

Academic Year Governor's School Diversity Goals and Report

Submitted in accordance with FY2021 Budget Item 145,C-27, i

School Information	
Governor's School Name	Chesapeake Bay Governor's School for Marine and Environmental Science
School Address	CBGS Main Office P.O. Box 1410 Tappahannock, VA 22560
School Phone Number	804.443.0267 (Main Office)
Director	Dr. Rachel P. Ball
Participating School Districts	Caroline, Colonial Beach, Essex, Gloucester, King and Queen, King George, King William, Lancaster, Mathews, Middlesex, New Kent, Northumberland, Richmond County, & Westmoreland

Primary Diversity Goal(s)
CBGS will partner with our participating home school divisions to broaden recruitment efforts of students that results in a diversified applicant pool of students and enrolled student body that parallels the demographics of each representing home school division.

Plan for Progress toward Diversity Goal(s)
<p>Below are specific implementation steps that support the diversity goals:</p> <ol style="list-style-type: none"> I. Continue to have a CBGS presence at area middle school curriculum fairs (Strategic Plan 6.1). II. Generate interest in CBGS at the elementary and middle school levels through outreach activities, led by both CBGS teachers and/or students (Strategic Plan 6.2 and 9.2). III. Create a marketing strategy for social and local media: "Where can CBGS Take You?!" with alumni stories, professions our students pursue (Strategic Plan

8.1). CBGS will focus on specifically highlighting alumni from demographics that are currently underrepresented.

- IV. Creation of more in-depth brochure and/or video spotlight of CBGS program exemplars and benefits for both student recruitments and to attract highly qualified teaching candidates (Strategic Plan 8.3 and 10.1).
- V. Highlight student accomplishments through educational highlights, symposium advertising, additional events that showcase student work (Strategic Plan 8.4).
- VI. CBGS will organize a CBGS Engagement Council, composed of parents and CBGS stakeholders, with the goal of enhancing the programmatic offerings of CBGS that support students' academic, social/emotional needs, and college and career readiness.
- VII. CBGS will provide academic plans of support for students who are academically struggling to support the retention of enrolled students.
- VIII. CBGS will work with Advisors to individually identify students from underrepresented backgrounds who may be qualified applicants who would benefit from individualized meetings or visits to CBGS to encourage them to apply to CBGS.

Current Practices for Screening and Admission of Students

All decisions on acceptance to CBGS are determined at the division level. CBGS has an admissions process that is central across all divisions. CBGS recommends that a team be used to screen applicants for admission. CBGS applicants are screened based on the following criteria:

- Science Writing Prompt (20%)
- Teacher Recommendation (30%)
- MAP Math Assessment (30%)
- GPA (20%)

Some divisions elect to also use a student interview as part of their application process. Below is the student selection rubric with the interview:

- Science Writing Prompt (20%)
- Teacher Recommendation (20%)
- MAP Math Assessment (30%)
- GPA (20%)
- Interview (10%)

DATE: September 28, 2021

CBGS currently asks each home school division to schedule recruitment event(s) or informational nights at their home school division in which CBGS faculty and students convey information about the program. This is typically oriented for a freshman audience and is conducted either during the school day or evening, based on the preference of the home school division. CBGS has also provided some recruitment information at middle schools, albeit on a limited basis. Additionally, some school divisions also elect to have students take a field trip to CBGS during an instructional day to observe a typical CBGS experience.

Racial/Ethnic and Socioeconomic Make-Up of 2021-2022 Student Body by Percentage (Enrolled Students)

Sub-Group	AYGS Total	Caroline	Colonial Beach	Essex	Gloucester	King and Queen	King George	King William	Lancaster	Mathews	Middlesex	New Kent	Northumberland	Richmond Co.	Westmoreland
American Indian/Alaska Native	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Asian	3%	0%	0%	0%	0%	11%	0%	6%	6%	0%	0%	18%	4%	0%	0%
Black, not of Hispanic Origin	16%	24%	0%	22%	0%	45%	16%	12%	13%	0%	17%	0%	26%	14%	25%
Hispanic	3%	14%	0%	0%	0%	0%	5%	0%	0%	0%	0%	9%	4%	0%	12%
Native Hawaiian or Pacific Islander	1%	5%	0%	0%	0%	0%	5%	0%	0%	0%	0%	0%	0%	0%	0%
Two or more races	4%	14%)	0%	0%	13%	11%	5%	0%	0%	0%	0%	0%	0%	0%	19%
White, not of Hispanic origin	73%	43%	100%	78%	87%	33%	68%	82%	81%	100%	83%	73%	67%	86%	44%
Economically Disadvantaged	19%	33%	0%	30%	7%	33%	5%	12%	19%	20%	22%	0%	19%	14%	38%

Racial/Ethnic and Socioeconomic Make-Up of 2021-2022 Applicants by Percentage

Sub-Group	AYGS Total	Caroline	Colonial Beach	Essex	Gloucester	King and Queen	King George	King William	Lancaster	Mathews	Middlesex	New Kent	Northumberland	Richmond Co.	Westmoreland
American Indian/Alaska Native	0%	0%	50%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Asian	2%	0%	0%	0%	0%	20%	0%	0%	0%	0%	0%	17%	0%	0%	0%
Black, not of Hispanic Origin	19%	43%	0%	30%	0%	40%	33%	6%	33%	0%	50%	0%	13%	11%	38%
Hispanic	1%	14%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Native Hawaiian or Pacific Islander	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Two or more races	6%	14%	0%	10%	33%	20%	0%	6%	0%	0%	0%	0%	0%	0%	0%
White, not of Hispanic origin	72%	29%	50%	60%	67%	20%	67%	88%	67%	100%	50%	83%	88%	89%	63%
Economically Disadvantaged	26%*	29%	100%	50%	0%	20%	17%	18%	NA*	33%	50%	0%	33%	22%	38%

*Lancaster did not report ECD information for applicants because of the small number of applicants and the potential for the information to be personally identifiable. This division's ECD data was subsequently excluded from the overall calculation of ECD for the CBGS applicant pool.

Racial/Ethnic and Socioeconomic Make-Up of <u>Current AYGS Faculty</u> by Percentage	
Sub-Group	Faculty Percentage
American Indian/ Alaska Native	0%
Asian	7%
Black, not of Hispanic origin	0%
Hispanic	7%
Native Hawaiian or Pacific Islander	0%
Two or more races	0%
White, not of Hispanic origin	87%

Text from Budget Bill:

Each Academic Year Governor's School shall set diversity goals for its student body and faculty, and develop a plan to meet said goals in collaboration with community partners at public meetings. Each school shall submit a report to the Governor by October 1 of each year on its goals and status of implementing its plan. The report shall include, but not be limited to the following: utilization of universal screenings in feeder divisions; admission processes in place or under consideration that promote access for historically underserved students; and outreach and communication efforts deployed to recruit historically underserved students. The report shall include the racial/ethnic make-up and socioeconomic diversity of its students, faculty, and applicants.