Olmstead Subcabinet Meeting Agenda

Monday, June 24, 2019 • 3:00 p.m. to 5:00 p.m.

Minnesota Housing – Lake Superior Conference Room, 400 Wabasha Street North, Suite 400, St Paul

[Timeframes] **Page**

8) Public Comments   **[4:55 – 5:00]**

9) Adjournment

Next Subcabinet Meeting: July 22, 2019 – 3:00 p.m. – 4:30 p.m.

Olmstead Subcabinet Meeting Agenda Item

June 24, 2019

Agenda Item:

4) *Approval of Minutes*
   a) *Subcabinet meeting on May 28, 2019*

Presenter:

Commissioner Ho (Minnesota Housing)

Action Needed:

☒ Approval Needed

☐ Informational Item (no action needed)

Summary of Item:

Approval is needed of the minutes for the May 28, 2019 Subcabinet meeting.

Attachment(s):

4a- Olmstead Subcabinet meeting minutes – May 28, 2019

[AGENDA ITEM 4a]   DRAFT MINUTES ARE SUBJECT TO CHANGE BY FINAL APPROVAL OF THE SUBCABINET

Olmstead Subcabinet Meeting Minutes

Tuesday, May 28, 2019 • 3:30 p.m. to 4:30 p.m.

Minnesota Housing – Lake Superior Conference Room, 400 Wabasha Street North, Suite 400, St Paul

1) Call to Order

Commissioner Ho welcomed everyone and expressed her appreciation for everyone's flexibility regarding today's meeting which was rescheduled from May 20, 2019 and will be shortened due to a Cabinet meeting.

2) Introductions

Subcabinet members present: Jennifer Leimaile Ho, Minnesota Housing; Colleen Wieck, Governor's Council on Developmental Disabilities (GCDD); Larry Herke, Minnesota Department of Veterans Affairs (MDVA); Roberta Opheim, Ombudsman Office for Mental Health and Developmental Disabilities (OMHDD); John Harrington, Department of Public Safety (DPS); Jan Malcolm, Minnesota Department of Health (MDH), joined at 3:35 p.m.; Paul Schnell, Department of Corrections (DOC), joined at 3:40 p.m.; Rebecca Lucero, Minnesota Department of Human Rights (MDHR), joined at 3:40 p.m.; Mary Cathryn Ricker, Minnesota Department of Education (MDE), joined at 3:45 p.m.

Designees present: Stacy Twite, Department of Human Services (DHS); Daron Korte (MDE); Nick Thompson, Met Council.

Guests present: Mike Tessneer, Darlene Zangara, Zoua Vang and Rosalie Vollmar, Olmstead Implementation Office (OIO); Rachel Robinson, Anne Smetak and Ryan Baumtrog (Minnesota Housing); Shireen Gandhi and Adrienne Hannert (DHS); Tom Delaney, Emily Jahr and Holly Anderson (MDE); Larry Vrooman and Deven Bowdry, Department of Employment and Economic Development (DEED); Stephanie Lenartz and Ann Schulte (MDH); Kristie Billiar and Jean Wallace, Department of Transportation (DOT); Christina Schaffer (MDHR); Maura McNellis-Kubat, Office of Ombudsman for Mental Health and Developmental Disabilities (OMHDD); Gerri Sutton, Met Council; Mary Kay Kennedy, Advocating Change Together (ACT); Justin Page, Minnesota Disability Law Center; and Christy Caez and her daughter (members of the public)

3) Agenda Review

Commissioner Ho reported that Governor Walz scheduled a conference call for Cabinet members at 4:00 p.m. today. All Cabinet members including Commissioner Ho need to leave the Subcabinet meeting at 3:55 p.m. to join the call. Commissioner Ho proposed to change the order of the agenda to ensure that the action items are complete before that time. There were no objections to that change.

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6) Action Items

a) Proposed Baseline – Community Engagement Goal Two

Darlene Zangara (OIO) presented the proposed baseline for Community Engagement Goal Two. The baseline number was gathered during the 2018-2019 public input opportunities during the Plan amendment process. The baseline includes the number of individuals who participated and the number of comments received. The data for the annual goals will include all the public input opportunities that take place during the year.

Questions/Comments:
There were no questions.

Motion: Approve the baseline for Community Engagement Goal Two
Action: Motion – Lucero   Second – Opheim   In Favor – All

b) May 2019 Quarterly Report

Mike Tessneer (OIO) reviewed the Executive Summary of the Quarterly Report (page 21 of 108) to highlight the goal areas where progress is being made and goals have been met. Agency staff reported on goals targeted for improvement or that need further explanation.

- Adrienne Hannert (DHS) reported on three goals that are not on track
  - Transition Services Two (page 29)
  - Transition Services Three (page 31)
  - Positive Supports Three (page 50)

Questions/Comments:
Daron Korte (MDE) asked if the legislative proposal to establish a community competency restoration task force referred to on page 30 was approved by the Legislature. Adrienne Hannert (DHS) reported that it was approved.

- Kristie Billiar (DOT) reported on Transportation Goal Two (page 52) including an update to previously reported numbers.

Questions/Comments:
There were no questions.

- Gerri Sutton (Met Council) reported on Transportation Four (page 53) including a change in on-time performance criteria and an update to previously reported numbers.

Questions/Comments:
Commissioner Ho stated that she had attended a listening session on Metro Mobility and found it very helpful and gained a lot of information in a short amount of time.

Motion: Approve the May 2019 Quarterly Report
Action: Motion – Wieck   Second – Harrington   In Favor – All

c) **Workplan Compliance Report for May**
Mike Tessneer (OIO) reported that nine workplan activities were reviewed. There were no exceptions to report. The list of activities reviewed are included in the packet.

Motion: **Approve May Compliance Report**
Action: **Motion – Ricker**   **Second – Schnell**   **In Favor – All**

4) **Approval of Minutes**
a) **Subcabinet meeting on April 22, 2019**
Commissioner Ho asked if there were any edits needed to the April meeting minutes. No changes were needed.

Motion: **Approve April Subcabinet Meeting Minutes**
Action: **Motion – Ricker**   **Second – Malcolm**   **In Favor – All**

5) **Reports**
a) **Chair**
There was no report from the Chair.

b) **Executive Director**
Darlene Zangara (OIO) reminded the Subcabinet that at the April Subcabinet meeting, concerns were raised related to the Secretary of State's website. On the page where individuals can apply for positions on boards and commissions, the information regarding accommodations was difficult to find. After following up with the responsible agencies, the accommodations language is now been moved to the home page of the website and is easier to find.

c) **Legal Office**
Anne Smetak (Minnesota Housing) reported that the post status conference court order has not yet been issued.

d) **Compliance Office**
Mike Tessneer (OIO) reminded the Subcabinet that the June meeting will include the updated agency workplans based on changes made in the March 2019 Plan Revision. He also expressed his appreciation for the efforts made by the agencies since the last meeting to identify designees and agency leads.

7) **Public Comments**
There were no individuals signed up for public comment.

8) **Adjournment**
The meeting was adjourned at 3:55 p.m.

Next Subcabinet Meeting: June 24, 2019 – 3:00 p.m. – 4:30 p.m.

Olmstead Subcabinet Meeting Agenda Item

June 24, 2019

Agenda Item:

6 (a) Community Engagement Workgroup Charter

Presenter:

Darlene Zangara (OIO)

Action Needed:

☒ **Approval Needed**

☐ **Informational Item (no action needed)**

Summary of Item:

This is an updated charter for the 2019 Community Engagement Workgroup. It includes the purpose of the workgroup, the scope of work and deadlines for deliverables.

Attachment(s):

6a – 2019 Community Engagement Workgroup Charter

[AGENDA ITEM 6a]

2019 Olmstead Community Engagement Workgroup Charter

Workgroup Name:	**Date Approved:** June 2019
Community Engagement Workgroup	**Review and Update**: June 2020

Workgroup Chair: TBD

Workgroup Members *(including agency or organization, if applicable)***:**
To be updated upon approval by Subcabinet Chair.

OIO Staff *(lead OIO staff, if applicable)***:** Darlene Zangara

Workgroup Purpose / Objective:

The formation of the Community Engagement Workgroup was approved by the Subcabinet on September 28, 2016, and the final 2017 Community Engagement Workgroup Charter was authorized by the Olmstead Subcabinet in March 2017 and May 2018. The strategic priorities for the workgroup are Olmstead Public Input Processes, Communications Plan, and Community Engagement Plan:

Strategic priorities for each area include:

1. **Public Input Plan:** Ensure that all public input processes are as *accessible* and *inclusive* as possible; build relationships with *diverse communities* to engage them in two-way communication that can inform decision-making over time; develop strategies to incorporate *transparency* and *accountability* in every phase of the process.
2. **Communication Plan:** Increase statewide awareness of and investment in the Minnesota Olmstead Plan by building a communications strategy across diverse audiences and platforms and strengthening reciprocal and responsive communication between OIO, state agencies, and the general public.
3. **Community Engagement Plan:** Prioritize the five "Community Engagement Outcomes": humanity, dignity and empowerment; person-centered listening and learning; diversity, accessibility, and equity; transparency and accountability; and active leadership, inclusion, and participation.

The 2019 Community Engagement Workgroup will be charged with ***providing recommendations to OIO staff and the Olmstead Subcabinet on the implementation and continuous improvement*** of the Public Input Processes, Community Engagement Plan, Communication Plan, and making recommendations on the continued effectiveness and sustainability of community engagement with people with disabilities in Minnesota.

Relationship to Olmstead Plan *(include applicable measurable goals, strategies, workplan action items, etc.):*

The Community Engagement topic area in the March 2019 Revision of the Olmstead Plan states that Community engagement is one way to measure the level of integration. All Americans have a right to engage in activities of their choosing that help them connect with other people and give them greater control over their lives, such as building friendships and relationships with people they choose, joining a faith community, volunteering or taking on a leadership role with a neighborhood organization, attending cultural events, or participating in community decision-making (for example, voting).

Community engagement is defined by the Community Engagement Workgroup as a process of working collaboratively with and through groups of people, primarily people with disabilities, their families, and friends to address issues affecting the lives and well-being of people with disabilities.

[AGENDA ITEM 6a]

The Community Engagement Workgroup operates under a charter with the Subcabinet and is made up of community members. The Workgroup supports and guides the Olmstead Subcabinet and Olmstead Implementation Office (OIO) on implementation of the Olmstead Plan, to ensure a person-centered approach is utilized and that there is active community engagement. The strategic focus of the workgroup include:

- Creating recommendations and highlighting best practices for inclusive and accessible public input processes;
- Supporting implementation of a communication plan for diverse communities with disabilities; and
- Strengthening community engagement between members of disability communities, the OIO, and Subcabinet agencies on matters impacting the implementation of the Olmstead Plan.
- Community Engagement with the public ensures two-way communication which will provide critical feedback for implementation of the Olmstead Plan.

Community Engagement with the public ensures two-way communication which will provide critical feedback for implementation of the Olmstead Plan. The framework for achieving meaningful, effective and inclusive community engagement includes:

1. Humanity, Dignity and Empowerment
   "We are the experts of our own lives."

2. Person-Centered Listening and Learning
   "Listen to each individual person and what he/she dreams and hopes for their lives and communities."

3. Diversity, Accessibility and Equity
   "Be intentional and proactive about bringing under-represented communities to the decision-making table and taking down barriers to engagement and participation."

4. Transparency and Accountability
   "Be clear about how decisions are made, how our feedback informed those decisions, and who is accountable for implementing those decisions."

5. Active Leadership, Inclusion and Participation
   "People with disabilities must be involved in decision-making that directly affects our lives."

Scope of Work:

1. **WORKGROUP GOAL: By June 30, 2020, the Community Engagement Workgroup will review the efficiency and effectiveness of OIO's Public Input Processes, and provide recommendations for continuous improvement strategies.**

   WORKGROUP STRATEGY: Engage Workgroup in a review of the public input process.

   Workgroup Action Items:
   1. Review the protocol and outcomes of OIO's public input processes (including, but not limited to, special public input periods, public comment at Subcabinet meetings, and public input for amending and extending the Olmstead Plan) that influence the Olmstead Plan.
   2. OIO will present recommendations to the Subcabinet.

[AGENDA ITEM 6a]

2. WORKGROUP GOAL: By June 30, 2020, the Olmstead Community Engagement Plan will be reviewed by the Subcabinet for approval.

WORKGROUP STRATEGY: Engage the Workgroup in development of a plan with measurable and actionable strategies for advancing engagement between state agencies and people with disabilities.

Workgroup Action Items:
1. The Community Engagement Workgroup, in collaboration with OIO staff, will work with Subcabinet agencies to continue to identify best practices and strategies to build equitable engagement with diverse communities and under-represented communities with disabilities who are coming from communities of color, indigenous communities, LGBTQIAA, immigrant and refugee communities.
2. Workgroup members will work with OIO staff and Department of Human Rights to review the evaluation outcomes of the effectiveness of engagement efforts across all agencies.
3. The Workgroup will continue to provide recommendations for the sustainability and overall impact of the OIO's Community Engagement activities to OIO and the Subcabinet

3. WORKGROUP GOAL: By June 30, 2020, the Community Engagement Workgroup will review the efficiency and effectiveness of OIO's communications and outreach efforts.

WORKGROUP STRATEGY: The Workgroup will work to evaluate the success of OIO's communications activities and overall outreach strategies.

Workgroup Action Items:
1. The Workgroup will review OIO's digital communications strategy and provide recommendations for continuous improvement and increasing overall reach and impact.
2. The Workgroup will review OIO's efforts to engage with under-represented communities with disabilities who are coming from communities of color, indigenous communities, LGBTQIAA, immigrant and refugee communities, and provide recommendations for improving outreach and communications.
3. The Workgroup will review evaluation outcomes of communication efforts that influence the Olmstead Plan with people with disabilities and the general public.
4. The OIO Communication Plan will be reviewed and presented to the Subcabinet.

Implementation Timeframe:
- Subcabinet approval of Charter/Community Engagement Workgroup by June 24, 2019.
- Develop new application and recruitment system for the Community Engagement Workgroup by July 1, 2019.
- Update procedures for membership terms and responsibilities by July 1, 2019
- Begin the dissemination of applications for the Community Engagement Workgroup by July 15, 2019.
- Conduct application review process and select finalists by August 30, 2019.
- Recommend candidates to the Subcabinet Chair for approval by September 4, 2019.
- Convene first meeting in September 2019. Four to six meetings are expected to be held by June 30, 2020.

Anticipated Outcome / Deliverables:

1. Community Engagement Workgroup Work Plan 2019-2020 with benchmarks.
   Deliverables:
   - Strengthened community engagement practices with state agencies and disability communities impacting Olmstead Plan.
   - Consistent and effective communications for diverse communities with disabilities.
   - Effective and meaningful public input processes.

[AGENDA ITEM 6a]

Key Measures:
Benchmarks with specific tasks and dates will be developed further.

Reporting Schedule:
1. Public Input Processes review and recommendations to Subcabinet by July 31, 2020.
2. Communications Plan review and recommendations to Subcabinet by July 31, 2020.
3. Olmstead Community Engagement Plan review and recommendations to Subcabinet by July 31, 2020.

Action Plan		
Activity	**Responsibility**	**Due Date**
Develop and implement application review and candidate selection protocol.	OIO	Completed by August 1, 2019
Update workgroup procedures for membership terms and responsibilities.	OIO	Completed by August 1, 2019
Conduct comprehensive recruitment and outreach process.	OIO	Completed by August 30, 2019
Establish onboarding and orientation procedures for workgroup members.	OIO	Completed by September 1, 2019

This Workgroup is authorized by Executive Order 19-13 and created pursuant to the December 2018 Olmstead Subcabinet Procedures. Any material changes to the Charter must be approved by the Olmstead Subcabinet to be effective. The Olmstead Subcabinet may withdraw or amend approval of this Charter at any time. All Charters should be brought back to the Olmstead Subcabinet for review and update at least annually.

Final Approval of Charter:

_____   _____

Commissioner Ho   Date
Chair, Olmstead Subcabinet

Olmstead Subcabinet Meeting Agenda Item

June 24, 2019

Agenda Item:

6 (b) March 2019 Olmstead Plan – Workplan Revisions

Presenter:

Mike Tessneer (OIO Compliance)
Agency Staff

Action Needed:

☒ **Approval Needed**

☐ **Informational Item (no action needed)**

Summary of Item:

The Subcabinet agencies were asked to review the March 2019 Plan to determine if any workplan changes were needed. This document describes the process used and the proposed adjustments to the workplans.

Attachment(s):

6b – March 2019 Olmstead Plan – Workplan Revisions

Olmstead Subcabinet Meeting Agenda Item

[AGENDA ITEM 6b]

March 2019 Olmstead Plan - Workplan Revisions

The March 2019 Olmstead Plan was submitted to the Court on March 29, 2019. Subcabinet agencies had 60 days to propose additions or adjustments to the workplans as a result of the Plan amendment process.

Subcabinet agencies were asked to:

- Review the March 2019 Olmstead Plan to identify any additions or adjustments needed to the current workplans based on Plan amendments.

- Review the Round 1 and 2 public input themes documents to identify any additions or adjustments needed to the current workplans.

- Review any proposed changes with the agency sponsor.

- Submit proposed workplans to OIO Compliance and indicate the changes to the workplans using track changes.

- Present the proposed workplan changes to the Subcabinet at the June 24, 2019 Subcabinet meeting.

Workplan Revisions
The proposed revisions to the Olmstead Plan workplans are attached.

[AGENDA ITEM 6b]

Olmstead Plan Workplan – Lifelong Learning and Education

March 2019~~8~~ Plan Goals (page 57)

Executive Sponsor: Daron Korte (MDE)

Lead: Tom Delaney (MDE)

GOAL ONE: By December 1, 2021 2019 the percent ~~number~~ of students with disabilities, receiving instruction in the most integrated setting, will increase to 63%. ~~by 1,500 (from 67,917 to 69,417).~~

GOAL TWO: By June 30, 2020 the percent ~~number~~ of students with disabilities who have enrolled in an integrated postsecondary education setting within one year of leaving high school will increase to 36% (from the baseline of 31%). ~~by 492 (from 2,107 to 2,599).~~

GOAL THREE: By June 30, 2020, ~~96% of~~ students with disabilities ~~in 31 target school districts~~ will have active consideration of assistive technology (AT) during the student's individualized education program (IEP) team meeting. ~~The framework to measure aA~~ctive consideration ~~will be~~ is based upon the "Special factors" requirement as described in Individuals with Disabilities Education Act (IDEA) of 2004.

STRATEGIES:

1. Improve and increase the effective use of positive supports in working with students with disabilities

2. Continue strategies to effectively support students with low-incidence disabilities

3. Improve graduation rates for students with disabilities

4. Improve reintegration strategies for students returning back to resident schools

5. Increase the number of students with disabilities pursuing post-secondary education

6. Annually evaluate effectiveness and impact of current MDE training and technical assistance for active consideration of ~~Expand effectiveness of~~ Assistive Technology to ensure education in the most integrated setting~~Teams Project~~

7. Analyze data to determine impact of training on active consideration

Lifelong Learning & Education Workplan   June 24, 2019 ~~October 29, 2018~~

1

Strategy 1: Improve and increase the effective use of positive supports in working with students with disabilities

1	Key Activity	Expected Outcome	Deadline	Agency/ Partners
A	Continue the expansion of the Positive Behavioral Interventions and Supports (PBIS). Annually collect and report data to OIO Compliance on the number of schools using PBIS and the number of students impacted.	One barrier that prevents students with disabilities from receiving instruction in the most integrated setting is the use of restrictive procedures. PBIS has proven effective in reducing the use of restrictive procedures, which results in increased access of students to the most integrated setting. A minimum of forty additional schools per year will use the evidence based practice of PBIS so that students are supported in the most integrated setting. • In school year 2015-16, 532 (26.5%) of Minnesota schools were implementing PBIS, impacting 247,009 students or 30% of all students. • In school year 2016-17, 585 schools (28.5%) were implementing PBIS. • In school year 2017-18, 641 schools (31.0%) were implementing PBIS, impacting 311,000 students, or 35.6% of all students. • For school year 2018-19, 677 schools (33.0%) will implement PBIS. Forty schools will be added. • In school year 2019-20, 717 schools (35.0%) will implement PBIS. Forty schools will be added. • In school year 2020-21, 757 schools (37.0%) will implement PBIS. Forty schools will be added.	Report data on the number of schools using PBIS beginning **June 30, 2019 and annually thereafter**	MDE, Local education agencies

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Strategy 2: Continue strategies to effectively support students with low-incidence disabilities

2	Key Activity	Expected Outcome	Deadline	Agency/ Partners
A	Continue implementation of the Regional Low Incidence Disabilities* Projects (RLIP) using a combination of access to qualified educators, technical assistance and professional development. Specific focus are students with Developmental Cognitive Disorders (DCD) and Autism Spectrum Disorders (ASD). RLIPs will work in coordination with the statewide and regional ASD and DCD Communities of Practice (CoPs) to identify and implement evidence-based practices which support the inclusion of students with ASD and DCD in the most integrated setting. Annually collect and **report to the Subcabinet** on the number of students with DCD and ASD in the most integrated setting. Data for students with ASD and students with DCD will be reported separately. *A low incidence disability is one in which the rate of occurrence is small. In Minnesota, low incidence disabilities include those special education disability categorical areas with a child count of 10% or less of the total statewide special education enrollment. These areas include deaf or hard of hearing, blind/visually impaired, severely multiply impaired, traumatic brain injury, deaf-blind, physically impaired, or developmental cognitive disabilities: severe to profound range.	The RLIP projects, in coordination with the statewide regional ASD and DCD CoPs, will demonstrate success in providing support for serving students in the most integrated setting, as measured by: ● an annual increase in the percentage of students with ASD in the most integrated setting; and ● an annual increase in the percentage of students with DCD in the most integrated setting. The most integrated setting refers to receiving instruction in regular classes alongside peers without disabilities for 80% or more of the school day.	Report to Subcabinet by **June 30, 2019 and annually thereafter**	MDE Regional Low Incidence Facilitators ASD and DCD Regional and Statewide CoPs

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Strategy 3 and 5: Improve graduation rates for students with disabilities and increase the number of students with disabilities pursuing post-secondary education

3	Key Activity	Expected Outcome	Deadline	Agency/ Partners
A.1	Continue the implementation of the IDEA State Performance Plan (SPP), including the State Systemic Improvement Plan (SSIP) and the State Identified Measurable Result (SIMR).	Implementation of these evidence-based practices selected by the four school districts will prove successful in increasing graduation rates for American Indian and Black students with disabilities.	Report to Subcabinet by **June 30, 2019 and annually thereafter**	MDE, School districts of • Duluth • Minneapolis • Osseo • St Paul
	Minnesota's SIMR is targeted toward increasing 6-year graduation rates for American Indian and Black students with disabilities because they show the lowest graduation rates overall, over time. Continue partnership with 4 school districts—Duluth, Minneapolis, Osseo, and St Paul to identify evidence-based practices for improving outcomes for students with disabilities who are American Indian and Black.	Increased graduation rates will increase the likelihood of students going on to post-secondary education. See Activity 3F below.		
	Focus groups with district administrators and Black and American Indian students with disabilities in these four school districts provided additional information pertaining to low levels of graduation rates.			
	Annually **report to the Subcabinet** on statewide 6 year graduation rates for American Indian and Black students with disabilities.			
A.2	Annually collect and **report to the Subcabinet** on the statewide four-year graduation rates for American Indian and Black students with disabilities.	See A.1	Report to Subcabinet by **June 30, 2019 and annually thereafter**	MDE
A.3	Minnesota will align the IDEA SPP/SSIP activities with the activities related to increasing graduation for all students. Submit federal SPP plan and SSIP plan to Office of Special Education Programs (OSEP).	See A.1	Submit federal plans by **June 30, 2019 and annually thereafter**	MDE

3	Key Activity	Expected Outcome	Deadline	Agency/ Partners
E	MDE will provide public engagement opportunities related to all strategies in lifelong learning and education topic area. Engagement includes special education meetings with local stakeholders, including administrators, teachers, interagency partners, parents and advocacy groups and Special Education Directors' Forums, etc. Provide status update of engagement activities to OIO Compliance.	Students with disabilities and their families will have input into their educational experiences and understand their opportunities for education and employment.	Provide status of public engagement by **June 30, 2019 and annually thereafter**	MDE
F	MDE will partner with TRIO Student Support Services at institutions of higher education in order to increase postsecondary enrollment of recent high school graduates, specifically Black and American Indian students with disabilities. For the 2017-18 school year, MDE will collaborate with TRIO Student Support Services teams at Normandale Community College, North Hennepin Community College, and Bemidji State University. MDE will provide targeted outreach activities including dissemination of the Postsecondary Resource Guide and at a minimum one learning session for students and families. The learning sessions will incorporate online postsecondary training modules. In the past, the Postsecondary Resource Guide was provided to the college disability coordinators only. This new activity is a targeted expansion of efforts. **Report to the Subcabinet** on the number of outreach activities and the number of participants including students with disabilities.	American Indian and Black students with disabilities will improve needed skills to support transition from high school to enrollment in accredited institutions of higher education, by using the Postsecondary Resource Guide and postsecondary online modules, Using a scale-up approach MDE will add three additional sites to the partnerships for the 2018-19 school year.	Report to the Subcabinet by **August 31, 2019 and annually thereafter**	MDE, Normandale Community College, North Hennepin Community College, and Bemidji State University

Strategy 4: Improve reintegration strategies for students returning back to resident schools

4	Key Activity	Expected Outcome	Deadline	Agency/ Partners
F	Continue expansion of the implementation of the reintegration protocol for students with disabilities exiting MCF-Red Wing to support the return of students to their resident districts. Annually **report to the Subcabinet** the number of students with IEPs utilizing the reintegration protocol.	Use of the protocol will improve reintegration of students with disabilities to their resident district or to a more integrated setting. Education reintegration plans will be reflective of student and parent priorities, concerns, and considerations. • During FY 16, twenty-one (21) students with an active Individualized Education Program (IEP) exited MCF-Red Wing to their resident district or other secondary educational setting. • During FY 17, the Reintegration Protocol was utilized with 27 students with an active IEP exiting MCF-Red Wing to their resident district or other secondary educational setting. This exceeded the target of twelve (12) students. • Target for FY 18, the Reintegration Protocol will be utilized with eighteen (18) students with an active IEP exiting MCF-Red Wing to their resident district or other secondary educational setting. • Target for FY 19, the Reintegration Protocol will be utilized with all students with an active Individualized Education Program (IEP) exiting MCF-Red Wing to their resident district or other secondary educational setting.	Report to the Subcabinet by **June 30, 2019 and annually thereafter**	DOC, MDE

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Strategy 6 – Annually evaluate effectiveness and impact of current MDE training and technical assistance for active consideration of Assistive Technology to ensure education in the most integrated setting Expand effectiveness of Assistive Technology Teams Project

6	Key Activity	Expected Outcome	Deadline	Agency/ Partners
A	Continue the MDE Assistive Technology (AT) Project. Disseminate an AT consideration framework for school district implementation. Annually collect and **report to the Subcabinet** the number of school districts using the framework and the number of students in these school districts.	The expected outcomes are: (1) The number of school districts implementing the AT consideration framework will increase; and (2) there will be an increase in the percentage of students for whom there is consideration of AT during the student's IEP team meeting Cohorts of school districts in successive years will be trained and supported to use the AT consideration framework in order to increase the number of students who experience consideration of AT during IEP team meetings. The total number of school district cohorts to be trained in three years is planned to total 31 school districts, with an annual plan: • For school year 2017-18, the AT Project will add 8 new school districts. • For school year 2018-19, the AT Project will add 10 new school districts. • For school year 2019-20, the AT Project will add 13 new school districts.	Begin training school districts Report to the Subcabinet by **June 30, 2019** and annually thereafter	MDE
B	MDE will provide professional development to each AT Project school district, with a specific curriculum delivered to Years 1, 2 and 3 participants. There will be a minimum of quarterly activities each school year.	Participating school districts will increase skills and knowledge in the provision of assistive technology services to students with IEP, with a specific focus on consideration of AT during the IEP team meeting.	Begin professional development activities by **October 31, 2018 and annually thereafter**	MDE
C.1	MDE will develop and use an AT consideration framework for schools to use during the 2017-2018 school year. Annually report on the use of the framework.	Participating school districts will have an AT consideration framework to monitor efforts. The AT consideration framework for Year 1 school districts will include specifications for: (1) identification of student needs; (2) discussion of the student's environment; (3) identification of relevant student tasks; and (4) discussion of appropriate tools.	Develop and use framework by **October 31, 2018 and annually thereafter**	MDE, school districts
C.2	Year 1 school districts will disseminate and share the AT consideration framework to IEP case managers.	IEP case managers in AT Project school districts will have access to the AT consideration framework. Participating school districts will report back to MDE the date that the framework was disseminated.	Disseminate framework by **December 31, 2018, and annually thereafter**	MDE, school districts

6	Key Activity	Expected Outcome	Deadline	Agency/ Partners
F	MDE will evaluate, monitor and adjust professional development and technical assistance to support participating school districts in outcomes related to active consideration of assistive technology.	MDE will improve outcomes among participating school districts by evaluating their own professional development, revising as needed to ensure they can provide effective professional development and technical assistance to successive participating school districts.	Review and revise professional development by **June 30, 2019 and annually thereafter**	MDE
G	Develop implementation fidelity and scale-up measures for active consideration of assistive technology.	See F above.		

Strategy 7 - Analyze data to determine impact of training on active consideration

- This will be included in the reports on progress of Education Goal Three.

Olmstead Plan Workplan – Community Engagement
March 20198 Plan Goals (page 91)

Executive Sponsor: Darlene Zangara (OIO)
Lead: Diane Doolittle (OIO)

GOAL ONE:

By June 30, 2020, the number of individuals with disabilities who participate in Governor appointed Boards and Commissions, the Community Engagement Workgroup, Specialty Committee and other Workgroups and Committees established by the Olmstead Subcabinet will increase to 245 members.

GOAL TWO:

By April 30, 2020, the (A) number of individuals with disabilities to participate in public input opportunities related to the Olmstead Plan, and (B) the number of comments received by individuals with disabilities (including comments submitted on behalf of individuals with disabilities) will increase by 5% over baseline. By June 30, 2020, the number of individuals with disabilities involved in planning publicly funded projects identified through bonding bills will increase by 5% over baseline.

GOAL THREE:

By March 31, 2022, the number of engagement activities for Olmstead Plan's measurable goals that are evaluated utilizing the Civic Engagement Evaluation Framework will increase 5% over baseline.

STRATEGIES:

1. Increase the awareness of people with disabilities of opportunities to participate on Governor appointed boards and commissions. Increase the awareness number of leadership opportunities for people with disabilities

2. Create a process that increasesencourages participation of people with disabilities in providing input on the Olmstead Plan public projects

3. Strengthen communication among the Subcabinet, OIO, state agencies, people with disabilities and the general public to ensure messages are accessible and effective.

4. The Community Engagement Workgroup will provide the OIO and the Subcabinet with recommendations regarding key elements of the Olmstead Plan as specified in the Charter.

5. Adapt the Civic Engagement Evaluation Framework to measure civic engagement work with people with disabilities to increase statewide awareness and investment in the Minnesota Olmstead Plan.

Community Engagement Workplan   March 25 June 24, 2019   1

Strategy 1: Increase the awareness of people with disabilities of opportunities to participate on Governor appointed boards and commissions. ~~number of leadership opportunities for people with disabilities~~

1	Key Activity	Expected Outcome	Deadline	Agency/ Partners
A.8	OIO, ~~in collaboration with MDHR's Civic Engagement team,~~ will present informational sessions to train people with disabilities who are interested in participating as a member in governor appointed boards and councils. **Report to the Subcabinet** on the number of ~~sessions~~trainings held and the number of individuals participating. trained.	People with disabilities will have the skills and knowledge to apply to and if selected, participate in decision-making processes on statewide boards and councils.	Report to the Subcabinet by **August ~~July~~ 31, 2019** **and annually thereafter**	OIO, ~~MDHR~~
~~D~~	~~Inform community members, including people with disabilities, families, providers, state agencies and others regarding the collaborative work and activities that promotes the Olmstead Plan's goals and strategies.~~ ~~Provide quarterly **report to the Subcabinet** on community contacts such as Olmstead 101 sessions, conferences, training sessions conducted by OIO staff, community events and other information sessions including date, approximate number of attendees, and any specific topic areas/concerns that were raised.~~	~~Through the use of the Olmstead website, social media, email, paper handouts, in person information sessions and other appropriate communication methods, as well as with the assistance of partner organizations, stakeholders will be informed about the Olmstead Plan and other activities that promote the Plan.~~	~~Report by October 31, 2018 and quarterly thereafter~~	~~OIO~~
~~E~~	~~Evaluate all outreach and engagement activities to determine if participants feel more informed, aware of, or engaged in the Olmstead Plan. Include evaluation results in the quarterly **reports to the Subcabinet** (for activity 1D).~~	~~Evaluation of outreach and engagement activities will help determine the effectiveness of activities and which activities to continue and which activities to discontinue or revise.~~	~~Report to Subcabinet by October 31, 2018 and quarterly thereafter~~	~~OIO~~

March 25 June 24, 2019

Strategy 2: Create a process that encourages ~~increase~~ participation of people with disabilities in providing input on the Olmstead Plan.~~public~~ ~~projects~~ ~~All activities completed~~

2	Key Activity	Expected Outcome	Deadline	Agency/ Partners
A	OIO will submit a plan for gathering Public Input for the Annual Olmstead Plan Amendment Process. Report to the Subcabinet on the Olmstead Plan Amendment public input process.	There will be an increase in the number of people providing input on the Olmstead Plan.	Report to the Subcabinet by **November 30, 2019**	OIO
B.1	OIO will review and refine the OIO public input processes and plans for promotion.	There will be an increase in the number of people providing input on the Olmstead Plan.	Refine the process by **April 30, 2020 and annually thereafter**	OIO
B.2	OIO will identify strategic communications tools (social media, E-news, website, etc.) to invite public input from people from under-represented communities with disabilities.	Statewide awareness of the public input process and how to participate will grow through online tools and platforms.	Identify communication tools by **April 30, 2020 and annually thereafter**	OIO
B.3	OIO will identify and implement specific strategies to reach people with disabilities and family members in under-represented communities.	People with disabilities and family members from under-represented communities (such as communities of color, LGBTQ communities, religious minorities, immigrants and refugees, etc.) will have opportunities to provide input into the Olmstead Plan.	Identify strategies by **April 30, 2020 and annually thereafter**	OIO
C	OIO will report to the Subcabinet on the engagement opportunities held throughout the state for people with disabilities and the general public to provide input into Olmstead Plan amendments. The report will include: - Summary of activities - Number of individuals participating - Analysis of responses including themes - Demographic data collected for participants in public input process - Appendix including public comments - Recommendations for improvement	The Subcabinet will understand the types of engagement activities held and the number participating to gather public input on the Plan amendment process.	Report to Subcabinet by **July 31, 2020 and annually thereafter**	OIO

Community Engagement Workplan

~~March 25~~ June 24, 2019

Strategy 3: Strengthen communication among the Subcabinet, OIO, state agencies, people with disabilities and the general public to ensure messages are accessible and effective

- The workplan for this strategy is addressed in the Communications Workplan

Strategy 4: The Community Engagement Workgroup will provide the OIO and the Subcabinet with recommendations regarding key elements of the Olmstead Plan as specified in the Charter.

4	Key Activity	Expected Outcome	Deadline	Agency/ Partners
A	The Community Engagement Workgroup will review the efficiency and effectiveness of OIO's • Public Input Processes • Olmstead Community Engagement Plan • Communications and outreach efforts and provide recommendations for continuous improvement strategies for each. **Report to the Subcabinet** on the Community Engagement Workgroup recommendations and any changes being implemented.	The Community Engagement Workgroup will review the plan's measurable and actionable strategies for advancing engagement between state agencies and people with disabilities and evaluate the success of OIO's communications activities and overall outreach strategies. The Workgroup recommendations will be presented to the Subcabinet for consideration.	Report to Subcabinet by **July 31, 2020 and annually thereafter**	OIO
D.1a	Develop a Community Engagement plan with measurable and actionable strategies for advancing engagement between state agencies and people with disabilities. **Present Plan to Subcabinet.**	Strengthen the community engagement between members of the disability communities and the OIO and state agencies on matters impacting the implementation of the Olmstead Plan.	Present plan to Subcabinet by March 31, 2019 December 31, 2018 Exception 12/2018	OIO
D.1b	Work with Subcabinet agencies to identify best practices and barriers to engagement.	See D.1a above	Complete by November 30, 2018	OIO
D.1c	Work with Department of Human Rights to develop tools and best practices to evaluate engagement efforts.	See D.1a above	Complete by November 30, 2018	OIO MDHR

4	Key Activity	Expected Outcome	Deadline	Agency/ Partners
~~D.1d~~	~~Obtain input on how to measure the effectiveness utilizing outcomes of engagement across all Subcabinet agencies.~~	~~See D.1a above~~	~~Complete measurement tool by March 31, 2019~~ ~~November 30, 2018~~ ~~Exception 12/2018~~	~~OIO~~
~~D.1e~~	~~Align and partner with the department of Human Rights to develop evaluation measurements and metrics to assist OIO and subcabinet agencies in engagement work.~~	~~See D.1a above~~	~~Complete by March 31, 2019~~ ~~November 30, 2018~~ ~~Exception 12/2018~~	~~OIO~~ ~~MDHR~~
~~D.1f~~	~~Provide quarterly updates to the Subcabinet on the status of the development of the Community Engagement Plan. The update will address progress on activities D.1a – D.1e above.~~	~~See D.1a above~~	~~Report to Subcabinet by December 31, 2018 and quarterly thereafter~~	~~OIO~~
~~D.2~~	~~Develop workplan to implement the Community Engagement Plan. **Report to the Subcabinet.**~~	~~Best practices for all Subcabinet agencies will create a more accessible and inclusive community engagement.~~	~~Report to Subcabinet by June 30, 2019~~ ~~April 30, 2019~~ ~~(Adjusted 3/2019)~~	~~OIO~~

Strategy 5: Adapt the Civic Engagement Evaluation Framework to measure civic engagement work with people with disabilities to increase statewide awareness and investment in the Minnesota Olmstead Plan.

5	Key Activity	Expected Outcome	Deadline	Agency/ Partners
A	OIO will develop evaluation tools to measure the effectiveness of community engagement activities.	There will be an increase in the number of engagement activities evaluated for effectiveness.	Develop evaluation tools by **March 31, 2020**	OIO

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Community Engagement Workplan

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Olmstead Plan Workplan – Preventing Abuse and Neglect – Goal Two

March 2018 Plan Goals (page 94)

Executive Sponsor: ~~Courtney Jordan~~ Baechler ~~Gilbert Acevedo~~ (MDH)

Lead: Nicole Stockert (MDH)

GOAL TWO:

By January 31, ~~2022,~~ 2020 the number of ~~emergency room (ER) visits and hospitalizations~~ cases of vulnerable individuals being treated due to abuse and neglect will decrease by ~~30%~~ 50% compared to baseline.

STRATEGIES:

1. Use data to identify victims and target prevention

2. Monitor and improve accountability of providers

Preventing Abuse & Neglect – Goal Two Workplan

June 24, 2019 ~~October 29, 2018~~

Strategy 1: Use data to identify victims and target prevention

- All activities completed

Strategy 2: Monitor and improve accountability of providers

2	Key Activity	Expected Outcome	Deadline	Agency/ Partners
A	**Report to the Subcabinet** semi-annually, the number of citations issued to Intermediate Care Facilities for Individuals with Intellectual Disabilities (ICF/IIDs) that document failure to report abuse, neglect and other maltreatment.	It is expected that the overall number of maltreatment allegations will rise as a result of the education campaign about how to recognize and report suspected maltreatment. However, the number of citations issued to ICF/IIDs that document failure to report abuse, neglect, and other maltreatment should decrease as a result of the education campaign about how to recognize and report suspected maltreatment.	Report to Subcabinet beginning **January 31, 2019 and semi-annually thereafter**	MDH
B	**Report to the Subcabinet** semi-annually, the number of citations issued to ~~Intermediate Care Facilities for Individuals with Intellectual Disabilities (ICF/IIDs)~~ Supervised Living Facilities that document failure to comply with the development of an individualized abuse prevention plan, as required Minnesota Statute 626.557 subd.14 (b).	Over time, the number of citations issued to Supervised Living Facilities documenting failure to comply with the development of an individualized abuse prevention plan should decrease as providers and direct care staff receive additional education about prevention of maltreatment.	Report to Subcabinet beginning **January 31, 2019 and semi-annually thereafter**	MDH
C	Analyze data from increased reporting to identify areas where targeted prevention strategies can be applied to reduce the occurrence of maltreatment to vulnerable individuals.	As a result of an education campaign focused on how to recognize and where to report suspected maltreatment, allegations of maltreatment are expected to rise. Targeted prevention efforts can then be applied in geographical areas or with providers that reflect higher incidences of abuse or neglect of vulnerable individuals.	Identify areas to target beginning **January 31, 2020 and annually thereafter**	MDH

Olmstead Plan Workplan – Preventing Abuse and Neglect – Goal Four

March 2019~~8~~ Plan Goals (page 97~~5~~)

Executive Sponsor: Daron Korte (MDE)

Lead: Tom Delaney (MDE)

GOAL FOUR:

By July 31, 2020, the number of students with disabilities statewide identified as victims in determinations of maltreatment will decrease by 10% compare to baseline.

~~By July 31, 2020, the number of identified schools that have had three or more investigations of alleged maltreatment of a student with a disability within the three preceding years will decrease by 50% compared to baseline. The number of students with a disability who are identified as alleged victims of maltreatment within those schools will also decrease by 50% by July 31, 2020.~~

STRATEGIES:

1. Utilize school tracking database

2. Continue and expand training for school personnel

3. Improve school accountability for training

June 24, 2019 ~~October 29, 2018~~

Strategy 1: Utilize school tracking database

1	Key Activity	Expected Outcome	Deadline	Agency/Partners
B	Train MDE program staff on database entry requirements to ensure all necessary information for specified goal is collected and stored in system.	Increase integrity and accuracy of data.	Begin training by **October 1, 2018 and annually thereafter**	MDE
C	Utilize the MDE database to identify schools that have two or more determinations of maltreatment of students with a disability in a school year.	Schools with two or more determinations of maltreatment will be identified to target for training and technical assistance.	Identify schools by **October 1, 2019 and annually thereafter**	MDE

Strategy 2: Continue and expand training for school personnel

2	Key Activity	Expected Outcome	Deadline	Agency/Partners
A	Communicate and recommend the annual Positive Behavioral Interventions and Supports cohort training opportunity to schools that have two or more determinations of maltreatment of students with a disability in the preceding year. Draft and send a letter to all identified schools to notify them of having three or more investigations of alleged maltreatment in the form of physical abuse involving a student with a disability within their schools within the three year time period of FY14 FY16, and to inform them of the current school year's Positive Behavioral Interventions and Supports (PBIS) training application process and deadlines.	Identified schools will become aware of having three or more investigations of alleged two or more determinations of maltreatment in the form of physical abuse involving of -a student with a disability within their schools within the three year time period of FY14 FY16 and will consider applying for schoolwide MDE approved PBIS cohort training opportunities.	Issue letters Communicate with identified schools by November 30, 2018 **October 31, 2019 and annually thereafter**	MDE
B	Conduct Positive Behavioral Interventions and Supports (PBIS) training with identified (1B) and enrolled (2A) schools including PBIS as an alternative to aversive and restrictive procedures (American Academy of Pediatrics, 2007 & Center on Positive Behavioral Interventions and Supports, 2019). Target schools from baseline data that have yet to submit application for the current school year's PBIS cohort training and send a follow up letter encouraging enrollment and participation in PBIS cohort trainings.	Schools will develop a PBIS implementation plan including preventative components that reduce the risk of behavior and discipline-related maltreatment. Increase participation in PBIS cohort trainings.	Complete annual training by June 30, 2020 **and annually thereafter** Send follow up letters by December 15, 2018	MDE

2	Key Activity	Expected Outcome	Deadline	Agency/Partners
C	Provide ~~ongoing targeted technical assistance and~~ an annual training for school administrators on student maltreatment, mandated reporter requirements, PBIS, Restrictive Procedures, and discipline supported by ongoing technical assistance.	Increase awareness of abuse and neglect in public schools, offer guidance and direction in implementing appropriate behavioral interventions and prevention efforts, and decrease use of emergency interventions.	~~Begin~~ Deliver training and technical assistance by **June 30, 2019 and annually thereafter**	MDE
D	Develop online accessible database of training, staff development and technical assistance materials on mandated reporting, child maltreatment, and effective school and classroom discipline practices	School administrators and staff will have access to online information on effective practices for reporting and preventing student maltreatment available through MDE.	Online content will be accessible to school staff by **June 30, 2020 and annually thereafter**	MDE

Strategy 3: Improve school accountability for training

3	Key Activity	Expected Outcome	Deadline	Agency/Partners
D	Notify school administrators of verification requirement and alternative training options via program website and superintendent mailings.	Provide guidance and assist schools in establishing approved mandated reporter training options.	Notify school administrators by **December 31, 2018 and annually thereafter**	MDE
E	**Annually report to the Subcabinet:** • Number of districts who fulfilled verification requirement procedures and confirmed mandated reporter training to all district employees. • Number of districts who did not fulfill verification requirements and did not confirm mandated reporter training to all district employees. • The number of schools that had two determinations in a year that subsequently enrolled in the next available Positive Behavioral Interventions and Supports (PBIS) cohort training. • The number of schools that had two determinations in a year that did not subsequently enroll in the next available PBIS cohort training and the reasons why.	Increase school personnel accountability and awareness to report situations of abuse and neglect in the school setting.	Report to Subcabinet by **July 31, 2019 and annually thereafter**	MDE

Preventing Abuse & Neglect – Goal Four

Olmstead Plan Workplan – Communications
March 201~~8~~9 Plan (page 10~~6~~9)

Executive Sponsor: Darlene Zangara (OIO)

Lead: Zoua Vang ~~Diane Doolittle~~(OIO)

GOAL: Increase statewide awareness of and investment in the Minnesota Olmstead Plan.

- Agency staff and stakeholders have a common understanding and can communicate clearly about implementation of the Olmstead Plan.
- People with disabilities have a clear and consistent understanding of the Olmstead Plan, how it impacts them, and how they can get more involved in its implementation.

STRATEGIES:

1. Build an organized communication strategy, infrastructure and evaluation framework across audiences and platforms.

2. Strengthen two-way, reciprocal, and responsive communication among the Subcabinet, OIO, state agencies, people with disabilities, and the general public.

3. The Communication Plan will be current and effective.

Strategy 1: Build an organized communication strategy, infrastructure and evaluation framework across audiences and platforms.

1	Key Activity	Expected Outcome	Deadline	Agency/ Partners
C	Utilize multiple tools such as the OIO newsletter, email list, Olmstead website, social media and strategic relationships with local media to improve the public's access to information about Olmstead Plan implementation. **Report to the Subcabinet** annually on the analytics of the various communication tools.	People will receive information about the Olmstead Plan in ways that keep them informed and encourages their engagement. The Subcabinet will be updated on analytics of the communication tools.	Report to Subcabinet by July 31, 2020 March 31, 2019 and annually thereafter	OIO
C.1	Evaluate Olmstead communications activities for impact, scope, and reach. **Report to the Subcabinet** annually on evaluation results.	See C above	Report to Subcabinet by July 31, 2020 March 31, 2019 and annually thereafter	OIO
D	Build communication channels with organizations focused on serving individuals with disabilities. Report to the Subcabinet annually the type and number of organizations.	OIO will have established communication channels with external stakeholders.	Report to Subcabinet by March 31, 2019 and annually thereafter	OIO
E.2	Produce and disseminate a monthly "Olmstead News and Updates" electronic newsletter to interested stakeholders.	Accessible communications will be available to individuals and communities. People with disabilities, their families and supporters will be informed about Olmstead Plan implementation.	Continue monthly newsletter by November 30, 2018	OIO, MHFA

Strategy 2: Strengthen two-way, reciprocal, and responsive communication among the Subcabinet, OIO, state agencies, people with disabilities, and the general public.

2	Key Activity	Expected Outcome	Deadline	Agency/ Partners
D.2	Maintain a monthly calendar to monitor and implement communication activities.	Audiences will be engaged in the Olmstead Plan implementation through communications.	Maintain by November 30, 2018 and monthly thereafter	OIO
D.4	Quarterly review the OIO and Agency communication materials for accuracy, timeliness, and alignment with the Olmstead Plan.	See D.2 above	Begin reviews by December 31, 2018 and quarterly thereafter	OIO, Agencies
E.1 E.1 E.9 added 11/26	Identify key messages to be used throughout the public input process. The messages will include: an overview of the Olmstead Plan; the Plan amendment process; and opportunities for input.	Communications will have a clear, consistent message regarding the purpose of the public input and the ways the input will be gathered and considered.	Identify message by December 3, 2018	OIO
E.2	OIO will identify targeted groups and use strategic communications tools (social media, E-news, website, etc.) to invite written public input from people with disabilities and the general public.	Statewide awareness of the public input process and how to participate will grow through online tools and platforms.	Identify targeted groups and begin outreach by December 3, 2018	OIO
E.3	OIO will identify and implement specific strategies to reach people with disabilities and family members in under-represented communities.	People with disabilities and family members from under-represented communities (such as communities of color, LGBTQ communities, religious minorities, immigrants and refugees, etc.) will have opportunities to provide input into the Olmstead Plan amendment process	Identify strategies by December 3, 2018	OIO
E.4	OIO will submit weekly summaries of public input to Subcabinet agencies.	Comments will be sent to the Subcabinet agencies and OIO Compliance.	Weekly beginning January 7, 2019	OIO
E.5	OIO will post an online form to gather feedback for Round 1.	People with disabilities will have multiple opportunities to participate in the public input process for amending and extending the Olmstead Plan.	Online form posted by December 20, 2018 thru January 31, 2019	OIO
E.6	OIO will post an online form to gather feedback for Round 2.	People with disabilities will have multiple opportunities to participate in the public input process for amending and extending the Olmstead Plan.	Online form posted by February 26, 2019 thru March 11, 2019	OIO

2	Key Activity	Expected Outcome	Deadline	Agency/ Partners
E.7	~~OIO will facilitate as many as five listening sessions in various regions of the state to gather public input for the 1st Round. The listening sessions will be either in person or video.~~	~~Communities throughout the state will have the opportunity to provide input into the Olmstead Plan amendments.~~	~~Complete listening sessions by January 31, 2019~~	~~OIO~~
E.8	~~OIO will conduct two videoconferences or conference calls to engage people with disabilities and stakeholders from various regions of the state for the second round of public input.~~	~~People with disabilities will have multiple opportunities to participate in the public input process for amending and extending the Olmstead Plan.~~	~~Complete videoconference/ conference call by March 11, 2019~~	~~OIO~~
E.9	~~OIO will **report to the Subcabinet** on the engagement opportunities held throughout the state for people with disabilities and the general public to provide input into Olmstead Plan amendments. The report will include:~~ ~~• Summary of activities~~ ~~• Number of individuals participating~~ ~~• Analysis of responses including themes~~ ~~• Demographic data collected for participants in public input process~~ ~~• Appendix including public comments~~ ~~• Recommendations for improvement~~	~~The Subcabinet will understand the types of engagement activities held and the number participating to gather public input on the Plan amendment process.~~	~~Report to Subcabinet by April 30, 2019~~	~~OIO~~
E.10	OIO will complete an evaluation process of the engagement opportunities held throughout the state for people with disabilities and the general public to provide input into Olmstead Plan amendments. The evaluation process will include an internal OIO debrief, a debrief and evaluation survey with the Subcabinet agencies and a discussion with the Subcabinet Chair. OIO will report to the Subcabinet on the summary of the evaluation and recommendations for improvement.	Areas for improvement will be identified and recommended changes will be submitted to the Subcabinet.	Report to Subcabinet by July 31, 2019	OIO
F	Create a plain language, accessible Annual Report to the public regarding Olmstead Plan achievements.	People with disabilities and the general public will be informed about the Olmstead Plan accomplishments.	Create Annual Report by July 31, 2020 and annually thereafter	OIO

Communications Workplan

June 24, 2019 ~~April 22, 2019~~

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Strategy 3: The Communication Plan will be kept current and effective.

3	Key Activity	Expected Outcome	Deadline	Agency/ Partners
A	The OIO will conduct an annual review of the Communication Plan to assess effectiveness. The OIO will in particular seek the input of people with disabilities and their families and representatives. **Report to the Subcabinet** on recommendations for changes.	Areas for improvement will be identified and recommended changes to the communication plan will be submitted to the Subcabinet,	Report to Subcabinet by ~~December 31, 2018~~ **July 31, 2020 and annually thereafter**	OIO
B	Convene a group of communication staff from the Subcabinet agencies to establish Olmstead communication guidelines for materials developed by Subcabinet agencies.	Olmstead messaging to the public will be consistent and relevant.	Establish guidelines by **July 31, 2020**	OIO

Communications Workplan

Olmstead Subcabinet Meeting Agenda Item

June 24, 2019

Agenda Item:

6 (c) Workplan Compliance Report for June

Presenter:

Mike Tessneer (OIO Compliance)

Action Needed:

☒ **Approval Needed**

☐ **Informational Item (no action needed)**

Summary of Item:

This is a report from OIO Compliance on the monthly review of workplan activities. Sixteen activities were reviewed. There are no exceptions to report.

The Workplan Compliance Report includes the list of activities with deadlines in May that were reviewed by OIO Compliance in June and verified as completed.

Attachment(s):

6c - Workplan Compliance Report for June 2019

[AGENDA ITEM 6c]

Workplan Compliance Report for June 2019

Total number of workplan activities reviewed (see attached)	16	
• Number of activities completed	14	88%
• Number of activities on track	2	12%
• Number of activities reporting exception	0	0%

Exception Reporting
No activities are being reported as an exception.

[AGENDA ITEM 6c]

Workplan Reporting for June (listed alphabetically)

Activity	Key Activity	Expected Outcome	Deadline	Agency	
CE 3D.2	Develop work plan to implement the Community Engagement Plan. **Report to the Subcabinet.**	Best practices for all Subcabinet agencies will create a more accessible and inclusive community engagement.	Report to Subcabinet by **June 30, 2019** ~~April 30, 2019~~ (Adjusted 3/2019)	OIO	Verified as complete. Included in June SC packet
CM 1E.2	Produce and disseminate a monthly "Olmstead News and Updates" electronic newsletter to interested stakeholders.	Accessible communications will be available to individuals and communities. People with disabilities, their families and supporters will be informed about Olmstead Plan implementation.	Continue monthly newsletter by **November 30, 2018**	OIO	Verified as complete for May 2019 occurrence
CM 2D.2	Maintain a monthly calendar to monitor and implement communication activities.	Audiences will be engaged in the Olmstead Plan implementation through communications.	Maintain by **November 30, 2018 and monthly thereafter**	OIO	Verified as complete for May 2019 occurrence
CR 2B.3b	**Report to Subcabinet** on the number of trainings and the number of people participating. The report will also include an assessment of future training needs and the plan to meet those needs.	Subcabinet will receive report.	Report to Subcabinet by **June 30, 2019 and annually thereafter**	DHS	Verified as complete for June 2019 occurrence. Report included in June SC packet
CR 3B.5	Continue to implement Forensic Assertive Community Treatment (FACT) team model. **Report annually to the Subcabinet** on implementation, analysis and recommendations for changes.	The FACT team model is determined to be a best practice for delivering mental health services to individuals exiting correctional facilities. The FACT team model has proven effective at stabilizing individuals where they live, work or go to school. It also reduces unnecessary hospitalizations and the unnecessary revocations causing a return to DOC.	Report to Subcabinet by **June 30, 2019 and annually thereafter**	DHS, DOC	Verified as complete for June 2019 occurrence. Report to be included in July SC packet

[AGENDA ITEM 6c]

Activity	Key Activity	Expected Outcome	Deadline	Agency	
DC 3A.1	Health Force Minnesota/Minnesota State Pathway Development Team will identify competencies required, available training, gaps in training, barriers/challenges to expanding training, and plan to develop an identified pathway. DEED's Employment and Training Program staff will work with organizations on Career pathway development to ensure alignment. **Report to the Subcabinet** on identified gaps and barriers and recommendations to address them.	Recommendations can be used to develop additional trainings for DCWs.	Report to Subcabinet by **June 30, 2019**	DEED, Health Force MN, MN State	Report to be submitted by June 30, 2019 to be included in July SC packet

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[AGENDA ITEM 6c]

Activity	Key Activity	Expected Outcome	Deadline	Agency	
ED 2A	Continue implementation of the Regional Low Incidence Disabilities* Projects (RLIP) using a combination of access to qualified educators, technical assistance and professional development. Specific focus are students with Developmental Cognitive Disorders (DCD) and Autism Spectrum Disorders (ASD). RLIPs will work in coordination with the statewide and regional ASD and DCD Communities of Practice (CoPs) to identify and implement evidence-based practices which support the inclusion of students with ASD and DCD in the most integrated setting.

Annually collect and **report to the Subcabinet** on the number of students with DCD and ASD in the most integrated setting. Data for students with ASD and students with DCD will be reported separately.

*A low incidence disability is one in which the rate of occurrence is small. In Minnesota, low incidence disabilities include those special education disability categorical areas with a child count of 10% or less of the total statewide special education enrollment. These areas include deaf or hard of hearing, blind/visually impaired, severely multiply impaired, traumatic brain injury, deaf-blind, physically impaired, or developmental cognitive disabilities: severe to profound range. | The RLIP projects, in coordination with the statewide regional ASD and DCD (CoPs), will demonstrate success in providing support for serving students in the most integrated setting, as measured by: (1) an annual increase in the percentage of students with ASD in the most integrated setting; and (2) an annual increase in the percentage of students with DCD in the most integrated setting. "Most integrated setting" refers to receiving instruction in regular classes alongside peers without disabilities for 80% or more of the school day. | Report to Subcabinet by **June 30, 2019 and annually thereafter** | MDE | Verified as complete for June 2019 occurrence. Report included in June SC packet |

Activity	Key Activity	Expected Outcome	Deadline	Agency	
ED 3A.1	Continue the implementation of the IDEA State Performance Plan (SPP), including the State Systemic Improvement Plan (SSIP) and the State Identified Measurable Result (SIMR). Minnesota's SIMR is targeted toward increasing 6-year graduation rates for American Indian and Black students with disabilities because they show the lowest graduation rates overall, over time. Continue partnership with 4 school districts—Duluth, Minneapolis, Osseo, and St. Paul to identify evidence-based practices for improving outcomes for students with disabilities who are American Indian and Black. Focus groups with district administrators and Black and American Indian students with disabilities in these four school districts provided additional information pertaining to low levels of graduation rates. **Annually report to the Subcabinet** on statewide 6-year graduation rates for American Indian and Black students with disabilities.	Implementation of these evidence-based practices selected by the four school districts will prove successful in increasing graduation rates for American Indian and Black students with disabilities. Increased graduation rates will increase the likelihood of students going on to post-secondary education.	Report to Subcabinet by **June 30, 2019 and annually thereafter**	MDE	Verified as complete for June 2019 occurrence. Report included in June SC packet
ED 3A.2	Annually collect and **report to the Subcabinet** on the statewide 4-year graduation rates for American Indian and Black students with disabilities.	See 3A.1	Report to Subcabinet by **June 30, 2019 and annually thereafter**	MDE	Verified as complete for June 2019 occurrence. Report included in June SC packet

[AGENDA ITEM 6c]

Activity	Key Activity	Expected Outcome	Deadline	Agency	
ED 4F	Continue expansion of the implementation of the reintegration protocol for students with disabilities exiting MCF-Red Wing to support the return of students to their resident districts. Annually **report to the Subcabinet** the number of students with IEPs utilizing the reintegration protocol.	Use of the protocol will improve reintegration of students with disabilities to their resident district or to a more integrated setting. Education reintegration plans will be reflective of student and parent priorities, concerns, and considerations. • During FY 16, twenty-one (21) students with an active Individualized Education Program (IEP) exited MCF-Red Wing to their resident district or other secondary educational setting. • During FY 17, the Reintegration Protocol was ill be utilized with 27 twelve (12) students with an active Individualized Education Program (IEP) exiting MCF-Red Wing to their resident district or other secondary educational setting. This exceeded the target of twelve (12) students. • During Target for FY 18, the Reintegration Protocol will be utilized with eighteen (18) students with an active Individualized Education Program (IEP) exiting MCF-Red Wing to their resident district or other secondary educational setting. • Target for During FY 19, the Reintegration Protocol will be utilized with all students with an active Individualized Education Program (IEP) exiting MCF-Red Wing to their resident district or other secondary educational setting.	Report to Subcabinet by **June 30, 2019 and annually thereafter**	DOC, MDE	Verified as complete for June 2019 occurrence. Report included in June SC packet

Activity	Key Activity	Expected Outcome	Deadline	Agency	
EM 1A.6	Continue the implementation of the informed choice process with persons served by Vocational Rehabilitation Services, Medicaid funded programs and students who are a part of the Employment Capacity Building Cohort as outlined in the Olmstead Employment goals. Annually **report to the Subcabinet** on the status of implementation of informed choice process.	Minnesota's Employment First Policy promotes the opportunity for people with disabilities to make informed choices about employment. This policy views competitive, integrated employment as the first and preferred option for individuals with disabilities. Individuals with disabilities may choose integrated, competitive employment or they may not object to moving to competitive, integrated employment, or they may choose day service and/or other employment option. The policy does not call for the elimination of certain service options or closure of specific facilities.	Report to Subcabinet by **June 30, 2019 and annually thereafter**	DHS MDE DEED	Verified as complete for June 2019 occurrence. Report included in June SC packet
HC 3B.1b	MDE, Vocational Rehabilitation, DHS, and other partners will: o implement interagency coordination training for professionals o explore ways to increase successes and minimize challenges to adult health care access by transition age youth. **Report to the Subcabinet** on the number of trainings provided and the number of people trained.	Successful transition from pediatric health care to adult health care will improve health care outcomes. There will be an increase in the level of access to adult health care by transition age youth. There are 76,735 youth with special health needs included in this strategy. According to the 2010 National Survey of Children with Special Health Care Needs 36,142 or (47.1%) of Minnesota youth with special health care needs receive the services necessary to make transitions to adult health care. Beginning in 2017 and each subsequent year the number will increase by 5%. • 2017 = 52.1% (39,979) • 2018 = 57.1% (43,816)	Report to Subcabinet by **June 30, 2019 and annually thereafter**	MDH, DHS	Verified as complete for June 2019 occurrence. Report to be included in July SC packet
HS 1D	Monitor expected Notice of Funding Availability (NOFA) for additional Section 811 funding and develop an application for submission. **Report to the Subcabinet** on the status.	Rental Assistance will increase the number of people with disabilities who exit a segregated setting, or a situation at risk of segregation, into integrated housing with a signed lease and access to supportive services.	Report to Subcabinet by **June 30, 2019**	MHFA	Report to be submitted by June 30, 2019 to be included in July SC packet

[AGENDA ITEM 6c]

Activity	Key Activity	Expected Outcome	Deadline	Agency	
PC 2A.6	Post the 2018 NCI Minnesota results on the website.	The NCI results will indicate how well the systems aid people in working, participating in their communities, having friends, sustaining relationships and exercising choice and self-determination.	Post NCI Minnesota results by **May 31, 2019**	DHS	Verified as complete. Results posted athttps://www.nationalcoreindicators.org/upload/core-indicators/2017_IP S_MN.pdf
PS 1C.8	**Report to the Subcabinet** annually on statewide plan implementation, analysis and recommendations for changes.	The "Statewide Plan" is a collaboration between DHS and MDE to build system capacity by engaging schools, providers, counties, tribes, people with disabilities, families, advocates, and community members. It provides the framework for communication and technical assistance to coordinate efforts to decrease the use of restrictive procedures and increase implementation of positive supports across agencies. These actions will increase use of positive practices and supports across all settings, statewide. There will be a reduction in the use of restrictive procedures.	Report to Subcabinet by **June 30, 2019 and annually thereafter**	DHS MDE MDH DOC	Verified as complete for June 2019 occurrence. Report to be included in July SC packet
TS 2A.7a	Continue implementation of federal rule governing Home and Community-Based Services (HCBS). **Report to Subcabinet** on status of implementation.	The person-centered, informed choice and transition protocol will ensure that there is a uniform standard of practice available to people who use long term supports and services, including mental health services.	Report to Subcabinet by **June 30, 2019**	DHS	Verified as complete Report included in June SC packet

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Olmstead Subcabinet Meeting Agenda Item
June 24, 2019

Agenda Item:

7(a) Workplan activity reports to be presented to Subcabinet
1) *Education 2A – Annual report on students with Developmental Cognitive Disability and Autism Spectrum Disorder in most integrated setting (MDE)*
2) *Education 3A.1/A.2 – Annual report on 4 and 6-year graduation rates of American Indian and Black students with disabilities (MDE)*
3) *Education 4F – Annual report on students with disabilities exiting MCF-Red Wing utilizing a reintegration protocol (DOC)*
4) *Transition Services 2A.7 – Home and Community-Based Services (DHS)*
5) *Employment 1A.6 – Status of informed choice process (DHS/MDE/DEED)*
6) *Positive Supports 1C.8 – Annual report on Statewide Plan for building system capacity for implementing positive practices (DHS)*

Presenter:

Responsible agencies will present the reports

Action Needed:

☐ Approval Needed

☒ Informational Item (no action needed)

Summary of Item:

These reports provide an update on a workplan activity. They will be presented to the Subcabinet and staff will answer any questions regarding the report.

Attachment(s):

7a1 - 7a6 – Olmstead Plan Workplan Reports to Olmstead Subcabinet

Olmstead Subcabinet Meeting Agenda Item

OLMSTEAD PLAN WORKPLAN
REPORT TO OLMSTEAD SUBCABINET

Topic Area	Lifelong Learning and Education
Strategy	Strategy 2: Continue strategies to effectively support students with low-incidence disabilities
Workplan Activity Number	ED 2A
Workplan Key Activity	Continue implementation of the Regional Low Incidence Disabilities Projects (RLIP) using a combination of access to qualified educators, technical assistance and professional development. Specific focus are students with Developmental Cognitive Disability (DCD) and Autism Spectrum Disorders (ASD). RLIPs will work in coordination with the statewide and regional ASD and DCD Communities of Practice (CoPs) to identify and implement evidence-based practices which support the inclusion of students with ASD and DCD in the most integrated setting. Annually collect and report data on the number of students with DCD and ASD in the most integrated setting.
Workplan Deadline	June 30, 2019 (annual report)
Agency Responsible	MDE
Date Reported to Subcabinet	June 24, 2019

OVERVIEW

Regional Low Incidence Disabilities Projects (RLIPs) are funded through discretionary funds from MDE. These funds are disbursed to eight regional projects, with each project overseen by a Regional Low Incidence Facilitator (RLIF). The RLIPs exist to provide equity in educational services to students with low incidence disabilities. Low incidence (LI) disabilities are those categorical areas in special education which comprise less than 10% of special education child count. The categorical areas included as low incidence are:

- Blind/Visually Impaired
- Deaf-Blind
- Deaf and Hard of Hearing
- Developmental Cognitive Disability—Severe/Profound
- Physically Impaired
- Severely Multiply Impaired
- Traumatic Brain Injury

Although Autism Spectrum Disorders (ASD) is no longer a low incidence disability, the RLIPs continue to provide support for teachers in that categorical area, with particular focus on students with more significant needs. Services are not provided directly to students with LI disabilities through the RLIPs, rather, indirect services (e.g., consulting, coaching of other educators) are provided to promote access to education for students with LI disabilities. RLIPs

also have a significant focus on professional development which provides teachers with information and coaching about strategies to support students in most integrated settings. This professional development is conducted through traditional workshops, distance learning opportunities and communities of practice.

REPORT

The expected outcome of this activity is an annual increase in the percentage of students with DCD and ASD in the most integrated setting.

A. Results

The tables below show the number and percentage of students with ASD and DCD in the most integrated setting for the past five years. The "most integrated setting" refers to students receiving instruction in regular classes alongside peers without disabilities for 80% or more of the school day.

The data below shows an increase in the total population of students with ASD and a decrease of students with DCD from 2017 to 2018. Between these two years there was an increase in the number of total students with ASD in the most integrated setting; however, as a percent of the whole there was a slight decrease in the percentage of students with ASD in the most integrated setting. With a decrease in both total students and number of students in the most integrated setting, there was no change in the percentage of students with DCD in the most integrated setting. Overall, the percentage of students in the most integrated setting, as part of the total population of students with ASD and DCD, has remained stable for the past five years. There has been little change in the overall percentage of students with ASD and DCD in the most integrated setting.

Students with Autism Spectrum Disorder (ASD) in the Most Integrated Setting

School Year	Total students with ASD	Number of students with ASD in most integrated setting	Percent of students with ASD in most integrated setting
2013 – 2014 (Baseline)	15,064	7,921	52.6%
2014 – 2015	15,552	8,147	52.4%
2015 – 2016	16,084	8,282	51.5%
2016 – 2017	16,782	8,534	50.9%
2017 – 2018	17,562	8,805	50.1%

Students with Developmental Cognitive Disability (DCD) in the Most Integrated Setting

School Year	Total students with DCD	Number of students with DCD in most integrated setting	Percent of students with DCD in most integrated setting
2013 – 2014 (Baseline)	7,720	651	8.4%
2014 – 2015	7,541	627	8.3%
2015 – 2016	7,503	608	8.1%
2016 – 2017	7,552	652	8.6%
2017 – 2018	7,396	636	8.6%

B. Activities

The eight Regional Low Incidence Projects have a responsibility to support communities of practice for both DCD and ASD. The following is an update on current progress this year of activities from across the state. Of the children receiving special education services, 13.9% receive services under the categorical area of ASD and 5% are served under the categories of DCD: Mild-Moderate (3.7%) and DCD: Severe-Profound (1.3%).

1. ***Tuition support to secure licensed staff on Individualized Education Program (IEP) Teams***
   A critical factor in supporting students' educational placement in the most integrated setting is having licensed teachers with the competencies to provide service to those students. There are documented teacher shortages in all areas of special education, including teachers of students with developmental cognitive disabilities and autism spectrum disorders. To ameliorate those shortages, the RLIPs provide tuition support to candidates in teacher preparation programs.

   Having licensed personnel on IEP teams provides the team with educated personnel that will help place the students in the most integrated setting with supports that allow them to access the school environment (including the lunch room, physical education, etc.) and curriculum at their level.

   The *Minnesota Mentor Program (MMP)* continued to pair protégés with mentors across five disability areas including ASD and DCD. Twenty-five mentors and 38 protégés participated in the program during 2018- 2019. Of the 60 educators who benefited from mentorship through the MMP in the first three cohorts (2015-2016, 2016-2017, and 2017-2018), 95% were still teaching in Minnesota's schools during the 2018-2019 school year.

   Targeted tuition support was provided to individuals across the state to support obtaining ASD and DCD licensure. For example, Region 9 provided tuition support for three individuals who were enrolled in ASD or Academic and Behavior Strategist (ABS) programs. For the upcoming year, the region has five more applicants.

2. ***Autism Spectrum Disorders evaluation and educational strategies training***
   It is critical that students with disabilities receive appropriate evaluations and services which address unique needs of the categorical disability. Professional development on both specific evaluative practice and educational strategies for children with ASD supports educators in providing appropriate services to students in ways that address the impact of their disabling condition.
   a) System of Technology to Achieve Results (STAR) Autism Support was made available to service providers across the state including training, coaching and ongoing support via the ASD communities of practice. This training has helped to contribute to the increase in knowledge for educators implementing evidence-based practices for students with autism. An overview of the training is available at https://starautismsupport.com/training.

b) Leadership within the STAR program and participants were supported through webinars and regular meetings via technology to share success and implementation stories. This connected practitioners to ongoing support needed to sustain implementation.

3. *Support to send regional representatives to State Community of Practice Meetings*
A critical activity to support teachers in skill enhancement is participation in communities of practice (CoPs), focusing on specific categorical disabilities. These CoPs provide professional development on evidence-based and emerging practice, an opportunity to learn and practice new skills, and access to statewide specialists.
   a) Representatives across the state were supported to attend the State Autism Meetings in the fall and spring.
   b) At these meetings their topics address providing access to their environments to facilitate students' access to their program's most integrated setting.
   c) The Community of Practice supported resources for new educators at local conferences, connecting new educators to available resources and support.
   d) ASD leadership met regularly throughout 2019 to identify training areas of need for educators and support professionals. Through these areas of need leadership identified specific evidence-based strategies to target and support through additional trainings and workshops for 2019.

4. *Universal Design for Learning (UDL) teams*
The pedagogical approach of universal design for learning (UDL) creates a classroom environment in which lessons are provided to students in multiple representation, with multiple means for engagement by a student and with multiple means of response. The framework of UDL provides supports for educators so that lessons are provided in a way that all students are able to engage in, and respond to curriculum in a way that addresses their own learning style and abilities, without the need to retrofit the lesson for students with disabilities. Using a UDL framework allows students with disabilities to engage in classroom work and respond to learning opportunities at the same time as, and in the same environment as other children.
   a) Expanding UDL knowledge, pairing with specific district-wide implementation efforts as well as targeted model schools.
   b) Guidance and coaching provided to implement UDL through virtual and augmented reality technology in the classroom
   c) All teams supported to implement UDL to ensure students with ASD and DCD disabilities can remain in the most integrated setting

C. Next Steps

MDE staff and workgroup will continue to support the work of leadership teams and CoPs. Next steps include:

1. Prepare and execute ASD Strategies Training to target the needs of teachers with any licensure area.

2. The ASD leadership team is organizing a Summer Symposium in partnership with the Autism Society of Minnesota to provide training and practice of skills in specific evidence-based strategies aligning with evaluation criteria of ASD. This Symposium will be held in August 2019.

3. Continue to support scaling and increased state-wide capacity via the STAR program and training.

4. Continue to support the training and licensure for teachers of students with autism spectrum disorders and developmental cognitive disabilities.

5. Continue training of Universal Design for Learning (UDL) teams including: expanding UDL knowledge, pairing with specific district-wide implementation efforts as well as targeted model schools; guidance and coaching provided to implement UDL through virtual and augmented reality technology in the classroom; and support to implement UDL to ensure students with ASD and DCD disabilities can remain in the most integrated setting.

OLMSTEAD PLAN WORKPLAN
REPORT TO OLMSTEAD SUBCABINET

Topic Area	Lifelong Learning and Education
Strategy	Strategy 3: Improve graduation rates for students with disabilities
Workplan Activity Number	ED 3A.1, 3A.2
Workplan Key Activity	Continue the implementation of the Individuals with Disabilities Education Act (IDEA) State Performance Plan (SPP), including the State Systemic Improvement Plan (SSIP) and the State Identified Measurable Result (SIMR). Minnesota's SIMR is targeted toward increasing 6-year graduation rates for American Indian and black students with disabilities because they show the lowest graduation rates overall, over time. Continue partnership with 4 school districts—Duluth, Minneapolis, Osseo, and St. Paul to implement evidence-based practices for improving outcomes for American Indian and black students with disabilities. • **ED 3A.1:** Annually report to the Subcabinet on statewide 6-year graduation rates for American Indian and black students with disabilities. • **ED 3A.2:** Annually collect and report to the Subcabinet on the statewide 4-year graduation rates for American Indian and black students with disabilities.
Workplan Deadline	June 30, 2019 (annual report)
Agency Responsible	MDE
Date Reported to Subcabinet	June 24, 2019

OVERVIEW

This workplan strategy relates to improving graduation outcomes for students with disabilities. Minnesota is required to submit an annual State Performance Plan/Annual Performance Report (SPP/APR) to the federal Office of Special Education Programs (OSEP).

The SPP/SPR includes 4-year graduation rates for all students with disabilities. Minnesota is required to report a State Identified Measurable Result (SIMR) as part of the SSIP plan; Minnesota's SIMR is 6-year graduation rates for American Indian and Black (federal race/ethnicity categories) students with disabilities. For purposes of Olmstead reporting, MDE provides both the 4-year and 6-year graduation rate data for American Indian and Black students with disabilities combined to the Subcabinet on an annual basis.

REPORT

Activities

During the 2018-19 school year, MDE has continued to work with partner school districts to implement Check & Connect[1] with fidelity. Check & Connect is an evidence-based practice that supports improving graduation outcomes for American Indian and Black students with disabilities. Selected staff from four districts participated in annual Check & Connect training and coaching activities provided by the University of Minnesota, designed for either mentors, administrators, or some combination of staff.

Currently 17 schools across the four partner districts are implementing Check & Connect as part of this project, an increase from 12 schools at the end of the 2017-18 school year. As of February 2019, there were 76 mentors working with 229 students across the four districts. MDE teams continue to work with district teams to maintain services at current sites, expand services at current sites, or add additional schools in the 2019-20 school year.

Expected outcomes of Check & Connect include increasing student attendance, persistence in school, credit accrual, and school completion while decreasing truancy, behavior referrals, and other risk factors for dropping out of school. By addressing these factors with American Indian and Black students with disabilities, it is expected that this program will support districts' ability to increase graduation rates for these students.

Results

The table below shows the percent of American Indian and Black students with disabilities who graduated over the past four years. The data reported reflects the graduation rate calculation used for Minnesota's Every Student Succeeds Act (ESSA) state plan. Minnesota continues to see a gradual increase in both 4-year and 6-year graduation rates for these students, in part due to the efforts partner districts and districts across the state to improve outcomes for students with disabilities.

4 and 6 year graduation rates for American Indian and Black students

School Year	American Indian and Black students with disabilities		American Indian and Black Students—All		All Students	
	4-year	**6-year**	**4-year**	**6-year**	**4-year**	**6-year**
2013 - 2014	41.0%	53.1%	58.2%	60.6%	81.4%	83.3%
2014 - 2015	51.6%	53.8%	60.0%	65.9%	82.0%	85.0%
2015 - 2016	43.5%	56.8%	62.4%	67.5%	82.5%	85.9%
2016 - 2017	44.6%	57.0%	62.7%	68.5%	82.7%	86.4%
2017 - 2018	47.5%	57.9%	65.2%	71.6%	83.2%	86.8%

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[1] Christenson, S. L., Stout, K., & Pohl, A. (2012). *Check & connect: A comprehensive student engagement intervention: Implementing with fidelity*. Minneapolis, MN: University of Minnesota, Institute on Community Integration.

[AGENDA ITEM 7a3]

OLMSTEAD PLAN WORKPLAN
REPORT TO OLMSTEAD SUBCABINET

Topic Area	Lifelong Learning and Education
Strategy	Strategy 4: Improve reintegration strategies for students returning back to resident schools.
Workplan Activity Number	ED 4F
Workplan Key Activity	Continue expansion of the implementation of the reintegration protocol for students with disabilities exiting MCF-Red Wing to support the return of students to their resident districts. Annually report to the Subcabinet the number of students with an Individualized Education Program (IEP) utilizing the reintegration protocol.
Workplan Deadline	June 30, 2019
Agency Responsible	DOC, MDE
Date Reported to Subcabinet	June 24, 2019

OVERVIEW

The State has made it a priority for students with disabilities exiting the Minnesota Correctional Facility (MCF) - Red Wing to return to their resident school districts. A reintegration protocol has been adopted to plan their return.

Following the established reintegration protocol, the reintegration process begins approximately six months prior to a student's release and ends 90 days post release. Components of the protocol include:

- Student and family pre-transition inventories
- Reintegration planning team
- Supporting life skills plan
- Check and Connect mentoring
- Student developed Personal Education Plan
- Receiving school participation
- Development of an education reintegration plan
- Aftercare conditions
- 90–day post-release follow-up

REPORT

Between July 1, 2018 and May 31, 2019, the reintegration protocol was utilized with 28 students with an active Individualized Education Program (IEP) who exited the MCF-Red Wing to their resident district or other secondary education setting. This number represents all students with an IEP who exited the MCF-Red Wing to their resident district or other secondary education setting during this time period.

We continue to encounter occasional barriers to the execution of the Olmstead Reintegration Protocol due to the uncertainty of the date when a student will exit the MCF-Red Wing program and the ambiguity of living arrangements/placements upon their release. When these conditions arise, plans are expedited and/or revised shortly before the student's exit. School arrangements are made as quickly as possible in those circumstances.

Representatives of the Minnesota Departments of Education (MDE) and Corrections (DOC) delivered an Olmstead presentation at the 2019 MASE (MN Administrators for Special Education) Best Practices Conference. The presentation provided an overview of Minnesota's Olmstead Plan and described how the MDE and DOC have formed an interagency partnership to transition students on IEPs from the MCF-Red Wing back to their resident school by applying the reintegration framework developed by the University of Minnesota's Institute on Community Integration.

OLMSTEAD PLAN WORKPLAN
REPORT TO OLMSTEAD SUBCABINET

Topic Area	Transition Services
Strategy	Implement new transition protocols
Workplan Activity	TS 2A.7a
Workplan Description	Continue implementation of federal rule governing Home and Community-Based Services (HCBS). **Report to Subcabinet** on status of implementation.
Deadline	June 30, 2019
Agency Responsible	DHS
Date Reported to Subcabinet	June 24, 2019

OVERVIEW

In 2014, the federal Centers for Medicare & Medicaid Services (CMS) published regulations that changed the definition of home and community-based settings (HCBS) for the Medicaid HCBS waivers. CMS granted states until March 2022 to bring their systems into compliance with the HCBS settings requirements.

The rule raises expectations around what is possible for older adults and people with disabilities. It requires that all people:

- Have information and experiences with which to make informed decisions;

- Are treated with respect and are empowered to make decisions about how, when and where to receive services; and

- Have opportunities to be involved in the community, including living and working in integrated settings.

States are required to develop a Statewide Transition Plan (STP) for the HCBS waivers in order to comply with the rule.

REPORT

Minnesota's statewide transition plan was approved on February 12, 2019
A statewide transition plan is a document that outlines how Minnesota will ensure compliance with the HCBS Settings Rule. For final approval, CMS required the following:

- Site-specific assessment and validation outcomes
- Remediation strategies to resolve areas of non-compliance
- Detailed plans for identifying settings presumed to have institutional/isolating characteristics and plan for preparing submissions for CMS heightened scrutiny review
- Processes for ongoing monitoring to ensure all settings remain fully compliant in the future

Milestones completed:
- **Assessed and validated compliance with HCBS settings rule for all settings**
  - Conducted desk audits for 100% of the 5,991 provider-submitted supporting documentation to validate setting compliance.
  - Implemented "compliance plans" for all settings that were determined "not yet compliant", re-reviewed supporting documentation, provided a significant amount of technical assistance
  - 99% of settings are compliant with the HCBS settings requirements.
    - The 1% of settings that remain non-compliant will be prioritized for revalidation through provider enrollment

- **Gathered evidence to support settings presumed not to be HCBS:**
  - Identified 368 settings presumed not to be HCBS based on federal and state criteria
  - Conducted onsite visits for all 368 settings to gather evidence that the setting
    - Does **not have** institutional or isolating characteristics AND
    - Does **have** the qualities of a home and community-based setting
  - Most providers clearly meet the definition of HCBS, some of which are stand-out providers demonstrating that person-centered planning is at the forefront of service delivery.
  - Some providers have needed a transition plan, often related to community integration or needing better distinction between HCBS and institution.
  - All providers will be required to go through the review process and given the opportunity to make changes. DHS will make decisions about whether the sites qualify as an HCBS setting.
  - An evidentiary package must be written for each setting DHS supports as HCBS.
  - Evidentiary packages must go out for 30 day public comment to validate DHS's assessment. The public comment schedule is as follows:
    - February - March: Batch 1 (Complete)
    - May - June: Batch 2 (In progress)
    - August - September: Batch 3
    - November - December: Batch 4
  - CMS will conduct heightened scrutiny on a subset of evidentiary packages based on their new guidance released March 2019

- **Established processes to ensure settings remain compliant:**
  - Implemented state licensing and housing with services requirements (approved in 2017) to align with the rule. Ongoing monitoring for compliance will be conducted by these regulatory entities
  - Analyzed data from the LTSS improvement tool to assess a person's experience with HCBS qualities at annual reassessment
  - Developed and implemented an HCBS specific assurance statement and added an HCBS settings requirements module to Waiver 101 training for new providers
  - Continue to develop higher standards for future settings that serve people on the disability waivers to encourage the development of alternative approaches that support more inclusive community models.

[AGENDA ITEM 7a5]

OLMSTEAD PLAN WORKPLAN
REPORT TO OLMSTEAD SUBCABINET

Topic Area	Employment
Strategy	Strategy 1: Implement the Employment First Policy
Workplan Activity Number	EM 1A.6
Workplan Key Activity	Continue the implementation of the informed choice process with persons served by Vocational Rehabilitation Services, Medicaid funded programs and students who are a part of the Employment Capacity Building Cohort as outlined in the Olmstead Employment goals. Annually report to the Subcabinet on the status of implementation of informed choice process.
Workplan Deadline	June 30, 2019
Agency Responsible	DHS, MDE, DEED
Date Reported to Subcabinet	June 24, 2019

OVERVIEW

Minnesota's Employment First Policy promotes the opportunity for people with disabilities to make informed choices about employment. This policy views competitive integrated employment as the first and preferred option for individuals with disabilities. Individuals with disabilities may choose integrated competitive employment or they may not object to moving to competitive integrated employment, or they may choose day service and/or other employment options. The policy does not call for the elimination of certain service options or closure of specific facilities.

REPORT

The Minnesota Department of Human Services (DHS), Department of Employment and Economic Development (DEED), and Department of Education (MDE) have continued to implement the informed choice process under Minnesota's Employment First Policy. Specific projects undertaken over the past year that support informed choice and employment first include:

- The informed choice toolkit resource was updated and improved to make it more usable. On April 12, 2019, DHS attended a Metro Regional Quality Council meeting to gather feedback from self-advocates, service providers and lead agencies on the currently published informed choice toolkit. This, and other feedback, will be used during the coming year to improve the toolkit and continue to promote its use by support professionals.

- The *Charting the LifeCourse*^{TM} materials were published on the Disability HUB MN. These materials help people with disabilities and their families think about what they need to know at any age or stage of life, including how to find or develop supports and discover what it takes to live the lives they choose. In addition to publishing these resources, DHS,

DEED, and MDE are looking at how to tailor the materials to Minnesota and incorporate them into regular use by support professionals.

- In May 2018, a direct mailing was sent to approximately 15,000 HCBS waiver recipients. The mailing included a resource outlining the options, frequently asked questions, and benefits of employment. The mailing also contained ideas on next steps and encouraged people to advocate and engage their teams.

- According to the 2018 National Core Indicators – Aging and Disabilities Survey, 38% of respondents would like a job (if not currently employed) and 48% of those who wanted a job had someone talk to them about job options. The National Core Indicators- Aging and Disabilities survey is a voluntary in-person interview for older adults and people with physical disabilities. These results report on the responses of randomly selected people with physical disabilities who received services through State Plan Home Care or a disability waiver.

[AGENDA ITEM 7a6]

OLMSTEAD PLAN WORKPLAN
REPORT TO OLMSTEAD SUBCABINET

Topic Area	Positive Supports
Strategy	Improve and increase the effective use of positive supports in working with people with disabilities.
Workplan Activity	PS 1C.8
Workplan Description	Report to the Subcabinet annually on statewide plan implementation, analysis and recommendations for changes.
Deadline	June 30, 2019 (annually)
Agency Responsible	DHS, MDE, MDH, DOC
Date Reported to Subcabinet	June 24, 2019

OVERVIEW

Minnesota's Statewide Plan for Building Effective Systems for Implementing Positive Practices and Supports ("Plan") was approved by the Olmstead Subcabinet on February 9, 2015. The Plan serves as a framework for implementing positive support practices statewide. The primary focus for implementation is training and technical assistance. The Plan is a collaboration between the Department of Human Services, Department of Education and the Institute on Community Integration at the University of Minnesota, with participation from the Departments of Employment and Economic Development and Corrections in 2016.

In 2015, the Plan began with the following six implementation goals for coordinating efforts to decrease the use of restrictive procedures and increase implementation of positive supports across agencies:
1. establish a technical assistance infrastructure;
2. design and implement strategies for data-based decision making and evaluation;
3. create a marketing plan to increase awareness of positive supports;
4. expand pre-service and align in-service training systems;
5. develop and maintain an inventory of policies related to restrictive practices and positive supports; and
6. expand interagency crisis prevention planning.

The Plan includes goals to increase the implementation of positive supports across agencies and decrease the use of restrictive procedures. The Plan's logic model summarizes the expected outcomes related to the positive support implementation. The goals include:
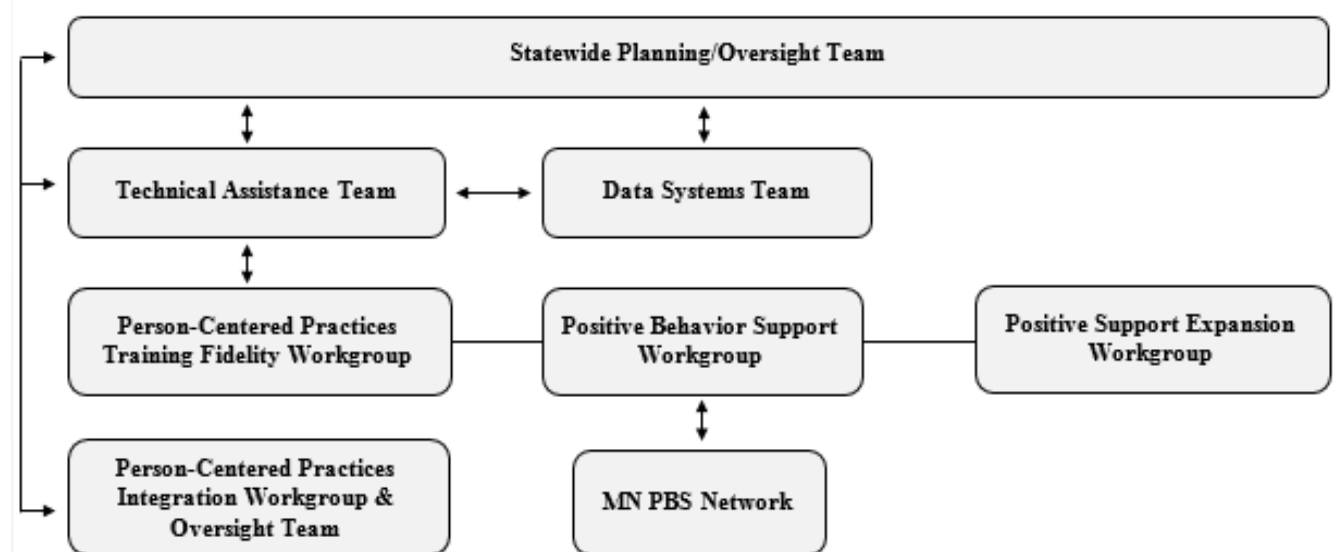1. establish a positive support training system;
2. design and implement strategies for statewide evaluation;
3. expand awareness of positive supports across the state; and
4. create and maintain strategies for establishing policies and procedures encouraging positive supports.

Representatives from DHS and MDE serve on teams and workgroups that carry out parts of the Plan's work. Teams and workgroups are listed below.

- **Statewide Planning and Oversight Team** – provides oversight to the statewide process, receive recommendations from workgroups, and participate in resource related discussions.

- **Technical Assistance Team** – review progress of workgroups, discuss cross-collaboration issues, and finalize recommendations to statewide team.
    - **Person-Centered Practices Training Fidelity workgroup** – guide expansion of person-centered training, policy, data systems, public awareness, capacity building, standards of practice, and marketing of person-centered practices.
    - **Person-Centered Practices Integration workgroup** – provide oversight in the integration of practices into training, policy, and documentation systems and work with the Disability Services Division and county systems.
    - **Positive Behavior Support (PBS) workgroup** – guide expansion of PBS training, policy, data systems, public awareness, capacity building, standards of practice and marketing of positive behavior support practices.
    - **Positive Supports Expansion workgroup** – explore new positive supports and assist in planning for expansion and growth of training in new areas within the state.
    - **Minnesota Positive Behavior Support (MNPBS) Network** – stakeholder-driven team assists PBS workgroup to expand PBS training, policy, data systems, public awareness, capacity building, and marketing of positive behavior support practices.

- **Data Systems Team** – guide the creation of a statewide evaluation system using implementation science to guide data-based decision making.

The figure below is the communication system of the teams and workgroups.

[AGENDA ITEM 7a6]

REPORT

The implementation status of each of the Plan goals is included below.

1. ***Establish a positive support training system*** *to build capacity for person-centered practices, family centered practices, positive behavior support, and other positive supports*

   - Continued focus on person-centered practices and positive behavior supports.

   - DHS continues a regionally-based technical assistance infrastructure for lead agencies and providers to implement organization-wide person-centered practices and Positive Behavior Support (PBS). This includes developing coaches and PBS facilitators.
     - 29 organizations in five regions have participated.
       - 2015-2017: Cohort 1 (Metro region; 4 organizations)
       - 2016-2018: Cohort 2 (St. Louis County and West-Central regions; 12 organizations)
       - 2017-2019: Cohort 3 (Olmsted County region; 6 organizations)
       - 2019-2022: Cohort 4 (Owatonna and Metro region; 7 organizations)

   - There are 73 certified Person-Centered Thinking (PCT) trainers in Minnesota. The trainers are supported by five PCT mentors through a Community of Practice and one-on-one support at the trainers' request.
     - DHS and the mentors plan to work on ways to measure fidelity of the trainings and also evaluate the impact and outcomes of the 2-day PCT training.
     - DHS is exploring the creation of a training registration website that will support trainers in marketing their trainings. This would also provide a place for people across Minnesota to access a training schedule.

   - DHS has completed the second year of a 3-year project to implement organization-wide person-centered practices. The Disability Services Division and Licensing Division are going through this organizational change together to create a more person-centered environment and ultimately statewide system.
     - A steering committee is being developed to lead and manage these efforts. One main activity the steering committee will help launch is evaluation efforts to understand impact and outcomes of the initiative.

   - DHS is undertaking a pilot project to test the [Collaborative Safety](#) model for investigating critical incidents within 245D providers, such as medication errors and wheelchair safety incidents. The pilot will be include cases from Blue Earth, Hennepin, and St. Louis counties. Case reviews began in May 2019. The planning and launch of this project has included representatives from several divisions within DHS (Disability Services, Licensing 245D, Licensing Investigations, Aging and Adult Services, Child Safety and Permanency), Blue Earth County, Hennepin County, St. Louis County, and a few provider organizations.

Collaborative Safety is an approach that intends to move a critical incident system away from a culture of blame and toward a culture of accountability. DHS is exploring the use of the Collaborative Safety model for several reasons including:

- o To improve the quality of life and community participation/contribution of people with disabilities;
- o To develop a robust and proactive response to critical incidents dedicated to accountability, learning and improvement of Minnesota's systems, rather than assessing blame;
- o To move beyond surface level understandings of how systems fail to an understanding of how various parts of a system worked together to cause the failure; and
- o To develop recommendations about how Minnesota can continue to expand the use of this model beyond Child Safety and Permanency to other divisions within DHS including Disability Services, Aging and Adult Services, 245D Licensing, and Licensing Investigations.

2. ***Design and implement strategies for statewide evaluation*** *to assess the effectiveness and fidelity of practices and align statewide data systems*

- The organizations completing the person-centered practices and PBS cohorts complete the fidelity of implementation tool, the Tiered Onsite Evaluation Tool (TOET) to measure how well they are implementing person-centered practices and positive behavior support.
  - o An external evaluator (a person with expertise in organization-wide person-centered practices and positive behavior support who is not associated with the organization) scores the 29 items on the TOET by reviewing documents, interviewing, and conducting observations.
  - o The scoring is based on a three-point scale with zero indicating no actions have taken place, 1 point indicates team action planning is occurring, and 2 points indicates the action is completed.
  - o A total of 100% on the checklist indicates that the organization-wide team has completed all elements of person-centered practices and positive behavior support at the systems level. Full completion would result in 58 points.
  - o A score of 70% or higher overall on the TOET suggests the team is currently at full implementation of person-centered practices and positive behavior support.
  - o The TOET is available online[1], [click here to review](#).

- Each organization identifies the key data related to the type of service provided and creates an evaluation plan for assessing progress. Examples of data collected include: quality of life data, satisfaction surveys, staff tenure and attrition patterns, incident report and Behavior Intervention Report Form data, workers compensation, county

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[1]The Tiered Onsite Evaluation Tool (TOET) is available at https://mnpsp.org/wp-content/uploads/2019/03/TOET-for-Cohort-3-19.01.pdf

[AGENDA ITEM 7a6]

strategic action plan outcome data, etc. Individual teams are reporting changes in incident reports, workers compensation, and staff attrition patterns.

- Twenty-nine organizations have participated in the training since it started with cohort 1 in 2015. Some original teams that were located in rural areas elected to combine with others.
- In 2019, there are 24 individual teams. Two teams began training and ended participation due to changes in focus of organizational goals and changes in leadership that occurred once training started. Two teams from cohort 1 completed their training and are not currently active.
  - As a result, there are currently 20 active teams participating in the training.
    - Ten teams have Year 1 and Year 2 fidelity of implementation data (see the chart on the next page).
    - Four teams had only Year 1 data. These teams were not included in the chart on the next page.
    - Four teams currently have no data available.
    - Two teams used a different, but similar training curriculum and have one year of data. We are continuing to analyze and interpret that data to understand any conclusions about how the two curriculums compare. More information on this analysis will be included in the next report.
    - This training takes two to three years to complete with each team moving at a slightly different implementation pace.
    - The chart below shows that every organization with 2 years of data has increased their progress of implementation of person-centered practices and positive behavior support from Year 1 to Year 2.

Percentage of implemenation for 10 organizations using Person-Centered Practices and Positive Behavior Support
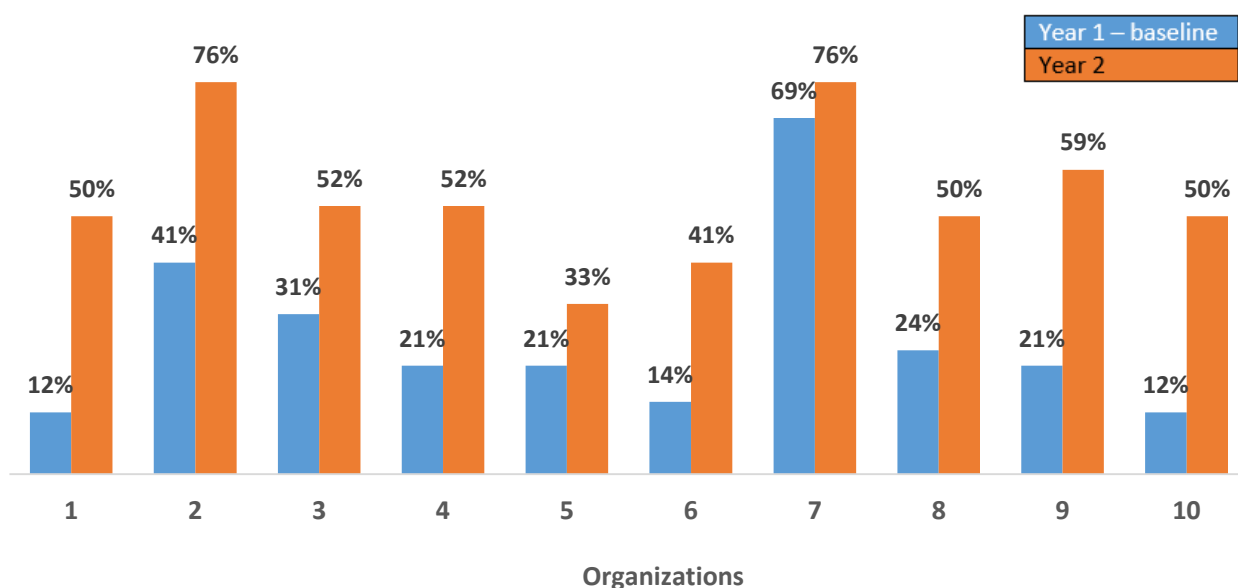
3. Expand awareness of positive supports across the state

- The External Program Review Committee (EPRC) continues to meet on a regular basis. The EPRC monitor the implementation of Minn. R. 9544, assesses the competency of qualified professional applicants to develop and implement positive support transition plans, reviews reports of emergency use of manual restraint and provides guidance to license-holders about their response to the emergency use of manual restraint.
  - o In this role, the EPRC reviews and provides technical assistance on implementation of positive supports.

- State-wide conferences were held to promote learning and capacity building in person-centered practices and Positive Behavior Supports. They included:
  - o Minnesota Person-Centered Gathering (September 25-26, 2018) at Eagan Community Center
  - o Minnesota Positive Behavior Support Collaborators Forum (April 30, 2019) in Roseville, Duluth, and Brainerd

- Expansion of the Positive Supports website[2] continues. The website offers positive supports resources, materials, and information housed in one location and aimed at a variety of audiences. Highlights of new content added to the website:
  - o **Edits to overall page and existing content:** Updated the main page and modified language and content that was judged to be unclear or unhelpful.
  - o **Training Materials Site Expansion and Reorganization:** Existing training materials are being reorganized to increase accessibility, alignment with training organization, and accessibilty for users who use screenreaders. Additional training materials are being redesigned for use with cohorts 4.
  - o **Examples from the Field and Selected Positive Support Resources:** New presentation materials were added to existing positive support practices.
  - o **Events Calendar:** A calendar is maintained weekly to include local and national events that may be of interest to people surrounding positive support practices.
  - o **What's New Posting:** Postings relevant to postive support practices is updated an average of three to five times per week.
  - o **2019 MN PBS Collaborators Forum:** Registration materials, Program Agenda, and Session Presentation information were posted.
  - o **Systems of Care Content Development:** Content related to this positive support is now available online.
  - o **MNPBS Network:** This new section provides information about the Network, it's leadership team, and its workgroups. These sections are being expanded over time, and will be promoted on social media during the next quarter and at the 2019 Collaborators Forum.
  - o The marketing of the website has continued at Minnesota's Person-Centered Gathering and Minnesota's Positive Support Network Gathering. Website content is

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[2] The Positive supports Minnesota website is available at https://mnpsp.org/

[AGENDA ITEM 7a6]

regularly added to provide new training materials, useful positive support resources, and events being held in Minnesota and nationally.

- o The chart below shows the number of monthly visitors to MNPSP.org from January 2016 to April 2019. The traffic has been gradually increasing.

MNPSP.org website visits continue to increase yearly (January 1, 2016 to April 30, 2019)
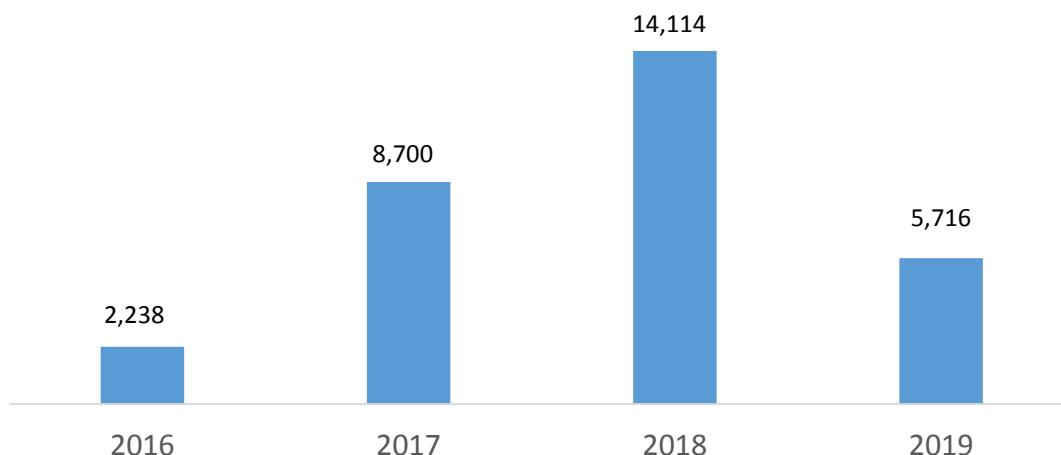
2019 only includes 4 months of data (January – April)

4. *Create and maintain strategies for establishing policies and procedures encouraging positive supports*

- The Positive Behavior Support workgroup is developing its proposal for best practices for professionals who implement Positive Behavior Support. The document is in the final review stage before being posted online.
- Disability Services, Community Capacity and Positive Supports Team has been using the data from Behavior Intervention Report Forms (BIRFs) to know where providers may need additional support. The team follows up with providers who use prohibited restraints to collect additional information, offer technical assistance, and provide feedback to the provider.
  - o In 2018, the team began analyzing the 911 call data from BIRFs to inform decisions on where there may be a need for training and technical assistance on person-centered thinking and practices. The team hosted trainings in locations that targeted the providers with high frequencies of reported 911 calls.

Analysis and Recommendations for Next Steps

The Plan will continue to create opportunities to implement positive support practices statewide and align with Olmstead workplan strategies and deliverables. There remains two focal points for this work: 1) implementing training and technical assistance, 2) integrating evaluation statewide to make decisions and improvements.

Olmstead Subcabinet Meeting Agenda Item

June 24, 2019

Agenda Item:

7   *(b) Workplan activity reports to be reviewed by the Subcabinet*
   1) *Employment 4A.2 – Report on capacity building learning sessions (MDE)*
   2) *Crisis Services 2B.3b – Annual report on crisis trainings (DHS)*
   3) *Communications 1C/ 1C.1 – Report on communication tools/evaluation (OIO)*

Presenter:

Responsible agencies will be available to answer any questions Subcabinet members may have on these reports.

Action Needed:

☐ Approval Needed

☒ Informational Item (no action needed)

Summary of Item:

These reports provide updates on workplan activities. They will not be presented to the Subcabinet, however agency staff will be available to answers any questions Subcabinet members may have on these reports.

Attachment(s):

7b1 – 7b3 Olmstead Plan Workplan - Report to Olmstead Subcabinet

[AGENDA ITEM 7b1]

OLMSTEAD PLAN WORKPLAN
REPORT TO OLMSTEAD SUBCABINET

Topic Area	Employment
Strategy	Develop additional strategies for increasing competitive integrated employment among people with disabilities
Workplan Activity Number	EM 4A.2
Workplan Key Activity	In collaboration with DEED and DHS, provide capacity building learning sessions to a minimum of 16 local education agencies. Sessions will include evidence-based strategies such as benefits education and planning, student-centered planning including informed choice, and engaging youth in paid work before exiting from school. Report to the Subcabinet the number of learning sessions and the number of people who participated.
Workplan Deadline	May 31, 2019
Agency Responsible	MDE, DEED, and DHS
Date Reported to Subcabinet	May 20, 2019

OVERVIEW

In the fall of 2015, sixteen local education agencies were identified to be a part of the Employment Capacity Building Cohort (ECBC). These districts were selected based on special education Child Count data indicating they were among the districts serving larger numbers of students with Developmental Cognitive Disabilities ages 19-21. Local districts reached out to their vocational rehabilitation supervisors and counselors, as well as county level supervisors and case managers from disability services, to join in local level teams.

The 2017-2019 Employment Capacity Building Teams (ECBC) include representatives at the local level from: special education administrators; work-based learning coordinators; special education teachers; vocational rehabilitation services/regional area managers; vocational rehabilitation services/counselors; disability services county supervisors and case-managers. The 2017-2019 ECBC teams represent Alexandria, Anoka-Hennepin, Bloomington, Cannon Valley Special Education Coop, Goodhue, Hmong College Prep Academy, Mahtomedi, Minnesota Internship Charter School, Moundsview, North St. Paul, Orono, Osseo, Robbinsdale, Rochester, Rosemount – Eagan - Apple Valley, St. Cloud, St. Paul, Stewartville, Stillwater, White Bear Lake, and Zumbro Education District

ECBC teams received training about practices such as: early career planning, experiential learning strategies, customized employment, Workforce Innovation and Opportunity Act (WIOA) pre-employment transition services, Disability Hub resources including Benefits Planning/Estimator sessions, the Informed Choice planning process, student-centered planning and more. To date, 508 students served by ECBC teams have entered into competitive integrated employment because of the learning and outreach activities within the teams. During 2018-2019, the ECBC held its first Employment Intersection Career Fair in collaboration with Disability: IN Minnesota, Minnesota Association for Higher Education, and North Hennepin

Community College. This career fair "flipped the table" to allow students the opportunity to showcase their workplace readiness and employability skills to employers. The event connected students and employers in creative ways to develop more meaningful networking opportunities, prepare job seekers for work, and secure employment. The career fair was attended by 52 students from 15 school districts, as well as 42 employers representing the following career fields: engineering, manufacturing and technology; arts, communication and information systems; human services; health science technology; business management and administration; and agriculture, food and natural resources.

REPORT

During the 2018-2019 school year, the ECBC completed five learning sessions and one *Employment Intersection* Career Fair for students. All learning sessions were held at the Minnesota Department of Education in Roseville, Minnesota. The Employment Intersection Career Fair was held at North Hennepin Community College.

Date of Event/ Meeting	Number of Participants	Topics Covered

September 14, 2018	65	• Review 2018 results and 2019 goals
		• Minnesota Career Information System Tools
		  • Employment Skills Checklist
		  • Reality Store
		• Overview of Employment Intersection Career Fair

October 4, 2018	76	• Strategies to Improve Competitive Integrated Employment Outcomes • Employee and Employer Connections • Job Development • Visual Resumes • Post Secondary Employment Resource Guide and Workbook • Informed Choice Conversations and Toolkit • Personal Learning Plans Toolkit
November 16, 2018	104	• Employment Intersection Career Fair
December 14, 2018	72	• Team Sharing (2 sites) • Alignment of Roles/Responsibilities: Career and Technical Education, Secondary Transition Planning, Workforce Innovation Opportunity Act (WIOA) and New Employment Services through DHS • Workforce Innovation Tehnical Assistance Center (WINTAC) and National Technical Assistance Center on Transition (NTACT) • Career Technical Education/Student Leadership: Skills USA • Self-Advocacy Skills and Self-Determination for Personalized Learning
April 26, 2019	55	• Mindfulness and Employability Skills • Employment Seekers Business Cards and Visual Resumes

[AGENDA ITEM 7b2]

OLMSTEAD PLAN WORKPLAN
REPORT TO OLMSTEAD SUBCABINET

Topic Area	Crisis Services
Strategy	Strategy 2: Implement additional crisis services
Workplan Activity	CR 2B.3b
Workplan Description	**CR 2B.3a** - Provide on-going training to mental health crisis and crisis respite providers. Trainings will include (but are not limited to) co-occurring mental health and intellectual and developmental disabilities and cultural and ethnic differences in the provisionof mental health crisis services. **CR 2B.3b** - Report to Subcabinet (annually) on the number of trainings and the number of people participating. The report will also include an assessment of future training needs and the plan to meet those needs.
Deadline	June 30, 2019 (annually)
Agency Responsible	DHS
Date Reported to Subcabinet	June 24, 2019

OVERVIEW

Mental health crisis response services assist a person who is experiencing a mental health crisis to cope with that crisis and stay in their own home and community. Mental health crisis services include: mobile crisis response services, crisis assessments, crisis interventions and treatment plans, stabilization services, residential crisis services and the Text 4 Life program. Often these services are provided 24 hours a day, seven days per week, 365 days a year.

For the purpose of this training report, professionals and teams that provide these services will be referred to as mental health crisis service responders. The crisis interventions are face-to-face, short-term, and intensive mental health services. The responses to the intervention requests are immediate, take place in a community setting (home, workplace, school, etc.) and are provided by professionals trained in crisis intervention.

REPORT

DHS has provided ongoing trainings to mental health crisis service responders since April 2016. The competency-based trainings cover several topics including crisis response for people with traumatic brain injury and co-occurring mental health disorders, crisis services for veterans, and trauma-informed culturally responsive crisis interventions. The trainings are free of charge to mental health crisis service responders.

As shown in the table below, eight crisis trainings took place in 2018. The trainings were held throughout the state to serve the varying locations of the mental health crisis service responders. The trainings varied in size from 13 to 94 participants. Some trainings were offered

in multiple locations, and almost all trainings are available online. This allows professionals the opportunity to participate in the trainings at their convenience as most of their time is spent in the field responding to crises. DHS has plans to implement a process to track and offer CEU's to participants who attend the trainings online in 2019.

In total, 324 people attended the 2018 trainings. Of those people, 156 attended trainings focused on the topics of cultural responsiveness and working with individuals who present with Intellectual and Developmental Disabilities (I/DD), Traumatic Brain Injury (TBI), and Autism during a mental health crisis. These are indicated with an asterisk in the table below.

Training participants have reported positive takeaways from these trainings. In particular, site visits and file reviews show that teams have adapted their assessment tools to reflect the learnings from these trainings

2018 Mental Health Crisis Response Services Trainings

Month	Training Topic	Location	Participants
April	Supporting individuals with I/DD and/or BI during a crisis - 245D training	Detroit Lakes	*13
May	American Indian People in Minnesota	Fond du Lac	*39
June	Farming and rural communities	St Cloud	*70
October	American Association of Suicidology: Recognizing and responding to risk	St Paul	50
October	Statewide crisis meeting (Human trafficking)	St Cloud	94
November	Supporting Individuals with I/DD and/or BI during a crisis - 245D training	Maple Grove	*34
December	Adolescents in crisis	Baxter	24

* Included topics of cultural responsiveness

Future Training Needs
During 2018 annual grant management site visits, DHS crisis staff gathered information from crisis programs to learn about training needs in preparation for the 2019 crisis training schedule. A survey was also sent out to all of the crisis providers inquring about training needs.

Currently ten trainings are scheduled for 2019. The trainings are dispersed throughout the state. Subject matter includes several trainings on culturally responsive practices, historical trauma, as well as multiple trainings focused on the crisis response for people with intellectual or developmental disabilities or traumatic brain injury. The current 2019 training schedule is included below.

[AGENDA ITEM 7b2]

2019 Mental Health Crisis Response Services- Training Plan

Month	Training Topic	Location	Seats Available
February	Understanding and working with individuals with Fetal Alcohol Spectrum Disorder	Maple Grove	50 seats (18 attended)
February	Statewide Meeting (First episode psychosis)	St Paul	70 seats (34 attended)
March	Cultural responsiveness/privilege and working with the Somali community	Brooklyn Center	50 seats (51 attended)
May	Rural Minnesota and crisis services	Duluth	50 seats (47 attended)
May	Understanding and working with individuals with Fetal Alcohol Spectrum Disorder	Moorhead	40 seats (29 attended)
June	Statewide Meeting Working with aging population in crisis	St Cloud	100 seats
August	American Association of Suicidology	St Cloud	50 seats
October	Statewide Providers Meeting (Dysregulated behavior and or engagment strategies)	St Cloud	100 seats
November	Substance use disorder/co-occuring disorder	Greater Minnesota	50 seats
December	Early childhood and crisis	TBD	50 seats

[AGENDA ITEM 7b3]

OLMSTEAD PLAN WORKPLAN
REPORT TO OLMSTEAD SUBCABINET

Topic Area	Communications
Strategy	Build an organized communication strategy, infrastructure and evaluation framework across audiences and platforms.
Workplan Activity Number	CM 1C and CM 1C.1
Workplan Key Activity	**CM 1C:** Utilize multiple tools such as the OIO email list, Olmstead website, social media and strategic relationships with local media to improve the public's access to information about Olmstead Plan implementation. Report to the Subcabinet annually on the analytics of the various communication tools. **CM 1C.1:** Evaluate Olmstead communications activities for impact, scope, and reach. Report to the Subcabinet annually on evaluation results.
Workplan Deadline	March 31, 2019 and annually thereafter
Agency Responsible	OIO
Date Reported to Subcabinet	April 22, 2019

OVERVIEW

The goal of the OIO Communications Plan is to increase statewide awareness of and investment in the Minnesota Olmstead Plan. Currently, the OIO Communications plan utilizes three primary tools, the Olmstead News and Updates Email List, Minnesota Olmstead Plan website and Facebook page to communicate with people with disabilities, their family members, providers, and the general public.

REPORT

Communication Staffing Challenges

Efforts to implement the OIO Communications Plan were put on hold for six months while a Communications Specialist was recruited and hired. The Communication Specialist began conducting an assessment of our communications work in January 2019 and is in the process of designing a comprehensive and integrated communications plan that targets various and diverse statewide audiences. The goal is to shift from reporting about communications tasks that have been completed to being able to evaluate the effectiveness of the various communications efforts and their impact on the different target audiences.

Community Engagement Workgroup Evaluation of Communications Efforts

In the absence of a communications staff person, the OIO's Community Engagement workgroup began meeting and working on some of the communications elements that needed more exploration. The workgroup met in July, September and October 2018. One of the three

strategic priorities for the workgroup was to review the effectiveness of OIO's communications and outreach efforts. The workgroup was tasked with the following:

1. Review OIO's electronic communications strategies and provide recommendations for continuous improvement and increasing overall reach and impact. The workgroup reviewed the Olmstead Plan website, Facebook page and electronic newsletter. Their recommendations included:

    a. **Website:** The workgroup's feedback was that the website was not accessible and not user-friendly. They found the navigation difficult and there was not enough color contrast making it hard for those with vision challenges. They said the content was not written in plain language making it not accessible for people with disabilities.

    b. **Facebook:** The workgroup reported the page was boring and needed to be more engaging and Olmstead-related. The OIO posts were not always accessible for all people with disabilities. They cautioned that while Facebook can be a great tool, not everyone has access to Facebook. They requested accessible educational materials be provided that do not rely on or require a computer.

    c. **Olmstead News and Updates Email:** The workgroup said the newsletter needs more interesting Olmstead stories and that it needs to be written in plain language. Instead of just putting information about meetings, the newsletters need to educate the public about the Subcabinet meetings.

2. Review and recommend edits to the OIO Communication Plan.
    a. The Community Engagement Workgroup proposed some minor edits to the Communication Plan 2019. The revised Communication Plan and Report was submitted to the Subcabinet in December 2018.

COMMUNICATIONS TOOLS AND ANALYTICS
Olmstead Plan Website
OIO staff maintain the Olmstead Plan website by posting Subcabinet meeting information, documents and announcements. Presently, the website has two main functions. The first function of the website is to serve as storage for the various versions of the Olmstead Plan, workplans, and historical Olmstead documents. The second function is to inform people about Subcabinet and committee workgroup meetings and supporting information. These documents provide the accountability of the public entities' performance. From time to time, the website is also used to solicit public input and engagement. The overall views, engagement, and reach of the Olmstead Plan website from February 2018 – January 2019, are summarized below:

[AGENDA ITEM 7b3]

Who is visiting the website?
- Most website visitors are accessing the site from the Twin Cities metro area.
    - 35% of users accessed the site from St. Paul.
    - 19% were in Minneapolis.
    - 2.6% were in Roseville.
- 66.6% of the visitors are female and 33.4 % are male
- The largest group of visitors to the site were between the ages of 25-34 at 26%; the next highest were 35-44 year olds at 25%; followed by 45-54 year olds at 17.8%

What are they doing on the website?
- The most visited pages on the website were:
    - Home page (38% of page views)
    - Documents page (18% of page views)
    - Participate page (10% of page views)
- Most users spent less than a minute on the website:
    - 65% of users viewed the website for 10 seconds or less.
    - 9% of users viewed the website for 11-60 seconds.
    - 17% of users viewed the website for 10 minutes or less.
    - 9% of users viewed the website for more than 10 minutes.

How are users finding the Olmstead Plan website?
- 43% of users accessed through direct links
- 40% of users accessed through a search engine (like Google)
- 13% of users accessed through a link embedded in another website
- 4% of users accessed through social media (Facebook)

Website analysis and next steps:
The feedback from the community and OIO's Community Engagement workgroup suggests the following for improvement:
- Work with Subcabinet agencies to ensure that agency Olmstead websites redirect users to the Olmstead Plan website.
- Simplify the current website address.
- Adopt the State of Minnesota's website accessibility standards.
- Adopt Minnesota State branding style guide.
- Migrate and revamp the website to a new, stable, long-term platform.

Olmstead Plan Facebook page

The Facebook page for the Minnesota Olmstead Plan is a tool utilized by OIO to communicate the progress of the Olmstead Plan in Minnesota, showcase success stories of integration and choice throughout the state, and connect to people with disabilities, advocates, and family members to increase their investment in Olmstead Plan implementation.

The overall reach, progress, and outcomes of the Olmstead Plan Facebook page are summarized below:

- From February 2018 to January 2019, the amount of followers increased 67%, from 292 to 432 people.

- Content from the Olmstead Plan Facebook page showcased the following:
  - The most frequently viewed content were photos, with an average reach of 455 views;
  - Links had an average reach of 201 views;
  - Videos had an average of 193 views;
  - The posts that received the most engagement (likes, clicks, shares, etc.) seemed to include a call to action of some sort or stories of people with disabilities achieving integration in employment, housing, education, and enjoying life.
  - For example, the post with the most audience average reach was about an elected official who has a disability which was posted on 11/7/18 (2,700 average views with 182 post clicks and 348 "likes, shares, or comments"). The post with the second highest average reach was about seeking public input for the Olmstead Plan which posted on 12/27/18 (2,200 average views with 192 post clicks and 85 "likes, shares, or comments").

- In terms of demographics, followers of the page have these characteristics :
  - The majority of followers live in the Twin Cities metro area;
  - 80% of followers are women and 19% men;
  - The largest majority of members are between the ages of 35-54 (47%) and the second largest group being between the ages of 55-64 (14%).

Facebook analysis and next steps:

The Facebook audience has continually increased. It appears that consistent, responsive and meaningful posts increases audience engagement. Additionally, in an effort to create and maintain meaningful networks and partnerships, the MN Olmstead Facebook page has strategically "liked" and followed other pages in order to become more connected to a dozens of disability organizations and state agencies in MN It is critical that a network and necessary communications infrastructure is built in order to cross promote each other's messages.

Olmstead News and Updates Email List

From February 2018 - February 2019, the office stepped up its use of the email and newsletter tool and sent out nine monthly News & Updates and two News Alerts. Not only is the OIO increasing the frequency of communications using the email list, but number of engagements for this tool which is tracked by the number of "opens" and "clicks" – actions taken by the receiver of the emails - holds steady and is slowly increasing.

For example tracking, of the February 2019 News and Updates newsletter, showed:
- 759 successful deliveries (98.9% success rate with 1.2% of the emails returned as undeliverable)
- 268 people opened the email (35.3% open rate)
- 38 people clicked to open links within the email (14.2% click rate)

[AGENDA ITEM 7b3]

It is important to understand that OIO's e-newsletter is outperforming what is expected of a government agency. According to latest data released in December 2018 by an email marketing firm, emails from government agencies typically have an "open" rate or 22.97% and a "click" rate of 9.03%. OIO's February newsletter (which is similar to the performance of January 2019) has an open rate of 35.3% with a click rate of 14.2%.

Olmstead news and updates email list analysis and next steps:
OIO will assess current communications tool for opportunities in enhancing dissemination of communications. In the next year, OIO is committed to not only growing the number of people on the list, but also making this communication tool more robust by ensuring the database is current and appropriately segmented.

CONCLUSION
Through the analysis, a number of recommended improvements have been identified and has been implemented to date.

- The **Olmstead Plan website** completed an extensive review. The current website's platform is being discontinued. It has been determined that the OIO will revamp and relaunch the website. The new website will focus on being more inclusive, accessible and user-friendly.

- The **Olmstead Plan Facebook page** has been effective in engaging audiences through real-life examples of integration and choice for people with disabilities in Minnesota; however, more engaging educational posts is desired.

- The **Olmstead News and Updates Email List** will require an enhanced strategy to reach more people with disabilities, family members, and advocacy organizations.

Efforts to improve the key elements of the Communication Plan will continue in the coming year. The next priority will be to evaluate the impacts of the communications efforts.