

Carol A. Beatty, Secretary
Christian J. Miele, Deputy Secretary

Larry Hogan, Governor
Boyd K. Rutherford, Lt. Governor



September 30, 2019

The Honorable Lawrence J. Hogan
State House 100 State Circle
Annapolis, Maryland 21401

The Honorable Thomas V. "Mike" Miller, Jr.
President
Senate of Maryland
State House, H-107
Annapolis MD 21401

The Honorable Adrienne A. Jones
Speaker
Maryland House of Delegates
State House, H-101
Annapolis MD 21401

Re: Report required by Executive Order 01.01.2007.13 Governor's Interagency Transition Council for Youth with Disabilities

Ladies and Gentlemen,

Pursuant to Executive Order 01.01.2007.13 Governor's Interagency Transition Council for Youth with Disabilities, the Maryland Department of Disabilities and the Maryland Department of Education-Division of Rehabilitation Services submit the Governor's Interagency Transition Council for Youth with Disabilities: 2019 Report.

If further information is required, please do not hesitate to contact Elizabeth Hall, Director of Interagency Affairs, Maryland Department of Disabilities. She may be reached at (410) 767-3652.

Sincerely,

A handwritten signature in black ink that reads "Carol A. Beatty". The signature is written in a cursive, flowing style.

Carol A. Beatty

cc: Sarah Albert, Department of Legislative Services (5 copies)

GOVERNOR'S INTERAGENCY TRANSITION COUNCIL FOR YOUTH WITH DISABILITIES

2019 REPORT

Co-chair, Carol A. Beatty, Secretary, Maryland Department of Disabilities

Co-chair, Scott A. Dennis, Assistant State Superintendent, Maryland State Department of
Education Division of Rehabilitation Services

Submitted September 30, 2019

I. BACKGROUND

The Interagency Transition Council for Youth with Disabilities (IATC) was first created on December 7, 2000 to improve the postsecondary outcomes of youths with disabilities in Maryland. It was reconstituted on August 7, 2007 by Executive Order 01.01.2007.13.

The primary responsibility of the IATC is to review, revise and update annually the Interagency State Plan for Transitioning Youth with Disabilities to ensure effective interagency planning and delivery of services for secondary students with disabilities. Additionally, the IATC is tasked with identifying and reporting activities of each partner which impact the delivery, quality and availability of transition services. The IATC also serves in an advisory capacity to all transition-related federal grants.

The IATC met four times during the reporting period: October 9, 2018; January 8, 2019; April 9, 2019; and June 11, 2019.

State Agency Acronyms Used in this Report

- BHA – Behavioral Health Administration, Maryland Department of Health
- DBM – Department of Budget and Management
- DDA – Developmental Disabilities Administration, Maryland Department of Health
- DHS – Department of Human Services
- MDH – Maryland Department of Health
- Maryland Labor – Maryland Department of Labor
- DORS – Division of Rehabilitation Services, Maryland State Department of Education
- GOC – Governor’s Office for Children
- GWDB – Governor’s Workforce Development Board
- MDOD – Maryland Department of Disabilities
- MHEC – Maryland Higher Education Commission

- MSDE – Maryland State Department of Education
- OGPSHCN – Office of Genetics and People with Special Health Care Needs, Maryland Department of Health

II. SIGNIFICANT POLICY CHANGES

Workforce Investment Opportunities Act

The work of IATC partner agencies, particularly MSDE, Maryland Labor, DHS, MDH/DDA, MDH/BHA, and GWDB, continues to be significantly impacted by the federal Workforce Innovation and Opportunity Act (WIOA), which went into effect July 1, 2015. The intention of this federal law was to improve employment outcomes for youth, particularly out-of-school youth (those who had left high school) and included a new emphasis on serving youth with disabilities.¹

WIOA places a priority on providing services to youth with disabilities. Youth with disabilities ages 16 -24 who are not attending school are eligible for out-of-school services. Youth with disabilities up to age of 21 are eligible for in-school services if they are low-income or meet other eligibility criteria. WIOA also represents new opportunities for support for young job

¹ WIOA's Title I Youth Program funds, which are targeted at young adults classified as either "in-school" or "out-of-school," are intended to assist in career and educational development. These funds are allocated to states by the U.S. Department of Labor according to a formula. WIOA preserved many aspects of youth services previously provided under the Workforce Investment Act, but made key changes, including: increasing the amount of youth services funds that must be spent on out-of-school youth; expanding the age of eligibility for out-of-school services; making disability a core category for eligibility for all youth services; and expanding the required youth services program elements. Under WIOA, at least 75% of federally allocated Title I Youth Program funds now must be used for out-of-school youth, an increase from the 30% required under WIA. The types of services funded include training and youth development programs for young people who have left school, as well as after-school services and employment supports for young people still in school. Local Workforce Development Areas (LWDAs) now must spend at least 20% of WIOA Title I Youth Program funds on work experiences that incorporate academic and occupational education.

seekers with disabilities by increasing the responsibility of Workforce Investment Boards and American Job Centers to be fully accessible and offer necessary accommodations to provide job seekers with disabilities effective and meaningful participation in the use of skills training and career development. Maryland state agencies continue to implement the new WIOA requirements.

Subminimum Wage Phase-Out in Maryland

In May 2016, Maryland passed the Equal Employment Opportunity Act (HB420), an advocate-driven law that phases out the use of “14(c) certificates,” which are certificates that allow sheltered workshops to pay workers with disabilities less than federal minimum wage (“subminimum wage”). Under HB420, over time, the 14(c) certificates authorizing this practice will no longer be issued, and sheltered workshops will not get reimbursements from the DDA for supported employment services provided to workers making subminimum wage. DDA and MDOD, in consultation with other agencies and stakeholders, submitted an Implementation Plan in October 2017 that includes plans for transitioning workers into competitive, integrated employment and other meaningful activities. Once this law has been fully implemented, youth with disabilities who are leaving high school will now be directed first towards competitive, integrated employment opportunities. In 2017 several of the IATC members were on the Equal Employment Act workgroup and worked in concert with DDA and MDOD in developing the plan. In the 2018 report the number of 14c certificate providers reduced from 41 providers to 23 providers or by 44 percent. In the 2019 report, the number of 14c certificate providers has reduced from 23 providers to 4 providers or by 83 percent. During the past year there has been an increase in the percentage of people taking part in competitive integrated employment, while the percentage of people taking part in sheltered work decreased.

Maryland ABLE Program

Governor Hogan signed the Achieving a Better Life Experience (ABLE) Act ([HB431](#)) on April 12, 2016 enabling Maryland to begin building an ABLE program. The Maryland ABLE program is implemented by Maryland 529 and officially launched in November 2017. Maryland ABLE is pursuing a state-partnership to make available tax-advantaged savings accounts for Marylanders with disabilities, allowing individuals to save money for qualified disability expenses without jeopardizing state and federal means-tested benefits.

Maryland ABLE account features include:

- Saving up to \$100,000 in your ABLE account before impacting SSI limits for cash benefits
- Saving money in your ABLE account without jeopardizing state and federal means-tested benefits such as Medicaid, food, or housing assistance
- \$2,500 state income tax deduction per filer and up to \$5,000 for joint filers
- \$14,000 annual contribution limit
- \$350,000 lifetime contribution limit

Since the beginning of 2017, Maryland ABLE has expanded outreach to Marylanders with disabilities, family members, and agencies and organizations. Through presentations and expos, the program has connected with over 25,000 Marylanders. In addition, Maryland ABLE established an active social media presence on Facebook & Twitter, expanded their email marketing list to over 13,000 contacts. At the end of FY19 Maryland ABLE has over 1,400 beneficiaries, over eight million dollars in total assets and 96% of account holders are Marylanders.

III. GRANT AWARDS AND OPPORTUNITIES

PROMISE

Maryland was one of six recipients of a national research grant from the U.S. Department of Education. Additional federal partners include the Social Security Administration, Department of Labor and Department of Health and Human Services. Maryland was awarded 31 million dollars for the five year grant in 2013. Over 2,000 youth on Supplemental Security Income (SSI) and their families have been recruited, 997 of whom were randomly assigned to receive intensive interventions to increase the educational and employment outcomes of both the youth and their families. Key interventions include coordinated, assertive community-based case management, benefits counseling and financial education, and unpaid and paid work experiences for the youth. The direct service interventions to youth and families ended in September 2018, with a final total of 724 Maryland PROMISE youth participating in paid employment experiences during the course of the grant. PROMISE staff also supported 806 youth to access one or more unpaid work experiences. Two non-cost extensions were approved, from September 2018-2020 for research, dissemination and systems changes activities.

Evidence-Based Behavioral Health Programs

BHA began administration of Healthy Transitions (HT) in October 2014. HT continues as a program for youth ages 16-25 with serious mental health conditions. [1] The goal of the initiative is to create seamless transition for participants moving from youth to adult services. Services include intensive treatment, community interventions, and family supports. Qualitative and quantitative data is collected. The grant covers Howard County and the tri-county region of Calvert, Charles, and St. Mary's counties. MD-HT service providers are Humanim in partnership with Way Station (Howard County) and Pathways (Tri-county). As of July 30, 2019 (Federal Fiscal year 2019), MD HT served 268 unduplicated individuals to date with 43 referrals and reached 74% of their goal to serve 360 unduplicated individuals. MD-HT has provided Outreach and Education to 11,775 individuals through at least 337 events. Lastly, BHA was awarded the 2019 Healthy Transitions (HT) grant in March 2019. There were two different jurisdictions selected to provide the required services for this grant, they are: Anne Arundel County-Arundel Lodge and MidShore-Crossroads Community.

BHA continues to participate in the work to conduct a feasibility study for the National Institute on Disability, Independent Living, and Rehabilitation Research (NIDILRR). BHA works with researchers on adaptations to the model and fidelity tool for Supported Employment in Maryland for use with Transition -Age Youth and Maryland has entered into enrollment and development phase of this research.

The Maryland Work-Based Learning Collaborative

The Maryland Work-Based Learning Collaborative is a five year project funded by the Rehabilitation Services Administration of the U.S. Department of Education and awarded to the Division of Rehabilitation Services (DORS). DORS will partner with the Local Education Agencies, Community Rehabilitation Partners, American Job Centers, the Maryland Department of Labor, the University of Maryland, Mathematica Policy Research, Inc., and employers to implement a comprehensive project featuring work-based learning components to improve career outcomes for youth with disabilities. These partnerships will maximize resources, address systemic barriers, and ensure that collaborative efforts are linked to desirable post-school youth outcomes. This project will inform the field about key considerations associated with the application of specific Pre-Employment Transition Services required under WIOA. It

will also further identify how the knowledge acquired over years of transition-related research can be effectively implemented through collaboration between VR and its partners.

IV. INTERAGENCY STATE PLAN FOR YOUTH WITH DISABILITIES: GOALS AND ACCOMPLISHMENTS

The Interagency State Plan underwent annual review at the June 11, 2019 meeting. The three major goals comprising the strategic plan are:

1. Students will have the access, opportunity, and support needed to explore employment before leaving high school
2. Students with disabilities have access, opportunity and support to attend postsecondary education and/or training programs after-school
3. Students with disabilities, their families, and other stakeholders have the information, resources, and support needed to successfully transition from school to work, post-secondary education or training programs, and/or the community

The following pages contain descriptions of the strategies that were implemented to support these goals, and the progress IATC partner agencies have made in reaching these goals.

EMPLOYMENT

GOAL

- Students will have the access, opportunity, and support needed to explore employment before leaving high school

OUTCOME

- Every student with a disability will exit school prepared for competitive, integrated employment.

STRATEGIES

- **Support opportunities for students to have paid jobs in their communities while still in school.**
- **Increase the knowledge and understanding of students, families, professionals, and school personnel about competitive, integrated employment.**
- **Increase access to information, resources, and tools about competitive, integrated employment.**

- **Increase the positive employment outcomes for youth with disabilities after school exit.**

PROGRESS

Supported Employment and Competitive Employment.

- During the report period, 12,004 consumers ages 14-22 received services through DORS, of whom 4,338 were potentially eligible students receiving pre-employment transition services prior to applying for pre-employment transition services. 325 consumers attained competitive integrated employment
- In FY19, BHA provided 752 transition-age youth with Supported Employment services.
- In FY19, DDA had 588 Transitioning Youth enter into adult services, thanks to the long standing Governor's Transitioning Youth Initiative (GTYI). This initiative has allowed DDA eligible youth an access point into appropriate Meaningful Day services rather than being placed on a waiting list. DDA, administered the funds to provider agencies to support these Transitioning youth in Supported Employment, Community Learning Services, Day Habilitation and Discovery and Customization services.
- **The QUEST Internship Program** The QUEST Internship Program, a partnership of DORS, DBM and participating State agencies, affords State agencies the opportunity to provide mentoring services for persons with disabilities through unpaid part-time or full-time internships. In the past year, 44 individuals (28 of whom were ages 14-22) have participated in the QUEST Internship Program.
- **Summer Employment.** Approximately 725 youth served by DORS participated in Summer Employment program in FY 2018. Additionally, in the summer of 2018, the Local Workforce Development Boards utilized the Summer Youth Connection and Youthworks grants to provide summer employment to 253 youth with disabilities. These were paid work experiences in competitive integrated settings and were provided to youth between the ages of 14-24. These opportunities also provided job readiness training and employment for 20-30 hours per week over a 5 to 6 week time period.
- **Project Search Expansion.** Project Search, a business-led school-to-work program for students with significant disabilities takes place entirely at the workplace. The Division of Rehabilitation Services currently funds eight Project Search sites. Five of those sites are strictly for students with disabilities and three of those sites are for youth/adults with disabilities. We are in the process of expanding with finalizing an MOU to fund the ninth site at Andrews Airforce Base. This site is strictly for students with disabilities.

POSTSECONDARY EDUCATION

GOAL

- Students with disabilities have access, opportunity and support to attend postsecondary education and/or training programs after-school

OUTCOME

- Students with disabilities are prepared for postsecondary education and/or training programs

STRATEGIES

- **Support and expand opportunities and access to activities that help students pursue postsecondary education and/or training programs.**
- **Increase the knowledge and understanding of students, their families, professionals, and school personnel about postsecondary education and training program opportunities and requirements.**

PROGRESS

- **Graduation Rates.** According to MD Special Education/Early Intervention Services Census Data & Related Tables, on October 1, 2017, there were 4,625 students ages 14-21 with disabilities exiting with a diploma (43.7%) and 764 students ages 14-21 with disabilities exiting school with a certificate of program completion (7.2%).
- **Postsecondary Supports.** DORS supported 417 students ages 14-22 in postsecondary education: 163 in College/University, 161 in Vocational and Occupational Skills Training; and 93 in Workforce Technology Center trainings.
- **DORS Pathways Program Expansion.** The DORS Pathways Program, an educational support program for students in postsecondary education with an Autism Spectrum Disorder diagnosis, is available at all three Community College of Baltimore County sites, Howard Community College and Montgomery College. During FY 19, 56 individuals ages 14-22 participated.

Grants to Expand Inclusive Higher Education Options in Maryland

Since May of 2018, \$500,000 has been allocated to the Maryland Department of Health's Developmental Disabilities Administration (DDA) for grants designed to create an inclusive higher education program for students with developmental disabilities. Two institutions of higher education have been awarded grants to develop and implement inclusive higher education opportunities.

"This grant further helps us meet our goal to enhance the lives of people with developmental disabilities—starting at a younger age—to provide much needed tools and knowledge so they can live active, full lives and to ultimately become working and living members in the communities of their choice," said Bernard Simons, Deputy Secretary for the DDA.

- **Coppin State University** The first round of grant funding was awarded to Coppin State University (CSU), who has worked to develop and expand upon inclusive higher education options available for people with intellectual and developmental disabilities on their campus. Through Coppin's Comprehensive Transition Program (CTP), students are able to increase independence, improve social and communication skills, explore career interests, participate in college classes and develop relationships with peers. Coppin's first cohort of 9 students started in the fall of 2018 by attending orientation and getting acclimated to campus life. In the spring 2019 semester, the students began their academic classes as well as individualized exploration and taking part in campus life. Two of the students are living on campus.

Students that are part of this initial cohort include students from Baltimore City, Howard County, Baltimore County and one student from New Jersey. Students have expressed interest in Art, Math, Technology, Child Care Services, Music, Theater and Fitness Training.

Each student is paired up with a graduate intern who serves as a mentor to students with disabilities. The mentors assist their fellow students to navigate campus life both academically and socially. Students are supported to identify their own academic and career path, including earning a degree and support with job placement.

- **Harford Community College** In July 2019, Harford Community College (HCC) was awarded the second round of grant funding from DDA. HCC will be developing a College & Career Experience for Self Sufficiency (ACCESS) Program to provide inclusive higher education opportunities for adults with intellectual disabilities. The ACCESS Program will provide person-centered planning, individualized supports, and services for the academic and social inclusion of students in the program leading to certificates and employment in: customer service, applied culinary arts, hospitality, and building

maintenance as well as opportunities to earn additional stackable credentials through credit and noncredit programs.

HCC's ACCESS Program will offer inclusive experiences focusing on academic enrichment and extracurricular activities, socialization, independent living skills, self-advocacy skills as well as integrated work experience and career development services. Students will have access to all College facilities and support services.

TRANSITION PROCESS

GOAL

- Students with disabilities, their families, and other stakeholders have the information, resources, and support needed to successfully transition from school to work, post-secondary education or training programs, and/or the community

OUTCOME

- Students with disabilities exit school prepared to be fully included in their communities alongside their peers without disabilities.

STRATEGIES

- **Students with disabilities and their families have information and knowledge about agencies who support adults with disabilities.**
- **Students with disabilities and their families have information and knowledge about adult health care services.**
- **Increase knowledge and skill of school personnel who are directly involved in the transition process about the transition process and available options for people with disabilities after school.**

PROGRESS

- **Updated Transitioning Youth Handbook.** The Transition Planning Guide has been updated. Content includes information on eligibility requirements for adult services and transition planning strategies and resources.
- **Transitioning Youth Conferences** IATC funded five local transitioning youth conferences in Howard County, Calvert County, Somerset County, Baltimore County and Carroll County. The local transitioning conferences focused on families of youth with 504 Plans, educating the local business community on transitioning youth with disabilities, and educating the local transitional youth with disabilities about adult services, about transition opportunities within the school system, and how to access postsecondary supports
- **Addressing Service Gaps.** GOC is taking the lead in working with IATC partner agencies to support Governor Hogan's goal of an economically secure Maryland by improving outcomes among disconnected youth ages 16-24 who are not working and not enrolled in school. Youth with disabilities are often disconnected and struggle to enter the adult workforce due to multiple systemic and individual barriers. As a member, GOC informs and supports the work of the IATC by providing analysis of State policies that impact youth disconnection, identifying gaps in services, and providing information on promising strategies for re-connection.
- **TAY Behavioral Health Care.** Core Service Agency (local mental health authority) representatives from 12 local jurisdictions with state grant-funded Transition Age Youth (TAY)-specific programs meet on a quarterly basis, started May 9, 2018, to align local implementation with state-level model and policy development in order to address broader systemic and financing issues necessary for sustainability and expansion of the TAY initiative statewide. Funding of the TAY initiative continues into FY 2020
- **Early Intervention Program.** The Maryland Early Intervention Program (EIP) is a specialized program with expertise in the early identification, evaluation, and comprehensive psychiatric treatment of adolescents and young adults with psychotic disorders. The EIP is comprised of three components: (1) Outreach and Education Services; (2) Clinical Services; and (3) Training and Implementation Support. Research is integrated into each of these components and focuses on the development of objective methods for early detection and prediction of disease emergence, progress or recovery; and intervention development to enhance efficacy and effectiveness. All EIP activities

are guided by a multi-disciplinary Advisory Council, including youth, family and consumer advocacy

In FY19, Outreach and education activities were conducted at 53 events reaching 814 attendees. Services were provided to approximately 131 individuals and 262 consultations were provided.

V. LIST OF IATC MEMBERS

The membership of the IATC is provided for in Executive Order 01.01.2007.13. As of September 30th, 2019, the membership of the IATC was:

Co-Chair: Carol A. Beatty, Secretary of Disabilities

Co-Chair: Scott A. Dennis, Assistant State Superintendent Rehabilitation Services

Appointed by Governor to 3-year terms

- Rachel London
- Shannon Minnick
- Jennifer Moberly
- Jackie Gast

Student representative appointed by Governor

- one vacancy

Representing State Dept. of Education

- Scott A. Dennis, Assistant State Superintendent for Rehabilitation Services
- Christy Stuart, designee of Assistant State Superintendent for Special Education & Early Intervention Services
- Mary L. O'Connor, designee of Assistant State Superintendent for Career & College Readiness
- Walter Sallee, designee of Assistant State Superintendent for Student & School Services
- Michelle Stewart
- Joyce Serio

Representing Maryland Department of Health

- Staci Jones, Developmental Disabilities Administration
- Natalee Solomon, Behavioral Health Administration

Representing Dept. of Human Services

- Shannon McRae

Representing Dept. of Juvenile Services

- LaSandra T. Diggs

Representing Maryland Department of Labor

- Michael R. DiGiacomo
- Kristen Patterson

Representing Maryland Commission on Disabilities

- one vacancy

Representing Maryland Higher Education Commission

- Glennis Daniels-Bacchus
- Emily Dow

Representing Maryland Technology Assistance Program

- Lori Markland

Ex officio

- Carol A. Beatty, Secretary of Disabilities
- Karen Salmon, Ph.D., State Superintendent of Schools
- Christina E. Drushel, designee of Executive Director, Governor's Office for Children.

Staff:

Jill Pierce, Staff Specialist, Transitioning & Supported Employment
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