

### Ready by 21 Action Plan: Harford County

Maryland Ready by 21 Plan Action Item (State agencies responsible)	Harford County Implementation	Status
<b>Education Benchmark</b>		
(1.1) Update information regarding graduation requirements posted on the MSDE and local school system websites. (MSDE, LSS)	<b>HCPS:</b> 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)	<b>HCPS:</b> 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)	<b>HCPS:</b> 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)	<b>HCPS:</b> 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.” <b>DSS:</b> 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)	<b>HCPS:</b> 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” <b>Service Coordination/DDA:</b> 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

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<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><b>HCPS:</b> 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><b>Greater Edgewood Education Foundation (GEEF):</b> 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><b>HCC:</b> See Attached</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><b>DSS:</b> 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><b>DJS:</b> The following two resources are utilized by DJS: Harford Community College (contact Donna Strasavich, Admissions) and Reconnecting Youth (coordinator Boo Chrismer)</p> <p><b>HCC:</b> <i>Instruction-</i> AVP serves on DSS Advisory Board for Family &amp; 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><b>DORS:</b> 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.</p> <p>(C) <b>LMB:</b> 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) &amp; (B): Not yet implemented; (C) Ongoing</p>

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(1.9) Support efforts to redefine definition of “Drop out” as part of the scope of the upcoming Dropout Prevention Summit, Summer, 2009. (MSDE)	<b>HCPS:</b> 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 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).	Not yet implemented
(1.10) Ensure that scholarship, grant, and financial aid information is include on the website for youth. (Children's Cabinet)	New website <a href="http://www.mdtransition.org">www.mdtransition.org</a> is targeted at Maryland families preparing for the transition of their young adult children with disabilities from secondary school to higher education or employment.	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)	<b>HCC:</b> <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 wee 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. <b>DSS:</b> 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.	Not yet implemented

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(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><b>HCPS:</b> 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><b>Villa Maria School/MANSEF Representative:</b> 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-secondary education and employment. (MSDE-DSE/EIS, MSDE-DORS, MANSEF, LSS, MHEC)	<p><b>HCPS:</b> HCPS SWD receive an exit document at the completion of their school experience.</p> <p><b>HCC:</b> 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 secondary institutions, community service providers, and/or potential employers but it is not intended to serve nor will suffice as documentation required for accommodations.</p>	Completed
(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)	<p><b>HCC: Instruction-</b> 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.</p>	(A) Completed (B) Not yet implemented

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(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)	<p><b>DSS:</b> 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.</p> <p><b>DJS:</b> The following resources are utilized by DJS to assist youth: Teen Diversion, Alternative Education, Reconnecting Youth, Alliance, Public Defender Office</p> <p><b>HCPS:</b> 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.</p> <p><b>DDA:</b> 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.</p> <p><b>Harford County Mediation Program:</b> Conducted two facilitated IEP’s in the 2009-2010 school year. Information on how to utilize mediations services is available at <a href="http://www.harfordcountymd.gov/services/mediation">http://www.harfordcountymd.gov/services/mediation</a></p> <p><b>Upper Bay:</b> In the process of creating a Transition Age Youth (TAY) program for youth 18-21.</p>	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)	<p><b>HCPS:</b> 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 an on-line learning process – currently under review (used in Home and Hospital).</p> <p><b>HCC:</b> Extensive online and hybrid program “Quality Matters” - training and certification program to ensure quality in online courses. Credits available by exam, portfolio review, etc.</p>	Ongoing
(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

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<p>(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)</p>	<p><b>HCPS:</b> 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.</p>	<p>Ongoing</p>
<b>Employment Benchmark</b>		
<p>(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)</p>	<p>Currently no update on this action item</p>	<p>Not yet implemented</p>
<p>(2.2) Review programs of instruction within Maryland’s school systems to ensure that requirements are aligned with 21<sup>st</sup> century workplace skills, as recommended by the Emerging Workforce Committee of the Governor’s Workforce Investment Board. (MSDE)</p>	<p><b>HCPS:</b> 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.</p>	<p>Completed</p>

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(2.3) Starting at age 14, eligible youth will be referred for participation in their local summer youth employment program. (Children’s Cabinet, LWIBs)	<b>SWN:</b> School Counselors are made aware of Summer Programs and the application process. Youth activities disseminated through youth database, SWN website and outreach activities. <b>HCC:</b> Students in ABE/GED and Literacy classes are distributed all information regarding summer opportunities and are strongly encouraged by instructors to contact SWN.	Completed
(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)	<b>HCPS:</b> Susquehanna workforce Network funded Boys 2 Men program to provide summer youth employment activities during the summers of 2009 and 2010. <b>SWN:</b> Summer Youth are made aware of other SWN youth services. Summer Youth RFP targets Foster Care Youth, Youth Drop-outs, and youth with disabilities. <b>DSS:</b> 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)	<b>SWN:</b> 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. <b>HCC:</b> Collaborates with SWN, DSS, Reconnecting Youth, Title I HCP schools, MYC for grant possibilities and to refer to One Stop Centers.	Completed

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<p>(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)</p>	<p><i>Note- WIA One-Stop Centers are Susquehanna Workforce Network (SWN) Workforce Centers in Aberdeen, Bel Air and Cecil County</i></p> <p><b>HCPS:</b> 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.</p> <p><b>SWN:</b> Participated in several public school sponsored ventures: “Working in your own backyard,” “Futures 11”</p> <p><b>DSS:</b> 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.</p> <p><b>HCC:</b> 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.</p>	Ongoing
<p>(2.7) Starting no later than age 14, utilize MBRT’s <a href="http://www.BeWhatIWantToBe.org">www.BeWhatIWantToBe.org</a> website to develop career awareness and explore careers. (MSDE, MD Business Roundtable)</p>	<p><b>HCPS:</b> Maryland Scholars is conducted by the Maryland Business 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.</p>	Completed
<p>(2.8) Ensure that WIA Youth Coordinators participate in the transition planning team from Department of Disabilities (DOD) youth. (MSDE, MHEC, DOD)</p>	<p><b>HCC:</b> Director for Adult Basic Education &amp; Literacy serves on the WIA Youth Council and can support this initiative</p>	Ongoing
<p>(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)</p>	<p><b>DSS:</b> The WAGE Connection is not familiar with the MSDE Career Development Framework.</p> <p><b>SWN &amp; HCPS:</b> Works collectively in outreach efforts.</p>	Ongoing

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(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)	<b>HCC:</b> 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)	<b>HCPS:</b> 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. <b>DORS:</b> 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)	<b>HCPS:</b> MSDE provides on-going guidance in the area of Transitioning students to community living. HCPS representatives attending this meeting return to HCPS and PD is afforded to our transition resource teachers. Additionally, the Department of SE 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. <b>Special Education Office:</b> 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 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.	Ongoing

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<b>Health Benchmark</b>		
(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)	<b>CSA:</b> The TIP program is currently provided in Washington and Fredrick County through a Federal Grant. According to MHA it is not expected to be implemented in any other county at this time.	Not yet implemented
(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)	<b>DSS:</b> 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. <b>HD:</b> 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 is available online at <a href="http://www.jhsph.edu/bin/s/e/Interactive%20Guide.pdf">http://www.jhsph.edu/bin/s/e/Interactive%20Guide.pdf</a>	Not yet implemented

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(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 methods of outreach needed, e.g. a state sponsored web based database, informational packet, Medicaid training, etc; C) If there is insufficient capacity, identify funding for expansion, and entities to provide insurance coverage, e.g. community colleges (RB 21 Health Subcommittee)	<b>Upper Chesapeake:</b> 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 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.	Ongoing
(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)	<b>HD:</b> Comprehensive, authoritative, and reliable health informational websites for youth and adolescents include: <a href="http://www.kidshealth.org">www.kidshealth.org</a> , <a href="http://www.kids.gov">www.kids.gov</a> (selections include categories for health and safety), <a href="http://www.nlm.nih.gov/medlineplus/teenspage.html">www.nlm.nih.gov/medlineplus/teenspage.html</a> , <a href="http://www.hhs.gov/kids/">www.hhs.gov/kids/</a> , and <a href="http://www.healthylharford.org">www.healthylharford.org</a> . 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)	<b>CSA &amp; HCPS:</b> 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)	<b>HCPS:</b> Current focus is on Common Core Standards. As part of Race to the Top curriculum changes will be forthcoming which will include health issues. <b>CSA:</b> 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

### Ready by 21 Action Plan: Harford County

Maryland Ready by 21 Plan Action Item (State agencies responsible)	Harford County Implementation	Status
<p>(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 &amp; MD CARES staff)</p>	<p>Specific to Baltimore City only</p>	<p>Not yet implemented</p>
<b>Housing Benchmark</b>		
<p>(4.1) DHR will advise DJS regarding rapid clearance procedures for kinship caregivers. (DHR, DJS)</p>	<p><b>DSS:</b> 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. <b>DJS:</b> HCDJS is not aware of these procedures.</p>	<p>Not yet implemented</p>
<p>(4.2) Investigate school curricula and life skills training taught by caregivers, i.e. ILPs, DJS, RTCs. (RB 21 Housing Subcommittee)</p>	<p><b>DJS:</b> When needed, youth involved in DJS are referred to Mentor Maryland, a Treatment Foster Care - Independent Living Program which utilizes foster families in Baltimore. Website: <a href="http://md-mentor.com/welcome.aspx">http://md-mentor.com/welcome.aspx</a>. 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. Website: <a href="http://www.our-house.org/">http://www.our-house.org/</a>. <b>DSS:</b> Utilizes the Independent Living Program New Pathways for youth involved in foster care. (also see item 4.11)</p>	<p>Ongoing</p>

**Ready by 21 Action Plan: Harford County**

<b>Maryland Ready by 21 Plan Action Item (State agencies responsible)</b>	<b>Harford County Implementation</b>	<b>Status</b>
(4.3) Require transition plans to include housing and to specify when youth will make contact with a permanent housing option. (DHR, DJS)	<p><b>DSS:</b> 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><b>DJS:</b> 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><b>LMB:</b> 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” <a href="http://weconnect.net/index.php/public/home/map">http://weconnect.net/index.php/public/home/map</a> 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><b>DSS:</b> 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

### Ready by 21 Action Plan: Harford County

Maryland Ready by 21 Plan Action Item (State agencies responsible)	Harford County Implementation	Status
(4.6) Identify and train System Navigators to provide targeted case management to assist homeless youth. (DHR, DJS, DHMH)	<p><b>DSS:</b> HCDSS does not know if this training has taken place.</p> <p><b>HCPS:</b> 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><b>Alliance:</b> Provides targeted case management to individuals who are homeless.</p> <p><b>Homeless Shelters:</b> 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><b>Mobile Crisis:</b> Mobile Crisis services respond to emergency calls, providing support to individuals facing a mental health crisis.</p>	Ongoing
(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 at <a href="http://www.endhomelessness.org/">http://www.endhomelessness.org/</a>	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 provided by Baltimore City Legal Aid, available online: <a href="http://www.harfordcountymd.gov/Services/LMB/Documents/215.pdf">http://www.harfordcountymd.gov/Services/LMB/Documents/215.pdf</a>	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)	<p><b>DSS:</b> 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)</p> <p><b>DJS:</b> Caseworkers are not currently trained in tenant rights.</p>	Not yet implemented

### Ready by 21 Action Plan: Harford County

Maryland Ready by 21 Plan Action Item (State agencies responsible)	Harford County Implementation	Status
(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)	<p><b>DJS:</b> 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).</p> <p><b>DSS:</b> 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.</p> <p><b>Housing Agency:</b> 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.</p> <p><b>Upper Bay:</b> Transition Age Youth program currently being built, will provide individually tailored life skills training, similar topics as those above.</p>	Completed
(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><b>HCC:</b> 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><b>DSS:</b> 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)	<b>DSS:</b> HCDSS licensed foster parents served as host families for children for Thanksgiving and Christmas, 2010	Completed
(4.14) Implement model transitional housing options. (DHR)	<b>DSS:</b> HCDSS is not certain if such a model has been developed	Not yet implemented

## Ready by 21 Action Plan: Harford County

Maryland Ready by 21 Plan Action Item (State agencies responsible)	Harford County Implementation	Status
(4.15) Develop the National Youth in Transition Database for youth in the child welfare system. (DHR)	<b>DSS:</b> The NYTD was implemented in October 2010.	Completed

### Appendix: Harford Community College Response, Action Item 1.6

(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)

#### *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 BCAT faculty. High school career and technology students at 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. Plans are under development to expand this approach to approximately 4 more high schools in the areas of accounting and marketing for spring 2011. Current articulation agreement provides options for high school career and technology students to receive college credit for specific career pathways.
- HCC has an agreement with HCPS to grant Homeland Security graduates 3 academic credits for the course, 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/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. There are plans to continue to offer the program.
- 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) 8<sup>th</sup> graders representing each county; summer camp orientation for 9<sup>th</sup> 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.
- 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 2X annually for HOT Certificate programs
- Hosted 3 students referred by Truancy Court for dinner, tour of campus and program offerings

## Ready by 21 Action Plan: Harford County

### *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 phenom 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.

## Ready by 21 Action Plan: Harford County

- 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.
- ROP mentees have been invited to Edgewood Middle School on October 22 to screen the documentary "**Bring Your A Game**" and hold a discussion with the students about the value of setting goals and getting an education. There will also a collaborative screening with the Havre de Grace Public library (contact person Denise Sconion) on Thursday, February 24, 2011 from 6:00-8 PM. This event will be open to the public.
- HCC students were given the opportunity to visit area schools during the Fall 09-Spring 10 school year which included Lincoln, Morgan, Towson and Howard Universities. A total of thirty two students participated in these visits.

### 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

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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