

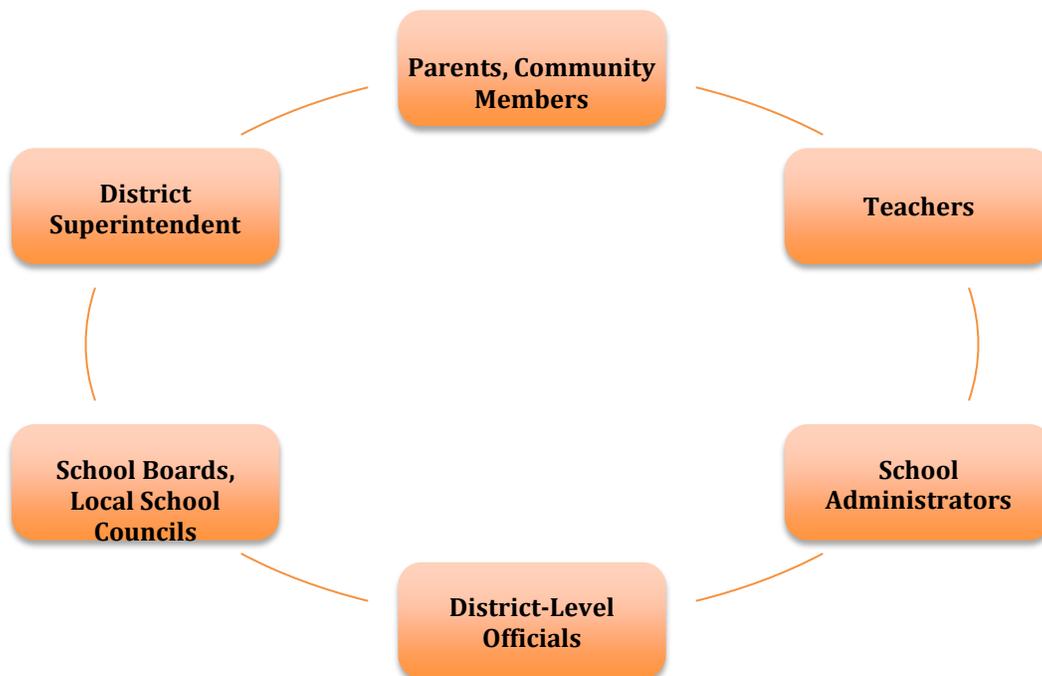
## Finding Your Key Leverage Flowchart for Schools and School Organizations

*Half the battle of beginning to implement a transformational, yet sustainable music education program in your school or organization is identifying the individuals who have the leverage to make your dream a reality. These are the people you should consider reaching out to.*

### # 1. Finding your starting point.

*Whether you are a parent, a member of the local community, or a teacher, this flowchart will help you identify individuals at the next level of the implementation chain. The idea behind this flowchart is to provide you with potential contacts in your efforts to bring quality music education programming to your school or organization. Even for Schools or School Districts, it is often unnecessary to go straight to the legislative level, as significant change can be accomplished by speaking with those individuals who are the most accessibly to you.*

### # 2. The Music Education Implementation Chain



## Levels of the Chain, Explained

- a. Parents, Community Members – *If you are a parent/guardian of a student or an engaged community member, your best opportunity is to speak with teachers in the school or district to understand what resources and programs currently exist and what leverage teachers have in impacting changes in school programming. If you will notice, however, this implementation chain is not a linear hierarchy. This means that, if you are a teacher, school administrator, et cetera, you should always reach out to parents and community members and build coalitions with these individuals so as to increase support for your cause.*
- b. Teachers – *As the Spirit of Harmony Foundation has witnessed firsthand, teachers hold a great deal of leveraging power in terms of implementing music education programs in their schools by making the case for the value of music education to their administrators (See: Case Study: Lane Technical High School and Case Study: UIC College Prep). No matter what level of the chain you occupy, building coalition with other teachers outside of your content area is an absolute necessity for the implementation of high quality music education program.*
- c. Administrators – *In many schools, the first line of funding and programming decisions are made by the administrators, most often, principals. It is in the interest of school principals to make decisions that provide the most benefit to their students in terms of academic, social, and neurological growth. Thus, whether you are a parent, a community member, or a teacher, speaking with school administrators about the ultimate value of music education programming can, in and of itself, be a massive step in realizing high quality music education programming in your school.*
- d. District-Level Officials – *In especially large school districts, particularly those with centralized offices that oversee a great number of schools, officials are employed for various positions including the advancement of arts education. In the event that an administrator is unable (or unwilling) to allocate the resources necessary for high quality music education programming at a school level, meeting with the district-level official(s) may be the next logical step.*
- e. School Boards/Local School Councils – *While every school district is slightly different, each district often has (a) a single, centralized school board, (b) a series of smaller, school-specific local school councils, or (c) both. In any case, start by speaking with the most local entity about installing high quality music education programming in your school or district. In general, the Local School Council should be contacted before reaching out to District-Level Officials.*

- f. District Superintendent – *This individual occupies the highest local education office and is responsible for large-scale funding and programming decisions. In many cases, it will not be necessary to reach out this far in the implementation chain because there is a great deal of leveraging power in the previous rungs in the ladder. However, in the event that other contacts in the chain have not produced results or if your aim is to install music programming district-wide, meeting with the district superintendent may be a way of implementing high quality music education programming in your district.*

### **Why stop there?**

*The Spirit of Harmony Foundation is dedicated to helping individuals implement and sustain music education programming in a grassroots manner. While there are definitely ways of appealing to higher legislative bodies and elected officials (i.e. the State Superintendent or State Assembly), there is also generally a great deal of inertia involved in that process. We have several case studies about individuals who were able to make sustainable changes in their schools at the local level through strategic coalition building and transformative leadership. For more information on this, please see our **Case Studies** page and our **Network Collaboration Worksheet**.*