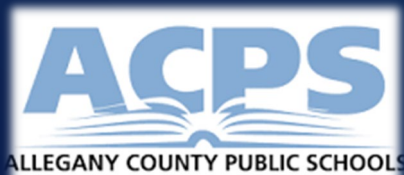


# Allegany County Public Schools & Allegany College of Maryland

## CHEER Program: Creating Higher Education Experiences and Readiness



Dr. Wendy McAvoy Main

# Why is this work important?



**Every student deserves a chance to  
pursue a life of happiness,  
contentment, and success... on the  
career path of their choice.**

# The CHEER Program

An Innovative Instructional Collaboration  
between Allegany County Public Schools and  
Allegany College of Maryland

# Establishing the Need:

- ◎ The MSDE DEI/SES provides each Local Education Agency (LEA) an Annual Performance Report (APR) measuring the **performance of students with disabilities** in several categories as designated by the State.
- ◎ **Secondary Transition** data, including graduation rate and dropout rate, are included as a component of the Results Indicators included on the APR.

# Establishing the Need:

- Despite in depth root cause analysis and targeted programming for students in secondary settings, the ACPS Special Education Department's performance on the APR for the **Secondary Transition Result Indicators** has been **inconsistent** over the past several years.
- Especially inconsistent are data related to **Indicator 14**:
  - > Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were in:
    - Higher Education within 1 year; or
    - Higher Education or Employed within 1 year; or
    - Higher Education, Training Program, or Employed within 1 year.

# Establishing the Need:

Reported

2022 - 2023

Initial – Reported

2021-2022

		Rate						
14	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were: COMAR 13A.08.01.07 COMAR 13A.05.01.09A(3)(a)(ii)	A. Higher ED w/in 1 year of leaving HS	≥25.00%	*	NA	No further action required.	*	15.87%
		B. Higher ED or employed w/in 1 year of leaving HS	≥57.00%	49.28%	Not Met	Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence-based practices to improve student results.	51.02%	49.21%
		C. Higher ED or training program or employed w/in 1 year of leaving HS	≥58.00%	49.28%	Not Met	Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence-based practices to improve student results.	51.02%	50.79%

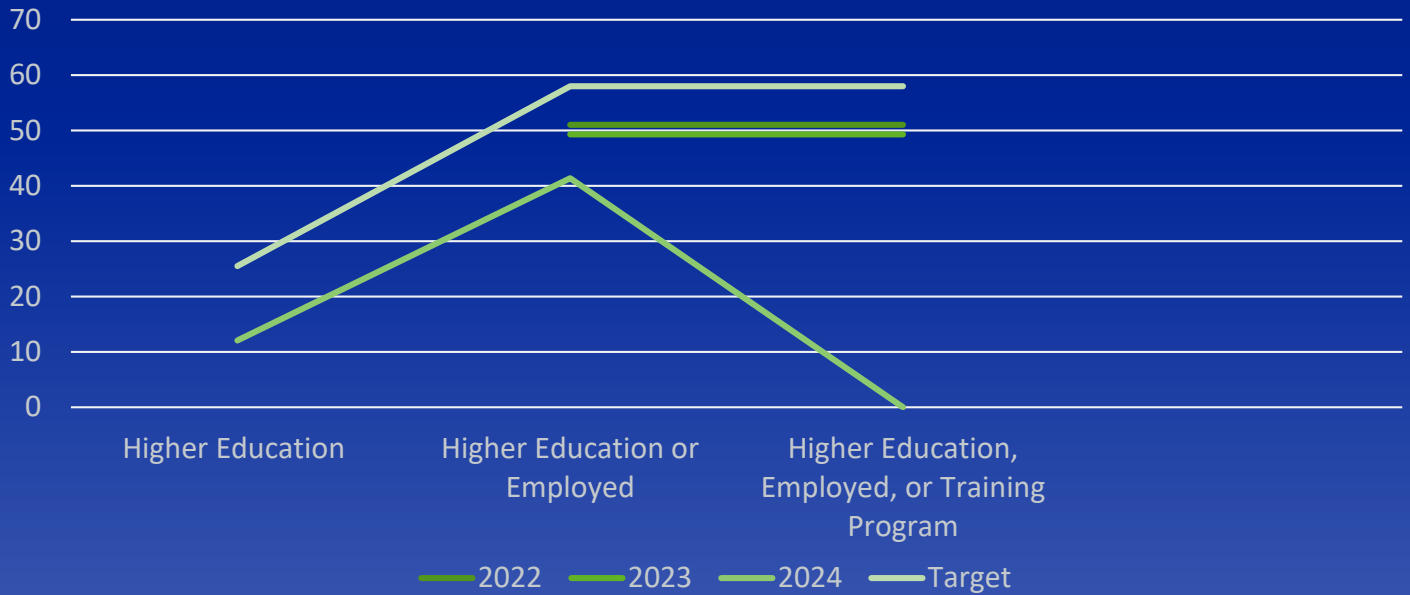
14	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were: COMAR 13A.08.01.07 COMAR 13A.05.01.09A(3)(a)(ii)	A. Higher ED w/in 1 year of leaving HS	≥24.87%	*	NA	No further action required.	15.87%	Small cell size
		B. Higher ED or employed w/in 1 year of leaving HS	≥56.32%	51.02%	Not Met	Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence-based practices to improve student results.	49.21%	54.55%
		C. Higher ED or training program or employed w/in 1 year of leaving HS	≥56.63%	51.02%	Not Met	Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence-based practices to improve student results.	50.79%	54.55%

# Establishing the Need:

Reported  
2023 - 2024

Trend Data (Lag)  
2022 - 2024

14	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were: COMAR 13A.08.01.07 COMAR 13A.05.01.09A(3) (a)(ii)	Higher Education	25.50%	12.07%	No	Target not met. An Improvement Plan is required.	-	-
		Higher Education or Employed	58.00%	41.38%	No	Target not met. An Improvement Plan is required.	49.28%	51.02%
		Higher Ed, Training, or Employed	58.00%	44.83%	No	Target not met. An Improvement Plan is required.	49.28%	51.02%





# Responding to the Need:

- ◎ Prior to the development of the CHEER Program, in an effort to address the Secondary Transition Indicators, ACPS used funds from MSDE DEI/SES Local Implementation for Results (**LIR**) State Priority Grant, to host
  - > **A four-day collaborative camp** for incoming 8<sup>th</sup>, 9<sup>th</sup>, and 10<sup>th</sup> grade students with disabilities and their typical peers at the **ACPS Center for Career and Technical Education**;
  - > **Summer programming** including Extended School Year services with embedded skills-based CTE activities; and
  - > A four-day **“A Taste of ACM”** camp for incoming juniors and seniors with disabilities.

# Responding to the Need:

## ◎ A Taste of ACM four-day camp:

### > The 2021 Camp

- Replaced the CTE inclusion camp due to many factors including the **lack of skill instructors** to offer a variety of skill area exploration;
- Was implemented immediately **after (and during) the COVID-19 school closures**;
- **Generated favorable outcomes** although only **3** students participated in the four-day event, and
- Generated post-camp collaboration with ACM to discuss celebrations, strategies for improvement, and staff perceptions leading to the **reimagined camp in 2022**.

# Responding to the Need:

## ◎ A Taste of ACM four-day camp:

### > The 2022 Camp

- Based on collaborative conversations, plans for the camp included
  - Exposing **secondary special education staff** to programming at ACM by providing Supervisor's Professional Learning events at the college;
  - **Student** recruiting and incentives that included \$500 ACM scholarships for all students participating; and
  - **Parent** awareness activities that included virtual meetings, social media blasts, and announcements at SECAC meetings and FSS events.

# Responding to the Need



Students who participate in all four days will receive a scholarship in the amount of up to \$500 to be used toward academic expenses after enrolling at ACM.

**FOR MORE INFORMATION CALL  
301-784-5069**

**SCAN THE QR CODE TO REGISTER:**



A collaboration between ACPS & ACM



**Tobacco-free Policy:** Allegany College of Maryland reminds employees, students, and visitors that smoking and tobacco use, in all its forms, is prohibited at ACM campuses and centers. The policy, which took effect August 19, 2013, extends throughout college properties.

The College reserves the right to cancel any course that, in the judgment of the Center staff, does not have sufficient enrollment. The decision is usually made one week before the first scheduled class meeting, and all registrants will be notified promptly. A full refund is processed automatically. To help prevent cancellations, please register at least two weeks before a course is scheduled to begin.

Allegany College of Maryland does not discriminate on the basis of age, ancestry/ national origin, color, disability, gender identity/expression, marital status, race, religion, sex, or sexual orientation in matters affecting employment or in providing access to programs and activities and provides equal access to the Boy Scouts and other designated youth groups.

For inquiries related to this policy, please contact:

Dr. Renee Connor, Dean of Student and Legal Affairs  
Title IX Coordinator | ADA/504 Coordinator  
12401 Willowbrook Road | Cumberland, MD 21502  
College Center 12  
301-784-5029 | rconnor@allegany.edu  
www.allegany.edu/title-ix  
www.allegany.edu/ada-504

Allegany College of Maryland is required to inform prospective and current students of important College policies including Non-Discrimination, Title IX, Child Abuse MANDATED Reports, Carry Act, Herson & Opioid, Drug and Alcohol Use, Academic Disabilities, FERPA, Accreditation, and Medical Disclosure Procedures. For full details on these key policies, please visit the Allegany College of Maryland website at [allegany.edu/pol/mandates](http://allegany.edu/pol/mandates).

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THE 2<sup>nd</sup> ANNUAL  
**TASTE OF ACM**

**July 11-14, 2022**

9:00 A.M. - 2:00 P.M.

**Automotive Technology**

**Forest Technology**

**Nursing Assistant (CNA) &  
Geriatric Aide (GNA)**

**Welding, Woodworking, and Machinery**

**Culinary Arts/Hospitality Management**

**Criminal Justice**

**Multimedia Technology**



**ALLEGANY COLLEGE  
of MARYLAND**

# Responding to the Need:

## ◎ A Taste of ACM four-day camp:

### > The 2022 Camp

- Was open to incoming juniors and seniors with disabilities and approximately 14 students participated;
- Included a parent and student survey completed post-camp experience that indicated **positive** perceptions from both groups;
- Generated interest from a random sampling of parents surveyed regarding an **immersion program** for students with disabilities in their senior year of high school on the campus of ACM; and
- Created the **need for immediate** plans to meet with **senior leadership** at ACM and the ST Liaison at MSDE.

# Responding to the Need:



**MAIN, WENDY** <wendy.main@acpsmd.org>  
to brocks ▾

Wed, Jul 13, 2022, 10:05 AM ☆

Good Morning Dr. Rocks,

Thank you so much for supporting our camp and greeting our students. I am pleased with the turnout and hope to grow the camp next year.

I would like to sit down and talk about another idea I have regarding a collaboration with ACM and ACPS. Possible times to talk would include:

- Tomorrow, 7/14 at 3:15 pm
- Monday, 7/18 at 3:15 pm
- Thursday, 7/21 at 11:00 am or late afternoon

I look forward to hearing from you!

Wendy

--

*Dr. Wendy McAvoy Main*  
Allegany County Public Schools  
108 Washington Street  
Cumberland, MD 21502  
301-759-2082  
[wendy.main@acpsmd.org](mailto:wendy.main@acpsmd.org)

# Responding to the Need:

Dual enrollment grant External Inbox x



B

**Bill Rocks** <brocks@allegany.edu>  
to me, Kurt ▾

Wed, Jul 20, 2022, 8:06 PM ☆ ↶ ⋮

Hi Wendy,

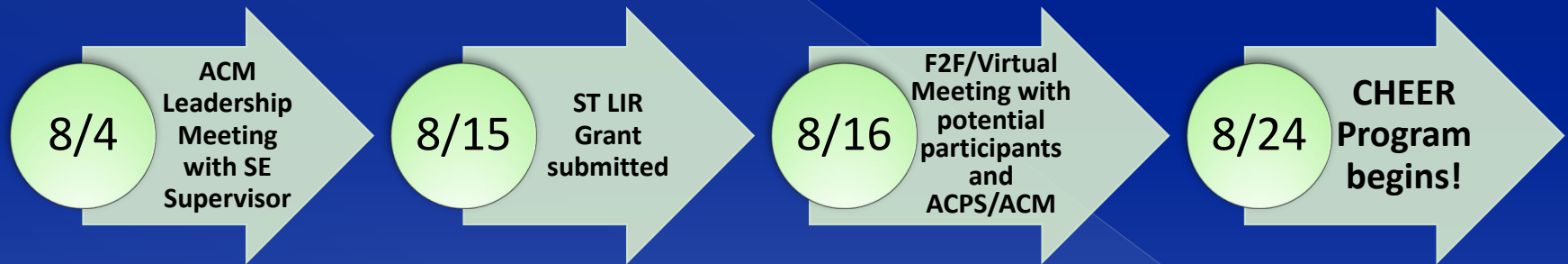
I spoke to Kurt earlier today and he believes this could work. We need to talk to a few more people on our team to be sure it could work. I am out of town until Monday, July 25th.

Talk soon,

Bill R.

Dr. William Rocks  
Dean, Career Education  
Office of Instructional and Student Affairs  
Allegany College of Maryland  
12401 Willowbrook Road  
Cumberland, Maryland 21502

# Responding to the Need:





# Responding to the Need:

- ◎ During the initial Steering Committee Meeting for the CHEER Program, committee members determined the following prerequisites for student participation:
  - > Be a senior in high school receiving special education services through an IEP,
  - > Have earned at least 18 credits of the 23 needed to earn a high school diploma,
  - > Have the desire to attend a post-secondary Institute of Higher Education (IHE),
  - > Have an ACPS administrator or teacher recommendation, and
  - > Have parental support.
- ◎ 10 students with disabilities met the eligibility requirements.
- ◎ 7 students committed to the CHEER Program.

# MSDE Local Implementation for Results (LIR) State Priority Grant: Secondary Transition – Project Overview



## SECONDARY TRANSITION (ST) PLAN TEMPLATE

LOCAL IMPLEMENTATION FOR RESULTS (LIR)  
STATE PRIORITY GRANT  
Federal Fiscal Year (FFY) 2022  
State Fiscal Year (SFY) 2023

Local System / Public Agency: Allegany County Public Schools

Special Education Director Name: Debra Metheny

Email address: [debra.metheny@acpsmd.org](mailto:debra.metheny@acpsmd.org)

Local System ST LIR Project Manager: Wendy Main

Email address: [wendy.main@acpsmd.org](mailto:wendy.main@acpsmd.org)

Maryland State Department of Education

200 West Baltimore Street  
Baltimore, Maryland 21201

**Deadline**

August 15, 2022

No later than 5:00 pm EST

## MSDE Local Implementation for Results (LIR) State Priority Grant: Secondary Transition – Project Overview

- An **immersive** college experience for students with disabilities in their senior year of high school,
- The ability to earn required credits toward **graduation requirements** through ACPS with the support of an ACPS Instructional Team,
- The ability to earn 3–12 **college credits** at ACM during students' senior year,
- Full access to **ACM resources** including the Learning Resources Center, facilities and activities, tutoring services, and a college photo ID,
- **Exploration** of ACM Certificate Programs offered as part of the CTE Program,
- Early **registration**,
- Participation in **service learning and volunteer activities** on campus, and
- Access to ACM Staff for **post-secondary** scheduling and financial aid services.

# MSDE Local Implementation for Results (LIR) State Priority Grant: Secondary Transition – Project Overview

## Goal Statement #1

By June 2025, ACPS will increase Indicator 14B by 3 percentage points through the development and implementation of a full immersion community college program for rising seniors with disabilities.

# MSDE Local Implementation for Results (LIR) State Priority Grant: Secondary Transition – Project Overview

## Overall Strategy:

The ACPS SE Department, in collaboration with ACM, will develop and implement an immersion community college program for rising seniors with disabilities to be located on the campus of ACM and staffed by ACPS SE Staff. Students will be enrolled in 3-4 college credit hours in the Fall of 2022 and an additional 3–6 college credit hours in the Spring of 2023.

# Commitment for Success: CHEER

## Allegheny County Public Schools

- Provide a special educator and an instructional assistant to support academics and facilitate college activities
- Provide instruction in high school content via virtual learning presented by the ACPS Alternative Education Program platform
- Provide access to high school services and activities
- Provide transportation and food services
- Provide parent information sessions
- Participate in program oversight

# Commitment for Success: CHEER

## Allegany College of Maryland

- Provide a “smart” classroom on campus, specifically in the Humanities Building
- Provide Disability Resources services
- Provide access to courses, advisors, instructional leadership, learning labs, and facility use
- Provide college IDs
- Provide parent information sessions
- Participate in program oversight

# MSDE Local Implementation for Results (LIR) State Priority Grant: Secondary Transition – Project Overview

## Activity #1

Meet with ACM to outline components of an MOU to establish a collaborative relationship for the ACM / ACPS Community College Immersion Program for rising seniors with disabilities - **Completed**

## Activity #2

Identify ACPS Staff including a teacher and an instructional assistant to support the ACM / ACPS Community College Immersion Program for rising seniors with disabilities – **Completed**

## Activity #3

Program recruitment via parent and student informational sessions in collaboration with ACM – **Completed**

## Activity #4

Application and registration in credit-bearing courses for students enrolled in the ACM / ACPS Community College Immersion Program for rising seniors with disabilities to include fees, tuition, and textbooks/materials, and transportation costs. – **Completed**

## Activity #5

Continue to host a four day summer camp at ACM to increase post-secondary and college awareness for students with disabilities in grades 11 and 12. – **Completed**



# MSDE Local Implementation for Results (LIR) State Priority Grant: Secondary Transition – Project Overview

## Track #1

Quarterly Steering Committee Meetings for the ACM / ACPS Community College Immersion Program for rising seniors with disabilities

Student Enrollment, Student Progress, Staff Perception

## Track #2

Student success in ACM courses

Student P/F rate in ACM Dual Enrollment Classes

## Track #3

Student graduation rate

Graduation Rate of enrolled students

## Track #4

Camp information is disseminated to appropriate students, informational sessions are held, ACM collaborative meetings to develop the camp are held in Spring 2023

Camp Registration, Camp Enrollment

# CHEER: First Cohort Demographics

Student	School	Gender	Special Education Eligibility	Post-Secondary Focus
Student 1	School A	Male	Emotional Disability	Graphic Design - <b>ACM</b>
Student 2	School A	Male	Other Health Impaired	Graphic Design - <b>ACM</b>
Student 3	School A	Female	Other Health Impaired	GNA / CNA - <b>ACM</b>
Student 4	School A	Female	SLD	GNA / CNA - <b>ACM</b>
Student 5	School A	Female	SLD	Vet Tech - Working
Student 6	School B (CCTE)	Male	Intellectually Disabled	OTA / PTA - <b>ACM</b>
Student 7	School C	Male	Autism	Graphic Design - Unknown

# CHEER: Class of 2023 - Then



# CHEER: Class of 2023 - Then



# CHEER: ACPS and ACM Reported Celebrations and Stakeholder Perceptions

- Overall, parents reported **increased** engagement, attendance, and improved attitude about school,
- Student **attendance** in SY22 Q1 improved over SY21 Q1 attendance for every student – similar results over the **following 3 quarters**,
- In general, parents have been very **supportive** of the program development and committed to their child's success,
- By the end of the school year, all students chose a **course of study** for their first year of higher education, and
- All students **registered** with the ACM Academic Access and Disability Office and have **Disability Accommodation Plans**.

# CHEER: ACPS and ACM Reported Celebrations and Stakeholder Perceptions

- All students became **proficient** in 2 digital learning platforms (ACPS – Google + Schoology) and (ACM – Brightspace),
- All students **enrolled** in and participated in higher education courses,
- ACPS and ACM became **better acquainted** with the expectations and procedures for each academic setting,
- All students increased **executive functioning skills** including using a a) planner / calendar and b) completing an online **Digital Portfolio** informing future plans, strengths, and the need for supports, and
- Exit activities for the CHEER students including an ACM celebration, BOE meeting, and graduation ceremonies **increased awareness** of and **interest** in the program.

# CHEER: ACPS and ACM Reported Celebrations and Stakeholder Perceptions

- The CHEER Teacher has been moved to the ACPS SE local budget, so to not require grant funding in the future,
- ACPS Special Education Facilitators and Educators begin recruiting for the CHEER Program as soon as ninth grade,
- Students receiving special education services are aware of the opportunities available on the campus of ACM via the CHEER Program, and
- Special Education Teachers are beginning to focus on career education and viable post-secondary opportunities for students as they beginning transition activities as early as eighth grade.

# CHEER: ACPS and ACM Reported Areas for Improvement and Perceptions

- Students report unsatisfactory transportation and food service arrangements,
- ACPS has some concerns about the lack of integration into the social aspects of collegiate life and request brainstorming sessions with ACM to increase social opportunities for the next cohort,
- ACPS SE Leaders would like to explore established Dual Enrollment courses for the next cohort,
- The ability to meet each student's desire for individual course of study classes (after the school day, labs, etc),
- The ability for ACPS to supervise students participating in courses off campus (such as at Makerspace and/or the Gateway Center), and
- The ability for ACPS and ACM Staff to effectively team and share information to increase students' success in higher education courses.



# CHEER: Class of 2023 - Now



# Moving Forward: CHEER Class of 2024

## MSDE Local Implementation for Results (LIR) State Priority Grant: Secondary Transition – Project Overview



### SECONDARY TRANSITION (ST) PLAN TEMPLATE

#### LOCAL IMPLEMENTATION FOR RESULTS (LIR) STATE PRIORITY GRANT Federal Fiscal Year (FFY) 2023 State Fiscal Year (SFY) 2024

**Local System / Public Agency:** Allegany County Public Schools

**Special Education Director Name:** Debra Metheny

**Email address:** [debra.metheny@acpsmd.org](mailto:debra.metheny@acpsmd.org)

**Local System ST LIR Project Manager:** Wendy Main

**Email address:** [wendy.main@acpmd.org](mailto:wendy.main@acpmd.org)

**Maryland State Department of Education**

200 West Baltimore Street  
Baltimore, Maryland 21201

**Deadline**

August 15, 2023  
No later than 5:00 pm EST

# 2023-2024 Secondary Transition LIR – Moving Forward



There will be four \$250.00 scholarships drawn from student names who participate in all four days of camp. The scholarships can only be used toward academic expenses after enrolling at ACM.

For more information contact  
**Luanne Cook, 301-784-5044 (ACM)**  
or your ACPS Coordinator

Scan the QR code or visit  
<https://forms.office.com/r/dBxcaTktQG>  
to register:



A collaboration between ACPS & ACM



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For inquiries related to this policy, Title IX, and ADA/504, please contact: Dr. Renee Conner, Dean of Student and Legal Affairs, Title IX Coordinator, ADA/504 Coordinator; 301-784-5706 / rconner@allegany.edu

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5/23

THE 3<sup>rd</sup> ANNUAL  
**TASTE OF ACM**

June 26-29, 2023

9:00 A.M. - 2:00 P.M.

**Automotive Technology**

**Forest Technology**

**Allied Health Programs**

**Welding, Woodworking, and Machinery**

**Culinary Arts/Hospitality Management**

**Criminal Justice**

**Multimedia Technology**

**Computer Technology**

**Vet Assistant/Nail Tech**



**ALLEGANY COLLEGE**  
of MARYLAND

# Moving Forward: CHEER Class of 2024

## MSDE Local Implementation for Results (LIR) State Priority Grant: Secondary Transition – Project Overview SFY2024

- Registration, tuition, fees, and books for students in CHEER Cohort
  - > Fall Semester
    - **Connections** (3 Credits)
    - **Math** (3 Credits) – students will receive 3 college credits and the fourth math credit for high school graduation requirement
  - > Spring Semester
    - Courses towards **post-secondary plan**
    - **Mind – Body** Practices
- Additional Contracted Services – **SEL**
- .5 Instructional Assistant
- Improved communication between ACPS and ACM staff regarding student progress including releases of information signed at the beginning of the year

# CHEER: Second Cohort Demographics

<b>Student</b>	<b>School</b>	<b>Gender</b>	<b>Special Education Eligibility</b>	<b>Post-Secondary Focus</b>
Student 1	School A	Male	Autism	Undeclared
Student 2	School A	Female	Emotional Disability	Undeclared
Student 3	School A	Male	SLD	Undeclared
Student 4	School B	Male	Emotional Disability	Psychology
Student 5	School B	Female	SLD	Social Work
Student 6	School B (CCTE)	Female	Other Health Impairment	Nursing
Student 7	School B (CCTE)	Female	SLD	Nursing
Student 8	School C	Male	SLD	Undeclared

# CHEER: Class of 2024 - Then



# CHEER: Class of 2024

## ◎ The 2024 CHEER Cohort students

- Have earned a cumulative **119** college credits;
- Have established and advocate for Accommodation Plans from the Disability Resources center for continued college enrollment;
- Have registered for college (6 of 8) beginning in the fall and have secured financial aid packages (as appropriate);
- Have met with program college advisors; and
- Have become contributing members of their college community.

# CHEER: Second Cohort

<b>Student</b>	<b>School</b>	<b>Gender</b>	<b>Special Education Eligibility</b>	<b>Post-Secondary Focus</b>
Student 1	School A	Male	Autism	ACM – Multi Media
Student 2	School A	Female	Emotional Disability	ACM - Nursing
Student 3	School A	Male	SLD	Withdrew
Student 4	School B	Male	Emotional Disability	ACM - Psychology
Student 5	School B	Female	SLD	ACM - Social Work
Student 6	School B (CCTE)	Female	Other Health Impairment	ACM - Nursing
Student 7	School B (CCTE)	Female	SLD	Potomac State - Nursing
Student 8	School C	Male	SLD	Gap Year

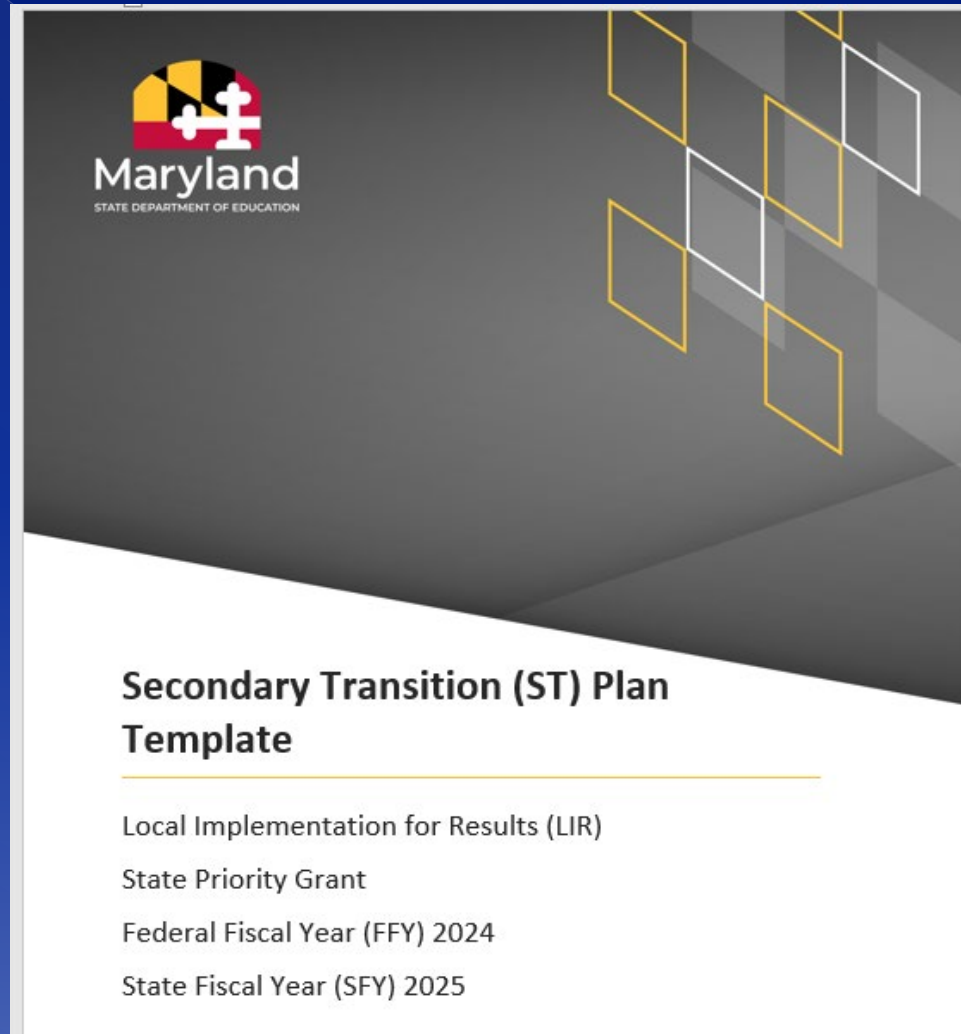


# CHEER: Class of 2024 - Now



# Moving Forward: CHEER Class of 2025

## MSDE Local Implementation for Results (LIR) State Priority Grant: Secondary Transition





## A Taste of ACM and CHEER Information

**Dr. Wendy M Main**

[wendy.main@acpsmd.org](mailto:wendy.main@acpsmd.org)

# Discussion, Questions, Comments

## CHEER: Creating Higher Education Experiences and Readiness

