

Louisiana Developmental Disabilities Council
Planning Ad Hoc Committee
April 1, 2025

JILL HANO: It is 9:11 on April 1st, 2025. I am now ready to call this meeting of the 2026 planning committee ad hoc meeting to order. Stephanie, can you please take roll for me?

STEPHANIE CARMONA: Yes, ma'am. Give me one second.

JILL HANO: Also welcome our members and guests. But for today if you have a question please raise your hand as opposed to using the chat or the Q and A. Thank you.

STEPHANIE CARMONA: Christi Gonzales. Tony Piontek. I need you to unmute Tony.

TONY PIONTEK: Can you hear me?

STEPHANIE CARMONA: I can hear you. Thank you. Erick Taylor.

ERICK TAYLOR: Here.

STEPHANIE CARMONA: Vivienne Webb.

VIVIANNE WEBB: Here.

STEPHANIE CARMONA: Renoda Washington. I'm sorry. Jill Hano.

JILL HANO: Here.

STEPHANIE CARMONA: And Karen Xu.

KAREN XU: Here.

STEPHANIE CARMONA: Five. Jill, you have a quorum.

JILL HANO: Perfect. So as I said this is our planning ad hoc committee. Every planning committee we read the DDC mandate from our DD Act and it should be in y'all's apparently red packets. So Steph, do you want to take over that? Or Rekeesha, whoever.

STEPHANIE CARMONA: Yes. Give me one moment. I don't think I have it but I can go ahead and read it for everybody. So the council's mandate. The DD Act states that councils are to engage in advocacy, capacity building and systems change activities that promote the self-determination, independence, productivity, integration and inclusion of people with developmental disabilities in all facets of community life. Advocacy is an activity that seeks systems change by developing, improving or changing policies

that affect individuals with developmental disabilities. Capacity building is an activity that seeks to enhance or increase the ability and skills of individuals, organizations, service providers and communities to support self-determination and community inclusion of people with developmental disabilities. And systems change is the transformation or significant improvement of a system achieved through policy, capacity building, innovation and demonstration, education and advocacy activities which furthers the inclusion of people with developmental disabilities in all aspects of community life. There are a couple other things that are on the mandate. So there are some restrictions on the use of funds. So federal funds may not be used to replace nonfederal funds. And council funds may not be used to duplicate or replace services for individuals with disabilities and their families. And the last thing is just to keep in mind conflicts of interests. They arise when a decision is made that may or may not be in the best interest of the council but made in response to outside influences. So if you have any questions about the mandate please let me know.

JILL HANO: Okay. Also because I was rusty on this I asked Steph to include the guidelines for writing our activities. So can you briefly go over that, just an overview just to like refresh us on what's going on?

STEPHANIE CARMONA: Sure. So today we are trying to write the new annual work plan for the council. So every year we write a plan. We already have the goals and the objectives so we're trying to write activities. I have a couple just like key points on this paper. It's the second page in your packet. It's also linked in the agenda for anybody joining online. The first thing is what is a key activity. So just an example it's a product or activity that the council will use to reach the objective to support progress towards our five-year goal. So to meet our goal. We have three goals. When you're writing a key activity just be thoughtful about what the activity, what activities you want to include. Focus on the activity. So training, advocacy, changing policies. Reflect on what your funding is being used to do. And then just make sure that key activity is not every tasks required for an

activity. So we don't need an outline of every single thing needed for that activity. Just an overview of what you are trying to get from the activity. Something that will happen next year or in the next five-year plan. So we're not going to include anything like that. And then administrative or general management tasks. And we can let you know if anything falls under that. Or internal council program. So like writing the PPR, things like that.

ITAC which is the Information Technical Assistance for Councils. So they recommend having an emergent need objective. We did include emergent need activities in all of the goals already. And we don't have to have any activity. We can just say to be determined because we don't know what that need will be. So there's some examples on what a key activity looks like. I have some good examples from other states that ITAC shared with you. And then I also have a good example of what a key activity, like trying to write one, verses a bad example.

JILL HANO: Okay. Thank you, Steph.

STEPHANIE CARMONA: Jill, we have a question.

JILL HANO: Mr. Taylor, you're recognized by the chair.

ERICK TAYLOR: Is this the plan that we're working on or this is not the five-year plan?

STEPHANIE CARMONA: It's not the five year. We're looking at-- so we're almost done. This is the last year for the current five-year plan. So we're doing the annual work plan for 2026.

ERICK TAYLOR: We're finishing up the other five year?

STEPHANIE CARMONA: Correct.

JILL HANO: Can I ask a follow-up question to elaborate on Erick's question?

STEPHANIE CARMONA: Sure.

JILL HANO: When will we be writing the next five-year plan?

STEPHANIE CARMONA: Good question. We're going to talk about it more at the April meeting.

JILL HANO: Okay. Perfect. Any other questions? The next item on my agenda is the review of the budget. So I guess it's all you Steph. Would any one of the staff want to talk about the budget?

STEPHANIE CARMONA: This is the budget sheet for the FFY 2026. Just as a reminder we do have a state fund budget that goes directly to the FHF centers. There's an amendment in session, is that correct?

BRENTON ANDRUS: We're trying to get the additional 500,000-dollars. Right now it's only the 507 that you have to spend.

STEPHANIE CARMONA: That's for the FHF centers. So for the federal share that we have is 722,000. These are the contractual amounts currently. If we continue these contractual activities at their current amount these are all the contractual ones that we have. So if we continue these this is what it looks like. I edited Partners in Policymaking. I just took out that 30,000 here because at the last meeting, the last planning meeting, the 30,000 was added for an alumni event that they said was going to happen every five years. So since it happened or is happening this year I took it out for this next coming year. So that's why this number is a little bit lower than what it says in the packets. And then the only other thing that I did not include or things that I did not include on here, and if you want to look in the status report I'll explain it, but they are activities 2.2.2 and 2.2.3. And the reason that I didn't include them is they are an awareness campaign and they no longer need that startup funding. So I just didn't include them overall. But if you would like me to include that in that number I can.

(Technical issues)

JILL HANO: Just tell me when you're ready. In hindsight I should say we're on recess, right?

STEPHANIE CARMONA: Yeah, Jill, you could say we're on recess.

JILL HANO: We're having technical issues in the host location so we're working to resolve them. It is 9:45. I will call a recess. It should be resolved in a timely manner. Thank y'all for y'all's patience.

(Recess)

BRENTON ANDRUS: Okay, we should be back in business.

JILL HANO: We're good to go Brenton?

BRENTON ANDRUS: I think so.

JILL HANO: Okay, guys. It is 9:47. We are back so

I call the meeting back to order. Stephanie, do we have a quorum?

STEPHANIE CARMONA: I'm going to take roll again, Jill.

JILL HANO: Can y'all turn y'all's speakers up?

BRENTON ANDRUS: Are you sure your speaker is up?

JILL HANO: Okay, yeah. Sorry.

BRENTON ANDRUS: No problem.

STEPHANIE CARMONA: All right. Christi Gonzales. Jill Hano.

JILL HANO: Here.

STEPHANIE CARMONA: Tony Piontek. Tony, I need you to unmute.

TONY PIONTEK: Yes.

STEPHANIE CARMONA: Thank you. Erick Taylor.

ERICK TAYLOR: Here.

STEPHANIE CARMONA: Vivienne Webb.

VIVIANNE WEBB: Here.

STEPHANIE CARMONA: Renoda Washington. And Karen Xu. And you have a quorum.

JILL HANO: Okay. Perfect. So I think, Stephanie, you were going over the budget. And the last thing I wrote down is that we were talking about the 30,000-dollar PIP decrease.

STEPHANIE CARMONA: Correct. Here's that budget again. I just took that 30,000 off of the Partners in Policymaking because they did say that it was going to be like every five years. So since it's happening this year I didn't include that. And then I also explained that I took off under the continuing contractual activities I did take off the two activities. I think it's 2.2.2 and 2.2.3 which are the FASD campaigns. And that's just because we are helping pilot that but if y'all would like to continue it I can also add that in to see what that would look like. You do have a question from Mr. Taylor.

JILL HANO: Okay. Mr. Erick, you're recognized by the chair.

ERICK TAYLOR: Y'all said y'all had startup funds. Y'all no longer helping them with the startup funds? What if they need startup funds, is it there for them or they not going to need it no more?

STEPHANIE CARMONA: Are you talking specifically for the FASD contract?

ERICK TAYLOR: Yes.

EBONY HAVEN: For the fetal alcohol spectrum disorder awareness campaign they wanted-- we were assuming those were one-time funds. That they are going to do an awareness campaign across the State of Louisiana. So Rekeesha is the monitor over that. She can kind of give a little bit more detail. You can tell them what they're doing.

REKEESHA BRANCH: The campaign it is to put the information out there. But once they start to put the information out there they won't need the startup funds anymore.

ERICK TAYLOR: They would no longer need the 30,000?

REKEESHA BRANCH: To startup. So it's basically them getting with other organizations to get information, creating the fliers, brainstorming, creating the information to create the power points and all of that kind of stuff. So once it's created and once they have all the information they need to pass out to the community they don't need that particular startup fund anymore.

ERICK TAYLOR: So what I'm trying to say they wouldn't need no help after this?

REKEESHA BRANCH: Not to start up.

ERICK TAYLOR: Would they need assistance with something else?

REKEESHA BRANCH: Because they receive funds for two different things. They have the startup funds for the campaign and then they also receive funding for like the training that they're doing and things of that nature.

ERICK TAYLOR: Okay. So they do receive funds?

REKEESHA BRANCH: Correct.

ERICK TAYLOR: Got you.

EBONY HAVEN: The awareness campaign was 10,000. So they don't need-- we are recommending if you look in your packet in your status report the staff have recommended that you guys discontinue those two activities. The awareness campaign and the trainings for the social workers with DCFS and the foster parents. We're recommending that you guys discontinue that which is why it's not shown on the budget.

ERICK TAYLOR: So basically both the fundings will

not be used?

EBONY HAVEN: We're recommending that you guys discontinue the funding. Because number one the awareness campaign I don't even think that they needed that funding for a year because like Rekeesha just said they made fliers. I don't know what other promotional materials they created but they've already created those materials with that 10,000-dollars that you all gave to them. For the actual trainings with DCFS number one I think we were having issues with LSU working with DCFS. I can't remember exactly. Do you remember?

REKEESHA BRANCH: They were having issues with creating the trainings. Now they've created the modules where they can go online and have the trainings that way with LSU.

ERICK TAYLOR: That was the training where people would show up?

REKEESHA BRANCH: No, no, no. Not for that.

BRENTON ANDRUS: I think there was a change in their training requirements at DCFS so LSU was not able to go and start their trainings yet.

REKEESHA BRANCH: So now they have modules put in place to where they can go online and take the training. So the training is available to them online. And then they also provide the trainings to like foster parents and that's where they can do the trainings in person.

BRENTON ANDRUS: You've essentially paid to develop a training. Now that it's been developed there's no sense in continuing paying for developing the training.

REKEESHA BRANCH: That information is on here. It's not going to be on there.

ERICK TAYLOR: I'm looking at that but I'm just saying if they got everything they need I think we need to let it go. They where they need to be at. I think it needs to stay where it's at.

JILL HANO: Okay. Thank you, Mr. Taylor. Are there any more questions at the time? So Stephanie, can you please continue.

STEPHANIE CARMONA: Sure. Did you want to go onto the next thing, the recommendations from the council?

JILL HANO: So we're done with the budget?

STEPHANIE CARMONA: I mean, this, the budget

outline. This is the amount of money if we continue everything at its current funding. So it's this 177,000-dollars. So that would be the amount that we're working with. And so as I am typing in here when we're adding stuff it will change that number for us so we kind of know how much money we have remaining.

JILL HANO: Cause this is where I got confused last week. So you took out the 30,000 for the PIP then you took out the total for fetal alcohol syndrome disorder and you got 45,000. To get to our 72,000 you have the 177,000.

STEPHANIE CARMONA: That's correct.

JILL HANO: Why couldn't I figure that out last week. I don't understand. Okay. Thank you, Stephanie. Now we are moving right along. Mr. Taylor.

ERICK TAYLOR: So this is our current budget?

STEPHANIE CARMONA: Correct. That little one that's left on there that's what we have left. And that's if we continue everything except for the things that I mentioned. So getting rid of that 30,000 for the Partners in Policymaking and then the 10,000. So getting rid of the 10,000 for the FASD and also getting rid of I think it's 40,000 for the other FASD.

EBONY HAVEN: Forty together. It was only 30,000 for that other project. So 40 altogether.

JILL HANO: Eighty thousand total?

STEPHANIE CARMONA: Seventy. There was a mistake. I'm sorry. I thought that it was 40. It's 30. But that's still correct, yes.

JILL HANO: Yes to me?

STEPHANIE CARMONA: Yes. The amount that's on there is correct but the amount if we get rid of Partners in Policymaking..

EBONY HAVEN: And I think what's also accounted in there-- I'm sorry, Stephanie. What's also accounted for in there, Jill, is that we're no longer going to need the funding for the website. So that 55,000-dollars that's currently allocated for the website rehaul you guys no longer need to do that. The website will be done very soon. So that 55,000-dollars is also available in addition to the 30,000, in addition to the 40 total that we have for FASD. And Vivienne, did you have a question? Vivienne has her hand raised Jill.

JILL HANO: Okay. Vivienne.

VIVIANNE WEBB: This is unrelated but if I go to the bathroom will we still have a quorum?

STEPHANIE CARMONA: Yes.

VIVIANNE WEBB: Cool. Thank you.

EBONY HAVEN: Karen has a question Jill.

JILL HANO: Ms. Karen, you have the floor.

KAREN XU: This is my first time here so I just wonder I saw you have 177,000. So you cut off some money looks like. Usually you save more or use up all the funding available?

STEPHANIE CARMONA: We have to use all of the funding available.

KAREN XU: But remaining is for like a spare?

STEPHANIE CARMONA: So that's what we're going to do today. We're going to try to create or write activities in order to use up those extra funds. There's a process because then after this we'll put out like saying this is what we want to do and people can kind of apply to do it. I can explain that at the break if you're interested.

KAREN XU: I just don't know the process.

STEPHANIE CARMONA: I understand.

JILL HANO: You're literally here today playing with money. I have a question. How much did we take out for the website?

STEPHANIE CARMONA: It was 55,000.

JILL HANO: Okay. Any more questions about the budget?

REKEESHA BRANCH: I think Tony has a question.

STEPHANIE CARMONA: Tony, you're muted.

TONY PIONTEK: How will that affect us now until the new year? Will it stay the same? Will it change within now until the new year?

BRENTON ANDRUS: Your budget remains the same until you start your new plan October 1. So right now everything is the same and what you're planning for is your new budget October 1 of how you're spending those dollars.

TONY PIONTEK: Okay. I was curious to know how that was going. Thanks.

JILL HANO: Any other questions about the budget before we move on? Okay. Great. Next we have a review of the motions that we made in our January

meeting or the recommendations from our two standing committees. So Stephanie, once again, I yield the floor to you.

STEPHANIE CARMONA: Thank you, Jill. So these are the recommendations for the planning committee from the council. The council recommends these activities-- sorry, this should say 2026. For the FY 2026 planning committee to consider for goals one and two. Preventive screenings for women's health provider focused and accessible-- that should have a comma, sorry. Information targets to high schoolers and/or parents on puberty, sex, sex education, sexual development and then to just strike out the word research because that's what's on the current plan. And then training for home and community-based workers. The council also recommends these items to consider for goal three, advocate for more services through LRS due to high caseloads, etc., support LDOE. So the Louisiana Department of Education's responsive actions to the audit report with respect to seclusion and restraint and to promote inclusion in education. Are there any questions about these?

JILL HANO: I have a few questions about goal three.

STEPHANIE CARMONA: Okay.

JILL HANO: What does it entail to, like I think the advocate for more services through LRS due to high caseloads I would think that's more of a legislative issue. Like would something like that fit into an action plan?

STEPHANIE CARMONA: I think it depends on what y'all want to do with it. If you feel and the committee feels that this is more of a legislative item then it doesn't have to go. Because remember, these are just recommendations, they don't have to go into the plan. But these are what the planning committee-- I mean, I'm sorry, the standing committees and the council have recommended to this planning committee. But it's just a recommendation so if you feel that it doesn't fit or you feel that it could do better as a legislative item then again it doesn't have to go in there. Use your discretion for that.

BRENTON ANDRUS: Yeah. Just to let y'all know as far as advocating for LRS there are some groups that

are advocating this session for funding for LRS. And that second bullet of supporting LDOE's response to seclusion and restraint we actually have some legislation that has been filed, or I haven't checked in the last couple days if it actually was filed yet, but if not it will be filed shortly that addresses seclusion and restraint as well. So that would come out of a legislative response of this session.

JILL HANO: Ash, do you want to elaborate more on your chat comment?

ASHLEY MCREYNOLDS: I can. Do y'all need me to turn my camera on?

JILL HANO: Only because I want to see your beautiful face. It's up to you.

ASHLEY MCREYNOLDS: All right. So it is house bill 237. It dropped literally--

STEPHANIE CARMONA: Hey, guys, we are having a technical issue. I'm not sure if y'all can hear me. Give me one moment. We're trying to get the big computer back up. Just give us one moment.

JILL HANO: It is 10:12 and I guess I'll call recess.

(Recess)

BRENTON ANDRUS: Looks like you're back in business.

EBONY HAVEN: I'm not sure what's going on today. We apologize sincerely for all these hiccups. Hopefully we won't have any more throughout the meeting but we sincerely apologize for all of the technical issues that we're experiencing today. April 1st.

JILL HANO: We stopped in the middle of Ashley's public comment. Ms. McReynolds, you can continue.

ASHLEY MCREYNOLDS: Okay, Jill. Thanks. So in response to the audits that were done on the Department of Education, specifically the very last audit around the abuse of restraint and seclusion, abuse and neglect and then just the continuation of issues around cameras in special ed classrooms the Arc, the DD Council, Disability Rights Louisiana and the Department of Education began working on some language to amend the restraint/seclusion bill. So it is a massive markup. The overall intent is to provide for safe learning environments, for trainings and monitoring on the appropriate use of physical restraint of students. We

are wanting to eliminate the use of seclusion and seclusion rooms all together. We are also looking at developing a new model of crisis intervention training that will be required for I think we said eight hours. I'm scrolling through the bill now. We're also, I thought we were eliminating mechanical restraint.

BRENTON ANDRUS: It was in the original we had eliminated it. But it's changed now in the order that it's in so I'm not certain.

ASHLEY MCREYNOLDS: Okay. I'm pretty sure we're still eliminating the use of mechanical restraint. We changed the definition of what a physical restraint is to make it a little bit broader to try and capture the incidents that we know that are occurring in schools that are not being reported. We changed the time from a five-minute hold to a three-minute hold. Right now they were allowed to hold students for up to five minutes without being considered an actual restraint and we lowered that to three. We are changing, this is all the takeout of seclusion and seclusion rooms. We are requiring that the schools submit their restraint policies to the department. The department then will review them when it's submitted the very first time and then any time there is any adjustment to the policy either on a local or a state level they have to resubmit those policies to the department. We are going to require that a school nurse or their school health designee, if they don't have a nurse on campus for the entire day, to make contact with the student that was restrained to look for like distress, any type of bruising or marks that were left on the student after the restraint was used. We changed up the reporting requirements, what is included in the incident report. It is much more detailed now than it was before. They have to prepare the incident report within 24 hours after the student is released from the restraint. It goes on to address holidays and weekends or any type of extended school closures, when that notice has to be sent to the parent. It also is going to, we are also going to have the SPED director or their designee review all of the videos if it occurs in a self-contained classroom or another room that happens to have a camera in it to ensure that policies and proper techniques were followed during the incident.

The current law says that if a student is involved in five incidents in a single school year that the IEP team needs to reconvene and go over everything. We changed that from five to three.

The big new piece is honestly around the training for CIT. That is a training right now that does not exist. The department is going to be developing this particular training with the use of IDEA dollars. We sort of had a discussion about it at SEAP earlier, I don't know if that was last week. And then it is very specific on what it has to cover. I'm on page, if anyone has the bill open, I'm on page 11. It is very, very specific. We pulled this language out of I believe Arkansas. So that is brand new. It requires that first year school employees successfully complete the training. And then if there's any changes within the group that is going to be designated, like the crisis team, that they have to complete that training before being a part of the team. They will also be submitting the compliance around this training and the policies for restraint to not just to the Department of Education but they will also be submitting all of this to the local special education advisory committees or councils.

And then for the cameras we are mandating that every district install cameras in every special education classroom regardless of parental consent. So we're no longer going to require that. They have the funding. We're just telling them that they need to install them now. And I believe that captures the majority of what the bill does. When I talked about changing the definition from physical restraint we changed it from like a bodily force to the use of restraint techniques that involve significant physical force applied to restrict the movement of all or part of a person's body. This particular language is used in multiple states and we thought was just better than what we had originally proposed back in 2011 was when this definition was last updated. And that's it really. I don't know if anyone has any questions. But again, this was a great group of stakeholders and advocates that came together to address a very serious issue that's happening in Louisiana. And so far we have the department's sort of approval or at the very

least not opposing the changes. So we are hopeful that there won't be any real opposition from the department. I definitely think we're going to get opposition from both the school boards and the charter schools. But I feel like as long as we have the department and advocates sharing why this is absolutely necessary that we shouldn't really have a whole lot of trouble getting this through.

EBONY HAVEN: Jill, Vivienne has her hand raised.

JILL HANO: Okay, Vivienne, you have the floor.

And thank you, Ash.

VIVIANNE WEBB: Thank you. Hi, Ashley. So seclusion and restraints is not just an issue in school systems but also in ABA centers. And I really think it's important to make restraint also not a thing anymore like legally. Then your wording of what defines restraint is also a little concerning because it does not take much force on a little kid to restrain them or do a serious amount of damage. And any time a person is being restrained they are either being melted down or already melted down and it's a form of injury either way. In addition to the physical injuries that happen school nurses aren't always there. I know in elementary schools school nurses have certain days they are at certain schools and they would not always be there. I don't know how it is in older schools exactly. I just remember a lot of the times the school nurse was not there. So that's also something to keep in mind.

And then a way that they could get around the cameras in the special education classrooms is by doing it in an area where a camera can't see such as a blind spot or somewhere where there isn't a camera so that is also another concern. So I'm a little worried because I'm a triplet and I have two brothers the same age as me and I remember in ABA they would on purpose knock my brother down. And then this big, muscular, tall guy would get on my brother and he wasn't like the same size as this man at all yet and still isn't. But my brother would end up with bruises, whelps, stuff like that. And I do appreciate the seclusion like not really being seen as acceptable anymore because it really isn't. But the restraints are also still a problem.

ASHLEY MCREYNOLDS: Yeah, I definitely agree with some of your comments. Are you saying in ABA or? I was having trouble hearing you at the beginning.

VIVIANNE WEBB: Yes, ma'am, ABA.

ASHLEY MCREYNOLDS: In ABA. Yeah, this just addresses the issue in schools. I don't even know what the policy is around like the actual policy. I know at my son's ABA clinic they have a very specific policy and actually do not use physical or mechanical restraint at all. They have a completely different way of handling if things get sort of out of hand or aggressive. And so the reason why we changed the definition for restraint is because when my son was in school and other parents that I hear they'll say they were just trying to hold him to stop the movements that he was doing like throwing something or folding his arm down or something like that. This language now if somebody is restricting the movement of their arm that is now classifying it as a physical restraint. So if somebody is physically applying force enough to restrict any body movement, arm, leg, you know, whatever that it would be now a restraint to try and capture some of what's actually occurring in school as being a restraint. And they probably don't even realize that's what they're doing and what it can cause so that's why we shifted our definition to try and capture what's actually occurring in schools.

VIVIANNE WEBB: Would it be possible to use more specific and detailed wording like you just told me there was no mistaking it. Because you say like a great amount of force, a small child it doesn't take much to hurt them or bruise or anything like that.

ASHLEY MCREYNOLDS: We also put in there specifics about-- let me find it. Hold on one second.

JILL HANO: Yeah, while Ashley is scrolling I just wanted to remind y'all that the chat comments will not be read out loud. So if you want to speak you must raise your hand and I will recognize you when appropriate. But at this time no chat comments are being read out loud. Thank you. And sorry Ash.

ASHLEY MCREYNOLDS: No, it's fine. Vivienne, to address that in the bill we changed some language. So it used to read that physical restraint in a manner that is directly proportionate to the circumstances and

to a student's size, age and severity of behavior. So that sort of gave districts a little bit of a loophole. And so what we did is we shifted the language to say that a physical restraint in a manner that is disproportionate to the circumstances to sort of make it read a little bit easier. So they know that they can't do something that is and provide a restraint that is disproportionate to the student's size, age and severity. And all of that is specifically spelled out in the CIT training. And the requirements of that training that we have now added into the bill will cover what that language and like that definition means that I just talked about.

JILL HANO: Okay. Thank you, Ashley. Tony, is your hand raised?

TONY PIONTEK: Yes.

JILL HANO: Okay. You're recognized by me to have the floor.

TONY PIONTEK: Thanks, Jill. I utterly understand what you're saying, Ms. Ashley, and the one that was also speaking too. I've had to help teachers when they go out of their classes. I was one exception of that. Teachers don't want any of that nature to fall in the bad or the sad parts of this issue that we're talking about right now. Before I even started school I was at NISH but most of my classes started with a homeroom class and I stayed there until my teacher or teachers would leave and they would say Tony, can you look out for my class for me. They just knew it because they could know that I could deal with their students if they had to be out of their class.

ASHLEY MCREYNOLDS: That's awesome. You went to New Iberia High School?

TONY PIONTEK: I went to NISH and I graduated since 94 so I've been out for that long. But since I was there no matter what the issue was can you look after my class. They could trust me.

ASHLEY MCREYNOLDS: That's awesome.

TONY PIONTEK: But we did have two students, I grew very close to Danielle and Eric and they are both blind. And I was pretty livid about Danielle because she's blind, everywhere she went she had a German Shepherd as her seeing eye dog in public places, especially schools, and I had to say something about

that because whoever the principal was did not treat her correctly and said you're out of here, don't come back with your animal or with your dog. Total disrespect having someone blind with an animal in a public school. Eric wasn't so much because he just had a walking cane with him. He had no problems. And during that time we had a different student council back then and we talked about it quite a few times because that's another disregard and disrespect for people that are blind. But that goes to show that you have to have total respect for that.

ASHLEY MCREYNOLDS: Yeah.

TONY PIONTEK: Yes, someone had your hand up.

ASHLEY MCREYNOLDS: I will just add that at SEAP there were some really powerful testimonies from LaCAN members that I think will come in and be very useful for when this bill is heard. And I see Sam is on here. I don't know if anyone else that testified at SEAP is on today but they were really powerful testimonies that I think impacted all of the SEAP members and are going to be important when this bill comes up to house ed. Representative Mack is the author of the bill and is carrying it on the house side and Senator Mizell is going to carry it on the senate side for us.

TONY PIONTEK: If you need, Ms. Ashley, you can connect with me for anything. I don't mind.

ASHLEY MCREYNOLDS: Awesome. Thank you, Tony.

JILL HANO: Okay. I'll be 41 next week. How many hands is in the office?

REKEESHA BRANCH: Then Erick raised his hand.

JILL HANO: Vivienne, you're recognized by the chair.

VIVIANNE WEBB: A child should never be pushed to the point to where they are in a position where they be melted down and checked out and they're either in danger of hurting themselves or damaging their surroundings. So with that in mind restraints should not be necessary and when it is used it is incredibly problematic. If you don't define what is disproportionate to the situation, which can get a little tricky because to everyone that's different. But also I understand it in instances where you have to protect the person but how about we look at ways to avoid the person getting to that point instead of

allowing them to be restrained and hurt.

ASHLEY MCREYNOLDS: I completely agree with you. And I think the crisis intervention training, the requirements of what that entails, alternatives to uses of physical restraint, de-escalation techniques, crisis management, trauma informed stuff, conflict prevention, crisis response techniques. There are a lot of things. And it starts on page 11. It requires and breaks down what is required of the training. And I think it will capture a lot of what you were talking about to try and reduce the student getting to the point where they feel like they have to be of eminent harm to themselves or to somebody else.

My son was a victim of very violent restraints when he was in school. He had very, very aggressive behaviors when he was pushed beyond a certain point so I completely and fully understand and agree where you are coming from. And we hope that this new training, which was never required before, will help reduce the practice of the use of physical restraint. It requires them to study alternatives to physical restraint in the training so we really do hope that the training and them having to pull together a designated team in each school will also be a support to other school staff, para professionals, special education teachers, regular education teachers that they can step in when either the para or the teacher is trying to put into place in the classroom is not effective and the student continues to escalate. That will trigger this crisis response team to then step in and they will then come in and hopefully practice these things that we outlined in this required training to be able to calm the student down or get the student to a level where they are no longer a harm to themselves or to somebody else. I'm not saying it's going to be perfect, but I will say that the states that have implemented this particular policy, their outcomes for students with disabilities and their use of restraint is a lot less than what we have and what we know is actually occurring in schools.

JILL HANO: Okay, y'all. We are behind. And Mr. Erick is this on the seclusion topic? This is the last comment I can take because we have got to move on or we'll be here till May. So Mr. Erick, you may speak.

ERICK TAYLOR: Y'all talking about the cameras in

the class. What y'all have in place if they not in classes that have the cameras? And my other question is is this special people that y'all got trained for this? That's all I have to say.

ASHLEY MCREYNOLDS: What was your first question about the cameras?

ERICK TAYLOR: Y'all just have the cameras in special ed classes, not around the school?

ASHLEY MCREYNOLDS: So most schools have cameras in communal spaces. So hallways, cafeterias, stuff like that. A lot of schools already have those in place. I don't know the statistics on cameras in regular classrooms. I know some of them have them because of testing but I don't know if they're turned on our used in any other times when state assessments aren't taking place. I don't know. But the feedback that we've gotten from parents is that when they're making requests to their principal for a special ed camera that they're having them have to submit like an incident that occurred to sort of validate the reason for the camera or they're just not following policy around getting them installed around the time that is required by law. The legislature is fed up. I will be honest with you, the department is fed up. And so just to sort of solve everybody's problems we're just going to mandate that they are installed. And a funding has already been allocated so it's not going to cost them additional dollars, they just need to install them. And what was your second part your question Erick?

ERICK TAYLOR: Y'all just have one team trained for that or all teachers that knows the situation?

ASHLEY MCREYNOLDS: There are trainings that all school personnel do at the beginning of every year for professional development. This training that we're adding it will require that any new school employee that comes in will go through this particular training. And then whoever else is designated by the school to be a part of the crisis intervention team they will go through an eight-hour training every year on CIT and everything that we have outlined in the bill on page 11 of the bill.

STEPHANIE CARMONA: Jill, Ms. Karen has a question.

JILL HANO: Okay. This is the really, really last question only because I've never met you and I want you

to think I'm a nice person. But go on, you're recognized by the chair.

KAREN XU: I just have a simple question. Is the camera mandated to install in institutional care facility or just a school system?

STEPHANIE CARMONA: Ashley, do you know?

ASHLEY MCREYNOLDS: This bill just addresses the cameras in special education classrooms. There are additional requirements. So like Pine Crest, for example, they have cameras in all the communal spaces with audio and visual. They do not go into specific bedrooms but they are there. I know nursing homes passed a bill a couple of years ago that allowed them, allowed residents of specific nursing homes to put them up in certain spaces. I don't know the language around like community homes. I know a lot of them have them for their own protection in communal areas. They don't go into the individual's bedrooms but they have them in like the living room, kitchen, dining room. Some of them have them in their outdoor areas and stuff like that. But I don't know like the legal requirement around it.

JILL HANO: Okay. Thank you. And this is a wonderful, wonderful conversation. And Renoda, I say this with love but this is a wonderful, wonderful conversation to have at our education and employment committee on the 30th of April. So is everything cool? Well, yes, I'm the chair. If we're all in agreement we will move on. Technically we're still on the agenda, that item. Stephanie read the recommendations that each committee made at our January meeting. Just to explain to the new people that as we go on we'll look at the activities one by one and then we'll piece these in and tweak them as we go. We just wanted to make y'all aware. And I think now we can kind of, I don't know, now every planning committee we have a status report of what the council staff recommends. So I was thinking, this is just an idea, I was thinking we could kind of make our plan as we went through this or do you want me to stick to the agenda and have you just talk about this and then we can move onto the agenda items? Because it's 10:54 and we are at 9:35 on the agenda. Does staff have recommendations on how to mosey this along?

STEPHANIE CARMONA: That's a great question Jill and I think that was a great solution to try and move ahead. I would say instead of going through and reviewing the status report I do just want to point out that this is the planning status report. It does have staff recommendations on it. It has the information currently for each initiative. So kind of going with what you said Jill, if we want we can kind of do both things at the same time. Like look at the planning status report and the contractual activities to decide what your funding's going to look like for those. And then if y'all wanted to add additional things and then going back at the end and looking at the noncontractual if there's anything that needs to be changed or taken out. What are your thoughts?

JILL HANO: My thoughts or everybody's thoughts?

STEPHANIE CARMONA: The chair, your thoughts.

JILL HANO: My thought is I was looking up what time lunch was but that sounds amazing.

STEPHANIE CARMONA: Okay. So I was saying we can kind of do what you were saying if it's what you would like where we would just kind of go through the planning status report and the contractual activities at the same time to decide like if anything needs to be changed within the contractual verse as in adding money, changing wording, that kind of thing. And then move on to the noncontractual and any additional recommendations. If you would like to do that.

JILL HANO: That sounds great. Does anyone not want to do that? All right. Good.

STEPHANIE CARMONA: Okay. So I'm going to share the draft of the action plan so as we edit anything I can change any wording or anything like that. So we're going to start with the contractual. So we'll start with activity 1.1.1.

JILL HANO: Do you have a second to email this document to me?

STEPHANIE CARMONA: Right now?

JILL HANO: Yeah or no?

STEPHANIE CARMONA: I can. It's just the plan but I can send it to you.

JILL HANO: Okay. Cool.

EBONY HAVEN: Jill, it's the same thing as the status report.

JILL HANO: Okay. Sorry.

EBONY HAVEN: No, that's okay.

STEPHANIE CARMONA: It's the same information. It just doesn't have that other side with the progress and the recommendations on it but it's the same thing. Just a different format.

JILL HANO: Okay.

STEPHANIE CARMONA: So the first contractual activity is Partners in Policymaking. That's activity 1.1.1. Staff recommends continuing this activity and decreasing the funding to 115,000-dollars. The additional 30,000 was for an alumni event which will be every five years. And I know we spoke about that before. That's just our recommendation. Whatever y'all would like to do.

JILL HANO: Okay. Does anyone disagree with what is on your status report? Okay. Do we have quorum if I go get something to drink?

STEPHANIE CARMONA: We will not.

JILL HANO: Okay. All right then. Let's move on, Stephanie.

STEPHANIE CARMONA: Okay.

EBONY HAVEN: Jill, if you want to take break and have everybody take a recess you can take a ten minute break. I think you'll be okay and then you can go get water.

JILL HANO: Okay with staff?

STEPHANIE CARMONA: Yeah.

JILL HANO: We are so behind. All right. We'll take a recess.

STEPHANIE CARMONA: For how long?

JILL HANO: Can we do like five minutes?

STEPHANIE CARMONA: Yeah, five minutes is perfect. So we'll be back at 11:06.

JILL HANO: Yes, ma'am.

(Recess)

JILL HANO: Stephanie, it's 11:08.

STEPHANIE CARMONA: All right. We're just waiting on one more person. All right. You have a quorum, Jill.

JILL HANO: Okay, guys, it is 11:10 and we have a quorum. So this meeting is now called back to order. I hope y'all had a good break. So we can get back to the task at hand. So Stephanie, if you would please

continue.

STEPHANIE CARMONA: Sure. We'll go on, unless there's any conversation about Partners in Policymaking. I did just add what we talked about right before the break which was doing the reduction to 115. And if y'all are ready to move onto 1.1.2 which is LaCAN. And I can read our recommendation. We recommend continuing this activity at its current budget. This budget was increased from 215,000 to the current funding at the FY 24 so we recommend keeping it the same.

JILL HANO: Okay. Any questions or how does everyone feel about keeping LaCAN at 240? Okay. Perfect. Any public comment? Okay. Perfect.

STEPHANIE CARMONA: The next activity is 1.1.3 which is advocacy events. And the staff recommends continuing this activity at its current budget.

JILL HANO: Okay. So any questions about LaCAN activities? Okay.

STEPHANIE CARMONA: So the next one would be activity 1.1.5 which is the website in plain language. It's not listed on the budget because we recommend rewriting this activity. And then because we are going to have the work completed there's no need for any funding so we're recommending to remove the funding and then to rewrite the activity.

JILL HANO: Okay. Do y'all have any comments as a committee? I strongly encourage it because y'all awfully quiet.

STEPHANIE CARMONA: And if you want I can show you what our recommendation is for like what it should say and then we can tweak it or if y'all don't want to rewrite it. Whatever y'all want. I'm just here to help.

JILL HANO: Okay. Let's look. Y'all want to look at it? Where's Erick?

STEPHANIE CARMONA: Hold on. We don't have a quorum because I need either Tony or Erick. You have a quorum Jill.

JILL HANO: Perfect. So y'all can continue.

STEPHANIE CARMONA: This in black is what it currently says and the part that, like this part right here that I kind of just highlighted with the gray, the website overhaul, plain language and rebranding, that

is being done at the end of this year. So what I did was I just kind of took the rest of it and this is just a recommendation from us about maybe how to write this activity. And then I crossed out the funding if y'all wanted to get rid of that funding since that website overhaul will be done.

JILL HANO: So what do y'all think? This doesn't make sense.

STEPHANIE CARMONA: Do we need to change the wording? Is there something that needs to be changed?

JILL HANO: Okay. Never mind. We're fine.

STEPHANIE CARMONA: Okay. So do we want to change the wording? This is a committee conversation. Do y'all want to change the wording? Do you like the wording? Do we need to add anything? Do we like what we had before? My only thing would be is like I said, this part right here we are not going to be doing because we're doing it this year so this part that I highlighted in gray we won't be doing because we're doing it right now. It's a one-time thing.

JILL HANO: Okay. That's what I was confused. So this is kind of going back to what we had where this would be like, for lack of a better term, our media pushout.

STEPHANIE CARMONA: Correct.

JILL HANO: Okay.

STEPHANIE CARMONA: I just kind of cut out this middle stuff right here that list what the information is. But if there's something that you think needs to be like spelled out in there we can change wording. But I just said provide information important to individuals. If we're good with it we can move on. Whatever y'all want to do. Jill, Vivienne has her hand raised.

JILL HANO: Vivienne, you are recognized.

VIVIANNE WEBB: Thank you. I think the wording looks pretty good. I like that it's open ended for this one because we're going to need a lot of different information this year. Yeah, I think it's worded beautiful for the situation we're in.

STEPHANIE CARMONA: Are we okay with striking out the old one?

JILL HANO: I am since it will be completely updated. Tony.

TONY PIONTEK: I'll say the same thing and I thank you for that, Jill, that I agree with you.

STEPHANIE CARMONA: All right. We'll move onto the next one. Or is there more information for this? I just wanted to make sure I'm not going too fast. But I think it's pretty straight forward.

JILL HANO: Any questions? So far so good?

TONY PIONTEK: Beautiful.

STEPHANIE CARMONA: So the next one is activity 1.1.7 which is YLF. The staff recommends continuing this activity at its current budget. The budget was increased from 30,000 to its current level in FFY 2024. In 2023 the first year YLF accepted 13 delegates and lasted for three days. In 2024 they accepted 14 delegates including one high-support camper and it took place over three and a half days. That's just a little background information for y'all. They do receive other, and I have it kind of listed right above there, but they do receive other funding. They receive funding from the Department of Education. They receive a transportation and meals grant. And then they also receive an additional grant. I believe the second one they are getting again but I'm not sure. I know the first one was a five-year grant so it's reoccurring for five years. It was for housing and meals. But they do get funding from the Department of Education and they may receive funding from Louisiana Rehabilitation Services depending on the delegates that are accepted.

JILL HANO: I'm pretty sure that they're on year three of the five-year grant or will be year three.

STEPHANIE CARMONA: Yes, I think you're right. We just recommended that it stays at its current funding. And then Tony has his hand raised.

JILL HANO: Tony.

TONY PIONTEK: Thanks Jill. Is this like, just a few questions, but is this like the right type of what used to be the approximate original cost? It will hopefully stay the same for this financial support.

STEPHANIE CARMONA: That's a good question. The first year they received 30,000-dollars and then they got an increase right after that. So they increased or their budget was increased in FFY 2025 to 45,000-dollars and we're recommending that it stay at the 45,000-dollars.

TONY PIONTEK: Is that pretty much like was it just recent that it changed or purposes for that?

STEPHANIE CARMONA: So it changed in 2024 and the reason that the council decided to increase the funding was to allow for more delegates to go and to extend the weekends to make it a longer camp time.

TONY PIONTEK: I was just wondering how it got to be that. I was just curious.

JILL HANO: The program, is it going to stay the same, 14 delegates including a high-support camper over three and a half days. Is that changing?

EBONY HAVEN: I think, well, we haven't got the logistics for this year's YLF yet, Jill. I know the place is going to change. They had to change the place to LSU Eunice. I think it depends on who applies, how many applicants they receive that's going to depend on how many campers they accept. And then I do think the 3.5 days is probably going to stay the same but we'll have more information for you guys on that probably at the council meeting. And Vivienne has her hand raised.

JILL HANO: Okay, Vivienne, you're recognized by the chair.

VIVIANNE WEBB: Do we want to table discussing this activity and the price right now that we're allotting to this? I texted Lillian and she has not responded yet but I am trying to check-in in case she knows off the top of her head although I don't think she does. But she might.

JILL HANO: I mean you're not wrong about that part. What do y'all think committee?

TONY PIONTEK: Like for this part?

JILL HANO: Yeah.

VIVIANNE WEBB: So Lillian just responded and she said the current amount is just right.

JILL HANO: Perfect.

BRENTON ANDRUS: Also keep in mind whatever amounts you set now you will have money to spend later for either new projects or if you decide you need to increase funding on any of these. So the decision you make right now to bump something up or to move it, reduce funding doesn't necessarily mean that's how it's going to be by the end of the meeting.

STEPHANIE CARMONA: Yeah. We can always go back if we decide, like if y'all decide we want to change

something at the end we'll go through, make sure everything's how you want it, make sure the budget's where it's at and then make any edits.

BRENTON ANDRUS: Because your motion is going to be for this whole plan that you edited rather than each individual thing.

JILL HANO: We have to make a motion, Brenton?

BRENTON ANDRUS: A motion to the full council.

JILL HANO: Okay. Let's move on. 1.1.8 Stephanie.

STEPHANIE CARMONA: So 1.1.8. So the staff recommends rewriting this activity. I'll read what we recommend and then I can go into the approximate cost if you would like. But we recommend that it say provide financial support and technical assistance to educate and train individuals with intellectual and developmental disabilities on abuse, neglect and exploitation. The big thing is to get rid of this and collaborate with the Office for Citizens with Developmental Disabilities. It's getting rid of that section right there. Because currently we are partnering with Team Dynamics who are working with OCDD. Like their documents that they have and things like how to file a complaint. So they're giving like the information on resources to identify and prevent abuse. Skills to recognize, prevent and respond to abuse and neglect. So they are taking like the reporting steps from OCDD but we feel that they have created these documents that they don't really need to collaborate with them anymore.

And then I can talk about, I spoke to Team Dynamics and they are very interested in continuing this work for the next year. They want to expand upon what they're doing currently and include some videos of people sharing their thoughts and ideas on how to recognize abuse and neglect and what to do if it happens. The videos would have a couple different purposes. They can use it in a couple different places. They gave some information on how they would use it. They could use it on social media for marketing and training. They could use it in the training as like little, short video clips. And then they can use it kind of like as wrap-up kind of thing at the end of the training. And then I asked them what would that look like if they were to expand it and

still do what they're doing now just add the expansion which is nine statewide workshops. So that is one in every region. Combining one and ten together. So their amount that they gave me is 78,000-dollars they can expand and continue. They did want me to let the committee know that, not that they don't need the increase, but they would continue at what they are doing currently at the 50,000, they just wouldn't be able to expand it a little bit more to do the videos and the extra marketing.

EBONY HAVEN: So Jill I have a question.

JILL HANO: You have a question or there's a question?

EBONY HAVEN: Oh, no. I have a question.

JILL HANO: Okay. Sorry. You're recognized.

EBONY HAVEN: I know it's important to the council that you guys have ownership of the things that you guys are contracting with the contractors for. And Stephanie you may not have talked to Team Dynamics about this but I'm just wondering if they're going to allow the council to have ownership of those videos. Can we put them on our website or YouTube page. If you didn't ask them that it's okay. We can just find out that information. I was just wondering, Jill.

STEPHANIE CARMONA: I didn't ask those questions. Those are great questions. I will say that they have shared all of their, they're doing two different contracts with us and they have shared everything with us so far that they have created. They have shared fliers, worksheets that they've created. So I'm sure we could talk to them about it and we can have access to those videos and they can be shared on our YouTube, on our website, on our Facebook. I'm sure if we asked they would be more than happy to. But that's a good point. I did not ask. I didn't even think about it.

JILL HANO: So I have a question, Stephanie. I don't even remember this. We obviously put it on the five-year plan. Like where can I find a description of what the training is?

STEPHANIE CARMONA: It is on the planning status report. So if you look at that activity 2.1.3-- wait. That's not it. I'm sorry. I'm on the wrong page.

JILL HANO: A proposal a few years ago, is that still on the website? When did we get this?

BRENTON ANDRUS: So there was no proposal on this particular activity.

JILL HANO: Oh, okay.

BRENTON ANDRUS: The way y'all had it written was working with OCDD and there was this assumption that maybe the department had something in mind that we could assist with but that's not really what happened and I don't know where the breakdown was. So we as staff had to pivot and Team Dynamics did work for us in the past on this same issue just sort of a different way and so that's when we reached out to them because you already assigned this, you already approved this plan and so we needed to make sure we were able to get something done and not just have this money sitting around and an activity go...

JILL HANO: So the activity was to collaborate with OCDD and the contractor is Team Dynamics?

BRENTON ANDRUS: Yes. We essentially took some information OCDD gave us and passed it on to Team Dynamics so they could use that if they needed it as part of their training development. But yeah, they are the contractor and we don't have a whole lot of collaboration with OCDD moving forward now that we've had those initial discussions.

STEPHANIE CARMONA: And that's why we were recommending to remove that part from the activity because we kind of got everything that we need from them already.

JILL HANO: We can change goals.

STEPHANIE CARMONA: Correct. Or objectives. But the activities yes, we can change.

JILL HANO: Okay. Cool.

EBONY HAVEN: Karen has her hand raised.

JILL HANO: Karen, you're recognized by the chair.

KAREN XU: Thank you. The number, we still use the older number so it's 50,000?

EBONY HAVEN: If you all decide to take the recommendation from Team Dynamics and increase the amount they'll be able to expand what they're doing currently. And I think Stephanie just kind of said that they would do some shorter videos where they could share those at the trainings for the next action plan. And if you guys decide to do that and make that recommendation yeah, we would change that amount to the

78,000. But right now it's just still the 50.

KAREN XU: So other item you already put a new number?

STEPHANIE CARMONA: The only reason that I did it that way is for the Partners in Policymaking one they said the alumni event was only going to be five years and they gave us the amount. They told us how much it was going to cost them. So because it was just once every five years I just took it off automatically. But I'm sorry. I know that is confusing.

KAREN XU: Another question about what kind of organization is Team Dynamics. I have no idea about that. So you partner with OCDD directly and partner with Team Dynamics. That's contractor?

STEPHANIE CARMONA: Yeah, they're our contractor.

KAREN XU: A third party or?

STEPHANIE CARMONA: No. They're an LLC.

EBONY HAVEN: They contracted with the council prior to this year and they did some abuse and neglect training but it was more focused on like healthy relationships and making sure that that type of abuse and neglect doesn't happen. So we've contracted with them before.

KAREN XU: So they just take responsibility for collecting the information. Because OCDD has the power to do some change or to correct and identify any kind of issue.

STEPHANIE CARMONA: Their training is focused on how can the individuals, family members and caretakers recognize if a person is being abused, an individual with IDD or if they recognize that they are being abused. And then it gives them steps on reporting them to OCDD. So that's one of the things. So the steps for reporting, advocating for yourself, what are the signs of abuse to recognize. And so they're training focuses on kind of all the aspects of it. Like what are the steps to do when you do recognize. What should you do. Who should you talk to. What needs to be done. And then once they make that report you're right, that is OCDD that's going to come in.

BRENTON ANDRUS: That's part of the issue with the way this is worded as well is OCDD is not the ones that are investigating these things. They really haven't set a lot of these policies at these facilities or

within the HCBS program. A lot of that has to do with health standards and so that's what Team Dynamics is doing. People that are utilizing these services what do you do when you've been abused or you see abuse happening because I think that might not be as clear to people of what you're supposed to do within the mechanisms that are in place to address abuse and neglect. Because the policies are there, what should happen is there. But does it ever get reported. Does it ever get to that point. So that was the focus, right. And they'll do the training for us. And Team Dynamics they do a lot of government nonprofit type planning sort of things. But they also have just training development. And a lot of our trainings are done by Sharon Delvisco. She was also a LaCAN leader at one point in time so we're very familiar with her. We have a long relationship with her and Team Dynamics at this point. Because our previous abuse training went on for four or five years I think. I had that initial contract and it went on for a long time.

STEPHANIE CARMONA: We do a lot of third-party contracting.

BRENTON ANDRUS: Yeah, the council itself doesn't really provide any sort of services or contract type work.

TONY PIONTEK: I have a side question for you, Ms. Jill and Mr. Brenton. Do y'all know there's a Sam that he's been doing texting for a few times on the right-hand side. Do y'all actually see that?

JILL HANO: Yes, sir.

TONY PIONTEK: I have a feeling he was still texting but I'm not sure if he knows he can't do that. I was just making sure.

BRENTON ANDRUS: Okay. Thanks, Tony.

TONY PIONTEK: And he doesn't have a picture of himself. Just wondering.

EBONY HAVEN: Thank you, Tony. If anybody wants to speak they're more than welcome to raise their hand. And Jill, once they're recognized by the chair they will be allowed to speak and give their public comment.

TONY PIONTEK: I was just talking about this person Sam. He doesn't have a picture of himself.

EBONY HAVEN: Jill, I think Sam has her hand raised.

JILL HANO: Okay. Mr. Sam, I think I didn't recognize your emoji and I think I ignored you last time so I apologize but you have the floor.

SAM: Hello, y'all. Can you hear me?

BRENTON ANDRUS: Yes.

SAM: Okay. I'm actually the mom that gave testimony last week for Asher Runion and so this is my first meeting. I do apologize for texting in the box. I'm very new to this. But I am a female. I'm a mom. Nice to meet everyone. And I will keep my comments at bay and I'm just watching now. So thank you so much. I release the floor.

JILL HANO: Thank you. And I apologize. I kept saying Mr. So Stephanie, Ebony, Brenton y'all all simultaneously have the floor so have at it.

STEPHANIE CARMONA: So I went and I put the recommendation, our recommendation for what it should say. So I went ahead and I typed that right there. If there's anything that you would like to add or change let me know. I can change it. This is for y'all. And then I didn't know what your costs, if you wanted to keep it or if you wanted to increase it. And just a reminder at the end we can go back and adjust if we need to adjust also. This isn't set in stone.

EBONY HAVEN: I guess it just depends on what the committee wants to do. Whether or not you guys feel the value in those short videos that they're saying they can make for the next year or if you guys just want to keep them at the current level funding which is 50 and they just continue to do the regular trainings that they're doing this year. It all depends on what the committee wants. So you guys can discuss or make a decision now. Vivienne has her handed raised, Jill.

JILL HANO: Vivienne, you have the floor.

VIVIANNE WEBB: Thank you. So I guess it depends on however much money they really need to do everything. Cause I'm all for the short videos especially if it's on TikTok or YouTube shorts because people will find it that way because lots of people scroll now, endlessly. I feel like that could be beneficial. Do we know the number that that would require?

STEPHANIE CARMONA: Yeah. So they asked for 78,000. And just a reminder we have available 135,000.

And then we can always change, like I said, it's not definite here. So if y'all feel like okay, well maybe we can only give them 65. You see what I'm saying? I'm sure they can work with that because they said they are fine without the expansion for doing the videos if we couldn't increase. But I asked them like what would you want it to be, your ideal budget, what would you want it to be, what would that include, what would that change. Their ideal budget is 78,000-dollars. And right now they're getting 50. That's 28,000 additional that they're requesting.

ERICK TAYLOR: What's the time being put into this?

STEPHANIE CARMONA: They have created the training completely. So at least for this year they have created the training. They've scheduled all the training. There's nine trainings across the state. We just sent out an LADDC news with all of the trainings, like the dates for them. They have, I want to say they can have 25 people per training but it might be 35. I don't remember off hand. And this would include the materials, the salary for the people. It includes all of their management also. So we have to think even though that may seem like a lot making these videos there's going to be somebody that has to actually record them, edit them. You know, there's a lot to it. And like I said, if this isn't the amount that we want or we think that they spend on it or should spend on it we can come up with a number right now or we can say okay, let's give them the full amount and maybe adjust it later when we decide what else we're trying to fund or anything that needs to be changed.

ERICK TAYLOR: I feel like that's a bit much.

KAREN XU: This is the first year?

STEPHANIE CARMONA: This is the first year they're doing this one, correct?

KAREN XU: It's important that we would do the training. I'm okay with it. Give and see what the consequence.

STEPHANIE CARMONA: What the outcome is. Another idea if we're saying increasing the 28 just isn't what you're looking to do you can always say well, maybe we do half of that. Half is 14. We can say increase by 15,000 to see maybe they can't make as many videos but maybe they can get a couple of them to get started and

see how it goes and then if we want to expand the next year.

ERICK TAYLOR: This is their first time doing it?

STEPHANIE CARMONA: This is the first year that this has been on the plan. This is their first time doing this training but not trainings.

BRENTON ANDRUS: We've contracted with them and they do their own trainings. Our contracted work is covering the costs that they normally charge people to attend their trainings. But one of the things, just to keep in mind, so Stephanie mentioned there's nine trainings, 25 to 35 sounds about right because that's what the previous one was. This is a very sensitive topic. You don't want massive amounts of people in a room. You want it to be very engaging and very open conversations. I find videos might be able to supplement some of the material for people that can't actually attend these trainings. Maybe you don't register in time. Maybe it's not close enough, something happens. And they specifically talk about focusing their videos on recognizing signs of what to actually do when it happens. And I feel like those videos are probably important to keep where we can continue to push that information out even whenever we're no longer training people. We still have access to videos of that nature that we can share. And this particular topic it comes up at every planning meeting. It comes up every year. It always comes up at community input meetings. Just keep that in mind as you make your decision on what you think you should do.

ERICK TAYLOR: At the same time have they did other stuff? Have they did any work like this or the first time?

STEPHANIE CARMONA: They've done a similar training for the council.

EBONY HAVEN: We contracted with them for like four years to do a training similar to this. But Jill, Erick, I want to make sure that your question is answered. They've done trainings like this before. Previously it was about four years ago, Brenton? I've been here for six years. We were doing that training when I started. So I've been here for six and a half years. So that was about six years ago. So this training is a little bit different because the previous

training they were focusing on healthy relationships.

ERICK TAYLOR: This is a new training. But my point I'm getting at is this a new training?

EBONY HAVEN: Yes. This one is specifically focusing on abuse and neglect. How to recognize signs of abuse and neglect and who to actually report that to. Because a lot of people think they're supposed to report it to OCDD, the Office for Citizens with Developmental Disabilities but that's not the case. They're supposed to report abuse and neglect to Health Standards. So this is making sure that individuals who are receiving services, waiver services, any home and community-based services that they know if they recognize signs of abuse and neglect they know who to report it to.

BRENTON ANDRUS: And there are experts on their staff as well as those they contract out with to help develop these trainings. So it's not just a random contractor we've asked to come up with some materials.

ERICK TAYLOR: How much footwork are they doing?

BRENTON ANDRUS: All of it.

EBONY HAVEN: Yeah, they're doing all the footwork. Like Stephanie said, they've created all the materials. They have scheduled all the trainings in each region. They did a survey to investigate what individuals in the community wanted to see from this training. So they've done all of the groundwork.

BRENTON ANDRUS: They might cover different topics depending where they are based on the survey.

ERICK TAYLOR: If y'all pushing private videos that's basically putting it where somebody could see it privately they self and feel comfortable.

STEPHANIE CARMONA: Yeah. I think kind of what Brenton was saying is like because these are smaller meetings, like they're about 25 to 35 people or if say I can't go but I see this video and I say oh, I'm recognizing that somebody is being abused then now I have this short little video that I can say I know what to do.

ERICK TAYLOR: You will actually see what it is but once you see a video you could notice.

STEPHANIE CARMONA: Correct.

EBONY HAVEN: Jill, you have Tony and I think Christie Curtis had her hand raised.

JILL HANO: I have a question. Tony, can I ask my question?

TONY PIONTEK: Yes. In our activity 1.1.8 I know it says provide financial support and technical assistance and educate and train individuals with intellectual and developmental disabilities on abuse, neglect and exploitation but I'm very sure would that also involve employment as well?

STEPHANIE CARMONA: When you say employment do you mean like caretakers?

TONY PIONTEK: Yes and much more than that because I'm very sure I'm not the only one in this picture where people from, even though I live on my own there's someone that cares for my needs and the shopping and all that. And I'm very sure y'all know that I'm not the only one in this position. And by reading that that could really add a little bonus to that with the red writing of living by yourself and caregivers and what not. So I just really thought that was right in that same area.

STEPHANIE CARMONA: Okay. So is this kind of what you're looking for to include not just individuals with intellectual and developmental disabilities but also caregivers and families?

TONY PIONTEK: Yes. Because it's so much needed now. And we're probably not the only parish that has this problem. I can remember going back when I first started. I like many others I feel like that's a huge impact for us to add that.

STEPHANIE CARMONA: Jill, Vivienne has her hand raised.

JILL HANO: Okay. Vivienne. And then after Vivienne I have a comment and I would like to hear from Christie Curtis. So Vivienne.

VIVIANNE WEBB: Would the individual with the disability necessarily always feel comfortable with the caregiver present if they're doing this training and watching these videos? Because this might put them in an awkward position or even a not so good position. So that's my only concern with the wording.

BRENTON ANDRUS: I will say what Team Dynamics did the last time we did this training it was a separate training. So individuals with IDD were in their own room, had their own training. Parents, caregivers had

their own training. There might have been a brief introduction together and then there was this sort of breakout. So I would imagine they would do that again or we could request and put it in the contract.

VIVIANNE WEBB: Because if someone recognizes the signs of abuse within their caregiver because this could be a lot of different situations and it's a possibility. But if they realize it right in front of them that wouldn't be the best situation.

BRENTON ANDRUS: Valid point.

JILL HANO: Christie, can you come off mute. I noticed your hand raised.

CHRISTIE CURTIS: Thanks, Jill. So sorry, sometimes I feel like I have too much input in these meetings. But I just wanted you guys to remember that not all individuals learn the same. Most of you have probably met Bryson at some point or another over the last few years. He will not pay attention to information at an in-person meeting. His attention span just isn't there to pay attention like that. But if there's an engaging video or some other type of material that's available he will listen and get the information that we're trying to get across. So I'm just asking you guys to be aware that not everybody learns the same and we can maybe get a little creative with the way that we produce these materials to share with individuals themselves. Because I think this is great information that he really does need for his future. That's all. Thanks.

JILL HANO: Thank you. And I wanted to ask the staff like we were talking about increasing the funding and I put on my agenda January committee meeting. But I think feedback on like numbers from how certain initiatives are going. So like is this initiative, like how successful is this initiative?

STEPHANIE CARMONA: Good question. Give me one moment. I'm pulling it up right now.

EBONY HAVEN: So while Stephanie is pulling it up I want to make sure we understand the question right, Jill. You're asking us how successful, like how many people have attended the training so far?

JILL HANO: Correct.

EBONY HAVEN: Okay. I just wanted to make sure I understood.

STEPHANIE CARMONA: I think they haven't had their first one yet but let me check.

BRENTON ANDRUS: I was going to say this training or this initiative actually started much later than the others.

JILL HANO: Oh, because we're halfway through the year.

EBONY HAVEN: Right. So remember the activity was to collaborate with the Office for Citizens with Developmental Disabilities. We were initially trying to collaborate with them however they were the ones that informed us that they're not the individuals to contact if there is abuse and neglect. So we had to pivot and find a contractor that could do this type of training for us and still collaborate with the Office for Citizens with Developmental Disabilities. Now they provided the information they had to Team Dynamics but since we had to pivot there was a delay in Team Dynamics getting started with this project, which is why they are just doing their first training. I don't think they have done it yet.

STEPHANIE CARMONA: No. And I can tell you when the first one is. They did send out-- so they sent out a survey. We sent it out also. They posted it. They sent it through their mailing list which is they said they have it at 4,300 people. They also put it on all of their social media. So Team Dynamics, the Pelican Center and People First of the North Shore posted it on their social media as well as we sent it through our list serve and put it on our social media. I'm trying to see if they have how many people filled it out. They also sent out 150 paper surveys to 15 providers across the state to get input. So they received 160 participants in the survey so that's just what I have. I'm just looking at their survey results right now. But I can tell you when their first training is. It has not happened yet. And like we said, it's just been since we had to pivot they started later than our other contracts. But they have one coming up I want to say it's in April. I don't want to give you the wrong day so let me look real quick. So their first training is going to be May 1st. So it's in one month. And the first one will be in Shreveport. They're doing two of them. One in Shreveport and one in Monroe. And

they're both on May 1st.

JILL HANO: Okay. I was wondering. A lot of times for me the decisions are made based on feedback.

STEPHANIE CARMONA: I understand. They had a good bit of people respond so I just want to let you know that of the 64 parishes they had people from 29 parishes respond. And so they did send all the survey results to me. There are a lot of good comments and things. So I can talk more about that if you're interested at the council meeting just going through and giving information on their results because it's a lot of information. It's a 16-page report they sent me. But I do think that because so many people responded to this survey it shows that there is a great need. And Jill, you have two people with their hand raised. Tony has his hand up and so does Renoda.

JILL HANO: Tony, you have the floor.

TONY PIONTEK: Thank you. I definitely undoubtedly know what Ms. Christie was talking about in her chat. I also know whoever that was that was talking recently if there's ever a possibility try not to forget Iberia Parish because we try to get enough of trainings but we don't really have enough. Really I could not stress enough to have more chats like this or videos or whatever. However that works out for Iberia Parish here. But I totally see where she's coming from because I've shared this before recently on here and I've done so many things like this through high school and public talks that I've done in our parish here. And I'm hoping that we can really change that where I live here and if that's ever a big change we would love to have that in our parish here. Because I know Ms. Curtis and I with Beau that was a separate meeting, that was more of something else but generally we want to have more inspired and more devoted time to have videos of some sort of ways that we can implement this and make a positive change so that we can share all this information and the resources that we have in Iberia Parish. I just feel it's not only myself but Ms. Christie realizes it. We all do in our parish. It's just we need much more than we want and to really look forward to making this real change in our parish. It seems like we just cannot get enough of this. So we're really in a dire need for this. I'm hoping not

just Mr. Beau as a representative for our parish but we really need to push more on this so that we can really, really implement on other things like this. Not just goals and other issues that we have. I just cannot stress enough for this because the more we have the more we can use. And it's at our hands that we can really use like something really permanent to where we can work on it and we can finally do something about it finally. Just can't stress enough.

STEPHANIE CARMONA: Jill, you have another hand raised. Ms. Renoda Washington.

JILL HANO: Renoda, you're recognized.

RENODA WASHINGTON: Thank you, Jill. Hi, everyone. I'm sorry I wasn't able to engage. I had a lot of things going on at school. However, I was able to get a little bit of this conversation and I did want to state that I understand what Ms. Christie was stating in regards. However, I did read that Team Dynamics said this training was going to be interactive, they were going to be doing hands on activities and discussions, real world strategies or something like that. So with this topic being so sensitive and it is greatly needed I do think that as the council we've given a lot of things a try in times past and since this is something that the people really want let's give it a try. We are able to even go and see one of the trainings before time. Maybe we can kind of see do we want to give them the full, I think it was 78,000. I'm not looking at my thing but I think it was 78,000. Or either we can pivot it a little bit, see the response of the people, especially those with disabilities, how they're responding. Are their teachers effective. And is this something that our children with disabilities can retain. We can just kind of see and maybe make a determination. But I feel that since it's something that we hear a lot at our meetings to give it a try. That's just my thoughts.

JILL HANO: Thank you.

STEPHANIE CARMONA: So Jill, I just have a couple questions. My first question is for the whole committee. Is there any change in the wording for this one? So I'm looking at the wording in red on did we want to-- I know I added in the caregivers and families right there. So if we wanted to change anything here.

And then I didn't know if y'all settled on an amount or? Those are just my two questions.

JILL HANO: Okay. From my understanding I've lost all control so far because so far the only thing we've done-- Renoda, did you have another question?

STEPHANIE CARMONA: No. I think she just didn't lower it from before.

JILL HANO: Okay. No problem. I think so far the only thing we've been doing, and I'm kind of losing site of the task at hand, is subtracting the ones that we have. The question for the third time is that there is a recommendation to add 28,000-dollars to this activity. That would bring the total to 78,000-dollars.

STEPHANIE CARMONA: That's correct. And I'll share with you the budget just so you can see what that looks like if you were to do that. So far we have kept everything at its current. This one's in the wrong spot. This is if we do the increase we'll have 107,000-dollars still remaining for other activities. If there's another amount. So like right now it is 50. If it stays at its current funding we still have to spend the 135,000-dollars. If we want to increase the abuse and neglect exploitation training for their recommended we would have a little over 100,000 remaining. And if we wanted to just kind of do it right now as a placeholder and then go back and just kind of figure out how much money later, however y'all want to do it, I just did want to point out that we're getting close to 12:30 right now.

JILL HANO: After this question I was going to suggest we break for lunch.

STEPHANIE CARMONA: Agreed. So I'll stop sharing. This was to just show you what it does to the full amount if we were to change this year. And again, this isn't finalized yet. We can always go back and I can edit this if you decide like let's only give them 70,000 or whatever.

JILL HANO: We don't have to give them the whole 28,000.

STEPHANIE CARMONA: Correct. You can decide. That was just their ask so I wanted to give y'all that information. But again, you're taking everything that we say as a recommendation and at the end of the day

it's what you want.

JILL HANO: Right. So what is the-- and I'm so not used to being the chair of this committee. I talk a lot. What is the will of this committee, to increase this and by how much? Erick, you're too quiet. What do you think? I was like all right, Mr. Taylor's with me. You haven't said one word.

ERICK TAYLOR: I think that we should do it. I really sat back and think about it. The videos would help. The videos can help people that can't see. Someone can't see they can pop a video on and listen if I'm saying is right to y'all. I think it would help tremendous with the videos. It's something they can hold on to and go back to if they need to in the privacy. If they can't watch it then they can go back and watch it. I think we should give it a try. And the parent that spoke about her child that can't sit too long the videos do help because they go to tablets. They hold tablets, they hold phones. It's just something to keep them quiet and they looking at something that could help them. I think it would definitely help. I had to sit here and think on it. It's a lot of work to keep it going. So yes, I think it would help.

JILL HANO: Okay. Does anyone else have any thoughts on this? Okay. So are we all in favor to raise the cost? Okay. Are we all in favor to raise it by 78,000 or whatever?

EBONY HAVEN: I think all the committee is in agreement.

BRENTON ANDRUS: Remember when you get to the end you can make changes if you need to.

EBONY HAVEN: Okay. Yeah, it's 12:30 Jill if you want to take a break.

JILL HANO: Okay, y'all.

STEPHANIE CARMONA: Maybe 45 minutes. What do you think, Jill?

JILL HANO: Usually it's an hour but we're running behind. Can we come back in 25 minutes?

BRENTON ANDRUS: 1:15?

TONY PIONTEK: We can do that.

JILL HANO: Okay.

(Lunch)

JILL HANO: Okay, y'all ready?

STEPHANIE CARMONA: We have a quorum.

JILL HANO: Okay, great. Welcome back, y'all. I hope everyone had a good lunch. So now we are going to continue our planning as we go looking at the status report with staff recommendations. Stephanie, if you will continue where we left off.

STEPHANIE CARMONA: Sure. So the next activity, contractual activity is People First. That's activity 1.2.1. The staff recommends continuing this activity for FY 26 but lowering the budget to 20,000-dollars. I did make a mistake on the status report. I'm sorry. I wrote that they get 20,000. They actually get 25. So right now currently they get 25,000-dollars so FFY 2025. For the past three years they've left over a little over 6,000 each year remaining in that contract so we just recommended lowering it by 5,000 and changing it to 20,000.

JILL HANO: Okay. Any discussion on that?

STEPHANIE CARMONA: Erick has his hand raised.

JILL HANO: Erick.

ERICK TAYLOR: Did they say the reason why?

REKEESHA BRANCH: I think Ms. Ashley is on here now. She can probably speak.

ASHLEY MCREYNOLDS: I do know that we will zero out the budget this year. We are sending several people to the disability policy summit in DC next week and we are also working with a group of People First members from our chapter in St. Charles on a project that we partnered with OCCD on through one of the co-occurring grants that we have with y'all. Have had in the past actually. And we're going to be submitting a proposal at AAIDD for September and again at the National Association for Dual Diagnosis Conference to have them come with us to present their work on the development of the wellness guides that are going to be a part of all home and community-based waivers. And so I do know that we will zero out that money this year for a fact. It will be gone. And we just hosted our People First conference. We had over 120 self-advocates come. And we had a great conference with a young man with autism that shared his story and talked about how it's important for self-advocates to get involved in the community by linking their interests and hobbies and likes to different like opportunities. It was really

an incredible training this year. So I do know we will zero out that contract this year.

JILL HANO: Okay. Thank you. So that being said how much was it for FY 25?

STEPHANIE CARMONA: So they had 25,000 I believe for the past three years. Erick has his hand raised.

JILL HANO: Okay. Mr. Erick.

ERICK TAYLOR: The money that they did not use that's rollover money or just money that was lost?

STEPHANIE CARMONA: It doesn't rollover. Each year we have a certain amount of money to spend. If they don't spend it, they don't spend it.

JILL HANO: They recommend lowering it from 25 to 20,000. And then Ms. Reynolds gave an update on the progress and how they do plan on using the funds for the rest of this year. So now we can discuss what this committee thinks about all the information y'all just heard.

STEPHANIE CARMONA: Erick has his hand raised.

JILL HANO: Erick.

ERICK TAYLOR: Do we get a report on that every quarter on how the 25 was being used?

REKEESHA BRANCH: We do an update in the status report you're able to see what they're doing every quarter.

ERICK TAYLOR: Is it what is they using?

REKEESHA BRANCH: As far as how much of the money they used so far?

ERICK TAYLOR: Yeah, the money so far.

REKEESHA BRANCH: No, we haven't provided you guys with that. We normally let you know if it's a training or something like that. But we can start if that's why you guys are asking.

JILL HANO: Erick, can you repeat that?

ERICK TAYLOR: I was asking if we get every three quarter a paper on how they using it and is there a cap on that.

BRENTON ANDRUS: There's no cap on how they use their funding. They give us their budget breakdown and kind of tell us what they anticipate spending it, what time periods. So that's how we know to do their budget.

ERICK TAYLOR: But what I'm saying to you is not a cap, I'm saying dropping if we drop it 20,000. So they

locking at 20,000 and that's spending the whole thing? Where is they stopping at that far where okay, we had enough (inaudible).

BRENTON ANDRUS: They'll use it. If it's been assigned they can't just hold it for a rainy day. They're going to spend it and send us an invoice because they only get reimbursed for what they spend. If it doesn't get used, it doesn't get used. The recommendation of going into the 20s when you look over the years the average is about 6,000-dollars that aren't used each year.

ERICK TAYLOR: That's 6,000-dollars that could have been used somewhere else.

BRENTON ANDRUS: Correct. Now there were some discussions we had internally when we do the People First contract next year of tweaking some of the language so it doesn't lock them into such specific activities. Like specifically training or technical assistance but other ways we could help support People First that we could start utilizing funding for as well which would give them more opportunities to be able to spend however much y'all decide to give them.

JILL HANO: So what does everyone think? I think it would be good to drop it down to 20.

TONY PIONTEK: I agree.

EBONY HAVEN: Karen has her hand raised, Jill.

JILL HANO: Ms. Karen, you have the floor.

KAREN XU: I just want to know usually what kind of technique in training, what they do? What kind of work they do so I may consider the budget.

STEPHANIE CARMONA: So they work with the People First chapters. I don't know how many chapters across the state. They do one big training event per year that they host. So they just had it I want to say maybe two weeks ago. I know it just happened recently. They also, if a member of People First, if they want to go to different trainings or conferences. Like Ashley mentioned next week is the Disability Policy that they are going to send members that are interested. I believe it's in Washington DC. So it covers their travel, the conference and meals. That kind of thing. Lodging.

KAREN XU: For this year's plan?

STEPHANIE CARMONA: That they plan on spending the

whole, correct.

KAREN XU: It should be enough, right?

STEPHANIE CARMONA: So currently the approximate cost for 2025, the cost that they have right now is 25,000 for the past three years. So not including 2025. So 2024, 2023, 2022 they have not used all of their funds. They've left a little over more than 6,000. So our recommendation was to lower the budget to the 20,000 for this next coming year. That's cutting 5,000. But Ashley was saying that this year they have plans to use the entire funds. So just have to take both of those things into account of how y'all want to do the budget.

JILL HANO: Ashley.

ASHLEY MCREYNOLDS: Thanks, Jill. I'll be very quick. I think too the reason why some was left the last three years is we were sort of still dealing with Covid and there was a lot of hesitancy amongst self-advocates to get back to in-person activities. And they were not traveling to conferences so we just weren't having the interests in some of these in-person events. Like we've really picked up this year. Like I think last year we had I think about 75 or 80 people come to our conference and this year we had 125. So I think just it was a slow return for some out of fear with Covid which I think did contribute to why especially in like 22, 23 why we sort of left some of that funding on the table. So hopefully as everybody moves back towards full in-person events some of the hybrid options have gone away. People are really starting to travel again this year and want to get back to the in-person activities.

JILL HANO: Okay. Thank you, Ashley.

EBONY HAVEN: So Jill, Erick has his hand raised and so does Tony.

JILL HANO: Erick.

ERICK TAYLOR: I got another question. Even if we drop it down to the 20,000 and we see what we need to see can it always be raised or once we drop it it's locked to where we drop it?

JILL HANO: Well, if we drop it today then we have an opportunity to raise it when we meet with the full council later or like in a few weeks. But I think that's not until October of 20-- I mean, that would be

in contract until October of 20-- I don't know.

STEPHANIE CARMONA: Yeah, I agree with what you're saying. I was going to say just as a follow up once we set the plan, Erick, we won't be able to go and add money like halfway into the plan. Once they're done with the contract if y'all lowered it to the 20 and you said oh, they used up all that 20, they could have used some more. Then the next year, which would be the 2027 plan which would start October 1st, 2026, it can be raised again. Does that answer what you were asking? Okay.

JILL HANO: Tony, you have the floor.

TONY PIONTEK: Thanks. Like I shared this previously I know we want a fair balance of what our issue is here but the hopefulness and the desire to do much more, which we want to, we all do in this specific subject, and it's not just for you Ms. Jill but all the others like Ebony and others, Mr. Brenton. What do y'all think about is it like, I'm just taking a guess at this, like three or four times a year that we would be including everything, self-advocacy networking be effective to do things in public. Motivational talks, things like that. The more we do it and the more effective it is and the more resources not just from the council but other areas too. Like I shared with all of you I go to the schools but I have to go through my parish which I'm still doing to make sure I give talks to teenagers to my high school. And Catholic High like where I live I have to let the school board know that I'm doing this. But if we're more effective and more persistent in it then once I get an actual result of yes, Tony, you can go to Catholic High, your high school and other schools to talk about anything. It could be self-advocacy, it could be work related, employment, whatever. That's how I'm looking at that to see of any effectiveness to broaden our topic of this. Systems change activities and promote self-advocacy participation of other self-advocates and in leadership areas. Maybe we ought to do much more than that to where we all can do it all together but also on our own too. That's where I'm coming from too. I'm hoping that we could get an effective more better way of not just me doing it myself but then our group like maybe have once a year do at least three if that's

possible. This is just a broad idea. The more we do things the more effective part of advocating then we can really do like what we're doing like a live feed like this but separately advocate or doing some kind of promotion of how to be an advocate. We could do those things in our hometown. But we would still have a chance to come back to it. Like what do y'all think for the staff?

STEPHANIE CARMONA: I just had a suggestion for this for Jill if you wanted to hear my suggestion.

JILL HANO: Yeah.

STEPHANIE CARMONA: So kind of taking what Brenton was saying and what Ashley was saying I think that if we wanted to or if you felt like they should stay at the 25,000 we can change the wording some to make it a little bit easier for them to spend that money. I don't know if it just gets bogged down on the specifics on there with like how it says the technical assistance and training opportunities. So if we take this part out right here it could say something like provide funding to strengthen. So taking that out and just have funding there and then that kind of opens it up to just strengthen that self-advocacy network and that was just something I just thought of. That's why it's not on that recommendation. But I know Brenton had mentioned keeping the specifics might make it tougher for them to spend that money. I don't really know.

JILL HANO: This activity, correct me if I'm wrong, Ebony, but this activity with this specific wording is one of our DD Act mandates?

EBONY HAVEN: Yes. I was just going to bring that up, Jill. Thank you. I think where we probably need to make some adjustments is the statement of work with the Arc of Louisiana and not change this part of it. I would keep this part because yes, our mandate is advocacy, capacity building and systems change so any activity you all have in your plan has to meet those three mandates. So I would recommend y'all not changing it here and changing up we as staff can work with the Arc of Louisiana and People First to change up the wording in the statement of work to give them more leeway on how they can spend the money.

TONY PIONTEK: And Jill, I still have my hand up. Ms. Ebony, if you ever have free time or Brenton or any

staff member I'm here. I'm more than happy to lend a hand because I know y'all have a lot on your end. I love to get with any of you to go through the direct steps to try to get as much out because the more we do the more effective this is. This is our voice. This is how we come together yearly and let's do more.

EBONY HAVEN: Thank you, Tony. We will definitely keep that in mind.

JILL HANO: So if you know me at all you know I'm a middle ground person. Would we maybe instead of lowering it to 20 would we like maybe lower it-- Ashley, I love you very much, would you lower it but not quite by as much. Have maybe a happy medium. That was just a thought. In hearing Ashley talk and then Brenton talk and whatever kind of meet in the middle somewhere. I don't know. Ashley, I love you. But that was just one suggestion I had. Whatever the will of the committee is. Like I said, whatever we approve today is just a suggestion and then when we meet in May the council could change it completely. But that was my suggestion. Erick.

ERICK TAYLOR: Is this 25, is it helping them run the program too like the office and all that?

BRENTON ANDRUS: They do get an administrative fee. All our contractors get an administrative fee but the rest of the funding goes towards providing the actual service that we're contracting with them for. That may include a salary of someone if they are doing the training or pay speaker fees or whatever it may be. As the contractor you get a small portion as a fee for just having the contract and administrative costs. And the rest will go to service provision.

ERICK TAYLOR: I'm kind of in the middle with Jill. If we meet them in the middle where would that put us?

STEPHANIE CARMONA: I have two different numbers that I will throw out. So we said that they left about 6,000 for the last three years. So if we can kind of cut that in half and say take 3,000 that will leave them with 22. If we are saying the midpoint between the 25,000 and 20,000 that's 22,500. In my brain I would round that up to 23 and make it easier on everybody. I would say if y'all are looking to split it around the middle I would look around 22 or 23, one of those. And that's just my suggestion. So which

number would y'all prefer, 22 or 23?

TONY PIONTEK: Twenty-three.

VIVIANNE WEBB: Twenty-three.

ERICK TAYLOR: Twenty-three.

STEPHANIE CARMONA: Twenty-three?

BRENTON ANDRUS: Twenty-threes have it.

JILL HANO: Twenty-two.

BRENTON ANDRUS: If I can provide a nudge, if you will. So you're about two hours and 45 minutes behind. So whenever you get into these debates of the numbers I can appreciate it but you have money you have to assign. You really need to get through the basics of this that you want to continue, think about the new things you want to do if anything and then with the time you have at the end you can go back and start deciding do you want to talk 30 minutes about a thousand dollars. Just to keep you on point because you're here until four and you got two hours left of your meeting. Just wanted to share that. I think y'all are getting bogged down with things you probably don't need to get bogged down in at the moment.

STEPHANIE CARMONA: You ready to move on to goal two?

JILL HANO: Yes, please.

STEPHANIE CARMONA: All right. So we're looking at activity 2.1.3 and this is the navigating the system with co-occurring disorders. The cost for this year is 30,000 and the staff recommends continuing this at its current funding. Anything y'all want to talk about with that or do we want to move on?

EBONY HAVEN: Do y'all have any questions about this initiative or do you need any additional information?

KAREN XU: When did they start this program?

EBONY HAVEN: So we started this particular initiative in fiscal year 24. So last year we had a different contractor and that contractor I'm not sure if she really understood what the council was looking for because her particular training was very different from what the council was looking for. So we contracted with a different contractor this year and that's the Arc of Louisiana. And they've done work with the Office for Citizens with Developmental Disabilities in this particular area. They developed a

handbook for parents and families about how to navigate these different systems so we do anticipate that the turnout as far as individuals with developmental disabilities and family members will be, the numbers will increase this year because with the previous contractor there were a lot more professionals trained and this particular training was supposed to be geared more towards individuals with developmental disabilities and their families. Does that answer your question?

KAREN XU: Yes. I had no idea about this kind of program. (Inaudible).

STEPHANIE CARMONA: And they do them across state.

KAREN XU: It's important to do this work.

STEPHANIE CARMONA: Jill, did y'all have anything else for this one or did you want to move on to the next one?

JILL HANO: Okay. We can move on.

STEPHANIE CARMONA: So we're looking at activity 2.2.2 which is the awareness campaign for the fetal alcohol spectrum program disorder. The staff recommends continuing this activity. This was an awareness campaign so they no longer need the funding.

JILL HANO: Didn't we kind of already agree that we would get rid of that?

STEPHANIE CARMONA: Yeah. So when we talked about the budget I just wanted to make sure before I crossed it off of the activities. And so then it goes to activity 2.2.3 which is the actual training for the FASD for professionals and families through DCFS. So I just wanted to make sure that everybody, since we talked about it when we talked about the budget, if y'all were okay with me crossing out that activity. It was for one that was 10,000 and this one.

And then the last contractual one is going to be goal three and that is 3.1.5. And this is transition to adulthood training. Staff recommends continuing this activity. I spoke to the contractor for this one. It is also Team Dynamics. Just to give a little background they sent out a survey and received I'm not sure how many responses but we got a good bit of responses from it because we have their survey results. And they have tailored the training to each region depending on who answered the survey. So they are

giving five trainings. It was just the ones with the highest amounts of people that answered the survey that's the regions that they're doing trainings in. And then depending on what activities that they were interested in learning more about that's what those trainings are on and those specific places. I spoke to the contractor and asked them again like what would your ideal budget be for this and what could you do with that budget. So they said for them they would like to continue this and expand the program to include a couple more trainings. They gave a list of some that they would like to do which are building independent living. So daily life and household management, developing healthy and safe social skills, exploring higher education and vocational training opportunities, understanding self-advocacy and legal rights and then planning for the future, housing and long-term supports. Those are trainings they would like to include for the next fiscal year and in order to do that they are asking for 58,000. That's a 16,000-dollar increase to develop. Their ask was 58,000 to expand those programs to include those trainings. And that would be like developing the trainings and getting, kind of like Brenton was saying earlier, having that expert help write those trainings, put them on, reserve the space, those kinds of things. That is what that would cover. That was their ask. Just putting it out there.

JILL HANO: This is the transition to adulthood?

STEPHANIE CARMONA: Correct.

JILL HANO: Okay. So what is the will of the committee?

STEPHANIE CARMONA: Not to sway either way. Just letting you know. If you were to increase to what they are asking, 58,000. So with the changes, the budget changes so far we still have right under 100,000. You have 93,000. So that includes the decrease for People First, the increase for the abuse, neglect and exploitation and then that increase for transition to adulthood. And that is their full amount for the ask for those two. If y'all were to increase it there you still have this amount if you need it for a different activity. Just letting y'all know you still have a good bit of money.

ERICK TAYLOR: How are they doing with what they have? They got a good bit already.

STEPHANIE CARMONA: So they had their first training last Thursday. Maybe this Thursday. I don't remember. But they just started their trainings. They do two trainings per area and I want to say there's five or six areas. I don't remember. It might be six because we asked them to do an additional one. When I say areas I mean regions. They do two of the topics per place depending on what that area said they were interested in. I know when they come to Baton Rouge, which I think they come in two weeks or so, they are doing one on financial literacy and one on healthy habits. Like going to see the doctor, when do you go, what kind of annual exams do you need to take, what does a healthy plate look like, making healthy choices like that. And then the financial stuff is like how to use the ATM machine, how to talk to a bank teller. Things that are important. As for turnout I haven't gotten the report yet so I don't know because it's not due until the tenth. So I don't know what the turnout looks like yet but I should have some numbers for the council meeting. But it had a lot of good, like they had people registering and really good feedback for it.

JILL HANO: So if the council, for FY 25 we had 42,000 so the contractor is asking for 58,000 how I got 47,200? That can't be right.

STEPHANIE CARMONA: I don't know what you're trying to do. Are you trying to find a middle number?

JILL HANO: If we add 58,000-dollars to the 42,000-dollars how would that make our total?

STEPHANIE CARMONA: The total that they're asking is 58.

JILL HANO: Oh, shoot.

STEPHANIE CARMONA: Not 58 additional. It would be 16,000 additional. So they're asking for a total of 58,000 in order to add and expand for next year.

ERICK TAYLOR: You're asking for 16,000, right? You already got 42 and we already doing the same thing with somebody else?

EBONY HAVEN: This kind of training?

ERICK TAYLOR: Yes.

EBONY HAVEN: No. So they're doing a variety of trainings. So they're providing trainings on, and this

is not inclusive, financial literacy, health waivers, employment, voting. I was just looking at the topics that they're covering in the newsletter that we sent out. They're doing health and wellbeing, enhance financial literacy, navigating waivers, civic engagement, preparing for employment. So I will say this, last year when you guys dedicated that 42,000-dollars for this particular activity it was the money that y'all had leftover. And so I think this particular training is worth about what they're asking for. And the only reason y'all didn't give them more money last year was because this is the only funding y'all had available after y'all funded everything else. So I think it's well worth this 58,000-dollars for them to provide all of these trainings on all of these different topics in addition to the stuff that they wanted to add which is the building independent living skills, developing healthy and safe social skills, exploring higher education and vocational training opportunities, self-advocacy and legal rights and planning for the future. And that includes housing which we know is a huge topic here in Louisiana because there's not a lot of affordable, accessible housing in Louisiana and long-term supports. Those are a variety of topics that they are again, creating the trainings for, the materials and all of that. And I think this is well worth that 58,000 because again, this is all y'all had left last year was to give them the 42,000-dollars. I think this particular activity is well worth that amount of money. That's just my recommendation to the committee.

KAREN XU: (Inaudible). I just wonder they usually make a workshop, how they do the training?

STEPHANIE CARMONA: I am not sure. They have interactive trainings so I know that they have different activities throughout but their last training was out of town so I couldn't go. When they come to Baton Rouge I will go and see it myself to see what they do. They have advertised and wanted to make sure that we knew, we let anybody know that it's an interactive training. It's not just sitting and watching a power point. There are things to do throughout. I know they bought some little like manipulatives. One of the things that they bought was

fake money so that they could talk about like counting money, writing out a deposit slip, balancing a checkbook. I know they have included hands-on activities in the trainings. And the trainings that they have I feel like they're, I don't want to say that they're long and I don't want to say that they're short. They're an hour and a half but it's activities throughout broken up as well as a visual power point. And they get like a little notebook, little worksheets and a little thing.

KAREN XU: Yeah. I just wonder how we can get (inaudible).

EBONY HAVEN: Are you saying like a list?

KAREN XU: Right.

EBONY HAVEN: Yeah. So the council has their own list serve where people are signed up to receive our newsletters.

KAREN XU: Like the numbers of how many people with disability in this kind of situation, you have that, right? So we just have a base number roughly like how many people have that kind of disability.

STEPHANIE CARMONA: We have a number of like how many people receive waiver services but we don't have a number for if they don't get services. I don't know if that makes sense.

EBONY HAVEN: The only number that we have as far as like identifying individuals with developmental and intellectual disabilities is like the national average. So I think the national average it might be 2 percent or something. So we would take the population in Louisiana and multiply that by the 2 percent to get the number of people with developmental disabilities according to that statistic. But that's not by age. We don't have any other demographics to identify those individuals. Because I would say this, these trainings are geared more towards adults with intellectual and developmental disabilities.

KAREN XU: I just wonder how they work usually. If they have the numbers of people like the distribution (inaudible) so they can target the people to just consider that. (Inaudible).

STEPHANIE CARMONA: I think the struggle right now is how to figure out how to target the people we're not reaching.

KAREN XU: We just keep repeating every year. Just consider how to make that powerful and effective. I just think about that.

ERICK TAYLOR: (Inaudible).

EBONY HAVEN: We can't duplicate.

STEPHANIE CARMONA: Jill, I don't know if y'all have any more discussion about the budget for this one. If not then that is the contractual stuff for continuing. And we can go into if y'all wanted to add any new activities. You're the chair so you tell me.

JILL HANO: The first thing we need to think of is what does everyone feel about this contract and the staff recommendations because I'm okay because these topics seem very important and 15,000-dollars is not really a whole lot to increase it by. So what do y'all think about this particular staff recommendation?

STEPHANIE CARMONA: Vivienne has her hand raised.

JILL HANO: Vivienne.

VIVIANNE WEBB: For 2.1.2 the staff recommends either discontinuing the activity or to continue the initiative you have to do a contract with an outside entity to develop the educational program for sexual education. Do we have like a brainstorm twist of ideas under this contract because it's an important topic.

STEPHANIE CARMONA: Yes, I have some information about that that we could talk about. I just want to make sure that we have this last one if that's okay.

VIVIANNE WEBB: Yeah.

JILL HANO: Okay. So we're going to get to that in a second, Vivienne. But we just need to decide what our recommendation for activity 3.1.5 is. And I just want to reiterate what Ebony said that this seems like important topics and a good use of a 15,000-dollar increase. So what do y'all think of the recommendation for 3.1.5?

STEPHANIE CARMONA: Do you have any thoughts on this one increasing it to the 58,000?

ERICK TAYLOR: I think we can change it.

STEPHANIE CARMONA: Increase it to the 16,000?

ERICK TAYLOR: It is a lot of programs they're doing.

STEPHANIE CARMONA: Okay.

EBONY HAVEN: Karen has a question.

KAREN XU: They record every time?

STEPHANIE CARMONA: They give a report every month that tells us what they did, how the training was, how many people attended. They have their invoice. They have a lot of documentation that they turn into us. And then at the council meeting we include that in our status report. It's a little bit condensed down so it just includes like the important information how many people were at trainings, how many they've done, things like that. That way the council can also keep track of where that money is going and how it's being used.

KAREN XU: That's good.

STEPHANIE CARMONA: I was just going to say if everybody was done talking about this one the last thing that I just wanted to point out was I know we talked about kind of at the beginning the recommendations from the council. There's also some additional staff recommendations at the end of the status report that I can show really quick. I just included it here at the end. I know it's kind of small. These were just some additional staff recommendations for activities if we needed activities. Contracting to create fliers in plain language for preventative screenings for women. I know our targeted disparity has to do with women's health so this could be a contract that is written for that. And then we tried to come up with some stuff that was in education and employment. Those are the places that I feel like we have not as many activities and it's such an important area. So we said creating a virtual guide for education including a general contact. Training for the special education complaint process. How to create a complaint. The process after sending in a complaint. An awareness video, a short commercial on the benefits of becoming a special educator. And kind of like something but for a voc rehab counselor since there was a lot of discussion about LRS and their high caseload. That was a way that we felt that we could at least put it out there to the public. And then creating a virtual guide for employment including general like LRS information. So those are just some of the additional staff recommendations when we talked that's what we looked at. And then taking into account the recommendations from the committees. With a reminder that a lot of the ones in education are

already being, like the response of actions that's already being addressed. Promote inclusion in education we have an activity I think that says something about inclusion in education but I'll check and make sure. And then we spoke about the advocating for more services through LRS due to the high caseloads about possibly that being a legislative activity and not really for the plan. Just wanted to get all that information out there before we started talking about possibly different activities that y'all wanted to include.

JILL HANO: Thank you, Stephanie. I don't know if we're here or I'm out of order or what. But contract to create fliers for preventive screening for women that does align with the recommendation from the council that preventive screenings for women's health providers-- what?

STEPHANIE CARMONA: I know. My commas are missing. I'm sorry. I was trying to take notes while they were talking about it. It's just preventive screenings for women's health and they want it to be provider focused and accessible.

JILL HANO: Oh, okay. That makes more sense. In goal two I'm thinking that maybe those-- oh, they are two separate. They are two separate activities but they also go hand in hand.

STEPHANIE CARMONA: Yeah. I think I know what you're talking about. Yeah, they kind of go hand in hand. We have a separate objective for this one. This is our targeted disparity objective. It's a disadvantaged population so specifically females with intellectual and developmental disabilities. And so right now the activity that we have is activity 2.3.1. So 2.3.1 currently says collaborate with the Louisiana Department of Health to address accessible educational materials on women's health topics. If you look at your planning status report we do have a recommendation for rewriting this activity. And the thing that I will say is that if we do or if you accept this recommendation from the staff then funding does need to be allocated for it. So I'll put up what the recommendation is. The recommendation is, this is just what we came up with so if y'all don't like wording or anything like that.

JILL HANO: How much money do we have on the table?

EBONY HAVEN: 93,000-dollars left.

JILL HANO: Okay. Thank you.

STEPHANIE CARMONA: So the part that's in bold right now that is the staff's recommendation for how like to change this activity, the rewording of it to include funding. And then that would kind of encompass if we wanted the plain language fliers for preventive screening. That could fall into there. But it could be any kind of accessible educational material. So if LDH or the Office of Women's Health were to put out like a flier just being able to use that funding to make that flier plain language. So it's more accessible.

JILL HANO: So what do y'all think, guys?

TONY PIONTEK: So far so good. It gives it a more useful description.

STEPHANIE CARMONA: Since it is providing financial support there would need to be funding. I don't know, just as an example, for currently the plain language contract that we have right now I don't remember how much it is but I can check. It might be 25. So we can kind of base it off of that if you need to. Just so you know like how much the amount is.

BRENTON ANDRUS: For that contractor to review things that have already been developed and put it in plain language.

STEPHANIE CARMONA: Yes. So currently for the plain language for our website and any documents on our website it's 21,000. So that's the amount that we are paying for a plain language person right now. So I don't know, just to give y'all an example of how much it could possibly cost. It's also I don't know how many documents would come out, how many fliers. That could change so I don't really know.

BRENTON ANDRUS: Is the intent to get someone to create these materials or has the Department of Health already created and we're just translating them I guess is the question.

STEPHANIE CARMONA: I guess that's a committee decision. Like if we needed someone to actually create them then you want to make sure whoever is creating them has the expertise and the background for that information but then can also make it plain language.

If it's something that already exist and then is just being changed to plain language like that is what we are currently doing with our website is this stuff exist already, they're just writing it as a plain language version to make it more accessible. But if it was a creation thing. Because they have to create it. You have to find the right person for it. So just some things to think about when we talk about the budget. What do y'all think? Would this be somebody that's taking existing information or would you want someone to create? I guess instead of this address it would be to create accessible educational materials. I don't know if they exist yet or what they look like.

JILL HANO: Vivienne, did I hear your voice?

VIVIANNE WEBB: Yeah. I said yes.

JILL HANO: Erick, did you say something?

BRENTON ANDRUS: They're just looking at papers right now.

JILL HANO: Okay. I'm sorry.

EBONY HAVEN: So right now what the discussion is is if you guys wanted to contract with someone for the website and just using materials that have already been created and make that into a plain language version so it's more accessible or do you guys want to contract with someone that makes the materials themselves. It's not something that's already created they would have to create it.

ERICK TAYLOR: I think we should do our own.

STEPHANIE CARMONA: Like provide financial support to create and address accessible educational materials on women's preventative health topics. What do y'all think? Is that too wordy?

BRENTON ANDRUS: You could do create and promote.

EBONY HAVEN: So if y'all get someone to create the materials, which it sounds like that's what y'all are leaning towards, Stephanie's saying that we're paying right now 21,000-dollars for someone to look at the documents that we already have created on our website and turn those into plain language. Those are already created. So if you're getting someone to create documents you're going to need a little bit more probably than that 21,000. You're looking at a little bit more. Remember you guys have 93,000-dollars to work with.

BRENTON ANDRUS: There's also probably going to be a graphic component on this. We would have to be specific based on what they can do with the money that you provide. We have to ask for proposals because we're going to need an expert. We can't produce these materials. We're not doctors and things like that. But yeah, is there a graphics component where they're creating a different language or creating a whole visual marketing strategy.

EBONY HAVEN: Right now you guys are paying like around 21,000-dollars just for someone to take documents that we've already created like your bylaws and your policies and procedures. He's turning those into plain language versions and all that's costing about 21,000.

STEPHANIE CARMONA: It's also the whole website. I did want to mention that also. He's doing it for about 20,000 but it includes a ton of stuff. Now if we're having somebody create and promote these materials, and this is a side conversation for staff or even maybe for y'all, what materials are we looking for. How many are we going to have them create. Let's say we have them create five. I just came up with a number, y'all. That's not set in stone. If we say five you have to create five, have them in plain language. Then what would that be worth. Are we saying one is worth, again, I'm coming up with numbers, don't take my word for anything, 5,000-dollars. So then 5,000-dollars for each one for their time, their editing, whatever, I don't know what the going rate is but just to kind of think about it like that also.

EBONY HAVEN: Or y'all can allocate some funding towards it and then the contractor can say with that, and I'm throwing a number out there again, 50,000. With this 50,000-dollars I can create seven documents for y'all. So you can do it that way as well.

VIVIANNE WEBB: What kind of documents?

EBONY HAVEN: These are women preventive health documents.

VIVIANNE WEBB: That document and different sorts of documents are going to cost different.

EBONY HAVEN: Right. So we don't know. Again, we're not the experts. We wouldn't be the ones that are creating them.

STEPHANIE CARMONA: Like one thing might need a brochure.

VIVIANNE WEBB: How much does it usually cost for things?

STEPHANIE CARMONA: I would say something like, these are just my random suggestions, I would probably say 40,000 for a creation. It's a lot of work so you don't want to put it too low. Vivienne has her hand raised.

JILL HANO: Vivienne.

VIVIANNE WEBB: How long are we planning on making these brochures? I Googled it and for a brochure design is like between 200 and 1500 but some charge 75 to 125 an hour. It's actually not that bad. But if you wanted (inaudible) documents that might cost different and then to simplify the language.

STEPHANIE CARMONA: And I think that's kind of what Ebony was saying. Instead of looking at it the way that I was which was like if we can say okay, well, if we have 40,000, 50,000-dollars, whatever the amount is to put forth, this is what can you provide with that amount of money.

BRENTON ANDRUS: Like I would imagine most of your cost is going to be for someone with expertise, right. We're going to need someone that has a medical background, medical expertise to provide that information. But the guy that's currently doing stuff if we had information that we could give him he could put that in plain language.

ERICK TAYLOR: If y'all go out and get information and upload it he can do it. But if we're doing it ourself then that's where the costs are.

EBONY HAVEN: So yeah. If you want to hire somebody to create the document that cost will be higher.

ERICK TAYLOR: Say upload this like y'all are doing now.

EBONY HAVEN: Right. If we were to contact LDH or the Office for Women's Health and Community Health and say hey, if you guys have documents that we can have that has the information on it and we give it to this person he can change it into plain language to make it more accessible.

JILL HANO: I feel like we should-- like I don't

know how comfortable I feel with taking another entities materials and making it in plain language. I feel like it should be someone making materials for us.

ERICK TAYLOR: We have it in the budget, right?

EBONY HAVEN: You have 93,000-dollars to spend.

BRENTON ANDRUS: It's not like, at least in my mind, I don't envision they're coming up with some new research that changes the game. This is probably information that's out there but they are going to be able to, or my thought would be, they're going to be able to decipher what's fact and what's fake science.

STEPHANIE CARMONA: What's the most important.

BRENTON ANDRUS: What's actually recommended by OBGYNs or Pediatric Association or whatever the information might be about it's going to follow that sort of information. But they would be the screeners of what is the real information we need to be sharing.

ERICK TAYLOR: Somebody would be screening regardless no matter what.

STEPHANIE CARMONA: If we want them to create it, definitely. It needs to be somebody that has that expertise. So some kind of medical professional.

BRENTON ANDRUS: I think that's where you have to decide if you want we're just going to call LDH, hey, what have you got and then we're going to try to create those things just in a more easy read type format. That's one initiative. Another initiative would be are you actually getting someone to, and we keep saying fliers, it's not necessarily fliers. Just graphics in general stuff to promote and push out. Printed materials, Facebook materials. Whatever they see fit. One's cheaper than the other probably.

ERICK TAYLOR: One way we can save and the other way we are going to spend money.

EBONY HAVEN: Right. You got to look at it what's the pros and the cons. You just said it's really important for the council to create and own the materials. So that's going to come with a cost. Are you willing to pay the cost to own it and have that be your creation.

ERICK TAYLOR: To own something you're going to have to keep going back and get it. You don't have to worry about it. You own it.

EBONY HAVEN: Right. So are you willing to pay--

because to me I agree with Stephanie. If you guys are going to put money towards this I would agree with her around the 40,000-dollar range. And then whenever we put out the solicitation for proposals whoever the contractor may be they're going to let us know what they can do with that funding.

BRENTON ANDRUS: And then just on the funding topic, I say this at every planning committee meeting and haven't said it yet I don't think, but whenever you're thinking about what activities you want to do, how much money you want to put at it. This council is notorious for trying to do a whole bunch of things as streamlined and low budget as possible. So you look at do you want to be okay at a whole bunch of things or do you want to do some great things with maybe a few things. You're not good at anything if you're trying to be good at everything. Just keep that in mind when y'all are hashing through all these initiatives and things that you're trying to create. If you really want to make systems change on some of these initiatives you're going to have to put money to it.

EBONY HAVEN: And I would just add to what Brenton is saying. This is a targeted disparity. I will add this too. We have not had a lot of success with our targeted disparity because of the way the activity has been written it is that we have to collaborate with LDH and that has not always been easy because right in the middle of this plan there was an administration change. With that becomes different attitudes and leadership at LDH. So we had to deal with a new person coming in in the Office of Women's Health and Community Health and so trying to get that person on the phone to get meetings to collaborate with them has been very difficult. So we changed this activity up completely where it's not collaborating with LDH but you guys are actually creating the things yourselves. I think that would move this and make sure you guys have the activity completed in your targeted disparity so we can report that back to the feds. Jill, Vivienne has her hand raised. And I'm not sure if Tony has his hand raised.

JILL HANO: Okay. Vivienne.

VIVIANNE WEBB: Is LDH going to be around for the rest of the administration?

EBONY HAVEN: We haven't heard that they are eliminating LDH. So as of right now, yes. If we hear differently we will let you guys know. Yeah, that's at the federal level. It has not affected the state level.

VIVIANNE WEBB: Yeah. I was just thinking a chain reaction and stuff.

STEPHANIE CARMONA: Which is also why we suggested removing that collaborate with because it's just been so hard to collaborate with them that we felt this might be a good way to address.

VIVIANNE WEBB: And the new administration.

EBONY HAVEN: Tony had his hand raised.

TONY PIONTEK: I agree with what she's saying because there's a best way and a best policy for us to go through with it. And yes, it's a hum kind of hoe kind of answer. We're not totally completely sure but Brenton pretty much said the correct words and you too. A very important, critical piece of our different description but we still need to do something about it. I totally agree of course.

EBONY HAVEN: Okay. So it seems like the committee is in agreement with providing financial support to create your own accessible materials. So I'm going to just try to help us move along. Are you guys thinking because Stephanie's idea was like 45. Brenton said we might want to throw, I don't know if you were insinuating that they should put more money?

BRENTON ANDRUS: No, not at this in general. I just know you have 93,000-dollars on the table. I haven't mentioned yet how we like to just throw pennies at a bunch of different things. You can do big things and have a good idea.

EBONY HAVEN: I know you brought something else up. There was one other activity that I know Vivienne wanted to address. But before we move there are you guys thinking around the same amount as Stephanie, about 40,000?

RENODA WASHINGTON: Yes.

EBONY HAVEN: Karen has her hand raised, Jill.

KAREN XU: Maybe we see others right now.

STEPHANIE CARMONA: And I can show it in a couple minutes if y'all want to see. Vivienne, were you going to discuss 2.1.2?

VIVIANNE WEBB: Yes.

EBONY HAVEN: Stephanie has additional information for you guys on that particular activity, 2.1.2.

STEPHANIE CARMONA: So at the time that this was written the staff was recommending to discontinue this activity at this capacity. Right now it just says conduct research on best practices. So if you are interested in doing something with this initiative we recommend that you contract with an outside entity that can develop an educational program specific to students. And we said students because y'all mentioned like school-aged individuals. And offer the training statewide on a voluntary basis. It can't be during school time. And then not during school time but it can't be done in school. Funding is going to need to be allocated. The survey we sent it out, I don't remember the date, but I think I left it for three weeks. I don't remember the exact amount of time. We had 51 people answer our public input survey for planning because we just wanted to see what would be the interest from the general public in an activity like this. I did include the results in your packets. There were a majority of parents, family members or legal guardians that responded but there were also some professionals and some individuals with developmental disabilities depending on what they selected it changed the types of questions there were. So if they were an individual with a developmental disability it specifically asked them how comfortable would you feel going to this training. If they were a parent or a caregiver it asked like as a parent or caregiver how comfortable would you be having your teen participate in this. Would you allow them to go to a training like this without a parent being present. Because I know that was one of the conversations that was previously had. Like you don't want a parent there because they may not ask the questions or get the information that they need. So we did ask that.

Overall there were very good responses. They were positive. For the most part a parent said that they were either somewhat comfortable, like somewhat comfortable and very comfortable were half of the people that took the survey. For would they allow their teen there was about 2/3rds. So 65, about 65

percent said they would allow their teens to attend this training. So that's about 2/3rds. And then as a teen or a person with an intellectual disability they said they were kind of neutral about how comfortable they would be. I know it's an uncomfortable topic so I understand that. But on the ones that filled out the survey they said that they would attend. There were a couple questions on here about like what kind of topics they were looking for. I would say most of them came up as like very important. It was things like basic anatomy, puberty and sexual development, consent, healthy relationships, contraception methods, sexually transmitted infections, emotional and social aspects of sex, sexual health concerns, decision-making and responsibility, responding to peer pressure of advances and how to talk to an adult or a parent about sex. So those were the ones that we put on there like what is the most important and overall almost all of them said that each and every single one of those was most important to be talked about. There was something I think one year that people were like this isn't important. Maybe STIs that got the lowest but it still was kind of in the middle. The most amount of people said that it was one of the most important things but it's kind of across the board there.

So that is information from that survey. Which like I said, we just kind of wanted to make sure that we had the information because I know it's been a topic of discussion from the past couple of years. Do we keep it on there. Do we take it off. What does that look like. So if the council wants to continue this we're going to have to reword this. Kind of going along with what we were saying with the other one. It wouldn't be conducting research. It would be providing financial support to provide something along those lines. And then deciding how much money to allocate for that also. I can type that up if y'all want to see what that looks like. So just kind of keeping it like the part that was already there just getting rid of the conduct research on best practices and then keeping the end of that and then changing from the conduct research to the provide financial support so it kind of mirrors the other ones that have funding. And then if there's nothing else that y'all would like to add into it

because really the topics and stuff like that would be more for when we send out the solicitation for the proposals so that way they know what kind of things are important for those trainings. But it was mostly to just kind of gauge to see if there was anything people were like hard no, let's not talk about this at all and just to kind of see the comfortability of everything. Looking at approximate costs I think we said right now we have 53.

EBONY HAVEN: If you guys go with the 40 for the other initiative, yes.

STEPHANIE CARMONA: And so I guess the last little thing that I will just say about adding funding to this is kind of like if we look at the funding amounts that we have for other training activities. So even if we look right here right below like for this one, the navigating the system. They're at 30,000 and that is to do those trainings. We would need a contractor if they don't already have something created they would have to create some kind of curriculum that is accessible and appropriate. And then the marketing for that as well. And any of their time and stuff. So just some things to think about when you're thinking about the funding.

JILL HANO: I have it written down. We have a lot of money left. Do we have 93,000, Ebony?

EBONY HAVEN: So if you guys appropriate the 40,000 for the women's preventive health with the plain language initiative, if y'all allocate 40,000 for that you only have 53,000 left.

JILL HANO: Did we decide what we want to do for the women's health? So now you're saying women's health...

EBONY HAVEN: If you allocate the 40,000.

JILL HANO: Did we not agree on that yet?

EBONY HAVEN: I think some of the committee members wanted to discuss the other activities that might need funding.

JILL HANO: So we're discussing 2.1.2 before we're making a decision on the women's health?

EBONY HAVEN: Right. I think that's what some of the committee members wanted.

JILL HANO: All right. Sorry. So what do y'all think about funding for activity 2.1.2? Are y'all supposed to be on mute Ebony?

EBONY HAVEN: I was just asking Brenton a question about something. I didn't want to have feedback.

JILL HANO: Okay. Did I miss any discussion on an amount for 2.1.2?

EBONY HAVEN: Karen.

KAREN XU: Trying to understand. So (inaudible) this is important to sexual education. (Inaudible) there or initial? The activity if we add this sexual education.

BRENTON ANDRUS: It would change up the activity that's there. So our recommendation is to discontinue conduct research on best practices. What's on the table now is I guess to try to find a provider or a contractor that can actually do this training. I would imagine it would have to be someone very specialized.

KAREN XU: Does the school have that kind of education?

BRENTON ANDRUS: That came up in the research.

STEPHANIE CARMONA: In the research we spoke to the Department of Education and Louisiana doesn't have like a mandate for sex ed to be taught in schools at all. It's dependent on each school district and each school district actually gets to pick the curriculum that's going to be taught. It has to be approved by the Department of Education but they're not required to teach it at all.

KAREN XU: Even regular students?

STEPHANIE CARMONA: Everybody. That's why we kind of at first it said to have it in school. We had to change how it was worded once we got that information.

KAREN XU: (Inaudible).

BRENTON ANDRUS: Right. If the district would do it. I don't know many that are.

KAREN XU: If we want to do something about it (inaudible).

STEPHANIE CARMONA: Yes. So then we would provide it as like a hey, they're hosting this training. If you would like to go, register. So it would be voluntary. Anybody that would want to go and sign up they would be able to go.

KAREN XU: (Inaudible) would be before we do that.

EBONY HAVEN: With this survey we were trying to even see if individuals and parents especially would allow their children to go to a training like this

before the council allocated money towards this. We would have to create a whole training and gear it towards the topics that we had in here. I'm assuming that just like with Team Dynamics they are creating all the materials and promoting and all of that. I'm pretty sure that's going to cost a nice amount of money.

STEPHANIE CARMONA: If I had to estimate I would say probably be no less than 30. And that is bare minimum I would think. Just looking at our other trainings they are all-- I mean our lowest one is 30,000. Vivienne has her hand raised.

JILL HANO: Vivienne.

VIVIANNE WEBB: So while it's up to the districts to decide about the sex ed curriculum, even in the schools that do have the option, disabled students typically don't get that education because they are not the same as regular ed which is really weird.

STEPHANIE CARMONA: And I think that's why this option to have it has been brought up so much. It allows it to happen just not at the school.

VIVIANNE WEBB: YLF has something similar to this sex education thing so we can ask Lillian or Nicole how they do it and then we can also see how other places.

STEPHANIE CARMONA: Lillian actually emailed me the company that they use.

JILL HANO: I said that in the last meeting.

STEPHANIE CARMONA: You did. And right after that she sent us the information. So we do have their contact information to contact them. I've also done some other research for other places. The problem that I was finding when I was doing the research was that I could find the materials but I couldn't find the person to do the training. It was like we could have the materials, we could pay for them to create these materials but then we didn't have anybody to actually put the trainings on.

VIVIANNE WEBB: Would the people Lillian sent you do it?

STEPHANIE CARMONA: I'm not sure. We have not reached out to them because at first we were just trying to see if we were going to do it. If this is something that y'all want to adopt whenever we get to sending out the proposals I can send that directly in

an email saying like we know that you work with them and that kind of thing to kind of at least put it in their lane of if they were interested.

BRENTON ANDRUS: I was trying to dig up some information. We did something similar but more adult focused on healthy relationships. We talked about it but it covered some of this type of stuff just for adults specifically. So it looks like when we initially started that project in 2018 it was about 30,000-dollars. You're looking at seven years ago 30,000. And that was done by Team Dynamics then. If we're looking at things they're doing for us now probably in the 40s to 50s at a minimum.

VIVIANNE WEBB: We have another activity we can pull from if necessary, right?

STEPHANIE CARMONA: Yes. That one that was, was it the abuse and neglect one? I think it was the one that they said their ask was 78. I believe it was that one. So if you wanted to reduce that one to make sure that you have the funding. But right now you can go up to 53 for this because that's the amount that we have left.

BRENTON ANDRUS: Also as a committee you can cut money. We didn't recommend it from other programs but that may be the case that everyone agrees to cut some money.

VIVIANNE WEBB: Maybe enough for a start just to see and then if we need more we can always up it.

STEPHANIE CARMONA: Jill, Erick has his hand up.

JILL HANO: Erick.

ERICK TAYLOR: A touchy, touchy situation. It's still touchy. (Inaudible) we did this and look at this. We got a lot from this.

STEPHANIE CARMONA: And that's one of the reasons that we wanted to send the survey out to see what was the interest for the public or would they be interested in a training like this.

ERICK TAYLOR: Would you let your child go by their self and are they comfortable.

STEPHANIE CARMONA: So we have 64 percent, which is almost 1/3, say that they are comfortable, they would allow their teen to go. I'm sorry, 2/3rds. I said that backgrounds. Sorry. We had 2/3rds of people. So majority of people said they would allow their teen to

attend that training without a parent.

JILL HANO: Okay. When y'all are done I have a question because I think I did something wrong.

STEPHANIE CARMONA: I don't know if there was another comment here. I think Vivienne has her hand raised also.

JILL HANO: Vivienne, you have the floor.

VIVIANNE WEBB: Thank you. So it's because this topic is uncomfortable for some people but we need to discuss it because talking about your body shouldn't be uncomfortable especially since it's a natural thing everyone goes through. Now like discussing it in public instead of the weather would be a bit much but that's not what we're doing here. They need to know about this kind of stuff. They should be privy to this information too and they shouldn't be kept in the dark about it just because they have a disability. And also I think parents may have voted that they were uncomfortable because of that person's needs rather than the content matter itself because some people need that extra support and some people can't go without. But I don't know. That would be like its own question in itself.

TONY PIONTEK: If I may add this Jill. I feel the same way. Yes, you want to be credible, accountable. And how she expressed with Ms. Vivienne sharing that because the more you share and you care at the same point of her point that she made it's more critical than ever to voice yourself. And going back to the talks that I shared recently the more you do it the more privilege you have and all the teachers that I've known so well this type is just incredible. They will back me up like nothing else and they're public schools. In other words, it's the private school where I am give or take. It's a total privilege for me to do that. I have yet to find out Catholic High here in town but I'm going to the school board office with that. But I definitely know how you feel, Ms. Vivienne, for how you're going through this at a gracious, prayerful time that we need to have more of these talks no matter if it's personal or as a group. I know for me when I do talks it's in a group with teachers around. I don't mind doing that. I've been doing this all my life now. I'm not giving up being

able to go out of my comfort zone. I don't mind. And if you want me to do something through you Jill and the office staff if y'all want to do a little short video, maybe two videos, short ones, let me know. I'm more than willing to help to have that as a supplement to have access to you Ebony and Mr. Brenton and maybe a few others. At least three or four at the most and we can do something. We can make something happen.

STEPHANIE CARMONA: Thank you.

JILL HANO: So I think I got this survey. When I did my research I think I did the whole thing wrong. I feel like I'm in college when I did a project and I'm like oh, that's not the assignment. Is that survey, y'all sent this out?

BRENTON ANDRUS: Correct.

EBONY HAVEN: Yes.

JILL HANO: For the purpose of?

EBONY HAVEN: For the purpose of advising this committee so you guys can either make a recommendation based off the feedback that we received from the survey to the full council that yes, parents and individuals with disabilities will be interested in a training like this or no, based off the survey that the council staff sent nobody would be interested. But that wasn't the case. Stephanie is saying that we got a lot of positive feedback and she thinks that people will be interested in attending a training like this. We recommend y'all recommend to the council an activity.

JILL HANO: Vivienne, this is yours. Based on this survey we are recommending 2.1.2.

EBONY HAVEN: Right.

STEPHANIE CARMONA: Correct.

JILL HANO: So how much out of this 93,000 do we want to allocate to 2.1.2 on this survey, right?

STEPHANIE CARMONA: Yes.

JILL HANO: Okay. I thought OCDD did this. Any recommendation on how much funding to allocate to this?

VIVIANNE WEBB: If we have nothing else we want to do I guess the rest of the funding we have.

STEPHANIE CARMONA: That would be 53.

JILL HANO: This is 2.1.2 so we're just going to play like that number happened. Did we have funding for the women's health initiative?

STEPHANIE CARMONA: Yes. Give me one second and I

will share my screen. So currently for the women's health materials you have 40,000 that was allocated. And for the sexual education 50,000 which gives us the complete amount which means there's no more. I'm sorry, 53,000. Which brings us to 0-dollars remaining.

JILL HANO: I know I would have to put totals to call it a day. But like so y'all good at leaving everything-- never mind. You're good. Just making sure we have everything covered and like we took away money where we wanted to, added money where we wanted to and we're good on adding. I mean I have no objection but just making sure we're all cool with spending this 93 on these two new activities. Okay. That's cool with me. All right.

I feel like I'm missing something. I did have one suggestion but I also agree with these two very important topics. But I did have another suggestion if y'all bear with me. So not every council member has been through Partners and I was thinking that maybe we could provide to members a booklet or packet or whatever that like covers a brief of Partners. And so at least every council member would have an overview of Partners.

EBONY HAVEN: Are you suggesting that be an activity, Jill?

JILL HANO: Maybe but not if it sounds stupid.

EBONY HAVEN: Well, the council got in a little bit of trouble a couple years ago because you guys had an activity like that. I know you're not saying they would go through the class.

JILL HANO: Right. Okay.

EBONY HAVEN: I don't see anything wrong with us putting together like a binder. Like a binder similar to the binder that the partners participants receive but I would not add it as an activity in your plan. I don't even think that it meets the mandates.

JILL HANO: Okay.

EBONY HAVEN: If you were suggesting that the council staff work with the Partners coordinator Rebecca Fruge in creating a binder for all of the council members who have not been through Partners in Policymaking that's something that we can work on.

JILL HANO: I want a binder.

EBONY HAVEN: But you have a binder. Jill, you

graduated from Partners. I guess we can work with any council member that's interested in getting a Partners in Policymaking binder. But that's something that we can do as council staff in collaboration with Rebecca Fruge. I don't think that needs to be a separate activity in your plan.

STEPHANIE CARMONA: I know we just went through contractual activities. There were three noncontractual activities that staff had recommendations on. If y'all are done with the contractual, if you don't mind, if we just shift focus for a moment. The first one is 2.1.1. The oversee the implementation. This one that has a lot of words in it. Our recommendation was just to change the wording. It is very wordy and we just felt like if we just changed it, and I will type what our recommendations is because I think it will just be a little bit easier than if I try to read it. I'll read it after I type it. Let me read it real quick.

EBONY HAVEN: And Jill, while Stephanie is typing that I do want to add that I did speak to Rebecca about the alumni event that she is planning for the Partners in Policymaking alumni and she is planning to invite all the council members. So it's going to be like a condensed version of Partners where she is inviting some of the national speakers that come to Partners. She is inviting them to come and do sessions at this Partners alumni event and she's planning to invite all the council members. Every council member. Even if you're not alumni. So I think that will be a good opportunity for us to create the binder that you're referring to and give that to you guys at the alumni event. And it's not scheduled until late August. And we'll give you guys more information about that as we receive more information about it.

STEPHANIE CARMONA: This part that's in bold was the staff recommendation. Just to kind of shorten this one, this activity, it's just very wordy and had a lot of stuff included. Lots of and/ors, if necessaries, that kind of stuff. Just to make it more clear what is actually being done. Oversee the implementation of the community and family support system plan and advocate to ensure the plan meets the needs for all Louisianians with intellectual and developmental disabilities.

BRENTON ANDRUS: The activity got bloated because it used to be multiple activities and in years past y'all would combine things but you didn't want to get rid of this, that and the other and it ended up becoming this paragraph long activity and essentially what you are doing is overseeing the community and family support system. And then you're taking action on whatever you need to take based on changes in that plan that need to be made or not be made.

EBONY HAVEN: We're just changing the wording.

SPEAKER: (Inaudible).

EBONY HAVEN: No. That is just more staff activity. Like we do more of that activity making sure that OCDD and all the other entities are following the community and family support plan like they should.

STEPHANIE CARMONA: And then the next one is actually like kind of two. It's 3.1.1 and 3.1.2. I will tell you because these are two that I report on. So these two activities I put like the same information in both of them. They seem to be very similar. So instead of having like two separate ones I kind of combine them to include both. I'll type out the staff's suggestion for it and then we can discuss it or if y'all don't want to change it that's fine also. I kind of took a little bit of both of these. Advocate for increased focus and capacity within Louisiana Department of Education to address special ed including specific areas and issues. And the other one was to advocate for the Louisiana Department of Education to perform the ongoing monitoring to ensure compliance. So I included kind of this also, this increased focus here which I took from the first one and just kind of added it in that second one. Advocating for that increased focus in monitoring and ongoing monitoring. But if y'all don't agree or do you want to change the wording that's fine. Can you let me know what it means because I don't really know what it means. Kind of putting the same information in both of those activities when I'm writing the status report. So if I just have a clearer idea of what distinguishes them from each other. If you don't want to change it. If you don't want to change it I just need more guidance on what exactly you're looking for on those two activities. If you do want to change it it will just

be in one spot. You like the idea you said?

JILL HANO: Yeah.

VIVIANNE WEBB: I have one tiny protest about it. With the new administration special education laws are privy to change so do we want to outline what exactly we mean by special education laws? Just in case they make something that could be harmful towards our community just as like a countermeasure.

EBONY HAVEN: I guess what's your recommendation for the change?

VIVIANNE WEBB: Do you want to be obnoxious and outline all of the laws in policy?

EBONY HAVEN: You're saying education laws?

VIVIANNE WEBB: No. Like special ed the new administration is not fond of it as we all know. And this says to ensure compliance of all special education laws and policies. That is subject to change with the new administration. Like probably going to change some stuff and we don't want to ensure compliance with any potentially harmful laws if that's making much sense. So how do we differentiate between our current laws and the future laws.

EBONY HAVEN: I understand what you're saying.

STEPHANIE CARMONA: Would adding something, this is just something I thought of, it might be wrong. Just adding something saying ensure compliance of all special education laws and policies that align with council views or something like that.

EBONY HAVEN: I understand what you're saying.

VIVIANNE WEBB: Yeah. Like trying to ban us from education or not. Or like something else.

STEPHANIE CARMONA: Or position papers.

EBONY HAVEN: Maybe with the council's mission.

STEPHANIE CARMONA: Are you okay with that, Vivienne?

VIVIANNE WEBB: Yeah, it specifies it more. Our mission is already outlined in federal law so it's hard to change that.

STEPHANIE CARMONA: I'm just going back to just get rid of like dragging this one through because we're going to rewrite this. I'll change the numbers later because this will be the new number one. I just don't want to keep us going through all that. I will change those numbers later. So that was the last thing that I

had to talk about. We should review the draft and then public comment, that is what the agenda says, unless there are ones you want to discuss further. I edited that one. Did we want to move onto the next thing which is to review the draft? I can show you the budget, review the draft of this action plan and then take public comment. And then we'll need the motion to recommend.

Okay. So just to show y'all here is our budget. If there's anything that needs to be updated or changed please let me know. I'm going to highlight these. This one was updated. This one was updated. And this one was updated. Those three are continuing. They were updated. Their funding was updated. And then down here we have the two new contractual activities with their funding which leaves us with no additional funds. Like we don't have anything left over. Was there any questions about the budget?

And then I'm going to pull up the action plan. And I'm going to start at the beginning. So for activity 1.1.1 I just updated that cost. Activity 1.1.2 is just because I'm putting FFY 26. The money didn't change. Again, the money didn't change for 1.1.3. 1.1.5 was changed. So removing the funding and then rewriting it to say produce and provide information important to individuals with intellectual and developmental disabilities with their families through a variety of electronic and social media. So council website, Facebook and LADDC news. I know I'm going kind of quick so if you need me to slow down please let me know. Just updating the date on 1.1.7 so that it's the correct fiscal year. 1.1.8 is changing the activity to read provide financial support and technical assistance to educate and train individuals with intellectual and developmental disabilities, caregivers and families on abuse, neglect and exploitation with an increase and their approximate cost for 2026 to be 78,000-dollars. Changing activity 1.2.1, decreasing it by 2,000. So to have the 23,000 and that was for People First. Rewriting activity 2.1.1 to shorten it to oversee the implementation of the community and family support system plan and advocate to ensure the plan meets the needs for all Louisianians with intellectual and developmental

disabilities. And then rewriting activity 2.1.2 and assigning or allocating funds to it. Provide financial support to provide appropriate and accessible sex education to middle and high school aged people with intellectual and developmental disabilities. And then just changing the date for this one. So that one is just a date change. And then removing the FASD activities. So those are strike through right here. Rewriting objective 2.3.1 to provide financial support to create and promote accessible educational materials on women's preventive health topics with the approximate cost of 40,000-dollars. And then combining activity 3.1.1 and 3.1.2. So those two are struck through with the new one reading advocate for the Louisiana Department of Education to perform ongoing monitoring and increased focus of local school districts to ensure compliance of all special education laws and policies that align with the council's mission. And then lastly the activity 3.1.5 which changes the approximate cost to an increase at 58,000-dollars. If everything looks good in the review, Jill, you can open it up for public comment.

JILL HANO: Okay. Do we have any public comment? Okay. The next thing is we have to vote on approving this plan. So Stephanie, will you take roll.

STEPHANIE CARMONA: Tony, you want to motion?

TONY PIONTEK: I would love to.

VIVIANNE WEBB: I second.

JILL HANO: Okay. Any public comment?

TONY PIONTEK: If you want we can just recheck the last name. It's underlined in red.

STEPHANIE CARMONA: Okay. It's fine. When I finish the final version it won't be there.

TONY PIONTEK: No problem.

STEPHANIE CARMONA: No hands, okay.

JILL HANO: So now we will call for the motion is made and seconded and there are no public comments so now we will have a roll call vote.

STEPHANIE CARMONA: A vote for yes is to recommend to send the draft of the FY 2026 action plan to the full council for consideration and approval. A vote for no is to not send it. So Christi Gonzales. Tony Piontek.

TONY PIONTEK: Yes.

STEPHANIE CARMONA: Thank you. Erick.

ERICK TAYLOR: Yes.

STEPHANIE CARMONA: Erick Taylor, yes. Vivienne Webb.

VIVIANNE WEBB: Yes.

STEPHANIE CARMONA: Vivienne Webb, yes. Renoda Washington. And then Karen Xu.

KAREN XU: Yes.

STEPHANIE CARMONA: Jill, you have four yeases.

JILL HANO: So the motion passes with four yeas to zero nays. No abstentions. Any public comment or any announcements?

STEPHANIE CARMONA: The only announcement that I have is that the quarterly meeting is coming up on April 30th and May 1st. And that will be at the library on Bluebonnet. We hope to see y'all there.

JILL HANO: Okay. We can adjourn by unanimous consent. All right. Thank y'all, everyone.