**2022 WELS Choral Dialogue**

**Changing Demographics**

1. School Choice (Other Christian denominations, racial diversity, gender?)
	1. How do we maintain our "Lutheran" foundation as we reach a more general "Christian" populous?
	2. What are ways to intentionally expose our students to a wide variety of diverse music and composers?

Resource: [WELS Fellowship Study Toolbox](https://scdwels.files.wordpress.com/2009/07/cop-fellowship-study-toolbox.pdf)

1. College Prep / AP Curriculum
	1. How has the college prep / AP curriculum of the past 10-15 years affected the make up of your performance groups and scheduling?
	2. Do you have any tips or pointers to help someone who is struggling with this issue?

1. Block Scheduling
	1. What are the pros and cons of block scheduling for a music class?
	2. If this is something being studied for implementation at your school what should you respond?
	3. If it has already been implemented at your school, how do you make it work to bring out the strengths of your ensemble?

Resource: [The Effects of Block Scheduling](https://www.aasa.org/schooladministratorarticle.aspx?id=14852)

1. School Counselor / Registrar / Guidance
	1. Is the counselor / registrar / guidance director in your corner? If not, how do you navigate this relationship so that the arts are valued by this very influential person?
	2. Do you have any tips or pointers to help someone who is struggling with scheduling, school to work, online offerings, or someone who is steering students away from the arts?

Resource: [Scheduling Accommodations Among Students Who Persist in High School Music Ensembles](https://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.832.8104&rep=rep1&type=pdf)

Resource: [8 Steps to Retain Choir Students between Schools, Grades, & Teachers](https://www.choralclarity.com/8-steps-to-retain-choir-students-between-schools-grades-teachers/),