

## **SLIDE 1:**

### **Allegany County Public Schools & Allegany College of Maryland CHEER Program: Creating Higher Education Experiences and Readiness**

Dr. Wendy McAvoy Main

- Allegany County Public Schools
- Allegany College of Maryland
- Maryland State Department of Education
- Narrow the Gap
- CTE. Learning that works for Maryland.

## **SLIDE 2:**

### **Why is this work important?**

- A black and white photo of a large family sitting outside in a field in the 1940s.
- A high school yearbook picture of a young woman in the 1960s. She wears a teal dress with a white collar and smiles sweetly.

## **SLIDE 3:**

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

## **SLIDE 4:**

### **The CHEER Program**

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

## **SLIDE 5:**

### **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.

## **SLIDE 6:**

### **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.

## **SLIDE 7:**

### **Establishing the Need:**

#### **Reported 2022-2023**

A screen capture of the 2021-2022 Indicator 14 data results.

## **Initial Reported 2021-2022**

A screen capture of the 2022-2023 Indicator 14 data results.

## **SLIDE 8:**

### **Establishing the Need:**

#### **Trend Data (Lag) 2022-2024**

No alt text provided.

#### **Reported 2023-2024**

No alt text provided.

## **SLIDE 9:**

### **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 8th, 9th, and 10th 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.

## **SLIDE 10:**

### **Responding to the Need:**

#### **A Taste of ACM four-day camp:**

The 2021 Camp:

- Replaced the CCTE 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.

## **SLIDE 11:**

### **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.

## **SLIDE 12:**

### **Responding to the Need**

Brochure for The Taste of ACM.

## **SLIDE 13:**

### **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.

## **SLIDE 14:**

### **Responding to the Need:**

A screen capture of the initial email to Dr. Rocks regarding a potential collaborative program between ACM and ACPS.

## **SLIDE 15:**

### **Responding to the Need:**

A screen capture of the response to the initial email regarding a potential collaboration between ACM and ACPS.

## **SLIDE 16:**

### **Responding to the Need:**

- 8/4: ACM Leadership Meeting with SE Supervisor
- 8/15: ST LIR Grant submitted
- 8/16: F2F/Virtual Meeting with potential participants and ACPS/ACM

- 8/24: CHEER Program begins!

## **SLIDE 17:**

### **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.

## **SLIDE 18:**

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

A screen capture of the Secondary Transition LIR Grant Cover Page.

## **SLIDE 19:**

### **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.

## **SLIDE 20:**

### **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.

## **SLIDE 21:**

### **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.

## **SLIDE 22:**

### **Commitment for Success: CHEER Allegany 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

## **SLIDE 23:**

### **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

## **SLIDE 24:**

### **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.

## **SLIDE 25:**

### **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

## **SLIDE 26:**

### **CHEER: First Cohort Demographics**

Student 1

- School: A
- Gender: Male
- Special Education Eligibility: Emotional Disability
- Post-Secondary Focus: Graphic Design - ACM

Student 2

- School: A
- Gender: Male
- Special Education Eligibility: Other Health Impaired
- Post-Secondary Focus: Graphic Design - ACM

Student 3

- School: A
- Gender: Female
- Special Education Eligibility: Other Health Impaired
- Post-Secondary Focus: GNA / CNA - ACM

#### Student 4

- School: A
- Gender: Female
- Special Education Eligibility: SLD
- Post-Secondary Focus: GNA / CNA - ACM

#### Student 5

- School: A
- Gender: Female
- Special Education Eligibility: SLD
- Post-Secondary Focus: Vet Tech - Working

#### Student 6

- School: B (CCTE)
- Gender: Male
- Special Education Eligibility: Intellectually Disabled
- Post-Secondary Focus: OTA / PTA - ACM

#### Student 7

- School: C
- Gender: Male
- Special Education Eligibility: Autism
- Post-Secondary Focus: Graphic Design - Unknown

### **SLIDE 27:**

#### **CHEER: Class of 2023 - Then**

Seven students and two staff members of the first graduating class of 2023.

### **SLIDE 28:**

#### **CHEER: Class of 2023 - Then**

- Allegany High School CHEER students with members of the CHEER staff.
- Members of the CHEER class of 2023 visit Trooper 5 helicopter.

- Members of the 2023 CHEER group at Mountain Ridge High School in caps and gowns.
- Members of the 2023 CHEER cohort pose at the ACPS Board Office after being presented to the Board of Education.

## **SLIDE 29:**

### **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.

## **SLIDE 30:**

### **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 planner/calendar and 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.

## **SLIDE 31:**

### **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.

## **SLIDE 32:**

### **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.

## **SLIDE 33:**

### **CHEER: Class of 2023 - Now**

Members of the CHEER class of 2023 return to the campus of ACM in the fall of 2023 at college freshman.

## **SLIDE 34:**

### **Moving Forward: CHEER Class of 2024**

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

## **SLIDE 35:**

### **2023-2024 Secondary Transition LIR – Moving Forward**

A screen capture of the Taste of ACM Summer 2023 Camp brochure.

## **SLIDE 36:**

### **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

## **SLIDE 37:**

### **CHEER: Second Cohort Demographics**

A screen capture of the students enrolled in the second cohort of the CHEER program.

## **SLIDE 38:**

### **CHEER: Class of 2024- Then**

Class of 2024 CHEER Students receiving ACM Student IDs during their first week on campus.

## **SLIDE 39:**

### **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.

## **SLIDE 40:**

### **CHEER: Second Cohort**

A screen capture of the students enrolled in the second cohort of the CHEER program.

## **SLIDE 41:**

### **CHEER: Class of 2024 - Now**

Graduating seniors - CHEER Class of 2024

## **SLIDE 42:**

### **Moving Forward: CHEER Class of 2025**

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

A screen capture of the front page of the FFY2024 MSDE State Priority Grant Template

## **SLIDE 43:**

### **A Taste of ACM and CHEER Information**

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QR Code:

[https://www.acpsmd.org//cms/lib/MD01907365/Centricity/Domain/90/A%20Taste%20of%20ACM%20Brochure%208\\_5x11.pdf](https://www.acpsmd.org//cms/lib/MD01907365/Centricity/Domain/90/A%20Taste%20of%20ACM%20Brochure%208_5x11.pdf)



## **SLIDE 44:**

### **Discussion, Questions, Comments**

#### **CHEER: Creating Higher Education Experiences and Readiness**

- Allegany County Public Schools
- Maryland State Department of Education
- Narrow the Gap
- Allegany College of Maryland
- CTE. Learning that works for Maryland.