



## **El Sistema Case Study Questions**

### San Diego Arts Education Learning Exchange

#### **Purpose & Description**

We believe that El Sistema inspired programs have the potential to be change agents for their communities and schools, just as they are for children and families. The majority of El Sistema inspired programs across the U.S. meet on school campuses. Their connection to in-school music programs varies. Quite often, the vision for connecting the two is undefined or under developed.

The five questions below are intended to help programs begin exploring their potential to make systemic change within schools. A select group of completed Case Studies will be used during the San Diego County Arts Education Learning Exchange as workshop content facilitated by Eric Booth.

Please answer the three questions below by March 7, 2016 and send them to:  
Annette Fritzsche at [afritzsche@sdys.org](mailto:afritzsche@sdys.org)

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Program Name: Miami Music Project, Inc.

Program Contact: Anna Pietraszko, Executive Director

Email and Phone Number: [anna@miamimusicproject.org](mailto:anna@miamimusicproject.org), 786-422-5221.

1. Use a metaphor to depict the current relationship between your El Sistema inspired program and school site or district partner?

It's like a multi-tiered, nicely decorated cake.

2. In no more than two sentences, please describe how this metaphor represents your program/school relationship.

It's beautiful on the outside and it should be perfect on the inside, but the reality is that often its flavors don't complement each other and chunks of the cake are missing.

3. Have you sought to use your El Sistema inspired program to influence equitable availability of in-school music? If yes, how? If no, why not?

Yes, it's been on our minds – we are looking into it by learning all we can about our own district, its structure, set-up, sub-organizations within, connections, influences etc. We are also trying to learn more about how this was set up in other cities, including San Diego.

4. What opportunities exist for your program to have a systemic influence on the availability of in-school music?

We seem to have certain connections, which could be influential between our Board members and the School Board members and district officials.

5. What obstacles interfere with your program influencing the availability of in-school music?

In Miami-Dade County we are dealing with one of the largest school districts in the country (4<sup>th</sup> largest in the US / with over 390 schools, 345,000 students and 40,000 employees), with a very complex structure and lack of unification between school regions and schools within one region when it comes to schedules, curricula, class structures etc.