

## IMPLEMENTATION STRATEGIES

 Site Partnership: **Anne Arundel Community College**

Updated: 4/5/07

Provide a brief report citing five of the major strategies that you are using in your project. A short paragraph describing how these strategies are being used is also required.

STRATEGY:	<b>Provide intervention with targeted high school students to ensure successful college transition.</b>
DESCRIPTION:	The college Accuplacer (assessment document) is administered to all secondary students enrolled in the Academy of Teaching Professions. Assessment results are shared with participating students and their high school guidance counselors for any scheduling revisions. Discussion is underway to include information on the Accuplacer in the PSAT prep class. In addition, a bridge course was created for high school seniors to help prepare them for the first credit-bearing math class.
STRATEGY:	<b>CCTI personnel provide academic and career-related counseling to high school students enrolled in Academy of Teaching Professions.</b>
DESCRIPTION:	Community college/CCTI personnel make high school classroom visits to schools offering the Academy of Teaching Professions and the additional pathways described above as requested. An average of 1,200 students are reached annually. Topics include successful transition strategies, early assessment, college expectations, teaching options and opportunities and financial aid. Staffing strategies include a part-time community high school liaison and a full-time college advisement coordinator. In October 2005, a part-time Transition Advisor was added to the CCTI program staff. She maintains an on-site presence at the participating high schools and works in concert with guidance staff, classroom teachers, students and parents. During the 2006-2007 school year she held 630 individual conferences with students.
STRATEGY:	<b>Continue development of new AAT programs including Secondary English and Special Education and market existing AAT and certificate programs.</b>
DESCRIPTION:	TEACH director coordinated with appropriate AACC departments to align required outcomes with courses and received MHEC approval for new AAT and certificate programs that include AATs in Elementary Education, Early Childhood Education, Secondary Education (Math, Chemistry, Physics, Spanish) and certificates in Special Education Support, Child Development and Paraprofessional. In Fall 2007, the Elementary/Elementary Special Ed AAT will be offered with the Secondary English AAT anticipated in Fall 2008.
STRATEGY:	<b>Conduct outreach to parents and high school students enrolled in the Academy of Teaching Professions.</b>
DESCRIPTION:	Information on early assessment, college resources, and expectations are shared with parents via an annual informational session. Following dinner, President Martha Smith welcomes participants and presentations on early assessment, transition strategies, academic expectations of higher education follow. Representatives from instruction, admissions, advising and financial aid are present and available for one-on-one discussions. Additional outreach to the high school students in the Academy includes high school classroom visits reaching close to 1000 students, college special events such as Teacher Transfer Fair and Early Childhood Career Day, Parent Information nights at local schools, and individual meetings with school personnel. Some Academy of Teaching students were brought to campus to observe education classes at the college level and tour campus.
STRATEGY:	<b>Strengthen education/training program pathway and use the CCTI template to expand into additional career pathways.</b>
DESCRIPTION:	Initially, an instructional work team consisting of AACC/AACPS faculty developed the

high school to community college program pathway in the Academy of Teaching Professions. The model allows students to move into several options, including early childhood education, teaching, or teaching assistant. During 2007-2008, the program pathways were expanded and linked with the five career clusters in place at Anne Arundel County Public Schools. Pathway binders were developed and are being disseminated to a variety of public school and college faculty and staff. To date, over 90 program pathways have been created that begin in high school and segue into the community college. Work is underway to develop program pathways from the community college AAS program into the 4-year colleges and universities with whom we maintain articulation agreements.

Joint Staff Development Programs: Education faculty met to expand the one semester Academy of teaching Professions class to a full year course; AACC communications faculty member provided a staff development program for AACPS business communications teachers. The AACC architecture department just completed their 10<sup>th</sup> professional development program with AACPS faculty. During this year's annual articulation meeting, all program pathways will be reviewed in addition to the agreements.