

New Horizons

REGIONAL EDUCATION CENTERS



BOLDLY GO 2025

YEAR 1 IN REVIEW REPORT

2020-2021

SUBMITTED BY:

CASEY M. ROBERTS, EXECUTIVE DIRECTOR

OCTOBER 2021

Letter from the **EXECUTIVE DIRECTOR**

October 26, 2021



Dear Board of Trustees and Division Superintendents:

In September 2020, New Horizons Regional Education Centers (NHREC) embarked on a 5-year journey, **Boldly Go 2025**, to increase student opportunity, engage in organizational innovation, and ensure that every New Horizons graduate is college and community ready. Our **Year 1** in review report contains the progress and accomplishments of NHREC made during the 2020-2021 school year.

As an organization, meaningful progress was made toward our strategic priorities despite the challenges and changing dynamics of the COVID-19 pandemic. You will observe in the report the goals that each program developed and were aligned with our five strategic priority areas: **1) Equity, 2) Engagement 3) Experience, 4) Collaboration, and 5) Career Readiness**. Progress toward these goals were reviewed and reflected upon throughout the year by the team and feedback was provided to ensure completion of the set goals. The New Horizons team has worked creatively and collaboratively and should be commended for the successful completion of the 2020-2021 school year.

Finally, I want to thank you, for your steadfast commitment to our mission and for your support of all of the programs at NHREC. Your ongoing partnership ensures our continued success to **illuminate minds, ignite passions, and shape futures**.

Going Boldly Together,

A handwritten signature in blue ink that reads "Casey M. Roberts".

Casey M. Roberts, Ed.S.
Executive Director





Illuminating Minds, Igniting Passions, Shaping Futures

OUR MISSION

New Horizons trains and educates a competitive, future-ready workforce that is college and community ready.

WHAT WE BELIEVE

New Horizons Regional Education Centers carries out its mission by embracing a mindset where:

- ***career readiness is intentional and creative;***
- ***learning experiences are rigorous and engaging and;***
- ***a culture of collaboration drives innovation.***

Executing our mission through an equity lens, we believe every student has an opportunity to explore, discover, and strengthen their skillset to be career and community ready.

OUR STRATEGIC PRIORITIES



Priority # 1 - **Equity** - Foster a culture of equity and eliminate barriers to student success.



Priority # 2 - **Engagement** - Connect and empower through multiple venues and platforms to reach all stakeholders to share our story and opportunities.



Priority # 3 - **Experience** - Create a culture of innovation and leadership within a dynamic and responsive teaching and learning experience. Empower students to explore, discover, and enhance their skills and talents through a rigorous and relevant course of study.



Priority # 4 - **Collaboration** - Encourage program collaboration and leverage external opportunities to create organizational cohesion, synergy, and increase capacity.



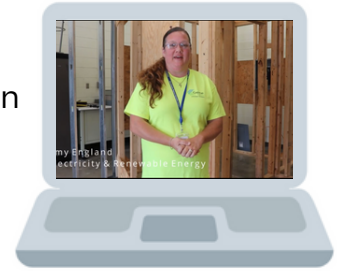
Priority # 5 - **Career Readiness** - Focus on the preparation of students for career, college and life.



GOAL 1: MET

Increase outreach by initiating equitable systems for all students.

- All CTE instructors were successful in creating **welcome videos** for student open house and orientation. The videos are located on the student orientation webpage.
- The **virtual 360 tours** of BF and WL were created in January of this year. The 360 tours were used in the Career Specialist presentations for recruiting and were accessible to view on the **Career and Tech student orientation webpage**.
- The Career Specialist created and implemented the **Workforce Wednesday initiative** to standardize employability instruction across both campuses. Students participated in weekly workshops as well as live workshops with the Career Specialists and Employers on topics such as financial literacy, resume building, and interviewing skills. The Career Specialists collected over **600** student survey responses to assess the effectiveness of the newly implemented Workforce Wednesday initiative.



GOAL 2: IN PROGRESS

Instructors will participate in multiple professional development opportunities to explore and implement technology based instructional strategies.

- Instructors transitioned to the Canvas Learning Management System and have started the process of developing blended learning environment for their respective CTE program.



GOAL 3: MET

Develop and establish active advisory councils in Cybersecurity/Information Systems Technology, Human Services, and Public Service by December 2020. Leadership will ensure that there is proper representation of Construction, Marine Trades, Automotive, and Health advisories.

Automotive Cluster Advisory Council

The Collision Repair Advisory Council met during the month of January and discussed the virtual Open House, Hybrid Return Schedule, Student Database for Employers, and a shared CTE Calendar.

Manufacturing Cluster Advisory Council

The Welding Advisory Council met once to discuss updates to the Welding Lab at both campuses and how we can increase our capacity of welding graduates. The discussion was focused on a renovation of the welding spaces and the necessary equipment to upgrade and expand new spaces.

Health Science Cluster Advisory Council

Health Science Advisory Council are being developed as part of the creation of the GLS Serve Hampton Roads. The team review curriculum, equipment needs, and roles/responsibilities.





ENGAGEMENT



COLLABORATION



GLS Serve Pilot Kick-Off Meeting was conducted in April 2021. Several partners such as Sentara, Riverside, Bon Secours, and OSC have been identified. New Employer Orientation was scheduled for the summer of 2021. New Horizons leadership provided feedback to the draft version of the GLS Serve Master Plan.

Marine Trades Advisory Council

A newly established Marine Trades Advisory was spearheaded by New Horizons Career & Technical Center. This advisory was established to start the discussion of a Marine Trades program at New Horizons.

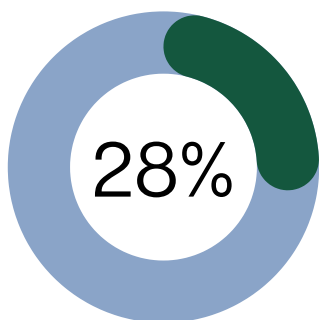
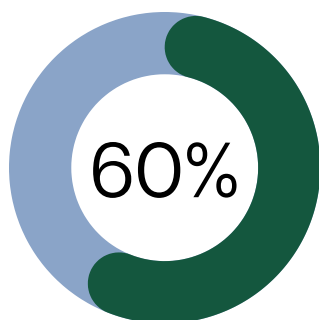
HVAC Advisory Council

Met twice during the 2020-2021 school year to discuss COVID and how it is affecting current trends in the industry. Reviewed HVAC Excellence materials.

Early Childhood Advisory Council

Met once during the 2020-2021 school year during the all virtual session. Discussed potential certifications for Early Childhood. The council growing and developing partnerships with outside agencies.

- New Horizons Career Specialists assisted in the tracking of these students after graduation & the management of over **50** businesses that hire the students. For the last **3** years there has been over a **60%** retention rate of students who are still working in the trade after 1 year, which is over the national average.



- **Students still employed in trade 1 year after completion**
- **Students that left the trade after completion**



New Horizons CTE National Average

- Over the last year, CUED-IN web-based site was implemented to improve the efficiency of the recruiting and application process. Through CUED-IN, employers build a company profile adding detailed information about their organization, including open positions, pay, benefits, videos and career pathways. Students also create an account where they can upload their resume & apply directly to businesses. School administrators, employers & students utilize CUED-IN to better engage, communicate & network.

- In 2021, the Good Life Solution Program was divided into two networks. These two networks will encompass all 25 CTE programs. In the Fall of 2021, a pilot of the SERVE GLS program which includes Health Sciences, Human & Public Service programs will start.



GOAL 1: IN PROGRESS

By June 2021, have a complete proposal for the design and upgrade of the Engineering Design, Innovation, and Entrepreneurship (EDIE) Lab.

- Equipment for lab will be ordered once the Scientific Advisory Board makes final recommendations for the redesign of the EDIE space redesign.
- Selection of Scientific Advisory Board (SABC) members have been identified. Invitation letter and survey was sent in April 2021 Scientific Advisory Board Committee Letter. Inaugural meeting postponed until Fall 2021 when more people have been vaccinated.



GOAL 2: MET

By June 2021, utilize various venues and platforms to reach GSST parents, students, mentors, business partners, and potential families/students (pipeline) to share information, resources, and opportunities about GSST / Pre-Admissions programs.

- In 2020-2021 SY, GSST updated the website with an instructional video on how to access the new NHREC Application portal.
- On October 26, 2020 GSST held a virtual seminar with over **60** high school counselors across six divisions to review the new application portal, Parchment, and social-emotional learning (SEL) support for students.
- GSST faculty developed a **Virtual Open House recruitment video** (GSST Virtual Open House 2021) and a virtual New Student Orientation video for prospective parents, and students New Student Orientation Follow Up Document. The videos are posted on the GSST website.
- In early February 2021, the GSST Director hosted six (**6**) virtual divisional informational events.



- In the spring of 2021, GSST developed a virtual 360 tour of GSST classrooms to include the EDIE lab (GSST Virtual School Tour). The newly acquired physics classrooms will be added in the Fall of 2021. The 360 virtual tour will be used to create a pipeline for recruiting and reaching out to the larger community.
- **GSST Student Advisory Board (SAB)** coordinated a marketing / branding initiative to create alumni testimonials videos for the purpose of highlighting students' experience at GSST Alumni Testimonials.

**ENGAGEMENT****EXPERIENCE****COLLABORATION****CAREER READINESS**

- Gifted Coordinators - GSST Director hosted four (4) virtual informational meetings for gifted coordinators on October 2020, November 2020, December 2020 and January 2021 to share new information, resources, and opportunities about GSST and PAS programs. New GSST program elements and initiatives/resources that support Gifted Coordinators' role as divisional liaisons were shared and discussed.
- Math and Science middle and high school teachers - During the month of March 2021, GSST Director hosted an informational meeting for middle and high school math and science teachers for the purpose of sharing new information, elements, initiatives, and resources. MS and HS teachers were encouraged to help identify and recruit appropriate students for the GSST program and make referrals to the PAS program.



GOAL 3: NOT MET

By June 2021, prepare GSST students for acceptance into STEM top-tiered colleges and STEM-related fields of studies.

Achievement Data	16-17	17-18	18-19	19-20	20-21
Potential dual enrolled credits based on eligible GSST courses	73	73	73	73	73
# GSST course credits dual-enrolled approved	73	73	73	65	58**
% GSST teachers (11) dual-enrolled approved	100%	100%	100%	91%*	73%
% Dual enrolled credits earned by participating students	100%	100%	100%	89%	79%
Total dual enrolled credits earned over 2 years.	3685	4320	4228	4579	4156***

- *In 2019-2020 SY, Senior Computer Science (CS) instructor resigned in October 2020 due to an expired Visa. CS senior students earned 7 dual enrollment credits for Fall CSC 200 and CSC 201. Students were not eligible to register for 8 dual enrollment credits - spring CSC 205 or CSC 210 due to non-credentialed dual enrollment teacher.

- **In the 2020-2021 SY, the senior CS instructor was not approved to teach TNCC CSC dual-enrolled courses due to credentialing. This resulted in the loss of 15 dual enrollment credits for the year.
- ***Decrease of 423 dual enrollment credits mainly due to senior Computation Science instructor, not being dual-enrolled approved. Estimated 28 senior CS students were not eligible to earn fall 2020 and spring 2021 CSC 15 dual enrollment credits.





GOAL 1: MET

By June 2021, a vision and mission statement for the Center for Autism and Newport Academy program will be developed.

Vision statement: Newport Academy and the Center for Autism aspire to serve as a regional educational model of excellence by providing innovative and individualized services through highly skilled staff that develop well-rounded youth and young adults, strengthen families, and build community.

Mission statement: Our mission is to remain steadfast, committed, and focused on outcomes that meet the needs of our diverse learners. We will do this by establishing a culture of care, safety, respect, and responsibility for all, by developing relationships and partnerships (home, school, and community), and by offering creative instructional programming using evidence-based practices that ensure that each student has a voice. This will result in measurable growth outcomes for every student in the areas of instruction, social-emotional/behavior, communication, functional and vocational skills, independence, transition, and quality of life.



GOAL 2: MET

By June 2021, the Center for Autism and Newport Academy will conduct a curriculum review and needs assessment, develop an inventory of curriculum, and resources, and identify curriculum needs to address achievement gaps.

- **Curriculum inventory** was completed at all NHREC Special Education Program campuses. Inventory was taken both in teacher classrooms and in curriculum closets. The final inventory report includes textbooks, workbooks, software/subscriptions and other curriculum resources. When available, publisher, ISBN number, year of publication and quantity were recorded.
- Administrators first worked together with program staff to determine what data was readily available to review to begin to analyze achievement gaps (with a focus on reading and math literacy and functional curriculum). The team determined that program-wide data is limited due to the significant individualization of programming for each student. However, some data was available to review: SOL, VAAP, Facter (inconsistent), PALS (limited), Exact Path (limited), Moby Max (limited), Plato (limited). PALS data from the current year was analyzed, however there was no pre-existing data for comparison. The team decided to focus on SOL and VAAP data for this review.
- Administrators facilitated a curriculum review, using the 20/21 curriculum inventory report. Resources were examined and grouped into three categories: **curriculum, instructional resources, or diagnostic tools**. Then, curriculum resources were examined for alignment with standards, accessibility, assessment component, data collection component, and progress monitoring component. Existing curricula are standards-based, accessible, and have assessment, data collection, and progress monitoring



ENGAGEMENT



EXPERIENCE



COLLABORATION



CAREER READINESS



components. The most frequently used packages are Edmentum (Exact Path), Edmentum Courseware, Facter (Functional Assessment and Curriculum for Teaching Everyday Routines), Moby Max, Unique (limited), IXL (limited), STAR (Strategies for Teaching Based on Autism Research). Some textbooks are also being utilized by various classroom teachers.

- Administrators worked to determine whether the currently available curriculum was sufficient to meet program needs and identified areas requiring additional curriculum or instructional resources.
- Based on this entire review process, recommendations for curriculum and resources were developed and executed for implementation 2021-2022 school year.



GOAL 3: MET

By June 2021, teachers and staff will use professional development and training in High Leverage Practices (HLP's) to deliver instructional strategies proven to increase student participation and achievement weekly.

- **High Leverage Practices (HLP's)** were a standing agenda item in TLT meetings, monthly professional development on HLP's was provided to teachers, and teachers incorporated HLP's into lesson plans monthly. Teachers completed peer observations on the use of HLP's and shared results and feedback with each other. The most frequently observed HLP's were **HLP #18 Use Strategies to Promote Active Student Engagement** and **HLP #22 Provide Positive and Constructive Feedback to Guide Students' Learning and Behavior**.
- As part of the teacher check-out process, teachers completed a self-assessment indicating which HLP's contributed to student growth, which HLP's should be areas of focus for next school year to increase student growth (areas of opportunity), and shared supporting documentation/evidence. Overwhelmingly, teachers reported that **HLP #3 - Collaborate with Families to Support Student Learning and Secure Needed Services** contributed to student growth in their classrooms this school year. They reported meaningful and consistent collaboration and communication resulting in stronger relationships between school and home.

Teachers reported increased family input and improved insight on ways to better support individual students. Evidence of student growth was demonstrated, even in the midst of a pandemic. Evidence was reviewed during teacher evaluations. Next year, teachers indicated a shared desire to focus on HLP #1, 3, 4, 6, and 20.

- **HLP #1 - Collaborate with professionals to increase student success.**
- **HLP#3 - Collaborate with families to support student learning and secure needed services.**
- **HLP#4 - Use multiple sources of information to develop a comprehensive understanding of a student's strengths and needs.**
- **HLP#6 - Use student assessment data, analyze instructional practices, and make necessary adjustments that improve student outcomes.**
- **HLP#20 - Provide intensive instruction.**





GOAL 1: MET

By September 2020, a hybrid learning model utilizing Google Classroom across the NCCER curriculums will be created to enhance and strengthen curriculum delivery options for these classes.

- All CFAAT NCCER courses instituted and are utilizing **Google Classroom** to teach in both a Hybrid and Virtual classroom setting. Our instructors are also utilizing **ZOOM** to facilitate instruction in our Apprentice Related Instruction courses.
- **Final Program Pass rate percentages:** Of **153** Classroom Apprentices, **147** passed this hybrid course. Which is approximately **96.1%**. Two of the six are “Incomplete” due to COVID and the remaining four ended their Apprenticeship Sponsorship before completion.



96% PASS RATE



GOAL 2: MET

During the 2020-2021 School year, our program will enhance and strengthen the Virtual Pharmacy Technician Assistant class through an enhanced curriculum addition from the National Health careers Association (NHA). Online, on-demand access to improve training and learning efficiency for Pharmacy students.

- Fall Semester Pharmacy Technician class concluded with a **90%** class pass rate. Spring Semester Pharmacy Technician class began March 2021 with a new cohort of students and will complete on August 2021. The grade average in this second cohort is **86%** with a to-date projected class pass rate of **100%**.
- The NHA virtual curriculum provide a viable alternative learning environment that allowed for both formative and summative assessments for the instructor as well as review and reassess capabilities that allowed the students to be confident in learning this rigorous skill. The course utilized the NHA's ExCPT Online Study Guide which is an engaging online study guide that provides contemporary learning tools such as videos, interactive games, quizzes, and a remediation tool that provides personalized direction on content that still needs to be mastered. CFAAT also provided ExCPT practice tests for the students to complete. Both Cohorts enroll 10 students each. Our Pharmacy Technician Class was also, in November 2020, recognized and approved as a PTCB-Recognized Education/Training Program.





EQUITY

ENGAGEMENT



EXPERIENCE

COLLABORATION



CAREER READINESS



GOAL 3: MET

By June 2021, our program will increase customer outreach by utilizing previous and unused advertising strategies.

- Digital Billboard advertising was used for the Fall semester marketing campaign as a diverse customer outreach method. The two billboards were located Interstate 64 approximately 1/8th mile East of RIP RAP RD Offramp in Hampton and Interstate 664 approximately 1/2 mile West of ABERDEEN RD onramp in Hampton. The creative played **112,067** times in the 6 weeks it ran.
- TOTAL CAMPAIGN IMPRESSIONS: **1,956,996 viewings**
- Utilization of broadcast media such as television, Over-the-Top Media service (a streaming media service offered directly to viewers via the Internet), and Pre-Roll Ads (a promotional video that appears before the video that the user has selected to play) were used to convey CFAAT's Fall 2020 Registration marketing through WTVZ MyTV33.
- Social media platforms Facebook and Tik Tok are being used to market and reach potential students in our region. Tik Tok is new this year.
- Facebook: Last 90 Days - Reach **50,970**; Post Engagement **2,747**; Link Clicks **1,153**
- Facebook: Lifetime (Summer 2018) - **57** campaigns; Multiple Conversions @ **120,866**; People Reached in Region - **491,622**; Total Spent - **\$4,892.73**
- Tik Tok:
 - Video 1 - Registering for welding class, **1,520** views and **90** likes.
 - Video 2 - Cosmetology class, **626** views and **52** likes.
 - Video 3 - CNA class doing CPR, **7** views and **1** like.
- Utilization and collaboration with External Agencies and Programs such as Youth Workforce Center, Virginia Careerworks, Apprenticeship Business Sponsors, Newport News, York County, WJCC, and Hampton Departments' of Social Services, Hampton Road Community Action Plan (HRCap), and the Department of Aging and Rehabilitation Services (DARS) have been ongoing in 2020-2021.



GOAL 4: MET

On an ongoing basis, dispatch 90% of received email questions from customers within a 24 hour time period.

- CFAAT Customer Service has dispatched **94%** of ALL received correspondences from customers within a **24** hour time period to date.
- Utilizing our cfaat@nhrec.org email, of the **389** correspondences to this program email in FY 20, approximately **366** were answered within the **24** hour time period based on the emails date and time stamps. Weekends were included in this metric and is where the other **6%** reside. CFAAT also utilizes Facebook Messenger which allows real-time interactions with our customers. CFAAT staff fielded 215 Facebook Messenger inquiries and **100%** were answered within **24** hours of initiation. Most were answered within an hour.



GOAL 1: MET

The YWC has enrolled 37 of the 115 students into career pathways that upon their successful completion will benefit local businesses hiring efforts and ultimately create a pipeline of qualified employees creating a mutual win for both.

- During PY20, the Youth Workforce Center served a total of **132** young people. The Out-of-School Program enrolled **63** new Students and the In-School Program enrolled **26** new students in PY'20 resulting in a total of **89** new students.



- The YWC team met with key stakeholders from the Department of Social/Human Services in Hampton, Newport News, York County/Poquoson, Williamsburg, James City County, and Gloucester County to provide an overview of the program and services offered by the YWC. We also engaged in conversations with the Middle Peninsula Regional Adult and Career Education, Literacy for Life, Bacon Street Youth and Family Services, Gloucester High School, and Poquoson High School. In addition, the YWC established a mandated partnership with YouthBuild-Newport News and Network2Work - Hampton Roads Workforce Council and re-engaged with the Business Services and Community Relations Coordinator-Virginia Career Works Hampton Roads Region and the Virginia Employment Commission.

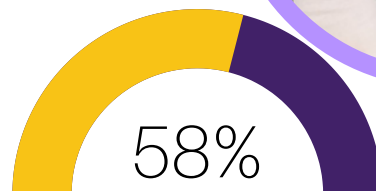
- Attended monthly meetings of the Peninsula Advisory Council, Gloucester Advisory Council, and the One-Stop Operator Meeting where YWC programming was advertised. The YWC Recruiters/Case Managers conducted weekly virtual information sessions which were attended by potential students, parents, teachers, workforce development professionals, and community agencies. In addition, the YWC held a virtual job fair in conjunction with Councilwoman Sharon Scott, Virginia Career Works, and Virginia Employment Commission which was used to market and promote the YWC. In addition, informational blogs were created, posted on Facebook, and distributed to students and community partners.
- Presented a report at the April 21, 2021, Joint Executive Committee meeting of the Hampton Roads Workforce Council and the Greater Peninsula Workforce Board. As of April 2021, **55** youth had been employed earning an average rate of pay of **\$12.53/hr.**



GOAL 2: PARTIALLY MET

The YWC has an 80% retention rate for the mid-year program year. YWC will maintain an 85% retention rate for its participants by identifying potential barriers and then providing intentional resolutions for each reviewing 4 times before the completion of the program and correcting as necessary.

- Sustained the retention rate for participants by identifying potential barriers and then providing intentional resolutions for each reviewing **4** times before the completion of the program and correcting as necessary. Despite the effects of COVID on childcare and closure of worksites, the retention rate for work experience was **58%**. With the majority of students successfully completing work experience.





EQUITY

ENGAGEMENT



EXPERIENCE

COLLABORATION



CAREER READINESS

- Increased the distribution of bus passes to students to access transportation to work experience sites. In lieu of gas cards (not an allowable cost), this program year the YWC will be able to provide limited mileage reimbursement to students who use their vehicle to get to worksites.
- Interviewed current and prospective worksite hosts (employers) to determine in-demand programs. It was determined that in the medical field Phlebotomy Technician and EKG Technician were in demand. The first Phlebotomy course was offered to students in June 2021. There are plans to continue offering this course to students and to initiate an EKG program as well. Bi-weekly contact with students was incorporated into the program.



GOAL 3: PARTIALLY MET

The YWC will improve by 5% each federal measure by utilizing the yearly participant follow-up survey as a tool to examine where we are in our efforts and make adjustments as necessary.

- Provided each student with one-on-one coaching regarding self-efficacy and personal responsibility regarding their own learning. This was also stressed by the Transition Coach when students participated in the work experience element. Seventy percent (**70%**) of the students who enrolled in a training program attained their degree, diploma, or occupational certificate. This training was reinforced through peer to peer interactions during leadership development (group sessions).
- In PY20 the YWC focused on placing students at worksites close to where they reside. In lieu of visits to community churches, community service centers, social services, schools, etc due to COVID restrictions, the YWC held several meetings and sent digital material to these organizations.
- During PY'20 **81%** of students achieved measurable skills gains through achievement/attainment of at least one educational functioning level of a participant who is receiving instruction below the postsecondary education level a secondary school diploma or its recognized equivalent; secondary or postsecondary transcript or report card for a sufficient number of credit hours that shows a participant is meeting the State unit's academic standards; successful passage of an exam that is required for a particular occupation or progress in attaining technical or occupational skills as evidenced by trade-related benchmarks, such as knowledge-based exams.



GOAL 4: NOT MET

The YWC program has developed at 9 new career-related work sites for Out of School youth that will include virtual work experiences and job shadowing with a monthly review process.

- 92%** of the **28** worksites operating in PY'20 provided work experiences related to the occupational skills training that the student received. Participants chose not to engage in any formal virtual work experience arrangements. Participants were reviewed on a biweekly basis.
- Although the Case Manager worked with Career Coach (Butler Farm Campus) in an effort to establish more work experience sites for trades programs, difficulties were encountered due to the reluctance of businesses to host worksites during COVID. Greater effort is needed in this area.



GOAL 1: MET

Increase the number of families served by 25 through increased outreach to schools, community agencies, and other collaborative partners.

- NHFCC provided counseling services to **346** families in AY2020-2021. This represents an increase of **28** families from AY 2019-2020. The rise in referrals is attributed largely to outreach efforts with collaborative partners to inform the community of services available. Outreach efforts involved strategic meetings with the Children's Behavioral Health Network, staff participation on community panel discussions, community presentations about our services, and quarterly updates.
- NHFCC designated a half-time graduate assistantship position (Program Coordinator) in which funding was contributed by the William & Mary School of Education. Responsibilities of the position include outreach and communication to all catchment area schools, community health, and mental healthcare providers via phone, email, and social media.



GOAL 2: MET

Create an online resource center for families which will include strategies for enhanced family communication, parenting interventions, school/family collaboration approaches, and connection to area agencies for additional support

- Doctoral students in the Counselor Education and Supervision program at William & Mary volunteered to create curricula and video presentations for parents and families to be placed in the resource center. Videos include strategies for enhancing communication, problem solving, and collaboration between home and school. Videos are located in an accessible portal and have been shared with families using social media. Enhancements of the online portal are still in progress and will be updated on an ongoing basis.
- The video topics include:
 - Virtual Learning Strategies
 - Transitioning to In-person Learning
 - Positive Communication
 - Mindfulness for Families
 - How to be a Good Listener
 - Coping with Difficult Emotions
 - Emotional Regulation
 - Addressing the Stigma of Counseling
 - How does Addiction Impact Families?





ENGAGEMENT



COLLABORATION



CAREER READINESS

- Students also completed a five-part series on social justice entitled Moving Toward an Inclusive Culture: First Steps toward Diversity, Equity, and Inclusion.



GOAL 3: MET

Collaborate with three new community partners in increasing and innovating wraparound service delivery.

William and Mary Immigration Clinic

NHFCC began a partnership with the Immigration Law Clinic on Campus at W&M. The partnership provides family counseling to families seeking asylum in the US who are utilizing free legal services of the Law Clinic. Participating families with children attending schools in the catchment area have shown positive outcomes regarding family dynamics and quality of life as they progress through the distressing immigration and asylum process.



WILLIAM & MARY
LAW SCHOOL

IMMIGRATION CLINIC

Child Development Resources

CDR is a nonprofit that provides services to young children and families in the Historic Triangle and training for the professionals who serve them throughout Virginia and beyond. This includes early intervention services for children, birth through three years of age, with developmental delays, disabilities, and health impairments; developmentally appropriate childcare for children, six weeks to three years of age; and training and technical assistance to professionals serving young children and their families. Clinic leadership met with representatives of CDR to share information regarding resources and to discuss a referral process between organizations. Discussion included area resources for families and methods for recommending resources. We discussed overlaps and gaps in services to formulate a strategic plan to accommodate for needed programs.



nonprofit agency changing the lives of babies, toddlers & their families

Gloucester Mathews Care Clinic

GMCC is a free and charitable clinic providing an affordable and high-quality alternative for those who lack health insurance. Many of the families in our catchment area are uninsured or underinsured with inadequate resources for physical and mental health care. NHFCC began a collaborative partnership with GMCC in which we provide counseling to families referred from GMCC who reside in the Gloucester area.





The 29th Golf Classic was held virtually during the 2020-2021 school year and raised **\$56,500** for scholarships and honorariums. The New Horizons Educational Foundation also awarded five Teacher Innovation Grants totaling **\$9,000** for projects that will enhance teaching and learning at multiple campuses. Here are the projects that were selected: 1) Sensory Hallway Project (CFA), 2) Social Emotional Learning Project (CFA), 3) Farm to Table Project (WL-CTE), 4) Race-car Recruitment Project (BF-CTE), and 5) Communications/Literacy/Behavior Supports Project (NA).

On June 10, 2021, the HVAC program at the Woodside Lane Campus was awarded the **HVAC Excellence accreditation**. This national accreditation is achieved through an independent, third-party review of the HVAC educational program, comparing it to established, industry-accepted standards. New Horizons had to complete a detailed, comprehensive self-study, that demonstrated compliance with required standards and submit to a comprehensive program site visit from the HVAC Excellence accreditation team. Upon a thorough review of all the documentation presented by New Horizons and the onsite accreditation team, the HVAC Excellence accreditation review board unanimously granted accreditation to the New Horizons HVAC program. The accreditation is active for 6 years and fulfills the VDOE program requirement.

On July 20, 2021, New Horizons BUILD Hampton Roads Good Life Solution Program was awarded the **inaugural 2021 VSBA Excellence in Workforce Readiness Award** in the regional category. The awards program was created in 2018 by the VSBA Task Force on Workforce Readiness to highlight exemplary programs in Virginia's Public Schools focused on preparing the state's future workforce.

On May 20, 2020, New Horizons Center for Autism and Newport Academy was accepted in the **Verizon Innovative Learning**, an education initiative of Verizon. This initiative will equip every student at the Center for Autism and Newport Academy without reliable home internet access with a mobile hotspot and up to a four-year data plan to empower 24/7 learning. Additionally, this initiative provides micro-credentialing professional development to the faculty and staff at the Center for Autism and Newport Academy in areas such as blended learning technology and how to teach with empathy. The Verizon Innovative Learning Initiative also provides stipends for selected faculty and staff to help with the implementation and management of the project.

In the April edition of the Virginia Living Magazine, the Governor's School for Science and Technology was named a **2021 Virginia Living's Top School**. This state wide recognition was received by a select group of 200 public and private schools serving students from preschool through graduate school. The Governor's School submitted the following example of the innovative learning happening at New Horizons, "Through partnerships with NASA Langley Research Center, Virginia Living Museum, Virginia Institute of Marine Science, and more, students participate in a year-long honors research and mentorship program. Working under the guidance of a professional, students learn scientific concepts and workplace culture while working on a research project related to their field of interest. Students present their findings to a panel of industry professionals at a year-end research symposium".

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York County School Division

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Dr. George Parker III

Superintendent of Record
Newport News Public Schools

Dr. Walter Clemons

Gloucester County Public Schools

Dr. Olwen Herron

Williamsburg-James City County Schools

Dr. Jeffery Smith

Hampton City Schools

Mr. Arty Tillet

Poquoson City Schools

Dr. Victor Shandor

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Illuminating Minds, Igniting Passions, and Shaping Futures