

**Third Addendum  
Memorandum of Understanding  
By and Between  
Maryland State Department of Education, Division of Rehabilitation  
Services (DORS/MSDE)  
2301 Argonne Drive, Baltimore, Maryland 21218  
and  
Maryland School for the Deaf (MSD/Provider)  
  
MSD Pre-Employment Transition Program  
Academic School Year Services**

**WHEREAS**, On April 1, 2020, the Maryland School for the Deaf (MSD) and the Maryland State Department of Education (MSDE), Division of Rehabilitation Services (DORS), entered into a Memorandum of Understanding (MOU) to cooperatively deliver Pre-Employment Transition Services (Pre-ETS) to MSD students from April 1, 2020 through August 31, 2023;

**WHEREAS**, The intended services under the MOU were not implemented in person during the school year 2020-2021 because of the COVID-19 pandemic and global health care emergency, on August 24, 2020, MSD and DORS entered into a First Addendum to cooperatively deliver services intended under the April 1, 2020 MOU, in a virtual environment because of the COVID-19 pandemic;

**WHEREAS**, On October 16th, 2021, MSD and DORS entered into a Second Addendum to reflect the agreed upon changes to the existing Memorandum of Understanding (MOU) of April 1, 2020, to implement a cooperative agreement to facilitate the smooth transition of deaf and hard of hearing students to post-secondary education and training and /or competitive integrated employment. The Second Addendum included a program description, updated fee schedule, and glossary of terms as attachments;

**WHEREAS**, The Attachment to the Second Addendum identified Frederick County Workforce Services (FCWS) as a partner of DORS and MSD for the payment of wages for Pre-ETS Work Based Learning Experiences (WBLEs);

**WHEREAS**, FCWS terminated its support for the payment of wages for WBLEs;

**WHEREAS**, a revised Attachment, will remove Pre-ETS WBLEs service from the DORS-MSD MOU and a separate agreement between DORS, MSD and Spectrum Support will be developed specifically to provide Pre-WBLE services; and

**WHEREAS**, DORS and MSD desire to make technical changes to the Attachment to the Second Addendum to include a new Fee Schedule and Glossary of terms;

**Now Therefore,** DORS and MSD hereby enter into this Third Addendum and make the following revisions to the MOU.

1. Paragraph II, Term of the MOU is extended from September 1, 2023 until August 30, 2026.
2. The Second Addendum Work plan is replaced and incorporated into the MOU by the Third Addendum 2023 Work Plan and Fee Schedule to Implement the April 1, 2020 Maryland School for the Deaf and Division of Rehabilitation Services MOU: Pre-Employment Transition Program.

Except as modified by this Third Addendum and the Third Addendum 2023 Work Plan and Fee Schedule, all of the other terms and conditions in the April 1, 2020 MOU, the First Addendum, and the Second Addendum remain in full force and effect.

This fully signed Third Addendum must be attached to the fully executed April 1, 2020 MOU, First Addendum (8/24/2020), and Second Addendum (8/3/2021).

**Attached to this document:** Attachment Third Addendum 2023 Work Plan and Fee Schedule to Implement the April 1, 2020 Maryland School for the Deaf and Division of Rehabilitation Services MOU: Pre-Employment Transition Program.

**Signatures:**

\_\_\_\_\_  
John Serrano  
Superintendent  
Maryland School for the Deaf

\_\_\_\_\_  
Date

\_\_\_\_\_  
Scott Dennis  
Assistant State Superintendent  
Division of Rehabilitation Services  
Maryland State Department of Education

\_\_\_\_\_  
Date

\_\_\_\_\_  
Dr. Sylvia Lawson  
Deputy State Superintendent for Organizational Effectiveness  
Maryland State Department of Education

\_\_\_\_\_  
Date

Approved as to form and legal sufficiency



May 2, 2023

---

Elliott L. Schoen  
Principal Counsel  
Maryland Office of the Attorney General  
Maryland State Department of Education

---

Date

**WHEREAS**, DORS and MSD desire to make technical changes to the Attachment to the Second Addendum to include a new Fee Schedule and Glossary of terms;

**Now Therefore**, DORS and MSD hereby enter into this Third Addendum and make the following revisions to the MOU.

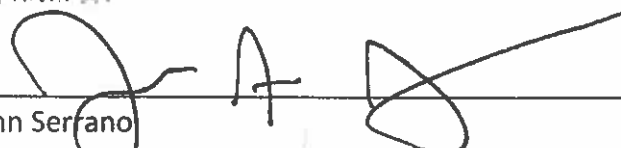
1. Paragraph II, Term of the MOU is extended from September 1, 2023 until August 30, 2026.
2. The Second Addendum Work plan is replaced and incorporated into the MOU by the Third Addendum 2023 Work Plan and Fee Schedule to Implement the April 1, 2020 Maryland School for the Deaf and Division of Rehabilitation Services MOU: Pre-Employment Transition Program.

Except as modified by this Third Addendum and the Third Addendum 2023 Work Plan and Fee Schedule, all of the other terms and conditions in the April 1, 2020 MOU, the First Addendum, and the Second Addendum remain in full force and effect.

This fully signed Third Addendum must be attached to the fully executed April 1, 2020 MOU, First Addendum (8/24/2020), and Second Addendum (8/3/2021).

**Attached to this document:** Attachment Third Addendum 2023 Work Plan and Fee Schedule to Implement the April 1, 2020 Maryland School for the Deaf and Division of Rehabilitation Services MOU: Pre-Employment Transition Program.

**Signatures:**

  
\_\_\_\_\_  
John Serrano  
Superintendent  
Maryland School for the Deaf

5/4/23  
Date

  
\_\_\_\_\_  
Scott Dennis  
Assistant State Superintendent  
Division of Rehabilitation Services  
Maryland State Department of Education

05/16/2023  
Date



Dr. Sylvia Lawson  
Deputy State Superintendent for Organizational Effectiveness  
Maryland State Department of Education



Date

Approved as to form and legal sufficiency



May 2, 2023

Elliott L. Schoen  
Principal Counsel  
Maryland Office of the Attorney General  
Maryland State Department of Education

Date

**Attachment  
Third Addendum  
2023 Work Plan and Fee Schedule to Implement the April 1, 2020,  
as amended,  
Maryland School for the Deaf and Division of Rehabilitation Services MOU:  
Pre-Employment Transition Program**

On April 1, 2020, the Maryland School for the Deaf (MSD) and the Maryland State Department of Education entered into an MOU for Pre-Employment Transition. The agreement was amended on August 24, 2020, and October 16, 2021.

Herein, are the agreed upon activities intended to be provided under the MOU beginning in 2023 and until further amended. The Maryland School for the Deaf (MSD) Pre-Employment Transition Program, the MSD Transition Department will implement DORS funded Pre-Employment Transition Services (Pre-ETS) and include academic year training in the following areas:

- Intensive Job Exploration
- Intensive Post-Secondary Education Counseling
- Intensive Instruction in Self-Advocacy
- Intensive In-Person Workplace Readiness Training

**Target Population:** The target population for these services are students who are deaf/hard of hearing, enrolled at MSD, and between the ages 14-21. The services listed below can be provided in a group setting or on an individual basis.

**Intensive Job Exploration Counseling (JEC)**

The purpose of Job Exploration Counseling is to work with students to explore vocational interests, research the labor market, and to understand in-demand industries and occupations. Job Exploration Counseling will also include understanding non-traditional employment options. Students will engage in informational interviews, career exploration activities and participate in virtual job tours to foster motivation, consideration of opportunities, and informed decision making. These activities will help MSD students identify viable career options or solidify career interests for further exploration.

**Delivery of service:** Job Exploration Counseling consists of four service options, as shown below. Each service consists of two, one-hour lessons.

**Service One: In-Person Job Exploration - two lessons**

- Discuss the plan for viewing different websites and the purpose of exploration of websites.
- Review the explanation of knowledge, skills and abilities required for specific career of interest via O\*Net website for specific career interest.
- Discuss the outcomes.
- Discuss training needs.

**Service Two: In-Person Job Tour - two lessons**

- Discuss the plan and develop questions for viewing specific job sites.
- Complete the in-person tour with student.
- Discuss the results and complete/submit a report.

**Service Three: Informational Interview (either in-person, or over the phone/computer) – two lessons**

- Research career field and select person in this field to interview.
- Complete the interview with student.
- Discuss the results and submit report.

**Service Four: In-Person Job Shadowing - two lessons**

- Research and select an appropriate person to shadow.
- Determine the amount of time for the observation (minimum of one hour observation required).
- Complete observation of selected employees performing specific tasks.
- Students will observe and understand what duties can be expected for a specific job.
- Discuss the results and submit a report.

**Intensive Post-Secondary Education Counseling (IEC)**

The purpose of Post-Secondary Education Counseling is to work with MSD students in career decision-making. This includes gaining an awareness of career pathway options and labor market realities and projections. Choosing a career requires student exploration and planning. It is important that students connect the present to the future, and it is essential that they see how skill development and knowledge relate to future opportunities in post-secondary education settings and employment.

**Service Delivery:** Students will receive six weeks of Post-Secondary Education Counseling. Each of the six lessons will be one hour (minimally) and will include the following topics and activities:

**Topics:**

- Understanding how to successfully transition to a post-secondary education or training program.
- Identify post-secondary education and vocational training options including.
- community colleges and colleges other than Gallaudet and NTID/RIT.
- Understand how their career goals line up with education and training options.
- Complete steps for enrolling in a post-secondary education or training program.
- Learn about and apply for post-secondary financial aid.
- Learn about various types of supports and assistive technology used by students at college.
- Make decisions about changing majors and/or education programs, or training programs.
- Learn about accommodations for college entrance exams.

**Activities:**

- Conducting in-person college tours.
- Exploring how to access disability support services.
- Researching information on application procedures and criteria for admissions to post-secondary programs (including college and career programs).
- Assessing transition skills and interests which leads to choosing a post-secondary goal.
- Researching the labor market.

**Intensive Instruction in Self-Advocacy**

The purpose of MSD's Instruction in Self-Advocacy is to empower Deaf/hard of hearing students to recognize their abilities and to ask for assistance when needed without using their learning challenges and limitations as a barrier. An individual with strong self-advocacy skills means they can effectively communicate, convey ideas and information, negotiate, or assert their own interests and/or desires.

With MSD's Instruction in Self-Advocacy, students will connect with other deaf/hard of hearing advocates through training opportunities and disability organizations/agencies to gain knowledge, connections (networking) and practical skills. The training will allow students to build confidence in requesting support and/or assistance with a healthy self-esteem and personal identity. Students will also develop essential skills in self-determination, self-awareness, self-empowerment, and self-advocacy (such as, their rights within the Americans with Disabilities Act, students' rights within an IEP Meeting, including awareness and knowledge of the Individuals with Disabilities Education Act (IDEA) and how to properly disclose any additional disability information to others.

**Service Delivery:** Each of the eight lessons will be one hour and will include the following topics:

- Self-Advocacy Introduction
  - Self- Determination
  - Knowing Yourself
  - Know Your Needs
  - Navigating resources (internet, in person, agency identification, etc.) in support of their goals
- Self-Awareness
  - My Responsibilities: Needs/Choices for employment, education, and beyond.
  - Disclosure of Additional Disabilities
  - Connecting to the Resources (including a virtual tour of the National Deaf Association, NDA)
- Self- Empowerment
  - Self-Esteem
  - Becoming a Role-Model
  - Problem Solving Scenarios
  - Seeking Solutions

- Self- Advocacy: ADA Rights
  - Introduction of ADA
  - Timeline: Historical instruction of law and advocacy leading to ADA and other movements/legislation (ex: deeper dive into history of ADA and other disability class protections)
  - Accessibility
  - Equity/ Equality
  - Reasonable Accommodations
- Self-Advocacy: Students' Rights- IEP Meeting
  - Understanding the purpose of the IEP Meeting
  - Identify who should attend an IEP Meeting
  - Understanding My Transition Activities
  - Introduction: Identify Your Educational/Transition Goals
  - Present My Goals at the student's annual review IEP Meeting

### **Intensive In-Person Workplace Readiness Training**

The MSD Transition Staff will provide training to support students to develop soft and hard employability skills.

**Service Delivery:** This training will take place 1.5 hours each day for 10 days in the Pre-Employment Transition Program classroom at MSD during the school day. The MSD Transition Team will provide two weeks (10 days) of training for students which will cover the following general topics:

- Introduction – Orientation/Expectations/Agreement Forms required for participation in Pre-ETS
- Employment Forms/Interest Inventories
- Time Management
- Work Ethics
- Effective Communication
- Interviews Prep (role playing, mock interviews)
- Representation & Decisions and Consequences
- Understanding work related practices (ex: Payroll Process, Timesheet training and online banking; use of a cash pay card)
- Positive Work Environment
- Social Networking (ex: Email Addresses; contact information exchanges between student, employer, and WTL staff, etc.)
- Conflict Management – CALM Model
- Wrap up/Overview

### **Public Transportation Training**

Transition staff will provide MSD high school students needing additional support and instruction in learning to use public transportation, with the necessary practice and support to do so. Students will learn how to research modes of transportation that may be needed to travel to their worksite safely and independently. Transition Specialists will work closely with students to identify the location of the job site, understand the distance of the worksite to determine how much time is needed for travel, and support students with applications for

reduced fare cards. The Transition Specialist will accompany the student several times (as determined by the student's individual needs and plans) until the student is comfortable to do so independently. There will be a total of five lessons.

- Develop Travel Training Plan (individual).
- Obtain parent/guardian permission including emergency contact data.
- Work collaboratively with students to establish goals for travel training based on the student's individual profile.
- Apply for reduced fare card (as applicable and appropriate).
- Map out (develop individual systems) that support the best route to and from travel destinations.
- Communicate with student's family, teachers, and designated school personnel.
- Explanation of bus/travel training schedules (ex: how to read them, who to ask for help, etc.).
- Support the student with developing communication with non-signers.
- Accompany the student as an observer to ensure their understanding of the travel route.

### **Referral Process – Services**

Prior to the provision of services, MSD will verify with DORS counselors that selected students have an open Pre-ETS or Student Employment Services case with DORS. DORS and MSD will also collaborate to identify potential students to participate in the MSD Pre Employment Transition Program. DORS Rehabilitation Counselors for the Deaf will support services to students via AWARE purchase authorizations to MSD. The purchase authorization details the MSD Pre-Employment Transition Program Service(s) to be provided for each student, and it indicates DORS' prior approval in support of student participation in the service/program. Provision of service without a written purchase authorization will result in nonpayment for that service. MSD questions/comments/concerns regarding student referral, or participating students, shall be conducted through follow-up meeting with the referring DORS Counselor for the Deaf.

### **Reports and Documentation for MSD's Pre-ETS Program**

Service	Required Reporting Documents
Intensive Job Exploration Counseling (JEC)	Pre-ETS Progress Report (RS-10f) must include: <ul style="list-style-type: none"> <li>• Detailed narrative describing each student's individualized intensive services, activities, and completed lessons;</li> <li>• A summary of the final conversation with the student identifying what the student learned, how the information will be applied vocationally, and potential next steps for the student;</li> <li>• Facilitation activities; and</li> <li>• The amount of direct MSD facilitation time.</li> </ul>
Intensive Post-Secondary Education Counseling	
Intensive Instruction in Self-Advocacy	
Intensive In-Person Workplace Readiness Training	
Public Transportation Training	

## Invoicing and Fees

### Invoicing for Services:

Payment to the Provider shall only be made upon submission of a proper invoice and report(s) to the DORS field office from which the authorization originated.

- Invoices and reports (DORS Pre-ETS Progress Report (RS-10f) are to be submitted by either fax or the DORS Invoice and Report Portal, to the DORS office responsible for originating the authorization.
- Changes to DORS forms and/or procedures for processing invoices and reports, will be reported and explained to MSD staff within three business days of the changes. Likewise, DORS' requests for additional information or clarification regarding invoices/ reports will be made within three business days of Counselor receipt and review of reports.

### **Approved Fees for MSD Implemented Pre-Employment Transition Services (Pre-ETS):**

Description	Units	Rate	Eligible Referrals
Intensive JEC Service 1: Job Exploration (two one-hour lessons)	1	\$200	MSD students only
Intensive JEC Service 2: In-Person Job Tour (two one-hour lessons)	1	\$100	MSD students only
Intensive JEC Service 3: Informational interview (two one-hour lessons)	1	\$100	MSD students only
Intensive JEC Service 4: Job Shadowing (two one-hour lessons)	1	\$100	MSD students only
Intensive Post-Secondary Education Counseling (six one-hour lessons)	1	\$700	MSD students only
Intensive Instruction in Self-Advocacy (eight one-hour lessons)	1	\$700	MSD students only
Intensive In-Person Workplace Readiness Training (10 1.5-hour lessons)	1	\$700	MSD students only
Public Transportation Training (5 lessons)	1	\$500	MSD students only

## Attachment: Glossary

*\*Terms are listed in the order they appear in the document.*

Term	Definition
MOU between DORS, MSDE and MSD for work-based learning experiences	<a href="#">MSD DORS Amendment (August 2020)</a> ; MSD DORS Second Amendment (October 2021).
Division of Rehabilitation Services (DORS)	The Maryland Division of Rehabilitation Services offers programs and support to help people with disabilities go to work. Find more about DORS: <a href="#">About DORS - Maryland</a>
Pre-ETS	Pre-Employment Transition Services through DORS. Find more information: <a href="#">Pre-ETS Resources</a>
Gallaudet University	Only university in the world exclusively established for the higher education of students who are deaf/hard of hearing utilizing ASL as the language of instruction. It is a federally chartered, private institution founded in 1864 in Washington, D.C.
National Technical Institute for the Deaf (NTID)	NTID is one of the nine colleges of Rochester Institute of Technology. It is the first and largest technological college in the world for students who are deaf or hard of hearing.
Rochester Institute of Technology (RIT)	Rochester Institute of Technology is a privately endowed, research university with nine colleges for undergraduate and graduate students seeking higher education in liberal arts and engineering/technology, and computing programs. RIT is in Rochester, NY.
The Individuals with Disabilities Education Act (IDEA)	The Individuals with Disabilities Education Act is a law that makes available a free appropriate public education eligible to children with disabilities. It includes special education and related services to children with disabilities.
The Americans with Disabilities Act (ADA)	The ADA is a civil rights law that prohibits discrimination against individuals with disabilities in all areas of public life, including jobs, schools, transportation, and all public and private places that are open to the general public.
National Association for the Deaf (NAD)	The NAD is a non-profit organization that works to protect and promote the civil, human, and linguistic rights of deaf and hard of hearing people
CALM Model (conflict management)	The CALM model is an approach that helps move conflict from an emotional to a rational context where it becomes clearer to solve a conflict.

Term	Definition
Work to Learn (WtL)	Work to Learn puts high school students with disabilities into real paying jobs in a variety of workplaces in the community to support student's education and self-growth to prepare them to transition from high school into the adult world.
American Sign Language (ASL)	American Sign Language is a complete, fully visual, natural language that has the same linguistic properties as spoken languages, with grammar that differs from English.
AWARE Purchase Authorization	A payment system that the Department of Rehabilitation Services uses to purchase services outside of the agency.
DORS Invoice and Report Portal	This portal is to be used for the sole purpose of uploading invoices and/or reports to DORS through a secure platform.
Pre-Employment Transition Services Progress Report (RS-10f)	<a href="#">Pre-ETS Transition Services Report (10f)</a>