



The Department of Behavioral Healthcare, Developmental Disabilities, and Hospitals  
The Rhode Island Department of Education  
The Department of Human Services

### **RIDE Current Status of December 2022 Court Actions:**

RIDE is working in collaboration with ORS and DD to develop a unified internal workplan to address the Court Monitor's August 2022 report and the December 2022 Court Actions related to Transition. It is RIDE's intention to use this workplan to address each court action related to Transition, assign persons responsible to each action and maintain a status update to each action. This workplan is currently in development and RIDE has discussed with the Court Monitor how RIDE may potentially use the workplan to illustrate/report progress for each court action and submit as part of the quarterly report. As this workplan is in draft stage only, the below provides a brief status update on the December 2022 Court Actions related to Transition:

#### **Court Action: Revise/Redesign Career Development Plan- Due Date: July 2023**

The following RIDE tasks have been developed and completed in November 2022:

- Organize work sessions to redesign CDP & seek input from Court Monitor
- Elicit feedback from educators on the redesign of CDP
- Schedule and conduct series of meetings with all 18-22 Programs to support introduction and implementation of the new CDP & court actions
  - 11/14/22-meeting held
  - 12/19/22-meeting held
  - (4 additional meetings are scheduled prior to June 2023)
- Four full day CDP redesign trainings will be offered to educators, administrators by June 2023.

(Three other tasks to address this action with work beginning in January 2023).

#### **Court Action: Refocus career planning and placements to develop paid employment while still in school with the goal of each student having a paid job before exiting school- Due Date: September 2023**

The following RIDE tasks have been developed with start dates in January 2023:

- Determine and develop training topics/needs for LEA personnel related to employment.
- Provide funds and training to LEA staff related to employment supports (educators, job coaches, DD providers, etc., in partnership with ORS.)
- Provide targeted TA, resources & understanding to students & families regarding competitive employment expectations both during and upon exit from school (\*in partnership with ORS, DD, other.)
- Providers supporting students in trial work experiences and career development services will be invited to participate in IEP/CDP process/mtg (\*in partnership with ORS, DD, Providers.)



The Department of Behavioral Healthcare, Developmental Disabilities, and Hospitals  
The Rhode Island Department of Education  
The Department of Human Services

ORS has additional tasks that will support this action as well.

**Court Action: Include community activity in transition planning with the goal of each student having three or four active community connections before exiting school- Due Date: September 2023.**

The following tasks have been developed and have start dates of January 2023:

- Add targeted and individualized Community Activities section within the Career Development Plan- Complete.
- Provide professional development & training to educators regarding community opportunities/mapping to improve community connections for students.
- Partner with Starfire of Ohio to discuss potential pilot, professional development for families- Waiting on proposal from Starfire.

DD has additional tasks that will support this action as well.

RIDE will support state partners in implementing tasks to address the Court Actions related to: Provide funding from ORS and BHDDH directly to school districts to increase schools' capacity to develop employment and community connections. Using vendors or school districts as vendors for ORS funding, increase the number of youth in transition who have paid summer employment. and using funding from BHDDH, incentivize adult service providers to become involved with transition planning at least two years prior to exit.

**Court Action: In response to family requests, provide every family with a consistent person to talk to and to serve as a guide through the transition process. Provide every school district with funding for stipends for family mentors- Due Date: March 2023**

The following tasks have been developed and have start dates of January 2023 with RIDE, ORS and DD:

- Determine structures (staff/funding) needed to execute this action (parent peer to peer model)
- Review current costs & current contract deliverables to determine changes or possible additions to expand capacity to meet this action
- If necessary, develop draft proposal to support action (RFP, interagency contract)

**Court Action: Increase access and use of Career and Technical Education by youth in transition- Due Date: July 2023**

Initial baseline CTE-special education data was received 1/9/23 and reflects the following:

A) In RI, 11.5% of CTE engaged students have IEPs, compared to 17.7% of all students with IEPs



The Department of Behavioral Healthcare, Developmental Disabilities, and Hospitals  
The Rhode Island Department of Education  
The Department of Human Services

B) For many disability categories, distribution among CTE students with IEPs closely matches the distribution of disabilities across all IEP students enrolled in Rhode Island. Students classified under IDEA category ID (“Intellectual Disability”) are one of the groups with a small gap in distribution, where they make up 4.3% of all IEP students in the state, but with only 2.2% of IEP students in CTE classified as ID. However, these classroom counts do not include students with access to CTE outside of designated class schedules, including many who access life skills classrooms multiple times per week without being officially listed on a CTE class roster. This results in CTE counts that may not accurately represent the true level of access ID students have to CTE, career exploration, skill development, and training.

The following tasks have been developed and have start dates of January 2023:

- Determine the number of LEAs who partner with their CTE programs to offer “exploratory” CTE options and strategies for expansion.
- Implement CTE/Special Education Survey that addresses knowledge, needs of CTE instructors related to supporting students with IEPs.
- Request intensive technical assistance from NTACTION. Intensive TA request approved. Meeting with NTACTION 1/10/23.
- Increase CTE information dissemination to families of students with IEPs.

**Court Action: Develop a strategy for increasing access of youth in transition to transportation to employment and community activities- Due Date: July 2023**

The following tasks have been developed and have start dates of January 2023:

- Survey each LEA re: transportation needs
- Establish a list of students who may need travel training
- Fund and schedule individual travel training with students
- Support the use of travel training curriculums in schools and with providers
- Investigate other travel options that states are using. (ie.Lift, Uber ) as potential solutions to barriers- 1/12/23 Informational meeting with transportation company GoGo Grandparent

DD, ORS and RIDE have tasks supporting this action.