR from responsibility for any claim or demand.

V. **Responsibilities of Oakland Unified School District**

- A. **Space**—Provide a suitable classroom or space at the participating School(s), to be agreed upon by School(s) and the CONTRACTOR.
- B. **Janitorial Service**—Provide necessary services to maintain this space, including janitorial services, maintenance, utilities, and technology support.
- C. **Data**—Ensure that CONTRACTOR has reasonable access to student assessment and evaluation data necessary to inform instruction and periodically review student progress and to provide the study.
 - 1. For the purpose of cohort determination, for instructional purposes, or for academic research purposes, at the sole discretion of OUSD, provide CONTRACTOR access to student assessment data for all students at School(s) including, but not limited to, state test scores and site-based assessments. Students identified may be protected by the use of ID numbers.
 - 2. Provide CONTRACTOR with any other student information reasonably necessary to provide its services consistent with the CONTRACTOR's program and to evaluate the impact of its program on students at School(s).

VI. Duration

This MOU is for the 05/08/17 -- 05/08/20 period.
[Insert mm/dd/year] [Insert mm/dd/year]

VII. Termination

Either party may terminate this MOU at any time, without cause, with 30 day written notice to the other party. This agreement may be amended by mutual consent of the parties. All amendments must be in writing and signed by both parties.

VIII. Defense/Indemnity/Hold Harmless

Each party to this MOU agrees to defend, indemnify and hold harmless the other for and from any claims, causes of action, or any other proceeding of any type or kind that is made against the other where such claim, cause of action or other proceeding arises from the conduct, act, omission, or commission by the other party.

IN WITNESS THEREOF, the parties to this agreement have duly executed it on the day, month and year set forth below.

By: [Signature] Dated: 5/18/17 (MM/DD/YYYY)
MARTIN C YOUNG, PARTNERSHIPS MGR (Print Name & Title)
CSSS (Sponsoring OUSD Department)

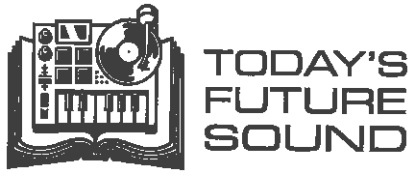
By: [Signature] Dated: 04/21/2017 (MM/DD/YYYY)
Dr. Elliot Gann, Executive Director (Print Name & Title)
Today's Future Sound (CONTRACTOR—Org. Name)

Approved as to form and procedure
[Signature]
James Harris
President, Board of Education

By: [Signature] Dated: 6/19/17 (MM/DD/YYYY)
Michael L. Smith, Deputy General Counsel
Oakland Unified School District

[Signature]
Kyla R. Johnson-Trammell
Secretary, Board of Education

File ID Number: 17-1424
Introduction Date: 8-9-17
Enactment Number: 17-1119
Enactment Date: 8-9-17



Elliot Gann, Psy.D.
(510) 969-0373

TODAYSFUTURE SOUND.ORG
egann@todaysfuturesound.org

Scope of Work for OUSD/Emerson/WOMS

At Emerson Elementary, we will provide a Therapeutic Beat Making Group (TBM) which utilizes Hip Hop music production and performance via computers and MIDI controllers/music production hardware and software to produce original students songs and compositions, which may include the recording of vocals and instruments. Additionally, students will engage in collaborative live musical activities with percussive instruments with the aim of creating greater social/group cohesion, offering an opportunity to build student skill sets and as a result, increase self-esteem/self-efficacy, and offer a stigma-free activity that focuses on Socioemotional Learning (SEL) and associated skills and experiences, through a culturally responsive, fun and hands-on modality. Students will produce a final album or "beat tape" of original work, including production of physical copies with artwork that they will get to keep, as well as the album being posted in full on the Todaysfuturesound.org and todaysfuturesound.bandcamp.com websites for free download.

At WOMS, our Beats4Lunch program offers students an ongoing range of experiences and musical guests with the same activities as described above for Emerson, except with a stronger didactic component.



CERTIFICATE OF LIABILITY INSURANCE

NEG
R045DATE (MM/DD/YYYY)
4/25/2017

THIS CERTIFICATE IS ISSUED AS A MATTER OF INFORMATION ONLY AND CONFERS NO RIGHTS UPON THE CERTIFICATE HOLDER. THIS CERTIFICATE DOES NOT AFFIRMATIVELY OR NEGATIVELY AMEND, EXTEND OR ALTER THE COVERAGE AFFORDED BY THE POLICIES BELOW. THIS CERTIFICATE OF INSURANCE DOES NOT CONSTITUTE A CONTRACT BETWEEN THE ISSUING INSURER(S), AUTHORIZED REPRESENTATIVE OR PRODUCER, AND THE CERTIFICATE HOLDER.

IMPORTANT: If the certificate holder is an ADDITIONAL INSURED, the policy(ies) must have ADDITIONAL INSURED provisions or be endorsed. If SUBROGATION IS WAIVED, subject to the terms and conditions of the policy, certain policies may require an endorsement. A statement on this certificate does not confer rights to the certificate holder in lieu of such endorsement(s).

PRODUCER		CONTACT NAME:	
JAFFE SCHLOSSBERG INC/PHS		PHONE (A/C, No, Ext): (866) 467-8730	
555975 P:(866) 467-8730 F:(888) 443-6112		FAX (A/C, No): (888) 443-6112	
PO BOX 33015		E-MAIL ADDRESS:	
SAN ANTONIO TX 78265		INSURER(S) AFFORDING COVERAGE	
		INSURER A: Sentinel Ins Co LTD	
		NAIC# 11000	
INSURED			
ELLIOT GANN, FELIX HWANG, ALEX BLUM			
DBA: TODAY'S FUTURE SOUND			
341 ALCATRAZ AVE APT 2			
OAKLAND CA 94618			
INSURER B:			
INSURER C:			
INSURER D:			
INSURER E:			
INSURER F:			

COVERAGES**CERTIFICATE NUMBER:****REVISION NUMBER:**

THIS IS TO CERTIFY THAT THE POLICIES OF INSURANCE LISTED BELOW HAVE BEEN ISSUED TO THE INSURED NAMED ABOVE FOR THE POLICY PERIOD INDICATED. NOTWITHSTANDING ANY REQUIREMENT, TERM OR CONDITION OF ANY CONTRACT OR OTHER DOCUMENT WITH RESPECT TO WHICH THIS CERTIFICATE MAY BE ISSUED OR MAY PERTAIN, THE INSURANCE AFFORDED BY THE POLICIES DESCRIBED HEREIN IS SUBJECT TO ALL THE TERMS, EXCLUSIONS AND CONDITIONS OF SUCH POLICIES. LIMITS SHOWN MAY HAVE BEEN REDUCED BY PAID CLAIMS.

INSR LTR	TYPE OF INSURANCE	ADDL INSR	SUBR RVD	POLICY NUMBER	POLICY EFF (MM/DD/YYYY)	POLICY EXP (MM/DD/YYYY)	LIMITS	
A	COMMERCIAL GENERAL LIABILITY			57 SBA BG1620	01/29/2017	01/29/2018	EACH OCCURRENCE	\$2,000,000
	<input type="checkbox"/> CLAIMS-MADE <input checked="" type="checkbox"/> OCCUR						DAMAGE TO RENTED PREMISES (Ea occurrence)	\$1,000,000
	<input checked="" type="checkbox"/> General Liab	X					MED EXP (Any one person)	\$10,000
	GEN'L AGGREGATE LIMIT APPLIES PER:							PERSONAL & ADV INJURY
	<input type="checkbox"/> POLICY <input type="checkbox"/> PRO-JECT <input checked="" type="checkbox"/> LOC						GENERAL AGGREGATE	\$4,000,000
	OTHER:						PRODUCTS - COMP/OP AGG	\$4,000,000
	AUTOMOBILE LIABILITY						COMBINED SINGLE LIMIT (Ea accident)	\$
	<input type="checkbox"/> ANY AUTO						BODILY INJURY (Per person)	\$
	<input type="checkbox"/> OWNED AUTOS ONLY						BODILY INJURY (Per accident)	\$
	<input type="checkbox"/> HIRED AUTOS ONLY						PROPERTY DAMAGE (Per accident)	\$
	<input type="checkbox"/> SCHEDULED AUTOS NON-OWNED AUTOS ONLY							\$
	UMBRELLA LIAB						EACH OCCURRENCE	\$
	<input type="checkbox"/> OCCUR						AGGREGATE	\$
	EXCESS LIAB							\$
	<input type="checkbox"/> CLAIMS-MADE							\$
	DED							\$
	RETENTION \$							\$
	WORKERS COMPENSATION AND EMPLOYERS' LIABILITY						PER STATUTE	OTH-ER
	ANY PROPRIETOR/PARTNER/EXECUTIVE OFFICER/MEMBER EXCLUDED? (Mandatory in NH)			N/A			E.L. EACH ACCIDENT	\$
	If yes, describe under DESCRIPTION OF OPERATIONS below						E.L. DISEASE - EA EMPLOYEE	\$
							E.L. DISEASE - POLICY LIMIT	\$

DESCRIPTION OF OPERATIONS / LOCATIONS / VEHICLES (ACORD 101, Additional Remarks Schedule, may be attached if more space is required)

Those usual to the Insured's Operations. Certificate holder is an additional insured per the Business Liability Coverage Form SS0008 attached to this policy.

CERTIFICATE HOLDER**CANCELLATION**

Oakland Unified School District
Attn - Risk Management
1000 BROADWAY STE 440
OAKLAND, CA 94607

SHOULD ANY OF THE ABOVE DESCRIBED POLICIES BE CANCELLED BEFORE THE EXPIRATION DATE THEREOF, NOTICE WILL BE DELIVERED IN ACCORDANCE WITH THE POLICY PROVISIONS.

AUTHORIZED REPRESENTATIVE

Joe Taylor



TODAY'S
FUTURE
SOUND

Elliot Gann, Psy.D.
(510) 969-0373

TODAYSFUTURE SOUND.ORG
egann@todaysfuturesound.org

5/5/17

To whom it may concern,

All Today's Future Sound staff go through a vetting process which includes fingerprinting (DOJ/FBI) and TB test results. This includes Carlos Marlon Richardson and Elwin Williams III, who will both be working at Emerson Elementary in OUSD with me.

Dr. Elliot Gann
Executive Director,
Today's Future Sound

[Home \(/\)](#) / [Community Programs \(/community_programs\)](#) / [Beat-Making Class](#)

Beat-Making Class

[Edit Program \(/community_programs/350/edit\)](#) [Deactivate](#)**Data Completeness:** 100%

Program Information

Program Name	Beat-Making Class
Community School Element	Expanded Learning
Service Types	After school and youth development, Technology education and activities
Program Description	Creating beats and music class on the computer
Last verified	08/16/2016 at 03:00 AM by Elliot Gann

Program Details

Student Population	All Students
Target Ethnicity/Culture Groups	All Students, African American, Hispanic/Latino
Target Demographic Groups	All Students, Chronically Absent Youth, Foster Youth, High Performing Youth, High Risk Youth (Drugs and Alcohol), High Risk Youth (Violence), Homeless Youth, Juvenile Justice/Probation Youth, LGBTQ Youth, Students with Disabilities, Students with Mental Health Needs, Students with Social Service Needs, Students with Special Needs
Target Grade Levels	3rd Grade, 4th Grade, 5th Grade, 6th Grade, 7th Grade, 8th Grade, 9th Grade
Service Times	After school, During school, Summer
Service Days	Monday, Tuesday, Wednesday, Thursday, Friday

Schools

West Oakland Middle School (/schools/40)	Show Details
Met West High School (/schools/4)	Show Details
Howard Elementary (/schools/72)	Show Details
Rudsdale Continuation (/schools/55)	Show Details
Bunche Academy (/schools/44)	Show Details

Organization Information

Name	Today's Future Sound (/organizations/141)
Primary Organization Contact	Elliot Gann (/users/292)



Therapeutic Beat Making Group

[Edit Program \(/community_programs/1193/edit\)](/community_programs/1193/edit)

[Deactivate](#)

Data Completeness: 100%

Program Information

Program Name	Therapeutic Beat Making Group
Community School Element	Academic & Social Emotional Learning
Service Types	Social emotional education and activities, Technology education and activities
Program Description	Addressing socioemotional needs for youth struggling with trauma, anxiety, depression, self-esteem and other social issues, these groups involve big and small group activities using our Therapeutic Beat Making Model (TBM) where students create their own Hip Hop and Electronic beats/musical compositions culminating in a final student album and sometimes live performances.
Last verified	

Program Details

Student Population	All Students
Target Ethnicity/Culture Groups	All Students, African American, Asian, Filipino, Pacific Islander, Native American, White, Hispanic/Latino, Arabic Speakers
Target Demographic Groups	All Students, Chronically Absent Youth, English Language Learners, Foster Youth, High Performing Youth, High Risk Youth (Drugs and Alcohol), High Risk Youth (Violence), Homeless Youth, Juvenile Justice/Probation Youth, LGBTQ Youth, Students with Disabilities, Students with Mental Health Needs, Students with Social Service Needs, Undocumented Students, Students with Special Needs
Target Grade Levels	4th Grade, 5th Grade, 6th Grade, 7th Grade, 8th Grade, 9th Grade, 10th Grade, 11th Grade, 12th Grade, Post-Secondary
Service Times	Advisory, After school, During school, Summer
Service Days	Monday, Tuesday, Wednesday, Thursday, Friday

Schools

[Emerson Elementary \(/schools/75\)](/schools/75)

[Show Details](#)

Organization Information

Name	Today's Future Sound (/organizations/141)
Primary Organization Contact	Elliot Gann (/users/292)



Elliot Gann, Psy.D.

Elliot Gann, Psy.D.
Licensed Psychologist
PSY27672
Curriculum Vitae
2625 Alcatraz Ave, PMB #139
Berkeley, CA 94705
(510) 969-0373
egann@todaysfuturesound.org

EDUCATION

9/04-6/10 Psy.D., The Wright Institute Graduate School of Psychology, Berkeley, CA
9/99-6/03 B.A., Psychology, University of California, Santa Barbara
Honors Program, distinction in the Major, Dean's List

TEACHING/TRAINING EXPERIENCE

3/12-Present **Today's Future Sound, Oakland, CA**
Executive Director and Lead Instructor
Coordination of workshops, instructor recruitment, program development, grant proposals and fundraising, and curriculum development, Today's Future Sound is a non-profit using Hip Hop music production as a mental health and educational intervention serving over 8000 youth internationally and over 2500 in the SF Bay Area in a variety of settings including school (OUSD, SFUSD, MUSD, HUSD elementary, middle and high school), community and juvenile justice. Acting as consultant on application of this model and teaching aforementioned settings on local, national and international levels including collaboration with Arizona State University and Texas State, San Marcos, and in Australia University of Melbourne and RMIT, New Zealand, Peru, Brazil, Colombia, El Salvador and Senegal.

2/9/17 **Magicville, Bogota, Colombia**
Instructor/Presenter
Presented on TFS model and taught "Beginner Hip Hop Beat Making" workshop to teens and adults at Magicville co-working space.

2/2/17 **4ESkuela, Medellin, Colombia**
Guest Instructor/Presenter
Taught high-school age students Hip Hop beat making/music production.

11/17-2/17 **Howard Elementary, Oakland, CA**



Elliot Gann, Psy.D.

Lead Instructor

Led team of TFS instructors teaching third, fourth and fifth grade students music production and history of Hip Hop in after school program and produced final compilation CD of student work in addition to live student performance.

11/16-1/17

Ralph J. Bunch Alternative High School, Oakland, CA

Instructor

Curated guest presenters and performers and taught music production and audio engineering to diverse group of high school students coping with mental health issues, including trauma, and did psychoeducation around PTSD and Complex Trauma for students.

9/16

Eagle Academy, Brooklyn, NY

Consultant and Trainer/Instructor

One-day intensive professional development for Music Teacher and workshop for students Ableton Live software and Ableton Push hardware as culturally responsive educational and mental health intervention and the Today's Future Sound *Therapeutic Beat Making* model, applications for trauma, curriculum development for beat making/music production.

9/16 & 10/16

Mott Haven Community High School, Bronx, NY

Consultant and Trainer/Instructor

Three-day intensive training for mental health staff embedded at Mott Haven Ableton Live software and Ableton Push hardware as culturally responsive educational and mental health intervention and the Today's Future Sound *Therapeutic Beat Making* model, applications for trauma, curriculum development for beat making/music production in current Hip Hop Therapy program and school-based studio. Three-day workshop with Mott Haven students

7/16

Blair Athol K-7 Primary School, Adelaide, Australia

Lead Instructor/Presenter

Presented to 350 youth school-wide assembly and delivered small intensive beat making workshops with students grade 4/5 and 6/7 in music production, audio engineering and recording.

7/16

Bronx Compass High School, Bronx, NY



Elliot Gann, Psy.D.

- Consultant and Trainer/Instructor*
Intensive all-day training for Bronx Compass staff in Ableton Live software and Ableton Push hardware as culturally responsive educational and mental health intervention, curriculum development for beat making/music production class at Compass to re-engage disengaged youth.
- 7/1/16 **Oakland Impact Hub/Salesforce Off-Site Cross-Sectional Team Building, Oakland Impact Hub, Oakland, CA**
Lead Instructor/Presenter
Delivered cross-sectional team-building and taught beat making/music production for Salesforce UX (User Interface) interns and managers/mentors for designers and coders.
- 6/16 **Butler Academy, Alameda County Office of Education at Alameda County Juvenile Justice Center, San Leandro, CA**
Instructor/Consultant
Taught beat making/music production skills and STEM/STEAM curriculum including entrepreneurship and music business in four different units in Juvenile Justice Center for 1.5 weeks to students aged 12-17.
- 6/16 **Herrington Elementary, Pontiac Middle School, Bowers Alternative High School, Oakland County/Pontiac and Bloomfield Hills School Districts, Michigan**
Lead/Training Instructor and Consultant
Teaching grades 4-8 in local school districts, training and supervising local musicians in TFS model and presenting on therapeutic and educational applications of Hip Hop beat making and culture.
- 3/16 **The Harbour School, Hong Kong, China**
Visiting Artist-in-residence/Consultant
Taught 16 11-14 year-old students music production/beat making and produced final student album.
- 1/16 **Escuela de Danza D1 (D1 School of Dance), Lima, Peru**
Visiting Artist-in-residence/Consultant
Trained students from impoverished neighborhoods and faculty of D1 School of Dance in beat making methodology. Taught 250 students ranging in age from 10-25 in a two-week period at a variety of sites in impoverished areas around the greater Lima area.



Elliot Gann, Psy.D.

- 7/15-8/15 **Music Industry College, Brisbane, AUS/Arts Queensland Artist in Residence Grant**
Artist-in-Residence and consultant at Music Industry College and collaborative "The Fresh Produce Project"
Lectured in Maths, English, Arts, Music and other classes for years 11 and 12 students and worked intensively one-on-one and in small groups with students to produce original compositions, teach audio engineering and music production (Hip Hop, Rock, Country, EDM/Electronic, etc.) culminating in a 17-track student album. Included facilitating collaborative work with youth from Brisbane Youth Services, working with homeless youth and youth with mental health issues. Outcomes included students collaborating with nationally and internationally acclaimed Australian and American Hip Hop artists (Downsyde, Syllabollix, DJ Total Eclipse).
- 10/14-6/15 **Bay Area Community Resources, After School Program in OUSD and SFUSD, Oakland and San Francisco, CA**
Lead Music Production Instructor and Administrator for Today's Future Sound
Leading teams of TFS instructors, teaching full 15 week curriculum on survey of music production/beat making to third through eighth grade students at Lafayette, Hoover, Prescott, Grass Valley, Cleveland schools, and supervising teams at Greenleaf and Alliance Elementary and James Madison Middle Schools.
- 4/15 **VH1 Save the Music Foundation, PS 130 the Parkside School, Brooklyn, New York**
Coordinator, Lead Instructor
Chosen and brought to NYC by VH1 Save the Music Foundation to produce and coordinate music production workshop for elementary school students. Recruited and trained 20+ music producers/beat makers from New York City and Metro area to volunteer as instructors for PS 130 students and produced student album.
- 4/15 **BOOST (Best Out of School Time) Collaborative Annual Conference, Palm Springs Convention Center, Palm Springs, CA**
Presenter at After School Program Conference
Presented "Educational, Social emotional, and Psychological Applications of Hip Hop and Electronic Music Production and DJ'ing in After School Programs" to after school coordinators, administrators, line staff, from after school programs around the United States.



Elliot Gann, Psy.D.

- 3/23-3/31/15 **Toronto District School Board (TDSB), and Free Your Mind STEMposium, Toronto, ON**
Presenter at STEM Symposium and lead instructor for workshops at symposium and at seven school sites in TDSB
Presented teacher workshop entitled “Educational Applications of Beat Making and DJ’ing: A Case Study of Today’s Future Sound as a Culturally Relevant STE(A)M and Wellness Intervention“ on STEM/STEAM, mental health and Social Justice applications of beat making and DJ’ing, using TFS model as case study. Presented student workshop at symposium entitled “If Y’all Really Like to Rock the Funky Beats: An Introduction to Beat Making, Sampling and STE(A)M Applications of Music Production.”
- Led team of Toronto-based TFS instructors teaching one-time intro music production/beat making workshops at Elementary, Middle and High Schools (Emery CI, Alexander Sterling P.S., Oakdale M.S., Kipling C.I., C.W. Jeffrys, Westview C.I./Success Beyond Limits ASP, Tecumseh Senior P.S., Winston Churchill) throughout greater-Toronto area.
- 3/7/15 **Rock the School Bells 8/Knowledge Rules Everything Around Me, Skyline College, San Bruno**
Led student workshop entitled “Sample Archaeology: Can You Dig It?” teaching Middle, High School and College-aged students about history and technique of sampled-based Hip Hop and Electronic Music Production with hands-on, experiential beat making activity.
- 1/2/15-1/18/15 **Next Level Program, U.S. State Department/UNC, Chapel Hill, Dakar, Senegal**
Cultural Ambassador/Teaching Artist
Taught Hip Hop Music Production and theory to Senegalese youth aged 9-25 in a range of settings around the greater-Dakar area, including intensive academies at various institutions which culminated in final free concert/performance at Serrano Civic theater in front of 750+ person audience involving live beats performance with students from academy.
- 10/15-10/18/15 **City of Jackson, Department of Parks and Recreation/Councilman Melvin Priester, Jr. (Ward 2) and TFS JXN at Vergy P. Middleton Community Center, Jackson, MS**
Coordinator/Lead Instructor/Consultant
Coordinated, taught and led workshops for elementary and middle school students in collaborative afterschool program with Jackson Councilman Melvin Priester, Jr. of Ward 2 and Jackson Department of Parks and



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- Recreation. Music production workshop culminated in album of student songs and compositions. Trained local DJ's and producers in teaching techniques, consulted on mental health issues.
- 6/7/14 **Bay Area Community Resources, BAYAC (Bay Area Youth Agency Consortium) Program, Richmond, CA**
Trainer/Consultant/Leader Instructor
"Educational, Socioemotional, and Psychosocial Applications of Music Production and DJ'ing"
Presented on TFS methodology, mental health and educational applications of music production, beat making and DJ'ing in school settings with BACR/BAYAC/Americorps staff.
- 5/18-5/22 **Kickback NOLA/3rd Coast Beats, New Orleans, LA**
Trainer/Consultant/Leader Instructor
Helping to launch after school music production/beat making program with Kickback NOLA/3rd Coast Beats, train instructors in TFS methodology, lead instruction, lecture on history of beat making with middle and high school students.
- 4/14 **Next Level, Washington, D.C./Dakar, Senegal (University of North Carolina, Chapel Hill and U.S. State Department)**
Cultural Ambassador/Instructor
Selected to participate in University of North Carolina, Chapel Hill and U.S. State Department's "Next Level" program in Dakar, Senegal in January 2015, participated in orientation and training in Washington, D.C. with other team members and cultural ambassadors/instructors in Next Level Program. Will work with Senegalese artists and instruct youth for three weeks.
- 3/26/14-3/29/14 **4-H/University of Missouri, Blues Spring/Kansas City, MO and Kansas City, KS**
Presenter/Lead instructor
Trained 4-H after school program staff for Martin City and Hickmann Middle Schools in Today's Future Sound music production/beat making methodologies and pedagogy, provided customized curriculum, technical support and delivered/led music production workshops for students at two middle schools.
- 10/07-6/08 **D.U.S.T.Y. (Digital Underground Story Telling for Youth), Beats and Rhymes Music Production Class, Berkeley Alternative High School,**



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Berkeley, CA

Music Production Instructor

Taught high school students music theory and production in weekly class for which students receive five units of credit. Outlined, created, and taught syllabus and curriculum.

2/07-6/07

D.U.S.T.Y. (Digital Underground Story Telling for Youth), Beats and Rhymes Music Production Class, Castlemont High School, Oakland, CA

Music Production Instructor

Taught high school students in East Oakland music theory and production in weekly class. Outlined, created, and taught curriculum.

7/05-9/07

Def Ed, San Francisco, CA

DJ/Hip Hop Instructor

Worked with homeless youth, elementary, middle and high school students in Oakland, Berkeley and San Francisco, instructed DJ'ing workshop, taught Hip Hop history, and participated in monthly staff meeting.

10/04-5/05

Youth Uprising, Bay Unity Music Project, Oakland, CA

Music Production Instructor

Instructed Hip Hop production drop-in clinic/workshop 1hr/week.

1/02-5/03

Hip Hop Club, University of California, Santa Barbara

Hip Hop Club Founder and President

Founded Outreach Program to Boys' and Girls' Club of Goleta and La Cumbre Middle Schools. Taught students basic Hip Hop skills (rapping, DJ'ing, dancing). Also started "Campus Visitation Program" which brought students from Boys' and Girls' Club to UCSB campus for visit and lecture on how to apply and prepare for college.

CLINICAL EXPERIENCE

7/10-9/11

Psychological Services Center (PSC), Oakland, CA

Post-Doctoral Fellow

Envision Academy of Technology and the Arts: School Based Counselor, Lead Clinician

PSC Clinic



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Clinic-Based Therapist

Individual psychotherapy provided to low-SES Latino and African-American children and adolescents aged 6-17, including family collateral work, crisis coverage, group supervision for first year practicum trainees, AB 3632 assessment and report writing for Children's Specialized Services, and Medi-Cal.

8/08-8/10

Ann Martin Children's Center, Piedmont, CA

Pre-Doctoral intern

Individual psychotherapy provided to culturally diverse, low and middle-SES children and adolescents aged 4-18, including family collateral work. Administered cognitive and personality testing/assessment to determine differential diagnosis and treatment recommendation for children diagnosed ADHD. Provided services from a psychodynamic approach.

6/07-7/09

Support Worker (Privately Employed), Berkeley, CA

One-on-one aide/caretaker for 13-year-old boy with special needs (Pervasive Developmental Disorder and Bipolar Disorder), assisting with daily living skills, social skills, coping, etc.; caretaker for 10 year-old boy with Autism.

9/06-6/07

Central Contra Costa County Mental Health Services, Child and Adolescent Clinic, Concord, CA

Practicum Trainee

Individual psychotherapy and family collateral work with low-SES, ethnically diverse population of children aged 7-14 & family collateral work, coordinated with wraparound and Child and Family Services, psychological assessment and evaluation to determine differential diagnosis for psychosis, and Medi-Cal paperwork. Led two therapeutic groups in school setting with boys aged 7-11.

9/05-9/06

The Wright Institute Clinic, Berkeley, CA

Practicum Trainee

Provided psychodynamic outpatient therapy with adult clients. Presenting problems included depression, anxiety and suicidal ideation. Supervision included in-depth psychodynamic/psychoanalytic intake conference.

Supervisors:

10/04-6/05

HUGS Program, Sherman Elementary School, Oakland Unified School District, Oakland, CA

Practicum Trainee



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Non-Directive Individual Play Therapy in OUSD (Sherman Elementary), with culturally diverse, predominantly African-American, low-SES elementary school-aged children including collateral work with parents and home-visits. Facilitated Social Skills group for boys aged 9-11.

RESEARCH/PRESENTATION EXPERIENCE

- 4/15/17 **Duke University, Durham, NC**
Presenter
Presented to Duke undergraduate students and general public on Today's Future Sound and Therapeutic Beat Making Model (TBM).
- 4/5/17 **Silver School of Social Work, NYU, New York, NY**
Presenter
"Therapeutic Applications of Hip Hop Beat Making"
Presented to graduate students in Masters of Social Work program and general public on Today's Future Sound and Therapeutic Beat Making Model (TBM).
- 3/31/17 **Deeper Learning Conference 2017, High Tech High, San Diego, CA**
Presenter
"A Meditation on the Socioemotional and Learning Benefits of Hip Hop Pedagogy"
Presented with Dr. Itoco Garcia on socioemotional, wellness and academic benefits and aspects of Hip Hop pedagogy and implementation of Today's Future Sound at Cherryland Elementary School.
- 3/7/17 **SXSWedu, Austin, TX**
Presenter
"Beats and Lyrics for Healing and Learning"
Presented interactive workshop with Dr. Raphael Travis (Texas State, San Marcos) on Therapeutic Beat Making (TBM) Model and educational applications of Hip Hop beat making to attendees of SXSWedu conference.
- 11/5/17 **Brooklyn College, Brooklyn, NYC**
Presenter/Guest Lecturer
Presented to undergraduate and graduate students on TFS model and methodology in Music Education class.
- 11/2/17 **The New School, New York, NY**
Presenter/Guest Lecturer



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- Hip Hop Skills, Style and Science*
Presented to undergraduate students on TFS model and methodology.
- 11/2/17 **NYU, Steinhardt School of Education, New York, NY**
Presenter/Guest Lecturer
Presented to undergraduate and graduate students on TFS model and methodology in in “Music for Exceptional Children” class.
- 6/16 **Oakland University, Rochester, Michigan**
Presenter/Consultant
“Beats for Learning & Life: Therapeutic & Culturally Responsive Applications of Hip Hop Beat Making.”
- 4/16 **Pacific Rim International Conference on Disability and Diversity, University of Hawaii, Honolulu, HI**
Presenter/Consultant
“Using Music and Music Technology for Health Advances Across the Life-course”
- 1/16 **Horizontes, São Paulo, Brazil**
Presenter/Lecturer
- 1/16 **APPPNA (Peruvian Association of Psychoanalytic Psychotherapy for Children and Adolescents) Theoretical Practice Conference, Lima, Peru**
Presenter/Lecturer
Presented to psychoanalysts and music therapists on culturally relevant mental health/therapeutic applications of beat making as illustrated by the Today’s Future Sound model.
- 8/15 **EduChangemakers #EC15 Conference, Melbourne, AUS**
- 8/13/15 **EdTechSA Inc., Adelaide, SA, AUS**
Professional Development Training/Spotlight Session for Adelaide-based teachers/educators and administrators
“Hip Hop Music Production/Beat Making in School Settings”
- 5/15 **BOOST (Best Out of School Time) Conference, Palm Springs, CA**
“Educational, Socioemotional, and Psychological Applications of Hip Hop and Electronic Music Production and DJ’ing in After School Programs.”
Interactive workshop highlighting TFS program model.



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- 5/4/14 **Wright Institute Students of Color (WISOC) Multicultural Symposium, Berkeley, CA**
“A Psychoanalytic Approach to Understanding the Uses of Hip Hop Beat Making and DJ’ing as Culturally Relevant Multidimensional Interventions in School and Community Settings.”
- 3/1/14 **Rock the School Bells 7/Enter the Cipher (Hip Hop Pedagogy Workshops for Educators), Skyline College, San Bruno, CA**
Paper presentation and talk:
“Bringing Beats into the Classroom: Academic Applications of Hip Hop, Beat Making and DJ’ing”
- 2/21/14 **Hip Hop = Higher Education / #HipHopEd**
University of Central Oklahoma, Edmond, Oklahoma
Paper presentation and talk:
“Professional Applications of Hip Hop, Beat Making and DJ’ing”
- 2/7/14 **SF Bay Area STEAM Colloquium, Full STEAM Ahead: At the Corner of Common Core and STEAM, San Ramon Valley Conference Center, San Ramon, CA**
- 11/8/13 **Hip Hop Education Think Tank III - Legacy Building: Cultivating a Global Cipher from the Streets to the Classroom, Schomburg Center for Research in Black Culture, New York, NY**
Paper presentation and talk:
“Therapeutic and Educational Applications of Beat Making, Music Production and DJ’ing in School and Community Settings”
Presentation on educational and therapeutic uses of Hip Hop and electronic music production and DJ’ing in school and community settings, including alternative ways of teaching STEM/STEAM curriculum to underserved and disengaged populations.
- 4/26/13 **One Mic, One Movement Hip Hop Psychology Conference, Fordham University, New York, NY**
Paper presentation and talk:
“A Psychoanalytic Approach to Understanding the Uses of Hip Hop Beat-making and DJ’ing in the Promotion of Multidimensional Interventions with Underserved Youth in School and Community Settings”
- 4/10 **The Wright Institute, Berkeley, CA**
Dissertation Research:



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“The Effects of Therapeutic Hip Hop Activity Groups on Perception of Self and Social Support in at-Risk Urban Adolescents” (Chair/advisor: Terry Kupers, M.D.). Mixed methods (quantitative and qualitative) study examining the effects of Therapeutic Hip Hop Activity Groups (rapping and music production in group therapy format). Qualitative assessment theoretically informed by Wilfred Bion’s group and social systems theory. Quantitative evaluation via administration of surveys pre- and post-intervention to assess children and adolescents' self-perception and social support.

6/02 - 8/02

Anna Freud Centre, Adoption Project; London, England

Intern/Research Assistant

Quantitative and qualitative psychoanalytic and attachment research on foster and adopted children in video interviews. Transcribed video interviews, rated abuse of foster children according to reports.

VOLUNTEER EXPERIENCE

9/05-Present

Beats, Rhymes and Life and Today’s Future Sound Beat Battle/Rap Showcase Competition (not associated with BRL youth program) and Canned Food Drive for Glide Memorial Foodbank, San Francisco
Conceived, organized, promoted, hosted, and DJ’ed monthly Hip Hop/electronic music competitions (beat battle) and MC/Rapping showcase with reduced entry fee if attendees brought canned food for Glide Memorial Foodbank. Longest running monthly beat battle in California and on the West Coast. Fundraisers done at the event included collection of funds for Doctors without Borders in order to help reconstruction efforts in Haiti. Have organized beat battle fundraisers in Louisiana, Mississippi, New York, Oklahoma, Southern California, Arizona, Peru, Brazil and in Australia (Brisbane, Sydney, Melbourne and Adelaide) and Dakar, Senegal.

7/01, 7/00,
7/99

Global Children’s Organization, Badja, Croatia

Volunteer/Camp Counselor

Worked with war traumatized Bosnian children (aged 7-11, suffering from PTSD and Complex/Developmental Trauma) providing emotional connections, facilitating capacity to play and to control impulses, exposure to different cultural groups in a caring and peaceful setting, utilizing therapeutic activities such as sports, arts, music, dance, water play. (www.globalchild.org)



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LANGUAGES

French (conversational)

GRANTS RECEIVED

Lewis P. May (\$250)

PG&E Mini-grant (\$750)

Awesome Foundation (\$1000)

Bill Graham Foundation (\$1500)

Oakland Fund For the Arts (\$5000)

Open Circle w/Afrique Sogue (\$20,000)



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AWARDS/HONORS

California Psychology Internship Council Mental Health Service Act Stipend Award (\$10,000)

At University of California, Santa Barbara:

Honors Program (Honors thesis senior year)

Dean's List

Golden Key Society

Psi Chi (National Psychology Honors Society)

National Society of Collegiate Scholars

Alpha Lambda Delta Honors Society

UCSB President's Student Service Award (for over 100 hours of service in a year)

America's Promise Scholar of Promise Award

UCSB Undergraduate Research and Creative Activities Award: \$1000 Research grant

Student Initiated Out-Reach Program grant: \$2800 (Hip Hop Club After-School & Campus Visitation Programs)

UCSB College of Letters and Science Academic Excellence Award

UCSB Psychology Department's Exceptional Academic Performance Award

UCSB University Service Award (for community service)

References:

Raphael Travis, DrPH, LCSW, Associate Professor of Social Work, Texas State, San Marcos, 512-245-2592, rtravis@txstate.edu

Itoco Garcia, MA, Principal of Cherryland Elementary, Hayward Unified School District, (415) 342-6065, igarcia@husd.us

Aimee M. Espiritu, M. Ed., Youth Programs and Community Arts Manager, Children's Creativity Museum, San Francisco, CA, (415) 820-3344, aespiritu@creativity.org

Councilman Melvin Priester, Jr., Ward 2, Jackson, Mississippi, (415) 425-9291, mpriester@gmail.com



TODAY'S
FUTURE
SOUND

Elliot Gann, Psy.D.
(510) 969-0373

TODAYSFUTURESOUND.ORG
egann@todaysfuturesound.org

TFS Statement of Qualifications

Mission: Today's Future Sound uses music production and media arts as vehicles through which to empower youth as artists and community members while fostering their well-being as individuals.

Today's Future Sound has served over 8,000 youth in the Oakland/SF Bay Area and over 12,000 youth worldwide with its unique and innovative Therapeutic Beat Making (TBM) model, adapted for academic and school settings. These programs have seen increases in wellness outcomes for students, ranging from school engagement to improved self-esteem and wellness (both anxiety and depression) to improved academic performance.

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