

**Louisiana Developmental Disabilities Council  
Five-Year State Plan for FFYs 2017 - 2021 with Timeline**

**RATIFIED January 21, 2016**

Page 1 of 14

**ADVOCACY AND LEADERSHIP DEVELOPMENT**

**Goal AL1:** Individuals with development disabilities and their family members will have information, training, support and leadership to effectively advocate and impact system change by educating policy makers.

|              |   | <b>Year 1<br/>2017</b>   | <b>Year 2<br/>2018</b> | <b>Year 3<br/>2019</b> | <b>Year 4<br/>2020</b> | <b>Year 5<br/>2021</b> |
|--------------|---|--|------------------------|------------------------|------------------------|------------------------|
| <b>AL1.1</b> | Louisiana's self-advocacy network will be supported in self-advocacy and in systems change advocacy.  | Provide technical assistance and training opportunities designed to strengthen the self-advocacy network and the effectiveness of its systems change activities.   |                        |                        |                        |                        |
| <b>AL1.2</b> | Individuals with developmental disabilities and their family members will have access to opportunities and support to build skills to be effective leaders in systems change advocacy.  | <ul style="list-style-type: none"> <li>• Provide financial support and technical assistance for Partners in Policymaking and its alumni network.</li> <li>• Support up to two Council members' participation in Partners in Policymaking.</li> <li>• Provide financial support and information, training, technical assistance, and leadership to a grassroots network of individuals with developmental disabilities and family members of individuals with developmental disabilities to effectively educate policy makers on the development/improvement of programs and services for people with developmental disabilities.</li> <li>• Disability Rights Day and other advocacy events</li> </ul> |                        |                        |                        |                        |
| <b>AL1.3</b> | Individuals with developmental disabilities and family members of individuals with developmental disabilities will have support to be effective leaders in systems change through participation on a variety of boards and commissions. | <ul style="list-style-type: none"> <li>• Provide information and support for participation of individuals with developmental disabilities and their families in cross-disability and culturally diverse leadership coalitions and advisory bodies.</li> <li>• Support Council members in participation in Council meetings and other functions.</li> <li>• Support Council members' participation in training and educational opportunities.</li> <li>• Support the Council leadership's participation in national training, networking events and advocacy opportunities.</li> </ul>  |                        |                        |                        |                        |
| <b>AL1.4</b> | Individuals with developmental disabilities, their families, and professionals will obtain the information, training, and support they need.  | <ul style="list-style-type: none"> <li>• Provide financial support (from the entirety of state general funds) and technical assistance to nine Families Helping Families Regional Resource Centers across the state.</li> <li>• Provide information important to individuals with developmental disabilities and their families through a variety of electronic and social media (Council website, facebook, LaDDC News, etc.)</li> </ul>  |                        |                        |                        |                        |

**Louisiana Developmental Disabilities Council  
Five-Year State Plan for FFYs 2017 - 2021 with Timeline**

**COMMUNITY SUPPORT**

**Goal CS2:** Individuals with developmental disabilities, including those with the most challenging needs, and their families will have access to individualized, appropriate, and quality supports and services as needed to be fully-participating members of their community.

|              |   | <b>Year 1<br/>2017</b>  | <b>Year 2<br/>2018</b>  | <b>Year 3<br/>2019</b> | <b>Year 4<br/>2020</b> | <b>Year 5<br/>2021</b> |
|--------------|---|---|---|------------------------|------------------------|------------------------|
| <b>CS2.1</b> | An increased number of direct support professionals will demonstrate skills sets necessary to meet individual needs and are more appropriately compensated resulting in a qualified and stable workforce. | <ul style="list-style-type: none"> <li>• Advocate that basic and ongoing training for direct support professionals (DSPs) is competency-based and includes topics of facilitating inclusion (CS1.1 and 1.3) and health-related topics such as recognizing signs and symptoms of medical issues and appropriate responses to chronic individual and emergent (generic) medical/behavioral issues.</li> </ul> | <ul style="list-style-type: none"> <li>• Advocate for increased waiver rates to raise DSP wages.</li> </ul>   |                        |                        |                        |
| <b>CS2.2</b> | Individuals with developmental disabilities will have more control over their supports and services, their goals and daily activities.  | <ul style="list-style-type: none"> <li>• Promote the increased use of self-direction by individuals and families.</li> <li>• Advocate that web-based provider data be required of all</li> </ul>  | <ul style="list-style-type: none"> <li>• Facilitate social networking of families/individuals utilizing self-direction to share information, resources and strategies.</li> </ul> |                        |                        |                        |

**Louisiana Developmental Disabilities Council  
Five-Year State Plan for FFYs 2017 - 2021 with Timeline**

|              |  |  |  |  |   |  |
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|              |  | providers and user-friendly search engine.   |  |  |   |  |
| <b>CS2.3</b> | Individuals with developmental disabilities, including those with the most challenging medical and/or behavioral needs, will be supported in the community by providers resulting in fewer served in Intermediate Care Facilities (ICFs) for people with developmental disabilities. | <ul style="list-style-type: none"> <li>• Advocate for financial incentives to serve individuals with challenging needs.</li> <li>• Collaborate with OCDD and fund specialized training and technical assistance for community providers/Direct support professionals in supporting individuals with the most challenging needs. (two years)</li> </ul> | <ul style="list-style-type: none"> <li>• Advocate for Money Follows the Person.</li> <li>• Year two: Collaborate with OCDD and fund specialized training and technical assistance for community providers/Direct support professionals in supporting individuals with the most challenging needs.</li> <li>• Advocate for increased availability of effective, community-based, comprehensive crisis prevention and intervention.</li> </ul> |  | <ul style="list-style-type: none"> <li>• Collaborate with the Office for Citizens with Developmental Disabilities (OCDD) to develop a method of using participant incidents to inform improvements to provider systems/training/protocols.</li> </ul> | <ul style="list-style-type: none"> <li>• Advocate for policy to stop adjudications to ICFs.</li> </ul> |
| <b>CS2.4</b> | Funding will be available to provide home and community-based supports and services to people on the waiting list, for it to move at a reasonable pace.  | <ul style="list-style-type: none"> <li>• Advocate for more funding for additional waiver slots and state-funded community and family supports (CFS).</li> </ul>  |  |  |   |  |

**Louisiana Developmental Disabilities Council  
Five-Year State Plan for FFYs 2017 - 2021 with Timeline**

|              |  |   |  |   |   |  |
|--------------|--|---|--|---|---|--|
| <b>CS2.5</b> | An increased number of support coordinators will demonstrate skills sets necessary to meet individual needs and are appropriately compensated resulting in a qualified and stable workforce. |   | <ul style="list-style-type: none"> <li>• Advocate that basic and ongoing training for support coordinators is competency-based and includes facilitating inclusion and health-related topics such as recognizing signs and symptoms of medical issues and appropriate responses to chronic individual and emergent (generic) medical/behavioral issues.</li> </ul> | <ul style="list-style-type: none"> <li>• Advocate for accountability of support coordinator services based on quality of life outcomes.</li> <li>• Advocate for increased choices/options of support coordinator agencies/providers.</li> </ul> | <ul style="list-style-type: none"> <li>• Monitor compliance with Person-Centered Planning requirements in the Center for Medicare and Medicaid Services (CMS) rule for Home- and Community-Based Settings (HCBS) settings.</li> </ul> |  |
| <b>CS2.6</b> | Individuals with developmental disabilities and their families will have access to the same level and quality of services across the state and will be accountable to state regulation.      | <ul style="list-style-type: none"> <li>• Oversee implementation of the Community and Family Support System Plan.</li> <li>• Advocate for the expansion of services and consistent implementation of policy across regions, including, if necessary, changes in law and/or contract with local governing entities (LGEs).</li> </ul> |  |   |   |  |

**Louisiana Developmental Disabilities Council  
Five-Year State Plan for FFYs 2017 - 2021 with Timeline**

|              |  |   |   |  |   |  |
|--------------|--|---|---|--|---|--|
| <b>CS2.7</b> | Individuals receiving waiver services through the Office for Citizens with Developmental Disabilities (OCDD) will have access to a full range of quality health care services that result in improved overall health outcomes. |   | <ul style="list-style-type: none"> <li>• Publicize healthcare provider continuing education opportunities.</li> </ul>   | <ul style="list-style-type: none"> <li>• Collaborate with the Louisiana Department of Health (LDH) to               <ul style="list-style-type: none"> <li>○ create opportunities for stakeholder input on outcomes and challenges to access healthcare services; and</li> <li>○ develop a plan to address issues identified.</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>• Collaborate with OCDD to develop a method of using participant health data to inform improvements to provider systems/training/protocols.</li> </ul> |  |
| <b>CS2.8</b> | Louisiana will reduce reliance on institutional services (public and private) for people with developmental disabilities.  | <ul style="list-style-type: none"> <li>• Advocate for money follows the person</li> </ul>                                   | <ul style="list-style-type: none"> <li>• Advocate for changes to admissions policies into public and private ICFs</li> <li>• Advocate for money follows the person</li> <li>• Advocate for downsizing and closure of large ICFs.</li> </ul> | <ul style="list-style-type: none"> <li>• Advocate for downsizing and closure of large ICFs.</li> <li>• Advocate for money follows the person</li> </ul>  | <ul style="list-style-type: none"> <li>•</li> </ul>   |  |
| <b>CS2.9</b> | Individuals with developmental disabilities will benefit from changes, consistent with Council positions, in policy and practice in state and local agencies and programs.   | <ul style="list-style-type: none"> <li>• Advocate for systems change based on emergent community support issues.</li> </ul> |   |  |   |  |

**Louisiana Developmental Disabilities Council  
Five-Year State Plan for FFYs 2017 - 2021 with Timeline**

EDUCATION

**Goal ED3:** Students with disabilities will have access to quality, individualized educational programs that address their unique skills, interests, and goals in inclusive environments.

|              |   | <b>Year 1<br/>2017</b>  | <b>Year 2<br/>2018</b>   | <b>Year 3<br/>2019</b>   | <b>Year 4<br/>2020</b> | <b>Year 5<br/>2021</b> |
|--------------|---|---|--|--|------------------------|------------------------|
| <b>ED3.1</b> | Individualized Education Plan (IEP) team members will have increased levels of information and support to demonstrate effective individualized programming consistent with best practice and to enable each member to participate fully as members of the IEP team. | <ul style="list-style-type: none"> <li>Advocate for increased focus and capacity within LDOE to address Special Education, including specific areas/issues (i.e., disability/topical/etc.).</li> </ul>  | <ul style="list-style-type: none"> <li>Advocate for increased infrastructure of on-site training and T.A. provided to parents and schools simultaneously.</li> </ul> |  |                        |                        |
| <b>ED3.2</b> | Louisiana's accountability and support structures for school systems will better assure the development and implementation of individualized education programs in inclusive settings.  | <ul style="list-style-type: none"> <li>Advocate for an accountability system to value students with disabilities (SWD) and measure programs and outcomes based on individualized student goals and needs (including service delivery).</li> </ul> | <ul style="list-style-type: none"> <li>Advocate for improved complaint and monitoring procedures to ensure SWD are protected from retaliation.</li> </ul>            | <ul style="list-style-type: none"> <li>Advocate for a support structure to school systems that assures adequate understanding and skill levels with developing and implementing IEPs.</li> </ul> |                        |                        |

**Louisiana Developmental Disabilities Council  
Five-Year State Plan for FFYs 2017 - 2021 with Timeline**

|              |   |   |  |  |  |  |
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| <b>ED3.3</b> | An increased number of students with disabilities are included in school culture.   |   |  | <ul style="list-style-type: none"> <li>• Provide information and promotion of inclusion and acceptance of effective models of school culture.</li> </ul> | <ul style="list-style-type: none"> <li>• Advocate for training and/or information to schools that promotes understanding, inclusion and acceptance of students with disabilities in formal and informal activities.</li> </ul> | <ul style="list-style-type: none"> <li>• Advocate for training to be provided at least annually to school staff that promotes acceptance and inclusion of all students as members of their class and the school student body.</li> </ul> |
| <b>ED3.4</b> | Students with developmental disabilities will benefit from changes, consistent with Council positions, in policy and practice in educational agencies and programs. | <ul style="list-style-type: none"> <li>• Advocate for educational systems change based on emergent education issues.</li> </ul> |  |  |  |  |

**Louisiana Developmental Disabilities Council  
Five-Year State Plan for FFYs 2017 - 2021 with Timeline**

Page 8 of 14

**Goal ED4:** Students with disabilities are considered from the initial phases to the completion of planning and program development of educational policies and initiatives.

|              |  | <b>Year 1<br/>2017</b>  | <b>Year 2<br/>2018</b>   | <b>Year 3<br/>2019</b>   | <b>Year 4<br/>2020</b>   | <b>Year 5<br/>2021</b>   |
|--------------|--|---|--|--|--|--|
| <b>ED4.1</b> | An increased number of students with disabilities will graduate with a high school diploma.  | <ul style="list-style-type: none"> <li>• Monitor and provide input into policy development and implementation of Act 833 of 2014.</li> </ul>  |  |  |  |  |
| <b>ED4.2</b> | All schools (charter/magnet) accepting public dollars will accept and serve all students with disabilities appropriately.                              | <ul style="list-style-type: none"> <li>• Monitor rates of students with disabilities across schools.</li> </ul>   | <ul style="list-style-type: none"> <li>• Advocate for Type 5 charter schools to be required to meet 85% rule.</li> </ul> | <ul style="list-style-type: none"> <li>• Monitor and provide information &amp; advocacy on implementation of Act 467 of 2015.</li> </ul> | <ul style="list-style-type: none"> <li>• Advocate for La Department of Education (LDOE) and the Board of Elementary and Secondary Education (BESE) to require schools to meet 85% rule of students at-risk.</li> </ul> | <ul style="list-style-type: none"> <li>• Advocate for equitable funding based on needs.</li> </ul> |
| <b>ED4.3</b> | Stakeholders will have increased opportunities to provide authentic input that will impact decisions on policies effecting students with disabilities. | <ul style="list-style-type: none"> <li>• Advocate for availability of data necessary for monitoring education system(s).</li> <li>• Advocate for increased stakeholder meetings of special education issues.</li> </ul> |  |  |  |  |



**Louisiana Developmental Disabilities Council  
Five-Year State Plan for FFYs 2017 - 2021 with Timeline**

**EARLY INTERVENTION and CHILDCARE**

**Goal EI5:** Children with disabilities across the state will have access to an array of quality, affordable, inclusive child care and after-school program options.

|              |   | <b>Year 1<br/>2017</b> | <b>Year 2<br/>2018</b>  | <b>Year 3<br/>2019</b> | <b>Year 4<br/>2020</b>   | <b>Year 5<br/>2021</b> |
|--------------|---|------------------------|---|------------------------|--|------------------------|
| <b>EI5.1</b> | An increased number of child care centers, other early childhood providers (Early Head Start, Head Start, Pre-K, etc.), and after-school program providers will include children with disabilities in their centers/programs. |                        | <ul style="list-style-type: none"> <li>• Advocate to the La Department of Education (LDOE) for mandatory training on developmental disabilities and related services be provided by the Child Care Referral and Resource Centers (CCR&amp;R) on a bi-annual basis for child care providers.               <ul style="list-style-type: none"> <li>○ Staff at Child care centers, other early childhood providers (Early Head Start, Head Start, Pre-K, etc.), and after-school program providers will participate in training, at least annually, that promotes acceptance and inclusion of children with disabilities in their centers/programs.</li> </ul> </li> </ul> |                        | <ul style="list-style-type: none"> <li>• Promote the CCR&amp;R list of child care centers that serve children with disabilities               <ul style="list-style-type: none"> <li>○ Parents of children with disabilities are informed of available inclusive childcare options.</li> </ul> </li> </ul> |                        |

**Louisiana Developmental Disabilities Council  
Five-Year State Plan for FFYs 2017 - 2021 with Timeline**

|              |   |   |  |  |  |  |
|--------------|---|---|--|--|--|--|
| <b>EI5.2</b> | Children with significant or complex needs will have access to funding assistance to support them in inclusive child care settings. | <ul style="list-style-type: none"><li>• Advocate for Medicaid funds supporting children in Pediatric Day Health Care Centers be used to support children in inclusive settings.</li></ul> |  |  |  |  |
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**Louisiana Developmental Disabilities Council  
Five-Year State Plan for FFYs 2017 - 2021 with Timeline**

TRANSITION

**Goal TN6:** Students and young adults with developmental disabilities, including those with the most substantial employment support needs, will have transition plans that result in competitive integrated individualized employment.

|              |  | <b>Year 1<br/>2017</b>   | <b>Year 2<br/>2018</b> | <b>Year 3<br/>2019</b>   | <b>Year 4<br/>2020</b>  | <b>Year 5<br/>2021</b> |
|--------------|--|--|------------------------|--|---|------------------------|
| <b>TN6.1</b> | An increased number of Transition Plans will address students' unique skills and interests, employment and career goals, and post-secondary educational goals. | <ul style="list-style-type: none"> <li>• Advocate for Louisiana Department of Education (LDOE) and Louisiana Rehabilitation Services (LRS) to develop plan for using the Workforce Innovation and Opportunity Act (WIOA) to develop integrated transition plans with qualified personnel (transition coordinators) who possess necessary skill sets and have access to training.</li> <li>• Promote third party arrangements between LRS and local education agencies (LEAs).</li> </ul> |                        | <ul style="list-style-type: none"> <li>• Advocate for LDOE to monitor transition plans for individualization and quality.</li> <li>• Advocate that LRS participate in more transition plan meetings including students by age 14.</li> <li>• Advocate for LDOE to provide info to parents regarding transition planning &amp; LRS through variety of means.</li> </ul> | <ul style="list-style-type: none"> <li>• Advocate for LDOE to encourage transition planning beginning at age 14.</li> </ul> |                        |

**Louisiana Developmental Disabilities Council  
Five-Year State Plan for FFYs 2017 - 2021 with Timeline**

**EMPLOYMENT**

**Goal EM7:** Individuals with developmental disabilities including those with the most substantial employment support needs will have access to quality individualized services and funding that support competitive integrated individualized employment, and career and financial goals.

|              |   | <b>Year 1<br/>2017</b>   | <b>Year 2<br/>2018</b>  | <b>Year 3<br/>2019</b>  | <b>Year 4<br/>2020</b>  | <b>Year 5<br/>2021</b>   |
|--------------|---|--|---|---|---|--|
| <b>EM7.1</b> | An increased number of individuals with developmental disabilities will have access to qualified providers who offer a stable workforce of supported employment professionals with recognized skills sets demonstrated to be effective in supporting people with disabilities getting and maintaining employment. | <ul style="list-style-type: none"> <li>Advocate for certification of employment support professionals (ESPs).</li> </ul> | <ul style="list-style-type: none"> <li>Collaborate with Louisiana Rehabilitation Services (LRS) and the Office for Citizens with Developmental Disabilities (OCDD) to identify and address training and technical assistance needs of supported employment providers (owners/executive staff) and professionals.</li> </ul> | <ul style="list-style-type: none"> <li>Collaborate with LRS and OCDD to identify and address training and technical assistance needs of supported employment providers (owners/executive staff) and professionals.</li> </ul> | <ul style="list-style-type: none"> <li>Advocate for the implementation of a system of accountability to include outcomes-based monitoring and a complaint process.</li> </ul> | <ul style="list-style-type: none"> <li>Development of existing supported employment providers in underserved areas.</li> </ul> |

**Louisiana Developmental Disabilities Council  
Five-Year State Plan for FFYs 2017 - 2021 with Timeline**

|                     |   |  |  |   |  |  |
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| <p><b>EM7.2</b></p> | <p>An increased number of individuals with developmental disabilities will have information and access to an integrated workforce development system that is fully-funded.</p>  | <ul style="list-style-type: none"> <li>• Advocate for state appropriation to access full federal vocational rehabilitation (VR) allotment, higher waiver rates, funding for follow-along services for individuals with developmental disabilities in Intermediate Care Facilities (ICFs).</li> </ul> |  |   |  |  |
|                     |   | <ul style="list-style-type: none"> <li>• Share information and monitor implementation of Workforce Innovation and Opportunity Act (WIOA) and the home- and community-based (HCBS) settings rule.</li> </ul>  | <ul style="list-style-type: none"> <li>• Targeted disparity: employment of people with developmental disabilities in underserved areas.</li> </ul> | <ul style="list-style-type: none"> <li>• Advocate for supported employment providers to have access to financial incentives to support unserved and underserved populations including people with the most substantial employment support needs in competitive integrated individualized employment.</li> </ul> |  |  |
| <p><b>EM7.3</b></p> | <p>Individuals with developmental disabilities, their families, and professionals in the various service systems will have increased expectations that people with developmental disabilities can have successful competitive, integrated, individualized employment.</p> | <ul style="list-style-type: none"> <li>• Share the benefits planning services to a variety of agencies and stakeholders.</li> <li>• Share employment videos.</li> <li>• Disseminate research pertaining to paid employment.</li> </ul>   |  |   |  |  |
|                     |   | <ul style="list-style-type: none"> <li>• Promote the benefits of and provide family peer-to-peer support for successful competitive integrated individualized employment.</li> </ul>   |  | <ul style="list-style-type: none"> <li>• Opportunities for family peer-to-peer support regarding successful competitive integrated individualized employment.</li> </ul>  |  | <ul style="list-style-type: none"> <li>• Opportunities for family peer-to-peer support regarding successful competitive integrated individualized employment.</li> </ul> |

**Louisiana Developmental Disabilities Council  
Five-Year State Plan for FFYs 2017 - 2021 with Timeline**

|              |   |  |
|--------------|---|--|
| <b>EM7.4</b> | Individuals with developmental disabilities will benefit from changes, consistent with Council positions, in policy and practice in employment agencies/programs. | <ul style="list-style-type: none"><li>• Advocate for systems change based on emergent employment issues.</li></ul> |
|--------------|---|--|