

## Transition

The State submits the enclosed information with respect to Transition, in response to the Court’s December 6, 2022 Order regarding substantial compliance.

The Rhode Island Department of Education (RIDE), Office of Rehabilitation Services (ORS), and the Division of Developmental Disabilities (DDD) have been working toward an increased emphasis on students receiving supports to assist them in reaching their employment goals. Assisting students to secure employment prior to exiting school is the goal for those who want to work. Planning collaboratively is ongoing to determine which Departments would be responsible, and under what age ranges, for the tasks needed to meet the action steps in these recommendations. One of the strategies to get this work moving forward was to hold meetings with provider agencies to discuss how they can sequence funding from ORS and DDD to provide support services while youth are in school. There is also work being done to encourage adult providers to put some of their focus toward the youth in transition population.

Court Order Required Actions	Required Documentation	Responsive Documentation
Revise Career Development Plan to guide individuals from discovery to targeted work trials to job search and job development.	Revised Career Development Plan format	<b>Transition-000001 to Transition-000013:</b> <ul style="list-style-type: none"> <li>• 14-16 CDP</li> <li>• 17-19 CDP</li> <li>• Employment CDP 20+</li> </ul>
	Guidance and technical assistance plans	<b>Transition-000014 to Transition-000016:</b> Guidance and Technical Assistance Plans
	Schedule for roll-out	<b>Transition-000014 to Transition-000016:</b> Guidance and Technical Assistance Plans
Refocus career planning and placements to developing paid employment while still in school with the goal of each student having a paid job before exiting school.	Strategies (with dates) for professional development with LEAs	<b>Transition-000017 to Transition-000018:</b> Strategies
	Strategy for collecting employment data for transition youth at time of exit	<b>Transition-000017 to Transition-000018:</b> Strategies
Include community activity in transition planning with the goal of each student having three or four active community connections before exiting school.	Strategies (with dates) for professional development with LEAs	<b>Transition-000017 to Transition-000018:</b> Strategies
	Strategy for collecting employment data for transition youth at time of exit	<b>Transition-000017 to Transition-000018:</b> Strategies
Provide funding from ORS and BHDDH directly to school districts to increase schools’ capacity to	List of ORS vendors connected with each/every LEA	<b>Transition-000019 to Transition-000020:</b> Transition Counselor 2023

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<p>develop employment and community connections. Using vendors or school districts as vendors for ORS funding, increase the number of youth transition who have paid summer employment.</p>	<p>Policy and Guidance from BHDDH clarifying how eligible youth in transition can access BHDDH (and/or other) funds during transition</p>	<p><b>Transition-000021 to Transition-000034:</b></p> <ul style="list-style-type: none"> <li>• Accessing Community and Employment Funding for Students</li> <li>• June 2023 BHDDH IDD Guide to Supported Employment</li> </ul>
<p>Increase access and use of Career and Technical Education by youth in transition.</p>	<p>Specific guidance and technical assistance to (with dates) CTE programs</p>	<p><b>Transition-000035:</b> CTE Technical Assistance</p>
	<p>Strategy for collecting data re: transition youth participating in CTE programs</p>	<p><b>Transition-000017 to Transition-000018:</b> Strategies</p>
<p>Using funding from BHDDH, incentivize adult service providers to become involved with transition planning at least two years prior to school exit.</p>	<p>Policy and guidance from BHDDH re: using BHDDH (or other) funds to involve provider organizations in transition planning</p>	<p><b>Transition-000036 to Transition-000044:</b></p> <ul style="list-style-type: none"> <li>• Targeted Employment Funding Form Application</li> <li>• Employment Plan Form</li> <li>• Targeted Employment</li> <li>• Outreach Funding Plan</li> </ul>
<p>Provide every family with a consistent person to talk to and to serve as a guide through the transition process. Provide every school districts with funding for stipends for family mentors.</p>	<p>Strategies to ensure consistent family contacts</p>	<p><b>Transition-000045 to Transition-000052:</b></p> <ul style="list-style-type: none"> <li>• Family Contact</li> <li>• Parent to Parent Support Action Plan</li> <li>• BHDDH Narrative</li> </ul>
	<p>Implementation dates</p>	<p><b>Transition-000049 to Transition-000052:</b> BHDDH Narrative</p>
	<p>Funding sources</p>	<p><b>Transition-000049 to Transition-000052:</b> BHDDH Narrative</p>
<p>Develop a strategy for increase access of youth in transition to transportation to employment and community activities.</p>	<p>Written description of allowable transportation options</p>	<p><b>Transition-000053 to Transition-000054:</b> Tech Bulletin 19-02 Allowable Goods and Services</p>

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	<p>Guidance (both technical and plain language versions) to individuals, families and providers clarifying number of allowable trips</p>	<p><b>Transition-000055 to Transition-000058:</b></p> <ul style="list-style-type: none"><li>• Technical Bulletin 18-05 Transportation FI T</li><li>• Transportation Infographic (in English and Spanish)</li></ul>
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**My Career  
Development Plan  
(14-16yr)**

# My Career Development Plan (14-16yr)

<b>Name:</b>	<b>DOB:</b>	<b>Age:</b>	<b>SASID:</b>
<b>LEA:</b>	<b>Current Grade:</b>	<b>Meeting Date:</b>	<b>My anticipated exit date:</b>

Introduction to Adult Services	
<b>ORS Introduction Date:</b>	<b>ORS Referral Date:</b>
<b>BHDDH Introduction Date:</b>	<b>*BHDDH Application Date:</b>

## My Career Development Team: (Persons assisting me with the development of this plan)

NAME	TITLE	INVITED/ATTENDED
	Student	___ invited ___ attended
	Parent	___ invited ___ attended
	Transition Specialist/Special Educator	___ invited ___ attended
	ORS Counselor	___ invited ___ attended
	BHDDH/DD Representative	___ invited ___ attended
	Other:	___ invited ___ attended
	Other:	___ invited ___ attended

Participation in Career and Technical Education			
Please indicate if any of the following applies:			
<b>I am enrolled in a CTE Program or Pathway (e.g. enrolled in a CTE program or pathway as a <i>Participant</i>).</b>	___ Yes ___ No	<b>I informally participate in or access CTE programming (i.e. attend a CTE course as a means of Discovery, participate in experiential learning in CTE, etc.).</b>	___ Yes ___ No

**My Transition Assessments (Include Vocational Assessment & Person Centered Planning):**

Method/Tool:	Date(s):

**My Assessment Results & Potential Barriers/Accommodations/Support Needs:**

Results	Barriers/Support Needs

**Based on my completed assessment results and person-centered planning, I will explore up to five occupational career clusters:** *(ex: Hospitality and Tourism, Transportation, Distribution & Logistics, Human Services, Information Technology)*

- 1.
- 2.
- 3.
- 4.
- 5.

**Next Steps:** *Activities to be completed (Discovery and School Based Prep Experiences, etc) to prepare for Career Cluster Exploration*

Activity/Task	Person(s) Responsible to help me	Projected Completion Date	Progress


<b>Summary of Results of Exploration and Discovery Activities:</b>

<b>Transportation:</b>			
<b>I would like to explore the following transportation options (Check all that apply)</b>			
RIPTA		Family	
Paratransit (RIDE)		Friends/co-worker	
RideShare		Walk	
Driver's License/Car		Other (describe)	

<b>My Vocational Experiences</b>			
<b>*Type</b>	<b>Location</b>	<b>Based on PCP?</b>	<b>Dates</b>

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\*Community Based Work Experience= CBWE; Job Exploration Services=JES; Summer Work Experience= SWE.

<b>My Individual Community Connections &amp; Community Activities:</b>	
<b>INDIVIDUALIZED COMMUNITY CONNECTION</b>	<b>CONTACT PERSON</b>



**My Career  
Development Plan  
(17-19yr)**

# My Career Development Plan (17-19yr)

Name:	DOB:	Age:	SASID:
LEA:	Current Grade:	Meeting Date:	My anticipated exit date:

ORS Counselor:	BHDDH/DD Social Worker:	Adult Provider/ Self -Directed:
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## My Career Development Team: (Persons assisting me with the development of this plan)

NAME	TITLE	INVITED/ATTENDED
	Student	___ invited ___ attended
	Parent	___ invited ___ attended
	Transition Specialist/Special Educator	___ invited ___ attended
	ORS Counselor	___ invited ___ attended
	BHDDH/DD Representative	___ invited ___ attended

Participation in Career and Technical Education			
Please indicate if any of the following applies:			
I am enrolled in a CTE Program of Pathway (e.g. enrolled in a CTE program or pathway as a <i>Participant</i> ).	___ Yes ___ No	I informally participate in or access CTE programming (i.e. attend a CTE course as a means of Discovery, participate in experiential learning in CTE, etc.).	___ Yes ___ No

**My Transition Assessments (Include Vocational Assessment & Person-Centered Planning):**

Method/Tool:	Date(s):

**My Assessment Results & Potential Barriers/Accommodations/Support Needs:**

Results	Barriers/Support Needs

**Summary of Results of Exploration and Discovery Activities:**

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Based on my previous research on the identified Career Clusters, I will engage in activities to research the following Career Clusters (up to 3):

Career Cluster #1: <i>Enter Career Cluster Here</i>			
Possible Job(s) of Interest	My Interest & Strengths	My Challenges/Barriers	Education/training

<b>Career Cluster #2: <i>Enter Career Cluster Here</i></b>			
<b>Possible Job(s) of Interest</b>	<b>My Interest &amp; Strengths</b>	<b>My Challenges/Barriers</b>	<b>Education/training</b>

<b>Career Cluster #3: <i>Enter Career Cluster Here</i></b>			
<b>Possible Job(s) of Interest</b>	<b>My Interest &amp; Strengths</b>	<b>My Challenges/Barriers</b>	<b>Education/training</b>

<b>Next Steps: Activities to be completed (school-based and community-based preparatory experiences, etc) to prepare for job development and placement:</b>			
<b>Activity/Task</b>	<b>Person(s) Responsible to help me</b>	<b>Projected Completion Date</b>	<b>Progress</b>

<b>My Vocational Experiences</b>			
<b>*Type</b>	<b>Location</b>	<b>Based on PCP?</b>	<b>Dates</b>

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\*Community-Based Work Experience= CBWE; Job Exploration Services=JES; Summer Work Experience= SWE.

Based on my completed Career Cluster research and Discovery Activities, I am completing the following Integrated Trial Work Experiences:

Integrated Trial Work Experiences			
Job Site and Location	Position/Job Title	Dates	Total Days

<p><b>Action steps required for Job Development:</b> To be completed if the student plans to exit within the next year. (e.g. identify outside vendor; completion of ORS application, complete job application, resume, video resume, etc; accommodations/supports needed; determine job coach)</p>

MY TRANSPORTATION PLAN		
How will I get to work:		
Transportation Planning Steps	Who is responsible to help me?	Timeline How often or by what date?

**Job Development & Placement in Competitive Employment**  
 (If the student is exiting within the next year **only** please complete )

**Employment Goal and/or IPE Goal:**

**Job Sites to be developed to support competitive employment options:**

Job Site	Position	Person(s) Responsible	Projected Completion Date

**My Individual Community Connections & Community Activities:**

INDIVIDUALIZED COMMUNITY CONNECTION	CONTACT PERSON

**Employment Career  
Development Plan  
(20+ year)**

# Employment Career Development Plan (20yr +)

Name:	DOB:	Age:	SASID:
LEA:	Current Grade:	Meeting Date:	My anticipated exit date:

ORS Counselor:	BHDDH/DD Social Worker:	Adult Provider/ Self Directed:

## My Career Development Team: (Persons assisting me with the development of this plan)

NAME	TITLE	INVITED/ATTENDED
	Student	___ invited ___ attended
	Parent	___ invited ___ attended
	Transition Specialist/Special Educator	___ invited ___ attended
	ORS Counselor	___ invited ___ attended
	BHDDH/DD Representative	___ invited ___ attended

Participation in Career and Technical Education			
Please indicate if any of the following applies:			
I am enrolled in a CTE Program or Pathway (e.g. enrolled in a CTE program or pathway as a <i>Participant</i> ).	___ Yes ___ No	I informally participate in or access CTE programming (i.e. attend a CTE course as a means of Discovery, participate in experiential learning in CTE, etc.).	___ Yes ___ No

Employment Related Assessments/Evaluations	Work Site	Date(s):
Employer Evaluation		
Job Coach Evaluation		



<b>Student Self-Assessment</b>		
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<b>Summary of Results of Employment Evaluations</b>

<b>Job Development &amp; Placement in Competitive Employment</b>		
<p>Has the ORS application <b>AND</b> referral for Job Development/Job Placement been completed?          ___Yes ___No</p> <p>If not, the projected date of completion: _____</p>		
<b>I have completed:</b>		
<table border="0" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <input type="checkbox"/> <b>Resume:</b>  <input type="checkbox"/> <b>Video Resume:</b>  <input type="checkbox"/> <b>Employer Scan:</b>  <input type="checkbox"/> <b>Transportation Plan:</b>  <input type="checkbox"/> <b>Benefits Planning:</b> </td> <td style="width: 50%; vertical-align: top;"> <b>I will interview:</b>  <input type="checkbox"/> <b>With one-to-one support:</b>  <input type="checkbox"/> <b>With some support:</b>  <input type="checkbox"/> <b>Independently:</b> </td> </tr> </table>	<input type="checkbox"/> <b>Resume:</b> <input type="checkbox"/> <b>Video Resume:</b> <input type="checkbox"/> <b>Employer Scan:</b> <input type="checkbox"/> <b>Transportation Plan:</b> <input type="checkbox"/> <b>Benefits Planning:</b>	<b>I will interview:</b> <input type="checkbox"/> <b>With one-to-one support:</b> <input type="checkbox"/> <b>With some support:</b> <input type="checkbox"/> <b>Independently:</b>
<input type="checkbox"/> <b>Resume:</b> <input type="checkbox"/> <b>Video Resume:</b> <input type="checkbox"/> <b>Employer Scan:</b> <input type="checkbox"/> <b>Transportation Plan:</b> <input type="checkbox"/> <b>Benefits Planning:</b>	<b>I will interview:</b> <input type="checkbox"/> <b>With one-to-one support:</b> <input type="checkbox"/> <b>With some support:</b> <input type="checkbox"/> <b>Independently:</b>	

<b>MY TRANSPORTATION PLAN</b>		
<b>How will I get to work:</b>		
<b>Transportation Planning Steps</b>	<b>Who is responsible to help me?</b>	<b>Timeline How often or by what date?</b>

**Employment Goal and/or IPE Goal:**

Possible Job(s) of Interest	Employer	Contact Person	Support Needed	Paid/Unpaid

**Action Steps towards Job Placement**

Actions	Who is responsible to help me?	Timeline How often or by what date?	How will we record progress?

**JOB DEVELOPMENT**

Name and address of company	Position	Contact Initiator, Contact Date & Outcome	Follow up date

**My Individual Community Connections & Community Activities:**

INDIVIDUALIZED COMMUNITY CONNECTION	CONTACT PERSON


# **Guidance and Technical Assistance Plans**

**Attachment A4- GUIDANCE AND TECHNICAL ASSISTANCE PLANS AND SCHEDULE FOR ROLL-OUT (RIE)**

As of June 1, the Redesign of the Career Development Plan (CDP) form is complete. Four-day long trainings for educators are complete, in addition to trainings for non-public special education directors, public special education directors, ORS counselors and special educators of the 18-22 year old programs. The below notes trainings and dates. The redesign shifts the focus of the CDP so that it guides a student from career development and exploration to integrated & targeted work trials in interest areas, and then to job development and supports with the goal of competitive employment prior to school exit. This shift in design and expectation will increase the number of youths employed before exit. The CDP will also now require documentation of student's individual community connections as well as if a student participates in CTE programming (formally or informally). Additionally, the CDP will also encourage and document transportation needs beginning at the age of 14.

<b>Trainings to support implementation of the new Career Development Plans (CDP)</b>	<b>Location</b>	<b>Date</b>
CDP Redesign Training- Special Educators	Sargent Center (hybrid)	2/8/23
CDP Redesign Training-Special Educators	East Providence Admin	3/23/23
CDP Redesign Training- Special Educators	Pawtucket Admin (hybrid)	5/9/23
CDP Redesign Training- Non-public Special Education Program	Pathways	2/23/23
CDP Redesign Training- ORS Counselors	ORS	3/24/23
CDP Redesign Training- Special Education Directors	East Bay Northern Southern West Bay RIAPSE	2/6/23 1/18/23 2/3/23 3/1/23 2/8/23
CDP Redesign Training- 18-22 Program Educator	WBC 1/23 3/20 4/24	1/23/23 3/20/23 4/24/23
Community Resource Mapping -Bumble Flanagan. Training supports the addition of the CDP Community Connections section	Sargent Center	3/10/23
Person Centered Thinking Training- Special Educators	Sargent Center	1/25-3/2
Job Coach Training	Newport  PPSD BWRSD	11/9 & 11/10/22 3/15/23 5/10/23

	Central Falls, Blackstone Valley Prep, N. Prov. Pawtucket Johnston Narragansett	1/25/23  12/16/22 3/21/23 5/15/23
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Attachment A4. con't.

<b>Anticipated Trainings to support implementation of the new Career Development Plans (CDP)</b>	<b>Person Responsible</b>	<b>Date</b>
Provide ongoing CDP Redesign Trainings as needed	RIDE, Regional Transition Coordinators	Summer 2023; 2023-2024 school year
Develop training videos for each of the Career Development Plans (14-16 yrs.), (17-19 yrs.), (20+ yrs.)	RIDE, Regional Transition Coordinators	Summer 2023
Develop contract with content expert Dr. V. Mitchel to provide ongoing training on evidenced based practices within 18-22 year old programs to be implemented in the 2023-2024 school year based on the changes to the CDP	RIDE, Regional Transition Coordinators	Summer 2023
Collect random sample of new CDPs to determine quality of implementation, additional technical assistance, and guidance	RIDE, Regional Transition Coordinators	January 2024
Develop additional resources, tips sheets, etc. after review of CDPs	RIDE, Regional Transition Coordinators	January 2024

**Career Development Plan Rollout**

<b>Action</b>	<b>Responsible Person</b>	<b>Date</b>
Career Development Plan will be uploaded to each districts Student Information System by Local Education Authority (LEA)	LEA	Summer 2023

As student's CDP meetings come up in the 2023-2024 school year they will transition to the new CDP.	LEA	Sept.2023- June 2024
Build in CDP Career & Technical Education participation question into the RIDE special education census	RIDE	June 2024
New data collection point related to CTE participation will not be completely captured by all students until June 2025. This collection will begin in Fall 2024.	RIDE	June 2024- 2025

# Strategies



**Attachment B-1 Strategies - Required Documentation (RIDE)**

The Court Order Required Documentation calls for several ‘strategies’ to many transition related actions. Below identifies those strategies.

*Court Action 2: Refocus career planning and placements to developing paid employment while still in school with the goal of each student having a paid job before exiting school.*

Required Documentation: Strategies (with dates) for professional development with LEAs:

Strategy	Date
Develop professional development series for LEAs for the 2023-2024 school year addressing content areas related to the court actions and the new career development plan	Summer 2023
Provide training through ORS, national content experts related to job development & job coaching supports (general overview sessions & implementation strategies) for LEAs	September 2023
Provide training through ORS, national content experts related to job analysis, data collection, labor market information	Fall 2023 & Spring 2024
Schedule TransCen to deliver training on “Raising the Bar-Employment Expectations” & Charting the Life Course	Fall 2023 & Spring 2024
Review the use of the WAGES curriculum for possible introduction of use in 18-22 programs for the 2023-2024 school year	Summer 2023
Create an informational tips sheet related to transportation options	Summer 2023
Develop structure options to better connect with families in order to provide support and information related to employment	Summer & Fall 2023

Required Documentation: Strategy for collecting employment data for transition youth at time of exit

Strategy	Date
Short Term- Add this question to the vocational work experience data questionnaire conducted by RTCs on quarterly basis	September 2023
Short Term- Add question to LEAs DOJ Requirements Tracking Document	September 2023
Long Term- Utilize ORS data system to collect data	TBD by ORS

**Attachment B1 con't.**

*Court Action 3: Include community activity in transition planning with the goal of each student having three or four active community connections before exiting school.*

Required Documentation: Strategies (with dates) for professional development with LEAs

<b>Strategy</b>	<b>Date</b>
Provide Person Centered Planning with a focus on Community Connections	Jan. 2024
Provide Community Mapping Training as requested	SY 2023-2024
Provide ongoing presentations by community organizations at TAC & TLS meetings	SY 2023-2024

*Court Action 5: Increase access and use of Career and Technical Education (CTE) by youth in transition.*

Required Documentation: Strategy for collecting data re: transition youth participating in CTE programs

<b>Strategy</b>	<b>Date</b>
A question has been added in the Career Development Plan to gather if/how students are participating in CTE	September 2023
This question will also be added to RIDE's special education census collection. Full implementation and data collection will not be available until the 2024-2025 school year	September 2025

# **Transition Counselor 2023**

# ORS Counselors Covering Regional School Districts

Call ORS (see numbers below)

**Assistant Administrator – Barbara Mulligan – (401) 787-2498 – Email: [Barbara.mulligan@ors.ri.gov](mailto:Barbara.mulligan@ors.ri.gov)**

**Students with Visual Impairments Statewide:** Jane Cannata, Supervisor, 465-0672, [Jane.cannata@ors.ri.gov](mailto:Jane.cannata@ors.ri.gov)

**Students with Hearing Loss Statewide:** Teresa O'Brien, Supervisor, 787-2984, [Teresa.obrien@ors.ri.gov](mailto:Teresa.obrien@ors.ri.gov)

## East Bay

**BARRINGTON:**  
Kayleigh McCarthy, 871-2170  
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**BRISTOL/WARREN:**  
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**EAST PROVIDENCE:**  
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**LITTLE COMPTON:**  
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## Northern RI

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## Southern RI

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**EXETER/W GREENWICH:**  
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**WESTERLY:**  
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## West Bay

**CRANSTON:**  
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Jennifer Doucette, Coordinator  
401-941-8353 x121  
[jdoucette@westbaycollaborative.org](mailto:jdoucette@westbaycollaborative.org)

**Providence Schools and Southern RI Transition Center**  
Kerri Collins, Coordinator  
401-481-5161  
[kcollins@westbaycollaborative.org](mailto:kcollins@westbaycollaborative.org)

**West Bay Transition Center**  
Therese Curran, Coordinator  
401-941-8353 x124  
[tcurren@westbaycollaborative.org](mailto:tcurren@westbaycollaborative.org)

**East Bay Transition Center**  
Meaghan Gilmartin, Coordinator  
401-941-8353 x121  
[mgilmartin@westbaycollaborative.org](mailto:mgilmartin@westbaycollaborative.org)

Consejeros ORS que cubren los distritos escolares regionales  
Asistente de administrador (en funciones) - Barbara Mulligan -787.2498  
Correo electrónico: barbara.mulligan@ors.ri.gov

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**Students with Hearing Loss Statewide:** Teresa O'Brien, Supervisor, 787-2984, Teresa.obrien@ors.ri.gov

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Amanda.marcaccio@ors.ri.gov

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Sharon.morra@ors.ri.gov

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Annmarie.folcarelli@ors.ri.gov

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Amanda.marcaccio@ors.ri.gov

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Annmarie.folcarelli@ors.ri.gov

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Annmarie.folcarelli@ors.ri.gov

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Emilee.oconnor@ors.ri.gov

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**East Bay Transition Center**  
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mgilmartin@westbaycollaborative.org

# **Accessing Community and Employment Funding for Students**

**June 2023 BHDDH IDD  
Guide to Supported  
Employment**



## **Accessing DD Adult Service Funding for Community and/or Employment Supports While in School**

Students age 18 and older determined eligible for services through the Division of Developmental Disabilities (DDD) who are receiving school funded services may be eligible to access Community and/or Employment Supports through BHDDH/DDD by following the steps below. Students wanting to access services may be in different steps of this process:

1. Submit application to BHDDH/Division of Developmental Disabilities (DDD) to determine Eligibility
  - a. Applications are found on the BHDDH website, <https://bhddh.ri.gov/developmental-disabilities/eligibility-and-application>
  - b. Applicants are notified via mail of the Eligibility Determination.
  
2. If eligible, contact Transition Coordinator to request services
  - a. Contact information for the Transition Coordinator is in the Eligibility Determination Letter.
  - b. The Transition Coordinator will review services requested with the individual, as well as services currently in place.
  
3. Completion of Supports Intensity Scale (SIS)
  - a. The SIS is a standardized assessment tool used to determine level of need. The level of need is associated with a funding level know as a Tier. Tier funding is used to purchase adult services.
  - b. If adult services are needed/desired, the SIS will be requested by the Transition Coordinator.
  - c. The SIS scheduler will reach out to the student's teacher and/or family members to schedule the SIS.
  
4. Assignment of a social caseworker
  - a. The Transition Coordinator will request assignment of a DDD social worker to assist with next steps.
  - b. The social caseworker will:
    - ✓ Work with the student to determine if they will continue to receive school funded services and/or ORS services for employment.
    - ✓ Review with the student employment services requested, as well as other services currently in place (PASS, HBTS, Respite, Nursing).
    - ✓ Review with the student steps necessary to access funding for services.
  
5. Complete Long-Term Service and Supports (LTSS) Waiver application
  - a. The DDD social caseworker will assist the individual to complete and submit this application. Individuals must be determined eligible to access Medicaid funding to pay for adult services.
  
6. Determine service model and submit Individualized Service Plan (ISP)
  - a. The DDD social caseworker will provide information on 2 models of adult service delivery – supports received through an agency and supports received through a self-directed model. It is possible to use both models of support at the same time.
  - b. The individual will meet with a plan writer to create and submit an ISP.
  
7. Services
  - a. When the ISP and LTSS application have been approved, services can begin.

## Employment Funds

Employment Funding can be accessed in 2 ways:

- Standard Employment Funds are identified through the Tier Package and ISP budget.
- Targeted Employment Funds are requested through an application process, if needed after using your standard Funding.

School District and Office of Rehabilitative Services (ORS) funding for employment supports must be accessed first. BHDDH/DDD employment funds can be accessed and braided with ORS funding to pay for employment services the school district or ORS is not able to fund.

If the employment funding associated with the standard budget is not enough to cover needed employment supports, Targeted Employment Funding can be requested. To request this additional employment funding, please follow these steps:

1. Click link for Targeted Employment Funding Request Form on the BHDDH website under DD forms <https://forms.office.com/g/Q3gehFUFRQ>
  - a) Complete form and click submit
  - b) Complete Targeted Employment Plan and submit when the funding request is submitted. <https://bhddh.ri.gov/sites/g/files/xkgbur411/files/2023-05/DD%20Targeted%20Employment%20Plan%20Form.docx>
  - c) Questions can be submitted to the Supported Employment email - BHDDH DD Supported Employment [BHDDH.DDSupportedEmployment@bhddh.ri.gov](mailto:BHDDH.DDSupportedEmployment@bhddh.ri.gov)



# BHDDH I/DD Supported Employment Resource Guide



June 2023

# BHDDH I/DD Supported Employment Resource Guide



When it comes to employment, just like everything else in life, each one of us is different. Some will need assistance to find a job, while others require more intensive/long-term support to keep it. Some want to work 40+ hours per week. Others prefer part-time, or maybe even starting their own business.

There are also those who may not be sure if they actually want to work, or if they'd be able to. Work isn't for everyone. Some will consider their options and decide that they're not interested in getting a job. Meanwhile, others who have already worked will say they're ready to retire.



All of these choices are OK! Remember, whatever you decide to do, the key word here isn't "employment;" it's "CHOICE."

Our goal at the Division is to ensure that you have both the opportunity to make informed choices, and the supports you need to reach the goals you've chosen. Work may not be for everyone, but if you think it's for you, then don't let anyone tell you can't do it. Employment First says you can!

## Employment First

Rhode Island is one of 46 states focused on Employment First and has an official state policy: that employment in the community is the first and preferred service option for people with disabilities. This promotes community-based, integrated employment as the first option for employment and is part of the national movement toward a greater emphasis on community employment. This echoes a general shift toward services designed to integrate individuals with disabilities into their communities, providing them with the same opportunities and responsibilities as all citizens.

[About APSE - Association of People Supporting Employment First](#)

## Consent Decree

The State of Rhode Island entered into a Settlement Agreement and [Consent Decree](#) with the United States Department of Justice in 2013 and 2014, respectively. The agreements address findings that the State violated the [Americans with Disabilities Act \(ADA\)](#) by failing to serve individuals with intellectual and developmental disabilities in integrated settings, and by placing youth with intellectual and developmental disabilities at serious risk of segregation. Under the terms of these agreements, the State is committed to transform its service system over a 10-year period of time. The State is required to achieve certain goals each year. The ultimate goal is to provide integrated employment and community services for Rhode Islanders living with developmental disabilities.

Under the terms of the consent decree, the State is working to improve services for:

- **Youth in Transition** – This group includes students who have not yet entered the adult services system. These are students who are ages 14-22, in secondary school, and eligible or likely to be eligible for developmental disabilities services as adults.
- **The "Youth Exit" Population** – This group includes individuals who have left secondary school between September 1, 2013, and August 31, 2016 and are eligible for adult developmental disabilities services.
- **The Sheltered Workshop Population** – This group includes individuals who received services in a sheltered workshop in 2013, the year before the consent decree took effect.
- **The Segregated Day Services Population**- This group includes individuals who received services in a segregated day program in 2013.

## Path to Competitive Integrated Employment



1. Referral initiated to BHDDH DDD Adult Services by self/Family, school or agency eligibility/application: [Eligibility and Application | Dept. of Behavioral Healthcare, Developmental Disabilities, and Hospitals \(ri.gov\)](#)
2. Eligibility Determination
3. Supports Intensity Scale (SIS)  
The Supports Intensity Scale - A (SIS-A) is a tool that is used to measure supports required for individuals, aged 16 years and older, with intellectual and developmental disabilities. The assessment is done during an interview with individuals and the people who know them well. Rhode Island uses the SIS-A to determine service needs and related levels of funding for individuals receiving developmental disabilities services. [Support Intensity Scale \(SIS\) | Dept. of Behavioral Healthcare, Developmental Disabilities, and Hospitals \(ri.gov\)](#)
4. Resource Allocation/Tiers
  - A portion or all of funds assigned can be used to pay for employment supports.
  - There are also Targeted Employment Funding that can be used, if necessary to reach employment goals.
5. Choose how to manage your funds and services
  - Agency based through one of BHDDH DD licensed providers (see BHDDH DD Provider list below)
  - Individual/Family managed Self-Directed Supports through one of BHDDH DD approved Fiscal Intermediary (see BHDDH DD Fiscal Intermediary list below)
6. Identify employment goals and support needs through Plan Writer/Support Coordinator
7. Referral for Supported Employment Services through assigned BHDDH DDD Social Case Worker
8. Write a plan and start services. Submit ISP with Purchase Order and Employment Goal/Attachment Form <https://bhddh.ri.gov/sites/g/files/xkqbur411/files/documents/ISP-Attachment-Form.pdf>
9. Stretch your dollars through Braiding and Sequencing of Funding with Office of Rehabilitation Services (ORS), Department of Labor and Training (DLT), and the Social Security Administration (i.e. Self-Employment program, CVS Retail training, Project Search, Skills for RI, etc.)
10. Questions about how working will affect your benefits?  

In the State of Rhode Island there are multiple entities that can provide benefits counseling by a CWIC such as ORS, DLT, BHDDH, and WIPA. A Work Incentives Benefits Specialist can offer support through all stages of employment.

  - If you receive services from ORS-Office of Rehabilitation Services or SBVI, contact your VR counselor.
  - If you receive services from DLT- DEI grant, contact your DEI counselor.

- If you receive funding from BHDDH-DDD, ask your BHDDH Social Worker for an Employment and Earnings Reporting Form [Employment and Earnings Reporting Form 2022 fillable.pdf \(ri.gov\)](#), or ask your Agency Services Coordinator to request work incentives benefits planning on your behalf.

- If you do not receive services from any of the above organizations, contact the Ticket to Work Help Line <https://choosework.ssa.gov/>. The help line will answer your questions and, if needed, will refer you to the Rhode Island Work Incentive Planning & Assistance (RIWIPA) Project.

### **Choose Not to Work or to Work in a Segregated Setting?**

You will need to fill out a Variance Form to document your informed choice. For more information, form, and instructions; [Variance Information | Dept. of Behavioral Healthcare, Developmental Disabilities, and Hospitals](#)

For more information you can go access **A Guide to Accessing Employment Supports from the RI Division of Developmental Disabilities (DDD)** [Guide to Accessing Employment Supports \(ric.edu\)](#)

### **Additional Information on Supported Employment:**

#### **Employment and Earnings Reporting Form**

- When individuals are employed, regardless of if they are supported by a provider or self-directed staff, they need to submit an Employment and Earnings Reporting Form (formally ICE-RF). This informs DHS of their income that may be disregarded.
- It is also used to request benefits planning.
- Benefits planning is done by ORS or DD through the Sherlock Center, there is no charge to the individual for this. [Employment and Earnings Reporting Form 2022 fillable.pdf \(ri.gov\)](#)
- Individuals must report their employment earnings to Social Security.
- This should be discussed at each ISP so there are no gaps in reporting. This is different than benefits planning. This can be done by the individual, family, or the provider of employment services.

#### **Supported Employment Staff**

- Per our Certification Standards, provider organizations are required to have certified or trained employment staff
- Self-Directed staff *do not need* to be certified or trained to provide employments supports, at this time. They are, however, eligible to attend the Supporting Meaningful Employment Series- an ACRE Certificate based training with the Sherlock Center at no cost. They cannot be paid to attend the training through self-direct dollars.

<https://w3.ri.gov/sherlockcenter/events/smeschedule.pdf>

### **Questions**

Contact your BHDDH IDD Social Caseworker. If you do not know who your caseworker is you can call the main number at 401-462-3421

### BHDDH DDD Licensed Supported Employment Providers

Employment Services provider	Location	Address	Contact	Email	Phone
ACCESSPOINT RI	CRANSTON	111 COMSTOCK PARKWAY	Rory Carmody	<a href="mailto:rcarmody@accesspointri.org">rcarmody@accesspointri.org</a>	401-941-1112
ACTION BASED ENTERPRISES	WOONSOCKET	141 MAIN STREET	Mike Purcell	<a href="mailto:mikepurc76@gmail.com">mikepurc76@gmail.com</a>	401-597-0402
AVATAR, INC.	WARWICK	33 COLLEGE HILL RD	Erika Middleton	<a href="mailto:emiddleton@avatarresidential.com">emiddleton@avatarresidential.com</a>	401-826-7500
COMMUNITY LIVING OF RHODE ISLAND, INC.	EAST GREENWICH	1575 SOUTH COUNTY TRAIL	Robert Sasserville	<a href="mailto:Robert@communitylivingri.com">Robert@communitylivingri.com</a>	401-886-9006
EASTERSEALS RHODE ISLAND	PAWTUCKET	150 MAIN STREET	Jack Haughey	<a href="mailto:jhaughey@eastersealsri.org">jhaughey@eastersealsri.org</a>	401-854-9353
FRANK OLEAN CENTER, INC.	WESTERLY	93 AIRPORT ROAD	Karen Babik	<a href="mailto:kbabik@oleancenter.org">kbabik@oleancenter.org</a>	401-207-3251
GATEWAYS TO CHANGE, INC.	CRANSTON	1060 PARK AVENUE	Monica Chadwick	<a href="mailto:mchadwick@gtcinc.org">mchadwick@gtcinc.org</a>	401-282-9735
GOODWILL INDUSTRIES OF SOUTHERN NEW ENGLAND	PROVIDENCE	100 HOUGHTON STREET	Carol Newberry	<a href="mailto:cnewberry@goodwillsne.org">cnewberry@goodwillsne.org</a>	401-861-2080
J. ARTHUR TRUDEAU MEMORIAL CENTER	WARWICK	3445 POST ROAD	Charlotte Hingham	<a href="mailto:chingham@trudeaucenter.org">chingham@trudeaucenter.org</a>	401-823-0051
JAMES L. MAHER CENTER	MIDDLETOWN	906 AQUIDNECK AVE	Karen Schmid	<a href="mailto:kschmid@mahercenter.org">kschmid@mahercenter.org</a>	401-846-4600
JUSTICE RESOURCE INSTITUTE	CRANSTON	818 DYER AVENUE	Paige DiBiasio	<a href="mailto:pdibiasio@jri.org">pdibiasio@jri.org</a>	401-944-5694
LAZO, LLC	JOHNSTON	5 GEORGE WATERMAN ROAD	Iraida Williams	<a href="mailto:iraida28@hotmail.com">iraida28@hotmail.com</a>	401-233-0314
LIVING IN FULFILLING ENVIRONMENTS, INC. (LIFE)	BRISTOL	490 METACOM AVENUE	Liz Wiedenhofer	<a href="mailto:lizw@lifeinc.org">lizw@lifeinc.org</a>	401-396-8010
LOOKING UPWARDS, INC.	MIDDLETOWN	438 EAST MAIN ROAD	Diane Silva	<a href="mailto:dsilva@lookingupwards.org">dsilva@lookingupwards.org</a>	401-847-0960
OPPORTUNITIES UNLIMITED FOR PEOPLE WITH DIFFERING ABILITIES	CRANSTON	1 WORTHINGTON ROAD	Raymond Hudson	<a href="mailto:rhudson@oppunlim.com">rhudson@oppunlim.com</a>	401-942-9044
PERSPECTIVES CORP	NORTH KINGSTOWN	1130 TEN ROD ROAD	Adrienne Tipple	<a href="mailto:atipple@perspectivescorporation.com">atipple@perspectivescorporation.com</a>	401-294-3990
REFOCUS, INC.	PROVIDENCE	45 GREELEY STREET	Julie Derosier	<a href="mailto:jderosier@refocusinc.org">jderosier@refocusinc.org</a>	401-272-1600
SEVEN HILLS RHODE ISLAND	WOONSOCKET	68 CUMBERLAND STREET	Melissa Charpentier	<a href="mailto:MCharpentier@sevenhills.org">MCharpentier@sevenhills.org</a>	401-309-7839

SPURWINK/RI	CRANSTON	ONE SPURWINK PLACE	Mary Anne Maciel	<a href="mailto:mamaciel@spurwinkri.org">mamaciel@spurwinkri.org</a>	401-781-4380
THE ARC OF BLACKSTONE VALLEY	PAWTUCKET	500 PROSPECT STREET	Elizabeth Goyer	<a href="mailto:egoyer@bvcriarc.org">egoyer@bvcriarc.org</a>	401-727-0150
THE ARC OF BRISTOL COUNTY, INC. D/B/A PROABILITY	SMITHFIELD	25 THURBER BOULEVARD	Jane Webber	<a href="mailto:jwebber@proability.org">jwebber@proability.org</a>	401-233-1634
THE C.O.V.E. CENTER, INC.	PROVIDENCE	610 MANTON AVE	George Wright	<a href="mailto:gwright@covecenter.org">gwright@covecenter.org</a>	401-751-0459
THE CORLISS INSTITUTE, INC.	WARREN	292 MAIN STREET	Julio Tavares	<a href="mailto:jtavares@corliss.org">jtavares@corliss.org</a>	401-289-2674
THE FOGARTY CENTER	BARRINGTON	310 MAPLE AVENUE	Kiernan O'Donnell	<a href="mailto:kodonnell@fogartycenter.org">kodonnell@fogartycenter.org</a>	401-353-7000
THE FOGARTY CENTER	NORTH PROVIDENCE	220 WOONASQUATUCKET	Kiernan O'Donnell	<a href="mailto:kodonnell@fogartycenter.org">kodonnell@fogartycenter.org</a>	401-353-7000
TOWN OF COVENTRY PROJECT FRIENDS	COVENTRY	50 WOOD STREET	Marlena Davis	<a href="mailto:mdavis@coventryri.org">mdavis@coventryri.org</a>	401-822-9144
WEST BAY RESIDENTIAL SERVICES, INC.	WARWICK	158 KNIGHT STREET	Sue Raposo	<a href="mailto:sraposo@westbayri.org">sraposo@westbayri.org</a>	401-738-9300
WHITMARSH HOUSE	PROVIDENCE	1055 NORTH MAIN ST	Katherine Brinkman	<a href="mailto:kbrinkman@whitmarshcorp.org">kbrinkman@whitmarshcorp.org</a>	401-351-7230
WORK INC.	PAWTUCKET	121 BACON STREET	Lasbat Waheed	<a href="mailto:lwaheed@workinc.org">lwaheed@workinc.org</a>	401-475-4243
WORK OPPORTUNITIES UNLIMITED CONTRACTS, INC.	PROVIDENCE	TWO REGENCY PLAZA	Trisha Wagner	<a href="mailto:twagner@workopportunities.net">twagner@workopportunities.net</a>	401-258-3275

## Training/Skills Programs

### CVS Mock Store Retail Training

AccessPoint RI/DLT/CVS Workforce Training offer an 8 weeks of hybrid training to launch your career! Are you looking for work but haven't yet landed a job? Sometimes it takes both training and work experience to open the door to employment. At our training center we provide both training and real-life work experience. [The Rhode Island Map - Workforce Training \(accesspointri.org\)](https://www.accesspointri.org)  
contact: Jim O'Connor - [joconnor@accesspointri.org](mailto:joconnor@accesspointri.org)



### RI Developmental Disabilities Council Self-Employment Project

Self-employment offers people with disabilities and others flexibility and control that traditional jobs do not, such as meaningful employment in an area the person has a real passion for, setting their own flexible work hours, being their own "Boss", determining their actual place of employment, working at their own pace, and increasing each person's self-esteem. The Project provides ongoing support for aspiring entrepreneurs to develop their business idea, launch or grow their small businesses, and improve their financial futures. <https://riddc.org/self-employment/>  
contact: Sue Babin - [suebabin@riddc.org](mailto:suebabin@riddc.org)

### Skills for Rhode Island's Future

Skills for Rhode Island's Future (SkillsRI) is a nonprofit organization that breaks down barriers to economic opportunity by connecting unemployed and underemployed Rhode Islanders to jobs with socially responsible, civic-minded employers. Collaborating with various Rhode Island state agencies and their service providers to identify new sources of underrepresented talent, SkillsRI's *WorkABILITY* initiative is designed to help meet our employer partner's hiring needs while also considering their goals for diversity, equity and inclusion in the workplace. [SkillsRI WorkABILITY Initiative \(skillsforri.com\)](https://skillsforri.com)  
contact: Danna Spencer - [dspencer@skillsforri.com](mailto:dspencer@skillsforri.com)

### Project Search RI

Project Search is a training program for people living with developmental disabilities that helps prepare them for competitive employment. ORS collaborates with AccessPoint RI, DLT and BHDDH in partnership with Bally's Twin River Lincoln. The adult program for ages 21 to 30 is scheduled to begin August 2023. Program/application information; [rcarmody@accesspointri.org](mailto:rcarmody@accesspointri.org)

### Amos House Employment & Training Program

Amos House is opportunity, a second chance, hope and opportunity. Through our Culinary, Carpentry/Maintenance, and Customer Service/Call Center training programs, and Financial Opportunity Center, we help men and women gain the skills they need to succeed in today's workplace. <https://amoshouse.com/what-we-do/job-training-employment>

### Providence Public Library Basic Computer Classes / Digital and Career Navigation

Free basic computer classes for adults at the AmericanJobCenter located at 1 Reservoir Avenue, Providence, RI [Digital Goal - Classes \(google.com\)](https://www.google.com)  
Workforce Development/Technology Classes: PPL provides important job readiness support and technology skills training through its free technology & computer classes.

Classes are free and open to anyone, no matter the level of knowledge or experience, whether for personal progress or professional application. You may register for a class online through [PPL's calendar](#). If you need assistance, please call (401) 455-8000. To be notified about future classes as they become available, please [sign up for the PPL Computer Class & Tech News email newsletter](#). [Workforce Development - Providence Public Library \(provlb.org\)](#)

**Back to Work RI** is an initiative of the Rhode Island Department of Labor and Training designed to train, support, and hire thousands of Rhode Islanders who have been displaced by COVID-19. This is the first and most innovative program of its kind in the country. It's a direct response to the pandemic that's not focused on getting back to "normal," but instead creating a more equal and resilient economy that works for all Rhode Islanders. Through Back to Work RI, we partner directly with employers to ensure Rhode Islanders get the skills they need to secure well-paying jobs in growing industries. We remove obstacles to participation by providing support services like childcare and transportation assistance, so that every Rhode Islander is able to take advantage of these opportunities. While using proven best practices, we are also making serious innovations, like deploying Artificial Intelligence to connect Rhode Island jobseekers with pathways to careers. <https://www.backtoworkri.com/who-we-are?lang=en>

### **CCAP (Comprehensive Community Action Plan)**

CCAP's Employment, Training, and Education Programs assist the youth of Rhode Island ages 14 – 24 through free education, training programs, Work Readiness and Job Placement assistance. We provide a full range of services to youth enrolled in school and out of school. All enrollees are connected with a case manager to assist them in their education or employment goals throughout the program. Cash incentives are given to those who qualify. [CCAP's Learn to Earn Program | GED Classes & Job Training \(comcap.org\)](#)

## **Resources**

### **RIDDC (The Rhode Island Developmental Disabilities Council)**

The Rhode Island Developmental Disabilities Council believes that people with developmental disabilities should fully participate in community life. Men, women, and children should be able to enjoy family life. Children and adolescents should go to school. Adults should work. All should have decent homes, have friends, and live as independently as possible. <https://riddc.org/about/>

### **RIPIN**

RIPIN is a 501(c)(3), charitable, nonprofit organization established in 1991 by a passionate group of parents of children with special needs. These parents recognized that together they could provide support through sharing essential information and helping to find the resources they needed for their loved ones. This peer model continues to be at the heart of our work and has led RIPIN's network to expand statewide. Today we have over 100 employees, most of whom have personal experience caring for a loved one with special health care or educational needs. <https://ripin.org/>

### **Paul V. Sherlock Center on Disabilities/RI College**

The Sherlock Center, founded at Rhode Island College in 1993, is a University Center for Excellence in Developmental Disabilities (UCEDD). UCEDDs are evidence driven and designed to advance policies, practices and research that improve the health, education, social and economic well-being of people with disabilities, their families, and their communities. The Sherlock Center is also a LEND (Leadership Education in Neurodevelopmental and Related Disabilities) Program. <https://w3.ric.edu/sherlockcenter/index.html>





## **RI APSE**

The Association of People Supporting Employment First (APSE) is the only national membership organization focused exclusively on Employment First to facilitate the full inclusion of people with disabilities in the workplace and community. APSE members recognize that everyone has abilities to contribute and their work should be recognized and rewarded with fair pay, creating inclusive workplaces. Employment enriches and adds meaning to every life, and workplaces and communities are enhanced when they embrace differences. Employment First means that employment in the general workforce should be the first and preferred option for individuals with disabilities receiving assistance from publicly-funded systems. <https://apse.org/chapter/rhode-island/>

## **Advocates in Action**

Advocates in Action RI is Rhode Island's Statewide Self-Advocacy organization. An independent, 501(c)3 organization, our mission is to empower people who have a developmental disability to advocate for themselves and others, to support and strengthen the Self-Advocacy movement and to raise awareness about disability issues in the community. We strive to help people become educated about their options, aware of available resources, able to make informed decisions, in control of their own lives, and involved within the community. [Advocates in Action Rhode Island: Rhode Island's Statewide Self-Advocacy Organization](#)

## **The RI Statewide Independent Living Council**

RISILC is a Governor-appointed council that empowers the community through advocacy, education, planning, and collaboration. The SILC promotes the Independent Living philosophy and strives to achieve a Rhode Island where people with disabilities have the opportunity to fully access and participate in the community. Independent Living is a philosophy and movement of people with disabilities that works for self-determination, equal opportunities, and self-respect. For people with disabilities, it means being able to live in the way they choose and in the community of their choice. It is about having control over one's day-to-day life. [Rhode Island Statewide Independent Living Council – together, making a difference \(risilc.org\)](#)

**Disability Rights Rhode Island** is part of the national network of Protection and Advocacy (P&A) agencies created by Congress, existing in every state and territory, to help secure and advance the rights of people with disabilities. There are a total of 57 P&As in each of the United States, U.S. territories, and District of Columbia. [disability rights RI](#)

## **Rhode Island Works**

RI Works is a financial and employment assistance program for parents and families with little to no income who have children high school age or younger. It gives individualized and family supportive services, job readiness, preparation and placement, employment or vocational training and retention services. Recipients can also receive child care, transportation and educational services towards the goal of improved long-term stabilization. <https://dhs.ri.gov/programs-and-services/ri-works-program>

## **ORS (Rhode Island Office of Rehabilitation Services)**

The Rhode Island Office of Rehabilitation Services Supported Employment Services are designed to assist individuals with the most significant disabilities, who have been found eligible for ORS, to find and keep a job in an integrated real work setting, and to earn at least the prevailing minimum wage. Individuals with significant disabilities often do not have opportunity to experience traditional competitive employment or have had that experience interrupted due to the severity of their disability. It is anticipated that the Supported Employment Program will identify, arrange and coordinate the services and ensure access to the ongoing/intermittent supports needed by the individual to obtain and maintain employment. <https://ors.ri.gov/SE.html>

## **DLT (Rhode Island Department of Labor and Training)**

The Rhode Island Department of Labor and Training provides workforce development, workforce security, and workforce protection to the state's workers, employers and citizens, offering employment services, educational services and economic opportunity to both individuals and employers. DLT protects the workforce by enforcing labor laws, prevailing wage rates, and workplace health and safety standards. The department also provides temporary income support to unemployed and temporarily disabled workers. <https://dlt.ri.gov/>

## **The Governor's Workforce Board**

GWB is Rhode Island's primary policy-making body on workforce development matters. We invest in the success of Rhode Island's people and employers. The GWB helps Rhode Islanders find a job and build a career, while helping RI employers meet their demand for talent. We encourage you to explore the site to learn more about the range of services available to employers and workers alike. The GWB and our partners are here to help you. [Home Page | Governor's Work Board \(ri.gov\)](#)

## **BHDDH**

The RI Department of Behavioral Healthcare, Developmental Disabilities & Hospitals (BHDDH) is the second largest department in the state with more than 1,100 employees working in three divisions: Behavioral Health, Developmental Disabilities and the state hospital system, Eleanor Slater Hospital. The hospital is located on two campuses - Cranston and Burrillville. BHDDH provides services to approximately 50,000 Rhode Islanders, and their loved ones, who are living with mental illness and/or substance use conditions, have developmental disabilities, or need Long Term Acute Care in the state hospital system, known as the Eleanor Slater Hospital (ESH). In addition, BHDDH administers funds which support a statewide network of prevention and mental health promotion initiatives. [Welcome | Dept. of Behavioral Healthcare, Developmental Disabilities, and Hospitals \(ri.gov\)](#)

- MyBHDDH DD Employment website [Employment Overview | Dept. of Behavioral Healthcare, Developmental Disabilities, and Hospitals \(ri.gov\)](#)
- MyBHDDH Resources on Employment [Resources on Employment | Dept. of Behavioral Healthcare, Developmental Disabilities, and Hospitals \(ri.gov\)](#)
- MyBHDDH Forms, Policies, and Brochures [Forms | Dept. of Behavioral Healthcare, Developmental Disabilities, and Hospitals \(ri.gov\)](#)
- MyBHDDH Newsletters, Forums and Updates [News And Updates | Dept. of Behavioral Healthcare, Developmental Disabilities, and Hospitals \(ri.gov\)](#)

## **FEDCAP**

Fedcap Rehabilitation is a member of [The Fedcap Group](#) — a global network of agencies dedicated to creating opportunities and improving the lives of people with barriers to economic well-being. Continually innovating in the areas of Education, Workforce Development, Health and Economic Development, The Fedcap Group provides solutions that break down barriers to societal inclusion and economic well-being for hundreds of thousands of children and adults each year. <https://www.fedcap.org/>

## **Ticket to Work**

Social Security's Ticket to Work Program supports career development for Social Security disability beneficiaries ages 18 through 64 who want to work. The Ticket Program is free and voluntary. The Ticket Program helps people with disabilities progress toward financial independence. <https://choosework.ssa.gov/>  
SSI Benefits Counseling and the Path to Employment <https://choosework.ssa.gov/library/fact-sheet-benefits-counseling-and-the-path-to-employment>  
SSI Working While Disabled: How We Can Help Brochure <https://www.ssa.gov/pubs/EN-05-10095.pdf>

## Definitions

### Supported Employment

Supported employment refers to service provisions wherein people with disabilities, including intellectual disabilities, mental health, and traumatic brain injury, among others, are assisted with obtaining and maintaining employment. Supported employment is considered to be one form of employment in which wages are expected, together with benefits from an employer in a competitive workplace.

### Customized Employment

Customized Employment (CE) represents a specific set of techniques and strategies that differentiate it from other forms of community employment. CE is based on the fundamental elements of Supported Employment, but differs in important ways. CE is not “better” than other approaches, but there are circumstances when CE is a preferred option, especially when an individual faces multiple and/or complex barriers to attaining meaningful work.

### Discovery

Discover is the foundation of Customized Employment. It is a proven evidence-based practice of qualitative research that improves employment outcomes for youth and adults with disabilities who experience barriers to employment. Discovery is a structured observational method to understand who the employment seeker is in as many aspects of life as necessary to inform an effective Customized Plan for Employment. Discovery uses an individualized, person-centered approach to learn about a person’s skills, interests, and conditions to then create integrated employment by matching these with business needs. Discovery takes between 24–60 hours over 5–9 weeks. In order for any practitioner to complete discovery services, the practitioner must meet competency review standards.

### Job Development

Job Assessment and Development Services are services which assist individuals in engaging in the discovery process, implementation of career development plans, participation in trial work experience, and completion of vocational assessments. [Responsibilities include] Actions to develop, locate and secure employment for individuals in integrated community-based employment settings.

### Job Coaching

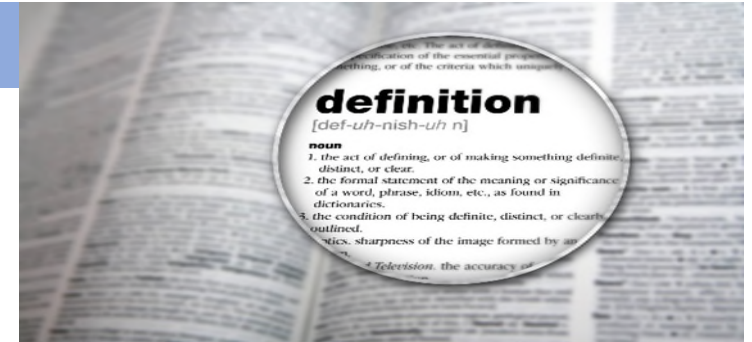
Training for individuals by a job coach, who uses structured intervention techniques to help the individual learn to perform job tasks to the employer’s specifications and to learn the interpersonal skills necessary to be successful as an employee at the job site and in related community contacts.

### Retention

Job Retention is defined as an employment outcome and support service necessary for a person to maintain or advance in employment consistent with the person’s strengths, abilities, capabilities, and interests. [Responsibilities include] Short-term or intermittent job coaching, communication with the individual and his/her supervisor to ensure job satisfaction and/or promoting employment enhancement.

### Assistive Technology

Assistive Technology (AT): Devices, equipment, or products used to increase, maintain, or improve the functional capabilities of an individual with a disability in their job. Examples of Assistive Technology could include; telecommunication devices, sensory aids and devices, vehicle modifications, computer and computer-related hardware or software, etc.



### **Competitive Integrated Employment**

Employed at a community-based, individual job, hired onto the employer's payroll with or without job supports, full-time or part-time work at minimum wage or higher, with wages and benefits similar to those without disabilities performing the same work, and fully integrated with coworkers without disabilities.

### **Ability One**

The AbilityOne Program is one of the largest sources of employment in the United States for people who are blind or have significant disabilities. Approximately 500 nonprofit organizations employ these individuals and provide quality products and services to the Federal Government at a fair market price.

### **Provider Paid – Individual**

The individual works at a community-based, individual job. Individual is paid by a provider agency or provider subcontractor. Provider is defined broadly to include DD provider agencies, as well as businesses with a mission to employ workers with disabilities (i.e. NISH, Ability One, Cookie Place, agency owned business, affirmative business, etc.). And/or Employer receives wage reimbursement or a subsidy from the provider Agency.

### **Enclave (Group Employment)**

The individual works at a community-based job with 2 or more individuals with disabilities (enclave, work crew, etc.). Individual is paid by a provider agency or provider subcontractor. Provider is defined broadly to include DD provider agencies, as well as businesses with a mission to employ workers with disabilities (i.e. NISH, Ability One, Cookie Place, agency owned-business, affirmative business). Employer receives wage reimbursement or a subsidy from the provider Agency

### **Self Employed**

Refers to small business ownership that is controlled or owned by the individual or in which the individual is considered to be a private contractor AND guided by a business plan. 100% of the business income goes to the individual/co-owners and \$400 in annual earnings expected. The individual reports earnings to SSA and file taxes if income guidelines met. Self-employment would not include a business that is owned or operated by an organization or provider; or an individual's hobby, a chore, or a favor that results in receipt of payment.

### **Variance**

A variance is official approval of something different from the usual expectations. Under the "Employment First" guidelines, the usual expectations are: All people, no matter what disability they have, should have opportunities for real jobs with real wages, and work that matches their skills and interests. All people, with and without disabilities, can work together in integrated work places in the community earning minimum wage or higher. Some individuals may choose not to work at all, or to work in a segregated setting. They would need a variance to document that they have made an informed choice not to work in integrated competitive employment. There are 2 types of variances, described in these Variance Request Forms: 1. Variance for Integrated Day Services Only. 2. Variance to Work in a Segregated Employment Setting [Variance Information | Dept. of Behavioral Healthcare, Developmental Disabilities, and Hospitals](#)

### **For more information contact:**

Jay MacKay  
Associate Administrator II, Supported Employment  
BHDDH DDD  
6 Harrington Road, Simpson Hall  
Cranston, RI 02920  
[Gerard.MacKay@bhddh.ri.gov](mailto:Gerard.MacKay@bhddh.ri.gov) or 401-462-5279

Elvys Ruiz  
Administrator III, Business and Community Engagement  
BHDDH DDD  
6 Harrington Road, Simpson Hall  
Cranston, RI 02920  
[Elvys.Ruiz@bhddh.ri.gov](mailto:Elvys.Ruiz@bhddh.ri.gov) or (401) 462-3857

# **CTE Technical Assistance**

**Attachment B2: Specific guidance and technical assistance to (with dates) CTE programs**

*Court Action 5: Increase access and use of Career and Technical Education by youth in transition.*

<b>Technical Assistance</b>	<b>Date</b>
Investigate & plan for the possibility of developing a summer 2024 PreEts program in partnership with a CTE program	Quarter One-Fall 2023
Coordinate an introduction to Office of Rehabilitation (ORS) and CTE Directors regarding general services and PreEts services	TBD- based on CTE Directors schedule
Provide CTE information (approved statewide programs) at TAC meetings so teachers can better inform students & families	October 2023 TAC meetings
Long term- Utilize CDP data collection to measure impacts of efforts & identify gaps	2024-2025
Coordinate meetings/visits amongst RTCs, ORS and selected CTE programs to increase collaboration between CTE & special education	September 2023

# **Targeted Employment Funding Form Application**

## **Employment Plan Form**

## **Targeted Employment Outreach Funding Plan**



# TARGETED EMPLOYMENT FUNDING FORM

\* Required

Please note: if you wish to print the completed form, please right click on the document and click on print option before you hit the Submit button.

1. NAME \*

Enter your answer

2. DOB

Enter your answer

3. ADDRESS

Enter your answer

4. DATE OF SUBMISSION

Enter your answer

5. REQUEST TYPE \*



New Request

Request for Extension

6. SERVICE(s) REQUESTED (check all that apply)

Job Assessment and Development

Job Coaching

Job Retention

7. What type of services are you receiving?

Select your answer



8. Enter name of Agency and/or Fiscal Intermediary (self-direct) that provides your services.

Enter your answer

9. Receiving ORS Services

Check if currently receiving ORS services

Check if received ORS previously

Check if have received Community-Based Work Experience (CBWE)

10. What is the financial request (actual cost of services requested)?

Enter your answer

11. Provider Contact: Enter the name of the individual providing the service.

Enter your answer

12. Enter the date range of your request (should be in increments of 6 months)

Enter your answer

13. Check here to confirm that the Employment Plan document has been emailed to [BHDDH.DDSupportedEmployment@bhddh.ri.gov](mailto:BHDDH.DDSupportedEmployment@bhddh.ri.gov) \*

Employment Plan has been emailed.

Never give out your password. [Report abuse](#)

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## STATE OF RHODE ISLAND

Department of Behavioral Healthcare, Developmental Disabilities & Hospitals  
DIVISION OF DEVELOPMENTAL DISABILITIES

**Submit completed document to:**

**[BHDDH.DDSupportedEmployment@bhddh.ri.gov](mailto:BHDDH.DDSupportedEmployment@bhddh.ri.gov)**

### **Employment Plan**

Name: Click or tap here to enter text.

DOB: Click or tap here to enter text.

Provider for the Employment Supports: Click or tap here to enter text.

### **Information Section**

- 1. What is the plan to support this individual with their employment goal(s) and what is the desired outcome? Please explain in detail with a timeline for completing specific services.**

Click or tap here to enter text.

- 2. Is there a Discovery Port? YES  NO**

If yes, date of completion? Click or tap here to enter text.

If not, is there a need for one? Click or tap here to enter text.

**3. What is the transportation plan for employment? Will there be travel training?**

Click or tap here to enter text.

**4. What is the plan to fade supports?**

Click or tap here to enter text.

**5. Have you discussed with the individual the use of technology to support them with employment? Yes  No**

**If not, please explain:**

Click or tap here to enter text.

**Targeted Funding Outreach  
Plan - Supported  
Employment (SE) Providers**

	January	February	March	April	May	June	July	August	September	October	November	December
Meeting with ORS		X	X									
Supported Employment Meetings w/Providers			X	X	X							
Email w/Information on Targeted Employment - Individuals					X	X						
Email w/Information on Targeted Employment - Providers					X	X						
Forms on website					X	X						
Information on website					X	X						
Provider FAQ Meeting						X				X		
DDSEC Meetings						X		X		X	X	
Work4Wellness						X						

**Targeted Funding  
Outreach Plan - Self-  
Direct**

	January	February	March	April	May	June	July	August	September	October	November	December
Meeting w/ ORS		X										
Email w/Information on Targeted Employment - Individuals					X	X						
Email w/Information on Targeted Employment - Providers					X	X						
Forms on website					X	X						
Information on website						X						
Provider FAQ Meeting						X				X		
SD User Network Group Meeting						X				X		
Guidance on Accessing Employment Funds (posted on website)						X						

<b>Targeted Funding Outreach Plan - Youth in Transition</b>												
	January	February	March	April	May	June	July	August	September	October	November	December
Meeting w/ORS		X	X	X	X	X	X	X	X	X	X	X
TAC Meetings		X	X	X	X	X			X	X	X	X
Email w/Information on Targeted Employment - Individuals					X	X				X		
Email w/Information on Targeted Employment - Providers					X	X						
Forms on website					X	X						
Information on website					X	X						
Provider FAQ Meeting						X				X		
Guidance on Accessing Employment Funds (posted to website)						X						

**Targeted Funding  
Outreach Plan**

	January	February	March	April	May	June	July	August	September	October	November	December
Email w/Information on Targeted Employment - Individuals					X	X	X	X	X	X	X	X
Email w/Information on Targeted Employment - Providers					X							



**Family Contact**

**Parent to Parent  
Support  
Action Plan**

**Attachment C1: Strategies to ensure consistent family contacts; Implementation dates; Funding Sources**

*Court Action 7: Provide every family with a consistent person to talk to and to serve as a guide through the transition process. Provide every school districts with funding for stipends for family mentors. See also Attachment C2.*

Strategy	Implementation Date	Funding Source
RIDE will increase funding to LAZO to expand 'Charlas' and parent to parent mentorship	September 2023	RIDE
RIDE will implement shared responsibilities & funding with ORS and DD to collaboratively support each family having a consistent person to serve as a guide through transition process- see collaborative plan (attachment C2).	September 2023	RIDE
RIDE will revise current agreement with LAZO to expand services	Summer 2023	RIDE

Attachment C2

RIDE, ORS & BHDDH COLLABORATIVE ACTION PLAN TO ADDRESS COURT ACTION

**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. Providing families with a consistent person to talk to and to serve as a guide through the process. Given that family expectations are the other significant predictor of post school employment, reaching families earlier and more consistently is a key factor in increasing employment outcomes.*

<p><b>History:</b> <i>RIDE, ORS and DD have provided statewide, regional and local support to families regarding the introduction of state services. ORS has an assigned counselor to each high school and DD assigns social workers in the student’s last year of exit to support families in transitioning to adult services. RIDE and DD also have current contracts with agencies that support families. The proposed actions below by each agency will support the model in the above court action.</i></p>			
ACTION	PERSONS RESPONSIBLE	DATE DUE March 2023	STATUS
<p>RIDE currently maintains a contract with LAZO to support families in navigating the transition to adult life. RIDE has been invested in a pilot with LAZO for the 2022-2023 school year supporting schools in the northern RI region. RIDE will increase funding to LAZO to expand parent to parent mentoring to other parts of the state.</p>	<p>RIDE</p>	<p>Start Date: Sept. 2023</p>	
<p>RIDE will meet with LAZO to determine subcontract structures and procedures</p>	<p>RIDE</p>	<p>Start Date: July 2023</p>	
<p>RIDE will draft new subcontract to include additional funds and deliverables</p>	<p>RIDE</p>	<p>Start Date: July 2023</p>	
<p>RIDE will develop referral protocols for LEAs</p>	<p>RIDE</p>	<p>Start Date:</p>	

		Aug. 2023	
RIDE will investigate other potential partners to increase parent to parent mentorship opportunities	RIDE	Start Date: Aug. 2023	
DDD, through the rate work, developed a Parent Mentor rate for which we are awaiting approval	DDD	Start Date: July 2023	
DDD will work with a vendor to develop competencies for Parent Mentor support	DDD	Start Date: July 2023	
DDD has met with LAZO to determine structure of Parent Mentor service	DDD	Start Date: April 2023	
DDD will develop guidelines re: referral for Parent Mentor support	DDD	Start Date: August 2023	
DDD will communicate with additional organizations to increase options for Parent Mentor support	DDD	Start Date: August 2023	
DDD will continue assignment of Transition Coordinator as consistent contact for DD eligible youth between age 17 - 20	DDD	Start Date: Practice initiated 2019	
DDD will continue sending outreach letter to DD eligible youth aged 19, noting Transition Coordinator as contact	DDD	Start Date: Practice initiated 2021, completed annually	
DDD will continue assignment of DD Social Workers to all eligible youth aged 20 or within one year of school exit	DDD	Start Date: Practice is in place, initiated 2019	
ORS maintains a VR Counselor in every High School. Counselors meet with student and families to provide an array of Pre-ETS services and to assist families in	ORS	Start Date: Established Current Practice	

navigating the path to adult services post high school			
ORS also partners with LAZO, on a fee for service basis and case by case basis when it is identified that a student and family may need additional support around self-advocacy and navigating adult service systems.	ORS	Start Date: July 2023	

# **BHDDH Narrative**



## STATE OF RHODE ISLAND

Department of Behavioral Healthcare, Developmental Disabilities & Hospitals

### DIVISION OF DEVELOPMENTAL DISABILITIES

6 Harrington Road – Simpson Hall  
Cranston, RI 02920

TEL: (401) 462-3421

FAX: (401) 462-2775

## Transition Required Actions

The Rhode Island Department of Education (RIDE), Office of Rehabilitation Services (ORS), and the Division of Developmental Disabilities (DDD) have been working toward an increased emphasis on students receiving supports to assist them in reaching their employment goals. Assisting students to secure employment prior to exiting school is the goal for those who want to work. Planning collaboratively is ongoing to determine which Departments would be responsible, and under what age ranges, for the tasks needed to meet the action steps in these recommendations. One of the strategies to get this work moving forward was to hold meetings with provider agencies to discuss how they can sequence funding from ORS and DDD to provide support services while youth are in school. There is also work being done to encourage adult providers to put some of their focus toward the youth in transition population.

**First 3 rows to be addressed by RIDE and/or ORS.**

**Provide funding from ORS and BHDDH directly to school districts to increase schools to develop employment and community connections. Using vendors or school districts as vendors for ORS funding, increase the number of youth transition who have paid summer employment.**

List of ORS vendors connected with each/every LEA – ORS

Policy and Guidance from BHDDH clarifying how eligible youth in transition can access BHDDH (and/or other) funds during transition.

Please see the attached documents Accessing Community and Employment Funding for Students and June 2023 BHDDH IDD Guide to Supported Employment.

**Increase access and use of Career and Technical Education by youth in transition – RIDE**

Specific guidance and technical assistance to (with dates) CTE programs (RIDE)

Strategy for collecting data re: transition youth participating in CTE programs (RIDE)

**Using funding from BHDDH, incentivize adult service providers to become involved with transition planning at least two years prior to school exit.**

Policy and guidance from BHDDH re: using BHDDH (or other) funds to involve provider organizations in transition planning.

Targeted Employment funding will be used to assist individuals in reaching their employment goals. This funding, if necessary, will be available on top of the employment funding available in their budget to allow for additional employment supports. This should assist individuals in meeting their employment goals. (Targeted Employment Funding Form Application Attachment; Employment Plan Form Attachment)

This funding will also be used to provide agencies with additional funding to expand upon or start new service models. They can submit proposals and the submissions will be reviewed on a rolling basis. The providers are encouraged to include work with youth in transition and those self-directing their services. (See Targeted Employment Funding Form Application Attachment)

Outreach and communication have been made to let providers, individuals who self-direct, and others know that there is additional funding to assist individuals in reaching their employment goals. One stream of funding is directly for individuals and the other stream that can be accessed is for providers to increase services. Emails have been sent to providers letting them know about this additional funding. The Supported Employment (SE) Associate Administrator met with the SE providers and during these meetings he informed them that this funding was available. The Youth in Transition (YIT) Administrator has also informed the Transition Councils, youth educators, and others involved with YIT. The Assistant Director of DDD will be attending the Self-Directed Users Network meeting on June 21<sup>st</sup> to let people know this funding is available and the ways they can access it. There will be a meeting on June 27<sup>th</sup> to answer providers' questions related to this funding. Information will be on the website as well. If by September at least half of the funding is not accounted for another meeting will be set up with SE providers to encourage use of the funding and answer any questions. (See Targeted Employment Outreach Funding Plan Attachment)

The Division has also received an estimated \$2 million to fund a pilot for the use of remote support services. These services will help individuals either gain or maintain independence in their life. Remote support services can be used to assist people at work, in their home, or out in the community. By having a way to connect with staff that do not need to be with you, in person, at all times, allows people more control over their lives. They can do things without the reliance on in-person staff. Through the pilot project, we will aim part of the focus on youth in transition accessing community and employment supports remotely.

There is a meeting scheduled for June 22<sup>nd</sup> with a small group of stakeholders to discuss how to implement remote supports in RI. Steps have been taken to implement this new service. Remote support services were written into the Extension of the 1115 Global Waiver, so these services can be offered in RI. Through the Rate Methodology work there are now rates for these services.

#### New and Innovative Service Discussions

- Another DDO has been in discussions with DDD to start a business training program. They are interested in working with youth in transition.



- A Technology Expert is looking to pair with a DDO, RIDE, and ORS to engage a larger business willing to employ individuals. It is a business engagement model that has proven results in other states. This work would be done in collaboration with RIDE and ORS. It would include the youth in transition. Planning meetings are underway to get this project off the ground. The SME will work with ORS and DDD staff to recruit businesses that would be willing to partner with this work. It would also include trainings geared to educational staff working with transition age youth and training providers on use of technology to support individuals seeking employment.

Work is being done to incentivize providers to focus some of their capacity toward youth in transition. There is also the work the YIT Administrator is engaged in. She has Communities of Practice (CoP) meetings quarterly. The attendees at these meetings are staff from children's agencies and staff from adult provider agencies. The YIT Administrator encourages collaboration between the providers for seamless transitions. The YIT Administrator also attended many of the meetings that the Associate Administrator of Support Employment scheduled with the Supported Employment providers.

**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.**

Strategies to ensure consistent family contacts.

Please see Parent to Parent Support Action Plan (provided by RIDE) document, which details the contacts available and engaging with students and families throughout the transition process.

The implementation of Family Mentors will assist with providing a consistent person and support to speak to while students are still in school. RIDE, ORS, and DDD will be working with the same DDO to provide this support, so it is consistent throughout the student's school funded services into adult services.

Implementation dates

There is work being done to support LAZO who has come forward and would like to provide this type of support service to families. They are engaging with Mentor RI whose work is centered around mentoring. LAZO has been in discussions with them to see if they could provide training developed specifically for Family Mentors to be able to implement this work in a structured way. LAZO, with the assistance of Mentor RI, would train parents interested in doing this work. LAZO is looking at August to conduct the training. Part of the work LAZO would provide is supervisory supports and an administrative structure to sustain the work of providing guidance, information, and supports to the families with which they are working directly.

RIDE, ORS, and DDD have discussed how Parent Mentors will be funded. There were also discussions about logistics, including how families will be connected to the Family Mentors and

which department will fund the mentor at what time. Due to DDD being able to fund services for individuals at age 18, this is the time that DDD can begin funding this support service. We will work closely with RIDE and LAZO to determine a process regarding how families will be referred to this service.

We have discussed a September implementation date.

#### Funding source

LAZO will utilize some of their Transformation Funding to support this work initially. The funding will be used to support some of the administrative work that needs to be done prior to the service delivery.

The funding for the Family Mentor Support will come from the DDD budget. In the new rates there will be a code for Family Training. Providers who chose to provide this service can bill for it under this code.

### **Develop a strategy for increased access of youth in transition to transportation to employment and community activities.**

#### Written description of allowable transportation options

The Self-Directed Allowable Goods and Services bulletin was updated in October of 2021 to reflect all available transportation options. Individuals who self-direct their services are able to pay employees mileage, increase an employee's hourly rate to include mileage, purchase bus passes, or utilize RIDE, taxis, Uber or Lyft. (See Tech Bulletin: 19-02 SD Allowable Goods and Services Attachment)

For individuals receiving agency-based services, they are afforded the same options mentioned above although individuals do not pay staff as the provider agency would work out mileage reimbursement with their employees. Individuals receiving agency-based services have staff that can provide transportation, if necessary.

#### Guidance (both technical and plain language versions) to individuals, families and providers clarifying number of allowable trips.

Please see Technical Bulletin 18-05 Transportation FI 6/13/2023 and Transportation Infographic (English and Spanish).

**Technical Bulletin 19-  
02 SD Allowable  
Goods and Services**



## Division of Developmental Disabilities

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# TECHNICAL BULLETIN

Technical Bulletin Number:	19-02 v. 2.0
Date:	Updated 10/04/2021
Subject:	<b>Self-Directed Services: Allowable Good and Services</b>
Applies to:	Self-Directed Participants

**Purpose:** To detail the allowable goods and services that can be authorized through self-directed plans, but need to be secondary to coverage available through other funding sources such as health coverage. This update clarifies the transportation options that can be used.

**Background:** Under Medicaid rules, self-directed participants can use their funding allocation not only to hire personal support workers, but also to purchase other goods and services designed to meet disability-related needs. Individual Directed Goods and Services are services, equipment, or supplies not otherwise provided through general Medicaid or the waiver that address an identified need in the individual's service plan.

**Information:** The following lists provide information on allowable and not allowable requests for goods and services.

### **Requests for Self-Directed Goods and Services:**

- Requests for goods and services must:
  - be submitted with and documented in the annual ISP;
  - have a clear connection to the individual's identified and established goals; and
  - be drawn from an individual's allocated resource package.
- Requests can be made outside of the annual plan in the event of an emergency or exceptional need for a plan modification.
- Goods and Services can only be authorized through self-directed plans if not available through other funding sources such as health coverage.
- Substitutions to the goods and services approved in an annual budget may be made within the budget category with a similar or related alternative that is within the original budgeted amount for that item.
  - For example, if a specific lifelong learning class is budgeted, but the individual elects to attend a different class, this is allowable without submitting a formal budget modification. If the alternate class costs more, this would require a modification.

**Examples of Allowable Self-Directed Goods and Services:**

- Transportation for covered service-related activities.
  - Pay an increased hourly rate for self-directed staff that has mileage built in to it
  - Pay a per mile rate for self-directed staff (must be no higher than IRS mileage rate)
  - If using alternative modes of transportation other than staff, use the self-directed transportation option (e.g. to pay varying costs for Uber/Lyft, buy a RIPTA bus pass, etc.)
  - Only one method can be used for any given trip
- Health coverage for employees
  - Should not exceed \$3000 annually or \$250 a month
- Therapeutic services funded discretely or in conjunction with a health club membership or other allowable services. Allowable therapies or therapeutic services include, but are not limited to, physical therapy, occupational therapy, speech therapy, personal training, hippotherapy, or other therapy that meets all of the following conditions:
  - 1) helps an individual physically, socially, or emotionally
  - 2) is recognized and provided by a Certified or Licensed practitioner
  - 3) is tied to specific goals in the individual’s ISP
  - 4) is recommended and documented by a physician as a current need
- Health club memberships and enrollment fees
  - Should not exceed \$1200 per year
  - Do not require a physician’s note
- Memberships to organizations when there is a clear connection to an outcome measure listed in the individual’s ISP.
- Specialized equipment and/or assistive technology that will enable or support an individual’s independence, functionality, and/or increased access to the community.
- Lifelong learning that is not associated with college credits.
  - Note: Documentation of the requirement of materials necessary for participation in the class must be provided in order to use allocated funds to purchase the materials.
- Employee Wages and Taxes directly related to support services
- Support Brokerage & Administrative Fees (Workers Compensation, Plan Development)
- Trainings that are related to the individual’s overall health, safety or community participation

**Examples of Non-Allowable Self-Directed Goods and Services:**

- Food
- Housing costs, including utilities
- Prescriptions or co-payments for covered medical services, including eyeglass frames or contact lenses
- Experimental or prohibited treatments

**Other References:** Technical Bulletin 18-05 Transportation Billing Alternative

**Version Control and Change History:**

Version	Effective Date	Rescinded Date	Amendment/Update	Replaces Previous Technical Bulletin
1.0	8/23/18	10/03/21	Original Version	No
2.0	10/04/21	current	Update to clarify transportation options	No

**Technical Bulletin**  
**18-05 Transportation**  
**F I T**



## Division of Developmental Disabilities

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# TECHNICAL BULLETIN

Technical Bulletin Number:	18-05
Date:	6/13/2023
Subject:	Transportation Billing Alternative
Applies to:	All DDOs

**Purpose:** Provide an alternative billing option for transportation where the current DDO transportation rates are insufficient for extended travel needs. Individuals will have the ability to flex their tier package funding for transportation going through a fiscal intermediary to bill transportation such as Ride, taxi, black car, Uber, Lyft. The Fiscal Intermediary will be the fiduciary agent for transportation while the individual will still access all other services through their lead DDO agency.

**Background:** Previously, authorizations for individuals receiving DD services through an agency allowed for 512 units of transportation per year billed to code T2003 by a licensed Developmental Disability Organization (DDO) or by RIPTA for trips on The Ride Program. Units are defined as individual one-way trips. These rates and provider restrictions do not allow for needed flexibility to utilize other transportation options. DDD now allows access of a vendor payment through Fiscal Intermediaries to add more flexibility for individuals who need it.

### Information:

The following only applies to individuals receiving services through a licensed DDO. Individuals who self-direct already have a Fiscal Intermediary and can purchase transportation alternatives through their self-directed budget.

For individuals receiving DD services through a licensed DDO:

#### Lead DDO Agency:

1. Lead DDO Agency will assist the individual with securing a Fiscal Intermediary (FI).
2. Lead DDO Agency will coordinate with a Fiscal Intermediary (FI) to provide all the individual's information, plan year, ISP amendment form, Purchase Order (PO), and the amount of agreed transportation funding being assigned to the FI.
3. Once the Lead Agency receives the revised PO from the FI, the Lead Agency will attach the revised PO and the Self-Direct Tier Funding Reallocation for Transportation Request form to the individual's record in Therap and inform the individual's social caseworker and the DD Fiscal Office of the new PO.

4. Transportation funds transferred to the Fiscal Intermediary must also include funding for Support Facilitation billed to code T2022 U5 U2.

**Fiscal Intermediary (FI):**

1. Fiscal Intermediary will complete a self-direct Purchase Order for the individual wanting to allocate funding for transportation.
2. Fiscal Intermediary will forward the self-direct Purchase Order to the Lead DDO Agency. The FI will receive a portion of the Support Facilitation billed to code T2022 U5 U2.
3. Fiscal Intermediary will make payments based on the individual FI agency's policies. Support documentation must be provided, such as a monthly tracking log denoting appropriate and approved destination/return locations with corresponding vendor receipts.
4. Fiscal Intermediary will maintain all records and receipts regarding transportation for fiduciary auditing purposes.

**Version Control and Change History:**

Version	Effective Date	Rescinded Date	Amendment/Update	Replaces Previous Technical Bulletin
1.0	4/26/2018	6/11/18	Original Version	No
1.1	6/11/2018	6/12/2023	1	Yes
2.0	6/13/2023	Current	2	Yes

**Change Description:**

6/11/2018: The billing code corrected to T2003.

6/13/2023: Updated to remove restriction to employment transportation and new process for submission.



**Transportation  
Infographic (English  
& Spanish)**



# Transportation Options Through Your DD Services

## Division of Developmental Disabilities

### WHAT HAS CHANGED?

In the past, you were only allowed a specific number of transportation trips per year. Now you can choose to use your funding for as many trips as you need. You also have flexibility to use your funding three ways to meet your transportation needs.



### WHAT ARE THE THREE OPTIONS FOR TRANSPORTATION?



1. You can pay your agency for transportation they provide.
2. You can use your funds to pay for trips on The Ride Program (RIPTA). You need to add RIPTA to your plan and purchase order. RIPTA will bill the Division directly. There is no cost to you.
3. You can use the self-direct option for transportation, even if you use an agency for most services. Through self-direction, you can pay for trips on Uber, Lyft or taxi service or to pay someone you know for driving you.

### DO I NEED TO SELF-DIRECT TO USE THE SELF-DIRECT TRANSPORTATION OPTION?

No, you do not have to be in a self-direct program to use the self-direct transportation option.

Contact your provider and tell them that you want to use "self-directed funds option" for transportation to use Uber, Lyft, taxi service, or to pay someone for rides.



### WHO DO I CONTACT?



Contact your provider.

Your provider will help you make sure your plan and purchase order have the transportation options you need.

You can use one or all of the transportation options.

1. Pay your provider agency for transportation.
2. Pay for Ride services.
3. Self-direct funds to pay for other transportation services such as Uber, Lyft, taxis, or someone who drives you.

Read more at <https://www.bhddh.ri.gov/developmental-disabilities/services-adults/self-directed-services>



DEPARTMENT OF  
Behavioral Healthcare, Developmental  
Disabilities & Hospitals

State of Rhode Island

Transition-000057



# OPCIONES DE TRANSPORTE A TRAVÉS DE SUS SERVICIOS DD

## División de Discapacidades del Desarrollo

### ¿QUE HA CAMBIADO?

En el pasado, solo se le permitía una cantidad específica de viajes de transporte por año. Ahora tiene flexibilidad para utilizar los fondos de tres maneras para satisfacer sus necesidades de transporte.



### ¿CUÁLES SON LAS TRES FORMAS DE FINANCIACIÓN DEL TRANSPORTE?



1. Puede pagar a su agencia por el transporte que proporciona.
2. Puede utilizar sus fondos para pagar viajes en el Programa RIde (RIPTA). Debe agregar RIPTA a su plan y orden de compra. RIPTA le facturará directamente a la División. No tiene ningún costo para usted.
3. Puede usar la opción de autoservicio directo para el transporte, incluso si usa una agencia para la mayoría de los servicios. A través de la autodirección, puede pagar viajes en Uber, Lyft o servicio de taxi o pagarle a alguien que conoce para que lo lleve.

### ¿NECESITO AUTODIRIGIRME PARA USAR LA OPCIÓN DE TRANSPORTE AUTODIRIGIDO?

No, no es necesario que esté en un programa autodirigido para utilizar la opción de transporte autodirigido.

Comuníquese con su proveedor y dígame que desea usar la "opción de fondos autodirigidos" para el transporte para usar Uber, Lyft, el servicio de taxi o para pagarle a alguien por los viajes.



### ¿CON QUIÉN ME COMUNICO?

Te pones en contacto con tu proveedor.

Su proveedor lo ayudará a asegurarse de que su plan y orden de compra tengan las opciones de transporte que necesita.

Puede utilizar una o todas las opciones de transporte

1. pagar su agencia proveedora para el transporte,
2. pagar los servicios de RIde, o
3. fondos autodirigidos para pagar otros servicios de transporte como Uber, Lyft, servicios de taxi o alguien que lo lleve.



Lea mas en <https://www.bhddh.ri.gov/developmental-disabilities/services-adults/self-directed-services>



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Transition-000058