

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 | The Governor's School for the Arts |
| School Address | 254 Granby Street Norfolk, VA 23510 |
| School Phone Number | 757-451-4711 |
| Director | Shelly Cihak, Ed.D. |
| Participating School Districts | Chesapeake (CH), Franklin (FR), Isle of Wight (IOW), Norfolk (NO), Portsmouth (PO), Southampton (SO), Suffolk (SU), Virginia Beach (VB) |

| Primary Diversity Goal(s) |
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| <p>The Governor's School for the Arts (GSA) is working with our participating school districts to recruit a more diverse applicant pool and to align our enrollment to the diverse student body of our districts. This has been an ongoing focus during the past three years and remains a focus of the faculty, Committee of Superintendents, and GSA Regional Board.</p> |

| Plan for Progress toward Diversity Goal(s) |
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| <ol style="list-style-type: none"> 1. GSA is working with an outside consultant to conduct an equity survey of stakeholders (i.e., current students, alumni, families, faculty, board members, and community partners). Data gathered from the survey will be used to refine practices and implement professional growth activities to help ensure GSA is an inclusive community for all students. 2. GSA will work with partner districts to conduct "Meet GSA Nights" through a virtual format that allows all populations to access the events, regardless of transportation and/or work schedules. Information about the events will be shared with all middle and high school counseling offices, via social media, and community partners. 3. GSA is working with community centers in historically underserved neighborhoods to increase awareness about the program for students in grades K-12, as well as increase access to the audition process. This partnership includes sharing of recruitment video, increased access to information centers, and bringing GSA mini-workshops to the community centers. 4. GSA is working with partner districts to increase access to the audition process by providing transportation. 5. GSA is developing a community arts program to provide access to high-quality arts education for students in the middle grades. |

Current Practices for Screening and Admission of Students

1. All interested students complete a Google document (all partner districts provide students with access to technology), which includes demographic information; program choice (up to three disciplines); information on previous training, experience, and other recognitions; commitment of assurance from parent/guardian; statement of interest in response to two written prompts (either a written or video response); two teacher recommendations; and a grade report.
2. All interested students submit a first-round audition (to up to three disciplines) by uploading a video that includes:
 - Dance:** Solo dance of one-three minutes in length of any style/technique.
 - Instrumental Music:** Record two pieces of a student's choice and two scales.
 - Musical Theatre:** Prepare one musical theater-style song and one monologue from a play or musical.
 - Theatre & Film:** Prepare a monologue or describe the most interesting day of your life (Acting); Create an original, short film (film); and describe why you would like to come to GSA Design/Tech provide any samples of work such as painting, models, sketches (Design/Tech).
 - Visual Arts:** Students submit a variety of photographs of original artwork of both student choice and assigned tasks.
 - Vocal Music:** One song demonstrating classical vocal potential (i.e., classical piece, aria, musical theatre ballad, hymn, spiritual, folksong, etc.).
3. Students meeting the criteria specified by each department's rubric are invited to for a second audition (to which GSA is working with partner districts to provide transportation).

Racial/Ethnic and Socioeconomic Make-Up of (**FALL 2020**) Student Body by Percentage

| Sub-Group | AYGS Total | District CH | District FR | District IOW | District NO | District PO | District SO | District SU | District VB |
|---|------------|-------------|-------------|--------------|-------------|-------------|-------------|-------------|-------------|
| American Indian/ Alaska Native | 0.6 | 0.3 | 0 | 0 | 0 | 0.3 | 0 | 0 | 0 |
| Asian | 4.5 | 1.4 | 0 | 0.3 | 1.1 | 0 | 0 | 0 | 1.7 |
| Black, not of Hispanic origin | 18.3 | 6.7 | 0.6 | 0.6 | 1.1 | 1.4 | 0.3 | 3.7 | 3.9 |
| Hispanic | 5.4 | 1.7 | 0 | 0.3 | 0.3 | 0.3 | 0 | 0.3 | 2.5 |
| Native Hawaiian or Pacific Islander | 0.6 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0.6 |
| Two or more races | 9.3 | 0.8 | 0 | 0.6 | 2.5 | 0.3 | 0 | 0.6 | 4.5 |
| White, not of Hispanic origin | 55.8 | 13 | 0 | 5.9 | 9.3 | 1.7 | 1.4 | 3.1 | 21.4 |
| Economically Disadvantaged* | 5.9 | 0.3 | 0.9 | 0 | 1.7 | 0.6 | 0.6 | 0.3 | 1.7 |

*Students/Families must self-identify.

Racial/Ethnic and Socioeconomic Make-Up of (FALL 2020) Applicants by Percentage

| Sub-Group | AYGS Total | District CH | District FR | District IOW | District NO | District PO | District SO | District SU | District VB |
|-------------------------------------|------------|-------------|-------------|--------------|-------------|-------------|-------------|-------------|-------------|
| American Indian/ Alaska Native | 0.7 | 0 | 0 | 0.2 | 0 | 0.2 | 0 | 0 | 0.2 |
| Asian | 2.7 | 0.7 | 0 | 0 | 1.1 | 0 | 0 | 0 | 0.9 |
| Black, not of Hispanic origin | 30.6 | 7.0 | 1.4 | 1.4 | 5.2 | 2.0 | 0.2 | 7.7 | 5.2 |
| Hispanic | 5.2 | 1.1 | 0 | 0.2 | 1.4 | 0.7 | 0 | 0.2 | 1.7 |
| Native Hawaiian or Pacific Islander | 0.7 | 0 | 0 | 0 | 0 | 0.7 | 0 | 0 | 0 |
| Two or more races | 11.7 | 2.9 | 0.5 | 0.7 | 1.8 | 0.5 | 0 | 0.7 | 4.7 |
| White, not of Hispanic origin | 49.1 | 14.2 | 0 | 3.2 | 6.3 | 1.1 | 0.7 | 3.4 | 20.3 |
| Economically Disadvantaged* | - | - | - | - | - | - | - | - | - |

*Information not collected from applicants.

Racial/Ethnic and Socioeconomic Make-Up of Current AYGS Faculty by Percentage

| Sub-Group | Faculty Percentage |
|-------------------------------------|--------------------|
| American Indian/ Alaska Native | 0 |
| Asian | 1.5 |
| Black, not of Hispanic origin | 12.0 |
| Hispanic | 3.0 |
| Native Hawaiian or Pacific Islander | 2.0 |
| Two or more races | 0 |
| White, not of Hispanic origin | 81.5 |

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.