RETRAINING PLAN
DEVELOPMENT
101
What needs to be considered?
Retraining Plan Form

And Documentation to Include
Retraining Plan

WID number or SSN 7654321  
Date of injury 10/16/2015

Employee name  
Dolly Labor

Employer name  
WHYAMIHERELOGISTICS

Insurer/insurer/TPA  
Midwest solutions Insurance

Insurer claim number  
WC 6543455

Claim representative  
Dae Nlle

Telephone number  
(812) 222-3344

Pre-injury job title  
Loginator

Pre-injury average weekly wage  
$1,216.00

Current compensation rate  
$810.93

Occupational goal(s)  
Clinical Dental Hygienist, Dental Hygiene Educator, Reg. Dental Hygienist

Anticipated average weekly wage (from Labor Market Survey)  
$1,000.00 to $1,700.00

Certificate/Degree program title  
Associate in Science Degree

Program length (weeks)  
72 weeks

Program start date  
01/11/2016

Program completion date  
05/20/2017

School name  
Normandeau Community College

City  
Bloomington

State  
MN

ZIP code  
56431

ITEMIZED COSTS:

<table>
<thead>
<tr>
<th>Category</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition/lab/activity fees</td>
<td>$9,980.00</td>
</tr>
<tr>
<td>Books/tools</td>
<td>$2,916.00</td>
</tr>
<tr>
<td>Special/unique costs*</td>
<td>$120.50</td>
</tr>
<tr>
<td>Custodial day care</td>
<td>N/A</td>
</tr>
<tr>
<td>Travel/parking</td>
<td>$12,834</td>
</tr>
<tr>
<td>Total retraining costs (excluding wage benefits)</td>
<td>$12,986.50</td>
</tr>
</tbody>
</table>

*Explain (for example, tutoring, board and lodging)

* Dental hygienist Exam-License = $120.50

* Mileage  
62 miles R. trip X 360 days X 57.5 cent/mile = $12,834.00

Parking is free.

Required attachments: Pursuant to Minnesota Rules 5220.0750, subp. 2(H), the following items must be attached.

a. Course syllabus/class titles
b. Physical requirements of the job for which the employee is being trained (on-site job analysis is preferred)
c. Medical information that the training and the occupational goals are within the employee's restrictions
d. Vocational evaluation test results that support course choice
e. Recent Labor Market Survey
Retraining rationale (see Minn. Rules 5220.0750, subp. 2(F):

See attached rationale and support documents.

Accepted plan: If all parties are in agreement with (and have signed) this Retraining Plan form, submit it to the department with the required attachments for approval or denial (see Minn. Rules 5220.0750, subp. 5).

<table>
<thead>
<tr>
<th>Employee signature</th>
<th>Print or type name</th>
<th>Telephone number</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Dolly Labor</strong></td>
<td>Dolly Labor</td>
<td>(651) 123-1234</td>
<td>10/19/2015</td>
</tr>
<tr>
<td>Insurer representative signature</td>
<td>Dee Nile</td>
<td>Telephone number</td>
<td>Date</td>
</tr>
<tr>
<td><strong>Betty Kant</strong></td>
<td>Betty Kant</td>
<td>(612) 222-3344</td>
<td>Date</td>
</tr>
<tr>
<td>QRC signature</td>
<td>Print or type name</td>
<td>QRC #</td>
<td>Date</td>
</tr>
<tr>
<td><strong>Betty Kant</strong></td>
<td>Betty Kant</td>
<td>(612) 414-4455</td>
<td>10/19/2015</td>
</tr>
<tr>
<td>QRC intern supervisor</td>
<td>Print or type name</td>
<td>QRC #</td>
<td>Date</td>
</tr>
<tr>
<td><strong>Kenny Makeit</strong></td>
<td>Kenny Makeit</td>
<td>(612) 414-4455</td>
<td>10/19/2015</td>
</tr>
</tbody>
</table>

INSTRUCTIONS TO QRC

Note: Retraining is limited to 166 weeks.

Disputes plan: To resolve a disputed Retraining Plan, call the Department of Labor and Industry's Alternative Dispute Resolution unit at (651) 284-5032 and/or file a Rehabilitation Request form (see Minn. Rules 5220.0950). Do not file a dispute plan to the department without attaching it to a Rehabilitation Request form, unless a Rehabilitation Request form has been filed or will be filed by another party.

Intent to commit fraud
Any person who, with intent to defraud, receives workers' compensation benefits to which the person is not entitled by knowingly misrepresenting, misstating or failing to disclose any material fact is guilty of theft and shall be sentenced pursuant to Minnesota Statutes 609.52, subd. 3.

Rehabilitation form availability
This form is located at www.dli.mn.gov/WC/Forms.asp. The form can be made available in different formats, such as large print, Braille or audio. To request, call (651) 284-5032 or 1-800-342-5354.

For department use only

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>Appr</td>
<td>Dnld</td>
</tr>
</tbody>
</table>

DLI representative signature | Print or type name | Telephone number | Date |
|----------------------------|--------------------|------------------|------|

Reason for denial:
Required Attachments

Pursuant to Minnesota Rules 5220.0750, subp. 2(H), the following items must be attached:

a. Course syllabus with class titles.
b. Physical requirements of the work area, which may include a job analysis.
c. Medical documentation with the employee’s restrictions.
d. All vocational evaluation test results including those that support the retraining work area.
e. Recent labor market survey.
Course syllabus/class titles

The course information should include other detailed supporting documentation.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>DENH 1050</td>
<td>Periodontology</td>
<td>This course is the study of periodontology and the role of the dental hygienist as a prevention specialist and periodontal co-therapist. Prerequisite: DENH 1021, DENH 1024, DENH 1030, DENH 1040, and DENH 1045</td>
</tr>
<tr>
<td>DENH 1060</td>
<td>Pharmacology for the Dental Hygienist</td>
<td>This course provides an introduction to drug actions, mechanisms of drugs, and bodily reactions. Special emphasis will be given to the oral and systemic effects of drugs and how they affect dental treatment. Prerequisite: DENH 1021, DENH 1024, DENH 1030, DENH 1040, and DENH 1045</td>
</tr>
<tr>
<td>DENH 1070</td>
<td>Applied Biochemical Nutrition for the Dental Hygienist</td>
<td>This course includes the study of cellular biochemistry and general nutrition including recent advances in nutrition as it relates to oral health. It also includes the application of this knowledge to nutritional counseling and dietary analysis of dental patients within the framework of their cultural, economic, and psychosocial environment. Prerequisite: DENH 1021, DENH 1024, DENH 1030, DENH 1040, and DENH 1045</td>
</tr>
<tr>
<td>DENH 1080</td>
<td>Dental Hygiene Principles II</td>
<td>This is the second in a series of three DENH principles courses. Students will review the rationale for delivery of dental hygiene services and be introduced to care and management of patients with special needs. Prerequisite: DENH 1021, DENH 1024, DENH 1030, DENH 1040, and DENH 1045 and concurrent enrollment in DENH 1085</td>
</tr>
<tr>
<td>DENH 1085</td>
<td>Dental Hygiene Practice II</td>
<td>This is the second in a series of four DENH clinical courses which provides further instrumentation techniques, more advanced assessment skills, and new clinical procedures. This course also covers development of both the dental hygiene diagnosis and the dental hygiene treatment plan. Students will treat patients in the Century College dental clinic. Students must be able to perform physical tasks to complete course requirements. Prerequisite: DENH 1021, DENH 1024, DENH 1030, DENH 1040, and DENH 1045 and concurrent enrollment in DENH 1080</td>
</tr>
<tr>
<td>DENH 2015</td>
<td>Dental Hygiene Practice III</td>
<td>This is the third in the series of clinical courses where students treat patients in the colleges dental clinic under supervision of the dental hygiene faculty. Emphasis is placed on the development of competencies in assessment, diagnosis, documentation, treatment planning, evaluation of outcomes, and implementation of various treatment strategies for patients with moderate to advanced periodontal disease. Students are also required to participate in off campus rotations where they provide care for patients from diverse age and ethnic groups. Students must be able to perform physical tasks to complete course requirements. Prerequisite: DENH 2005 and concurrent enrollment in DENH 2010</td>
</tr>
<tr>
<td>DENH 2035</td>
<td>Community Dental Health Lab</td>
<td></td>
</tr>
</tbody>
</table>
Additional Requirements

1. Student must earn a grade of C or higher in all required Career/Occupational and MnTC courses.
2. Enrolled dental hygiene students must pass a Minnesota Human Services background with no restrictions and pass a health exam before treating patients in the student clinic.
3. Students must maintain their credential as a Registered Dental Assistant with the State of Minnesota (i.e.; pay annual fees, maintain CPR certification and continuing education documentation) while they are enrolled in the program. NOTE: the MN Board of Dentistry accepts all DENH program courses for RDA continuing education credit.

Programs with differential tuition

- Dental Assisting – $184.65 tuition per credit plus applicable fees
- Dental Hygiene – $184.65 tuition per credit plus applicable fees
- Nursing – $194.85 tuition per credit plus applicable fees
- Online Courses – $185.00 tuition per credit plus applicable fees
- Orthotic Technology – $184.65 tuition per credit plus applicable fees
- Prosthetic Technology – $184.65 tuition per credit plus applicable fee
Century College values diversity in our college community and is committed to ensuring equal access and opportunity to qualified students with physical, learning, or psychological disabilities.

Access Center

Our Access Center assists students, and college faculty and staff to provide access to our programs, services and activities.

- Disability Office services
- Information for Parents
- Information for Students
- Procedures

Requesting Interpreter Services

If you are requesting interpreter services for any event or specific class at Century College please fill out a form requesting interpreter services a minimum of ten days before the event or class so the Access Center can locate an interpreter. Return the form via e-mail to Christine Simonson or fax the form to 651.779.5831.

Contact

Christine Simonson, Disability Specialist, 651.779.3477
Fax Number: 651.779.5831
Office Location: 2440 West Campus

Access Center Hours Summer Hours Start May 18th

Monday – Thursday: 8 am – 4:30 pm
Friday: 8 – 12 pm
Saturday – Sunday: closed

If you need an evening appointment, please call either of the above numbers to set up a meeting.
Proposed Job

The proposal should include the job’s duties as well as the physical demands of the job.
CODE: 078.361-010

TITLE(s): DENTAL HYGIENIST (medical ser.)

Performs dental prophylaxis: Cleans calcareous deposits, accretions, and stains from teeth and beneath margins of gums, using dental instruments. Feels lymph nodes under patient's chin to detect swelling or tenderness that could indicate presence of oral cancer. Feels and visually examines gums for sores and signs of disease. Examines gums, using probes, to locate periodontal recessed gums and signs of gum disease. Applies fluorides and other cavity preventing agents to arrest dental decay. Charts conditions of decay and disease for diagnosis and treatment by dentist. Exposes and develops x-ray film. Makes impressions for study casts. May remove sutures and dressings. May administer local anesthetic agents. May place and remove rubber dams, matrices, and temporary restorations. May place, carve, and finish amalgam restorations. May remove excess cement from coronal surfaces of teeth. May provide clinical services and health education to improve and maintain oral health of school children. May conduct dental health clinics for community groups to augment services of dentist.

GOE: 10.02.02 STRENGTH: L GED: R4 M3 L4 SVP: 6 DLU: 89
Medical Information

Work Ability form

and/or

Physician signed/referenced FCE
XYZ Orthopedic Services  
2001 Odyssey Drive  
Edina, MN 55433  
(952) 715-0000

REPORT OF WORK ABILITY/WORK RESTRICTIONS

Employee:  Dolly Labor  
DOB: 03/17/1982

DIAGNOSIS: Bilateral shoulders

WEIGHT RESTRICTIONS and ACTIVITY RESTRICTIONS:  
Per the patient’s FCE

RETURN TO WORK:  
Return to work with limitations on 04/10/2014 – permanent restrictions

COMMENTS/ADDITIONAL RESTRICTIONS:  
The above has been discussed with the employee. Recommend change in career and career exploration options.

PATIENT IS AT MMI: No  
M.M.I. EXPECTED:

RETURN TO CLINIC:  
Pending MRI of left shoulder

Michael Hill, MD  
Date: 04/10/2014
# Functional Abilities Form

**Name:**

**Date:**

**Labor & Industry**

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1. **In an 8 hour work day, client can:** (Check full capacity for each activity)

   - **a.** Sit
   - **b.** Stand
   - **c.** Walk
   - **Comments:** No restrictions unless indicated

<table>
<thead>
<tr>
<th>Not at all</th>
<th>Seldom</th>
<th>Occasionally</th>
<th>Frequently</th>
<th>Continuously</th>
</tr>
</thead>
<tbody>
<tr>
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<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2. **Client is able to:**

   - **a.** Bend/Touch
   - **b.** Squat
   - **c.** Climb
   - **d.** Climb Height
   - **e.** Reach above shoulder level
   - **f.** Crouch
   - **g.** Kneel
   - **h.** Retrieve
   - **i.** Push/Pull (lbs. of force)
   - **Comments:** No restrictions unless indicated

<table>
<thead>
<tr>
<th>Seldom</th>
<th>Occasionally</th>
<th>Frequently</th>
<th>Continuously</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

3. **Client can carry (lbs):**

   - **a.** Floor to Waist
   - **b.** Waist to Shoulder
   - **c.** Shoulders Overhead
   - **d.** Waist to Waist
   - **Comments:**

<table>
<thead>
<tr>
<th>Seldom</th>
<th>Occasionally</th>
<th>Frequently</th>
<th>Continuously</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

4. **Client can use hands for repetitive actions such as:**

   - **a.** Single Grip
   - **b.** Fine Grip
   - **c.** Pinching
   - **d.** Pre-Manipulating
   - **Comments:**

<table>
<thead>
<tr>
<th>Right</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Left</td>
<td>Yes</td>
<td>No</td>
</tr>
</tbody>
</table>

5. **Client can use head and neck:**

   - **a.** Static Position
   - **b.** Frequent Placing
   - **c.** Frequent Rotating
   - **Comments:**

<table>
<thead>
<tr>
<th>X</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>X</td>
<td>Yes</td>
<td>No</td>
</tr>
</tbody>
</table>

6. **Restriction of activities, for example: Being around moving machinery, driving automotive equipment or any other restriction required by the physical impairment.**

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**Reason for Limitations:**

- Client limited further performance due to increased subjective complaints.

**Signature of Therapist/Physician:**

**Date:**

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Formal Vocational Evaluation & Testing

Using specific tests to create a picture everyone will understand.
Vocational Evaluation

a. Achievement testing.
b. Aptitude/intelligence testing.
c. Personality testing.
Achievement Tests

- Do not replace aptitude or intelligence tests.

- Will tell you if remedial classes are needed, or to administer different vocational testing based on reading level.

- Scores are reported as “grade levels” for math, spelling and reading.
Achievement Tests
(Adult Basic Education Classes to Brush up on Skills)

**Wide Range Achievement Test - WRAT4**

* Rehab Providers Administer

**Accuplacer**

* Colleges & Tech Schools Administer


**Question:** \( \frac{3}{5} \div \frac{1}{3} = \) _______
Aptitude Testing

A Standardized test used to predict a person’s ability to learn skills or perform certain types of work.

Abilities might include:
1. Math
2. Manual dexterity
3. Visual acuity
4. Reasoning
5. Verbal comprehension
The Difference Between Intelligence & Aptitude Scores

**Intelligence Quotient** (IQ) is one score summarizing a person's overall intelligence based on a broad range of abilities.

A high IQ score, by itself, does not indicate whether a person is strong or weak in numerical reasoning and math-intensive occupations. Two people with the same IQ score might not have the ability to perform the same job.

**Aptitude testing provides several scores.**

An employee who scores very high on pattern recognition and word meanings, but low on numerical reasoning, may score high on overall General Ability. However, a good counselor or career guidance system would not point the employee towards math-intensive occupations.
Meyers–Briggs Personality Test
(Measures four pairs of preferences)

1. Focus of attention: extraversion/introversion
2. Info processing: sensing/intuition
3. Decision making: thinking/feeling
4. Dealing with the outer world: judging/perceiving
Components of the Vocational Evaluation Report
Vocational Evaluation/Test Reports

A written report should lead readers to a logical conclusion. Include the test outcome sheets:

### Score Summary Table

<table>
<thead>
<tr>
<th>Subtest/Composite</th>
<th>Raw Score</th>
<th>Standard Score Noms: Grade - Fall</th>
<th>Confidence Interval 95%</th>
<th>%ile Rank</th>
<th>Grade Equiv.</th>
<th>NCE</th>
<th>Stanine</th>
</tr>
</thead>
<tbody>
<tr>
<td>Word Reading</td>
<td>59</td>
<td>115</td>
<td>107 - 122</td>
<td>84</td>
<td>11.9</td>
<td>71</td>
<td>7</td>
</tr>
<tr>
<td>Sentence Comprehension</td>
<td>46</td>
<td>119</td>
<td>111 - 126</td>
<td>90</td>
<td>12.5</td>
<td>77</td>
<td>8</td>
</tr>
<tr>
<td>Spelling</td>
<td>37</td>
<td>102</td>
<td>92 - 112</td>
<td>55</td>
<td>8.9</td>
<td>53</td>
<td>5</td>
</tr>
<tr>
<td>Math Computation</td>
<td>35</td>
<td>89</td>
<td>79 - 100</td>
<td>23</td>
<td>5.7</td>
<td>35</td>
<td>4</td>
</tr>
<tr>
<td>Reading Composite</td>
<td>234</td>
<td>118</td>
<td>111 - 124</td>
<td>88</td>
<td>N/A</td>
<td>75</td>
<td>7</td>
</tr>
</tbody>
</table>

* Reading Composite Raw Score = Word Reading Standard Score + Sentence Comprehension Standard Score.

Begin with the employee’s background information:

- Past work history.
- Current or physician projected physical limitations.
- Average weekly wage at the time of injury.
Identify Administered Tests & the Results

**Achievement Test** (math, reading, spelling – if remedial needed)

**Aptitude Test** (ability to be successful)

**Intelligence Test** (a general mental ability)

**Interest Test** (similar interests to those in that career)

**Personality Test** (EE’s ideal work environment)

**Behavioral Observations** (i.e. The EE perspired heavily and did not sit more than 10 minutes when the testing was administered)
Summary Section

Identifies jobs with medium to high aptitudes from the aptitude or intelligence testing.

From that list, match similar jobs from the interest test.

Jobs outside of employee’s physical limitations are eliminated.

Personality traits, matching above jobs, may be then identified.

Statement identifying barriers and how they might be overcome (i.e. tutoring for low math scores.).
Include testing documents that support the retraining plan.

Example: aptitude and interest testing might indicate an employee could work as a dental hygienist.
Jobs having an aptitude for success:

OAP-50
Nursing, Therapy and Specialized Teaching Services
10.02

GATB Norms

<table>
<thead>
<tr>
<th>Aptitudes</th>
<th>Adult</th>
<th>Grade 10</th>
<th>Grade 9</th>
</tr>
</thead>
<tbody>
<tr>
<td>G (General Learning Ability)</td>
<td>105</td>
<td>101</td>
<td>98</td>
</tr>
<tr>
<td>V (Verbal Aptitude)</td>
<td>100</td>
<td>97</td>
<td>90</td>
</tr>
</tbody>
</table>

Occupations in Nursing, Therapy, and Specialized Teaching Services

- Art Therapist
- Dental Hygienist
- Emergency Medical Technician
- Hypnotherapist
- Industrial Therapist
- Music Therapist
- Nurse Anesthetist
- Nurse, General Duty
- Nurse, Head
- Nurse, instructor
- Nurse, Licensed Practical
- Nurse, Office
- Nurse, Private Duty
- Nurse, School
- Nurse, Staff, Community Health
- Nurse, Staff, Occupational Health Nursing
- Nurse, Supervisor
- Nurse, Supervisor, Community-Health Nursing
- Occupational Therapist
- Occupational Therapy Assistant
- Orthopedist
- Physical Therapist
- Physical Therapist Assistant
- Physician Assistant
- Pediatric Assistant
- Program Aide, Group Work
- Radiologic Technologist
- Recreational Therapist
- Respiratory Therapist
- Teacher, Kindergarten
- Teacher, Preschool
Similar jobs interested in:
Meyers Brigg = ISFP
Comparable to Dental Hygienist
Labor Market Survey
Contact Sheets

Suggested points to discuss with prospective employers.
Labor Market Survey (LMS) contact sheets generally include the following information:

1. Employers contacted within a 50 mile radius of the employee’s home.

2. Company name, person’s name, title, and phone number.

3. Preferred training (e.g. Voc Tech, 2 or 4 year degree).

4. Other job titles to seek work under (e.g. book-keeper, night auditor, accounting clerk).
Additional LMS contact sheet information:

1. School preference (e.g. Anoka Technical College, Dunwoody).
2. Desired applicant skills.
3. Physical requirements of the job.
4. Possible job modifications.
5. Wage without experience and then after 1, 3, and 5 years of experience.
6. Projected job outlook in 2 years (e.g. poor, fair, good, or excellent).
LMS contact sheets also may include:

1. Current number of employees in the position.
2. Number of employees hired for that position last year.
3. Projected number of hires for the position in 2 years.
4. Additional classes or skills to benefit the student.
5. Required certification or license (e.g. dental hygiene to enhance job opportunities).
Labor Market Survey Report

The LMS report summarizes the LMS contact sheets while providing additional labor market research and employment facts specific to the employee.
LMS Report Summary Section

Employee’s average weekly wage compared to the LMS wages.

Employee’s physical limitations compared to the demands of the job.

Discusses the number of employers contacted with the grouped responses from the employer contact sheet questions.

Provide additional research, or supporting information, regarding wages, job outlook, etc.
LMS Report Summary Section Cont’d

Include supporting documents:

*Local* - ISEEK.org has wage and employment projections, identifies schools, etc. 
www.iseek.org/jobs/jobsearch#.

money.usnews.com/careers/best-jobs/rankings/the-100-best-jobs
Attach a Retraining Plan Rationale

The rationale discusses why retraining is needed while being sure to include the *Poole* Factors.
Poole vs. Farmstead

• Reasonableness of retraining compared to the employee’s return to work with the employer or through job placement activities.

• Likelihood of the employee succeeding in a formal course of study given the employee’s abilities and interests.

• Likelihood that retraining will result in reasonably attainable employment.

• Likelihood that retraining will produce an economic status as close as possible to that which the employee would have enjoyed without disability.
Retraining Rationale Report background information:

1. Injury type (whether a dominant hand/arm is involved)
2. Date of injury - average weekly wage
3. Medical Treatment/Outcome
4. Current work status
Retraining Rationale Report background information:

5. Physical limitations (permanent, temporary or projected by physician)

6. Also any restrictions from non-work related condition(s)

7. Recommended modifications or adaptive equipment

8. EE’s past jobs, their physical demands and wages.
Rationale Report Vocational Activities

• Failed to return to work with the date of injury employer.

• ABE and/or skills enhancement classes that are recommended and the outcome.

• Job search efforts and return to work without additional education.

• Vocational evaluation/testing results that support the specific job goal (and identification of physical demands of the job goal).

• Vocational exploration activities conducted by the employee to confirm the job goal choice.
Rational Report Conclusion:

1. Through vocational testing a job goal was selected that is physically appropriate, will return the employee to work at the pre-injury wage, and is projected to be available upon graduation.

2. At the time of the employee’s injury the employee was earning an average weekly wage of “$$.”

3. The employee’s physical restrictions.

4. The employee’s status with respect to returning to the date of injury employer or for jobs worked with other employers and whether those jobs are considered suitable employment.

5. Job search efforts and outcomes (if a job was obtained indicate why, or why not, suitable).
Rational Report Conclusion:

6. LMS results: provide the supporting documentation (e.g. ISEEK) regarding the projected wage and employment opportunities for the employee’s full time employment.

7. School statistics: the placement rate for graduates, starting wages and types of assistance available to help the employee (e.g. school provided tutor, adaptive equipment, etc.).

8. Final statement: regarding consideration of all relevant factors (e.g. past work history, education, placement efforts, retraining goals projected wage, job outlook, and the labor market survey) and whether retraining will provide the employee suitable gainful employment.
DLI Correspondence

When all the parties agree to the retraining plan.
Date

****, QRC
****
****

Re: Retraining Plan for ****
WID:  ****
DOI:  ****
Employer:  ****
Insurer:  ****

Dear Mr./Ms. ****:

You filed a Retraining Plan in the above case on ****. As you may know, the Department is required to review all retraining plans that are submitted with full documentation and the signatures of the employee, the insurer, and the QRC. We then notify the QRC that the retraining plan has been approved or denied. However, when the retraining plan is submitted to us without a complete set of signatures, or incomplete information, we cannot unilaterally approve the proposed plan. Instead, we must allow all of the parties to present their views regarding the necessity and viability of retraining.

If you would like to move ahead with a retraining plan, you have several options. If you are able to collect the signatures of both the employee and the insurer, please fax a copy of the signed retraining plan to my attention at (651) 284-5729. If you can modify the retraining plan to the satisfaction of all of the parties, you may then submit the new version with a complete set of signatures and the supporting documents.

If you believe that the retraining plan you have submitted is the best possible rehabilitation plan, you may file a Rehabilitation Request form or have one of the parties file that form. An administrative conference will then be scheduled to resolve the disputed issue.

We will be taking no further action on the retraining plan for the time being. Please contact the workers' compensation hotline at (800) 342-5354, if you want to discuss dispute resolution options with a mediator.

If you wish to discuss this matter further, feel free to contact me directly.

Sincerely,

Michael Hill,
Rehabilitation Policy Specialist
Notice of Approval for Retraining Plan

July 16, 2015

Mr./Ms.
Address
City, MN Zip

Re: Employee:
WID:
DOI:
Employer:
Insurer:

Dear Mr./Ms. Jones:

This notice is to advise you that the Retraining Plan filed with the Department on [date received], has been approved. The approved Retraining Plan form is enclosed and a copy is being sent to the parties listed below.

Should you have any questions, please feel free to contact me.

Sincerely,

Michael Hill
Rehabilitation Policy Specialist
(651) 284-5153 or (800) 342-5354

Enc.: Approved Retraining Plan Form

cc:
Outcomes for Submitted Retraining Plans
## Retraining plan outcomes (as of 9/1/2015)

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<tr>
<th>Year</th>
<th>Approved/Ordered</th>
<th>Denied</th>
<th>Settled</th>
<th>Withdrawn</th>
<th>Dismissed</th>
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</table>
Why Disputed Plans are not Approved
2015 Review of Retraining Plans Not Approved by ADR/OAH
(Depending upon the specific case facts)

• The employee had not participated in a job search and the employee’s starting wage after retraining would be 20-35% less than the date of injury wage.

• The proposed job was not suitable as it was outside of the employee’s restrictions and it was not likely that the employee would find a job upon completion of the plan.

• Retraining would not likely lead to the employee finding a more suitable job that paid more than the employee’s current position.

• Retraining was not likely to result in employment; the Labor Market Survey did not show that jobs would be available within the employee’s physical restrictions.
• Retraining was not likely to produce an economic status as close as possible to that which the employee would have enjoyed without the disability; few suitable jobs were available in the employee’s labor market.

• The retraining plan did not include the physical requirements of the proposed job; no medical opinion was submitted stating that the proposed field of work fell within all of the employee’s restrictions from all of employee’s injuries.

• Insufficient evidence was provided that the employee would be able to get to school given the employee’s driving restriction. The employee did not follow up on a prior judge’s recommendation to look at programs closer to home.
• The retraining was not likely to result in reasonably attainable employment as job prospects were limited in the area of the state the employee planned to seek employment.

• No information was presented that the proposed educational institution qualified the employee to meet the Minnesota state board requirements for the proposed occupation. Employee did not show retraining was reasonable compared to other options, including on-the-job training. The physical demands of the job were not consistent with the employee’s restrictions.

• The proposed retraining plan was not reasonable given that other public institutions located closer to the employee were not considered. The Labor Market Survey did not show that there were reasonably attainable jobs in the employee’s field upon completion of the plan.
• The proposed retraining plan was not reasonable given that there had been no placement services provided to the employee. The proposed plan did not show that the employee had the ability and interest to succeed in school as no vocational testing was provided. No medical report from the treating physician confirming the proposed job was within the employee’s restrictions was provided.

• The proposed retraining plan did not show that the plan was reasonable compared to other placement activities. The proposed plan did not show that the employee had the ability and interest to succeed in school as no vocational testing had been conducted. The Labor Market Survey contained speculative information on future job availability.

• The employee had a job in the desired field and had to quit that job due to lack of ability and interest. Retraining would not produce an economic status as close as possible to that which the employee would have enjoyed without the disability.
• The plan did not show that the employee would succeed in the proposed course of study because the employee had not met the college’s basic admission requirements.

• Retraining was not reasonable compared to other options such as job search activities. The employee’s test scores did not show the ability or interest to succeed in a college level course. The employee did not show that the retraining would result in a job that would provide an economic status as close as possible to that which the employee enjoyed without disability because starting salaries were significantly less than what the employee was earning.

• There was no opinion by the QRC or other vocational expert that retraining was reasonable compared to other job search activities. The proposed retraining plan did not show that the employee was likely to be successful in a formal course of study as the plan did not contain an evaluation of the vocational testing. The Labor Market Survey did not show that it was likely the employee would find reasonably attainable employment.
• The retraining plan did not show retraining was reasonable compared to other job placement activities. The retraining plan did not show that the employee had the ability and interest to succeed in a formal course of study; it did not contain the physical requirements of the proposed job or vocational testing or evaluations. The Labor Market Survey was inadequate and did not show the employee would find reasonably attainable employment.

• The retraining plan did not show retraining was reasonable compared to other job placement activities. The job search was inadequate and poorly documented and the employee’s resume had poor grammar and misspellings. The retraining plan did not show that the plan would likely result in reasonably attainable employment because the Labor Market Survey was inadequate with very limited wage data, no indication of hiring, and only one employer provided the physical restrictions of the job. The retraining plan did not show that the proposed job would produce an economic status as close as possible to that which the employee enjoyed without the disability and the anticipated earnings did not justify the expense of the plan.
The retraining plan did not show that retraining would likely result in reasonably attainable employment; the Labor Market Survey of twelve employers did not report information on current hires, anticipated hiring or job outlook. The retraining plan did not show that retraining would produce an economic status as close as possible to that which the employee would have enjoyed without the disability given the lack of information on the number of available entry level jobs and the future job outlook in this field.

The employee informed the parties at the administrative conference that the employee was scheduled to undergo surgery. Given that the outcome of the surgery was unknown and what, if any physical restrictions would result from the surgery, the proposed retraining plan was premature.
Successfully Approved/Ordered Plans
Completed Certification: the employee obtains a job and you can close the rehabilitation plan.