Ready By 21 Overview

The Ready By 21 Team, chaired by Department of Human Resources (DHR) Secretary Brenda Donald, was established in January 2008 to oversee the implementation of the Maryland Children's Cabinet's Ready By 21 Action Plan.

The following are the goals outlined in the Ready By 21 Five Year Action Agenda:

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-aged 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-aged 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 Ready By 21 Leadership Team convened four subcommittees whose membership included local providers, stakeholders and state child serving agency staff to develop benchmarks in the areas of Education, Employment, Health, and Housing. Cross-cutting issues, which cross multiple age groups and subject areas, and corresponding benchmarks, were also indentified. The Ready By 21 Action Plan is the compilation of all five areas, with corresponding strategic action steps. The Action Plan is intended to benefit all youth; unless otherwise specified, benchmarks and action steps apply to all youth. Benchmarks are listed according to the age level or range when services should commence and continue through adulthood, as appropriate.

Education Benchmarks

Age	Benchmark
14	• Youth in every school system understand graduation requirements
	• Youth should read and compute at grade level.
15/16	• Youth will have a concrete plan detailing how he/she will complete high school, earn a certificate of program completion, or obtain a GED which includes specific steps to meet any gaps in required courses. Plans will be signed by appropriate school personnel, parent, and youth and maintained in school records.
	• Disconnected youth will have an established re-engagement plan.
17/18	• Youth will have a concrete plan for postsecondary education, employment and/or training, which will include the completion of the Free Application for Federal Student Aid (FAFSA)
	• Transition plans for foster youth will include specific educational goals and financial assistance plans.
	• Graduating disabled youth will understand their service needs and will receive information on how to access disability support services.
19-21	• Youth will have access to post secondary supportive services (e.g. financial aid, counseling, tutorial)
	• Youth with disabilities exiting school will be aware of an engage with community supports.
	• Youth with disabilities who are completing a Maryland Certificate of Program Completion will be prepared for life after school and linked with the appropriate State agencies and CBOs as part of the transition planning process.

Action Steps – Education Benchmarks Current status/implementation of each step in Harford County	MD State Responsible Agencies/HC Responsible Agencies	MD Timeframe/HC Timeframe
(1.1) Update information regarding graduation requirements posted on the MSDE and local school system websites.	MSDE, LSS	October 2009
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.	HCPS	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	October 2009

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.	HCPS	Currently in place
(1.3) Complete the 2009 certification process for COMAR 13A.04.10 Career Development.	MSDE	October 2009
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.	HCPS	In progress
(1.4) MSDE will provide DHR caseworkers with a copy of each student's academic and career plan.	MSDE	October 2009-ongoing
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.	HCPS, DSS	Currently in place
(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	MSDE-DE/EIS, MSDE-DORS	October 2009-ongoing

Action Steps – Education Benchmarks Current status/implementation of each step in Harford County	MD State Responsible Agencies/HC Responsible Agencies	MD Timeframe/HC Timeframe
the course of study that will reasonably enable the student to attain these goals.		
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.	HCPS, DDA	Currently in place
(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	October 2009
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. **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. **HCC:** 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	HCPS, GEEF, HCC	Ongoing

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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) 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. • 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 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.		

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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 phnom 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		

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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.		
(1.7) Indentify 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	October 2009
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 aide process. Tuition assistance is available for all foster care youth. **DJS:** The following two resources are utilized by DJS: Harford Community College (contact Donna Strasavich, Admissions) and Reconnecting Youth (coordinator Boo Chrismer) **HCC:** If nothing is currently in place for this action item, what would be feasible to develop to better support the needs of foster care youth? • Instruction- AVP serves on DSS Advisory Board for Family & Children • Admissions- Conduct HCC enrollment information sessions approximately once every two months to foster care students at DSS. • Financial Aid- 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. **DORS:** Can determine eligibility for funding for youth with a disability, also provide help with FAFSA and information about tuition waivers.	DSS, DJS, HCC, DORS	Ongoing

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(1.8) 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	December 2009
(A) and (B) Currently no information available as to the status of this action item. **LMB:** (C) 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).	LMB	To be followed up on
(1.9) Support efforts to redefine definition of "Drop out" as part of the scope of the upcoming Dropout Prevention Summit. (Summer, 2009)	MSDE	December 2009
HCPS: Request technical assistance from MSDE regarding the summit outcomes. • Resources: 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)	HCPS	To be followed up on
(1.10) Ensure that scholarship, grant, and financial aid information is include on the website for youth.	Children's Cabinet	December 2009
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.		Completed
(1.11) Create draft language to expand tuition waiver statute to include youth leaving the system for legal guardianship	MHEC, USM, DHR	December

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(in addition to adoption) to be vetted with legislators, etc.		2009
HCC: Financial Aid - 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.** **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	**HCC, DSS**	**To be followed up on**
(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	December 2009-ongoing
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. **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.	**HCPS, MANSEF**	**Currently in place**
(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	December 2009-ongoing
HCPS: HCPS SWD receive an exit document at the completion of their school experience. **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. We go only to grade 8 at our Villa school. Also, there is a transition plan developed and included early in IEP's for students leaving eighth grade and entering	**HCPS, MANSEF, HCC**	**Currently in place**

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Action Steps – Education Benchmarks Current status/implementation of each step in Harford County	MD State Responsible Agencies/HC Responsible Agencies	MD Timeframe/HC Timeframe
public, non-public, and private high schools. **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 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	December 2009

HCC: (A) 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 Financial Aid • You Can Afford College (noted above) • 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 Rites of Passage (ROP) • In November of 2009, Merrill Lynch Advisor, Dedin Witherspoon spoke to HCC students about financial planning. He spoke as part of a panel assembled on "Careers in the 21st Century Workplace" • Mythbuster series. (B) N/A	HCC	(A) Currently in place (B) To follow up on

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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	December 2009-ongoing
• **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. • **Susquehanna Workforce Network/DLLR Representative:** NA – SWN not involved • **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 • **Office on Mental Health**: case management, psychiatric rehabilitative programs, intensive outpatient programs Upper Bay is in the process of creating a TAY program for youth 18-21	DSS, DJS, HCPS, SWN, DDA, Mediation	Currently in place
(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	March 2010-ongoing
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 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.	HCPS, HCC	Currently in place
(1.17)	Children's Cabinet	March 2010

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A) Identify education services that have delivered significant cost-savings. B) Establish compacts to fund service provision by using expected cost-savings.		
Currently no information available as to the status of this action item.		To be followed up on
(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	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.	HCPS	In progress

Acronyms

BHYI	Baltimore Homeless Youth Initiative
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

GEEF	Greater Edgewood Education Foundation
HCC	Harford Community College
HCPS	Harford County Public Schools
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
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
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