

Louisiana Developmental Disabilities Council
Planning Committee, Day two
April 21, 2026

AYDEN BLUNSCHI: Good morning everyone. It is now 9:10. I now call the meeting to order. Stephanie, please call roll.

STEPHANIE CARMONA: Ayden.

AYDEN BLUNSCHI: Here.

STEPHANIE CARMONA: Constance.

CONSTANCE ALPHONSE: Here.

STEPHANIE CARMONA: Jill. I'll come back to you, Jill.
Dr. Meda.

LAMARTINE MEDA: Here.

STEPHANIE CARMONA: Erick Taylor. And Karen Xu. You have four. You have a quorum.

AYDEN BLUNSCHI: Thank you, Stephanie. Before we start here are the meeting rules. For the people in the room raise your hand if you want to speak. Wait until I call on you before talking. Keep side conversations quiet. Stay on the topic we are discussing. For people joining by Zoom you must be on camera with your full name showing to count for a quorum. Keep your microphone off until I call on you. Click raise hand if you want to speak. Wait until I call on you before unmuting. For all attendees the Q and A box is only for people who asked for an ADA accommodation. It is not for public comment. Committee members in person or virtual speak first, then in person public members, then public members on Zoom. Please be patient. Hybrid meetings can be hard to manage. If we run short on time comments may be limited. Comments about a person's character are not allowed. Public members will have one chance to comment on each agenda item. Each person has two minutes. Public comment will also happen before a vote or at other times if I allow it. Let's work together to keep the meeting respectful and on track.

Everyone should have reviewed the January meeting summary. A copy is in your packet and linked in the agenda sent by email. I need a motion to accept the notes.

STEPHANIE CARMONA: I can share that. Getting that pulled up right now. It's also in your packet. I want to say the second page.

JILL HANO: I'm here.

LAMARTINE MEDA: I move to accept it.

AYDEN BLUNSCHI: Is there a second?

CONSTANCE ALPHONSE: I second.

AYDEN BLUNSCHI: Is there any discussion? Is there any public comment?

REKEESHA BRANCH: Not at this time Ayden.

AYDEN BLUNSCHI: The March meeting summary passes by unanimous consent. Document review, draft plan, budget, planning status report. Stephanie, would you please review the documents?

STEPHANIE CARMONA: Sure. So in your packets and online I included the drafts of everything that we worked on at the last meeting. So the first thing is this draft plan. I just kind of pulled it up where we left off. So the items that are highlighted are the items that we were talking about at the end of the last meeting that needed funds allocated towards them. So I kept them highlighted just so we kind of knew where to start off on our conversation. So that's the first thing.

I included all of the activity, or it includes the activities, even the noncontractual ones that the staff recommended you keep that was in the planning status report. And then things that we knew you were going to keep like Partners in Policymaking. So that information is all in there. So the highlighted ones I believe are either brand new ones or the ones that just need the funds attached.

The next document is the draft budget. This is really where the committee ended at the last meeting with this 45,000 remaining and just kind of allocating funds everywhere on here for all of the activities.

And then lastly this is the same document which is the planning status report. So the planning status report is the exact same one from the last meeting. There's no edits on it. It is exactly the same. I just wanted to include it again in case you didn't have it for this meeting. But the other two documents are drafts of what y'all spoke about at the last meeting.

AYDEN BLUNSCHI: Yes, Jill.

JILL HANO: This one was not in my packet Stephanie.

STEPHANIE CARMONA: I'm sorry. Which one Jill, the status report?

JILL HANO: Correct.

STEPHANIE CARMONA: I'm so sorry. It must have just

got left off. It is the exact same.

JILL HANO: Okay. I'll just print it. No biggie.

STEPHANIE CARMONA: I'm sorry. Thank you for letting me know though.

JILL HANO: Sure. Thank you.

STEPHANIE CARMONA: But those are the main three documents that we will be working in. So if there's any questions about them please let me know and I can try to answer them.

AYDEN BLUNSCHI: Thank you, Stephanie. Are there any questions for Stephanie or the staff before we move on?

KAREN XU: (Inaudible).

STEPHANIE CARMONA: So the ones that are in the document those are the ones that y'all agreed upon at the last meeting. So I haven't added anything. That is based on what everybody wanted at the meeting in March so I just added them in there.

KAREN XU: (Inaudible).

STEPHANIE CARMONA: So yeah, the next thing on the agenda is just to allocate the funds for your contractual items.

KAREN XU: (Inaudible).

STEPHANIE CARMONA: However y'all want to. I can't tell you how to do it. That is the only one that doesn't have funds, yes.

KAREN XU: (Inaudible).

AYDEN BLUNSCHI: Yes, Jill.

JILL HANO: So right now do we have 45,000-dollars to play with?

STEPHANIE CARMONA: Yes.

JILL HANO: Okay. Thank you.

STEPHANIE CARMONA: Yeah. If you look at the budget that is what you have allocated, all this other money here, and then up here where we increased. So this is what is remaining. And y'all were kind of talking on this last one, 3.1.4, but then we had to end the meeting because people had to leave. That is what is remaining of the allotment.

EBONY HAVEN: So I know if Stephanie goes back up to the top you all had increased the funding for the Youth Leadership Forum and since that time we have had some concerns being raised about I guess the operational function of the program. And so since there are concerns and there's an active investigation we recommend that you

guys do not increase the funding for the Youth Leadership Forum. It was at 45,000-dollars. Last time you guys agreed to increase it to 55,000 but with the concerns that were brought up we currently do not recommend that you guys increase the funding for it. I would keep it at level funding just until we are able to get some more information about those concerns. And just so you guys know it has been brought to the board's attention so they are looking into those concerns. And so until we get more information about that, and we'll give that information to the self-determination and community inclusion committee once we have more information about it, but at this time I would recommend that the committee recommend to the council to keep the youth leadership funding at level funding. And it was at 45,000.

KAREN XU: (Inaudible).

STEPHANIE CARMONA: And it was in the last packet from March. There was a concept paper that was presented that included it's like training for daycare providers or childcare workers. And it was like those Early Steps kind of programs too to help with students or children with disabilities, developmental and intellectual disabilities and being able to support them in daycare settings so that way they don't have to go to like specialized daycares. So really giving training to those people. Now actual specifics wouldn't be until we put this solicitation of proposals out and then places would send in oh, this is what we can do. So we wouldn't have specifics unless there was something like specific that y'all wanted to make sure that was in there. It's really more of with this amount of money this is the kind of curriculum we can come up with from outside places. And then we bring that to the council or I guess the executive committee votes on that? So the executive committee would vote on those proposals and then that goes to the council for final vote. Once that process is done we start looking at what is the plan from this company, this contractor, what their plan is and that's how we use their plan to write their contract to make sure they're meeting the deliverables. Was there something specific you wanted to include in that childcare training?

KAREN XU: (Inaudible).

STEPHANIE CARMONA: I don't think that they would pay for the training.

KAREN XU: (Inaudible).

STEPHANIE CARMONA: I'm not sure. I believe the way that the concept paper was written for this specific one it was like an online like resource center for the daycare providers to go to in order to do the trainings with their daycare workers. I think LSU was the one that sent it in. And Constance has her hand raised so she may be able to speak on that. I'm just trying to remember what was on there. I'm sorry.

AYDEN BLUNSCHI: Go ahead, Constance.

CONSTANCE ALPHONSE: Thank you. So I'm trying to figure out is this the concept paper that the addressing suspension and expulsion in early childhood? Or is this different?

STEPHANIE CARMONA: I believe it was kind of like two-fold. I think this was the concept paper but then I believe it came up again just as a committee recommendation that said that they needed more just like early childhood training for daycare workers. If I remember correctly it was just the conversation of the committee that was like oh, well this kind of goes along with the concept paper that LSU had put in. Even though they're not exactly the same there's overlap. And I may be misremembering but I'm just trying to kind of recall those conversations from the committee. But yes, the concept paper that I'm referring to is that one, the addressing suspensions and expulsion, yes.

CONSTANCE ALPHONSE: I guess like as far as what we see within this area with childcare providers and early learning centers is that they really don't, the daycare providers don't have the skills to be able to effectively support individuals with disabilities. And so what happens is they kick them out of daycare. They're telling parents to come pick them up and then children are being moved from daycare to daycare because no one can effectively support them. So I'm thinking the way the objective is written I'm thinking the expectation would be to develop some sort of scope and sequence of a curriculum of how daycare providers would be trained. Like what are basic skills they need to know for working with individuals with disabilities. What are best practices. That's what, based on like creating a curriculum, that's what I'm envisioning in my head. I can say it is very much a need.

I'm curious, I don't know if anyone said this, was there a recommendation to take the Youth Leadership Forum

and put it back at 45 instead of 55? If not I would like to make that recommendation because then that would give us an extra ten for the new contractual activities. And then maybe we can split it between the childcare training and the early identification. I know the last time we were talking about, we talked about kind of like the cost of making a curriculum. So between early identification and the childcare training it seems like the childcare training is going to be most costly. But I'm curious what would we expect for the early identification one.

AYDEN BLUNSCHI: Yes, Dr. Meda.

LAMARTINE MEDA: Yeah, I guess the council recommended that we do the 45 but are we supposed to vote on it, do something about it? I think you guys brought it up, never done anything. Was something supposed to be done or it's already done we are at 45?

EBONY HAVEN: If it is the consensus of the committee you all don't have to take a vote, you can take an unofficial vote if you want, but if there is no objections we can move it to the 45 if the committee is in agreement with moving it back down to 45,000.

LAMARTINE MEDA: How do we proceed to make sure we get that done?

AYDEN BLUNSCHI: Does anybody have any objections to moving it back to 45,000?

KAREN XU: (Inaudible).

BRENTON ANDRUS: It would increase the yellow one below it.

EBONY HAVEN: So I don't think there's any objections.

LAMARTINE MEDA: And then so the other thing I have here is so we are only going to allocate money for 2.1. and 3.14, is that correct?

BRENTON ANDRUS: Correct.

LAMARTINE MEDA: And then the rest don't require any money to fund the activities? The rest that are in yellow?

STEPHANIE CARMONA: Yes. If you wanted to, like let's say you wanted to split this 55 between those two activities and you did like, I'm just saying, one 20,000, one 35 and you were like you know what, they really need more than 20,000-dollars. We can kind of move money around from the other activities if we wanted to. Or if you wanted to really. So those activities that are on here-- and I'm just going to show you what I'm saying. Let's say this one you wanted to do 20,000-dollars so that leaves 35 here. If

you decide like oh, I think this is going to need more than 20,000-dollars. I want it to be, as a committee we want it to be 45,000. You can take money from this one and move it over. Does that make sense?

LAMARTINE MEDA: Yeah. I was asking about the other.

STEPHANIE CARMONA: Yeah. The ones that are yellow those are the ones that have funding. So I just have to go and write those funding amounts in and finalize them. And then we can go and talk about the noncontractual. I'm sorry. I was confused on what you were asking.

LAMARTINE MEDA: You're good. So we have two, the early identification and childcare training.

EBONY HAVEN: I think what Constance just brought up was that she thinks that the childcare training we're trying to develop a curriculum and all those types of things that the committee should consider that that may take a little bit more funding. Like of the 20,000. Just splitting that 55,000 in half and then giving both those activities like half of that money. Want to think about what it's going to take for them to develop the curriculum, offer CEUs, create a website to put those resources on the website. Just what was in that concept paper. So you really want to think about those things and what you think the cost might be. I don't think they gave us a cost when they submitted the paper. So it's really the committee trying to figure out what you guys think those costs would be. And it may be a little bit more than if you just split that 55,000-dollars in half. I think that's what she was trying to say.

AYDEN BLUNSCHI: Yes, Constance.

CONSTANCE ALPHONSE: That is what I was trying to say Ebony. Thank you. And I guess my recommendation would be for us to maybe consider doing 40,000 for the childcare and then maybe 15 for early identification. I'm not quite sure what that early identification would look like. But I do think when we talk about more of like trying to support the capacity piece there and providing technical assistance it's like kind of systems level work also. And so I think it's something that's going to be kind of like a continuation really to get that to where we're going. So if we do the childcare training I think we'll address, with 40 we'll be able to address a really big need and then move on from there. And then be able to allocate more later towards early identification. So recommendation is

childcare training 40 and then early identification 15.

AYDEN BLUNSCHI: Do we have any objections to that? Yes, Mr. Taylor.

ERICK TAYLOR: I think the 40 would be good and the 15 I think that be good. I think it would do good if it's like that.

AYDEN BLUNSCHI: Yes, Dr. Meda.

LAMARTINE MEDA: Something like the curriculum doesn't exist currently, right? Nothing like this already exist anywhere else in other agencies providing these things?

BRENTON ANDRUS: That I wouldn't know off the top of my head. I think the reason for that recommendation is just they feel like there is gaps in the training that is provided. I would imagine there's some sort of mandated trainings that folks have to do. In this instance the question is would this curriculum be mandated for providers and I don't think you can do that initially. I think you have to develop the curriculum and then there's going to have to be, there would have to be amendments to legislation to mandate anything that these providers or these daycare centers would have to provide this particular training as part of their licensing. So I don't think you would be tackling that part of it. This is probably you're going to look more at a curriculum that might be more voluntary I guess. Although that would depend on what you get from the SOPs that come in about what these folks could do. But to answer the question I don't know that there is a particular curriculum that they have to follow specifically related to any sort of disability issues. At least for your traditional daycare centers.

NICOLE DEJEAN: I guess I don't know what my question is other than the early identification piece the activity suggest providing funding support, technical assistance to strengthen early identification systems and reduce delays in screenings and referrals. And I'm wondering I know that there has to be a proposal put out and somebody says okay, this is how we're going to accomplish this. But this is a huge statewide undertaking and at 15,000, and I'm not suggesting that you increase it, I just think it's a big activity. And I guess my question is you have a conversation about maybe not having a bunch of activities funded at very small dollar amounts. And I'm thinking 15,000 across the lifespan of a fiscal year across the state really it starts to shrink your impact and what you're

trying to accomplish. And this is a systemic issue. And this is doctors' offices, and therapy, and school systems and there's a lot of hands in this pot. And so I don't know that this is clear enough to put 15,000 on and say okay, we're going to make an impact and accomplish what I think this is trying to accomplish. So I would almost question this particular activity and is it worth the 15,000 that you're putting. And could that 15,000 be put somewhere else in one of the other activities that's funded at a pretty decent amount that would really make that impact.

BRENTON ANDRUS: I was just going to say I think Nicole said what I was thinking and what we were kind of talking about here. I do think when you start looking at splitting small amounts of money, like to me I think 55,000 is a small amount of money for a project these days. Things tend to be very expensive. You then need to start looking at what is your priority. You can identify early identification as still your priority even though I feel the activity is kind of clear I'm not sure what you want to accomplish. But you might decide that no, early identification is a top priority so then you might not want to do that study or you might not want to do the transition. That's where I think you're going to have to start making those decisions.

Because again, I think, and I think we talked about this at the last meeting too, we often just throw little bits of money at little projects and you don't accomplish anything. So I think the way the early identification piece is written it seems like that's very advocacy heavy. Like there is a system's change that needs to happen. The question is how do you do that. But I don't know that necessarily throwing money at it is going to really solve it. It might, but it's going to take some money. Probably more than \$15,000.

I think curriculum training you guys would need to think of what is your long-term goal because more than likely what you're going to do this year is create the curriculum. Might not even train people on it this coming year. This might just be the cost of someone putting it together and you have to factor in mechanisms of not only someone that is an expert in their field developing that curriculum but also what's the mechanism of getting it out there. Well, they have to create a website. Who is going to host the website. Do they offer CEUs. There's usually funding required to ensure that you're CEU certified. I

don't know if that's a thing for daycare workers or not. I would imagine it might be for some. And so that might be also a long-range kind of thinking project that you might have to consider as well.

And so most of your expense is going to happen at those early days. At least that's how it was the last time we did a curriculum which was over a decade ago. Most of your expense happened at the beginning. And then you'll have to factor in, especially if you end up trying to get this into some sort of mandate, you're going to keep that updated because every year it becomes obsolete. Things might change. We had a good run with the last curriculum we did. Probably a good seven years we got out of it with minor tweaks here and there but eventually we had to scrap it because it was no longer valid information because things change. So from a staff perspective I just wanted to echo some of the things that Ms. DeJean brought up as well.

KAREN XU: (Inaudible).

STEPHANIE CARMONA: On just like the little notes area, yes. So kind of echoing everything that Nicole and Brenton talked about. Like this is a big statewide kind of issue. And Families Helping Families does take on the majority of this work right now already and they're contracted with the council. They are going into pediatrician offices, ABA clinics, therapies and bringing these resources and information. I don't think 15,000-dollars across, like I understand what you were saying, like maybe this little bit extra will help them but there's nine or ten centers and so when we look at it it may be 2,000-dollars. So is that really going to benefit and help this if we're just throwing that little bit of money towards it I guess. I'm not sure if that answered or helped or hurt. I'm not sure.

KAREN XU: (Inaudible).

AYDEN BLUNSCHI: Constance.

CONSTANCE ALPHONSE: I just wanted to say as far as like daycare providers and CEUs any training they get has to go through Pathway so you just have to be a Pathway certified provider. There is no cost for that.

LAMARTINE MEDA: Because I'm trying to understand this whole complex issues involving us. People are not going to do things because it's a nice thing to do. Especially people are over worked. And if there is no consequences. I'm not saying we as a council are going to enforce consequences on the daycare or childcare because they

didn't do something. But if there are no consequences to me I feel like people are not going to, providers are not going to do things that we need. It seems to me is to find out what is available, what they must do and help them do the things that they must do. If it is something that they don't have to do and we are training them to do it it seems to me they are still not going to do it.

We saying 15,000-dollars it is extremely complex if you guys give me one second to read this. It says here the latest in early identification system for developmental disabilities are primarily caused by a wait and see approach. (Inaudible) to healthcare and educational systems, provider shortages and limited specialized training, lack of resources and socioeconomic and cultural factors affecting parental access of care. So yeah, it is a very complex issue. So I think it seems like if we were to focus, for example, on this socioeconomic aspect of this whole thing, maybe one of those complicated things we can make an impact. But yeah, seems like 15,000-dollars to me seems like we might need to rethink how we want to have an impact on early identification because it is complex.

BRENTON ANDRUS: I will say also if you are considering, like if it's tough for y'all to eliminate something and you really do end up with a project where you just have a little bit of money I mean it's something you can consider would be a small piece of that puzzle looking at someone that can develop an ad campaign. Put out different billboards somewhere. Or maybe you're using a small amount of money to create some sort of flier, pamphlet, something that we can give to our FHF centers so when they go to the pediatrician offices they can be left for families. Hey, these are questions you should ask. I mean, they do trainings on that type of stuff already. Which is where we were kind of getting into that is something that is being done on their part. But maybe you can look at developing materials. That is usually not as expensive to do. But you would then have that stuff printed and it would be handed out and once that's that that's done.

So you can, if you end up with a small portion of money for something, maybe look at those types of things. I don't think it's a groundbreaking sort of movement that you're going to do in that area but that does start capturing maybe some of those families that might have that wait and see approach. Or maybe the more rural areas where

families are, you know, oh, he'll grow out of it, she'll grow out of it kind of approach. You might be able to capture those areas. But I do think a big piece of that is a lot of other things that you mentioned. There is provider shortages. There is a lack of access to specialists and things of that nature. And that I don't even know how you have enough money to address that. That's a much bigger approach than an activity that we would just be able to fund.

AYDEN BLUNSCHI: Yes, ma'am, Ms. Jacki, you have the floor.

JACKI PIERCE: Good morning everyone. Just to go off of like to piggyback on what Brenton was discussing. The Families Helping Families centers do our outreach to the pediatrician offices. However, when we're going in there we're typically not speaking to the pediatricians. We're speaking to the office administrators. Sometimes it will be a nurse or a nurse assistant or something along those lines. But we are providing them with brochures and information.

I actually have been selected to be one of the speakers for the Louisiana Chapter of the American Association of Pediatrics conference in August. And the reason that I did apply and write a proposal to do that is so that we can speak to the providers because the providers are the ones typically providing these next steps type of information when they are identifying any type of disability or developmental delay. So that is something that I'll say as Families Helping Families centers it is something that we are working for. So I do agree with Brenton that if we are focusing on providing like printed materials and things like that we could save funding for other activities that are being proposed. That's all.

AYDEN BLUNSCHI: Thank you.

STEPHANIE CARMONA: You can do like a thumbs up or whatever if you wanted to keep it as is or if you wanted to take into consideration like the comments and change something up. But that's really, unless there's discussion on it, but it seems like that discussion happened. So if we want we can do an unofficial let's keep it like this or no, I think we need to change something.

AYDEN BLUNSCHI: Okay. So let's take a vote.

STEPHANIE CARMONA: Like a little unofficial one. I can call it out if you want. Or we could just do-- I mean,

not everybody's in the room so I figured it would be easier if I could take like an actual vote but it won't be an official vote. I'm doing like an unofficial vote. If y'all wanted to keep the budget like this a yes that this is a good budget and you want to keep it like this. A no is that something needs to change funding wise.
Constance.

CONSTANCE ALPHONSE: So I don't have like a yes or a no. I guess I have more of I think with the way that objective is written it's hard to know what's being asked for to know what amount of money to allocate. I'm not opposed to it as it is but I'm not opposed to lowering it. Is there any way we can take that back to the committee to see exactly what they were wanting to do?

STEPHANIE CARMONA: Sure. And this is a committee question. Would y'all like me to pull up the draft plan? I can read what it says on there and y'all can discuss that. Or did we want to just finish this vote on the budget? It's up to you chair.

AYDEN BLUNSCHI: Let's finish the vote on the budget.

STEPHANIE CARMONA: Got it. Constance.

CONSTANCE ALPHONSE: I'll abstain.

STEPHANIE CARMONA: Okay. Jill.

JILL HANO: Abstain.

STEPHANIE CARMONA: Dr. Meda.

LAMARTINE MEDA: Yes.

STEPHANIE CARMONA: Erick.

ERICK TAYLOR: Abstain.

STEPHANIE CARMONA: Ms. Karen.

KAREN XU: Yes.

STEPHANIE CARMONA: So you have two yeses, no noes and three abstentions. Or three kind of like I don't really know. If this were a real roll call vote the yeses would have it. It's whatever you want to do next.

AYDEN BLUNSCHI: We finished the rest of the funds, correct? We just did that, right?

BRENTON ANDRUS: Technically yeah, you have allotted your funds. If I might, just a real quick (inaudible) of clarity. I know Constance had mentioned maybe getting some input from the committee. I don't know if you were referring to this committee or the committee that brought the idea but the committees that brought these ideas you don't have the option of going back and asking. At this point you are the committee that determines what you want

this activity to be. So if you don't understand it or are unclear, as I am on some of these things, you can rewrite them however you want. You can change it up completely. You don't have to take that committee recommendation at all. You can go in a different direction. And that goes for contractual, noncontractual. They simply just gave y'all some talking points essentially but it's up to you as this committee to decide what it's going to look like. You can change it up how you see fit. Which I think y'all did a lot of that in the last meeting. I know there was some debate about which ones to fund and how things should be written and maybe what should be within those activities. So just keep that in mind when you're looking at your funding here as well when you start looking at your noncontractual stuff as well. You are the ones that are going to develop what goes to the council.

AYDEN BLUNSCHI: Yes, Constance.

CONSTANCE ALPHONSE: So thank you, Brenton, for that clarification. And hearing what Brenton said what do we want to do with this 15,000-dollars? Like what's our goal?

LAMARTINE MEDA: If I read what the other committee said here like provide funding, support and technical assistance to strengthen early identification. Seems like whatever it is to make it stronger. So I would go back to suggestions about billboards or what not. The family with different socioeconomics who don't know, the wait and see people, how do we let them know there is no wait and see. Your child is three years old or four years old things need to get checked when you go to the office. Make sure you ask for this. I think it's a sense of letting these people know. But we have 15,000-dollars. We need to pick one or two or three of those activities to remind people that hey, don't wait and see these things. You have to do them as early as possible.

STEPHANIE CARMONA: I was just going to recommend that maybe you change, if that is the intent of it then we change the wording of the activity to meet that intent. Because right now it is written the same way as if we were doing a training. And I can share that on the screen right now. So it's written as if we were going to provide a training or something along those lines. So if you wanted to do an ad campaign specifically you may want to write the activity of like provide funding to an informational campaign to strengthen blah, blah, blah. And that's just a suggestion

that I was thinking about as you were talking Dr. Meda.

EBONY HAVEN: So when I'm looking at this concept paper that was submitted that I think this is where you all maybe got the idea to do these things. So the expected outcomes from this particular concept paper are to train the center directors or administrators on supporting referrals. So to me if they're supporting referrals that is more that implication. When we think about childcare centers they're around the child more than the pediatricians are so they're going to be able to identify things a little bit more than like one visit to a pediatrician's office. So again, another expected outcome is that childcare centers will have the knowledge and skills to refer children who need additional support. This is inclusive of identification. And then more children who are struggling in childcare will get referrals for evaluations than parents because they want to develop a curriculum to comply with requirements in Bulletin 137. Now I'm not sure what the requirements are in Bulletin 137 because I don't have that pulled up. But it seems like there are already requirements and they're trying to strengthen that and make sure that the parents are aware of the centers obligation to support their child to get additional help prior to them being suspended or expelled.

So to me this sort of encompasses early identification and childcare training. So if you wanted to combine those activities and then put all of the funding towards that one activity because you have 55,000-dollars left. I think that this would maybe be a good, not compromise, but a good combination where you're getting both areas. You are early identifying because you're providing this training to these childcare centers. And then you're also training the childcare centers on how to identify and get those recommendations for evaluations earlier to the families.

NICOLE DEJEAN: I would have to agree with Ebony. (Inaudible) a more targeted approach verses this just kind of broad statewide kind of campaign. And the idea of printed materials, distribution, travel, all the costs that go into an ad campaign whether it's media or print or whatever it is I think it exceeds that 15,000 when you're talking about a statewide effort. We're folding it into that curriculum. We're (inaudible) strategies to a target rich population. Very tangible strategies for referrals to appropriate sources. So to me it expands your impact

to a deeper and more meaningful (inaudible).

AYDEN BLUNSCHI: Mr. Taylor, you have the floor.

ERICK TAYLOR: I think what Ebony say and the young lady say I think we'll be tackling it all at once instead of splitting it and then we wouldn't have to worry about a little bit of money out and trying to work on something else. We know this is already in place. I think combining we're hitting it all at one time. It would eliminate us having to take it back to us. Like they say we are the committee. I think we should put, if we could, I think we should put another vote on the table and really look at this guys. Because if we're splitting it like we're splitting it I think we need to put it all together and work with it all at one time instead of trying to figure out how to put the money in one spot.

AYDEN BLUNSCHI: Yes, Dr. Meda.

LAMARTINE MEDA: So I think yes, we're going to reach a wider audience but I think some daycares might be like to what and to where. As I said personally in Alabama they have a system in place at this school and of course the teachers who are in contact with all of these students say hey, so and so might need so and so. I think in those fliers if we say hey, if you see something you can refer these students to A, B, C, D that will take it further. Might be okay, yes, I saw that Lamar may not be doing well but what am I supposed to do. I don't know. As a teacher in the classroom I do notice something but I don't know what to do about it. So I think trying to reach out. So if these people have fliers that have specific places for accommodations I think it will be easier for them to do more. They may not know what more to do beside just do nothing.

EBONY HAVEN: I'll just make one comment. And I don't want to speak for you Dr. Meda, but it seems like you're saying we should keep that 15,000 and create some type of document to distribute to places?

LAMARTINE MEDA: Yep.

EBONY HAVEN: And Karen, I think you were saying the same thing. You're saying we should keep the 15,000.

KAREN XU: (Inaudible).

EBONY HAVEN: So I think at this point, Ayden, you may want to just have the committee vote and then they can vote if they want to keep it separate or if they want to combine it.

AYDEN BLUNSCHI: Okay.

EBONY HAVEN: Stephanie can call.

STEPHANIE CARMONA: We'll say a yes is to keep it as is. A no is to combine it, combine the early identification and the childcare training. Which was kind of how Ebony explained it just to make that clear. Constance.

CONSTANCE ALPHONSE: No.

STEPHANIE CARMONA: Jill.

JILL HANO: Abstain.

STEPHANIE CARMONA: Lamar.

LAMARTINE MEDA: Leave it as is.

STEPHANIE CARMONA: Erick.

ERICK TAYLOR: Yes.

STEPHANIE CARMONA: Okay. So leave it as is. And then Karen.

KAREN XU: (Inaudible).

EBONY HAVEN: Jill, I noticed that you abstained a couple of times. Is there something that we can do to like help you? Are you confused about anything? I just want to make sure that we're supporting you.

JILL HANO: I really am very confused. So what would be the benefits of separating them and what would be the benefit of combining them? And it's already in my notes that it's separated and now I have to scratch everything out.

EBONY HAVEN: If any of the committee or the staff want to chime in please feel free. So the benefits I think that the committee is saying of keeping them separate, Dr. Meda brought up some really good points, is that sometimes when you're in school like a teacher may notice something about a child that they may have a delay but they may not know what to do, they may not know what to do after they notice it. And then you guys have printed materials that maybe we give to Families Helping Families to distribute when they go out on their outreaches that may trigger that teacher to say oh, I noticed this in my student and here's a number that I can call. There's a reference and a referral for that teacher to refer that student for an evaluation. So those are the benefits of keeping it separate.

The benefit that I was saying of combining them is basically since the committee was worried about just putting 15,000-dollars towards that activity that it might

not be enough to have an impact that the council may want to happen. So I was suggesting maybe combining it because on the concept paper that the person submitted to address the childcare training some of the outcomes would address early identification as well. And so I was just suggesting that since you guys were kind of struggling to make a decision maybe combine the two and that way you're addressing early identification at the same time as you're addressing the childcare training. So does that make sense?

JILL HANO: Yeah. I think I would rather it separate.

EBONY HAVEN: Okay.

JILL HANO: Thank you very much, Ebony.

EBONY HAVEN: You're welcome.

STEPHANIE CARMONA: The vote was four yeses to keep it separate as it is to one so this is the budget that you approved or how you wanted to allocate those funds. The next thing I'm going to share is the draft plan. I'm going to go ahead and add those funding amounts to that so you can see where that funding is. But it is those highlighted ones that are on there. So I will go ahead and add those funding amounts.

BRENTON ANDRUS: Before you add those funding amounts if you're keeping it separate could I entertain your thoughts on maybe shifting some of your money a little bit? So for that early identification if we're really looking-- so what I'm thinking in my head ultimately is you want to develop a curriculum. I personally think 40,000-dollars behooves you to do that which is that childcare training. I think if we are looking under that early identification if we're strictly looking at someone to come up with like some fliers, some pamphlets for us that are really well thought out and designed and really provide information and we're just going to have that printed and rely on the resources that are already out there to distribute this information. I think you could probably, let's say, drop that to 10,000. I think you could shave off maybe 5,000 from your transportation studies since it is just a study and maybe take that 15,000 and put that into your childcare training but it's really a curriculum, right, to really try and boost that. And maybe get it up into that 55 range so you can actually get the qualifications that you need from someone hopefully to really develop a very inclusive, a very well thought out

curriculum that then maybe in subsequent years is available and really streamline that. That's my thought. And that's just one proposal of potentially shaving some funding off. I also think, I don't fully remember where the funding for the transition planning came from, the specific 59,000. I don't know if that has some wiggle room there that you might want to shave off to maybe fund some things elsewhere. Just throwing that out for you to consider. Or shoot me down. It's your process. Doesn't matter. It's what you want. I just want you to get what you're paying for.

AYDEN BLUNSCHI: Thank you, Brenton. Appreciate it. Yes, Dr. Meda.

LAMARTINE MEDA: So the suggestion 40,000-dollars is not enough?

BRENTON ANDRUS: Yeah.

LAMARTINE MEDA: Okay. So we can move it somewhere else.

BRENTON ANDRUS: Because ultimately what I propose, what you see on the screen there, would then be 10, 45, 50, 59, 40. I'm sorry. That would get it to 50, yes. And then I didn't mention pulling from anywhere else because I wasn't, I can't specifically recall the conversations about the others. Mostly that transition planning of why that one was specifically at 59,000-dollars. So I didn't know if that gave you some wiggle room there. I don't know if that was because we had some money in a pot that we were debating at that time. I can't recall from the previous meeting.

LAMARTINE MEDA: So you think the costs are going to be close to what we have for Team Dynamics?

BRENTON ANDRUS: But this would at least give you some more room for that curriculum because I don't think you're going to need as much, again, in that early identification. You would have to change your wording of that particular activity. But if we're just looking at someone that can sort of create that information and say hey, if you think there's a delay maybe reach out to FHF or speak to the parents about contacting your pediatrician. Like giving them those simple steps. It's more of a little handout. It wouldn't be terribly expensive.

LAMARTINE MEDA: In the classroom. Call this number.

BRENTON ANDRUS: I don't know if you can hang it in the classroom.

LAMARTINE MEDA: We'll find a way.

EBONY HAVEN: Maybe in the office.

STEPHANIE CARMONA: I don't know if there's more discussion on this but I just kind of like mapped it up while Brenton was talking about it. If y'all wanted to do like a little unofficial vote on it or I can go back to the original. Up to you how you wanted to proceed. I didn't know if y'all wanted to take that recommendation or keep it how it was a moment ago. A vote for yes is to just accept the recommendation that Brenton gave would be how it's budgeted right now. A no is let's go back to what we had ten minutes ago or whatever it was. Constance.

CONSTANCE ALPHONSE: Yes.

STEPHANIE CARMONA: Constance, yes. Jill.

JILL HANO: Yes.

STEPHANIE CARMONA: Jill, yes. Lamar.

LAMARTINE MEDA: Yes.

STEPHANIE CARMONA: Lamar, yes. Erick.

ERICK TAYLOR: Yes.

STEPHANIE CARMONA: Eric, yes. Karen.

KAREN XU: Yes.

STEPHANIE CARMONA: Karen, yes. Okay. So this is how the budget is going to be separated for those activities. So I'll go ahead and I'll add them really quickly to those. Just give me one second. Just so y'all can see what it looks like. This is where it starts with the funding. I updated the costs from the budget that y'all just agreed upon.

AYDEN BLUNSCHI: Yes, Constance.

CONSTANCE ALPHONSE: Are we able to change the wording for the activity so it aligns with what Dr. Meda said about activity 2.12?

STEPHANIE CARMONA: Yes.

BRENTON ANDRUS: I do have some wording. It is kind of wordy so we can wordsmith it but it's just, as I understand it, provide funding to create documents to be shared publicly to help families and professionals understand early identification helps reduce delays and increase screenings and referrals for children with IDD.

STEPHANIE CARMONA: Provide funding to create documents to be shared publicly to help families and professionals understand early identification helps reduce delays and increase screenings and referrals for children with intellectual and developmental

disabilities.

AYDEN BLUNSCHI: Yes, Constance.

CONSTANCE ALPHONSE: I'm not sure the increase screenings and referrals is tied to the creation of the document.

BRENTON ANDRUS: I mean, I guess that's more of an outcome you're looking for.

CONSTANCE ALPHONSE: I don't know. That wording there just with the increase screenings and referrals makes me pause.

BRENTON ANDRUS: You could also say will help increase screenings and referrals to decrease delay. I don't know. Or you take that out.

AYDEN BLUNSCHI: Yes, Ms. Mylinda, you have the floor.

MYLINDA ELLIOT: I am just kind of curious how an agency that was disseminating this information would be able to track an increase in screening and referrals. I guess I'm kind of stepping too far ahead but I'm wondering how that would be measured just by the fact that you're handing out information. But that's just one of the rabbit holes I go down. Thank y'all.

AYDEN BLUNSCHI: Yes, Dr. Meda.

LAMARTINE MEDA: I measure everything. That was one of the things I was just thinking about. Where do you hear that from. Oh, yeah, from a flier from so and so school. Or from a teacher. If we want to say increase screenings and referrals seems like we have to measure it.

EBONY HAVEN: So your recommendation is just to take out the increase screenings and referrals will help reduce delays for children with IDD?

LAMARTINE MEDA: Yeah. Unless we have another way to measure it. If we're going to measure it we can leave it the way it is.

BRENTON ANDRUS: Yeah. I mean with the funding you're providing you're certainly not looking for any long-range sort of measurement or use of this tool. You're looking just to create another tool to put out in the public realm to help folks understand that early identification is key.

KAREN XU: (Inaudible).

BRENTON ANDRUS: I think anything you put in there by leaving that, just more to the point they were trying to make, I think implies that maybe you're looking at trying to track this in some form or fashion. Which I don't think is the intent of this particular activity. That's just how

I'm thinking about it after hearing y'all's conversation.

AYDEN BLUNSCHI: Yes, ma'am, Ms. Jacki, you have the floor.

JACKI PIERCE: What about ensure timely screenings and referrals. That's not putting a number on it and it's just saying it's going to reduce the delays by ensuring timely screenings and referrals. Just a suggestion.

AYDEN BLUNSCHI: Ms. Jacki, can you repeat that please.

JACKI PIERCE: It's going to help reduce delays by ensuring timely screenings and referrals for children with IDD.

AYDEN BLUNSCHI: Yes, Constance, you have the floor.

CONSTANCE ALPHONSE: I think maybe possibly just rearranging the words now to say create documents to help families and professionals understand timely screenings and referrals will help reduce delays. Just a reordering might take care of where we're stuck.

AYDEN BLUNSCHI: Yes, Dr. Meda.

LAMARTINE MEDA: I think any outcomes will have to be measured. If we put an outcome in there it will have to be measured. So I think we should stop at early identification if we do not want to measure.

STEPHANIE CARMONA: Provide funding to create documents to help families and professionals understand early identification--

LAMARTINE MEDA: And that's it.

STEPHANIE CARMONA: Got you. So then get rid of this part. Thank you.

BRENTON ANDRUS: Understand early identification of developmental delays or something to that extent. Early identification of what is my question. I don't think you have to track anything from that. But again, you're just explaining what it is that you're trying to educate them on. You could even just reverse it to understand early identification of intellectual and developmental delays for children. Because at that point I guess technically you don't know the child that you have a concern for has an IDD. I think the big thing is we just write it for the most part of what you want to get out of it because when it comes down to wordsmithing everyone's going to want to read it differently. Everyone's going to have their own idea of what sounds best. What's going to be your best activity that's easy, simple to understand and accomplishes what you're trying to get out of it. The

specifics you'll handle in the SOP.

AYDEN BLUNSCHI: Yes, Ms. Elliot, you have the floor.

MYLINDA ELLIOT: That sounds a whole lot more like something an agency can do that they can keep track of as opposed to numbers that maybe an agency wouldn't have access to. So in my little corner of the world that sounds great.

AYDEN BLUNSCHI: Now we can move forward. We will now review all noncontractual activities. Does anyone have any recommendations of activities?

STEPHANIE CARMONA: So in the planning status report the staff recommended, we put recommendations on every activity that is current right now for the 26 plan including those noncontractual. If we wanted to start kind of at the beginning under goal one on this planning status report it would be activity 1.1.4. Wait, no. That's not right. I'm so sorry. I'm all over the place. Well, I guess that's the first one. Yeah, 1.1.4 on the planning document.

So the only recommendation that we had was to recommend continuing this activity at its current funding. So it is considered separate funding because it's not with that federal funding so that's why there's no funding on here. It's with the state general funds. The FHF center utilizes all of those funds. So on the next page, so on page three the recommendation from the staff is to move that activity to 1.2.2. So I'm going to bring us there. So that's right here. 1.2.2. And then just change the wording a little bit to reflect all of the other ones that we provide funding for. It says provide funding support and technical assistance from the state general funds to the Families Helping Families regional resource centers that contract with the council. But y'all are welcome to change up that wording however you would like. It doesn't change the wording much on activity 1.1.4 on that document but we just wanted to make sure that it included the important things. Like that beginning part that provides funding support and technical assistance. It included that it takes the entirety of the state general funds and making sure that it's directing those funds to the Families Helping Families centers that the council contracts with. But if there's no questions.

The next one is 1.1.5 on your planning status report. So it's produce and provide information important to

individuals with intellectual and developmental disabilities and their families through a variety of electronic and social media. So things like council website, Facebook and LADDC news. The staff recommends continuing this activity and moving it to 1.3.1. So I'm going to scroll back down. We moved it here. 1.1.4. I believe that was a conversation that we had at the last meeting. So it should say they're moving it to 1.1.4. And just changing that wording to provide clear and important information for people with intellectual and developmental disabilities and their families to help them stay informed and connected. As a reminder the council decided to make sure that all documents were written in plain language so we tried to make what was written here a little bit more concise and a little bit more plain language. And if y'all have no comment I can move on to the next one.

AYDEN BLUNSCHI: Either I'm lost or.

STEPHANIE CARMONA: It's probably me. I'm sorry. I'm working on two papers.

AYDEN BLUNSCHI: It doesn't take me very long to get lost.

STEPHANIE CARMONA: I'm in the status report and I'm projecting the draft.

AYDEN BLUNSCHI: Okay. I got you.

STEPHANIE CARMONA: We're on 1.1.5. The only thing is I made a mistake when I was typing it. I think just afterwards we had a discussion so we said 1.1.4 instead of whatever was written there so I have it scratched out. Can we move on to the next one?

AYDEN BLUNSCHI: Yes. I'm sorry.

STEPHANIE CARMONA: Just wanted to make sure I wasn't going too fast. The next one on the status report is activity 1.1.6 and it says advocate for increased meaningful opportunities for stakeholder input. There's a little bit other stuff afterwards. But the staff recommends continuing this activity and moving it to activity 1.3.2. So I'm going to go to that first. 1.3.2. So that's right here. And changing that wording to make it just say advocate for more meaningful opportunities for stakeholders to share their input. It's just kind of cutting off that end thing. Improve practices to facilitate stakeholder input and consideration of stakeholder recommendation. And I think that kind of goes back to the conversation y'all had about that last activity

that you wrote that we can't really track that information. Like we don't know if they're going to improve practices based on us giving out that information for your input. There's no way for us to get that.

So the next one is actually going to be on page four. We're going to look at activity 1.1.9. This one is an easy one to go through. The staff recommends discontinuing this one. This activity is no longer needed because it's written as our objective 2.3. And I can show you that in a moment. And that is by ITACC's guidance. The guidance that ITACC gave which is the Information and Technical Assistance for Councils. And their guidance was to include it as an objective not as an activity. So there's a couple places that it will just be right here. It's this objective three. And the way that it's written in the guidance that they gave us there does not have to be any activities under this unless something were to happen and we needed an activity underneath there. It's just kind of like a little safety net for the council. They're thinking about like when Covid happened. So like if something unexpected like that happens it's a way to have that safety net of hey, we need to change up our plan this year because something major happened in our area like a flood or a hurricane or something along those lines. That's that recommendation. And that finishes that first part. Unless you have a question about it. I'm sorry.

AYDEN BLUNSCHI: I'm okay.

STEPHANIE CARMONA: Or anybody has a question. Jill has her hand raised.

AYDEN BLUNSCHI: Yes, Jill, you have the floor.

JILL HANO: What activity are you on Steph?

STEPHANIE CARMONA: In the planning status report I was looking at activity 1.1.9. And that's on page four of that status report.

JILL HANO: Okay. All right. Thanks.

STEPHANIE CARMONA: The next activity is going to be on page five of that status report and it's activity 1.2.2. Provide information and support for participation of individuals with intellectual and developmental disabilities and their families in cross disability and culturally diverse leadership coalitions and advisory bodies. And we just recommend moving it to 1.3.3. And again, I just want to remind y'all the reason that there's a lot of like we recommend moving this is because you have

these new objectives and goals so they just kind of get shuffled around a little bit. So I just wanted to let you know that was why a lot of the recommendations are like oh, we just recommend moving it to a different place. It is right here. Provide that information and support. So there was no change in wording. I know it's kind of wording condense but I couldn't think of a better way to word that. I don't know if there is one. If there is please let me know.

BRENTON ANDRUS: I was going to say we could always work on that wording before it goes to the council as well to make it not so dense.

LAMARTINE MEDA: Yeah, I noticed this one is moving from a non-funding activity to a funding activity, right? It's going from 1.2.2 and it's moving to 1.3-- oh, no. I was looking at the wrong one. Never mind.

STEPHANIE CARMONA: Okay. So yeah, the staff can work on just trying to make that a little bit easier to read and understand. But at the time of us writing this I want to say that this comes like directly from like the ITACC stuff that when we do our PPR, I think this is how they have it worded, which is why I wasn't really sure how to reword this. But we can look at that on the back end also.

The next activity is activity 1.2.3. That's also on page five of that status report. And we recommend continuing this activity and moving it to 1.3.4 so it's right here. And we just recommended changing the wording a little bit because of the same thing, it's very dense. Right now it says support council members' participation and training in educational opportunities and council leadership's participation in national training, networking events and advocacy opportunities. So we kind of shortened it to just say support council members and leadership in attending training, networking and educational opportunities. Again, if y'all wanted to change anything let me know. Or if you don't like how something sounds let me know. But if not I can move on to goal two. Up to y'all?

AYDEN BLUNSCHI: Go ahead.

STEPHANIE CARMONA: The next one is on-- we're still on page five. We're now under goal two. So it's 2.1.1 the oversee the implementation of the community and family support system plan and advocate to ensure that plan meets the needs for all Louisianians with intellectual and

developmental disabilities. Staff does recommend continuing this activity but changing the wording. Changing the wording to this. It's still the same activity so I have it pulled up on the screen. It's activity 2.1.1 and now it reads monitor Louisiana's community and family support system plan and advocate to make sure the plan meets the needs of all people with intellectual and developmental disabilities.

We're now going to actually move to page seven. Page six is all contractual. So we're going to move on to page seven, which is activity 2.2.1, which is the advocate for increased meaningful opportunities for stakeholder input. So we do have this activity under every goal. The recommendation was to move it to activity 2.2.1 so that's right here. And then shortening it to just say advocate for more meaningful opportunities for stakeholders to share their input. And that's the same wording as that other activity. I don't remember what number it is. But we do have this activity under each goal so that way you're getting stakeholder input that we can kind of track to see like oh, was it input on education and employment. Was it input on the community and family support system. So that way we can kind of differentiate what that input was for.

The next noncontractual activity is actually under goal three. So goal three we're looking at 3.1.1 on page seven of the status report. Right now it reads advocate for Louisiana Department of Education to perform ongoing monitoring and increased focus on local school districts to ensure compliance of all special education laws and policies that align with the council's mission. The staff recommends changing the wording. The activity number is the same so it's still 3.1.1. I just pulled it up on the screen. Just changing the wording to advocate for the Louisiana Department of Education to provide stronger monitoring and oversight to local school districts to ensure all special education laws and policies are followed.

LAMARTINE MEDA: Can I ask for some clarification on the change for that one?

STEPHANIE CARMONA: Yeah. The change is only to shorten the wording for it, make it a little more plain language. But if you feel the way that it's worded does not capture what you were looking for please let me know how to change it. It was previously written as 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 our recommendation was to just shorten it, make it a little bit more plain language. To advocate for the Louisiana Department of Education to provide stronger monitoring and oversight of local school districts to ensure all special education laws and policies are followed.

EBONY HAVEN: Dr. Meda, if you don't feel like the intent of the plain language version is capturing what the original stated you can always add words. Like Stephanie was saying, we're just trying to make it a little more plain language and kind of take some of the words away without removing the intent. If we need to add some of those words back we can.

LAMARTINE MEDA: So the way it's written right now that's not saying the staff would not attend a BESE meeting, right? You guys would attend those?

STEPHANIE CARMONA: Uh-huh.

LAMARTINE MEDA: Okay.

EBONY HAVEN: The education and employment committee also I would say performs this particular activity. Whenever we're in that committee we have a representative there from the Louisiana Department of Education. So the committee tries to make sure that they're performing oversight over the local school districts as much as we can. Because they'll say well, the law doesn't specifically tell me that I have to provide oversight or review policies or things like that but I can say that the education and employment committee is supposed to monitor those things. Are they doing the things that are in law. Are they providing the cameras. The seclusion and restraint bill that was passed last year. The education and employment committee should be the ones to continue to provide oversight over the department to hold them accountable to making sure those things are in place.

LAMARTINE MEDA: There's a lot under there that they are required to do so I just wanted to capture, make sure that was in language. I'm good.

STEPHANIE CARMONA: The next activity is 3.1.2. This is on page eight of that planning status report. This is kind of the same one that I said before. This is no longer

needed as an activity because we did write that objective 2.3. That's ITACC's guidance for how we write it so it's no longer needed as an activity. That's why we recommend discontinuing it.

So the next activity would be 3.1.3. And again, this goes back to what I mentioned earlier. This activity is in every goal just so that we can differentiate like what kind of stakeholder input we're sending out to y'all. And so we recommend continuing the activity and just changing the wording. The other recommendation was 3.1.2. That's right here. Advocate for more meaningful opportunities for stakeholders to share their input. So that's the same wording as the other two goals in those activities. Just trying to keep it cohesive I guess.

And honestly there's just one left at the bottom of page eight. It's very little. 3.2.1. And 3.2.1 is that emergent issues. And again, that is written as objective 2.3 that we no longer need.

That is the current, the federal fiscal 2026 plan. The noncontractual from that plan. But if there were things that the council wanted to add-- I'm sorry, the committee, if there were things that you wanted to add into this draft plan now would be the time for that. I went through that kind of quickly so if there's any questions let me know. A lot of it was just technical edits. Like we weren't trying to change the intent of anything on there. It was really just a little bit of a simpler language and easier to understand or read.

LAMARTINE MEDA: Just like you're saying just language but these activities are still continuing, right?

STEPHANIE CARMONA: Yes.

LAMARTINE MEDA: On page five 2.1.1 was extremely specific but it changes to more smaller language. But those activities, for example, the executive director (inaudible). Those things are still happening?

STEPHANIE CARMONA: Yes. Just the wording of the activity is changing but the actual activity, yeah.

CONSTANCE ALPHONSE: I don't really know if this is something we want to add as an activity. It's a thought that I've been having just because of a lot of little groups that I belong to. I always get the LaCAN emails to email your representatives. And what I find in my personal experience those groups who actually have like an action center where you click on there and it does the work for

you and you submit the email that way, you might modify it the way you want, makes it more likely for me to actually do that. So I'm interested in maybe like the council exploring with LaCAN creating some sort of action center for us in Louisiana so that when we want to contact legislators it's easier to do that and we'll have more impact. Because people are more likely to click something than they are to go draft their own email to do those things. Now the center requires money and we don't have any money right now left so I don't know what we do with that.

BRENTON ANDRUS: We've done it before. I forget the name of who we did it with. It was very expensive.

JILL HANO: Constant Contact.

BRENTON ANDRUS: Nope. It was someone else. We got rid of the Constant Contact and it was exactly as Constance described it. We did it. It was very expensive and it was a big failure. It was called Voter Voice. One issue we ran into was so we cannot produce any information that is lobbying, right and so we can't-- we produce information because we want the advocates to be very specific in what they want from their legislators but I cannot draft a generic email that allows you to be that specific. And when we tried crafting emails that were basic information but then queue you at the bottom to include more specifics what we found out were lot of people weren't doing it. So they were sending sort of half information to their legislator and it was very confusing. But we could not write the email for you in its entirety because that would be lobbying. We also got feedback from legislators that they preferred a more personal touch to emails than just mass copy and paste emails.

We also ran into an issue with confidentiality in that we had a policy in place that said we would not go through and read your emails, which we did not do, but those systems track every email that is sent and gives you the ability to read those which made a lot of people uncomfortable. Actually when we used that program, Voter Voice, I can't remember the percentage but there was a massive drop in the amount of people that actually participated in our action alerts as opposed to what we do now. So I do think those programs are really good and beneficial for folks ultimately that can lobby but since we can't it's a waste of information, not of information, it's a waste of money on our end I think because we couldn't cater what we wanted

to say in a very specific way.

We also couldn't target committees in the way that we do now. It was set up where you couldn't necessarily target your specific member or your specific legislator from your region. It just kind of had to go to everybody so we kind of lost that personal aspect. There were a lot of issues which is why we ended up getting rid of it. But I think the biggest issue is that the emails would not be effective because we can't tell you what to say so we can't provide you with that generic email. So you would still have to go in and you would still have to type something and then hit click. The only barrier that you're removing is just you don't actually have to enter in the email address of whoever you would be reaching out to but you would still have to do all the work of providing that information because we can't do that for you. Unless you want to get rid of your federal funds and then we can do that all day. But yeah, so we did. It was an interesting experiment to say the least.

AYDEN BLUNSCHI: Yes, ma'am, Ms. Elliot, you have the floor.

MYLINDA ELLIOT: Yeah. I'm old. I've been around forever. My memory was that it was an expensive bomb.

BRENTON ANDRUS: Yeah, it was.

STEPHANIE CARMONA: If you would like I could go through the draft plan as it is and then if anybody would like to add anything when I'm done you can. Just trying to keep the...

AYDEN BLUNSCHI: Keep it going. Okay.

STEPHANIE CARMONA: I can go through all of it including the goals because it might spark something that you're like oh, I think we need to include this in the plan. So right now as the draft plan reads, and I do just want to make a point of clarity, the goals and objectives have already been approved by the council so really the things that we're looking at are the activities. So we can't change any wording to the goals or objectives. Just those activities for including adding an additional activity if needed.

So goal one, people with intellectual and developmental disabilities and their families will get the support and information they need to speak up, be leaders and help make the community better for people with disabilities. Objective one, people with intellectual and developmental disabilities and their families will be

able to learn about their rights, how to connect with policymakers or leaders who make decisions and how to be active, safe and responsible members of their community. Activity 1.1.1, provide funding support and technical assistance to the council's grassroots network so people with intellectual and developmental disabilities and their families receive information, training and support to advocate for systems change. Activity 1.1.2, provide funding, support and technical assistance for a variety of advocacy events to advance training, services and policies that benefit individuals with intellectual and developmental disabilities. Activity 1.1.3, provide funding, support and technical assistance to strengthen the self-advocacy network. Activity 1.1.4, provide clear and important information for people with intellectual and-- I'm going to stop. I'm sorry. Jill has her hand raised.

AYDEN BLUNSCHI: Yes, Jill, you have the floor.

JILL HANO: Sorry. So is 1.1.3 are Peoples First activity?

STEPHANIE CARMONA: Yes, ma'am.

JILL HANO: Thank you.

STEPHANIE CARMONA: You're welcome. 1.1.4, provide clear and important information for people with intellectual and developmental disabilities and their families to help them stay informed and connected.

Objective two. People with intellectual and developmental disabilities of all ages will be able to learn about the history of disabilities, how support services work, how to get help they need and how they can be helpful and involved in their communities. Activity 1.1.1, provide funding support and technical assistance to support Partners in Policymaking and its alumni network. 1.2.2, provide funding support and technical assistance from state general funds to the Families Helping Families regional resource centers that contract with the council. 1.2.3, provide funding, support and technical assistance to support the Youth Leadership Forum.

Objective three. People with intellectual and developmental disabilities will get help, tools and support to connect with policymakers and be part of important groups like boards and commissions where decisions are made. Activity 1.3.2, advocate for more meaningful opportunities for stakeholders to share their

input. 1.3.3, provide information and support for participation of individuals with intellectual and developmental disabilities and their families in cross disability and culturally diverse leadership coalitions and advisory boards.

BRENTON ANDRUS: I emailed some options if y'all want to look at them maybe?

STEPHANIE CARMONA: Do you want me to stop so we can look at that?

AYDEN BLUNSCHI: Yes.

STEPHANIE CARMONA: That was like a mouth full just to read it.

BRENTON ANDRUS: Well, I'm not saying the other options I sent you-- there is one that's not as wordy but the others are at least words you can understand.

STEPHANIE CARMONA: You sent three options.

BRENTON ANDRUS: The legislator that's running an AI bill I must confess I used some AI to help reduce this language.

STEPHANIE CARMONA: I'm going to just change the color just so y'all know these are the other options. The first option, provide information and support for people with intellectual and developmental disabilities and their families so they can take part in leadership groups and advisory boards that includes people with different types of disabilities and from diverse cultural backgrounds. Provide information and support for people with intellectual and developmental disabilities and their families to take part in diverse leadership and advisory groups. Or there's also provide information and help for people with intellectual and developmental disabilities and their families to take part in leadership groups and advisory boards with people from different disabilities and backgrounds.

LAMARTINE MEDA: I think the second one.

AYDEN BLUNSCHI: Yes. It's something I can wrap my head around.

STEPHANIE CARMONA: Okay. I'll just move this one up to the top. Did y'all want to do like an unofficial vote for it or? Discuss it? Not sure.

ERICK TAYLOR: Can you repeat it?

STEPHANIE CARMONA: So right now as it's written we're looking at activity 1.3.3. And right now as it's written says provide information and support for participation of

individuals with intellectual and developmental disabilities and their families in cross disability and culturally diverse leadership coalitions and advisory bodies. And they're just saying like this is very wordy so Brenton had a couple of suggestions and the one that most people liked was this one. Provide information and support for people with intellectual and developmental disabilities and their families to take part in diverse leadership and advisory groups. And the other two are other options. And we can take some words from other places if y'all don't exactly like how it's read. There's a couple things that you as a committee can do. You can take an unofficial vote. You can reword it again. Leave it as it is. Just adopt this new one. Y'all have the power.

JILL HANO: I like the first one.

STEPHANIE CARMONA: The first suggestion. This one, Jill?

JILL HANO: Yes, ma'am.

STEPHANIE CARMONA: Okay.

JILL HANO: But I don't know that this is one of our DD Act mandates so I don't know if it should be more specific. But I'm with the shorter the better especially since we're trying to do plain or we want to do plain language.

STEPHANIE CARMONA: Jill, yeah, I agree. I do think that as staff we'll know what this directly correlates to for like PPR purposes. So I don't think we need to have those very specific words in there because I think just reading it we'll know exactly what part we need to connect it to if that makes sense.

JILL HANO: Oh, okay.

EBONY HAVEN: I will just add to what Stephanie said as well Jill. We still have to send the plan into the feds for them to approve. So whenever they're reading the wording of our objectives and activities and goals if there's a problem with anything they're going to (inaudible).

JILL HANO: Okay. Thank y'all.

STEPHANIE CARMONA: I guess I'm just hearing move on with that one?

AYDEN BLUNSCHI: Yes.

STEPHANIE CARMONA: Okay. So now activity 1.3.3 reads provide information and support for people with

intellectual and developmental disabilities and their families to take part in diverse leadership and advisory groups. 1.3.4 is support council members and leadership in attending training, networking and educational opportunities.

Goal two. People with intellectual and developmental disabilities and their families will have equitable, also known as fair, access to healthcare and community supports to help live healthier, better lives. Objective one. People with intellectual and developmental disabilities and their families will get the healthcare and support they need to be active at home, at school, at work and in their community. Activity 2.1.1, monitor Louisiana's community and family support system plan and advocate to make sure the plan meets the needs of all people with intellectual and developmental disabilities. Activity 2.1.2, provide funding to create documents to help families and professionals understand early identification of intellectual and developmental delays for children.

Objective two. People with developmental disabilities and their families will get the help they need to safely live, work and be involved in their communities. Activity 2.2.1, advocate for more meaningful opportunities for stakeholders to share their input. Activity 2.2.2, provide funding, support and technical assistance to complete a study on transportation needs and barriers throughout the State of Louisiana for individuals with intellectual and developmental disabilities. Activity 2.2.3, provide funding support and technical assistance to build the capacity of people with intellectual and developmental disabilities to meet their own needs through workforce development and emergency preparedness training.

Objective three. People with intellectual and developmental disabilities and their families will have access to new help, tools and supports if unexpected needs or issues happen. So just a reminder. This one doesn't need activities unless something were to come up.

Goal three. People with intellectual and developmental disabilities will be able to learn and grow in schools and programs where they are safe, included and supported. They will also be able to pick jobs they like, get paid fairly and work with people with and without disabilities. Objective one. People with intellectual

and developmental disabilities will be able to learn in safe, supportive and welcoming places at every stage of life from early childhood through adulthood. Activity 3.1.1, advocate for the Louisiana Department of Education to provide stronger monitoring and oversight of local school districts to ensure all special education laws and policies are followed. Activity 3.1.2, advocate for more meaningful opportunities for stakeholders to share their input. Activity 3.1.3, provide funding, support and technical assistance to partner with schools to ensure that educators, students with intellectual and developmental disabilities and families understand transition, including but not limited to waivers, benefits counseling and job supports. Activity 3.1.4, provide funding support and technical assistance to create a curriculum for childcare providers and early learning centers to better support children with intellectual and developmental disabilities.

And then objective two. People with intellectual and developmental disabilities will get the support they need to find jobs they want where they are paid fairly, included and treated with respect. Activity 3.2.1, provide funding support and technical assistance to complete a job fair/training in each region for people with intellectual and developmental disabilities.

LAMARTINE MEDA: Under an objective we can have an activity and two different objectives, right? Yes. Because I'm looking at 3.1.2 and 2.2.1.

STEPHANIE CARMONA: Yes. So it's the same activity we just put it under each goal. So it will be under each goal just so that way we can say like oh, well, we shared stakeholder input. Specifically reading the status report. Like stakeholder input on education and employment would be under this one. Stakeholder input on, I don't know, let's just say like the OCDD they wanted to rename the office and they wanted stakeholder input it would go under that other one.

LILLIAN DEJEAN: Hey, folks, I just wanted to put a bug in your ear about I believe it was an objective earlier about the council supporting individuals with disabilities and their families and participating in diverse advisory groups and different councils across the country. For people who are working with youth with disabilities and encouraging our youth to engage in councils and advisory

groups I'm seeing a trend and a pattern emerge from folks who are doing this work of suggesting that the councils that the youth are becoming involved in be trained on how to support and interact with the youth. And I think that that's a really important thing to note and think about whenever we think about supporting our people with disabilities and engaging in councils and participating in councils. Because I remember whenever I was on the council as a youth you know the people were incredibly welcoming. The reality was I was still a youth joining an adult council. And so training both sides, not only the youth, but also the council itself on how to appropriately support youth, because it is different than supporting an adult with a disability, is probably something to think about and something to ponder on a little bit more. I just wanted to mention that before we went on any further.

AYDEN BLUNSCHI: Thank you.

EBONY HAVEN: I did have a question. And I'm having a hard time remembering the discussion around this from the last meeting. So if the committee can help me, just from a staff's perspective, because whenever we put these out for proposals we're going to have to make sure that we know what you all are looking for. So for activity 3.1.3. I guess my question is this is very similar to something that you all are already doing in the current FY26 action plan. How is this different, I guess. And I'm looking at the words to partner with schools. Is that the difference? I guess what is the goal? How is this activity different from the one that we're currently doing? What kind of outcomes are you wanting to see from this particular activity that we're not getting from the current activity that Team Dynamics is carrying out? And I see Constance has her hand raised so maybe she can answer that. I just want to make sure the staff is clear on what you all are looking for.

AYDEN BLUNSCHI: Yes, Constance, you have the floor.

CONSTANCE ALPHONSE: So our discussion the last time centered around that concept paper. I'm trying to see which one it is. But basically it's like working with the school district, one urban and one rural, and working within the school system to be able to promote the transition. And so there would be trainings not only for the staff but it would also include families as well. But they understand how to get the waivers and the benefits

counseling and all of those components. That's it in a nutshell.

AYDEN BLUNSCHI: Thank you. Go ahead, Erick.

ERICK TAYLOR: I can't speak for everybody on the board, on this committee, but I just think as a committee I just want to see us get every corner, no stone unturned. Not looking at every part of it. Not just looking at one side. That's what we're looking for to make sure as a committee we did everything. If that makes sense.

EBONY HAVEN: I guess the question now is does anybody on the committee want to add any other activities or do y'all have any other suggestions for things that you want to recommend to the full council in the draft plan? And if the answer is no..

CONSTANCE ALPHONSE: I motion to send it to the full council.

AYDEN BLUNSCHI: Do we have a second?

JILL HANO: I'll second it.

AYDEN BLUNSCHI: Is there any discussion?

KAREN XU: (Inaudible).

EBONY HAVEN: Ayden, I can help answer. It's one of the concept papers that was submitted Karen. I don't know if you brought those with you today. But the first part of it says the issue to be addressed is families and self-advocates with IDD often find it challenging to navigate information about transition planning, benefits counseling, HCBS waiver, benefits planning and LRS services. And then if you look on the second page there's a plan and the plan involves including two high schools, one urban and one rural, to participate in the project. So that's the whole plan. The project staff will make presentations about HCBS waivers, LRS benefits counseling services to the Special Education Advisory Councils of participating high schools. There will be transition planning and professional development sessions for both families and educators. And then teacher training on IEP development. That's the plan. This is what they will do with that funding. It goes into some more details but this is pretty much the concept paper that you all used to come up with that funding amount.

KAREN XU: (Inaudible).

EBONY HAVEN: It seems like there's an IEP component. Like teacher training on individualized education program development will be offered in collaboration with LRS and

human service districts and authorities just to align service capabilities with post-secondary goals. So there is an IEP (inaudible). And if you read further down it says technical assistance will be provided for facilitated person-centered planning sessions and IEP writing in transition plans in collaboration with the local districts and authorities and regional LRS staff.

AYDEN BLUNSCHI: Just making sure nobody had anything else.

EBONY HAVEN: Does that answer your question Karen?

KAREN XU: I'm trying to understand so the IEP (inaudible).

EBONY HAVEN: So I think if you read about the issue to be addressed what this concept paper is saying is that families and individuals with intellectual and developmental disabilities are finding it hard to navigate the information about transitions, and benefits, and home and community-based services and LRS services. So even though there is maybe a transition component in the IEP meeting it isn't meeting the family's needs. There's a challenge there because the families aren't able to navigate all of those different things. And I'm not sure if their questions are being answered.

AYDEN BLUNSCHI: Any discussion? Any public comment?

STEPHANIE CARMONA: So a vote for yes is to send the draft of the FFY2027 plan to the full council for consideration. A vote for no is not to send the draft of the plan to the full council. Constance Alphonse.

CONSTANCE ALPHONSE: Yes.

STEPHANIE CARMONA: Constance, yes. Jill Hano.

JILL HANO: Yes.

STEPHANIE CARMONA: Jill Hano, yes. Lamar Meda.

LAMARTINE MEDA: Yes.

STEPHANIE CARMONA: Lamar Meda, yes. Erick Taylor.

ERICK TAYLOR: Yes.

STEPHANIE CARMONA: Erick Taylor, yes. Karen Xu.

KAREN XU: Yes.

STEPHANIE CARMONA: Karen Xu, yes. Five yeses. The yeses have it.

AYDEN BLUNSCHI: Any public comment? Anybody else have anything? Yes, ma'am, Ms. Cosse, go ahead.

BRENDA COSSE: Good morning. I just wanted to thank the committee for meeting for two days. And y'all continue having a blessed week.

AYDEN BLUNSCHI: Thank you.

STEPHANIE CARMONA: I just have one quick announcement or a reminder for the committee and public. Next week, next Thursday, April 30th is the full council meeting. The executive committee meeting begins at 8:30 and then the council meeting is at 10 a.m. in this room. And the information to register virtually is on the website. That's all I have.

AYDEN BLUNSCHI: Y'all, I'm so proud of everybody. It is 11:54. If there's no objections I will adjourn the meeting at 11:54. Good job everybody.