TRAINER GUIDE

PVMA Programs and Tiers:
Finding the Right Fit for Your Community

DEAR TRAINER,

Thank you for facilitating **Programs & Tiers.**

This session is a **design experience**, not a lecture. Use this guide as a reference— not a script.

The script on each slide is **intentionally concise** to fit the Canva layout. Use the **Notes** margin to add your own examples, definitions, and phrasing.

Protect quiet thinking time. Participants don't need final answers—only **clearer direction**.

Keep the session in the **education** lane (programs, instructional quality, readiness). Defer facilities, equipment, staffing models, and financials to **Operations**.

Before starting, review the activity flow and prep timers. Keep share-outs **short** (one insight per table).

Your calm clarity sets the tone.

TRAINER GUIDE

WELCOME

PVMA PROGRAMS AND TIERS

Finding the Right Fit for Your Community

Palos Verdes Music Academy

SLIDE 1 — 2 MINUTES

SCRIPT:
Welcome to PVMA Programs & Tiers. Today: programs, tiers, and data—ending with a clear first draft to bring into Operations.

CUE:
Ask: What does "launch success" mean here?

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SET YOUR DESK

SET YOUR DESK

You should have the following materials at your table:
- Learner Guide
- Sample Data
- Your local data
- Pencil
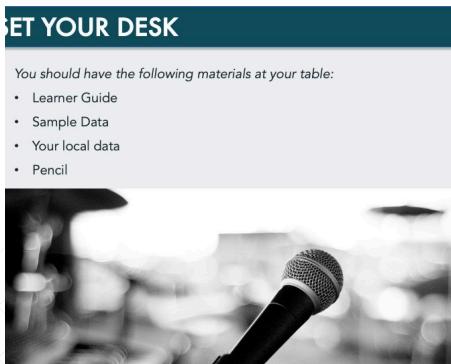
SLIDE 2 — 1 MINUTE

Set up your materials: learner guide, PVMA sample data, your local notes, and something to write with. We'll work in short cycles: review, table talk, then capture notes.

TRAINER GUIDE

YOUR TRAINER

YOUR TRAINER – TIM HILL

- B.A. – Music Education (NMSU)
- M.A. – School Leadership (CSUDH)
- 30+ years music education experience
- 5 years with Guitar Center Lessons
- Director of Music Education Programs for PVMA

SLIDE 3   2 MINUTES

SCRIPT:
I'm Tim Hill, Director of Music Education Programs. Today: programs, quality, readiness. Ops is next.
CUE:
Ask: What are you most excited to build in year one?

_____

OBJECTIVES

EARNING OBJECTIVES

By the end of this training, you will be able to:

1. Describe PVMA's franchise tiers and program offerings
2. Use demographic data to identify viable program and tier options for launch
3. Draft an initial instructional plan for launch
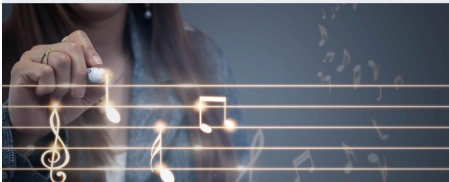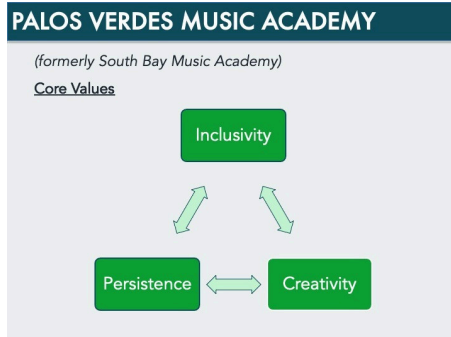
SLIDE 4   2 MINUTES

By the end, you'll be able to describe PVMA programs and tiers, use demographic data to identify a viable launch direction, and draft an initial instructional plan.

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CORE VALUES

PALOS VERDES MUSIC ACADEMY

(formerly South Bay Music Academy)

Core Values

Inclusivity

Persistence ⟷ Creativity

SLIDE 5   1 MINUTE

SCRIPT:
PVMA is built on inclusivity, creativity, and persistence. Use these values as your decision filter as you evaluate programs and tiers.
CUE:
Ask: Which value matters most in your market?

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HISTORY 2001 - 2007

OUR HISTORY: 2001 - 2007

2001
SBMA opens in Torrance

2003
Two new locations open

2007
Three new locations added (first Expanded)
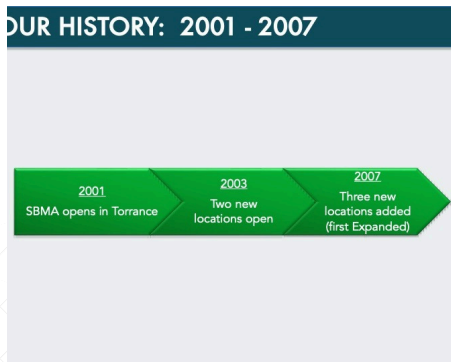
SLIDE 6   1 MINUTE

Here's the quick PVMA growth story. Notice the pattern: growth followed demand and the ability to deliver consistent quality.

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HISTORY 2008 - 2015

OUR HISTORY: 2008 - 2015

2011
Rebrand to Palos Verdes
Music Academy (PVMA)

2013
Five new
locations in
Orange County

2015
Four new
locations in San
Diego area

SLIDE 7   1 MINUTE

SCRIPT:
PVMA expanded beyond one region—so consistency became the
priority. Curriculum and teacher onboarding tightened as we grew.
CUE (optional):
 Ask: What must stay consistent?

_____

HISTORY 2016 - NOW

OUR HISTORY: 2016 - PRESENT

2020
Expansion to Ventura,
Woodland Hills, and SLO

2024
Torrance location
becomes first
Premium

2025
Franchise
expansion plan
launches

SLIDE 8   1 MINUTE

SCRIPT:
 Recent growth set the stage for franchising. The goal now is scaling
access without losing quality—through clear program pathways and
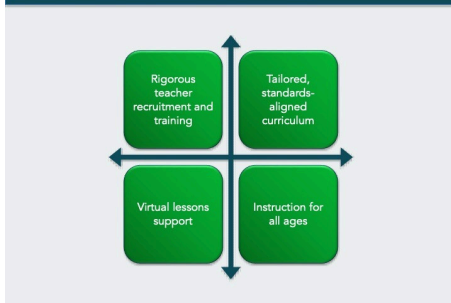strong instructional readiness.
CUE (optional):
 Ask: What does 'quality at scale' mean to you?

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WHAT MAKES US…

SLIDE 9   1 MINUTE

SCRIPT:
PVMA stands out through teacher training, standards-aligned curriculum, virtual support, and age 2–adult pathways.
CUE:
Ask: What's your year-one non-negotiable?

_____

PROGRAMS

SLIDE 10   1 MINUTE

Now that we have the PVMA story, let's shift to what franchise owners work with day to day: our programs. PVMA runs a clear pathway, from 1:1 private lessons to advanced options for aspiring musicians.

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PROGRAM DESIGN

DECIDING PROGRAM OFFERINGS

- Data-Driven Decision Making
- Cultural Context (Music for all)
- Success - Not Stress

SLIDE 11   1 MINUTE

This slide is the why behind the program menu. We use data to confirm demand, cultural context to ensure access and relevance, and success not stress to avoid launching programs we cannot support well.

_____

CLASSIC PROGRAMS

CLASSIC PROGRAMS

Offered at _all_ PVMA locations

- Group Music (2–5
- Group Piano (6–8
- Private Lessons (9+)
- Masterclasses
- Virtual lesson suppor

* Piano, Guitar, Orchestral Strings, Wind Instrument

SLIDE 12   2 MINUTES

SCRIPT:
Classic programs are your foundation: stable demand, clear progression, and easiest to staff and train consistently.
CUE:
Ask: Which Classic offering is your surest win?

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EXPANDED PROGRAMS

EXPANDED PROGRAMS

All Classic Programs PLUS

Private Lessons - Bass, drums, voice (9+)

Modern Band (8-week cycle)

SLIDE 13   2 MINUTES

Expanded programs add breadth and retention—more instruments and Modern Band cycles—while raising teacher readiness needs.

PREMIUM PROGRAMS

PREMIUM PROGRAMS

All Expanded Programs PLUS

DJ/Electronic Music (12+)

Indie Artist Series

Independent Artist Camp
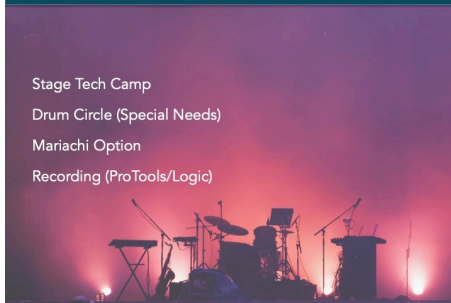
SLIDE 14   2 MINUTES

Premium programs are high-impact differentiators. Choose them only if you can staff and support them with quality.

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À LA CARTE PROGRAMS

À LA CARTE PROGRAMS

Stage Tech Camp
Drum Circle (Special Needs)
Mariachi Option
Recording (ProTools/Logic)

SLIDE 15   2 MINUTES

À la carte programs are established add-ons to match local demand. This is a list of current à la carte programs PVMA offers, but contact if you have some ideas that would fit your local context. Pilot small, evaluate, then scale.

TIER STRUCTURE

PVMA FRANCHISE TIER STRUCTURE

- Tiers define instructional breadth and complexity
- Focus on what can be delivered with quality
- Does not include facilities, staffing models, equipment, or financials

VOLUME

SLIDE 16   2 MINUTES

SCRIPT:
The tier structure exists for three reasons: consistency across PVMA, room for local customization, and a clear path to grow over time while keeping access inclusive.

CUE:
Ask: Which purpose matters most for your community?

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TIER PURPOSES

PURPOSES OF FRANCHISE TIERS

- A consistent framework that still allows local customization
- Defined stages for program growth and expansion
- Inclusive access: music for all learners

SLIDE 17   2 MINUTES

Tiers define instructional breadth and complexity—what you offer and how advanced the pathway becomes. Facilities, equipment, staffing models, and financials are handled in the Operations session.

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CLASSIFICATIONS

TIER CLASSIFICATIONS

Premium

Expanded

Classic

Strategic instructional models — not rankings
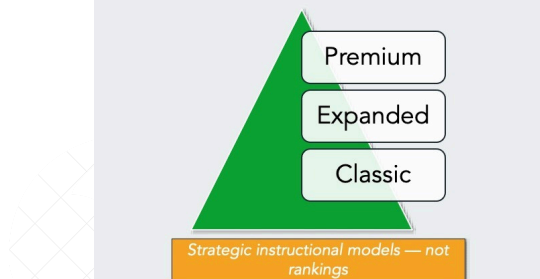
SLIDE 18   2 MINUTES

Tier models are not rankings. Start where quality is strongest and grow with capacity.

TRAINER GUIDE

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SELECTING VIABLE TIERS

SELECTING VIABLE TIERS

Know your people (demographics)

Know your community (culture and context)

Know your landscape (other programs/pricing/models)

SLIDE 19   3 MINUTES

SCRIPT:

Choose a viable tier using three lenses: people, community, landscape.

CUE:

Ask: Which lens is hardest to analyze for your location?

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DEMOGRAPHIC STUDY

DEMOGRAPHIC STUDY
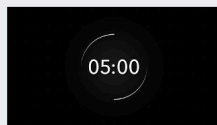
05:00

1. Review the provided sample demographic data (3 minutes)
2. Identify any trends that you observe (1 minute)
3. Discuss your observations with your table (1 minute)

Keep track of your observations in the Learner Guide

SLIDE 20   8 MINUTES

SCRIPT:

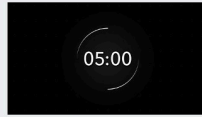Review the sample demographics, note 2–3 trends, then share one takeaway at your table.

CUE:

Debrief: What trend matters most?

TRAINER GUIDE

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CULTURAL CONTEXT STUDY

CULTURAL CONTEXT STUDY

05:00

1. Review the provided sample cultural events calendar (3 minutes)
2. Identify any trends that you observe (1 minute)
3. Discuss your observations with your table (1 minute)

Keep track of your observations in the Learner Guide

SLIDE 21   8 MINUTES

SCRIPT:
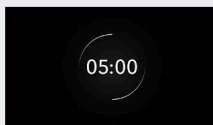Review the sample cultural context, identify patterns, and discuss which programs feel culturally responsive.

CUE:
Debrief: What program fits this culture best?

_____

MUSIC PROGRAMS ANALYSIS

MUSIC PROGRAMS ANALYSIS

05:00

1. Review the provided information on local private and school music programs (3 minutes)
2. Identify any trends that you observe (1 minute)
3. Discuss your observations with your table (1 minute)

Keep track of your observations in the Learner Guide

SLIDE 22   8 MINUTES

SCRIPT:
Scan the local landscape: what other music programs offer, gaps, and differentiation opportunities.

CUE:
Debrief: What's the clearest gap you see?

TRAINER GUIDE

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REFLECTION

REFLECTION

In your notes:
1. What insights stood out?
2. What tier would you *test first* for launch – and why?
3. What à la carte ideas might fit a similar market?

05:00

SLIDE 23   7 MINUTES

Take five minutes to write. Capture your key insights, which tier you would test first for launch and why, and any à la carte ideas that fit a similar market.

_____

TRANSITION

RANSITION

In the next session, you'll translate today's program and tier thinking into operational decisions.
First, you'll complete one final activity to summarize your launch plan and prepare for the Operations session.

SLIDE 24   1 MINUTE

Next you'll apply today's thinking to your real market. This output bridges directly into the Operations session.

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LAUNCH PLAN - FIRST DRAFT

LAUNCH PLAN – FIRST DRAFT

00:10:00

1. Review your local data (people, community, competition).
2. Use the data to identify your tier at launch.
3. List potential à la carte programs based on the community.
4. 2 Ops (Operations) questions for the next session.

Write down your reflections in the Learner Guide

SLIDE 25   **20 MINUTES**

SCRIPT:
Using your local data, draft your launch plan: tier at launch, any à la carte add-ons, and two Operations questions for the next session.
CUE:
Optional share: Tier + one reason + one Ops question.

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NEXT STEPS

NEXT STEPS

- 15-minute break
- Return to this room
- Next: Session with the Director of Operations
- I'll be available for questions during the break
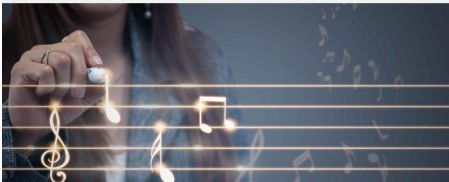
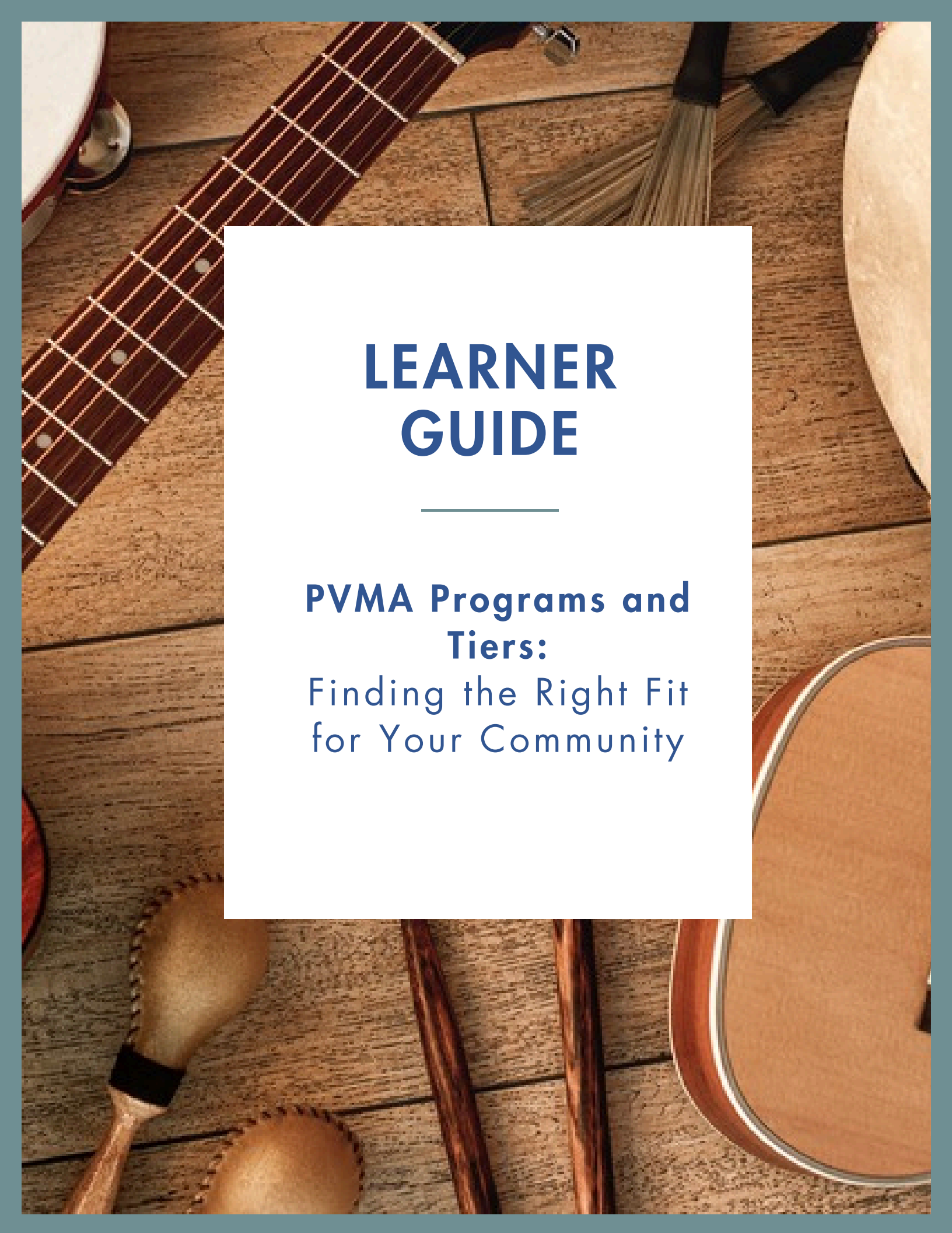**SLIDE 26**   **1 MINUTE**

Take a 15-minute break, then return to this room for the Operations session. I'll be available for quick questions during the break.

NOTES

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LEARNER GUIDE

PVMA Programs and Tiers:
Finding the Right Fit for Your Community

DEAR LEARNER,

Welcome to **PVMA Programs and Tiers.** This session is part of your franchise boot camp and is focused on the education side of your studio: what you teach, who you serve, and how you build quality instruction from day one. Use this guide to capture ideas, evidence from the sample data, and decisions you want to test at launch.

Learning Objectives:

- Describe PVMA's program categories and franchise tiers.
- Use demographic and community data to identify viable tier and program options for launch.
- Draft an initial instructional launch plan (program focus + early teacher leads).

LEARNER GUIDE

Use your learner guide to record your notes, findings, and action items throughout the training.

ABOUT PVMA

Palos Verdes Music Academy (formerly South Bay Music Academy) began in 2001 and grew through strong community relationships, consistent instructional quality, and intentional expansion. Today, PVMA is entering a new phase of growth through a franchise model—designed to keep quality high while allowing local customization.

Founded on three core values.

WHAT MAKES PVMA DIFFERENT

PVMA is distinguished by:

LEARNER GUIDE

REFLECTION: Which value or differentiator matters most for families in your community—and why?

PVMA GROWTH SNAPSHOT

- **2001-2007:** Opened in Torrance as South Bay Music Academy; expanded to Redondo, Manhattan Beach; added multiple locations (including first Expanded location).
- **2008-2015:** Rebranded to PVMA; expanded into Orange County and San Diego.
- **2016-present**: Expanded across additional counties; opened first Premium campus; launched franchise expansion plan.

REFLECTION: What does PVMA's growth story suggest about expanding with quality?

PROGRAMS AND TIERS

HOW PVMA DECIDES WHAT PROGRAMS TO OFFER

- Data-driven decision making
- Cultural context (Music for All)
- Success—not stress

PROGRAM CATEGORIES

- **Classic:** core lessons and foundational group options (available at all locations).
- **Expanded:** classic + additional instruments and Modern Band cycles.
- **Premium:** expanded + specialty pathways (e.g., DJ/electronic, artist series/camps).
- **A la carte:** flexible pilots that fit local needs (short-term or seasonal).

PROGRAM REFLECTION

Which categories feel most realistic for your launch (check all that apply)

- [ ] Classic
- [ ] Expanded
- [ ] Premium
- [ ] À la carte

PROGRAM CATEGORIES NOTES

PROGRAM CATEGORY	KEY OFFERINGS	WHO IT SERVES	TEACHER NEEDS / CONSIDERATIONS
CLASSIC			
EXPANDED			
PREMIUM			
À LA CARTE			

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PVMA TIER STRUCTURE

- Tiers define instructional breadth and complexity
- Focus on what can be delivered with quality
- Does not include facilities, staffing models, equipment, or financials

PURPOSES OF FRANCHISE TIERS

- A consistent framework that still allows local customization
- Defined stages for program growth and expansion
- Inclusive access: music for all learners

TIER CLASSIFICATIONS AT PVMA

TIER CLASSIFICATIONS

Premium

Expanded

Classic

Strategic instructional models — not rankings
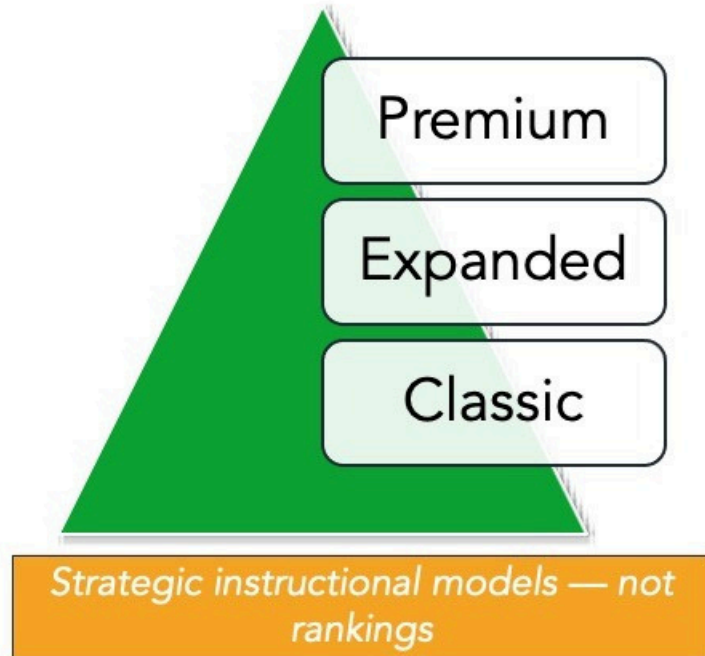
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SELECTING VIABLE TIERS

Know your...

TIERS REFLECTION

Which tiers seem most viable for launch in your market (select up to two)

☐ Classic

☐ Expanded

☐ Premium

ACTIVITY 1: DEMOGRAPHICS (KNOW YOUR PEOPLE)

- Review the provided sample demographic data (3 minutes)
- Identify any trends that you observe (1 minute)
- Discuss your observations with your table (1 minute

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ACTIVITY 2: CULTURE (KNOW YOUR COMMUNITY)

•Review the provided sample cultural events calendar (3 minutes)
•Identify any trends that you observe (1 minute)
•Discuss your observations with your table (1 minute)

ACTIVITY 3: LANDSCAPE (KNOW YOUR COMPETITION)

•Review the provided information on local private and school music programs (3 minutes)
•Identify any trends that you observe (1 minute)
•Discuss your observations with your table (1 minute)

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THINK AND WRITE

Based on the research you just completed, write your thoughts below:

- What insights stood out?
- What tier would you test first for launch—and why?
- What a la carte ideas might fit a similar market?

YOUR LAUNCH PLAN

YOUR LOCAL SNAPSHOT

- Next, you'll translate today's program and tier thinking into an initial launch plan. This draft will help you prepare for the Operations session.
- PVMA has provided you with the market research for your community.
- Summarize your local data (people, community, landscape). What matters most for launch?

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LAUNCH PLAN (FIRST DRAFT)

Draft your launch plan using your local data. Keep it realistic for Year 1

- Launch tier (preferred and optional):
- List the programs within each tier that you will offer:
- Are there any À la carte programs that fit your community:
- 2 questions for the Operations session:

NEXT STEPS

BREAK AND HANDOFF

- 15-minute break
- Please return to this room
- Next session: Director of Operations
- I'll be available for questions during the break

POST-SESSION CHECKLIST

Which tiers seem most viable for launch in your market (select up to two)

- [ ] Review your notes from today

- [ ] Confirm your preferred and backup tiers for launch based on local data

- [ ] Become familiarized with the programs offered at your chosen tier

- [ ] Note potential à la carte programs you may include at launch

- [ ] Bring 2 - 3 operational questions to the next session
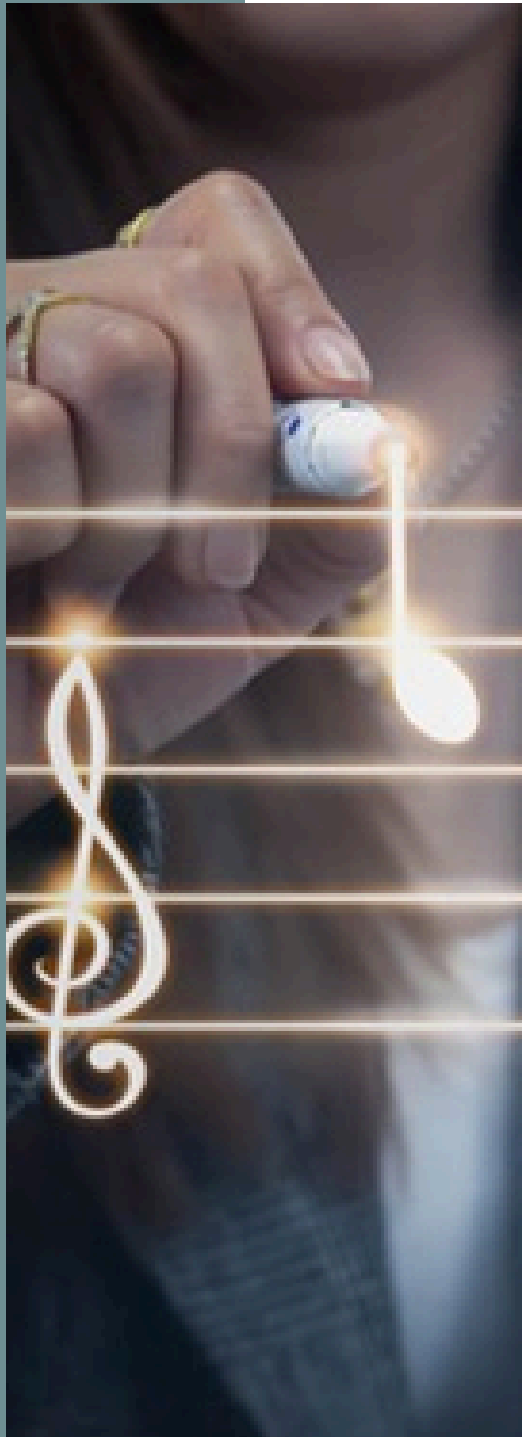
THANK YOU

Thank you for investing your time and focus in **Programs & Tiers**.

Today, you explored PVMA's program pathways and the tier structure that supports **intentional growth**. You practiced using three lenses—**people (demographics), community (culture), and landscape (local offerings)**—to evaluate which tier is most viable for your location.

You also identified where established **à la carte** programs may strengthen your offering based on local needs and interests. Your goal at this stage is not a final plan—it's a clear, evidence-based launch direction you can carry forward.

In the next session, you'll apply today's decisions to the operational planning required for launch.

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