



Grassroots Advocacy Inventory

1. Do you have a Music Booster Coalition?
 - a. K-12 Music
 - b. Secondary only – HS and/or MS
 - c. Genre Specific – Band, Choir, Orchestra, etc.
 - d. None
 - e. Other

2. If you have a Music Booster Coalition, do you attend their meetings?
 - a. Yes, every meeting
 - b. Most meetings
 - c. 1 or 2 a year
 - d. Only when I have to
 - e. Never

3. How often do you attend a School Board Meeting?
 - a. Most meeting – only miss 1 or 2
 - b. Some meetings – attend 4 or 5
 - c. Few meetings - 1 or 2 times a year
 - d. Only when I'm asked to attend
 - e. Rarely or never

4. Are you involved with committees, initiatives, etc. in your school?
 - a. Yes, only music department committees, initiatives, etc.
 - b. Yes, music department and other committees, initiatives, etc. in my building
 - c. Yes, music department and other committees, initiatives, etc. district-wide
 - d. I do not belong to any committees



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5. Describe your relationship with your administration.
 - a. Very positive – I feel very comfortable talking with my administration about any issue. They seek my advice when considering changes in the music department and/or the building. There is a sense of mutual respect and admiration.
 - b. Somewhat positive – I am comfortable talking with my administration when issues arise. They consult me about most changes. Respect feels one-sided at times.
 - c. Somewhat negative – I am not completely comfortable going to my administration for support when issues arise. They consult me after decisions have been made. There is little respect.
 - d. Negative – My relationship with my administration is adversarial and I am not comfortable talking with them about any issues unless absolutely necessary. They do not consult me for any decision making and there is no perceived respect.

6. Describe your relationship with other MUSIC faculty members.
 - a. Very positive – I feel very comfortable talking with my colleagues about any issue that arises. There is mutual respect. We are committed to a K-12 program and work collaboratively to ensure the students are receiving a quality music education.
 - b. Somewhat positive – I feel comfortable talking with most of my colleagues and we collaborate on some projects and initiatives that deal with our specialty areas. There is no perceived negativity in the music department.
 - c. Somewhat negative – I usually keep to myself and just focus on my part of the program. I occasionally talk with other colleagues, but we usually don't collaborate on projects and initiatives. We don't really work together as a team.
 - d. Negative – I don't work with other members of the music program unless I have to. I prefer to work alone. There is a negative feeling within our department.

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7. Describe the support you perceive from the following stakeholders (1 - feeling not support and 6 - feeling very supported)

	1	2	3	4	5	6
Building Administration						
Central Administration						
School Board						
Music colleagues						
Other arts teachers in the building						
Other non-arts teachers in the building						
Students in the program						
Students (non-music)						
Parents (in general)						
Boosters/Coalition						
Music Industry (vendors who you do business with)						
Local Legislators (Town, City, County, etc.)						
State Legislators						
Federal Legislators						
Local arts community organizations and businesses						
Local non-arts community organizations and businesses						



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8. Do you do any of the following activities to promote your music program?

	Yes	No
Maintain a music department website		
Promote the music department on social media – advertise concerts, share successes, etc.		
Share advocacy information with parents - concert programs, newsletters, websites, etc.		
Have a music department mission/belief statement		
Produce a music department newsletter – electronic or print		
Perform during school functions and promote school spirit		
Share successes in the local newspaper or television station		
Perform for community events		
Communicate regularly with parents		
Communicate regularly with administration		
Present/Perform at school board meetings		
Invite administrators and/or legislators to attend performances		
Advertise your concerts and performances through local media		