

# Nebraska Olmstead Plan Evaluation: Next Steps

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Partners for Insightful Evaluation (PIE)

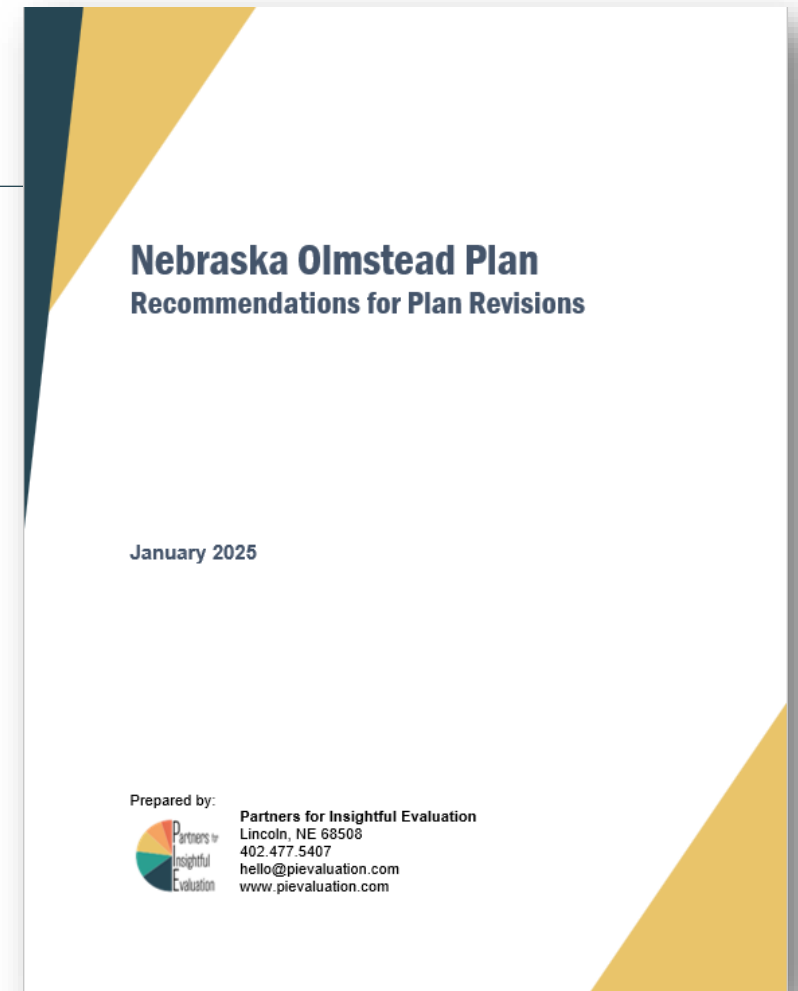
January 29, 2025



# Background

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- Evaluation questions focused on enhancements of the Plan
  - What activities and outcomes should be included in the next iteration of the Plan?
  - How could the metrics in the Olmstead Plan better align with the goals and outcomes?
- Provide guidance on revising and enhancing the Olmstead Plan
  - Specific content
  - Process/revision approach





# Key Modifications

# Transition from 3-year plan to 6-year plan

Evaluation Report  
due Dec. 2024

Evaluation Report  
due Dec. 2027

Evaluation Report  
due Dec. 2030

Evaluation Report  
due Dec. 2033

Mid-year  
status report

Final report

Mid-year  
status report

FY23	FY24	FY25	FY26	FY27	FY28	FY28	FY29	FY30	FY31	FY32	FY33	FY34
July 2022 – June 2023	July 2023 – June 2024	July 2024 – June 2025	July 2025 – June 2026	July 2026 – June 2027	July 2027 – June 2028	July 2028 – June 2029	July 2029 – June 2030	July 2030 – June 2031	July 2031 – June 2032	July 2032 – June 2033	July 2033 – June 2034	July 2034 – June 2035

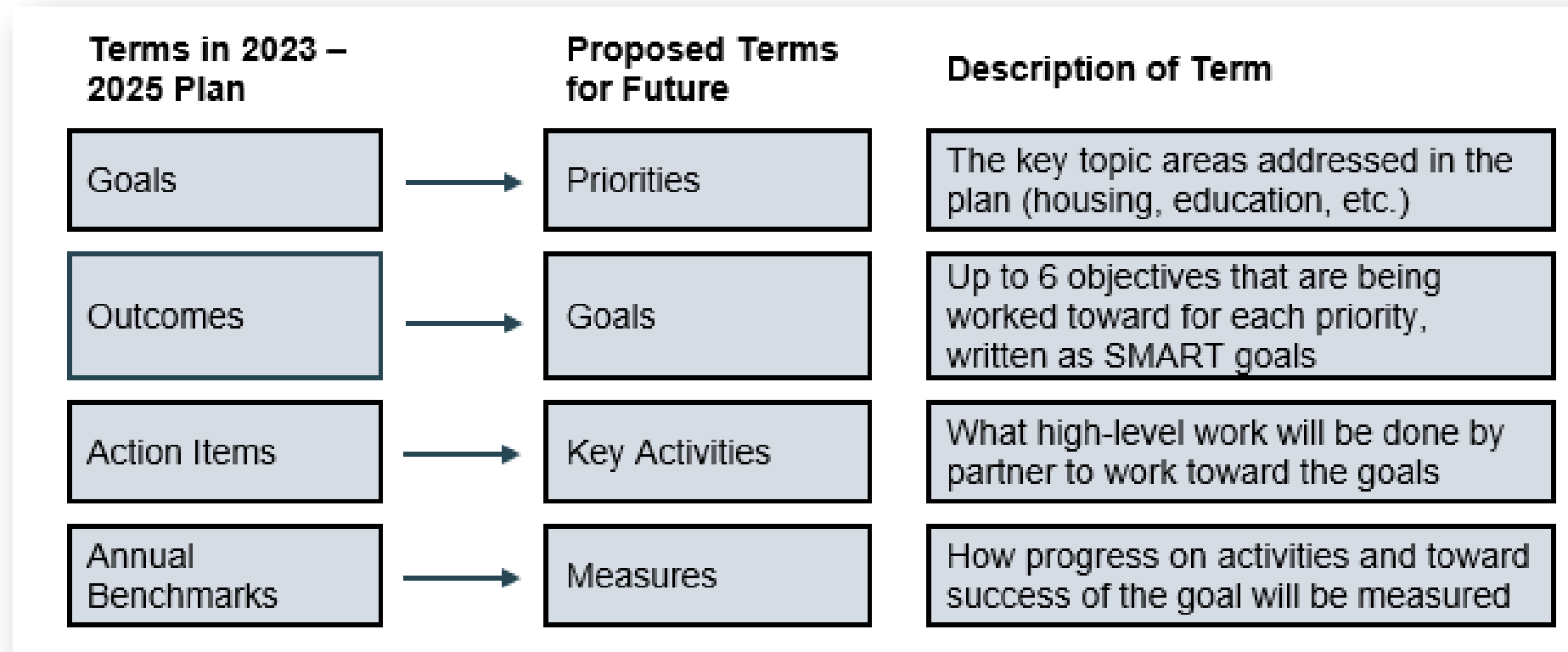
2023 – 2025 Olmstead Plan

2026 – 2031 Olmstead Plan

2032 – 2037 Olmstead Plan

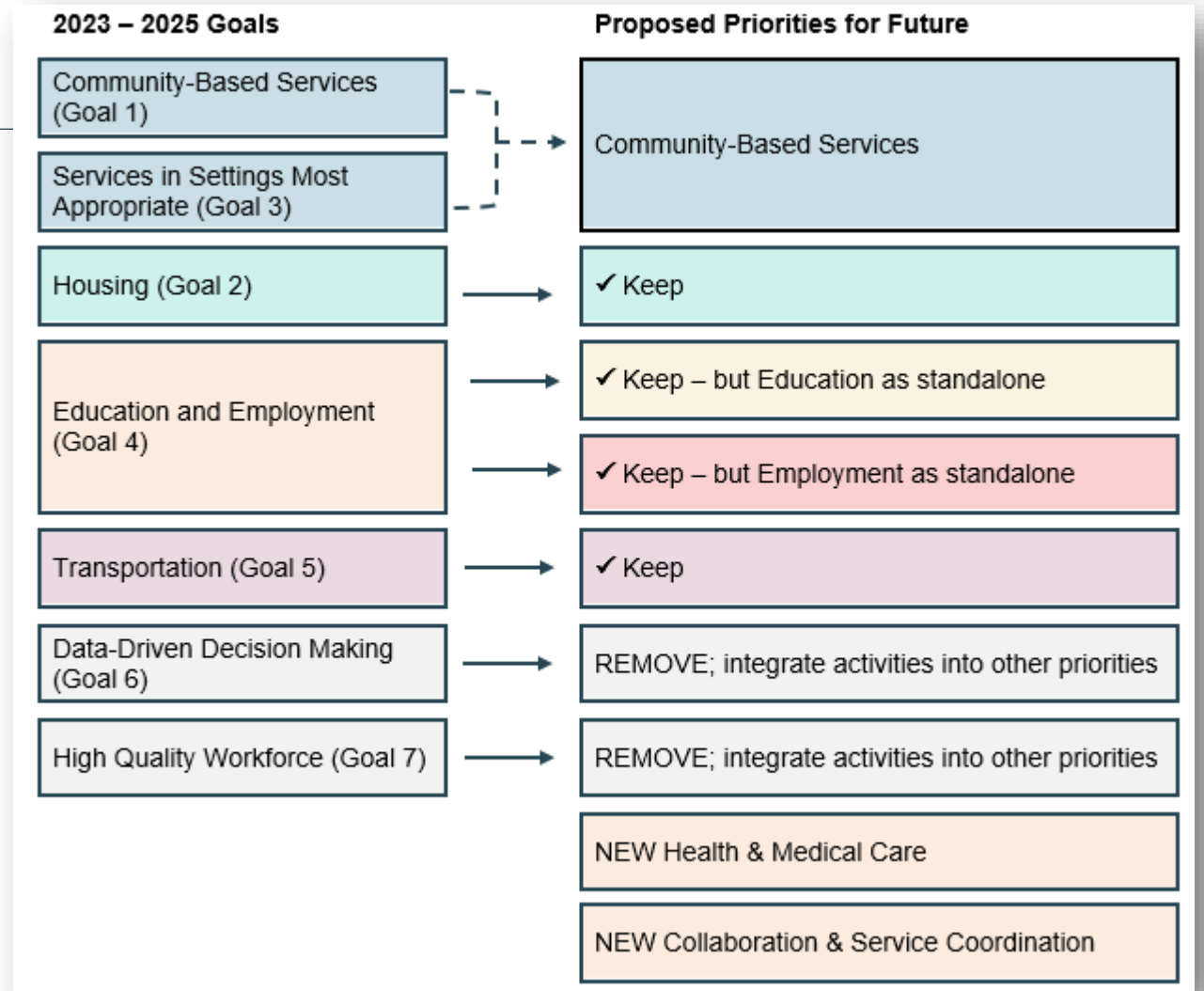
# Change the language for key terms in plan

- Ensure terms used in the plan are user-friendly and defined



# Modify priorities

- Stand-alone priorities that align with workgroups
  - Community-Based Services
  - Housing
  - Education
  - Employment
  - Transportation
  - Health & Medical Care
  - Collaboration & Service Coordination



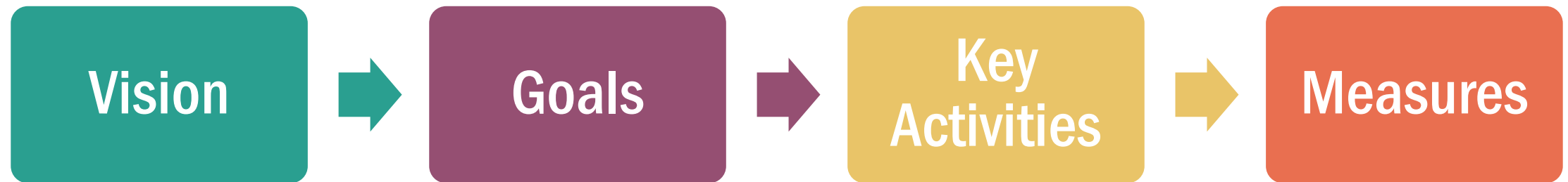


# Revisions Process

# Next Steps for Revisions

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- The suggested approach is based on feedback from the evaluation and logic model development concepts





# Vision

- Workgroup members should review/consider
  - Current Olmstead Plan goal
  - What success would mean or look like
  - What experiences Nebraskans have
- Meant to help workgroups find consensus around the big picture for that priority

**Goal 4: Nebraskans with disabilities will have increased access to education and choice in competitive, integrated employment opportunities.**

## Vision for Education

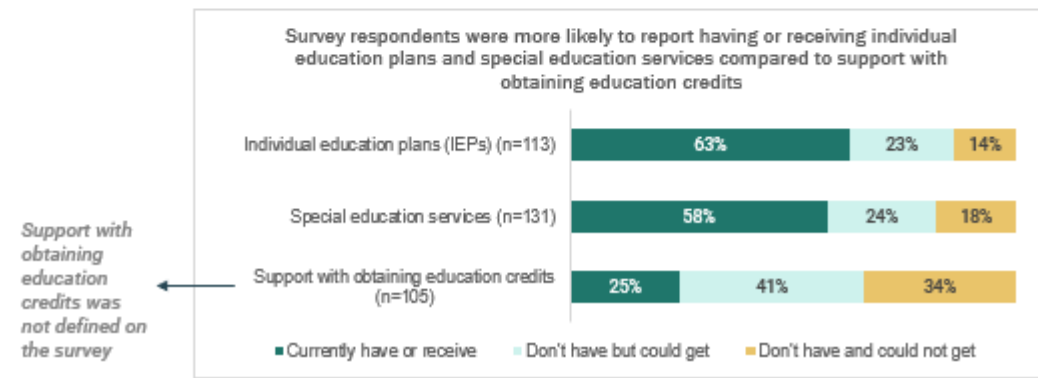
Focus group and interview participants who discussed education would like to see:

- Shared data across partners to better understand what supports and services look like for consumers.
- Additional supports for consumers and their caregivers, including providing information to families and individuals, prior to their 18<sup>th</sup> birthday. It may also be important to increase support for younger age children so they can become independent and advocates in their own lives.
- Better integration into the community with a focus on pre-employment and ensuring people are fully integrated into their employment roles. Key partners reported it was essential to ensure that employment is considered while youth were still in school.

## Public Experiences







From the survey of individuals with disabilities and their caregivers:

- There was a smaller number of people who felt the questions about education on the survey for individuals with disabilities applied to them. Specifically, many participants reported "not applicable" to the questions about support with obtaining educational credits and Individual Education Plans.<sup>2</sup>
- People were slightly more likely to report having an IEP than special education services.
- About one-third reported they don't have and could not get access to support with obtaining education credits.



# Goals – Two Part Process

- Workgroup members should review/consider
  - Facilitators and barriers
  - What progress has been made so far
- Helps workgroups identify common things to work toward but wording would be up to the agency implementing
- No more than six total to work on for the next six years

Benchmarks	FY23 Status	FY24 Status
3 The Commission for the Deaf and Hard of Hearing (NCDHH) will increase educational outreach on the services available to support integrated community living.		
2 Support both provider and services recipient education regarding community-based services for Intermediate Care Facilities for Individuals with Intellectual Disabilities (ICF-IID) facilities.		
4 Increase support and help individuals and families through the Nebraska Families Helpline.		

## Key Successes

- Those who participated in the interviews and focus groups noted wins for education, including:
- Strong collaboration between the different entities within education. Nebraska VR has an interagency agreement with NDE to ensure the same messaging is being sent to schools throughout the state. This ensures that persons with disabilities are getting outreach and being provided information about resources.
  - The NCDHH has provided educational advocacy and has been involved in Individualized Education Plans (IEPs), 504 plans, and Individualized Family Service Plans (IFSPs). They also have a staff member who works with young people and their families one-on-one to address their needs.

# Key Activities & Measures

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- Determined by the agencies that will be implementing the work
- Will refine the goals that the workgroup creates to be SMART goals
- Measures will be a blend of process and outcome

# Finalization

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- Workgroups review final set of activities and measures



# Questions? Feedback?

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