

Rhode Island Transition Timeline, January 2017

AGE	RIDE/LEA	ORS	DDD
14-15	<p>Actions:</p> <ul style="list-style-type: none"> • RIDE/ LEA will Promote Employment 1st Policy • RIDE/LEA will provide opportunities to increase student knowledge regarding post-secondary education, training, employment, and community participation • RIDE/LEA will inform youth and family/guardian about Supported Employment Services and Trial Work Experiences • RIDE will promote and provide training and LEA will promote and instruct self-determination and self-advocacy skill development. • RIDE will promote and provide Person Centered Planning training/ LEA will conduct a Person Centered Planning Process • LEA will administer Transition Assessments • RIDE will promote Career Planning Teams and LEA will form Career Development Team that includes an LEA appointed Transition Specialist, ORS Counselor and DDD representative to meet annually in collaboration with IEP team • LEA will develop Career Development Plan • LEA will develop Secondary Transition IEP • LEA will provide comprehensive Transition Services and supports as defined below • LEA will introduce and/or facilitate enrollment of youth in State Services 	<p>Actions:</p> <ul style="list-style-type: none"> • Assigned Rehabilitation Counselor to consult with annual Career Development Team hosted by the LEA: <ul style="list-style-type: none"> ○ Review LEA employment and transition activities ○ Discuss anticipated date of graduation (18 vs. 21) • Provide information to LEAs, youth and families about: <ul style="list-style-type: none"> ○ ORS Supported Employment ○ Employment 1st Policy as an objective of ORS ○ Services based on anticipated date of graduation ○ SSA Employment incentives • Conduct annual fall orientation, Introduction to State Services, in collaboration with the Regional Educational Collaboratives and DDD; ensure presence at regional TAC meetings and Transition Council and RIPIN trainings. • Through participation in each school’s Career Development Team, an ORS Counselor will be available for IEP consultation and involvement as requested by families.* 	<p>Actions:</p> <ul style="list-style-type: none"> • Students and their family/advocates will be introduced to DDD’s service delivery system, including: <ul style="list-style-type: none"> ○ Policy of eligibility determination by age 17; ○ Application process; ○ What services they can expect from the Division between ages 16-18 and 18 months prior to exiting school; ○ Services and supports available to eligible students, upon exiting school, including employment and integrated day services; and ○ Recommendations on how students and families can prepare for life after school. • If requested by families*, a representative of DDD will be available for IEP/CDP meeting(s). • The DDD State Transition Coordinator will be available to answer questions for teachers, school personnel, and families; and • A RIPIN Transition Specialist may also provide outreach and support to families by phone, in-person meeting(s), and trainings and workshops.
	<p>Evidence:</p> <ul style="list-style-type: none"> • Secondary IEP; • Transition Assessments (available for review) • Career Development Plan 	<p>Evidence:</p> <ul style="list-style-type: none"> • ORS Rehabilitation Counselor consultation during Career Development Team meetings; • Referral to ORS if anticipated graduation is 18 for following (junior) year; 	<p>Evidence:</p> <ul style="list-style-type: none"> • Presenting eligibility information to schools; • Providing LEAs with information on eligibility policies and process; and • Attending meetings at schools to provide information to families, when requested.

* State representatives are available for consultation and participation in IEP meetings for transition aged youth in layers of increasing involvement as students’ progress in age and move toward transition to the adult system. ORS Counselors are a regular part of the school teams for all Transition Age youth, DDD representatives are available to attend IEP meetings for younger (14-16) age youth on the basis of a parental request and both ORS and DDD representatives are available to participate in IEP meetings for older transition age youth.

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AGE	RIDE/LEA	ORS	DDD
16	<p>Actions:</p> <ul style="list-style-type: none"> • RIDE/ LEA will Promote Employment 1st Policy • RIDE/LEA will continue to provide opportunities to increase student knowledge regarding post-secondary education, training, employment, and community participation • RIDE will continue to promote and provide training and LEA will continue to instruct self-determination and self-advocacy skill development • RIDE will promote and LEA will provide with ORS Vocational and related services (i.e. job shadowing, career exploration, soft skill development, daily living skills etc.) and as defined in the key below • LEA will administer Transition Assessments • LEA will update Career Development Plan during the annual IEP meeting • LEA will develop Secondary Transition IEP • LEA will provide comprehensive Transition Services and supports (i.e. integrated work based learning experiences, transportation, assistive technology etc.) and as defined in key below • LEA will facilitate referral and application for State Services 	<p>Actions:</p> <ul style="list-style-type: none"> • Consult with annual Career Development Team hosted by the LEA: <ul style="list-style-type: none"> ○ Review LEA employment and transition activities ○ Discuss anticipated date of graduation (18 vs. 21) • Provide information to LEAs, youth and families about: <ul style="list-style-type: none"> ○ ORS Supported Employment ○ Employment 1st Policy as an objective of ORS ○ Services based on anticipated date of graduation ○ SSA Employment incentives • Formulate a plan for assessment and work experiences, discovery, career exploration and AT/Coaching support needs for junior and senior year, based on anticipated graduation date; • Provide annual fall orientations in collaboration with the Regional Educational Collaboratives; ensure presence at regional TAC meetings and Transition Council; • Referral initiated to ORS by LEA with accompanying education, testing, medical, employment related and transition documentation if graduating at 18; • Inform youth and families/guardians about ORS Supported Employment Services/Work experiences based on LEA anticipated date of graduation; • ORS enlist LEA to address logistics of Employment experiences and assessment activities for junior and senior year of high school. • Through participation in each school’s Career Development Team, an ORS Counselor will be available for IEP consultation and involvement as requested.* 	<p>Actions:</p> <ul style="list-style-type: none"> • Students and their families/advocates will be introduced to DDD’s service delivery system, including <ul style="list-style-type: none"> ○ Policy of eligibility determination by age 17; ○ Application process; ○ What they can expect from the Division between ages 16-18 and 18 months prior to exiting school; ○ Services and supports available to eligible students, upon exiting school, including employment and integrated day services; and ○ Recommendations on how students and families can prepare for life after school. • If requested by families*, a representative of DDD will be available for IEP/CDP meeting(s); • A RIPIN Transition Specialist may attend a student’s IEP/CDP meeting; • The DDD State Transition Coordinator will be available to answer questions for teachers, other school personnel, and families; and • A RIPIN Transition Specialist may also provide outreach and support to families by phone, in-person meeting(s), and trainings and workshops.
	<p>Evidence:</p> <ul style="list-style-type: none"> • Secondary IEP • Transition Assessments (available for review) • Career Development Plan 	<p>Evidence:</p> <ul style="list-style-type: none"> • If graduation anticipated at 18, ORS referral, determination of eligibility and formulation of ORS plan for following year; • Family/guardian make informed choice about services; • Rehabilitation Counselor presence at IEP meetings and annual Career Development team meetings. 	<p>Evidence:</p> <ul style="list-style-type: none"> • Providing family focused DDD introductory materials to the LEAs to give to families • Presenting eligibility information to schools; • Providing LEAs with information on eligibility policies and process; and • Attending meetings at schools to provide information to families, when necessary. • Monthly reports from RIPIN including data on meetings attended and follow-up calls and individual case management

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17-18	<p>Actions:</p> <ul style="list-style-type: none"> RIDE/ LEA will Promote Employment 1st Policy RIDE will continue to promote and LEA will provide opportunities to increase student knowledge regarding post-secondary education, training, employment, and community participation RIDE will continue to promote and provide training and LEA will continue to instruct self-determination and self-advocacy skill development RIDE will promote and LEA will provide with ORS Vocational and related services (i.e. job shadowing, career exploration, soft skill development, daily living skills etc.) and as defined in the key below LEA will administer Transition Assessments LEA will update Career Development Plan during the annual IEP meeting LEA will develop Secondary Transition IEP LEA will provide comprehensive Transition Services and supports (i.e. Based on Person Centered Career Development Plan LEA in integrated work based learning experiences, transportation training, assistive technology etc.) and as defined in key below LEA will facilitate referral and application for State Services Collaboration with ORS will promote and provide numerous and specific options to receive Supported Employment Services in a community based long-term placement in an integrated employment setting LEA in collaboration with ORS or other benefit providers will promote that students receive benefits planning information and counseling from a qualified professional 	<p>Actions:</p> <ul style="list-style-type: none"> Participate on annual Career Development Team hosted at the LEA and promote Employment 1st Policy as an objective of ORS; Inform youth and families/guardians about Supported Employment Services, Work experiences and employment objective of ORS; Orient youth and families to employment incentives with SSA in collaboration with RIDE and DDD; Provide students and families/guardians with Benefits planning information and counseling by a qualified professional; If graduation anticipated at 21, referral initiated to ORS by LEA with accompanying education, testing, medical, employment related and transition documentation; Rehabilitation Counselor meet with youth and family/guardian for orientation to ORS services, eligibility process and service options that endorse Employment 1st principles; Provide annual fall orientations in collaboration with the Regional Educational Collaboratives; ensure presence at regional TAC meetings and Transition Council; Share information, materials and referral process to help students and their families make fully informed choice; Share ownership with RIDE and DDD, prior to leaving high school at age 18/21 so the student/family has an established network of providers to continue preparing the student/youth to work; Facilitate assessment, discovery and work experiences to establish career goals, identify support and AT needs and continue to adapt the IPE to evolving needs; ORS to work with other state parties to develop orientation, consistent message and reinforcement about employment; Clarify for families and clients the services provided by each state agency in implementation of Employment 1st activities and movement toward integrated employment; As indicated from LEA transition information, provide employment assessment activities and summer work experiences as part of transition planning; 	<p>Actions:</p> <ul style="list-style-type: none"> Students and their family/advocates will continue to receive information from the DD Transition Coordinator, RIPIN, and/or LEA's on DDD's service delivery system, including <ul style="list-style-type: none"> Policy of eligibility determination by age 17; Application process; What you can expect from the Division between ages 16-18 and 18 months prior to exiting school; Services and supports available to eligible students, upon school exit, including employment and integrated day services; and Recommendations on how students and families can prepare for life after school The determination process will be explained in detail by RIPIN, the DDD Transition Coordinator, or other DDD representative, as will the support assessment and resource allocation process; If requested by families*, a representative of DDD will be available to attend IEP/CDP meeting(s); A RIPIN Transition Specialist will attend a student's IEP/CDP meeting; A RIPIN Transition Specialist may discuss the application process, if a student has not filled out an application for Adult Services; The DDD State Transition Coordinator will be available to answer questions for teachers, school personnel and families; A RIPIN Transition Specialist may also provide outreach and support to families by phone, in-person meeting(s), and trainings and workshops; All students who have been determined eligible will receive notices of important dates to remember such as when to apply for SSI, Medicaid, if applicable, and when they should plan to have a SIS assessment done; and All students/family will be provided information from a DDD representative on service providers and encouraged to research, contact, and meet with service providers, if exiting school within a year.
	<p>Evidence:</p> <ul style="list-style-type: none"> Secondary IEP Transition Assessments (available for review) Career Development Plan 	<p>Evidence:</p> <ul style="list-style-type: none"> Individualized Plan for Employment (IEP) that incorporates IEP and Career Development objectives; Reports from any vocational assessment, summer work, situational assessment in the community activities; Students with I/DD will have at least two work experiences prior to leaving high school - between the resources of the LEA, RIDE, ORS and DDD. 	<p>Evidence:</p> <ul style="list-style-type: none"> Presenting eligibility information to schools; Providing LEAs with information on eligibility policies and processes; Attending meetings at schools to provide information to students and families; and Monthly reports from RIPIN; DDD will track IEPs attended; applications received; determinations rendered; support assessments completed, resources allocated; and services started.

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AGE	RIDE/LEA	ORS	DDD
19-21	<p>Actions:</p> <ul style="list-style-type: none"> RIDE/LEA will promote Employment 1st Policy RIDE will continue to promote and LEA will provide opportunities to increase student knowledge regarding post-secondary education, training, employment, and community participation RIDE will continue to promote and provide training and LEA will continue to instruct self-determination and self-advocacy skill development RIDE will promote and LEA will provide with ORS Vocational and related services (i.e. job shadowing, career exploration, soft skill development, daily living skills etc.) and as defined in the key below LEA will administer Transition Assessments LEA will update Career Development Plan during the annual IEP meeting LEA will develop Secondary Transition IEP LEA will provide comprehensive Transition Services and supports (i.e. integrated work based learning experiences, transportation, assistive technology etc.) and as defined in key below Based on Person Centered Career Development Plan LEA in collaboration with ORS and DDD will promote and provide numerous and specific options to receive Supported Employment Services in a community based long-term placement in an integrated employment setting LEA in collaboration with ORS or other benefit providers will promote that students receive benefits planning information and counseling from a qualified professional 	<p>Actions:</p> <p><u>IN-SCHOOL</u></p> <ul style="list-style-type: none"> Participate on IEP and Career Development Team hosted at the LEA; Provide clients, families/guardians with Benefits planning information and counseling by an SSA approved qualified professional; Provide annual fall orientations in collaboration with the Regional Educational Collaboratives; ensure presence at regional TAC meetings and Transition Council; Establish and implement a schedule of structured meetings with youth and families to maintain relationship with ORS and ensure plans in place after high school that include training, job preparation and employment in integrated employment settings; Update IPE to reflect revised employment goals, needs and services, identified long term support provider and DDD services <p><u>OUT OF SCHOOL</u></p> <ul style="list-style-type: none"> Provide clients, families/guardians with Benefits planning information and counseling by an SSA approved qualified professional; Update IPE to reflect revised employment goals, needs and services, identified long term support provider and DDD services; Enlist long term support provider for services consistent with IPE and movement toward employment; Complete an annual IPE review with partners and family. Monitor services and outcomes of ORS funded interventions and modify services and providers as indicated and approved by customer/family partners 	<p>Actions:</p> <ul style="list-style-type: none"> Students and their family/advocates will continue to receive information from a DDD representative on DDD's service delivery system, including <ul style="list-style-type: none"> Application process; What you can expect from the Division 18 months prior to exiting school through the start of services; Services and supports available to eligible students, upon school exit, including employment and integrated day services; and Recommendations on how students and families can prepare for life after school The eligibility determination process will be explained in detail by RIPIN, the DDD Transition Coordinator, or other DDD representative, as will the support assessment and resource allocation process; If requested by families*, a representative of DDD will be available for IEP/CDP meeting(s); The DDD State Transition Coordinator will be available to answer questions for teachers, school personnel and families; A RIPIN Transition Specialist will also be available to provide outreach and support to families by phone, in-person meeting(s), and trainings and workshops; All students who have been determined eligible will receive notices of important dates to remember such as when to apply for SSI, Medicaid, if applicable, and when they should plan to have a SIS assessment done; and All students/family will be provided information from a DDD representative on service providers and encouraged to research, contact, and meet with service providers, if exiting school within a year.
	<p>Evidence:</p> <ul style="list-style-type: none"> Secondary IEP Transition Assessments (available for review) Documentation of Trial Work Experiences included in the individual's IEP/CDP Career Development Plan 	<p>Evidence:</p> <ul style="list-style-type: none"> IPE updated prior to completion of high school with LEA; DDD and a long term support provider in place. Documentation that ORS has provided the individual with the opportunity to participate in at least two trial work experiences. 	<p>Evidence:</p> <ul style="list-style-type: none"> Providing LEAs with information on eligibility policies and processes that can be provided to families; Attending meetings at schools to provide information to families; SIS assessments conducted; and Students leaving school Medicaid eligible. Monthly reports from RIPIN DDD will track IEPs attended; applications received; determinations rendered; support assessments completed, resources allocated; and services started

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AGE	RIDE/LEA	ORS	DDD
22 or Upon Entering Adult System	N/A	<p>Actions:</p> <ul style="list-style-type: none"> • Provide clients, families/guardians with Benefits planning information and counseling by an SSA approved qualified professional; • Collaborate with client, family, DDD and long term support provider on service delivery and plan modification as needs dictate; • Enlist long term support for services consistent with IPE and movement toward integrated competitive employment; Monitor services and outcomes of ORS funded interventions and modify services/providers as indicated and approved by customer/family partners; • Complete an annual IPE review with partners & family. 	<p>Actions:</p> <ul style="list-style-type: none"> • Hold a Person Centered Planning meeting with family, social caseworker, ORS worker, if applicable, and provider, if receiving agency services or self-directing program; • Compile information from PCP meeting into an Individual Service Plan (ISP) and Career Development Plan; • Submit an ISP; and • Let individuals and families know where to access information on benefits counseling, if employed or seeking employment. <p>Follow-up case management will track an individual’s successful transition to the adult service delivery system</p>
		<p>Evidence:</p> <ul style="list-style-type: none"> • Meetings with provider, DDD, client and family to evaluate progress and identify needs; • Clients successfully closed as employed in an integrated competitive setting with a long-term DDD funded support provider available to intervene for job retention and re-engage ORS as appropriate. 	<p>Evidence:</p> <ul style="list-style-type: none"> • Social caseworkers attending PCP meetings; • ISP submitted to DDD; and • Individuals receiving services.

Key:

<p>IEP-Individualized Education Plan PLOP-Present Level of Performance ORS-Office of Rehabilitation Services IPE-Individualized Plan for Employment ISP-Individualized Service Plan CDP-Career Development Plan SSI/SSDI-Social Security Insurance/Social Security Disability Insurance</p>	<p>DDD-Department of Behavioral Healthcare, Development Disabilities & Hospitals, Division of Developmental Disabilities; Pertaining to “Individuals with intellectual or developmental disabilities” (I/DD) are defined, for the purposes of this Consent Decree, as persons who are eligible or likely to be found eligible, for publicly-funded developmental disability services through the Department of Behavioral Healthcare, Developmental Disabilities & Hospitals (“DDD”) as defined in Rhode Island General Laws § 40.1-21-4.3(5) or students who are eligible or likely to be found eligible for transition services and supports under the Individuals with Disabilities Education Act, and who meet the definition found at 34 C.F.R. § 300.8(c)(6).</p>
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Definitions:

Vocational and Related Services, such as job discovery and development, job-finding, job carving, job coaching, job training, job shadowing, co-worker and peer supports, re-employment supports, benefits counseling and transportation services; as well as those environmental modifications and environmental accessibility adaptations; behavioral supports; personal care services; case management services; assistive technology; social skills training; self-exploration; career exploration; career planning and management; job customization; soft skill development; time management training; self-employment opportunities and supports; adaptive behavior and daily living skills training directly related to job placement and support necessary to allow individuals with I/DD to participate in a competitive integrated employment setting

Transition Services and Supports, instruction; community experiences; the development of employment and other post school adult living objectives; school-based preparatory experiences; career preparation; and integrated work-based learning experiences such as site visits, job shadowing, soft skill and job skill development, internships, part-time employment, summer employment; youth development and leadership, including training in self-advocacy, self-determination and conflict resolution skills, peer and adult mentoring, and, where appropriate, daily living skills; and connecting activities, including exposure to post-school educational and community services, transportation, benefits planning, and assistive technology.

Resource: Rhode Island Transition Assessment Matrix: <http://ritap.org/ritap/content/mytransition/RI%20Transition%20Matrix%202012.pdf>