



Harford County: Ready by 21[®]

2011



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As part of our efforts to continually improve outcomes for children, youth and families, Harford County is striving to ensure a system of services that is responsive and easily accessible. Over the past year, the Department of Community Services Local Management Board engaged in a “Ready by 21” strategic planning process.

We recognize the importance of being able to support the education, employment, health and housing needs of more than 67,000 youth that live in Harford County as they transition to young adulthood. Thanks to the participation and input of over 100 community members, agency representatives and youth, we have been able to take a comprehensive look at the strengths and needs of our young people.

We are pleased to offer you this report, Harford County: Ready by 21®, a summary of the local planning process which offers tangible suggestions on how we can collectively improve efforts and ensure that all of Harford County’s youth are “ready for college, work and life.”

Sincerely,

David R. Craig
Harford County Executive

Elizabeth S. Hendrix
Director, Department of Community Services



ABOUT THE LOCAL MANAGEMENT BOARD

The Harford County Local Management Board is a program within Harford County Government's Department of Community Services. Local Management Boards (LMBs) exist in each county in the state, working under the purview of the State of Maryland Children's Cabinet and Governor's Office for Children.

The Harford County LMB brings together child serving agencies to organize and ensure services and supports are available to help families raise healthy, successful children from birth to young adulthood. LMBs keep the pulse of the community.

- We have a **strong connection** to local providers and know what the areas of strength and weakness are in our community
- In a time of strained budgets, LMBs continue to fill the roles of **data collector, program evaluator, focus group facilitator, training convener** and **needs assessment developer**
- We keep local providers coming to **one table**, working together, sharing ideas and resources
- We help **avoid duplication** of services and ensure precious dollars are invested wisely
- We know that **problems are best addressed** where they exist, at the local level
- We keep close tabs on local, state and national outcomes of child well-being. **We know who our kids are** with the greatest needs. Our partners know what it will take to best serve these kids.
- **We exist to help those good ideas become a reality through local control of youth-serving dollars**



We would like to express our sincere gratitude to the following individuals and agencies for their involvement in the Harford County Ready by 21 process:

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 Jennifer McGann, The Arc
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 Bill McIntyre, Community Preservation and Development Corp.
 Tucker McNulty, Office of Economic Development
 Deb Merlock, Greater Edgewood Education Foundation
 Jamie Miller, Office on Mental Health Core Service Agency
 Beverly Murry, Grandparent
 Mary Nasuta, Harford County Public Schools
 Alicia Palmer, Harford County Public Schools
 Deb Parker, Upper Bay Counseling Support Services
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 Jerry Reyerson, Harford County Department of Social Services
 Steve Richards, Harford County Public Schools
 Kay Richardson, Catholic Charities Early Head Start
 Felicia Roach, CULTIVATE/BC Juvenile Division
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 Sandra Tracy, League of Women Voters
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 Keith Warner, Sheriff's Office
 Cindy Weyant, Big Brothers Big Sisters
 Angela Williams, Arrow Center for Education
 Tim Wills, Boys and Girls Clubs of Harford County
 Department of Social Services, Foster Care Independent Living Group
 Harford County Youth Commission, Student Representatives
 Teen Diversion Students



BACKGROUND

In September, 2009, the Maryland Children’s Cabinet adopted **Maryland’s Ready by 21® Action Plan**. This plan was created under the direction of the Department of Human Resources Secretary Brenda Donald, with the support of state, community, human service and business representatives. The plan, which can be accessed online at http://goc.maryland.gov/PDF/RB_21_Action_Plan_web_version_120909.pdf, has seven overall objectives:

1. All Marylanders will understand the urgency of providing supportive services and resources, are aware of existing gaps, and are supportive of investments that will improve the odds for youth to be Ready by 21.
2. All Maryland’s youth, especially older youth (14+), will have the support of capable, competent and caring adults.
3. All Maryland’s transition-age youth, with an emphasis on youth transitioning out of public systems, will have access to safe and affordable housing that is convenient to services, supports, transportation, schools, employment and other youth.
4. All Maryland’s youth, especially transition-age youth, will receive necessary supports to ensure health and well being.
5. All Maryland’s youth, with an emphasis on vulnerable youth, will be prepared to successfully transition into post secondary education, advanced training and the workforce.
6. Maryland’s social service and juvenile service systems will treat all young people equally and fairly.
7. Maryland will have an infrastructure that promotes sufficient funds and is held accountable for the preparedness of transition-age youth for college, work and life.

The plan delves deeper into four topic areas seen as critical to the success of young adults: education, employment, health and housing. It lists a total of 53 action steps that the state plans to implement to ensure all youth will be successful by age 21.

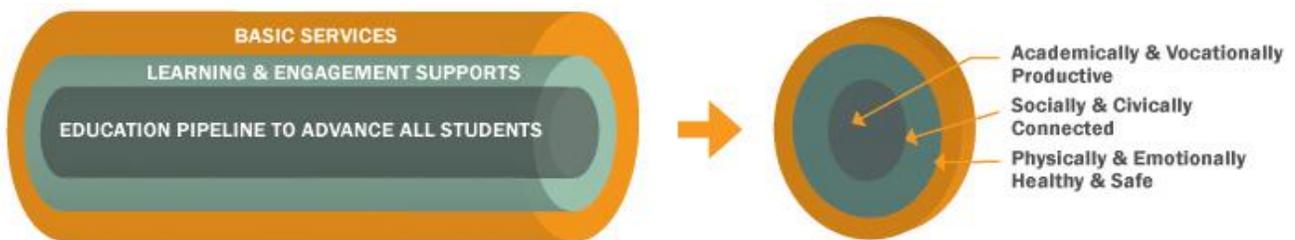


WHAT IS READY BY 21?

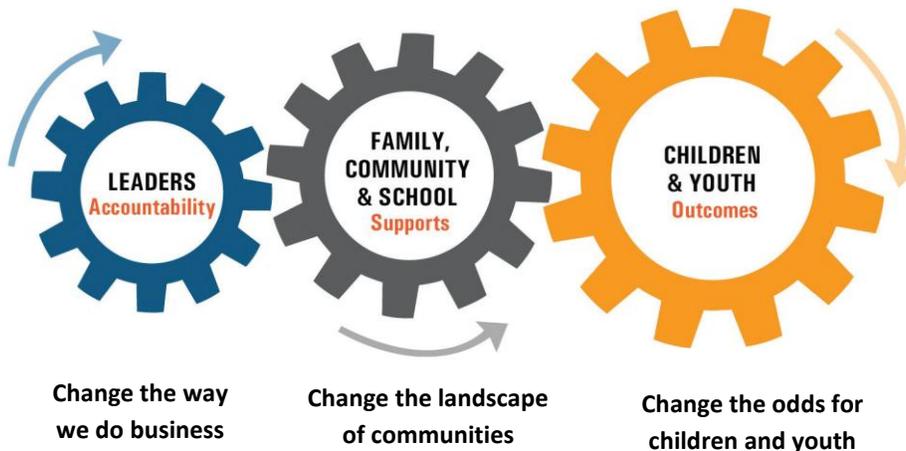
Ready by 21® is a registered trademark of the Forum for Youth Investment. It is a set of strategies developed to help communities ensure that all youth are prepared for college, work and life by age 21. The Forum’s research reports that six out of ten youth are ill prepared for adulthood, 2 of ten are “deeply unprepared or off track.” This framework was the basis for Maryland’s Ready by 21® Action Plan. The following is an excerpt of the framework, copied with the permission from the Forum for Youth Investment. To learn more about this initiative, visit <http://forumfyi.org/readyby21>.

The Insulated Pipeline: *The only way to change the odds for all youth is to work together differently to create an insulated pipeline of supports from “cradle to career” – wrapping coordinated, high-quality family and community supports as well as basic services around the traditional education pipeline – and to focus our attention on the whole child.*

The Readiness Target: *Raising “ready” children and youth requires a steady stream of supports from families, schools and communities to ensure that young people are not only problem-free, but also fully prepared and fully engaged.*



The Gears that Drive Change: *It can take five to 10 years to reverse bad trends in child outcomes. But leaders can make demonstrable changes in their capacity to “turn the gears” in as little as two years, creating the shared accountability needed to chart and stay on the course toward changing the odds. The interconnected gears represent the changes needed to improve youth outcomes at a large scale.*



Moving the small gear makes a BIG difference



HARFORD COUNTY READY BY 21 TASK FORCE

In response to Maryland’s Ready by 21® Action Plan, the Harford County Local Management Board formed a local Ready by 21 Task Force in September, 2010. This group was made up of agency personnel, community members, faith based organizations and family representatives. In total, 87 individuals participated in the Task Force, representing 44 community organizations and the general community.

The kick-off meeting in September included a presentation by Rosemary King Johnston, Executive Director of the Governor’s Office for Children. Over the course of 6 sessions, task force participants were presented youth data, and reviewed the state’s action plan. Local representatives of state agencies provided updates on the status of each action item as it relates to Harford County (see *Harford County’s Ready by 21 Action Plan*, pages 23-34). Group discussion was broadened beyond state initiatives to include any other ways the county was working towards achieving the goals outlined in the plan. By engaging in this exercise, participants were able to learn about current opportunities for transition-age youth (see *Resources for Harford County Youth*, pages 37-40). Each session concluded with a discussion of local strengths, needs, barriers and opportunities (see *Task Force Input*, page 19).

Meetings were held from 8:00am-10:30am at Harford Community College

Date	Topic
Tuesday, September 7, 2010	Kick-Off Meeting
Tuesday, October 5, 2010	Education
Wednesday, November 3, 2010	Employment
Tuesday, December 7, 2010	Health and Mental Health
Tuesday, January 4, 2011	Housing
Tuesday, February 8, 2011	Taskforce Recommendations

For more information on the Ready by 21 Task Force process, please visit <http://www.harfordcountymd.gov/services/LMB/>. Within the “Ready by 21” section of the site you will find meeting documents - agendas, data PowerPoint presentations, group discussions, action plan outcomes, as well as links to transition-age youth resources.



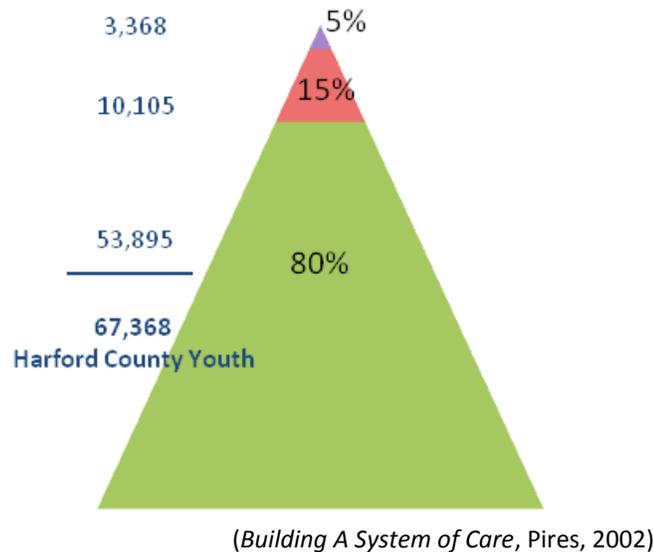
ARE HARFORD COUNTY’S YOUTH READY?

Harford County youth appear to be doing well overall based on a review of local data. In almost all well-being indicators, Harford is outperforming the state average. However, there are still areas in which improvement is needed.

In Harford County, approximately 27% of the population is age birth to 19, this equates to 67,368 youth (Census Bureau, 2009 Estimates). Based on System of Care literature, it is estimated that 20% of the youth population would benefit from support services at some point during childhood. Support services may include counseling, case management, behavioral supports or another form of treatment that would help the child to be able to better function in their home, school and community (*Building Systems of Care*, Pires, 2002).

As represented in the triangle below, prevalence estimates tell us that the top 5% of youth will present the highest level of need. Services required will be the most intensive and expensive, therefore it is of benefit to our youth and community as a whole to intervene in a child’s life before their needs escalate to this level. Youth with high intensity needs are also at greatest risk of an out-of-home placement.

Figure A.



Youth that are most likely to fall in the top tier of the triangle are those that present multiple risk factors. Below is a list of common youth risk factors organized within the four benchmark areas of Maryland’s Ready by 21® Action Plan: education, employment, health and housing.

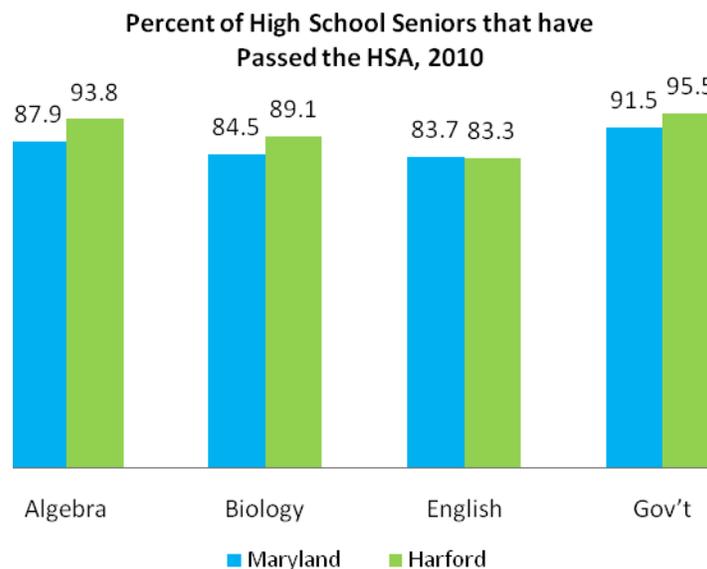


Common Risk Factors Among Youth:

<p>Education</p> <ul style="list-style-type: none"> • Poor academic performance • Absences • Dropout 	<p>Employment</p> <ul style="list-style-type: none"> • Lack of high school diploma • Lack of employment
<p>Health</p> <ul style="list-style-type: none"> • Teen pregnancy • Substance abuse • Mental illness 	<p>Housing</p> <ul style="list-style-type: none"> • Out-of-home placements • Homelessness

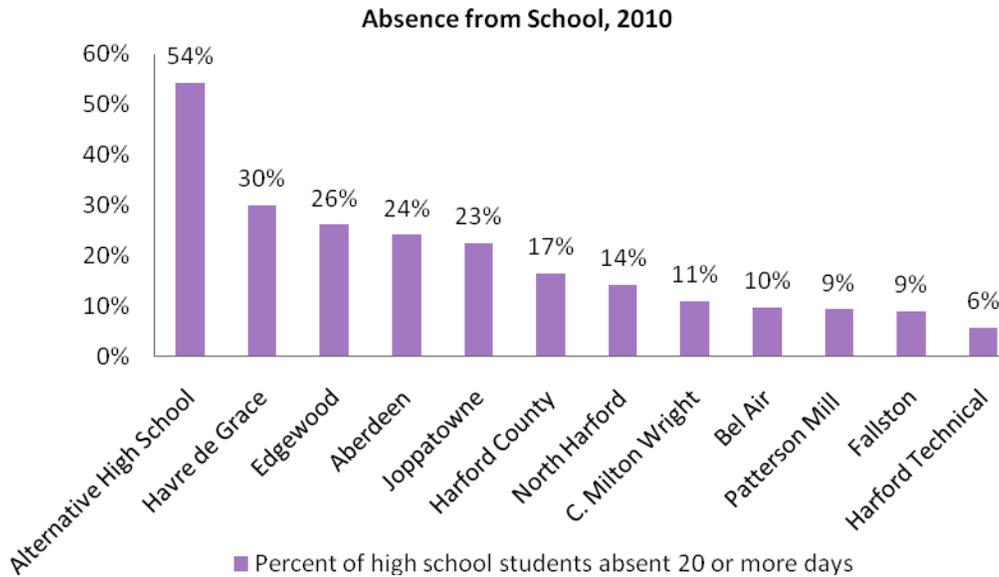
Education Outcomes:

High School Assessments (HSAs) are standardized tests in Maryland that serve as an indicator of academic performance. HSAs are made up of four exams: algebra, biology, government, and English. In Maryland, all students who entered 9th grade in or after 2005 must successfully complete the HSA requirement in order to graduate. In 2010, Harford County high school seniors had a higher pass rate on algebra, biology and government exams than the state average. The county had an equivalent pass rate to the state in English. In 2010, 100% of Harford County seniors met the HSA requirement (Maryland Report Card, 2010).

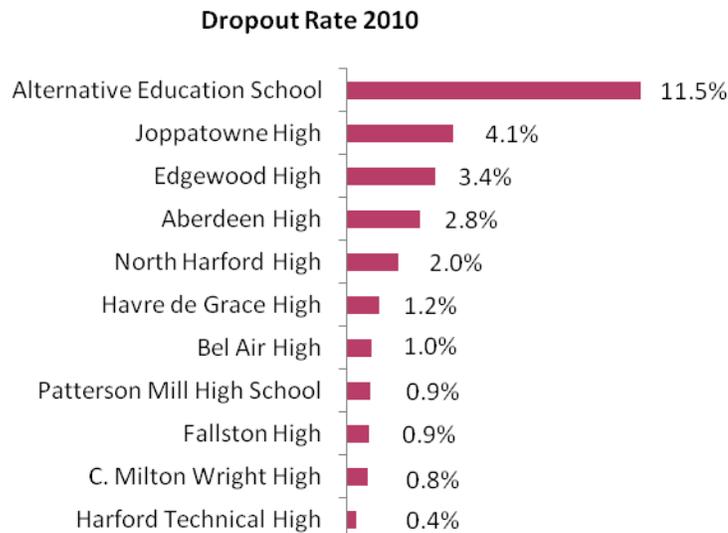




In recent years, there has been a focus on curbing the prevalence of school absence. It is notable that between 2009 and 2010 the overall percent of Harford County high school students absent 20 or more days of school decreased from 18.9%, slightly above the state average, to 16.5%, below the state average. In Harford County, the following high schools had over one quarter of their student body absent from school 20 or more days in 2010: Alternative High School, Edgewood and Havre de Grace (Maryland Report Card, 2010).



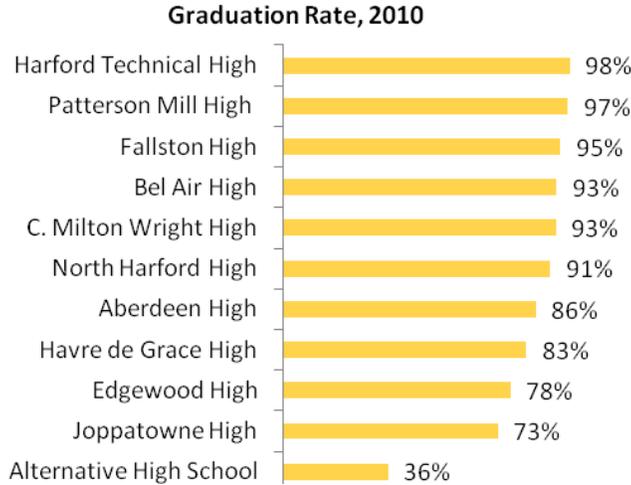
The percent of youth dropping out of school has been on a downward trend in both the county and state since 2006. Currently, Harford County’s rate of dropout is 2.1%, compared to the state’s rate of 2.5%. The school with the highest rate of dropout in 2010 was the Alternative High School, which experienced 11.5% of students grades 9-12 dropping out (Maryland Report Card, 2010).



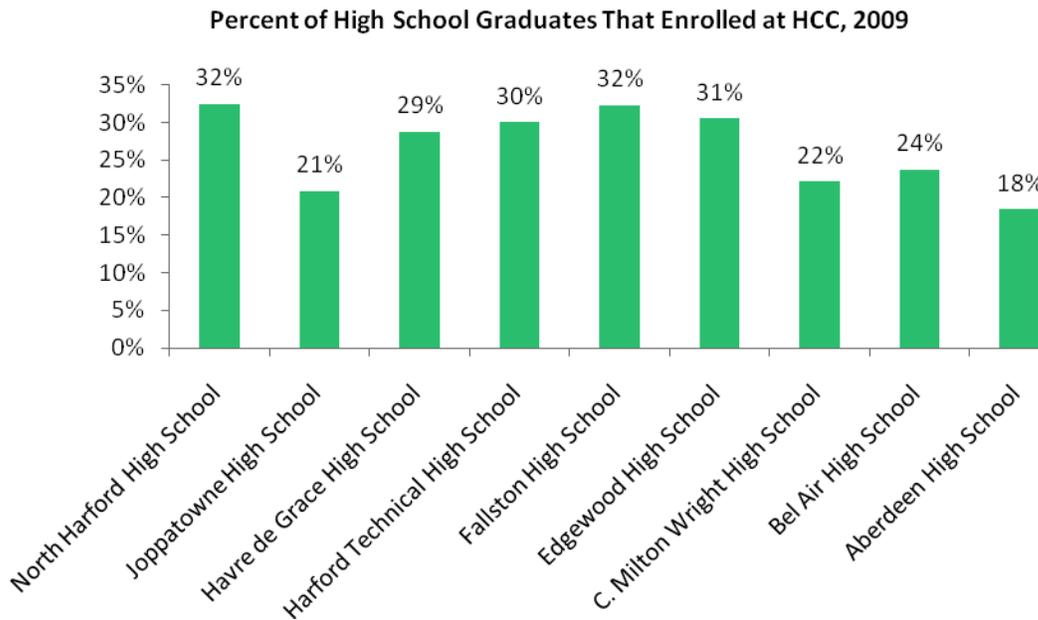


Employment Outcomes:

A major predictor of employability is graduation from high school. Harford County’s rate of graduation in 2010 was 88%, just above the state average. It is noteworthy that the school with the highest rate of graduation is Harford Technical High School where 98% of seniors received a diploma in 2010.



Between the fall of 2008 and 2009, Harford Community College (HCC) experienced a 10% increase in enrollment. Within the community college, 78% of students attend classes part-time. Among local high schools, North Harford, Fallston and Edgewood saw the greatest percent of graduates enroll in the community college in 2009 (Harford Community College, 2010).





Youth who do not obtain a high school diploma or GED are at a significant disadvantage from their peers who do. The median earnings of a young adult with a high school diploma in 2008 were \$30,000 compared to \$23,500 among those that did not have a diploma or GED. In addition, individuals who went on to earn a bachelor's degree earned on average \$46,000. This means that individuals with a bachelor's degree earn 96% more than young adults without a high school diploma (U.S. Department of Education, National Center for Statistics, 2010). In a study conducted in 2006, over 400 businesses were surveyed on what skills entry-level workers need. The top rated skill areas were:

- Professionalism and Work Ethic
- Teamwork and Collaboration
- Oral Communication
- Ethics and Social Responsibility
- Reading Comprehension

70% of employers saw these skills as critical for entry-level high school graduates; 80% as critical for two-year college graduates and 90% as critical for four-year graduates

Employers involved in the national study agreed that the more educational attainment an applicant has, the more critical these skills were. When asked to what extent they believe new entrants were prepared for entry level jobs, 42% of employers felt that high school graduates were deficient in their level of preparation, 46% felt they were adequately prepared, and only 0.2% found them to have excellent preparation. Top skills that high school graduates seemed to be lacking include written communication, professional work habits and critical thinking and problem solving skills (*Are They Really Ready to Work*, Partnership for 21st Century Skills, 2006).

In follow up to this study, an employer survey was conducted locally at the Susquehanna Workforce Network's Workforce Investment Board meeting on December 10, 2010. This group is made up of business representatives. Of the 26 responses received, 15% of employers felt that entry level workers were prepared for the workforce, however only for low skill jobs, not skill-specific occupations. The other 85% of employers did not feel that entry level workers were well-prepared, citing a lack of maturity, understanding of work culture and basic education skills such as reading, writing and math.

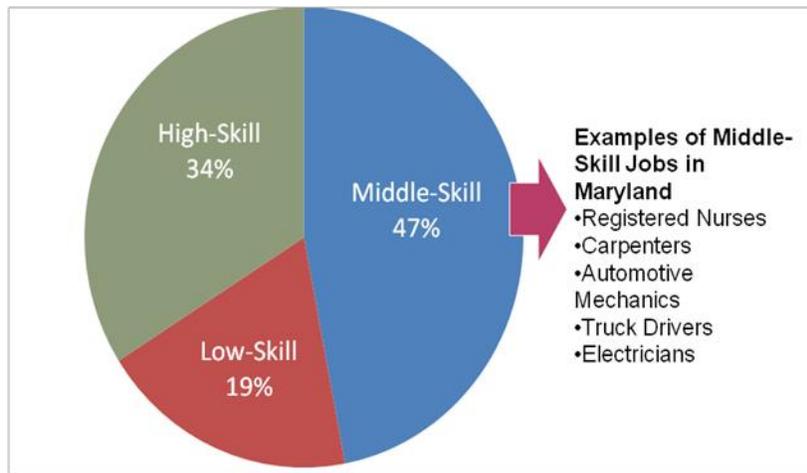
In addition, 23% of employers felt entry level workers lacked customer service skills such as civility and professionalism. When asked if they saw a difference in ability based on educational attainment, 50% of employers felt there was a difference, but noted this may also be due to age; 35% felt that age was more of a factor than education level and the remaining 15% thought that the difference in skills was solely due to educational attainment (Susquehanna Workforce Network, 2010).

Middle-skill jobs make up the largest portion of the labor market. These are jobs that require more than a high-school education but less than a four-year degree. In 2006, 47% of jobs in Maryland were middle-skill jobs. Projections show that this demand will look almost identical in 2016 (*Maryland Jobs and Workers by Skill Level*, National Skills Coalition, 2007).



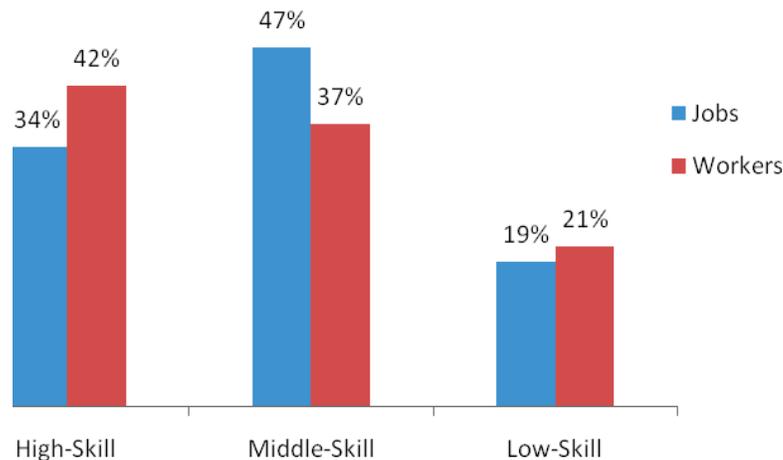
Examples of Middle-Skill Jobs in Maryland include registered nurses, carpenters, auto mechanics, truck drivers and electricians.

Maryland Jobs by Skill Level, 2006



While 47% of Maryland’s available jobs are middle-skill occupations, only 37% of the state’s workforce has the training necessary to fill these positions. This shows a disconnect, or as the National Skills Coalition refers to it, a “mismatch” in skilled labor and job availability. At the same time, there are more high and low skill workers available than there are jobs to accommodate them (National Skills Coalition, 2007). According to the Department of Labor, Licensing and Regulation, over the next six years middle-skill jobs will have the greatest number of openings (Career One Stop, U.S. Department of Labor, 2010).

Maryland Jobs and Workers by Skill Level, 2006



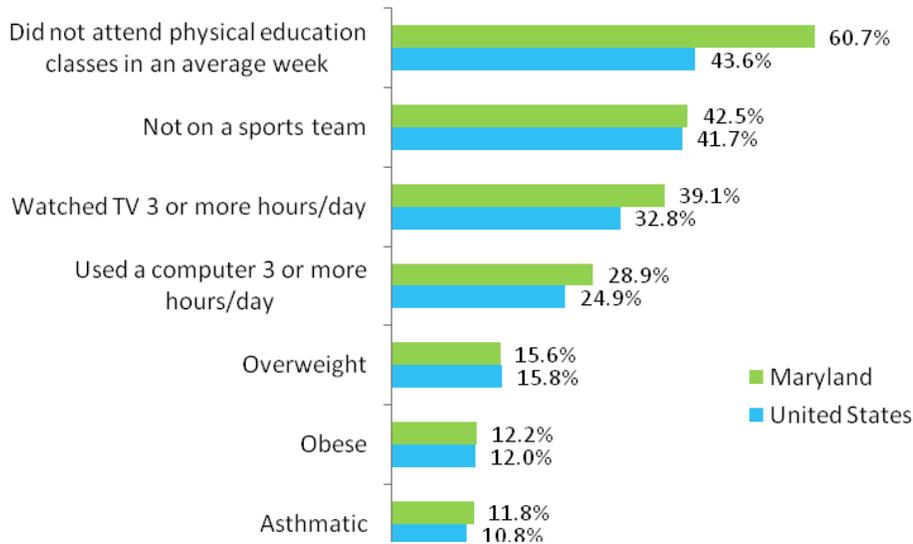
In February 2011, the unemployment rate in the United States was 8.8% while in Maryland, 7.1% of the labor force was unemployed. In Harford County, this rate was slightly higher than the state rate, at 7.6%. Overall, unemployment has been on the rise in the county, state and nation over the past three years. In addition, the unemployment rate among individuals with a disability has been consistently five percent higher than among individuals without a disability (U.S. Bureau of Labor Statistics, 2011).



Health and Mental Health

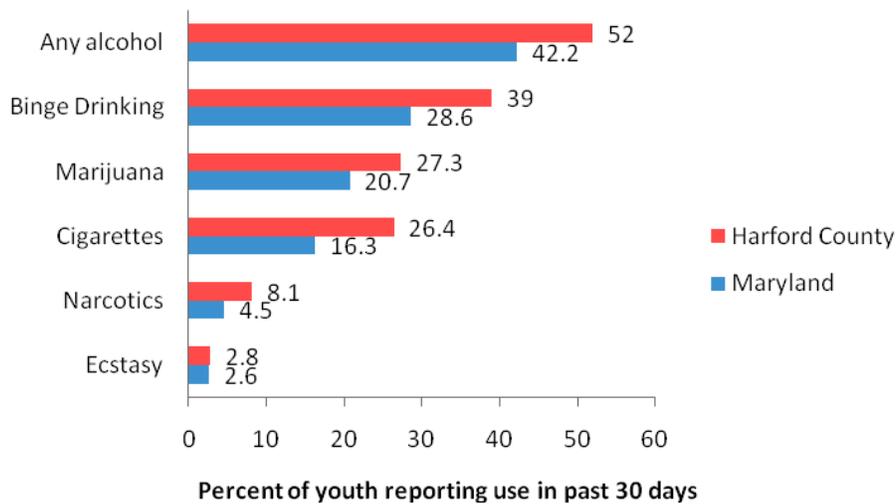
Health factors also play a role in a youth’s preparation for adulthood. Based on a study conducted in 2009 by the Center for Disease Control and Prevention, high school youth in Maryland reported engaging in a number of unhealthy behaviors at rates higher than the national average. These included not attending physical education, not participating in extracurricular physical activities, spending a lot of time on the computer and watching too much TV. The reality is that nationwide approximately 16% of youth are overweight, an additional 12% are obese and 11% are asthmatic (*High School Youth Risk Behavior Study*, Center for Disease Control and Prevention, 2009).

Physical Health of Teens, 2009



A health indicator that is of particular concern to Harford County is substance abuse. The latest Maryland Adolescent Survey (2007) found that Harford County high school seniors reported using cigarettes, alcohol, marijuana, narcotics and Ecstasy at rates higher than the state average.

Substance Abuse, 2007

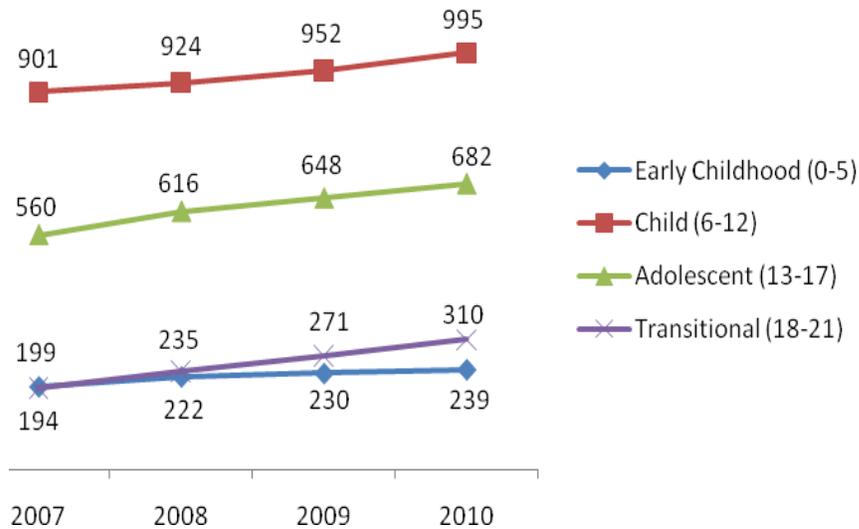




Based on data from the Office of Drug Control Policy (2011), it is estimated that 15,000 Harford County residents have an active substance abuse problem and only 13%, or 2,000 people, are receiving treatment for these issues. Within the county, 74% of all deaths over the past three years that were related to drug and alcohol involved prescription drugs. This has been the impetus behind the County hosting 3 prescription drug take back days over the last nine months. Over 850 people participated in these “no questions asked” collections resulting in 2,700 pounds of old and unused medicines being turned in for safe disposal (Office of Drug Control Policy, 2011).

Harford County has also seen an increasing need for public mental health services over the past four years. In 2010, 2,226 children and adolescents were served by Harford County’s public mental health system. Almost half of all mental health consumers are youth. Among those served, the majority required outpatient services (Harford County Office on Mental Health, Core Service Agency, 2011).

Youth Served by the Public Mental Health System



Housing

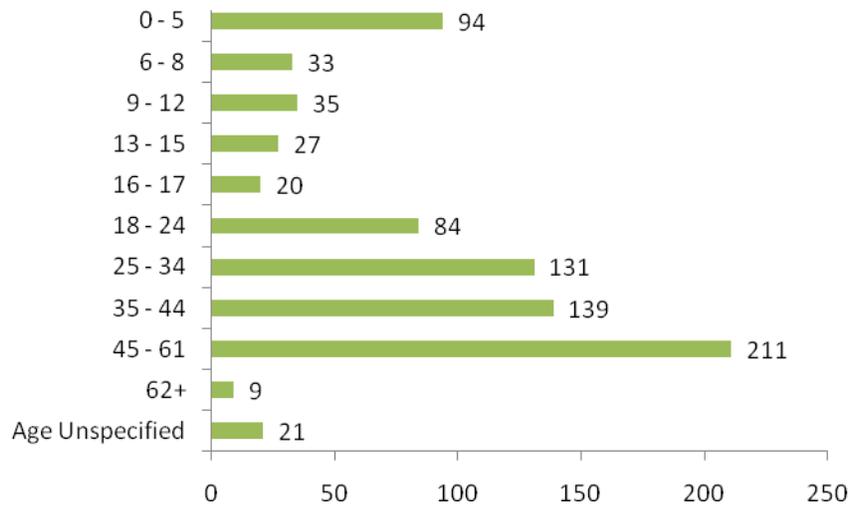
Transition-age youth looking to obtain their own housing face significant challenges. Currently, a two-bedroom apartment unit in Harford County at Fair Market Rate will cost approximately \$1,203 dollars per month. To be able to afford an apartment and utilities at this monthly rent, a household must earn \$4,010 monthly or \$48,120 annually. If an individual is making minimum wage at \$7.25 an hour, they would need at least 3.2 wage earners, each working full time (National Low Income Housing Coalition: Out of Reach Report, May 2010).

In addition to the cost of rent, youth need support searching for safe housing that is near their school and/or work and most likely public transportation. It can be difficult for youth to enter into a lease, as they may not have established favorable credit at this point in their lives. Rental housing can also be difficult to find in Harford County where the majority of residents (82%) own vs. rent. Nationally, this rate is 66% (U.S. Census Bureau, 2009).



Data collected through Harford County’s Homeless Management Information System (HMIS) in FY2010 showed over 800 individuals accessing homeless services including emergency shelters, homeless prevention services, permanent supportive housing and transitional housing. The majority of individuals accessing homeless prevention services were between 45 and 61. It is important to note, however, that a total of 293 clients served were under the age of 24 (HMIS, 2010).

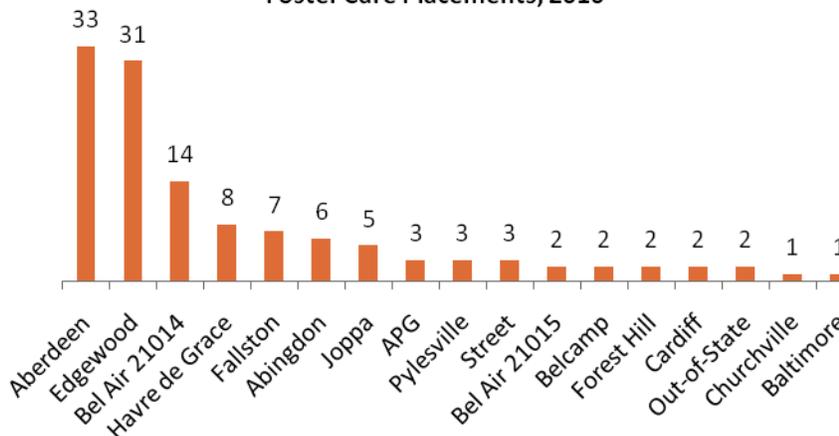
Number of Individuals Accessing Homeless Services by Age Group, 2010



Youth who experience an out-of-home placement are at a higher risk than their peers for needing additional support services. An out-of-home placement may be an adoption, foster care, group home, independent living program, residential treatment center or juvenile detention. The percent of Harford County youth (birth to 21) placed out of their home by the Department of Social Services in 2009 was 0.43%, in comparison to the state average of 0.55% (DHR Child Welfare Results Report, 2009 & American Community Survey, 2006-2008).

The majority of out-of-home placements are foster care placements. In 2010, the greatest number of youth placed in foster care came from Aberdeen (33), followed by Edgewood (31) and Bel Air 21014 (14) (Harford Department of Social Services, 2010).

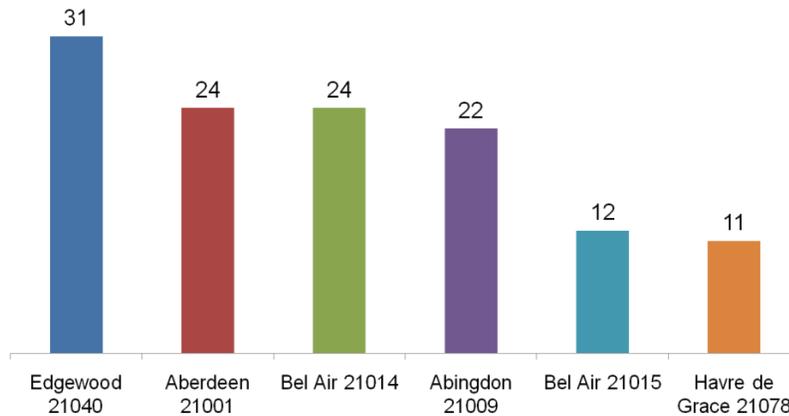
Foster Care Placements, 2010





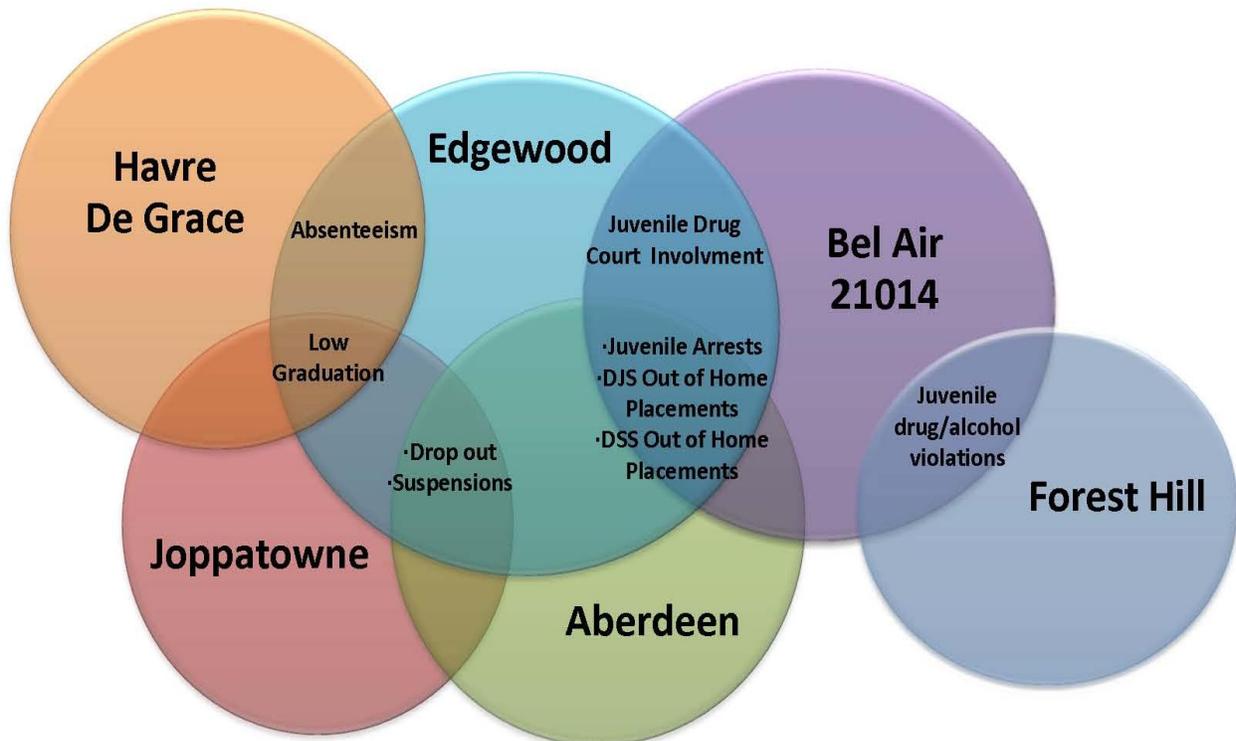
Youth involved in the juvenile justice system may also experience an out-of-home placement if they are sent to a correctional facility or treatment center. Between April 2008 and December 2009, 31 Edgewood youth involved in the juvenile justice system experienced an out-of-home placement. Similarly, Aberdeen and Bel Air 21014 each had 24 DJS-involved youth placed out of their home in the same year (Harford Department of Juvenile Services, 2010).

**Juvenile Service Out-of-Home Placements
April 2008-December 2009**



Highest Prevalence of Risk Factors by Zip Code

Based on 2010 and 2011 data, these zip codes were among the top 3 in terms of the prevalence of the following risk factors:





Task Force Input

Throughout the course of task force meetings, participants shared areas in which they felt the county was doing well, as well where improvements are needed in each of the benchmark areas:

	Education	Employment	Health/Mental Health	Housing
<p>What are we doing well?</p> 	<ul style="list-style-type: none"> -Large number of existing partnerships and programs 	<ul style="list-style-type: none"> -Commission on Disabilities offers annual awards luncheon for businesses who employ individuals with a disability 	<ul style="list-style-type: none"> -Collaborations, networking, cross-agency referrals -Model programs seeing positive outcomes for youth -Resources within schools 	<ul style="list-style-type: none"> -Transition planning done for youth in DSS, DJS, youth with special needs; housing is a component of this planning
<p>What could be improved upon?</p> 	<ul style="list-style-type: none"> -Better use of data to determine if current strategies are effective -Compare youth taking AP courses/ exams and SAT prep courses and how these relate to college preparation -Review data from Alternative Education outcomes – only alternative program in the state that is a school -Add additional resources to the Alternative Education school to serve youth with high needs 	<ul style="list-style-type: none"> -Participants who hire staff agreed that increasingly entry level staff lack professionalism and leadership skills, and require more on the job training. -Need science, technology engineering and math (STEM) programming k-12 -Better sharing of information about services that are available. Preferred method of accessing information is online -More dropout prevention programming, especially for the middle school years 	<ul style="list-style-type: none"> -Services in the northern part of the county in area of substance abuse and school-based mental health (SBMH) -Expand SBMH to middle schools and increase program capacity -Work with pediatric physicians around mental health needs -Issue of obesity -Issue of substance abuse -Advocacy for mental health consumers -Services available for youth with private insurance 	<ul style="list-style-type: none"> -Engaging both parents and youth in importance of an education to avoid the need for housing public assistance -Ensure that reporting systems are capturing same homeless data (HMIS & school system) -Add information about cost of rent to life skills curriculum; also train youth in managing a checking account, obtaining good credit -Need system navigators to assist homeless youth



<p>Current barriers?</p> 	<p>-DDA youth who receive a diploma will no longer be eligible for funding and services, this should be made aware to families early on so they know the pros and cons of a diploma vs. certificate</p>	<p>-Help for families whose child is on the path towards dropping out of school -Transportation for youth and persons with a disability</p>	<p>-Low amount of state funding for substance abuse prevention compared to other counties; other barrier to prevention is perceived lack of parent concern around teen drinking -Primary Access to Care Insurance not available until age 19 -No Federally Qualified Health Center locally (continuum from birth to adulthood; services regardless of insurance type)</p>	<p>-Harford Community College students that only need a 9 month lease -Helping youth that are 18 and don't have family support -Youth in foster care in Harford that are from another county, and are without a local case manager</p>
<p>Opportunities?</p> 	<p>Data resources: -Community College Student Service data - College Reaccreditation Process due January, 2011</p>	<p>-Harford Community College certificate programs include a number of in demand occupations. These certificates require less than a 4 year education (www.harford.edu/cet) -Susquehanna Workforce Network One-Stop Centers (www.swnetwork.org) -Susquehanna Human Resource Association a conduit to employment opportunities (http://www.shra-network.com/)</p>	<p>-Healthy Harford, Inc., 20 year initiative brings together businesses, nonprofit and government agencies to work on health issues (www.healthyharford.org) -Maryland Choices resource identification</p>	<p>-National Youth in Transition Database for youth in the child welfare system developed in October, 2010. Data collection system to track independent living services and how successful states have been in preparing youth.</p>
<p>Ideas</p> 	<p>-Look to other counties with good school outcomes such as Carroll County that places a strong emphasis on early intervention</p>	<p>-Work with Chamber of Commerce to increase number of employers hiring persons with a disability</p>	<p>-Hotline for youth to call when having a crisis related to addiction</p>	<p>-Expand availability of host families for foster care youth -DSS could add tenants rights training to its life skills curriculum</p>



Youth Voice

To ensure that the youth voice was incorporated into this work two youth surveys were conducted between January and April of 2011, one among youth considered to have high needs due to their involvement in one or more service system (foster care, juvenile services or mental health); the second survey was administered among the general youth population.

In total, 33 youth participated in the “high needs” survey. Youth came from culturally, demographically and socio-economically diverse homes. They ranged in age from 13 to 20 and resided in 10 zip codes across the county, 55% were male. Among respondents, 64% were white, 18% Black or African American, 9% two or more races, 3% Hispanic and 3% Indian. The remaining 3% did not answer this question. When asked about the **greatest needs of Harford County youth**, top responses were jobs, housing, a good education and more extracurricular activities. Youth stated services that would help them to be more successful would be help accessing and affording college, housing services, driving classes, work skills experience, recreation centers and teen clubs.

Overall, youth seem to have a positive well-being. In particular, 97% stated their **family was important** to them. At the same time, 94% **feel safe** in their home and community, stated that they have **many talents** and have a safe, supervised place to go each day after school. Very few youth agreed with negative statements such as “I skip classes a lot” or “I have trouble getting along with peers” (15%). For the full results of the survey, please see page 41.

In addition, two focus groups were held, one with youth involved in foster care (Department of Social Services Foster Care Independent Living Group), and one with youth receiving mental health services (Teen Diversion psychiatric day program). Both the survey and focus groups asked questions regarding youth preparedness in the Ready by 21 areas of education, employment, health and housing.

There were 14 foster care focus group participants. These youth stated that for the most part they have a **plan for their future** and know how to go about finding a job. A few of the participants had begun taking steps towards applying for college, while two were already college students. Youth felt that the greatest barriers to employment are their age and lack of job experience. Youth also expressed a need for transportation, while only half knew how to utilize public transit. One community college student actively takes public transit.

Youth shared **healthy coping skills** that they utilize to support good mental health such as music, talking, writing and being with family. Participants felt that they had major barriers when it comes to finding safe, affordable housing, including the ability to sign a lease at 17/18 years of age and establishing good credit by this time. They also felt that for students to be successful in school, curriculum needs to be more interesting. Lastly, many foster care youth noted feeling unsafe in their school and that more needs to be done curb school fights.

There were 6 students present on the day of the Teen Diversion focus group. This program provides therapeutic treatment in an educational setting. Focus group participants noted having plans for what they would like to achieve following high school graduation. They explained that roadblocks to a good education are staying focused in the classroom, keeping up with school work, having mental health issues or learning disorders and having extended breaks from school. Only 2 of the youth have used public transit in the past. Youth felt safe in their school, and attributed this in part to having a School Resource Officer present. To be successful academically, participants stated that youth need to understand that “**school is an opportunity rather than obligation.**” When asked what else could



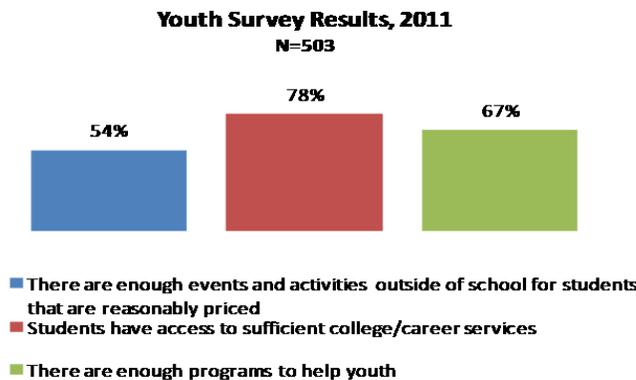
improve school success, youth stated more chances to make classroom decisions and a homework help hotline. Teens felt that the county does a good job of sharing information about college, but also expressed interest in being exposed to lessons on how to go about getting a job and finding housing.

In addition to hearing the voice of youth involved in public services, it was important to acquire insight from the general youth population. In the spring of 2011, the Harford County Youth Commission, a program within the Department of Community Services, conducted a county-wide youth survey. In total, 503 youth participated. Responses were received from the elementary, middle and high school levels from students attending public, private and homeschooling.

Results of the questionnaire showed that just over half of respondents (54%) felt that the county has enough events and activities that are reasonably priced for youth. Top activities that youth are interested in are sports, dances, community fairs, music, events and skating. Among community strengths, 78% of youth feel that the county provides students with sufficient college and career services. The majority of youth (67%) also felt that the county has enough support services. The survey specifically asked youth if there are enough programs to help youth academically, as well as help them avoid alcoholism, drug abuse, harassment and bullying.

Among the 33% of youth that felt the county needs to improve efforts in the area of support services, youth were generally split between the greatest need. The top need identified by 29% of youth was harassment and bullying, next was drug abuse (27%), followed by academic support and alcoholism (both with 22% of responses). Bullying has been identified more broadly as well. In particular, Bridges to Success, a local case management program serving youth at-risk of juvenile delinquency, holds group sessions among program participants. The program coordinator noted that a major issue identified within groups during the current school year has been bullying (Personal Communication, June, 2011).

The number one barrier sighted by 44% of youth as to why they do not participate in activities and events is that they are **unaware of what is available**. Transportation was cited by 34% of respondents and cost by 23% as additional barriers to participation. When asked what they thought the biggest challenge was for youth in Harford County, respondents noted boredom, time limitations and that current activities are not fun. Youth are interested in having more places to shop and hang out, want help finding jobs, free transportation, sport camps, a youth website, farming activities and social and environmental events.





HARFORD COUNTY’S READY BY 21 ACTION PLAN

Maryland’s Ready by 21® Action Plan Item (State agencies responsible)	Harford County Implementation	Status
Education Benchmark		
(1.1) Update information regarding graduation requirements posted on the MSDE and local school system websites. (MSDE, LSS)	HCPS: The graduation requirements are on the HCPS website under “parents and students.” All HCPS graduation requirements are included in the Parent-Student Handbook and Calendar and the Student Education Planning Guide and are updated annually. Graduation requirements are shared with all parents of Students With Disabilities (SWD) during Individualized Education Program (IEP) meetings pre K – 12th grade. Interpretation services are available if needed. At registration, school personnel explain Harford’s additional graduation requirements to parents. MSDE website publishes graduation requirements on all the counties within the state.	Completed
(1.2) A) MSDE and state child serving agencies to develop and distribute sample academic and career plans that are a part of the MSDE Career Development Framework. B) School-wide personnel trained to administer and track plan (MSDE – DSE/EIS, Partner Technical Assistance agencies, MSDE-DORS)	HCPS: COMAR requires a six year plan for every student starting in grade eight which is revised and updated annually. Copies of the plan are available at the school. The plan carries through to two years after graduation. A hard copy of the six year education plan and pathway documentation form is given to each parent in middle school. Living in the Contemporary World course is a component of this education for students.	Ongoing
(1.3) Complete the 2009 certification process for COMAR 13A.04.10 Career Development. (MSDE)	HCPS: As of August 30, 2010, every content area supervisor is reviewing their curricular areas. Supervisors reviewed a rubric and matched their curriculum with the Career Development Standards. The plan is to determine where there may be gaps in the curriculum.	Ongoing
(1.4) MSDE will provide DHR caseworkers with a copy of each student’s academic and career plan. (MSDE)	HCPS: Caseworkers are able to access copies of each student’s six year plan and high school transcript or report card upon request. Resource: DHR and MSDE’s document “ Access to Education for Children in State-Supervised Care. ” DSS: HCPS provides an Educational Liaison to assist in assuring children in out-of-home care receive appropriate educational services and that caseworkers are aware of the educational status and needs of the children. Juvenile Justice Committee responds to any issues that arise.	Completed
(1.5) MSDE – DSE/EIS will continue to work with local school systems to ensure that every student with a disability, beginning at age 14, participates in transition planning. This planning includes post-secondary employment goals and the course of study that will reasonably enable the student to attain these goals. (MSDE-DE/EIS, MSDE-DORS)	HCPS: All HCPS Students With Disabilities (SWD) participate in the transition process beginning with the IEP developed prior to their 14th birthday. The IEP process incorporates interviewing, assessment and post-secondary goal development. At the first IEP meeting, graduation requirements are discussed including the difference between the diploma and the certificate track. DORS has an assigned counselor at each high school. Resource: MSDE’s “Transition Planning Guide” Service Coordination/DDA: Encourage students to apply for DDA services, available at age 21 (one year eligibility, after that there is less likelihood they will receive funding). Can locate appropriate programs such as employment.	Completed



Maryland’s Ready by 21® Action Plan Item (State agencies responsible)	Harford County Implementation	Status
<p>(1.6) MHEC and USM will encourage institutions of higher learning to partner with schools in their area to create opportunities for youth to visit campuses, earn college credits, learn about admissions and financial aid application procedures or otherwise explore or learn about post secondary options. (MHEC, USM, MSDE)</p>	<p>HCPS: College admission staff visit individual schools to provide information and presentations to interested students. A county-wide College Fair and several school-based fairs occur annually. Other initiatives are occurring in curricular areas, for example: Career Technology Education – business education students visit Harford Community College and are “testing out” of college level courses. Publicize MHEC programs and opportunities as well.</p> <p>Greater Edgewood Education Foundation (GEEF): Target at-risk youth for learning achievement, embrace value of learning, start in elementary school. Hold education conferences, workforce preparedness, college access (partner with HCPS and HCC). Career and College Fest for students and parents held in the spring. GEEF serves as a bridge to the community with the goal of educating parents at the same time as students.</p> <p>HCC: See pg. 37</p>	<p>Ongoing</p>
<p>(1.7) Identify foster youth who have applied for the FAFSA and those youth who have not in order to inform service delivery to youth, e.g. encouragement to pursue higher education or assistance in navigating critical next steps in the college admission and financial aid processes. (DHR, DJS, MHEC)</p>	<p>DSS: Through a partnership with Harford Community College, DSS offers hands on assistance in completing the FAFSA to foster youth. Independent Living Program caseworkers assist in navigating the application and financial aid process. Tuition assistance is available for all foster care youth.</p> <p>DJS: The following two resources are utilized by DJS: Harford Community College (contact Donna Strasavich, Admissions) and Reconnecting Youth (coordinator Boo Chrismer)</p> <p>HCC: <i>Instruction-</i> AVP serves on DSS Advisory Board for Family & Children; <i>Admissions-</i> Conduct HCC enrollment information sessions approximately once every two months to foster care students at DSS; <i>Financial Aid-</i> Work with Foster Care Unit at DSS to offer special FAFSA assistance to high school seniors in Foster Care. The on-campus February event includes dinner for participants and tour of campus, plus one- on-one assistance with FAFSA completion.</p> <p>DORS: Can determine eligibility for funding for youth with a disability, also provide help with FAFSA and information about tuition waivers.</p>	<p>Ongoing</p>
<p>(1.8) A) Develop Standard Operating Procedures for each State agency regarding the referral of disconnected youth to the appropriate sister agency; B) Provide manual to Community based organizations; and C) Connect youth and Community based organizations to LMB system navigators. (Children’s Cabinet)</p>	<p>(A) and (B) Currently no information available as to the status of this action item. (C) LMB: Outreach has significantly increased over the past year to ensure families and community based organizations in Harford County are aware of and making referrals to the Family Navigation program (Community Fairs, Presentations and Partnerships: Word of Faith Outreach, Cherish the Child, Faith Based Resource Fair, Community Expo at APG, Family Fun Day at Upper Bay, Family Court, Arena Club; Penn Mar, Partners for Success, Sibshops, The Arc, Boys and Girls Club, Key Club at Patterson Mill, Community Action Agency, Habitat for Humanity, APG Autism Group, doctors offices, XGraphics, That Bouncy Place).</p>	<p>(A) & (B): Not yet implemented (C) Ongoing</p>
<p>(1.9) Support efforts to redefine definition of “Drop out” as part of the scope of the upcoming Dropout Prevention Summit, Summer, 2009. (MSDE)</p>	<p>HCPS: Request technical assistance from MSDE regarding the summit outcomes. <i>Dropout Resources:</i> America’s Promise “Graduation Nation” document; Forum for Youth Investment work – both about youth development and how to make sure the entire community is working together; Online Credit Recovery used across the county – vendors are available that meet alignment for Maryland outcomes. Students can take a course that they previously failed on-line (some schools offer this opportunity after school). The student first takes a pre-test to</p>	<p>Not yet implemented</p>



Maryland’s Ready by 21® Action Plan Item (State agencies responsible)	Harford County Implementation	Status
	<p>determine current knowledge of the subject; the online course will then only test the categories the student performed poorly on. Recovery credit is equal in credit to the original course and is completed under monitored supervision of a teacher; Career Core Grant – transition initiative for Edgewood High and Joppatowne High, provide tutoring to youth who are at high risk for dropping out (based on academic performance and attendance). HCPS is currently in year 2 of this grant; Maryland Seamless Transition Collaborative – partnership with DORS, focus on youth with emotional handicap disabilities to facilitate transition to post secondary education (C. Milton Wright, Arrow).</p>	
(1.10) Ensure that scholarship, grant, and financial aid information is include on the website for youth. (Children’s Cabinet)	<p>New website www.mdtransition.org is targeted at Maryland families preparing for the transition of their young adult children with disabilities from secondary school to higher education or employment.</p>	Completed
(1.11) Create draft language to expand tuition waiver statute to include youth leaving the system for legal guardianship (in addition to adoption) to be vetted with legislators, etc. (MHEC, USM, DHR)	<p>HCC: <i>Financial Aid</i> - Pell Grant eligibility expanded 3 years ago to include: “At any time after age 13 were you in foster care or were you a dependent or ward of the court; Are you or were you an emancipated minor as determined by a court; Are you or were you in legal guardianship as determined by a court; Did your high school or school district homeless liaison determine that you were an unaccompanied youth; Did the director of an emergency shelter or transitional housing program funded by HUD determine that you were an unaccompanied youth who was homeless; Did the director of a runaway or homeless youth basic center or transition living program determine that you were an unaccompanied youth who was homeless or were self-supporting and at risk of being homeless.” *Above defined students now treated as independent students and parental information is not required. This makes it easier for the student to complete the FAFSA, and generally the student is more eligible without parent information. The target groups are students who are not with the parents, and students who are homeless or at risk of homelessness.</p> <p>DSS: No formal proposal has been drafted for children who exit to guardianship. Tuition waiver is available for youth who leave the system (such as adopted after age 14) in addition to Pell Grant.</p>	Not yet implemented
(1.12) Each student with an IEP will have an IEP transition activity and/or career development goal that focuses on preparation for post-secondary education and employment. (MSDE – DSE/EIS, MSDE-DORS, MANSEF, LSS)	<p>HCPS: Current review of State Performance Plan (SPP) Indicator 13 data indicates 100% compliance. Each HCPS SWD has an IEP including appropriate post-secondary goals and related activities.</p> <p>Villa Maria School/MANSEF Representative: Both 1.12 and 1.13 are for high school students preparing for graduation and entrance into college, post-HS vocational training, or military service. Villa School only goes to grade 8. Also, there is a transition plan developed and included early in IEP’s for students leaving eighth grade and entering public, non-public, and private high schools.</p>	Completed
(1.13) Graduating disabled youth will receive an exit document that summarizes their academic achievement, functional performance and supports and accommodations needed to be successful in post-	<p>HCPS: HCPS SWD receive an exit document at the completion of their school experience.</p> <p>HCC: The Exit Document provides the student with important information as he or she transitions from high school to post secondary education, employment and/or independent living. It would be beneficial for the student to provide the information to post</p>	Completed



Maryland’s Ready by 21® Action Plan Item (State agencies responsible)	Harford County Implementation	Status
secondary education and employment. (MSDE-DSE/EIS, MSDE-DORS, MANSEF, LSS, MHEC)	secondary institutions, community service providers, and/or potential employers but it is not intended to serve nor will suffice as documentation required for accommodations.	
(1.14) A) Determine what types of financial aid counseling are being provided to students receiving financial aid awards B) Engage with post-secondary institutions to examine gaps in services. (MHEC, USM, Higher Education institutions that are not part of USM)	HCC: Instruction- HCC has recently developed a new Personal Finance course to provide practical knowledge and application of personal financial competencies. Topic coverage includes financial decision making and basic financial planning (budgeting), which may be useful in planning for college funding and sources of funding; Presidential Scholarship opportunities available for students in noncredit career path programs. 48 students awarded funds in FY09; 84.5% completed coursework. In FY10, Students receiving funds participate in mandatory orientation/counseling session. Completion rate pending; <i>Financial Aid - You Can Afford College</i> ; Individual student and parent appointments throughout the year; Loan counseling sessions required of borrowers; Consumer information provided in financial aid award letter; On-campus March Money Madness which provides activities related to money management and financial literacy to HCC students; HCC website; <i>Rites of Passage (ROP)</i> - In November of 2009, Merrill Lynch Advisor, Dedin Witherspoon spoke to HCC students about financial planning as part of a panel assembled on "Careers in the 21st Century Workplace"; Mythbuster series.	(A) Completed (B) Not yet implemented
(1.15) Child-serving agencies will formally involve community based organizations in the transition planning process for youth with disabilities, e.g. Community based organizations will be involved in the process of developing and implementing IEPs and discharge/transition plans. (DHR, DJS, MSDE, DLLR, DDA)	DSS: DSS assures all children with disabilities in out-of-home care have applied for services through the Developmental Disabilities Administration and that eligible services are in place through DDA when the child turns 21 and leaves the foster care system. DJS: The following resources are utilized by DJS to assist youth: Teen Diversion, Alternative Education, Reconnecting Youth, Alliance, Public Defender Office HCPS: 100% of the exiting students who have been determined eligible for Developmental Disabilities Administration (DDA) services have connections to agency providers. Overall performance on SPP Indicator 13 is 89% with a goal of 100%. HCPS is increasing involvement of child-serving agencies by participating in the MD Seamless Transition initiative to build school, community and agency connections. DDA: Not currently involved in the IEP process – at times a Service Coordinator will attend the meeting to support the family; however this is not a requirement. Harford County Mediation Program: Conducted two facilitated IEP’s in the 2009-2010 school year. Information on how to utilize mediations services is available at http://www.harfordcountymd.gov/services/mediation Upper Bay: In the process of creating a Transition-age Youth (TAY) program for youth 18-21.	Ongoing
(1.16) Continue to enhance alternative ways for students to earn credits, i.e. night and weekend school, on-line, externships, credit recovery programs. (MSDE, Community Based Organizations)	HCPS: Alternative Education is a school that provides one alternative pathway for students to earn credits. HCPS has an online vendor who provides credit recovery. The process for how students access this is currently under review. The Career Research and Development program and other selected CTE programs have options to earn credit through work place learning opportunities. HCPS provides Early College Access, where high school students can earn both high school credit and college credit during the school day. Working to formalize	Ongoing



Maryland’s Ready by 21® Action Plan Item (State agencies responsible)	Harford County Implementation	Status
	an on-line learning process – currently under review (used in Home and Hospital). HCC: Extensive online and hybrid program “Quality Matters” - training and certification program to ensure quality in online courses. Credits available by exam, portfolio review, etc.	
(1.17) A) Identify education services that have delivered significant cost-savings. B) Establish compacts to fund service provision by using expected cost-savings. (Children’s Cabinet)	Currently no information available as to the status of this action item.	Not yet implemented
(1.18) Enhance students’ access to high quality, comprehensive programs designed to improve literacy and numeracy through the following: A) Encourage local SES providers to infuse approved reading programs into their programs; B) Determine if there are MSDE approved numeracy programs; C) Encourage SES and OST programs to work together to provide wrap around services; D) Determine if tutoring can be built into summer youth employment programs. (MSDE)	HCPS: The HCPS Intervention Coordinator, Susan Brown, has been meeting with some Supplemental Educational Services providers and Out of School Time providers to provide information on HCPS approved reading and numeracy programs. Utilizing Out of School Time Network framework. Ensure curriculums of tutors are in alignment as well.	Ongoing
Employment Benchmark		
(2.1) Support the work of the Career and Technology Education Taskforce of the P-20 Council as it deliberates and makes recommendations regarding the expansion of Career and Technology, Education programs, as recommended by the Emerging Workforce Committee of the Governor’s Workforce Investment Board. (Children’s Cabinet)	Currently no update on this action item	Not yet implemented
(2.2) Review programs of instruction within Maryland’s school systems to ensure that requirements are aligned with 21 st century workplace skills, as recommended by the Emerging Workforce Committee of the Governor’s Workforce Investment Board. (MSDE)	HCPS: All Harford County Public Schools (HCPS) high school courses have been aligned to four career clusters based on the ten identified by Maryland State Department of Education and statewide industry advisory groups. HCPS is in the process of aligning its Career and Technology Education (CTE) programs to the Maryland High School Career and Technology Education Programs of Study. The Maryland State Department of Education works closely with the Governor’s Workforce Investment Board (GWIB) to identify new programs of study in response to Maryland’s workforce development needs and to ensure all CTE programs of study keep pace with industry expectations and prepare students for their next steps toward college and careers. In addition, the HCPS Career and Technology Education Citizen Advisory Council is actively involved in the development, implementation and evaluation of all high school CTE programs to ensure program alignment to labor market needs.	Completed
(2.3) Starting at age 14, eligible youth will be referred for participation in their local summer youth employment	SWN: School Counselors are made aware of Summer Programs and the application process. Youth activities disseminated through youth database, SWN website and outreach activities.	Completed



Maryland’s Ready by 21® Action Plan Item (State agencies responsible)	Harford County Implementation	Status
program. (Children’s Cabinet, LWIBs)	HCC: Students in ABE/GED and Literacy classes are distributed all information regarding summer opportunities and are strongly encouraged by instructors to contact SWN.	
(2.4) Connect youth who have participated in the summer youth employment program to year-round employment opportunities through the local one stop centers. Caseworkers and case management staff will refer foster youth and Temporary Assistance for Needy Families (TANF) youth to summer and/or year round training and employment opportunities through MD RISE (Reaching Independence and Stability through Employment). (MSDE, LSS, DHR, DLLR, DJS, DSS, LWIB/One Stop Centers)	HCPS: Susquehanna workforce Network funded Boys 2 Men program to provide summer youth employment activities during the summers of 2009 and 2010. SWN: Summer Youth are made aware of other SWN youth services. Summer Youth RFP targets Foster Care Youth, Youth Drop-outs, and youth with disabilities. DSS: The Foster Care youth who participated in summer youth employment activities during the summer of 2010 have not been connected to year round employment opportunities through Harford County’s One-Stop center (the WAGE Connection) because the youth that participated in the jobs program are in high school and are not seeking employment throughout the year. Within Harford County Department of Social Services, there is a partnership between the Child Welfare Division and the WAGE Connection that facilitates access to job skills training and employment opportunities for foster care youth through the MD Rise program. WAGE case workers further communicate with HCC Literacy staff to coordinate possible training programs offered by HCC.	Ongoing
(2.5) Department of Labor, Licensing and Regulation (DLLR) and the Workforce Investment Network will promote the services of One Stop Centers and the Local Workforce Investment Board’s (LWIB) youth coordinators to education and human services agencies in their respective jurisdictions. Agencies will encourage collaboration through partnerships, i.e. DHR-DLLR partnership grants. (Children’s Cabinet, DLLR, Workforce Investment Network)	SWN: Outreach activities and Representation on the Youth Council (YC) has enabled collaborations to occur with DSS, public schools around Summer Programs. Ads are also posted in the Aegis and the Cecil Whig. SWN does not have youth coordinators. HCC: Collaborates with SWN, DSS, Reconnecting Youth, Title I HCPS schools, MYC for grant possibilities and to refer to One Stop Centers.	Completed
(2.6) Engage local businesses through the LWIB/WIA (Workforce Investment Act) One-Stop Centers and local Chambers of Commerce that align with youth’s career interests to increase work experience and job shadowing opportunities for youth and ensure that LWIB/WIA One-Stop Centers connect with local school systems so that youth are informed about their services. (MSDE, DLLR, DJS, DSS)	<i>Note- WIA One-Stop Centers are Susquehanna Workforce Network (SWN) Workforce Centers in Aberdeen, Bel Air and Cecil County</i> HCPS: The Partnership Coordinator collaborates with the business community to secure shadowing opportunities for students. Local businesses, Aberdeen Proving Ground, and non-profit organizations provide mentors and internships to HCPS students, when available. SWN: Participated in several public school sponsored ventures: “Working in your own backyard,” “Futures 11” DSS: There has been no formalized relationship developed between the WAGE Connection and the Chamber of Commerce to develop work experience and job shadowing opportunities for youth. One Harford County foster care youth is participating in a job training program with CVS that is a partnership between DHR Central and CVS. HCC: The HCC Continuing Education Division offers short term certificate training programs, with a lot of cross referral from partnering agencies. The college offers over 50 certifications.	Ongoing
(2.7) Starting no later than age 14,	HCPS: Maryland Scholars is conducted by the Maryland Business	Completed



Maryland’s Ready by 21® Action Plan Item (State agencies responsible)	Harford County Implementation	Status
utilize MBRT’s www.BeWhatIWantToBe.org website to develop career awareness and explore careers. (MSDE, MD Business Roundtable)	Roundtable for Education in partnership with Governor Martin O’Malley, State Superintendent Nancy Grasmick, and local superintendents. The Partnership Coordinator piloted the program in Harford County for the state in 2003. Every HCPS 8th grader receives an overview of how to become a Maryland Scholar. Business volunteers deliver the message in the classroom, and school counselors provide additional information to the students and feedback of the program. Information shared with 8th graders includes financial education. HCPS has found an increasing trend in the number of youth taking rigorous course work.	
(2.8) Ensure that WIA Youth Coordinators participate in the transition planning team from Department of Disabilities (DOD) youth. (MSDE, MHEC, DOD)	HCC: Director for Adult Basic Education & Literacy serves on the WIA Youth Council and can support this initiative	Ongoing
(2.9) Connect youth to their local WIA One Stop Center through the MSDE Career Development Framework. (MSDE, DLLR, DJS, DSS, LWIB/One-Stop Centers)	DSS: The WAGE Connection is not familiar with the MSDE Career Development Framework. SWN & HCPS: Works collectively in outreach efforts.	Ongoing
(2.10) a) Develop a standard template for the Career Development Framework for students without an IEP; b) Utilize the student’s IEP, wherever applicable, and place the template in the student’s official school record to inform service plan development by providers and to serve as a repository of services delivered, as appropriate. (Children’s Cabinet)	HCC: If a student enrolls in ABE/GED Literacy program and presents an IEP they are referred to HCC Disabilities Service office, if applicable, for needed assistance to assure success.	Completed
(2.11) IEP Teams, as appropriate, will identify a paid employment strategy for each student with an IEP. (MSDE-DSE/EIS, MSDE-DORS, DLLR, MANSEF, LSS)	HCPS: Each student identified with a disability and who has an IEP, has a Transition Plan. The IEP team crafts this plan to the specific needs of the student. Plans include a specific employment goal. Students have the opportunity to enroll in Work Experience through the general education or special education offerings dependent upon learning needs. DORS: Students referred to DORS are assigned a counselor and receive services as they transition to work or attend post secondary education. Programs available include the Maryland Seamless Transition Program and Start on Success.	Ongoing
(2.12) MSDE-CTAL will provide professional development to local school system transition coordinators on the use of the individual academic and career plan as part of transition planning for students with disabilities. (MSDE-DSE/EIS; MSDE-DORS; MSDE-CTAL)	HCPS: MSDE provides on-going guidance in the area of Transitioning students to community living. HCPS representatives attending this meeting return to HCPS and professional development is afforded to our transition resource teachers. Additionally, the Department of Special Education is actively involved with implementing 2 transition grants from MSDE and is a partner with a Humanim grant. A portion of these grants addresses professional development. Special Education Office: IEP Teams, as appropriate, will identify a paid employment strategy for each student with an IEP. IEP Teams are required by law (IDEA 2004) to include a measurable Post-Secondary Employment Goal, Post-Secondary Training Goal and Employment	Ongoing



Maryland's Ready by 21® Action Plan Item (State agencies responsible)	Harford County Implementation	Status
	Training Activities in the Transition Section of the IEP for every student 14 of age or older who has an IEP. HCPS IEP Teams meet these requirements. The Special Education's Transition Staff assists youth in finding employment.	
Health Benchmark		
(3.1) Encourage mental health providers' adoption of the Transitioning into Independence (TIP) Program, an evidence-supported set of principles and practices for working with youth age 16-25 who have mental health conditions. (DHMH)	CSA: Partnered with Mid shore, Howard County and Mental Health Administration, to conduct a training in Baltimore that covered implementing the TIP program into Transition-age Youth (TAY) programs. The only TAY provider in Harford County is Upper Bay, so they were invited to attend. Five UB employees attended, each received a TIP model training manual.	Completed May, 2011
(3.2) A) Support statewide efforts to ensure portability of medical records; B) Require DHR and DJS caseworkers to review medical records as part of transition planning process. (DHR, DJS, DHMH)	DSS: All children in Out-of-home care have a Health Passport that contains documentation of health care appointments, treatment, medications etc. The Passport is a folder that travels with the child from placement to placement. As children age out of foster care, copies of the information in their Health Passport is provided to them. All children who enter the foster care system are required to have a physical examination within 5 days of placement. For older youth in care, casework activities and Life Skills training include information about accessing health care after aging out of the foster care system. The new Health Care Reform bill will allow children aging out of the system to keep Medical Assistance coverage to age 26. HD: More than two years ago, the Harford County Health Department started using PatTrac, a patient tracking software, in many of its programs. When fully utilized, this software should allow us a complete electronic record on every patient. However, numerous issues, including connectivity between sites, have not allowed us to use the software to its full potential. In FY 2010, the Harford County Health Department purchased DocStar, a document tracking software that will eventually allow us to digitalize currently archived paper files. Final installation of the hardware necessary to utilize DocStar and the training necessary will not be complete until FY 2011.	Ongoing
(3.3) A) Present the Healthy Adolescent Development Guide to the Children's Cabinet; B) Infuse the guide into established trainings for state child serving agencies; C) Assist in the dissemination of the Healthy Adolescent Development Guide to youth serving agencies and; D) Require state contractors to participate in this training. (Children's Cabinet)	Healthy Adolescent Development Guide	Not yet implemented
(3.4) A) Map out potential providers of free or low cost insurance for specific groups of youth (dependent minors, college youth, independent out of school youth, etc.) and determine which youth are not covered; B) If there is sufficient capacity, identify	Upper Chesapeake: In April, 2006 a survey was conducted to determine the number of primary care providers in Harford County that accept Medicaid and/or a Sliding Fee Scale for uninsured patients. Providers surveyed include Internal Medicine, Family Practice, Pediatricians and General Practitioners. What was not included in the survey is the "cap" that each provider places on the number of patients they will accept in each category. Following are the results of	Ongoing



Maryland’s Ready by 21® Action Plan Item (State agencies responsible)	Harford County Implementation	Status
methods of outreach needed, e.g. a state sponsored web based database, informational packet, Medicaid training, etc; C) If there is insufficient capacity, indentify funding for expansion, and entities to provide insurance coverage, e.g. community colleges (RB 21 Health Subcommittee)	those surveyed: <i>Internal Medicine</i> - 37% (19/52) accept Medicaid, 23% (12/52) offers a sliding fee scale; <i>Family Practice</i> - 20% (6/30) accepts Medicaid, 40% (12/30) offers a sliding fee scale; <i>Pediatricians</i> -42% (14/33) accepts Medicaid, 24% (8/33) offers a sliding fee scale; <i>General Practitioner</i> -60% (3/5) accepts Medicaid, 28% (1/5) offers a sliding fee scale; <i>TOTAL</i> - 35% (42/120) accepts Medicaid, 28% (33/120) offers a sliding fee scale.	
(3.5) A) Identify existing health resource websites and arrange importation of data into the youth resource website; B) Work with the Employment Subcommittee to supply the health related content for the proposed website. (RB 21 Health Subcommittee, RB 21 Health & Employment Subcommittee)	HD: Comprehensive, authoritative, and reliable health informational websites for youth and adolescents include: www.kidshealth.org , www.kids.gov (selections include categories for health and safety), www.nlm.nih.gov/medlineplus/teenspage.html , www.hhs.gov/kids/ , and www.healthylharford.org . The Health Department is in the process of revamping their website. Once updated the above links will be provided on this site as well.	Ongoing
(3.6) Determine whether plans are underway to expand the school based health and mental health services. If not, recommend that MSDE and DHMH increase capacity and outreach. (DHMH, MSDE)	CSA & HCPS: The school based mental health program has had great success. The program has expanded over the last 5 years. Each year another school has been added. The program currently consists of 15 schools and has partnered with 4 mental health providers: Alliance Inc, Key Point, Upper Bay counseling, and Villa Maria.	Ongoing
(3.7) Make the Voluntary State Curriculum the “Mandatory State Curriculum” in order to ensure that every child has access to physical and health education programs, including information regarding substance abuse, mental health, and HIV/AIDS. (MSDE)	HCPS: Current focus is on Common Core Standards. As part of Race to the Top curriculum changes will be forthcoming which will include health issues. CSA: In partnership with the Harford County Public School Board, the Garrett Lee grant was awarded and is currently being implemented. Through this grant, the health curriculum has been updated to include mental health awareness and suicide prevention.	Ongoing
(3.8) Coordinate efforts with the federal Substance Abuse and Mental Health Services Administration (SAMSHA) Children’s Mental Health Initiative grant for federal fiscal years 2009-2014 entitled MD CARES, which will develop a service delivery model to address the mental health needs of youth in foster care in Baltimore City, and fund policy and fiscal analysis, training, and infrastructure development to support adaptation and replication of the model statewide. (DHR & MD CARES staff)	Specific to Baltimore City only	Not yet implemented
Housing Benchmark		
(4.1) DHR will advise DJS regarding rapid clearance procedures for kinship caregivers. (DHR, DJS)	DSS: HCDSS does not know if the information has been shared at the state level. However, locally they have an internally developed condensed process to link youth with kinship care. DJS: HCDJS is not aware of these procedures.	Not yet implemented
(4.2) Investigate school curricula and	DJS: When needed, youth involved in DJS are referred to Mentor	Ongoing



Maryland’s Ready by 21® Action Plan Item (State agencies responsible)	Harford County Implementation	Status
life skills training taught by caregivers, i.e. ILPs, DJS, RTCs. (RB 21 Housing Subcommittee)	<p>Maryland, a Treatment Foster Care - Independent Living Program which utilizes foster families in Baltimore. Another program used by DJS as needed is Our House based in Montgomery County which serves at-risk youth through hands-on instruction in carpentry and construction as well as life-skills classes.</p> <p>DSS: Utilizes the Independent Living Program New Pathways for youth involved in foster care. (also see item 4.11)</p>	
(4.3) Require transition plans to include housing and to specify when youth will make contact with a permanent housing option. (DHR, DJS)	<p>DSS: Housing options are always a part of HCDSS Transition Plans and/or Service Agreements with youth. Transition plans begin to be developed around age 14-16 and Family Involvement Meetings are held to plan a youth’s transition out of care. By age 18, foster care youth are engaged in the Independent Living Program and must show that they are working towards independence to maintain their benefits.</p> <p>DJS: Transition plans are created for youth coming out of a committed program such as a youth center or substance abuse center, based on the recommendations of the program staff. DJS case workers coordinate with program staff to assist youth in carrying out these transition plans.</p>	Ongoing
(4.4) Children’s Cabinet agencies will request a prominent link on each of their respective websites to the Governor’s website (www.problemsolver.maryland.gov) so that members of the public can assess their eligibility for entitlement benefits and services. The link will also be featured on the youth website. (Children's Cabinet)	<p>LMB: Link has been incorporated into State agency websites, also added to the Harford County Ready by 21 page. Problem Solver site links to another helpful resource “We Connect You: Maryland” with access to information on health, housing, food, finances, jobs, home buying, etc.</p>	Completed
(4.5) Provide information on alternative housing options through roommate sharing resources and affordable housing: www.mdhousingsearch.org in established professional development trainings, school settings, the youth resource website (see benchmarks for cross cutting issues), local CBO’s and libraries. (DHR, DJS, DHMH)	<p>DSS: Housing options are discussed between the caseworker and the youth. In addition, Family Involvement Meetings are held for youth who are transitioning and housing issues and resources are a part of the discussion at that time.</p>	Ongoing
(4.6) Identify and train System Navigators to provide targeted case management to assist homeless youth. (DHR, DJS, DHMH)	<p>DSS: HCDSS does not know if this training has taken place.</p> <p>HCPS: As part of the McKinney Vento Homeless Assistance Act, all school districts must have a Homeless Liaison. Steve Richards, Supervisor of Psychological and Pupil Personnel Services, oversees this function at HCPS county-wide. In addition, PPW’s offer coordination regionally when students or families are homeless.</p> <p>Alliance: Provides targeted case management to individuals who are homeless.</p> <p>Homeless Shelters: All shelters in the county have a caseworker that works with individuals facing homelessness. As part of this case management, they require that children are attending school.</p> <p>Mobile Crisis: Mobile Crisis services respond to emergency calls,</p>	Ongoing



Maryland’s Ready by 21® Action Plan Item (State agencies responsible)	Harford County Implementation	Status
	providing support to individuals facing a mental health crisis.	
(4.7) A) Request the National Alliance to End Homelessness to provide language from other states regarding housing for youth under the age of 18; B) Housing Benchmark group will recommend language for new regulations. (RB21 Housing Subcommittee)	Access information from the National Alliance to End Homelessness	Not yet implemented
(4.8) Adapt Legal Aid document, “Homeless Youth and Young Adults in Baltimore: An Overview of Law”, to the statewide population and distribute through state agencies, including DHMH, DJS, and DHR and their contractors. (RB21 Housing Subcommittee, BHYI, Legal Aid)	Legal Aid: Document “ Homeless Youth and Young Adults in Baltimore: An Overview of Law ” provided by Baltimore City Legal Aid	Not yet implemented
(4.9) Train caseworkers and analogous staff in the administration of tenant training modules as a supplement to existing housing related content during the transition planning process. (DHR, DJS)	DSS: HCDSS does not currently utilize a training module addressing tenant rights and responsibilities, but may incorporate into the Life Skills curriculum. DSS could potentially offer this training to its families as well as foster care youth. *Potential resource for this type of training is Baltimore Neighborhoods Inc. (BNI) DJS: Caseworkers are not currently trained in tenant rights.	Not yet implemented
(4.10) Incorporate tenant training into programs for homeless youth such as Restoration Gardens and City Steps and into the youth resource website. (DHR, DJS, DHCD, DHMH)	Currently, Restoration Gardens and City Steps are housing programs for transitioning youth in Baltimore City.	Not yet implemented
(4.11) Review life skills curricula utilized by providers. (DHR, DJS)	DJS: The Restorative Justice Program is an eight week program required of many youth that are on probation. This program teaches youth victim awareness and healthy decision-making. Life skills information is also provided to youth through individual counseling. Two evidence-based counseling programs which DJS refers to are Multi-System Therapy (MST) and Functional Family Therapy (FFT). As mentioned above, two community-based providers that have life-skills training include Mentor Maryland and Our House (both outside of Harford County). DSS: No set curriculum, over classes in Hygiene, family planning, help youth who have children, abstinence, budgeting, savings accounts and checking accounts – SECU provided financial assistance for youth who participated; help with drivers education, permit, license; obtaining a state ID; classes on grocery shopping, meal planning, cooking; college preparation, applying for FAFSA; job readiness – resume writing, interviewing, link with SWN; internet safety; personal safety; healthy relationship groups – how to interact with all members of the community. Housing Agency: provides course in how to interact with a landlord, similar to interviewing for a job; Money smart classes - FDIC resources; resume writing; APG a partner in offering financial resources, classes. Upper Bay: Transition-age Youth program currently being built, will provide individually tailored life skills training, similar topics as those	Completed



Maryland’s Ready by 21® Action Plan Item (State agencies responsible)	Harford County Implementation	Status
	above.	
(4.12) Engage MHEC and institutions of higher learning in discussion regarding current housing options for youth during college breaks and the possibility of expanding housing options. (MHEC, USM, DHCD, DHR)	<p>HCC: As Harford Community College does not currently offer on-campus housing, this is not an issue. The issue HCC students who live in apartments run into is that they get forced into 12 month leases and they really only want a 9 1/2 month leases. If HCC pursues instituting campus housing (which they are looking into), this is an issue they could try to address.</p> <p>DSS: Individualized plans are developed for the few Harford County children who need housing options over school breaks.</p>	Ongoing
(4.13) Establish “host” families programs for the holidays and summer. (DHR)	DSS: HCDSS licensed foster parents served as host families for children for Thanksgiving and Christmas, 2010	Completed
(4.14) Implement model transitional housing options. (DHR)	DSS: HCDSS is not certain if such a model has been developed	Not yet implemented
(4.15) Develop the National Youth in Transition Database for youth in the child welfare system. (DHR)	DSS: The NYTD was implemented in October 2010.	Completed



FORMAL RECOMMENDATIONS

The Ready by 21 Task Force process culminated in February, 2011 with the group identifying Harford County's top needs among those presented in Maryland's Ready by 21[®] Action Plan. This exercise was based on the thorough analysis of local data, resources, and current status of action plan implementation. Below are the action items that the group felt should take precedence in future efforts and programming that will serve Harford's transition-age youth.

Action items that are of top priority within the county:

Education

- Item 1.2 – HCPS requires a 6 year plan for every student in 8th grade. Looking into ways to better communicate graduation requirements in grades 6, 7 and 8 to both students and parents to ensure students are on track for a college education.
- Item 1.6 – Expanding efforts of the Greater Edgewood Education Foundation (GEEF) to other areas in the county. Track population that accesses college fairs - who are these youth and how to increase outreach to those not engaged.
- Overall, better communication plan between the college and public schools about the variety of opportunities both have available.
 - Utilize Edline to share information. Edline is the HCPS online system for reporting student progress to students and parents.

Employment

- Recommendations include attention to the following barriers:
 - Funding: many of the benchmarks are vulnerable to funding cuts. Current programming being done today will not necessarily be available in the future. For instance, Items 2.3, 2.4 will no longer be available as no summer youth employment program will be offered this year.
 - In its place, competitive job opportunities will be offered through the Susquehanna Workforce Network (SWN) job fair in March.
 - Staffing: Item 2.8 refers to a Workforce Investment Act (WIA) Youth Coordinator, however there is not a full time coordinator in Harford County. Rather SWN has one staff position that does this role as one part of their job. The Division of Rehabilitation Services (DORS) has limited staff as well.
 - Transportation: Continues to be a barrier for youth with disabilities.
- Need to develop creative employment situations and ways for service providers of youth with disabilities to approach employers. Employers need to be part of the planning process.

Health and Mental Health

- Item 3.1 – Transitioning Into Independence Program (TIP), the only evidence-based training program available, currently in Washington and Frederick County
 - Potential for Train the Trainer
- Item 3.4 – Utilize Navigators to help families access medical assistance – have a map of providers developed. Offer outreach and medical assistance training to case workers.



- Item 3.6 – School based mental health centers continue to be developed. A goal is to expand school health centers to middle and high schools, as these are currently only in elementary schools.

Housing

- Item 4.5 – Making roommate sharing resources available - Teen Diversion finds that young girls are moving in with boyfriends rather than female roommates, which has instilled dependency for someone else to provide housing.
- Item 4.6 – Ability to have system navigators to support homeless youth. The Harford County Public Library is seeing a number of transition-age youth that are homeless at the libraries.
- Items 4.9 & 4.10 – Opportunity to implement trainings for case workers related to tenant rights.
- Transition planning is key. Caseworkers should be trained in what it takes for youth to qualify for housing (diagnosis, insurance). Determine what could work prior to child turning 18.



RESOURCES FOR HARFORD COUNTY YOUTH

Each of the following resources has an embedded hyperlink. To access an electronic version of this plan visit <http://www.harfordcountymd.gov/services/LMB>, select Ready by 21.

Also check this site for updates to the list of resources.

Education

- [Harford County Public Schools \(HCPS\)](#)
 - [Parent Resources](#)
 - [Magnet Programs](#)
 - [Graduation Requirements](#)
- [Harford Community College](#)*also see below
- [Greater Edgewood Education Foundation](#)
- [Reconnecting Youth](#) -Serves youth disconnected from school
- [MD Go 4 It!](#) -Getting ready for college
- Students with disabilities
 - [Service Coordination](#)
 - [Maryland Coalition of Families for Children’s Mental Health](#)
 - [Transition Planning Guide](#)
 - [Understanding the IEP](#)
 - [Facilitated IEP Team Meetings](#)
 - [Harford County Mediation Program](#)
 - [Harford Community College Disability Support Services](#)
- Foster care resources
 - [Access to Education for Children in State Supervised Care](#)

Employment

- [Susquehanna Workforce Network](#) - One-Stop Centers in Aberdeen, Bel Air and Cecil County
- [Susquehanna Human Resource Association](#)
- [Harford Community College Certificate Training Programs](#)
- [Harford County Transit Services](#)
- [Maryland Skills 2 Compete](#)
- [Maryland Scholar Program/Be What I Want To Be](#)
- Individuals with a disability
 - [Division of Rehabilitation Services \(DORS\)](#)
 - [Commission on Disabilities](#)
 - [Penn-Mar Human Services](#)
 - [Think Beyond the Label](#)

Health and Mental Health

- [Johns Hopkins Healthy Adolescent Development Guide](#)
- [Upper Chesapeake Health](#)
 - [Healthy Harford](#)
 - [Access to Care Survey](#)
 - [How Healthcare Reform affects children ages 14-26](#)
- [Harford County Health Department](#)
 - [Affordable Health Services](#)



- [Dental Clinic](#)
- [Teen Diversion](#) -Psychiatric rehabilitation day program
- [MCHIP](#) -Health insurance
- [Adolescent Addictions](#)
- [Harford County Public Schools Health Services](#)
- [Office on Mental Health Core Service Agency](#)
 - [Mental Health in the Schools](#)
- [Upper Bay Counseling](#)
 - [Transition-age Youth Program](#)
- [Maryland Choices](#)
 - [Care Management Entity Services](#)
- Sites Designed for Youth
 - [Kids Health](#)
 - [Kids.Gov](#)
 - [National Institutes of Health](#)
 - [HHS for Kids](#)
 - [Fitness for Kids – The President’s Challenge](#)

Housing

- [Harford Community Action Agency](#)
- [Harford County Housing Agency](#)
- [Alliance Case Management](#)
- [Habitat for Humanity FIXIT UP Program](#)
- Independent Living Programs
 - [Department of Social Services Independent Living Program](#) –Foster care youth
 - [New Pathways](#)
 - [Mentor Maryland](#)
 - [Our House](#)

General resources

- [Harford County Youth Commission](#)
- [Maryland Transitioning Youth Website](#) – Families and youth with disabilities
- [Problem Solver Maryland](#) –Assess eligibility for entitlement benefits and services
- [We Connect You: Maryland](#)

Research and collaborations

- [Forum for Youth Investment](#)
- [America’s Promise Alliance](#)
- [Grad Nation: A Guidebook to Help Communities Tackle The Dropout Crisis](#)
- [Youth Readiness for the Future](#)
- [Are They Really Ready to Work?](#)
- [National Network on Youth Transition](#)
- [National Alliance to End Homelessness](#)
- [Homeless Youth and Youth Adults in Baltimore: An Overview of the Law](#)



*Harford Community College support services:

Instruction

- High school career and technology students visit HCC’s business, accounting and/or computing classes on an annual basis through outreach programs conducted by the Business Community and Technology faculty. Current agreement provides options for high school career and technology students to receive college credit for specific career pathways. For example, students from Edgewood High School’s Academy of Finance are “dual enrolled” in an online, 3-credit hour Introduction to Business (BA 101) course that is taught by college faculty. Upon successful completion, the high school students are awarded 3 college credits.
- HCPS Homeland Security graduates earn 3 academic credits for Introduction to Criminal Justice when they enroll in HCC’s Criminal Justice program. The first HCPS class graduated in spring 2010; 19 of the 49 graduates plan to attend Harford Community College in the fall 2010.
- Incoming college freshman majoring in STEM disciplines are offered a bridge program designed to make them better prepared academically for success; reading, writing, math and science skills as well as career awareness are the key focus areas. A majority of the enrolled students are able to place into higher levels of math upon successful completion of the program. This program runs during the summer semester; enrollment was approximately 24 students each summer. Student success is being measured by their persistence towards degree, which is ongoing.
- STEM division has partnered with the public schools and other college divisions in several initiatives designed to introduce middle and high school students to the college. The initiatives include Technology Needs Teens (TNT) Day each May, that serves approximately 220 Harford County Public Schools (HCPS) 8th graders representing each county; summer camp orientation for 9th grade biomedical program students; tours for Science and Math Academy high school students; hosting advanced chemistry lab immersion days for Science and Math Academy students.
- Adult Basic Education (ABE)/GED Advising sessions take place on HCC campus, as well as 6 other locations; 50 ESL advising sessions and 70 ABE/GED advising sessions; 858 new students attended advising sessions in FY 10.
- Host open house/information sessions two times a year for HOT Certificate programs
- Hosted students referred by Truancy Court for dinner, tour of campus and program offerings provided
- HCC representative visits Alternative Education school monthly and meets with students to motivate them to pursue college

Admissions

- Sponsor the annual on-campus Technology Needs Teens (TNT) event. The students are selected by the public schools and are exposed to Science, Technology, Engineering, and Math related assignments, instructors and presentations.
- Conduct on-campus Open Houses each fall and spring for high school juniors and seniors and their parents. Approximately 200 high school students attend each event which exposes the families to the campus, student services, and academic programs.
- Provide support to the HCPS Education After High School event. This on-campus college fair has approximately 100 colleges represented, and families learn about educational and financial aid opportunities.
- Provide support to the on-campus Harford Equity and Leadership Program (HELP) which serves approximately 200-250 HCPS middle school students annually. This event is designed to help students learn about equity and leadership as well as post-secondary opportunities.



- Conduct high school junior one-stop sessions for juniors who will be dually enrolled during their senior year. Students attend an on-campus session where they are academically assessed, receive an orientation, and register for classes.
- Conduct a Transition Services Tour and Visit where HCPS students with a documented disability and IEP visit the campus and receive an overview of support services, including Disability Support Services.

Financial Aid

- Conduct financial aid information workshops for parents of high school seniors in all county high schools during the months of November/December each year. These workshops provide comprehensive information about the financial aid application process and the types and availability of financial aid. Approximately 650 people attend this event each year.
- Sponsor an on-campus Saturday You Can Afford College event in February to assist county families with FAFSA completion. This event provides one-on-one assistance to approximately 300 parents and students in completing the FAFSA, along with information about financial aid programs including state aid.
- Provide information table and staff at on-campus events such as Education After High School and HCC Open Houses (see Admissions note above).

Athletics

- Harford athletics has established a series of high school senior all-star athletic contests in order to expose those students and their families to the campus and its amenities.
- Harford athletics accommodates area high school games in its facilities as needed.
- Harford athletics offers group outings for high school teams to view/experience varsity contests played by Harford's intercollegiate teams.
- Harford athletics coaches actively recruit student-athletes to compete in our 12-sport varsity team program.

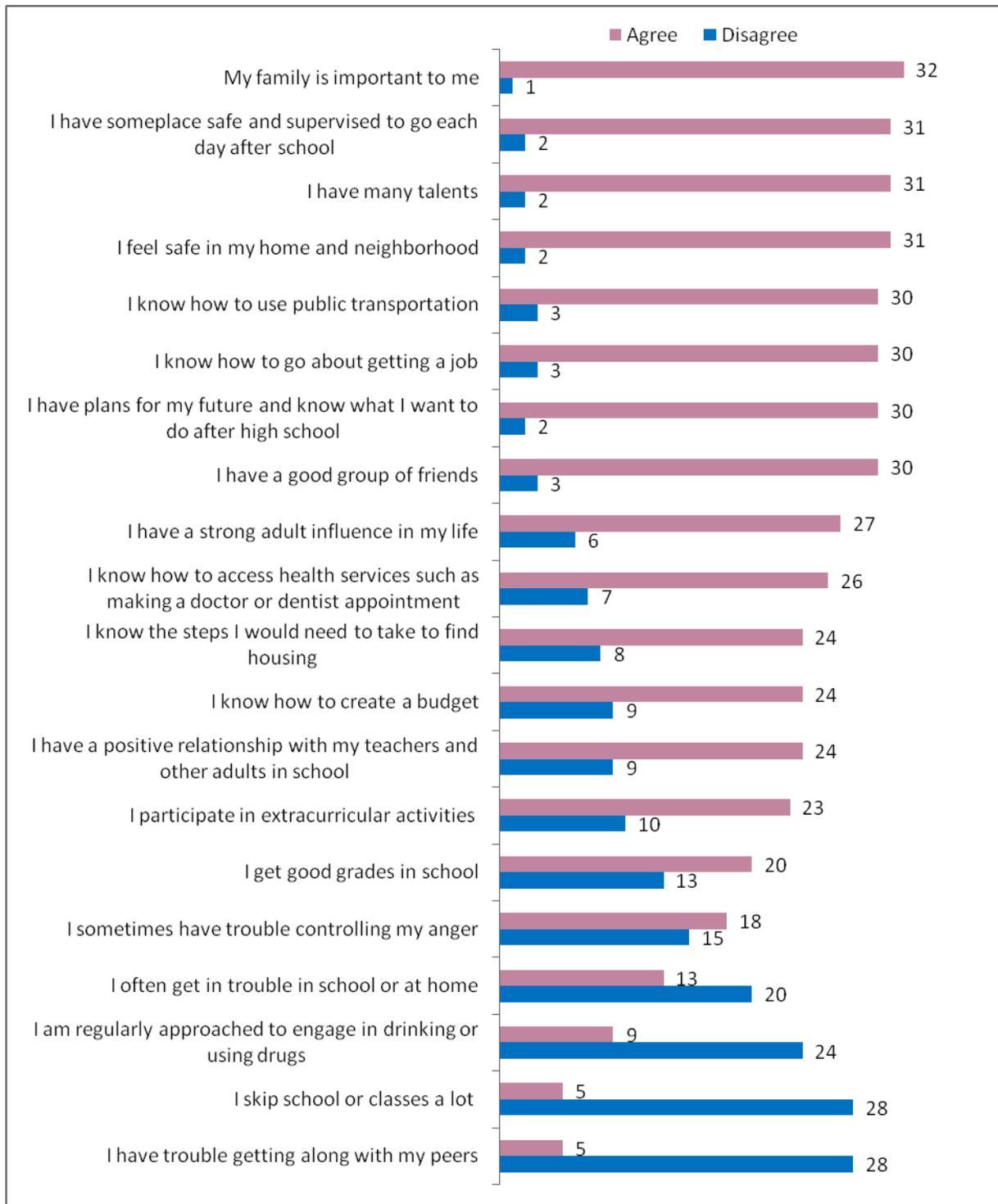
Rites of Passage (ROP) Mentoring

- In April of 2010, ROP co-sponsored a conference with several community organizations including the Harford County Alliance of Black School Educators (HCABSE), FACE IT and the Harford County Office of Drug Control titled "Unleashing Power, Potential and Promise." Teen star Jordan Coleman of the Nickelodeon series the "Backyardigans" was the keynote speaker and showcased his documentary "**Say it Loud.**" In it Jordan utilizes local and national role models to underscore the value of an education and facing the consequences of our decisions.
- ROP mentees held a workshop during the breakout sessions using a documentary titled "**Bring Your A Game.**" The documentary is a conversation regarding the challenges and crisis faced by Black males along with strategies for change. The video features personalities including Academician and activist-Dr. Cornell West, New Jersey Mayor-Cory Booker, Film producer-Spike Lee, music moguls- Damon Dash, Russell Simmons, Sean Puffy Combs and Lupe Fiasco. Approximately 100 people attended the conference which was held at HCC in Edgewood Hall. HCC provided space and lunch for the event.



APPENDICES

At-Risk Youth Survey Outcomes (N=33)





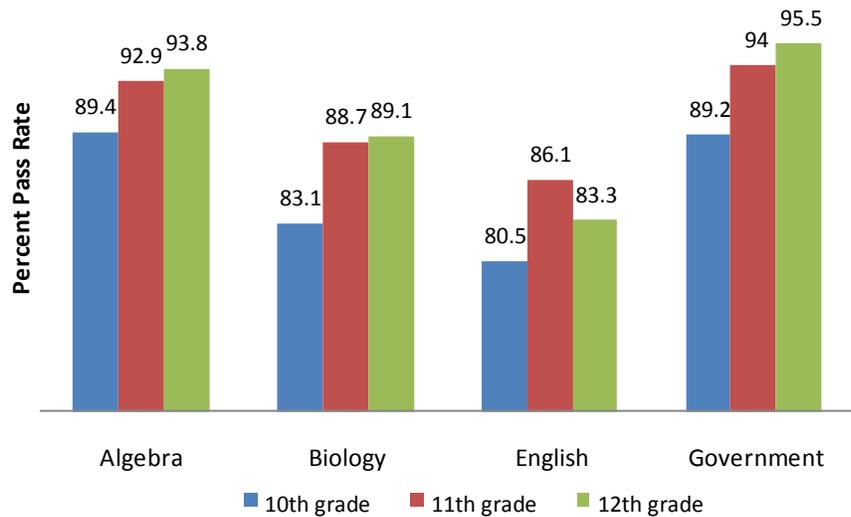
Acronyms

BHYI	Baltimore Homeless Youth Initiative
CSA	Core Service Agency (Office on Mental Health)
CBO	Community-based organization
CTE	Career and Technology Education
DDA	Maryland Developmental Disabilities Administration
DHCD	Maryland Department of Housing & Community Development
DHMH	Maryland Department of Health and Mental Hygiene
DHR	Maryland Department of Human Resources
DJS	Maryland Department of Juvenile Services
DLLR	Maryland Department of Labor, Licensing and Regulation
DOD	Maryland Department of Disabilities
DSS	Department of Social Services
FFT	Functional Family Therapy
GEEF	Greater Edgewood Education Foundation
HCC	Harford Community College
HCPS	Harford County Public Schools
HD	Health Department
IDA	Individual Development Account
IEP	Individualized Education Plan
ILP	Independent Living Program
LMB	Local Management Board
LSS	Local School System
LWIB	Local Workforce Investment Board
MANSEF	Maryland Association of Non-Public Special Education Facilities
MHA	Mental Health Administration
MHEC	Maryland Higher Education Commission
MSDE	Maryland State Department of Education
MSDE-DORS	Maryland State Department of Education, Division of Rehabilitation Services
MSDE-CTAL	Maryland State Department of Education, Career technology and Adult Learning Services
MSDE-DSE/EIS	Maryland State Department of Education, Division of Special Education/ Early Intervention Services
MST	Multi-Systemic Therapy
MVA	Motor Vehicle Administration
OST	Out of School Time
ROP	Rites of Passage (Harford Community College Program)
RTC	Residential Treatment Center
SES	Supplementary Education Services
SPP	State Performance Plan (SPP)
SWD	Students With Disabilities
SWN	Susquehanna Workforce Network
USM	University System of Maryland
WIA	Workforce Investment Act



Education Outcomes in Harford County

High School Assessment (Harford County Public Schools, 2010)*



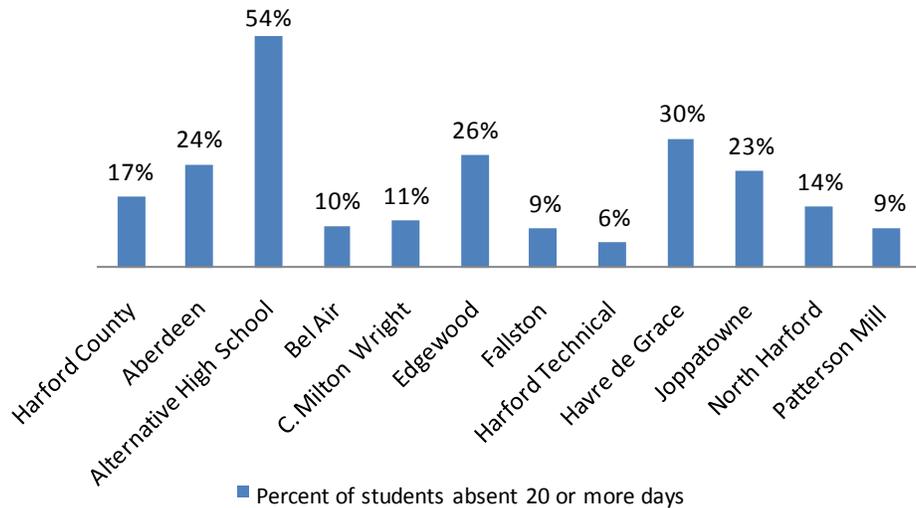
Percent of 12th grade students who have passed the HSA*

Subject	Maryland	Harford
Algebra	87.9	93.8
Biology	84.5	89.1
English	83.7	83.3
Gov't	91.5	95.5

Percent of high school students absent 20 or more days of school*

Year	Maryland	Harford
2006	20.5	21.2
2007	19.5	16.8
2008	19.5	17.7
2009	18.4	18.9
2010	18.1	16.5

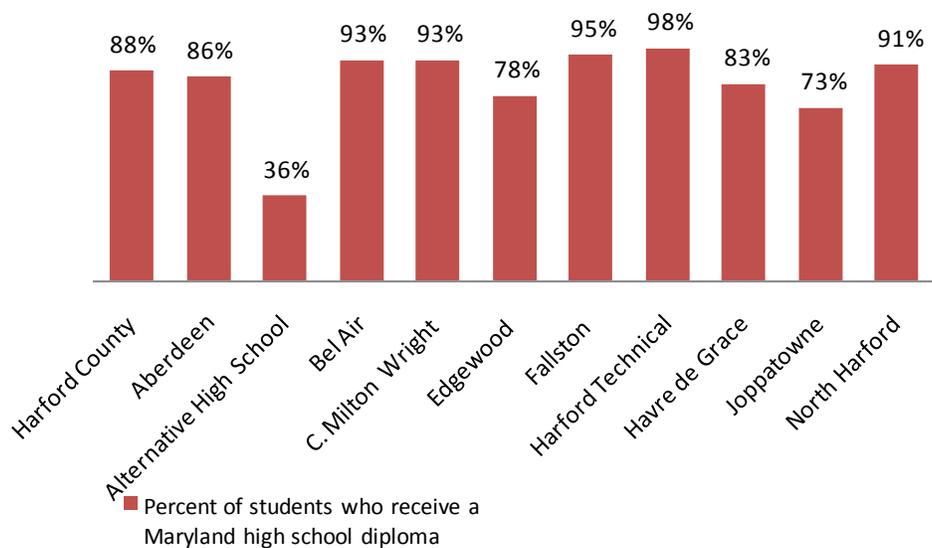
Absence from School (Harford County Public Schools, 2010)*



Percent of students who receive a Maryland high school diploma*

Year	Maryland	Harford
2007	85.24	87.17
2008	85.09	86.72
2009	85.24	86.73
2010	86.55	88.38

Graduation Rate (Harford County Public Schools, 2010)*



* Source: www.mdreportcard.org



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Education Outcomes in Harford County

Enrollment of Harford Community College Students (HCC, 2010)

Number of Students	2007-2008	2008-2009	2009-2010
Total	8,297	8,616	9,720
Part-Time	6,622	6,735	7,703
Full-Time	1,675	1,881	2,017

Enrollment within Maryland Higher Education ^

Type of School	2007	2008	2009
Total	261,401	270,275	285,838
Community College	122,790	128,093	140,031
Four-Year Public	106,943	110,659	113,230
Independent	31,668	31,523	32,577

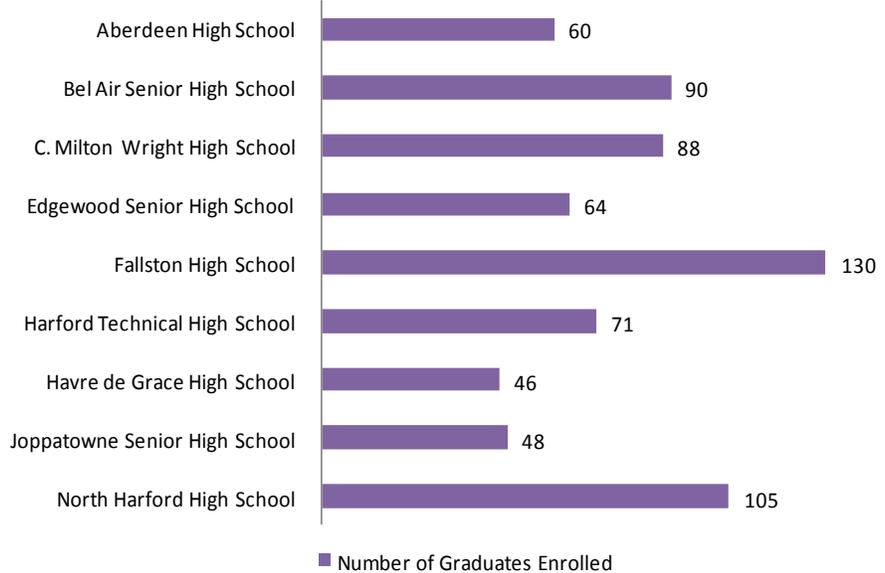
Percent Change in Community College Enrollment 2006-2009 ^

Maryland Community College	Fall 06-07	Fall 07-08	Fall 08-09
Anne Arundel	1%	2%	11%
Carroll	7%	1%	13%
Cecil	8%	8%	5%
Baltimore County	0%	6%	14%
Harford	6%	4%	10%
Howard	5%	5%	11%
System Wide	3%	4%	9%

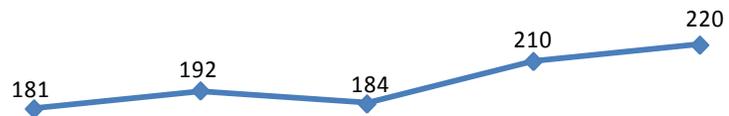
^ Source: <http://mdacc.org>



Enrollment by Harford County Public School Graduates (Harford Community College, 2009)



Students with Disabilities (Harford Community College, 2010)

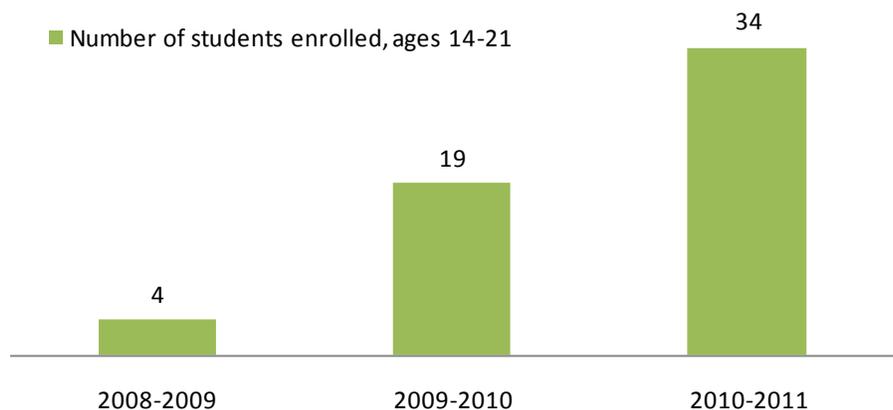


◆ Number of students enrolled, ages 14-21

2005-2006 2006-2007 2007-2008 2008-2009 2009-2010

Foster Care Youth (Harford Community College, 2010)

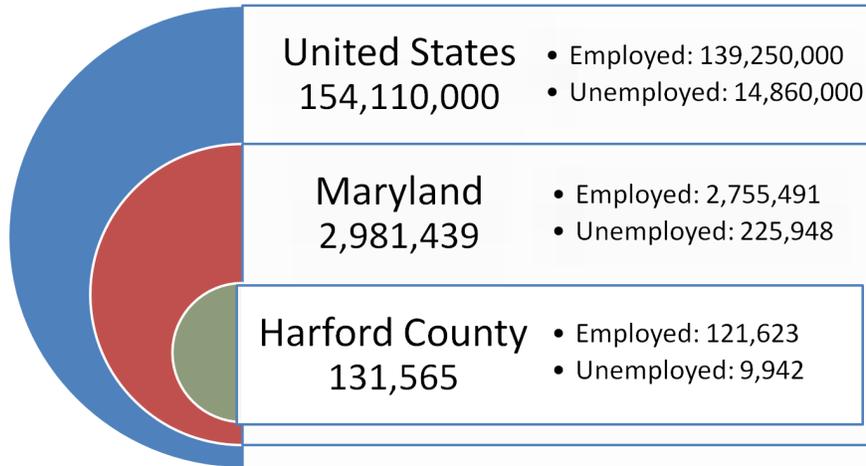
■ Number of students enrolled, ages 14-21



Employment Outcomes in Harford County



Civilian Labor Force (Maryland DLLR, August 2010)

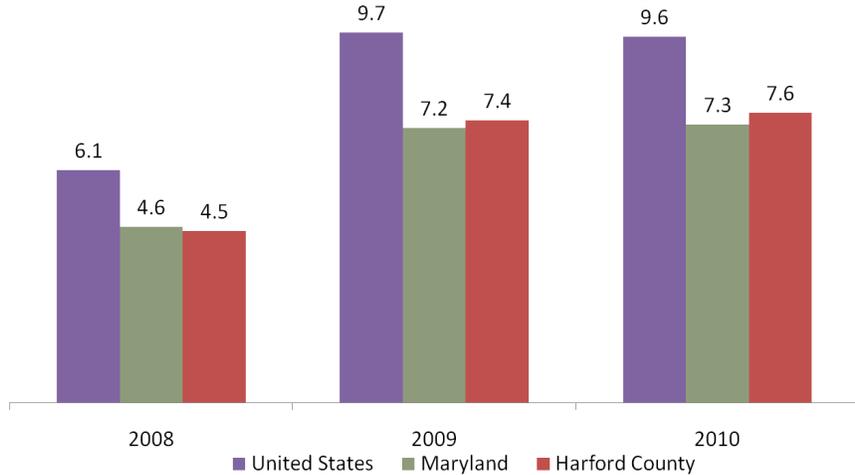


Median Household Income, 2008 ~

United States	\$52,029
Maryland	\$70,545
Anne Arundel	\$83,285
Baltimore City	\$40,313
Baltimore County	\$63,128
Carroll	\$78,653
Cecil	\$68,338
Harford	\$77,085
Howard	\$102,540

Unemployment Rate

(U.S. Bureau of Labor Statistics, August 2010)



Unemployment rates, August 2010 ^

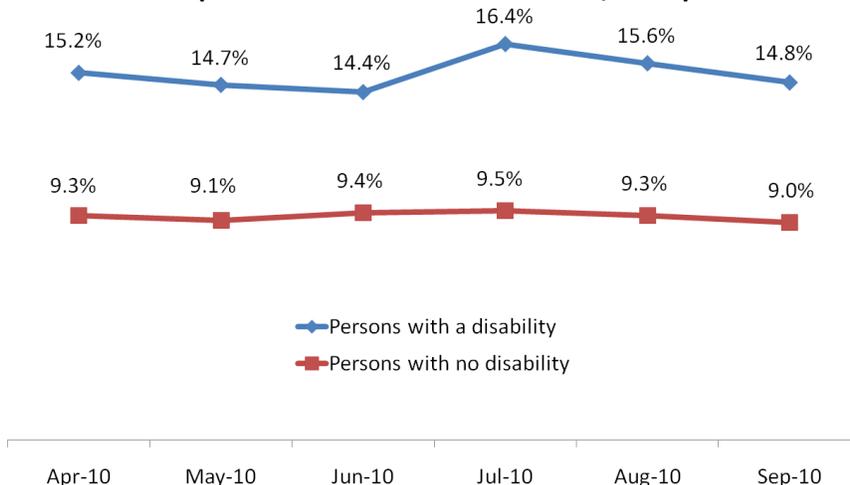
United States	9.6
Maryland	7.3
Anne Arundel	7.0
Baltimore City	11.7
Baltimore County	8.2
Carroll	6.8
Cecil	10.5
Harford	7.6
Howard	5.6

Employment Status, Persons with a disability, 2007 +

United States	37%
Maryland	42%
Harford County	44%

Unemployment Rate, Persons with a Disability

(U.S. Bureau of Labor Statistics, 2010)

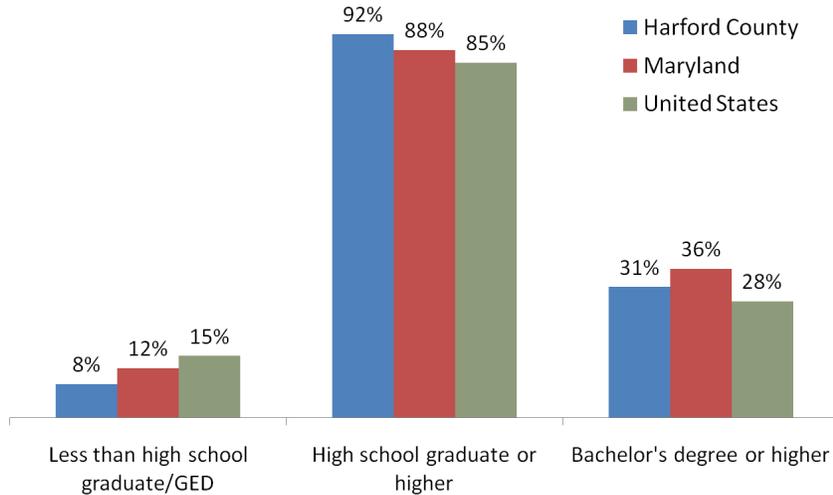


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Employment Outcomes in Harford County

Educational Attainment (U.S. Census Bureau, 2009)



Percent of students who received a Maryland high school diploma *

Year	Maryland	Harford
2007	85.24	87.17
2008	85.09	86.72
2009	85.24	86.73
2010	86.55	88.38

Occupations of Harford County Residents, 2008 ~

Management and professional	40.9%
Sales and office Service	25.9%
Production, transportation and material moving	13.5%
Construction, extraction, maintenance and repair	10.0%
	9.6%

Maryland Jobs and Workers by Skill Level, 2007 ∞

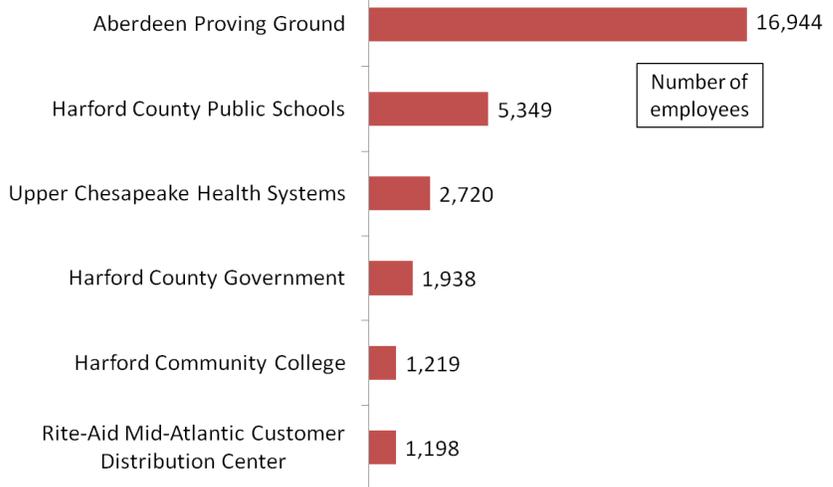
	Jobs	Workers
High-Skill	34%	42%
Middle-Skill	47%	37%
Low-Skill	19%	21%

Sources:

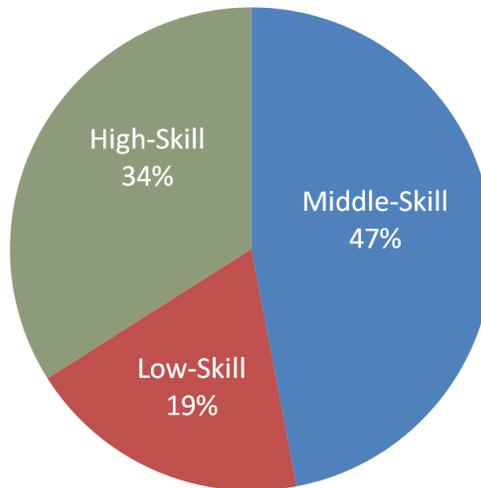
- ~ U.S. Census Bureau
- ^ Maryland DLLR
- + U.S. Bureau of Labor Statistics
- * Maryland Report Card
- ∞ National Skills Coalition



Top Employers (Harford County Economic Development, 2010)



Employment by Skill Type (National Skills Coalition, 2006)



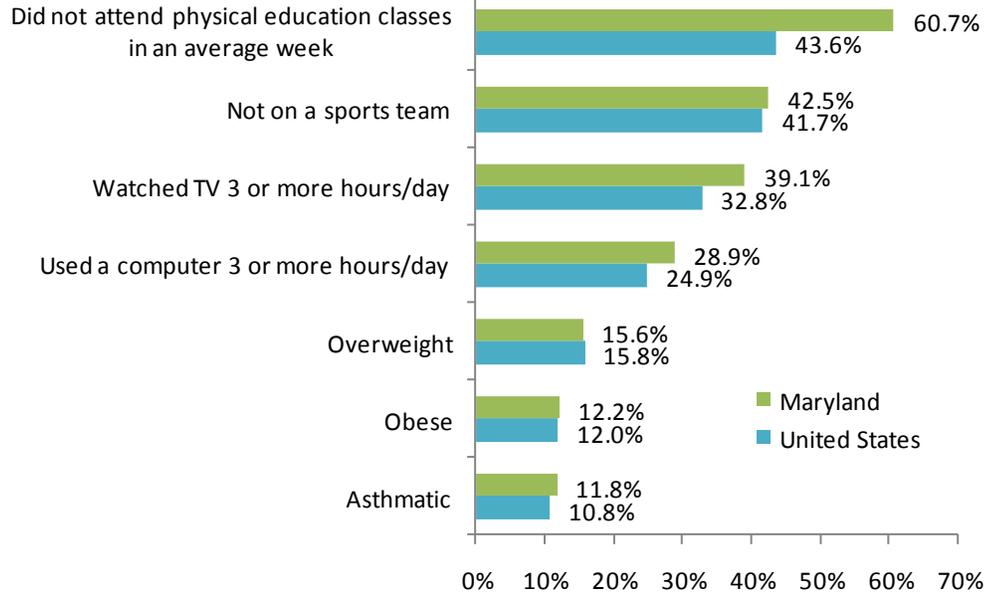
Examples of Middle-Skill Jobs in Maryland

- Registered Nurses
- Carpenters
- Automotive Mechanics
- Truck Drivers
- Electricians



Health Outcomes in Harford County

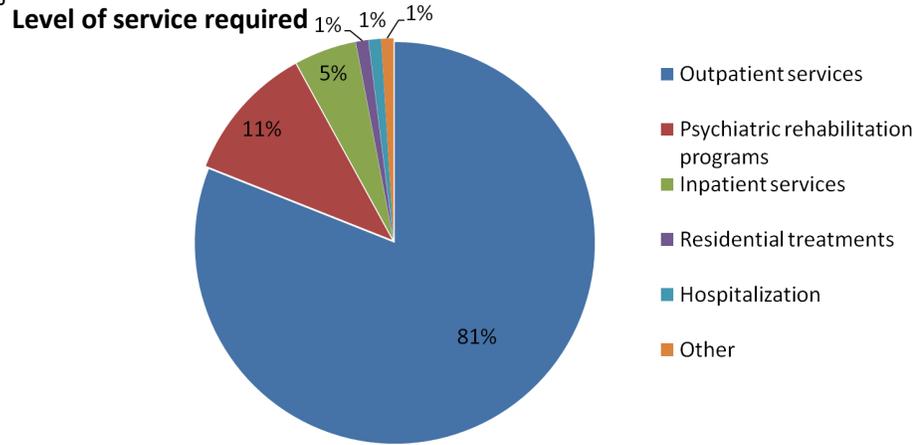
Health of Maryland Teens (Center for Disease Control and Prevention, 2009)



Health of Maryland Teens, 2009 ~

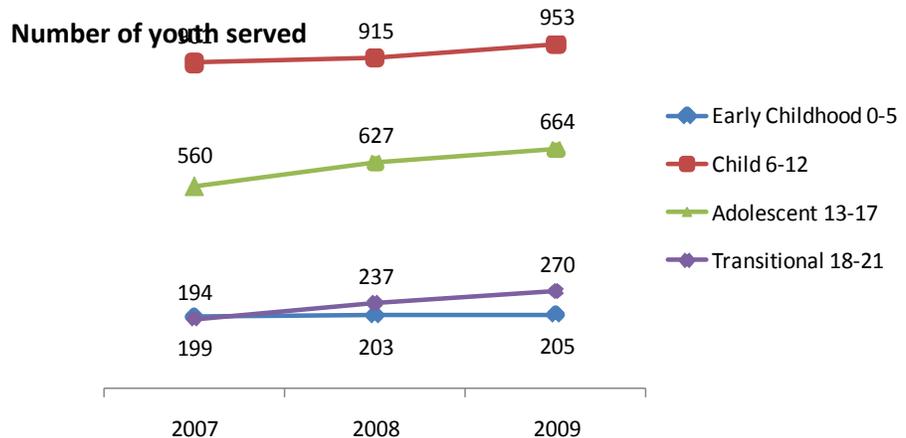
	Female	Male
Did not attend PE classes	69%	52%
Not on a sports team	49%	37%
Watched TV 3 or more hours/day	37%	41%
Used a computer 3 or more hours/day	26%	32%
Overweight	15%	16%
Obese	9%	16%
Asthmatic	13%	11%

Youth Served by Harford County's Public Mental Health System (Harford County Office on Mental Health Core Service Agency, 2009)



Public Mental Health System usage by youth in 2009 ^

Total number of youth (birth to 17) served	1,882
Number of new child and adolescents served	135
Percent of consumers that were youth	45%
Percent of child and youth population that accessed services	3%



Health Outcomes in Harford County



Percent of students who reported use in past 30 days by grade *

	8th	10th	12th
Any alcohol	14.8	48.7	52
Binge Drinking	6.0	16.8	39
Cigarettes	6.1	13.3	26.4
Ecstasy	0.6	2.2	2.8
Marijuana	3.8	15.2	27.3
Narcotics	0.8	2.8	8.1

Number of drug/alcohol violations by zip code area, 2009 *

Bel Air	21014	47
Bel Air	21015	41
Aberdeen	21001	41
Forest Hill	21050	24
Abingdon	21009	19
Havre de Grace	21078	17
Edgewood	21040	16
Street	21154	10
Belcamp	21017	9
Fallston	21047	9
Joppa	21085	7
Darlington	21034	4

Percent of total births that are to teens, 2008 [∞]

Maryland	3.3%
Anne Arundel	2.9%
Baltimore	2.7%
Carroll	1.7%
Cecil	4.6%
Harford	1.4%
Howard	2.0%

Sources:

[~] Centers for Disease Control and Prevention

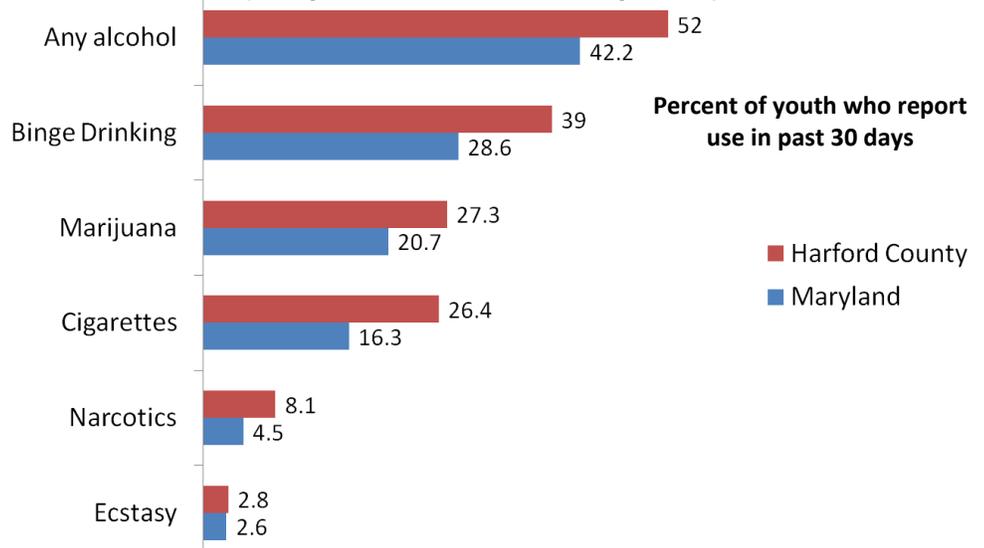
[^] Harford County Office on Mental Health Core Service Agency

⁺ Maryland Adolescent Survey

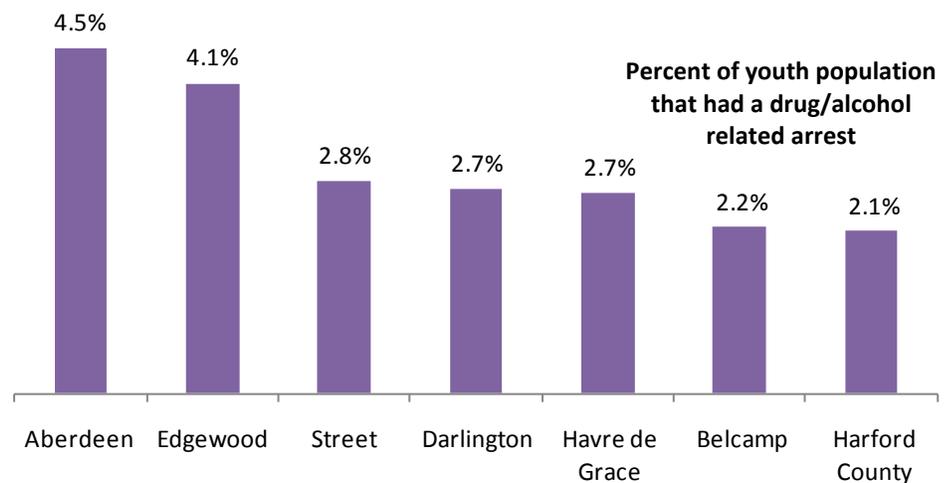
^{*} Harford County Department of Juvenile Services

[∞] Department of Health and Mental Hygiene

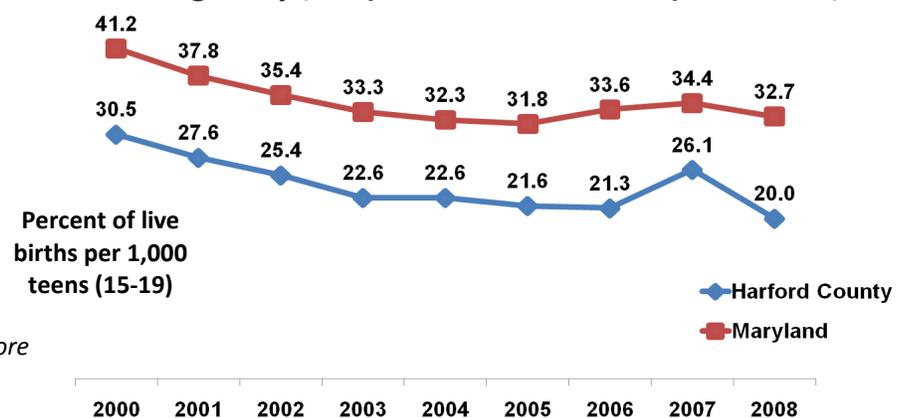
Harford County Youth Substance Abuse (Maryland Adolescent Survey, 2007)



Juvenile Drug/Alcohol Arrests (Harford County Department of Juvenile Services, 2009)



Teen Pregnancy (Maryland Vital Statistics Report, DHMH)





Housing Outcomes in Harford County

Rates of individuals who own vs. rent ~

	<u>Home Ownership</u>	<u>Home Rental</u>
Fallston	94.4%	5.6%
Forest Hill	86.7%	13.3%
Bel Air 21015	84.0%	16.0%
Bel Air 21014	82.6%	17.4%
Edgewood	68.4%	31.6%
Havre de Grace	67.2%	32.8%
Aberdeen	65.2%	34.8%

Rental Unit Affordability, 2010 ^

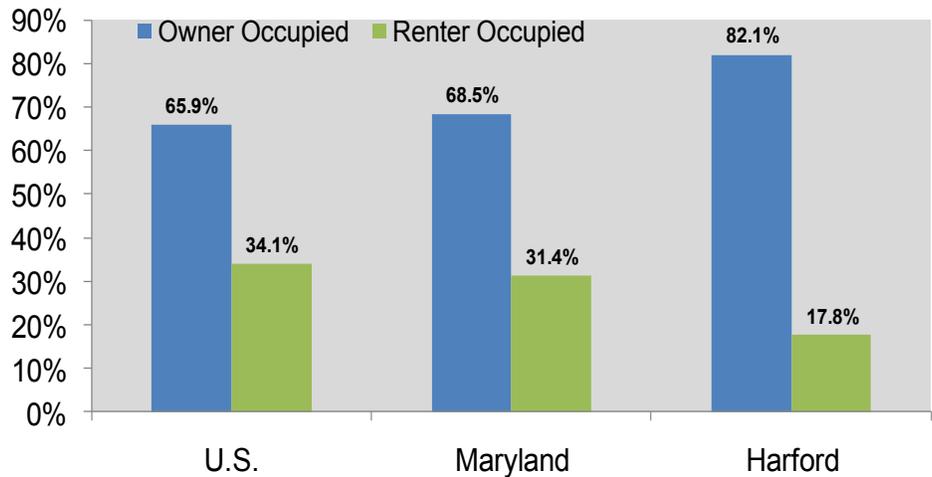
2-Bedroom Apartment	\$1,203
Income Needed	\$48,120
Hourly Wage Needed	\$23.13
% Change since 2000	68%
Full-time jobs needed at minimum wage	3.2

Rental Unit Affordability, 2010 ^

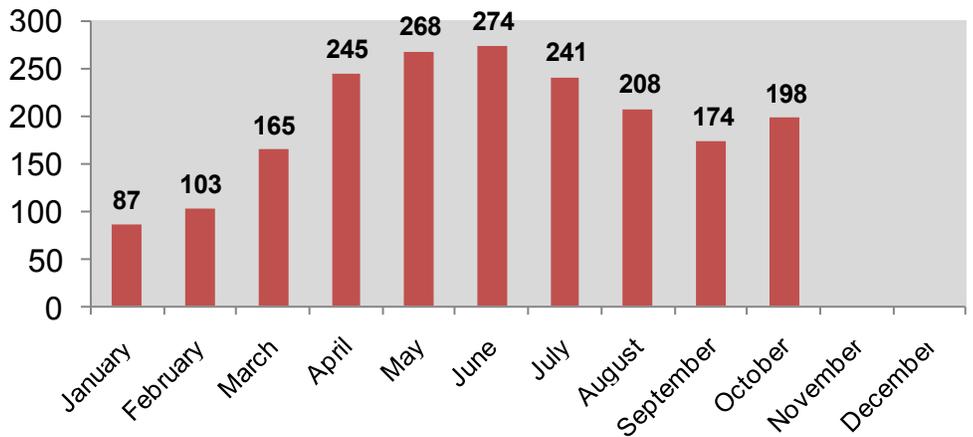
<u>County</u>	<u>2 Bedroom Fair Market Rent</u>
Anne Arundel	\$1,203
Baltimore County	\$1,203
Carroll	\$1,203
Cecil	\$1,095
Frederick	\$1,474
Harford	\$1,203
Howard	\$1,203
Maryland	\$1,271



Home Ownership Rates (U.S. Census Bureau, 2009)



Harford County Real Estate Trends—Total Units Sold (Metropolitan Regional Information Systems, 2010)



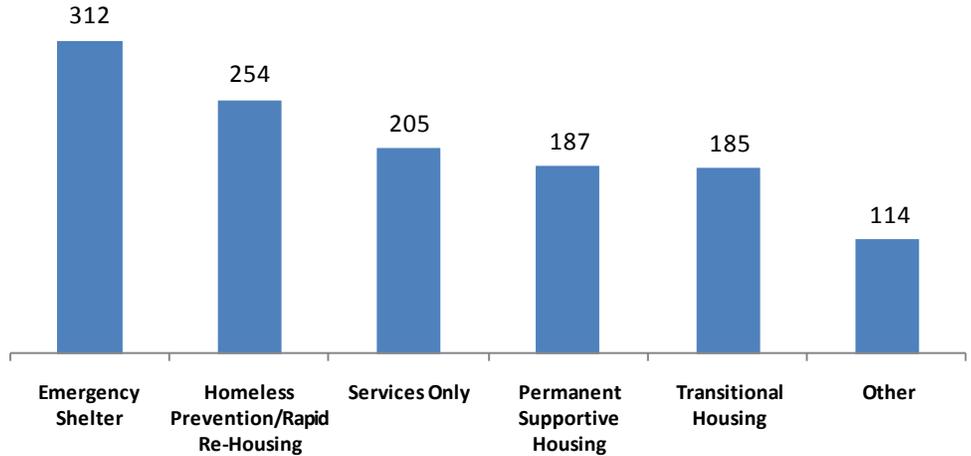
Harford County Real Estate Trends (Metropolitan Regional Information Systems, 2010)

	2007	2008	2009	% Change 2007 to 2009
Avg. Sold Price	\$296,884	287,275	268,301	- 9.8%
Total Units Sold	3,064	2,321	2,432	- 16.5%
Avg. Days on the Market	100	132	129	29.7%
Avg. List Price	\$312,035	\$312,055	\$290,990	- 6.7%



Housing Outcomes in Harford County

**Number of Individuals that Accessed Homeless Services
(Department of Community Services, 2010)**



Individual's accessing homeless services, 2010⁺

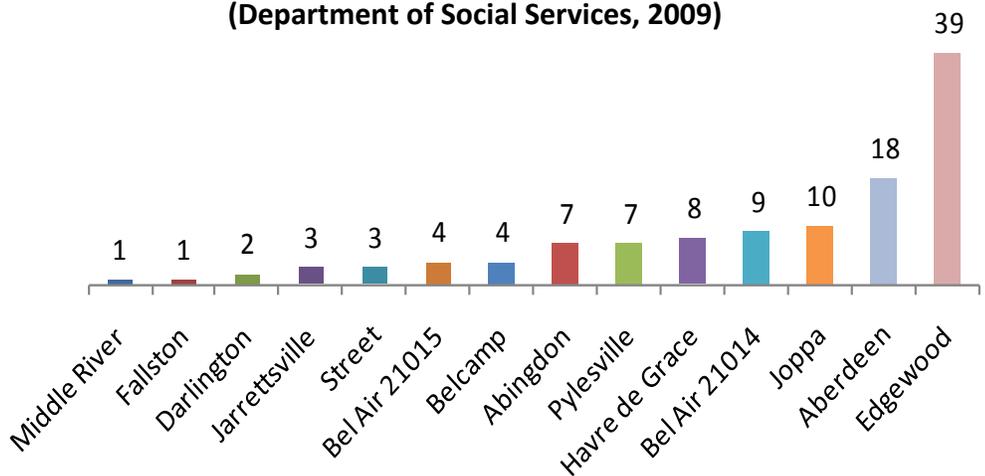
Age	Number
0-5	94
6-12	68
13-17	47
18-24	84
25-44	270
45-61	211
62+	9
Age Unspecified	21

Total number of foster care

Year	Number of youth
2007	170
2008	174
2009	116

Foster Care Placements

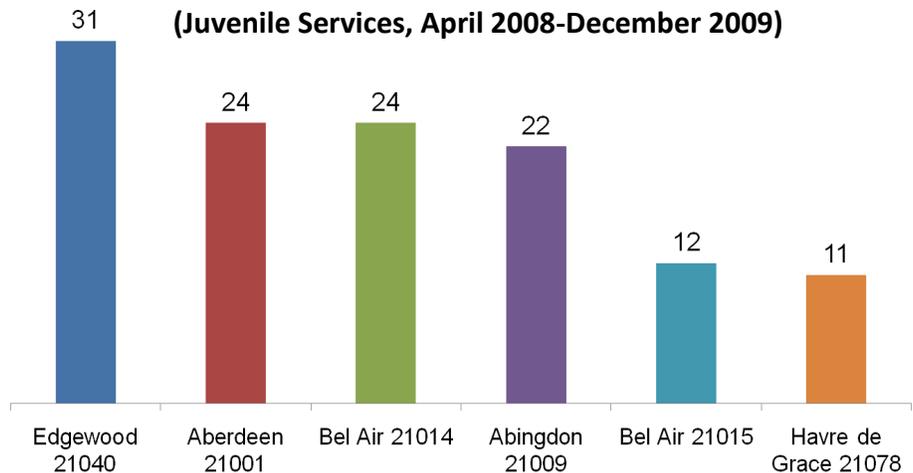
(Department of Social Services, 2009)



DSS Child Out of Home

County	% of population under 21
Carroll	0.08%
Howard	0.10%
Anne Arundel	0.13%
Baltimore County	0.29%
Harford	0.43%
State of Maryland	0.55%
Baltimore City	2.76%

**Juvenile Service Out-of-Home Placements
(Juvenile Services, April 2008-December 2009)**



Sources:

- ~ Claritas, 2009
- ^ National Low Income Housing Coalition, 2010
- + Homeless Management Info. System, 2010
- * Harford County Department of Social Services, 2009