

LDDC  
Five Year Planning Committee  
October 2, 2020

COURTNEY RYLAND: Mr. Chair, you now have a quorum.

RANDALL BROWN: Thank you, Courtney. Good afternoon everyone. Want to thank everybody for attending the meeting today. Let's begin with a roll call. Courtney, do you have the list of members?

COURTNEY RYLAND: I do. Would you like for me to call roll?

RANDALL BROWN: Yes, please.

COURTNEY RYLAND: Thank you for joining us. Mr. Randall Brown.

RANDALL BROWN: Here.

COURTNEY RYLAND: Ms. Brenda Cosse. Ms. Lillian DeJean.

LILLIAN DEJEAN: Here.

COURTNEY RYLAND: Ms. Michelle Guillory.

MICHELLE GUILLORY: Here.

COURTNEY RYLAND: Dr. Hyacinth McKee. I think she is actually running a little late. Mr. Steven Nguyen. Ms. Bambi Polotzola.

BAMBI POLOTZOLA: Here.

COURTNEY RYLAND: Mr. Chris Rodriguez.

CHRISTOPER RODRIQUEZ: Here.

COURTNEY RYLAND: Ms. Temisha Sonnier

TEMISHA SONNIER: Here.

COURTNEY RYLAND: And Ms. Mary Tarver. No. So with six members present you have a quorum, sir.

RANDALL BROWN: Thank you very much. Again, thank you all for your attendance today. Welcome to our guests. We need a motion to approve the minutes from, well I need to read the ground rules, don't I. Okay. Do you want to put those on the screen so the public can read those as well please. And I will read them. Steven says he's here. He was waiting to be let in. He is present also. Thank you, Steven, and welcome. Okay ladies and gentlemen, the mission statement for

Louisiana Developmental Disabilities Council is as follows. To increase independence, self-determination, productivity, integration and inclusion for Louisianians with developmental disabilities by engaging in advocacy, capacity building and systems change. And finally today's ground rules for the meeting. Members must be recognized by the chair before speaking. Please be respectful of each other's opinions. We break for ten minutes every hour and half. Discuss council business in a responsible manner. Except as necessary, please restrict the use of electronic communication. Silence and turn off your cell phones. The mission statement is posted at every meeting. Please be on time for meetings. No alphabets. When we start using acronyms be mindful not everyone knows what that might mean. Try to use full titles. Side conversations are kept to a minimum, done quietly and kept to the subject at hand. Those are the rules for today's meeting. Now I believe we need to approve the minutes from the July meeting. Do I have a motion to approve those minutes? If everybody needs a minute to look over them, they are linked in the agenda. I will allow a moment for everyone to take a look at those. I will entertain a motion in a moment. Welcome Mary. We're reviewing the minutes from our last meeting which was in July. If you have not reviewed those you can take a minute to review them if you would like.

MARY TARVER: I have looked over them.

BAMBI POLOTZOLA: I make a motion to approve.

RANDALL BROWN: Thank you Bambi.

MARY TARVER: I would second.

RANDALL BROWN: A motion to approve from Bambi and a second from Mary. Do I have any objections? Do I have any abstentions? Do I have any objections? Hearing none, the motion has carried. Thank you. And so Courtney, could we put the agenda back on the screen for the public to see. Thank you. All right, so we want to discuss the results of the developmental disability network collaboration meeting. Would you

like to brief us on that Courtney?

COURTNEY RYLAND: Thank you. So I was able to meet with Chris Rodriguez of Disability Rights Louisiana and Phil Wilson of LSU HDC Human Development Center. Since those are our partner agencies within the DD network, we wanted to go over the information that was revived in the public forum report and from the public input survey and just kind of touch base on the recurring themes we discovered through that information. And we kind of asked questions such as are there any activities or initiatives the public is requesting that Disability Rights or Human Development Center are already addressing. If there was public input received indicating activities or initiatives that Disability Rights or Human Development Center can assume responsibility for addressing individually. And also what activities the DD Council can collaborate with Disability Rights and Human Development to achieve desired outcomes. And we also asked the other sister agencies what recommendations they had for you guys, for this committee, to consider moving forward with developing the councils next five-year plan. So I have emailed this report to each of the committee members. If you would like for me to read each of those talking points, I can. If not, we can move forward.

>> >>: I think that would be helpful for the discussion for our public members who didn't get the report, if you could just read the points.

>> >>: Absolutely. So many requests were made for provider agencies to be held to a higher degree of accountability. And Disability Rights felt like they are already taking matters to address this concern. And please Mr. Rodriguez please feel free to chime in if you would like to contribute.

RANDALL BROWN: Absolutely, Chris. If you have something to add since you were a part of that meeting.

COURTNEY RYLAND: In regards to lack of recreational inclusion and accessibility, there had been previous activities conducted to train parks and recreation personnel on inclusion of individuals with

disabilities and events that were being conducted. Human Development Center currently has a program addressing inclusive childcare practices. But more developments are needed in this area. The DD Council is currently and has been funding a program providing sexual abuse exploitation and relationship training to individuals with developmental disabilities and parent members. All DD network entities have been participating in a collaboration with the Office of Behavioral Health and Louisiana Rehab Services towards service integration among individuals with developmental disabilities and mental health co-occurring conditions. So these were all things we felt were already addressing through one party or another. Not necessarily just the DD Council, but some fashion of the DD network is already addressing these concerns.

Something that Disability Rights felt they could take on responsibility for or they could address themselves individually is to continue their efforts with increasing outreach within their benefits planning and client assistance program and continue monitoring Louisiana Rehab Services for compliance with regulations as established by the Workforce Innovation and Opportunities Act. Collaboration activities that were recommended or suggested included training initiatives for direct service professionals and families. Helping to create rewarding career pathways for direct service professions. And as a DD network appeal to the new Department of Education superintendent Dr. Brumley and express our desire of wanting to jointly serve as allies and share resources regarding students with disabilities. In trying to strive for better outcomes for students with disabilities ensure each district has a special education advisory panel. And through the council have Families Helping Families help navigate parents. And then with Disability Rights help support more facilitators. With regard to responding during natural disasters use lessons learned after Hurricane Katrina to make recommendations as a network to all appropriate

state agencies. Hold on just a moment.

Then other recommendations that were referenced for this committee to take into consideration is to refocus on what is impacting to quality of life for individuals with developmental disabilities. Maximize the use of tools already established and available. Create a consolidated system to apply for housing instead of having to apply at all the separate housing authorities or entities. Assist with the establishment of the universal playgrounds. Inclusive childcare practices should have more of a universal design and support classrooms for all ranges of disabilities. There is a danger of segregation in not doing so and focus should be on demonstrated coaching methods or models and not just training. Empower parents of children with disabilities regarding individualized education plans. Helping them become more knowledgeable will increase advocacy efforts on behalf of their student. And then focus on specific types of exploitation each year so that generic topics can be addressed over the course of five years. Or to round out the trainings. For example, one year could be sexual exploitation. The next would be healthy relationships. Then financial exploitation. And then financial exploitation and financial literacy to round it out and not just be about the abuse and exploitation. That is what we came up during that report or during that meeting. And thank you so much again to Mr. Rodriguez for participating in that meeting and Mr. Wilson, which I don't know he's on this meeting.

RANDALL BROWN: Sure. Thank you all for your work. Dr. Wilson and Chris Rodriguez. You are here today Chris. so if you would have anything you would like to add feel free.

>> >>: No. I think that was a really good summary and report Courtney put together. And certainly does reflect a pretty robust conversation we had on just what our individual entities are doing and trying to identify areas where our efforts could be magnified by

collaborating.

RANDALL BROWN: Absolutely. And we thank you, sir. Okay. Does the committee have any questions?

TEMISHA SONNIER: I have a question.

RANDALL BROWN: Yes, you have the floor.

TEMISHA SONNIER: I just thank you, Mr. Chairman. I have a question possibly for Chris regarding with there being questions of accountability, how can we be more effective of what we are doing to ensure the accountability if there are questions. There are some areas with that what could we do differently if we are holding those people accountable. Is there data to go by to show there is a difference or we have improved those strategies or anything like that? To ensure since there has been some question about it.

CHRISTOPER RODRIQUEZ: About what topic specifically?

TEMISHA SONNIER: Different training initiatives, resources, education. Just basically all those. Not sure, kind of sound like the public had issues about accountability. Just hearing what Ms. Courtney said, looking at it from a prospective maybe that being an area we need to look at. We are looking at monitoring those, I would say as a board member I don't want to say that is enough to come to the table say we are monitoring those areas. What data do we have to show the public we are actually doing that work? Something we did this year compared to last year. That type of thing.

CHRISTOPER RODRIQUEZ: I think a really good question. A lot of nonprofits and certainly kind of quasi-governmental entities that take on a lot of money to produce something have struggled with the difference between like I think it's pretty evident the council when they say we are going to do five trainings on sexual harassment in the year, let's say, 2021. It's pretty easy to see and hold them accountable as to whether those took place. I think they report out pretty frequently. What is more difficult to determine as a result of doing those things did anything really

change. I think what it's really all about. I struggle with this at our organization. We do a ton of work, but at the end of the day, did we do a ton of outreach only to gain nothing from it. I think maybe that is a larger question. I don't know if organizations kind of at the end of things, and I think the DD Council is pretty good about this. There should be, and if you really involved in doing trainings, as an example, and I think the DD council does do this. Making sure you are putting out evaluations. Was this helpful, did you learn anything, how might you now go provide this information to others in the network. I think monitoring the DD Councils, there's tons of metrics they have access to to determine on their social media. Are they increasing the number of individuals that are clicking on their posts and how many posts are going on? Asking for those types of reports is good. The DD Council is under a similar structure as we are. They have things called project performance reports that are due annually to our federal funders. And those go over, at least in ours, I haven't seen the DD Councils, extreme detail about what has been accomplished. And I don't know that document is really ever, we don't give them specifically to our board members unless they ask for them. Ours are gigantic booklets and hundreds of pages what we said we are going to do during the year, what we did during the year. If we didn't meet a benchmark, why. The things that were successful. What were the outcomes. All that information is out there. I think maybe, some lift to a certain extent. But that is due at the end of every calendar year. Is that the same for you guys, Courtney? Yeah. If you really wanted to that is your Bible of what took place over the year. And that's what you give to your primary funder, the federal government, to show this are these are the outcomes in terms of the money that you gave us. So maybe once a year presenting that document to you might be to a committee, or to the board, or to the council could be helpful. That could be one of the ways that

you monitor as well. I think having sat on many of the committees they do a good job of reporting out. I have no doubt the DD Council says we will do five trainings, they do them and do them well. The hard part is what happened as a result of that.

>> >>: Thank you. That's exactly what I was going for. I think more from what I see we're worried about those trainings are effective. That's my thing. We meet the guidelines of doing them. But then the public see a different thing about whether or not those trainings are being effective. Only way to monitor whether the money we are spending and what we are doing is reaching those outcomes. I think that is a great idea.

RANDALL BROWN: And we can certainly put together a summary of those activities and annually present, figure out a format to best annually present to the council so you have that information or a synopsis of that information. Look at ways to do that as well so that information is available to the council. And, of course, I know we will continue, as we have always done, we will continue to ask participants what their feedback is as they attend the trainings or meetings. That has been invaluable, in my experience, to whether or not we get real time responses from people who attended. What did you receive, what did you learn, gain from this training that has been helpful. And we will continue to do that. I am positive of that. Any other questions or comments? Thank you, Ms. Sonnier. Okay. So those were some pretty good recommendations from our partner agencies. Does anybody have any other feedback they would like to share from what they have heard today? Any questions, comments or concerns? I think the recommendations are good. I think everyone who participated in getting those worked out. I would urge us to consider them strongly as we put together today's plans. So Courtney, would you like to give us guidance here on what you best would need from us to get the process started today?

COURTNEY RYLAND: Sure. But before that, I see Ms.



Lillian has her hand raised.

RANDALL BROWN: You have the floor.

LILLIAN DEJEAN: I just wanted to let y'all know we have a couple questions from Ms. Liz Gary.

RANDALL BROWN: Thank you. Liz, you have the floor.

LIZ GARY: Thank you, Randall. And thank you Lillian. I actually just put in the chat I was just wondering if the reports Chris was referring to for the federal partners if that can be found online anywhere, those reporting's that he was referring to that the councils and the HDCs and disability rights have to submit.

RANDALL BROWN: Ms. Sheryl Matney is with us today. She is one of our federal partners. Let's ask Ms. Sheryl where might we find these reports.

SHERYL MATNEY: That is the most interesting question of the day. As Chris probably got a similar email that Courtney got where the federal government has suspended its online data collection system. So there is no place for everything that has been submitted for the last couple of years in this online system. And the federal government just announced they are no longer operating that system and we have no information, and probably won't for two or three weeks, until they decide how they are going to get everybody's information out of this system they are no longer supporting. So right now, we don't know. We don't know where the reports are housed. We don't know how councils and PNAs and independent living centers will access their reports. I hate to deliver that kind of message because, you know, it's not a good message. But the federal government is exploring other options is the official word. Chris, I am looking to you for confirmation that you received a very similar email.

CHRISTOPER RODRIQUEZ: Right. I don't know if you guys experienced the same cluster situation we did last year. Basically the federal government hired a new firm to put together the portal system and how to report and everything. A new entity. And launched it

last year and it was a complete mess. It was not a good functional portal and a lot of money was spent on it. I suspect somebody up high said basically you skewed this up and now we're taking this responsibility away from you ACL. And have somebody else do it cause you did not do it anywhere near satisfactory. I am basing the information that's in the DD Council on my experience. Do you want to tell the folks who probably never heard the term PPR specifically for the DD Council?

>> >>: Yes. It is a very detailed report, on average 200 pages. But basically it is your annual work plan that all, I know you guys, actually the Louisiana council uses their annual work plan. So I think you are familiar with it. And each year, so it's October 1st through September 30th. Each year every council, all 56, must give a detailed accounting of the activities that were conducted during that time period. And it includes everything from a description of the activities, to the number of people with developmental disabilities and their families, as well as other stakeholders who participated in those activities. And then it asked for a detailed counting of the evaluation of those activities. And that comes in various forms. Could be the number of people who indicated they got increased knowledge. It could be the number of people who were active in educating policymakers about possibly agenda items of the council. So it takes very different forms. The federal performance measures must be included. A description of your activities and the impact on people with developmental disabilities and their families. Recognizing that if it's a systems change activity, you guys were, a council was engaged in there may not be great results in the early stages because those activities tend to build upon each other as you go through the plan. And every year the feds, you have an assigned federal project officer reviews your report in detail. Usually sends questions or points of clarification back. This year they really focused on financial information because that is part

of the report and whether or not councils are obligating their money in a timely fashion and spending their money in a timely fashion. So that has been a big piece there. And also looking at cultural diversity efforts, overall efforts the councils are making to address the needs of people with DD and their families from diverse backgrounds. We have, you know, as quickly I am trying to get answers out of your funding source as well. We need to know where your reports are so that you guys can have access to them. Because you in good faith put your stuff in a system that they are not using, I guess. It's a little silly. That is all I know.

RANDALL BROWN: Will you identify Courtney as soon as you are aware of the mess they untangled and how we are to proceed.

SHERYL MATNEY: Oh, yeah. We're all anxious.

RANDALL BROWN: Sure. That is understandable. We are accountable to our public as to what we are doing and how and these reports are a big part of how we prove what we are doing.

SHERYL MATNEY: I also think though, you know I am pretty sure, I have been to some of your council meetings and you guys do report on activities of your projects and grantees. And all that information is public. At a minimum, you are getting quarterly progress reports on your investments. And so anytime the council chooses to fund something, the feds really consider that an investment. You guys are tracking that over the course of the year. And at the end of the year the report that Chris is talking about is the compilation of all of your quarterly information.

CHRISTOPER RODRIQUEZ: If there was anything they go back and forth. You have to clarify things and blah, blah, blah. If there are over multiple years if there is something wrong, you will get audited. No way the DD Council would be audited without the council being made aware. And come in and turn your life upside down. Figure out what is going on. When is the last time the DD Council got audited? It also happens

randomly.

COURTNEY RYLAND: Please do not jinx us.

SHERYL MATNEY: Louisiana, it's been over a decade, if not more, for a review. And now they call it a quality review system. They can choose to do a number of things. They can look at you specifically, look at all of the above, look at you total programmatic and fiscal. Right now I think you have had a little bit of a taste of it over membership. Which is one of the reasons we did come in and try to really educate and do some PA around membership so it would not get to be a bigger deal. If you can handle it through technical assistance, they like to do that without putting it in the formal federal agency system. So that is the design.

RANDALL BROWN: Thank you. As Sheryl rightly pointed out, and Chris as well, we are responsible whether the federal government has their system operational or not. We are collecting the data. We are doing the work and we do report it out. When you attend our meetings you will get a report of what we are doing and how on these various areas. Courtney, would you like to give us some guidance on moving forward with today's planning activities?

COURTNEY RYLAND: Sure. And also like to call upon Ms. Sheryl Matney to interject whenever she feels the need to do so. During the last meeting you guys came up with some language or came up with some ideas, or goals and objectives and targeted disparities and implementation strategies. And you asked for staff to kind of put it into a language where it's very similar to what we already have on our work plans, our action plans. So this document that I am sharing now and that was sent to all of the committee members, that is what this document is. So if you would like to go through it and let's possibly narrow down what you feel is highest priorities. Again, this committee has chosen to try to target all nine areas of emphasis.

RANDALL BROWN: Before you move forward on that let, me say although I understand, and I have great

respect that all of these issues are important. I think it is essential that we begin to look at how we can consolidate and choose to focus our efforts on, I would say, no more than four areas of emphasis. Even though it's a five-year plan we have a lot of work to do to carry it out. And, of course, we do have a staff shortage present. Which we do expect to remain an issue for this year and possibly into part of next year. And so we have to take that into account as well. And I would strongly urge that we begin to look at ways to target our energy and effort on no more than four areas of emphasis would be my recommendation. Preferably three would be my recommendation to the committee today. Continue, Courtney.

COURTNEY RYLAND: Sure. And also just to clarify, just because we have a certain number of goals doesn't mean that each goal can only address one area of emphasis. Want to make sure that was evident with you guys as well. For health as you can see this is what was recommended. And the targeted disparity that you guys came up with. I am wondering if the best way of possibly narrowing down the goals will be for the committee to go ahead and decide the number of goals that you want to try to achieve. And then we can focus on the areas of emphasis. Decide on just three. Then we will know which three we feel are in the top three. If you guys want to decide on four or five goals. Then we can narrow it down.

COURTNEY RYLAND: I actually like that recommendation. I would like some feedback from the committee members. The reason I suggest, nine a very ambitious. I think California, don't they have seven and they have a much larger budget and staff than we do.

SHERYL MATNEY: They have 7 million dollars a year and this year they turned in three goals. Or what they are proposing. But one of the strategies is just as Courtney was talking about, councils do pretty much one of two things. You can go very issue specific like healthcare or employment. Or you can make a goal

statement a little broader and encompasses other things. Like a goal could be that individuals with developmental disabilities will have the services and supports, will have increased services and supports in their community to live self-determined lives. And then underneath something like that you could address employment, housing. Whatever some of your more objectives of focused items would be. But all of that then reaching and speaking back to the broader goal. And that may be something that you guys want to think about to reduce the number of goals. Frankly, the amount of money the federal government gives you is sparse for a lot of goals. I wish they gave you 7 million too. You may want to think about something like that where your goal statement can encompass more than just one specific item like healthcare or childcare or whatever it is.

RANDALL BROWN: Thank you.

HYACINTH MCKEE: Maybe I am not looking at this correctly, but I am only seeing eight. You all keep referencing nine.

SHERYL MATNEY: There are nine supported in the DD act.

HYACINTH MCKEE: On this document that we are talking about I am only seeing eight.

COURTNEY RYLAND: I don't think you guys came up with any childcare goals or activities or targeted disparity. I think when we got talking about education and early intervention that childcare got left off. Otherwise, childcare is the ninth area of emphasis.

HYACINTH MCKEE: I think when we start talking about choosing what goals or what we should do I just don't want any particular goals OR any targeted disparity be left out. I think the public has made it very clear that all of these goals are very important. We had numerous meetings be heard. A lot of discussion and recommendations from the public. I just want to caution as we decide to take goals and minimize the amount of goals that we keep in mind to try to develop ways or develop goals like Ms. Matney said, to make

sure that these disparities are covered.

RANDALL BROWN: And I agree with you. All of the issues I said in the beginning are incredibly important. Unfortunately, the task we have is making sure we develop goals that we can meet. That are measurable and can be met within the five years. One of the things we need to take into consideration is the fact we are short staffed and will be for at least probably the first year of this plan. And then once we have staff in place and a director who is permanent they will have a period, I would say just from my own working in this work, probably six months to a year they would need to get their self and their staff oriented to being efficient and firing on all cylinders. Right now two major staff vacancies. We are asking a lot of our current staff as it is. So far, risen to the challenge. But we are all human. I just want to take into account all the goals are important. Everything we do is important and should be, we're accountable for. I want to make sure our staff is not overwhelmed, and I don't want to set our council or community up for failure with these goals either. I definitely want to take that into account as we look into these areas of emphasis and structure our goals.

I think Ms. Matney gave some great advice pairing down the number of goals and having those goals reflect within them these concerns. We definitely heard from the community and want to address. But I think it's imperative we focus our energies because we have a limited budget and limited staff also. And I think it's only prudent as managers and leaders to take that into account as we develop this plan today. All right. And so the first goal we have I am looking at education. Okay. Thank you. Health is our first goal. And so what areas of emphasis do we most want to see inside this area of our plan? You see the current goal listed before you. And the recommendation.

COURTNEY RYLAND: I think I might be misunderstanding. May I interject.

RANDALL BROWN: Yes. Go ahead.

COURTNEY RYLAND: So are y'all going to decide on the number of goals and then we can decide how to, what kind of language to create for those goals and then address areas of emphasis? Because right now what is on the screen are goals for each area of emphasis minus childcare.

RANDALL BROWN: That is a question for the committee. How do you all feel we should do it? Courtney's recommendation is to decide on a number of goals we focus on and then to develop the goals and strategies within it. Is that a strategy we are all comfortable with using?

STEVEN NGUYEN: I am.

RANDALL BROWN: Any other comments or feedback from the committee?

MARY TARVER: My memory is not as good as I would like, but I think we were coming up with this list originally when we were at our meeting. When we were meeting face to face about it, we knew we had taken off a big chunk, more than we should have, I'm sure. And then I think we had another discussion about it at a later date. I know our last meeting. So we talked about these goals while ambitious, they are going to leave us probably with us not being able to do justice to every one of these goals the way they are now. So I liked the idea of looking at an overall goal and then putting some of the things together.

Like if you look at employment, you might be able to put transportation in with employment because you are going to have to have transportation to get to employment. We can advocate for the recreation. Maybe it's putting one of these as an activity under another goal. And so you are still trying to do a little piece of some of these things, but you don't have a complete section dedicated just to that and maybe we can get them down to three goals looking at it that way. Having thought it all the way through.

RANDALL BROWN: I like where you are going. I like the general idea. Three sort of overarching goals or



areas of emphasis. Within each of those three try to incorporate as much of the objectives as we possibly can. That is feasible for us to do. Five years is a long time. But also, I think it's important to be aware you don't necessarily have to have a project completed in that five years. You can have a goal of something that might take ten years to do. But you certainly want to work towards it in any way you can where it's possible. And so I think it's okay to put in things that we know look, this is a long-term goal. Something that may take the better part of a decade to do, but this is something we are passionate about. I think you can do that inside objectives of the goals. And that way you are not setting yourself up for failure either. Measurable objectives you can reach within a timeframe, but not having this enormous goal like we are at point A trying to get to point D. In five years you might not be able to. You can certainly get far down the path and have that reincorporate in your next set of five years goals too that is not complete. I just want to make that clear. We want to make sure we are doing things that, systems change, as we all know, takes a long time. You want to include goals that yes, you can certainly reach, measure and reach within the five years. It's okay too to have a goal that we all might think that may or may not happen in the five years. We can put it in there and work toward it in every way we can and carry forward.

MARY TARVER: Just looking real quick, I was just thinking under community support that is a big title, community support. And then under that we could look at advocacy, housing, transportation and recreation. And take pieces from there and put it underneath that category. And then have another category about education. And maybe health and education go together. Find a spot to decide where health should go. And the last one would be employment. And those be the three big pillars of things that we want to look at. Community supports, education and employment. Those seem to be three major pillars for our DD community.

And probably most of this stuff fits in one of those three categories. That's, I guess, what I would offer up to have a discussion about.

RANDALL BROWN: I think it's a great idea. Does anybody else have anything to add or feedback they want to share?

LILLIAN DEJEAN: I think it would be great that we are discussing realistic expectations. I know our council can be kind of ambitious at times. When we are talking about making subcategories, like under community supports put advocacy leadership. Not actually sure we are reducing work by making the subcategories. But rather maybe we should focus on pairing down categories as a whole instead of just making subcategories. I think it's a great train of thought. But we are trying to pair it down. But I am concerned our goal of less work we are not actually getting there.

RANDALL BROWN: Very good point. And I believe Michelle, I couldn't read all of what Michelle's comment you typed in. If someone could see the chat box. Michelle Guillory had a comment.

MICHELLE GUILLORY: This is Michelle. I can state it briefly. I have reviewed other state plans and while we were discussing the possible reduction of going from nine to fewer goals to encompass the activities, but still make them more achievable. And Colorado has a really good plan with the goals outlined. It's a little bit older plan, but very clear and concise on the activities, the goals. And then the activities and objectives to achieve that goal. If anyone would like to take a peek at that, a good resource to look at when creating one for us. We, as a state unit, do the same thing. We look at other states sometimes to see, especially if it's a new program or project, to look at other states to see how they have set their goals up. It makes it a lot easier and cleaner if that's something the council would like to do.

RANDALL BROWN: Thank you. Good suggestion.

COURTNEY RYLAND: I actually downloaded some plans from other states that had comparable federal allotments to Louisiana. I wouldn't want to compare Louisiana to Texas or California. As far as state federal allotments go, I believe the closest to us would be Arizona. If people would like to view that document, I have actually downloaded it and can share that. Before that Ms. Temisha has her hand raised.

RANDALL BROWN: Yes, you have the floor.

TEMISHA SONNIER: I just had a question just to clarify about the childcare. When we mentioned was that going to be paired with education and early intervention? Or was childcare left off completely is what I want to clarify and make sure.

COURTNEY RYLAND: Correct. During the meeting you guys did not come up with an actual goal or objective specifically for childcare. However, it was included in the education and early intervention as the recommended targeted disparity.

RANDALL BROWN: We can do so today, can we not? Even though we didn't reach that goal in the previous meeting if we want to include childcare in the plan we can do so today.

COURTNEY RYLAND: And also something else for you guys to consider. What I need this committee to establish are goals and objectives only. Activities will be conducted or will be drafted by your federal 2022 planning committee. So this committee is just to determine goals and objectives. And how they want these objectives to move through the next five years. I would not focus on activities because that is not something this committee is being tasked with determining.

RANDALL BROWN: Right. For a future committee to work on. Thank you for that point.

TEMISHA SONNIER: I would like time to look and review the goals and objectives that Ms. Matney has shared with us so we can consider some of these things, like y'all said. Looking at certain things that may affect. And discuss also before making a decision.

RANDALL BROWN: We're already coming up on our hour mark on our meeting and we usually break every hour and half. Would the committee like to take a 15, 20-minute break to review plans and all the data and we could reconvene in say 20 minutes? Is that something we would like to do?

COURTNEY RYLAND: I recommend a shorter timeframe than that. Ten minutes

RANDALL BROWN: Ten minutes. Is that something we would like to do?

MICHELLE GUILLORY: This is Michelle. I think that would be a great plan.

RANDALL BROWN: So we will take, it is currently 2:00. Reconvene at 2:10. Taking a break to look over plans and to review our current plan before us. We will reconvene at 2:10. Thank you, ladies and gentlemen.

RANDALL BROWN: Okay. Now it's 2:10. Courtney, do I have a quorum?

COURTNEY RYLAND: No, sir. We need a few more people to return.

RANDALL BROWN: Okay. We will give it a few more minutes. Okay, it's now 2:15. Are we still lacking quorum?

COURTNEY RYLAND: I still need two more people to share their screens. There we go. Yes, sir. You now have a quorum.

RANDALL BROWN: Great. Thank you, ladies and gentlemen. Now let's continue with our work. Courtney, would you like to start us off.

COURTNEY RYLAND: Actually, I threw it back to you guys before we left.

RANDALL BROWN: True. So what is the feedback we have from our break? Michelle, I think your mike is on.

MICHELLE GUILLORY: Sorry.

RANDALL BROWN: What ideas, what feedback from our

break where we looked over the plans. Do I have anything anybody wants to share? Do we agree we will want to narrow down the goals to say three?

HYACINTH MCKEE: I think that is what Courtney was asking us to do. Actually asking us to narrow it down to maybe three or four. Is four too ambitious committee?

RANDALL BROWN: I think so. I think little bit ambitious. Also hurricane recovery for a quarter of our state as well. That would be my recommendation. I think four is, that is the most I would go. I think it might be a bit ambitious.

HYACINTH MCKEE: Sounds like we are going with three because four is too ambitious. Are we going to have some discussion about what we are going to title these three to be?

RANDALL BROWN: If we agree it's three we want, then yes. That is our next discussion. Is the committee in agreement three areas of emphasis or goals are what we are looking at? And you don't have to take my recommendation. It can be four. Just my assessment that four would be ambitious.

TEMISHA SONNIER: I agree Mr. Chair. I am in agreement with the three as well. In light of what is going on. I just want to also highlight what Dr. McKee said we don't leave out what she said referenced earlier. Try to be as inclusive as we can with the goals and objections. Looking at Colorado's plan and also the other plan that was submitted during the break. I really like how those are structured. Incorporates several different areas. Also that way we don't leave out any disparities when we are looking at everything as a whole.

RANDALL BROWN: Thank you. I agree with both you and our vice chair. We know the work is important and want to get as much of it in our plan as we possibly can. And yet produce a plan that is productive and measurable and not overwhelming to complete. With three goals, now discussion turns to what are our main three goals.

STEVEN NGUYEN: I would like to consider safe and affordable housing as one of them.

RANDALL BROWN: Okay.

COURTNEY RYLAND: Ms. DeJean has her hand raised.

RANDALL BROWN: Yes, you have the floor.

LILLIAN DEJEAN: I think under the goal under advocacy leadership of individuals with DD having access to information and support is super important. I understand our LaCAN system is robust, but the membership of individuals with disabilities participating in LaCAN is strikingly low. And all LaCAN leaders are also parent advocates. I think we need to refine a recruitment strategy for our advocacy efforts and advocacy training. I think something we really need to focus on moving forward.

RANDALL BROWN: I agree with you. Thank you for that recommendation.

HYACINTH MCKEE: So Lillian, is your recommendation to make sure advocacy leadership is a goal that we lead, is what you are saying. Could be the overarching that we decide to lead.

LILLIAN DEJEAN: Yes. And specifically the inclusion of self-advocates as well. And as a subcategory youth with disabilities. Focusing on the adults self-advocates is more realistic before we start to start enlisting youth advocates as well.

RANDALL BROWN: Thank you.

COURTNEY RYLAND: Thank you for bringing that up. We are actually federally required to include specific items in our plan. So if I may I am going to try to share the screen and show you what is required. If I can find that document. In the plan from Arizona the first three objectives. We are requiring to include this information in our plans. It's in the DD act that this be addressed and included in our plan.

RANDALL BROWN: Thank you for that clarification Courtney.

STEVEN NGUYEN: For clarity, are you saying that has to be included as one of our goals?

COURTNEY RYLAND: If not in its own goal or like we

have in our current plan which is under advocacy leadership and development. These objectives have to be somewhere on our plan. So we have to fit these in somehow. If we create a goal just for self-advocacy or advocacy leadership this would be where we would comply with what is required by the DD act. Able to house these three objectives within that goal. Does that make sense?

LILLIAN DEJEAN: I know we generally measure like how many trainings we do. With those federally required objectives is there a measure of our success rate with those from the past couple years? Do we have a specific measure to figure out specifically how are we involving these specific demographics as far as how well we increase participation from people with disabilities over, let's say, the past three years?

RANDALL BROWN: A metric?

LILLIAN DEJEAN: Yeah. I know they are required, but how do we measure those requirements and how are we filling those requirements.

COURTNEY RYLAND: I believe that information and data is captured by council staff and we try to report that in the status reports, the quarterly status reports to let you know how many individuals are being effected by activities through LaCAN and with Families Helping Families. Also I want to say our first very activity is for People First. Which is the self-advocacy network to receive training or technical assistance. We're reporting out exactly who is participating or how many people are participating, I should say.

RANDALL BROWN: Sheryl is also letting us know in the chat there are federal reportings as well.

LILLIAN DEJEAN: Yes. I think that is kind of more along the lines I was looking for. A broader, overarching method. Appreciate it.

TEMISHA SONNIER: I have a question. Those federal performance measures, where are those provided? Those areas the federal government kind of has not put out.

SHERYL MATNEY: They are accessible. I know they

are on, and I will put a link over on our, I will put a link to a document we have on our TA website that will let you know what the measures are. But the measures, the federal performance measures do go after the self-advocacy participation and family member participation. And it also requires councils to talk about active involvement in advocacy. So some of it is participation in an activity. But then it drills down into some very sub outcome measures about, okay, so you train somebody and gave them information. Did they become active in advocating either for themselves or for a system. It talks about do they feel more confident after they receive some training. Especially on the three self-advocacy components. Cause what we want is to build self-advocates knowledge, skills and abilities to really speak up for themselves. So there is a number of measures under that. So Lillian, I think you will find, I will link over in just a second. But the federal measures really require councils to capture that information. And then they roll it all together for all 56 to report back to Congress.

LILLIAN DEJEAN: Thank you.

HYACINTH MCKEE: May I be recognized. It appears as though we are at an impasse of some sort. Again, there is a lot of concern of us narrowing our goals down. Again, we know these disparities exist and we don't want these disparities to continue. But it does sound like to committee has decided that we will, in fact, narrow them down to three. Again, is that a motion I need to make and get seconded? Have discussion? Or where are we going at this point?

RANDALL BROWN: What I was about to say is we need to decide if we agree there will be three goals. Now we need to decide what those goals are. Then we can begin to look at all the disparities, which we know are important. And place them within the three goals. So now what we need to do is we need to decide what are our three main goals that are paramount for our council to work on.

COURTNEY RYLAND: I only heard two so far. Mr.



Nguyen recommended housing and Ms. DeJean recommended advocacy.

HYACINTH MCKEE: I am wondering if we can, I guess I am struggling with trying to make sure all voices are being heard. I guess that we know, given what Courtney has just shared with us advocacy leadership is something that is a requirement, based on what she has given. Can we all agree that advocacy leadership will remain. What it will look like once we start to incorporate objectives under advocacy leadership that is a different story. Can we all agree advocacy leadership will remain as one of the three? Is that a motion I need to make Mr. Chair? Or you just want to take the lead on this?

RANDALL BROWN: I don't think we really need, still in a phase we can agree as a committee if we have a consensus, we now have three goals. And we decided one is advocacy, leadership. Let's go ahead and do our three areas of emphasis would be my recommendation. Once we decide the three overarching goals, if you will, then we will come back in and address the disparities that are needed and how they fit into the three overarching goals is what my recommendation would be. And then once we have that framework, then we can make the motion to adopt the work. Is what I recommend.

HYACINTH MCKEE: Mary Tarver mentioned earlier, and she can jump in and correct me if I am understanding it, she mentioned about incorporating employment and education. I don't know if she wanted to incorporate them together. Maybe Mary could offer some clarity on that. She also mentioned community supports as well. Mary was your recommendation to incorporate education and employment together or can you bring clarity to that?

MARY TARVER: I had just put community support and put advocacy, housing, transportation, recreation. Some of those things all in one bucket for us to figure out what we wanted the objectives to be. And then education and employment. Looking at the other plans I

think the advocacy one could be one of the top be the goal. Advocacy leadership and some of these things that are required to go underneath there still do community support then and put the housing and transportation and those things underneath that if we wanted. And put education and employment together.

HYACINTH MCKEE: That's what I understood you were saying. Looking at advocacy leadership, education and employment together and community support. Correct, Mary?

MARY TARVER: I think so. It's an idea. Certainly open for discussion.

COURTNEY RYLAND: I happened to notice a trend. When I was drafting the language for the goals and objectives that you guys provided previously that community supports and housing, transportation and recreation all kind of had similar language. Which was inclusive, community living. So maybe having a goal to address inclusive, community supports and living that can then have objectives over multiple areas of emphasis.

RANDALL BROWN: I like that Courtney. I like that a lot.

HYACINTH MCKEE: We see some thumbs up and smiles on that one.

STEVEN NGUYEN: Is it too late to consider health?

HYACINTH MCKEE: Oh, I haven't even started yet. You must have been reading my mind. I was waiting.

STEVEN NGUYEN: Health is just sticking out. Never caught on until now.

COURTNEY RYLAND: Would you want to include that as part of community supports and living?

HYACINTH MCKEE: Yes. Absolutely.

RANDALL BROWN: I think a vital part of it.

COURTNEY RYLAND: I take it we have recommendation for goals of addressing self-advocacy or advocacy leadership. A goal for education and employment. And a goal for community living and supports. I don't know that a motion is needed. But if there are any objections?

RANDALL BROWN: I was going to ask right now before we move forward is everyone in agreement with those three being our overall goals? Is the committee in agreement to those three being our overall goals at this point?

TEMISHA SONNIER: What did you say health was going to go under, community living and supports?

RANDALL BROWN: Yes. Thank you for your question. So we're all in agreement those are the three goals?

HYACINTH MCKEE: Yes.

RANDALL BROWN: Now we have to move into, now that we have our goals in place, now we have to look at where the disparities would fit. Where our emphasis would fit into these categories. Various categories of three. Where all these other areas of importance fit now. And how they fit.

HYACINTH MCKEE: Can we start with community supports. Only because there are so many other goals that fit.

RANDALL BROWN: Yes. A very broad category. Yes, please do.

HYACINTH MCKEE: Do we have some discussion surrounding health being included under community supports?

RANDALL BROWN: Ms. Sonnier asked if that's where we were including it and I said yes. But so far, our only discussion. I would welcome any discussion on the topic.

HYACINTH MCKEE: I am noticing that the targeted disparities individuals under health, individuals with DD who also have co-occurring mental health conditions will receive all appropriate healthcare service and receive treatment of services for all co-occurring conditions. We had some discussion around working with OCDD as well as OBH. We have already started, I believe, having some discussion. Drafted a letter to them regarding disparities. That seems like we can put that under the community supports. And of course, I am going to need support from the committee on this. And also include that the issue with the rural areas and

access individuals that are living in poverty. Almost like it's two-fold. Individuals with DD with co-occurring conditions being serviced, but as well as individuals in the rural areas having access to those very same services. I think there is some kind of way we need to work on the language so that we can incorporate, can address both of those disparities. You know what I mean?

RANDALL BROWN: I do. I do know exactly what you mean.

HYACINTH MCKEE: Again, we are talking about access, service delivery system. Ms. Sonnier help me with this. I know you are a medical professional. Talking about access. Talking about service delivery in the system. Increasing that access in the rural area.

TEMISHA SONNIER: Transportation. Whether or not those communities are being served equally. The population of minority communities in reference to geographic locations, like you said, the rural communities. Sometimes the travel is one of the disparities and also poverty. We know with that lack of jobs are also an issue in that area. Employment can also go along with that as well as one of the issues to target also. I think part of the struggle is trying to develop a goal that will embody all the things that we are looking for. Trying to put something together to see how we can address that in an inclusive way.

HYACINTH MCKEE: Are we right now trying to develop a goal to reach? Are we giving recommendations on what the goal should read right now?

RANDALL BROWN: Essentially, yes. We know what the overarching goal is. Now we are trying to work on the language for what should go into the goal. What should be the emphasis, like we have the goal in place. And so now what areas of emphasis do we think need our most focus. Trying to work on the language for the things, those disparities that we know that we have heard are a problem or an issue. And how can we best now word it so that we know and it's clear what the goal entails

and what we are to do.

HYACINTH MCKEE: So if we are taking recommendations for the goal of community supports, I was just hoping the committee can look at the goal for community supports to include some of the language from the goal and health as well. That's what I am trying to do within this short period of time. Access to quality supports and services and then maybe we can identify what those supports, and services will be by tying the word affordable healthcare, preventive services. Can we tie that language in that goal?

RANDALL BROWN: We certainly can.

HYACINTH MCKEE: I know we are right now trying to figure this out. To be fully participating members of the community individuals with DD, including those with most challenging needs and their families will have access to quality supports and services inclusive of affordable healthcare. And then start outlining other things we want to put in there. Saying right after quality supports and service, we can say inclusive of affordable healthcare and access to affordable healthcare services. I don't know if Courtney is typing right now. Try to put that in there.

COURTNEY RYLAND: You caught me.

HYACINTH MCKEE: We are trying to take some of the language that is included in the health goal and incorporate into community supports. So we know that health is something that we want to put in that community supports. Now we can go on to have a conversation about what other goals that we have on here that we want to include on the community support. And then to respond to what Michelle's recommendation making sure objectives and activities align. We will have at a different meeting. This committee is trying to draft the goal. Michelle brought up a good point.

RANDALL BROWN: A great point.

HYACINTH MCKEE: I think affordable healthcare would go in the goal. Then we start talking about the activities then we outline preventive health, you know.

RANDALL BROWN: Yes. That will be the 2021

committee that will look at the activities and objectives in relation to this goal.

HYACINTH MCKEE: Now the conversation is what other goals that we want to include on the community supports now. I have stepped up and put health. I am hoping this committee can ask what other wording can we put in the goal under community support.

RANDALL BROWN: Does anybody have any further suggestions of what areas of emphasis can go under the goal of community supports?

MARY TARVER: We can move the health underneath the big goal. Or you are just starting all over typing?

HYACINTH MCKEE: Health is under community supports.

MARY TARVER: Just wondering if we were going to keep what we had on community supports and there was goal and objectives.

RANDALL BROWN: That is what we are still hashing out. What we want it to look like. What do we want the goal to look like? Include as much of that language we already had into these overarching. What I would recommend we do.

HYACINTH MCKEE: Are there any other recommendations we can put under community supports? We have health now there. Are there any other ones the committee sees we can put under community support?

MARY TARVER: I think housing and transportation would be underneath that section. Transportation and recreation if we want to look at those.

RANDALL BROWN: Certainly do. Good idea. Thank you, Mary.

CHRISTOPER RODRIQUEZ: This is Chris. Just for clarification. Are these under the umbrella of particular priorities? Priorities, goals, objectives, activities. Is that right?

RANDALL BROWN: I believe you are correct, sir. Courtney, correct me if I am wrong.

COURTNEY RYLAND: There is no order of priority. Just a number of goals with their associated objectives then activities.

CHRISTOPER RODRIQUEZ: But we do have priorities, right. Or no? Or am I interchanging the term priorities and goals?

RANDALL BROWN: Goal would be our priority.

HYACINTH MCKEE: I am not sure with the ranking, Chris, you are asking if it's first priority, second priority or third. I think they all carry the same equal weight.

RANDALL BROWN: If we make it a goal it has equal weight and then the three goals are priorities. Within those three goals saying these are areas of emphasis that we are trying to achieve. Working towards achievement or improvement.

HYACINTH MCKEE: I believe Mary said to add transportation and housing. I know that Steven had mentioned housing. He definitely wanted that to be considered. Are we adding transportation and housing to community living support?

RANDALL BROWN: I would recommend that, yes. I think where it best fits. If anyone disagrees with me, please feel free to interject. I think this is the goal that best fits. If you can't get there, you can't participate. Transportation is important. Housing, obviously. To be part of a community based on where you live. I think they definitely fit.

COURTNEY RYLAND: I'm making adjustments to the document. Can you see it as I am making adjustments?

RANDALL BROWN: Yes, we can.

COURTNEY RYLAND: Since we used the community support goal what objective would you guys like to have for that? What language would you like to propose for that objective since we used it for the actual goal? So to me the objectives you guys came up with community supports originally these, to me, are more like activities.

RANDALL BROWN: Which will be useful when we move to the planning phase later. But yes, I think we need to rework our objective to reflect our new goal.

COURTNEY RYLAND: So how can we incorporate a statement that encompass the direct support

professionals receiving high quality training and adequate compensation and training for first responders? What kind of language?

HYACINTH MCKEE: Yeah, try to reword that objective. Can we just get the goals done and come back to the objectives?

RANDALL BROWN: Yeah. I think that would be best. Let's get the goals done.

HYACINTH MCKEE: So we know community living supports is one. Our next one is advocacy leadership, correct, Lillian?

LILLIAN DEJEAN: Yes.

HYACINTH MCKEE: Now let's go to that area and take a look and see what can we fit under there from some of our other. The goal seems pretty sound. I don't know any other changes need to be made to that goal. Maybe I am not looking at this right.

RANDALL BROWN: Looks good to me. Anybody feel free to put your feedback out there. I think it works well as written.

HYACINTH MCKEE: Can we go to education and employment. Just trying to work these goals out.

RANDALL BROWN: We will come back to each one with objectives. How did we feel about this goal as far as how it's already worded?

HYACINTH MCKEE: It looks good, but probably going to have to do like what Mary talked about, incorporate employment in there in the wording.

RANDALL BROWN: Yes.

HYACINTH MCKEE: It's amazing what the word "and" can do. And that didn't take a whole lot.

RANDALL BROWN: Are we feeling good about that rewording?

HYACINTH MCKEE: Yeah, it looks good. Hoping the committee is okay with it.

RANDALL BROWN: I'm asking all of us, are we feeling good about these goals and their wording?

CHRISTOPER RODRIQUEZ: Yes.

TEMISHA SONNIER: I would like to see if we could add childcare under, excuse me, with education and



employment. The reason I ask that is because childcare should be considered. If that is not covered for a lot of families and parents they can't, it's hard for them to basically have employment. When we look at that as a whole, especially when we consider a lot of families having to work from home in these times. Childcare is an issue with employment. I would recommend considering putting that along with that as well.

RANDALL BROWN: Sure. A great suggestion.

HYACINTH MCKEE: Where would that be, where do you think we should put it at in the wording? Where do you think it should go? Want it to go access to quality? I'm in agreement.

COURTNEY RYLAND: So sorry to interject, but because we're using the phrase "all stages of life" I don't know that we have to specifically state childcare in the goal. But that can definitely be an objective.

HYACINTH MCKEE: Are you okay to make sure it's listed in objective? What is your thoughts?

TEMISHA SONNIER: Let me read this. Individuals with DD will have access to quality education, employment and childcare in inclusive environment throughout all stages of life. I think probably rewording that too much.

HYACINTH MCKEE: HM. Is the issue individuals with disability and their families. You bring into the point families need access to childcare. Isn't that the point you are trying to bring as well?

TEMISHA SONNIER: Yes. But it's also when I look at it as education cause those siblings and parents need to be educated as well. We have to educate not just the person with the disability, but everyone around them. I'm looking at it the same with childcare and employment. Cause we all know when everyone understands what is going on with that individual, that individual has better outcomes. The same thing with providing that childcare to that household. Cause when there is a struggle with a disparity with a family with a disability the whole entire family unit feels it. Not just that person with that disability. It requires

all that. Embodying all that, I am just thinking of it inclusively. Looking at it in that way. I think they all need education, they all need understanding what's required with employment, they all need understanding required with childcare. I am trying to think of a way it could be worded to include the childcare. Just putting in an objective I don't want it to get lost. I don't want that to be forgotten about. And unless there is a way we can put it in a parenthesis, all stages of life. Cause if we are looking at quality education and inclusive environment would that also, I'm trying to see if there a way to target that with the childcare environment. You get what I'm saying. Trying to see how that could be worded to include that.

RANDALL BROWN: Anybody have any suggestions feel free to interject with them.

TEMISHA SONNIER: I know what I am thinking of.

HYACINTH MCKEE: Seems like stages of the life will cover childcare. But I understand, you don't want it to be left out. We have to figure out a way to make sure that. But it seems like from reading the stages of life covers childcare.

RANDALL BROWN: It would, but I get Ms. Sonnier's point it would get lost later. We understand today, but this is a five-year plan. You want to make sure throughout implementation and carrying it out her concern for childcare is known.

MARY TARVER: We are still going to be working on the objectives and the activities. So it will be included when you get to the next stage of setting up objectives and the activities. Stand a better chance being in its own little objective or activity than just it being specific in the goal.

RANDALL BROWN: I see your point. Better to put in the objective or as an activity when we get to that stage.

HYACINTH MCKEE: Are we doing objectives today as well?

RANDALL BROWN: Yes.

HYACINTH MCKEE: Okay, so Ms. Sonnier, would you

like for us to make that an objective right now? Would you consider that?

RANDALL BROWN: Let's put it this way.

HYACINTH MCKEE: Doing activities later. Forced to do objectives today per our chair

TEMISHA SONNIER: I am fine with that. I just don't want it to be left out.

HYACINTH MCKEE: I am seeing some comments from our council members saying objective would have strength. Just want to make sure, Ms. Sonnier, your point is not muted.

TEMISHA SONNIER: Thank you.

RANDALL BROWN: Certainly commit to it being part of the objective. That's no problem. The question I have now is are we comfortable that these are our goals and are we ready to move to objectives? Or do we need to work more on our language with each goal before we move to objectives?

HYACINTH MCKEE: I think the goals look well. I am comfortable with the way the goals are written right now.

RANDALL BROWN: How is everybody else feeling about these goals. Any feedback?

MARY TARVER: Looks good.

STEVEN NGUYEN: I think we're cooking with gas.

RANDALL BROWN: Bambi, what is your take on it?

BAMBI POLOTZOLA: Good with it.

RANDALL BROWN: Hate to call everybody out, but I want to be sure before we move into objectives that we have a consensus as a committee that we're good with the goals as they stand.

MICHELLE GUILLORY: This is Michelle. I concur.

RANDALL BROWN: Thank you all. That was a lot of work. Thank you. All right. Now we will move to objectives for each goal.

HYACINTH MCKEE: Which one are we working on first?

RANDALL BROWN: We can do education and employment first. We don't have to go in any particular order. We can go with any of the three. If education is the one we are ready to start with, that is fine. Mary,

would you have any suggestions on the wording since that is your committee you are chair of?

MARY TARVER: I think someone had made a suggestion about putting safe with education and employment. Once they have access to quality education, quality and safe education or something. I think one we run into.

RANDALL BROWN: Absolutely. Thank you for that suggestion. Thank you, Ms. Corley, for that suggestion.

MARY TARVER: I think we can look at putting something in about the childcare.

RANDALL BROWN: Yes. Ms. Sonnier, do you have any suggestions how the wording could go for childcare in the objective? No rush. Just wanted to give you the opportunity to speak on that when you are ready.

HYACINTH MCKEE: I am looking at parents with students with developmental disabilities including those and underserved rural population. Do you want to make it as specific? Early intervention services, planning or programming.

RANDALL BROWN: An important disparity to mention it would be perfectly fine.

HYACINTH MCKEE: If we are saying parents of students with developmental disabilities, including those who are an underserved population and rural communities. Inclusive of rural communities will have increased access to early intervention services, including childcare. See where I am going.

RANDALL BROWN: I do. I like it. For urban and rural Michelle is saying.

HYACINTH MCKEE: Yes. That's great. Absolutely. Yes, if we put for urban and rural in there as well.

COURTNEY RYLAND: The definition of underserved and unserved population includes rural locations.

HYACINTH MCKEE: It does, and I agree, but I think often times when we don't put the word rural in, I think those people get left out

RANDALL BROWN: I think they feel left out, and I think it's important that we put the rural in. Because we are in a five-year plan, we know what we mean today,

but we are not going to be here in five years. Want to be sure it's clear what our intention is.

HYACINTH MCKEE: Mr. Chair, it looks like Ms. Sonnier wants to be recognized. And then also can we give Michelle an opportunity to jump in. She is checking along in her chat box. If she had the mike.

TEMISHA SONNIER: Thank you. I just wanted to recognize and tell y'all I appreciate the fact that the word rural is put in there. Cause speaking from that aspect as someone in the community people in rural areas tend to look at themselves as part of the community. When we say underserved, some people may not look at it in that same aspect. Using the correct terminology, urban or rural, is very important when we look at this as a whole. When we are developing these plans to make sure also what Ms. Guillory referenced to. That we also need to put in minorities and native American and all those populations. So we can label them correctly. Cause part of that is educating the public. Instead of us using broad terminology, we need to say for what it is so people can understand and be educated proper way to know we are targeting those disparities. We keep using broad terms, people are going to walk over it. Definitely don't want that to happen.

RANDALL BROWN: I agree with you. Although we do want to use broad terms so it's not fifty pages long. But we do want to make sure everyone knows when they read about targeted disparities, you might not know if you are not in government, what that means exactly. You might not know it encompasses you when it, in fact, does. Very important we acknowledge groups, rural, urban and ethic and whatever else that is important to us that we acknowledge it. And we list it properly so that people do know when they read our documents I am represented here, and I am important.

MICHELLE GUILLORY: This is Michelle. I just wanted to say sometimes I send things in chat because I tend to ramble too much whenever I talk. So that's why I send it in chat. But in our state plan when we have

to do our federal funding plan, it's a four-year plan. And you have to be cognizant of the rural, the minorities, the underserved, the Native American piece. Because that is a very, very big buzz word with the federal partners. But you also have to look at the economically challenged. Another buzz word they like for us to identify. The economically challenged. And those would be low income. Those are some words we may want to include in goals and objectives. Because those are things that have been identified with our state plan. And that we have had to use because you are identifying factors with ACL. With that being said, I just wanted to put those out there for y'all to use if you choose to. And like I said, I put it in the chat because I tend to ramble too much.

RANDALL BROWN: Thank you for the suggestion. So is that something we want to add to the language of the objective? The economic piece.

HYACINTH MCKEE: I think it's good. Michelle made a good point. If that's the language that is actually being used in federal reporting, I see no issues with that.

RANDALL BROWN: Okay.

HYACINTH MCKEE: Gives a clear picture.

RANDALL BROWN: I understand. Yes, absolutely. Just trying to discern if we want to take our suggestion. Obviously, you and I are a yes. How does the rest of the committee feel about adding the language?

HYACINTH MCKEE: Is the language, Michelle, economically disadvantaged or challenged?

MICHELLE GUILLORY: In our state plan it's economically challenged. That could be someone who has a reasonable amount of income, but still has difficulties meeting the day to day challenges with a child with a disability. You can have a good job and have good income, but still be challenged to meet the needs of that child or the family unit. Why I said low income or economically challenged.

HYACINTH MCKEE: Low income or economically

challenged. That is the wording. Got it.

COURTNEY RYLAND: Which other qualifiers would you like to add?

RANDALL BROWN: Does anybody have any qualifiers they want to add? So we like what we see?

HYACINTH MCKEE: Looks like Ms. Sonnier has her hand to be recognized.

TEMISHA SONNIER: When you asking about, are you asking about the objectives, the one we are talking about or something to change?

RANDALL BROWN: Looking at this one. And then move to the next two. How do we feel about this objective for this goal? So we like the language? No additions?

STEVEN NGUYEN: I have a suggestion. Would it be appropriate to put English as a second language or something along those terms?

RANDALL BROWN: Sure. It would be appropriate if the committee is in agreement. Does everybody like Steven's suggestion? And I believe Ms. Corley had the same suggestion. Thank you, Courtney. Is everyone good with the wording for this objective? Any other additions we need to make? Again, is everyone good with the wording for this objective? Any further additions needed?

STEVEN NGUYEN: Mr. Chair, looks like you have some comments in the comment box.

RANDALL BROWN: Could you do me the favor of reading them, sir.

STEVEN NGUYEN: Let's see. Comment please add English language learners from Ms. Corhanda. Ms. Lillian, the goal looks really good. And also from Ms. Corhanda, please add low incident disabilities as well as CVI switch users, etc.

RANDALL BROWN: Okay. How does everyone feel about this language for this objective?

TEMISHA SONNIER: Mr. Chair, could we also add the area of childcare in there. I think with those in here saying will have increase access to early diagnosis identification of needs childcare can be added to that and early intervention services. If we are able to add

that also.

RANDALL BROWN: We certainly can.

HYACINTH MCKEE: Access to early childcare to go first. In what order?

TEMISHA SONNIER: Early diagnose, identification of need childcare and early intervention services. As long as it fits somewhere cause of kind of goes along with that subset. Childcare is also involved along that area usually during that time and that process as well.

RANDALL BROWN: Are we good with the wording with this objective?

HYACINTH MCKEE: Yes. We still have another one to do for employment.

RANDALL BROWN: So we're ready to move to the employment piece.

HYACINTH MCKEE: I saw something. Individuals with DD will have increased opportunities to participate in inclusive post-secondary education programs. Will that be under employment or education?

RANDALL BROWN: That would be education.

HYACINTH MCKEE: I think it would too.

COURTNEY RYLAND: What I have check marks next to are more like activities.

HYACINTH MCKEE: Good.

RANDALL BROWN: We will get to that with the 2021 meeting. Today we are focused on objectives.

HYACINTH MCKEE: If that's the case if you can scroll up a little Courtney. I see. Okay. No problem. Looks like the one where it says individuals with DD will have increased employment opportunities from employers who are educated on support. Maybe we can take that one and start wording that as an objective. If we can start with that one.

RANDALL BROWN: Is everyone okay with that language? Do you like that idea?

HYACINTH MCKEE: Maybe we can take the stuff out of the other two and start with that one.

RANDALL BROWN: How are we feeling about this one, y'all? How is this objective looking?



HYACINTH MCKEE: Individuals with developmental disabilities have increased access to employment opportunities that include preemployment training provided services provided from highly qualified support providers. Individuals with DD will have increased access to employment opportunities. Hold on, I am thinking. Individuals will have increased access to employment opportunities, inclusive of preemployment training provided from highly qualified support providers. Increased access to employment opportunities inclusive of services from highly qualified support providers and increased opportunities for employers who are educated on how to support people with disabilities. It's too many "ands", but you know what we are trying to say. Too many "ands".

COURTNEY RYLAND: We can have multiple objectives.

STEVEN NGUYEN: I have a question. Should we maybe put in the word competitive employment?

RANDALL BROWN: Good point.

HYACINTH MCKEE: What is your take, Mary, about that goal? What do you think so far where we are with employment? I know you and I sit on that committee.

MARY TARVER: I know it's been challenging this year since the covid stuff. Some of us may have to be, I don't know if it's more of an activity or not. More access to computer and technology so that people can participate. That might be an activity instead of an objective.

RANDALL BROWN: I think a main activity.

MARY TARVER: Sometimes education and employment are depending now on whether or not they can have technology to help them. Because they can't go to wherever it is, they are trying to get education.

HYACINTH MCKEE: I think we have employment opportunities too many times.

CHRISTOPER RODRIQUEZ: There is a lot of great words in there. I think the disability community a term more broadly focused on the term competitive integrated employment. Which is defined in the Workforce Innovation Opportunity Act. Which

encompasses, I think, a lot of the things we have in here when we talk about competitive wages and self-determination. I don't know if you want to make it more simple and put that term in there or keep the more descriptive way we are doing it.

HYACINTH MCKEE: Leaning towards competitive.

BAMBI POLOTZOLA: I don't think we can have a goal without having competitive integrated employment. That is standard language.

HYACINTH MCKEE: Let's put it in there.

COURTNEY RYLAND: This is the goal right here. What we were working on was the objective.

HYACINTH MCKEE: Objective. We meant the objective. Cause we have already done the goals.

RANDALL BROWN: The goals are set. If we say goal, we mean objective, Courtney. It's getting late and everybody is tired. Is everybody good with the wording of that objective that you see in green there? Do we need to add anything more to it?

COURTNEY RYLAND: If we add something about transition from educational settings that would encompass everything that was previously listed.

RANDALL BROWN: Let's do that. So how are we feeling about this objective? Any further additions?

HYACINTH MCKEE: Seems good. Just make sure when we move on to another objective, we include post-secondary education opportunities. I am sorry. Going to be an activity. Sorry, Courtney. My apologies.

RANDALL BROWN: So again, I ask is everyone good with the objective? Hear a few more yeses.

CHRISTOPER RODRIQUEZ: Yes.

MARY TARVER: Yes.

RANDALL BROWN: All right. We have no objections to the objective? Anymore additions before we move forward? Anything in the chat related to this?

TEMISHA SONNIER: There is comments in the chat. Ms. Corhanda ask can we add transition to secondary education as well. I am considering those that attend a secondary educational center.

HYACINTH MCKEE: Would that be an activity.

RANDALL BROWN: I think it might be. Courtney, what is your feeling about that?

COURTNEY RYLAND: Can you repeat that for me, please?

TEMISHA SONNIER: Can we add transition to secondary education as well. I am considering those that actually attend a regular secondary educational center.

COURTNEY RYLAND: I believe we just added that transitioning from secondary educational setting.

RANDALL BROWN: Okay. Is that all we have in terms of the chat? Thank you. Does anyone else have anything to add? We are all in agreement that objective is set. Now we are on to self-advocacy and advocacy leadership. So what objective do we have here? Thank you.

HYACINTH MCKEE: Okay Lillian, we are going to tap in your expertise with this one.

LILLIAN DEJEAN: I think it's really important to specify training more youth with disabilities and having more youth programs. But also, like I said earlier, getting more adult self-advocates involved is our participation in LaCAN and Partners in Policymaking too as far as self-advocates go are really significantly low. I think specifying those two points is very important.

HYACINTH MCKEE: The objective as written looks like it's written pretty well. Do you think we need to include something else in there? Are we missing something?

CHRISTOPER RODRIQUEZ: I agree that it's really well written.

RANDALL BROWN: Lillian, how do you feel about it?

LILLIAN DEJEAN: It does look really inclusive. I think in the document that Ms. Sheryl shared with the state plan goals and objectives among the different states the five-year plan underneath targeted disparities youth was one of them. I think whether we want to specify that or not this objective already looks super inclusive.

COURTNEY RYLAND: Make sure to include activities with youth. I can make sure that recommendation gets to the next 2022 planning committee for an activity to be created.

RANDALL BROWN: Let's add for that for sure Courtney. The 2022 committee knows that youth activities are important.

LILLIAN DEJEAN: Thank you.

RANDALL BROWN: So we're all good with the wording for this objective?

HYACINTH MCKEE: Courtney, can we go back under self-advocacy and advocacy leadership the way it was originally written. Maybe I can pull the first one up. Make sure we include everything. Yes. Looks like we had everything covered in there.

COURTNEY RYLAND: Again, this one we need to make sure we address the self-advocacy network being provided assistance that individuals with developmental disabilities have opportunities to advocate and lead other individuals with developmental disabilities. And that opportunities for cross disability and cultural diversity are implemented. Those are some more things that need to go underneath this goal.

RANDALL BROWN: Let's add them in.

COURTNEY RYLAND: I am actually going to take the language from our current plan and drop it in there. If y'all give me few minutes to get that document ready for you. In the meantime, if Ms. Sherry wouldn't mind addressing what is required of councils for reporting purposes for targeted disparities that are identified.

SHERYL MATNEY: So I put you guys a link to a document that we provide on targeted disparities from our website. Just as a reminder, everything we write is fully approved by your funding source. So this is what they have approved as instructions and guidance to councils. But sometimes when we talk about targeted disparity, we are talking about anybody who is from the unserved, underserved descriptors. Everything we have already talked about. When we talk about targeted disparity regarding a council state plan it does need

to meet certain criteria. And so, of course, we're talking about a subgroup of people within the broader intellectual and developmental disability population. And then you guys are asked to identify a disparity, which you have identified many disparities. But you are asked to identify a disparity for a subgroup of people in your state and work towards decreasing that disparity. And the funding source is going to look at your whatever you label as your targeted disparity objective. And you are required to have at least one. But if you have more than one, they are looking for the same criteria on all of them. So as you're planning and you are continuing to plan, just remember through the lenses of when a reviewer looks at your plan to approve it, they are going to be looking that you can, your item on the disparity is clear, that it's really a statement. It's not really as simple as an objective. They are looking for a targeted disparity statement. And also, and I know it's not your job. At your council, the next phase is all of these activities. For the targeted disparity item you have to enhance your evaluation on that activity because you are absolutely tracking the impact of the activity, how much you reduced a disparity. A much higher-level evaluation. Bear in mind when you get down to price tagging your plan you will want to put some resources, additional resources on your targeted disparity item or items so that you can absolutely meet the test that the federal funding source is looking for. So we recommend even if you guys have kind of looked through that other document you will see that California, for example, infused outreach to diverse populations in every single goal. But they selected one item to really affect change for under targeted disparity. And that way it didn't lock them down because the state, frankly, is huge. So you do want to think about can you really do more targeted disparity items. You can still accomplish all of the expectations around outreach, prioritizing diverse populations, people who use assistive technology. You can prioritize populations

of people and then really have a very tight targeted disparity element that meets the requirements that your funding source is looking for. I hope that makes a little more sense. Nobody is trying to restrict how much you do on diverse populations. But thinking about it in terms of operations, you want to make sure you can afford to do that higher-level evaluation of targeted disparity element if you are tagging them as such.

RANDALL BROWN: Thank you for that clarification, Sheryl. We're still waiting on Courtney to finish the language she is putting into our objective. Do we have any discussion on what Sheryl just told us? Okay, so this is our newly worded objective. Give everybody a moment to read it and then I will ask for feedback.

COURTNEY RYLAND: The bullet points are the objectives; the check marks are activities.

RANDALL BROWN: Thank you for that clarification, Courtney. So how are we feeling about this one?

HYACINTH MCKEE: It looks like we're starting off with individuals with developmental disabilities and family members of individuals with developmental disabilities will have supports to be effective leaders in systems change through participation on a variety of boards and commissions, self-advocacy network and be provided opportunities that are designed, no that is activity. Change participation on a variety of boards and commissions and self-advocacy network. Individuals with developmental disabilities and family members of individuals with developmental disabilities will have support to be effective leaders in system change through participation on a variety of boards, commissions and self-advocacy networks. Thank you for that comment too. Requirement to support self-advocates should be training to lead self-advocates.

SHERYL MATNEY: Three distinct things you must do. They could be viewed as activities. If you wanted an objective that really strung it all together, like the first bullet will be supported in the network or Louisiana self-advocacy network will be supported. You

could just do commas. Provide leadership training opportunities and participation on boards and commissions. Most councils go really, really simple with this one because you are required to do all three activities every single year of the state plan so the objective it is what it is. The law requires it.

HYACINTH MCKEE: Where it says will have support to be effective leaders in system change participation on a variety of boards and commission is that where we want to include self-advocacy training? Is that what you are saying Sheryl, am I hearing that correctly?

SHERYL MATNEY: Yeah. I even think you could go to the very first bullet and just after in systems change advocacy comma. Cause you are talking about the network will be supported in self advocacy training, and in systems change advocacy, and participation in boards and commissions. That is what they are looking for is all three wrapped in one.

RANDALL BROWN: Are we all comfortable with the language in this objective?

HYACINTH MCKEE: I think Courtney is still trying to add some stuff on that second bullet.

RANDALL BROWN: I just want people to be mindful. To keep looking at it.

HYACINTH MCKEE: Courtney, where is the one we were reading? Did it go away?

COURTNEY RYLAND: Requested to consolidate all that.

HYACINTH MCKEE: Okay. Got it.

RANDALL BROWN: Is everybody good with the wording of this objective in green?

COURTNEY RYLAND: Do you want it to just state Louisiana self-advocacy network? Do you want to include others?

RANDALL BROWN: Could be broad like our self-advocacy network can stay and then say as well as partner groups. Is everybody okay with that objective? The wording you see in green is our current objective.

HYACINTH MCKEE: Great.

RANDALL BROWN: Is everybody good with it? I am

going to assume so. Okay.

LILLIAN DEJEAN: I am not sure if this is an objective or activity. I think it's really important to keep in mind when we are talking about training individuals with disabilities and family members of individuals with disabilities that we have, the people who are giving the presentations we have a broad variety of types of people. So we have, let's say, trainings put on by professionals, some by parents, and some by self-advocates. For instance, in our partners and policy making program over the past three years a total of fifty presenters. But only four of those fifty were self-advocates. So having training presented by a diverse group of people is going to be super important for advocates to understand the system as a whole. Just think that's something to keep in mind.

RANDALL BROWN: Thank you. Definitely something we can work into our objectives for sure with this goal. So how does everyone feel about the objective? So we're all good with this objective? Ready to move to the next?

COURTNEY RYLAND: You just have community supports left.

RANDALL BROWN: So we do have some existing language we can start with like the other two?

COURTNEY RYLAND: We used that for the goal.

RANDALL BROWN: So our objective has to be new here then. Do you have some ideas Courtney or Sheryl?

COURTNEY RYLAND: What you guys previously decided was to address direct support professionals and first responders. So I don't know how to come up with a statement that encompasses both of those entities.

RANDALL BROWN: I see your dilemma there.

HYACINTH MCKEE: This is why I don't know how we are going to, this is going to be tough to make it first responders and direct support professionals.

TEMISHA SONNIER: Could we come up with an objective and then direct support professionals. And I guess y'all said first responders as an activity. And



then that way we can get a more inclusive objective as a whole. Something to the effect of individuals with disabilities will have access to.

HYACINTH MCKEE: Community supports that include and then say what it is.

TEMISHA SONNIER: We can build from there.

RANDALL BROWN: I think Sheryl just put in the chat box.

HYACINTH MCKEE: Yeah, let's see what that one is. Maybe Sheryl can say it. Can we allow her to speak it while Courtney can type it.

SHERYL MATNEY: I was on a Virginia council call and one of the ladies just put stuff in the chat box. It's just a thought to start. Individuals with DD and their families, I needed to include that, will have increased access to qualified trained professionals, including direct support professionals and first responders. Well, this is terribly worded, so they are supported in their communities. If the goal is to have increased access to qualified, informed people. I was just trying to throw some stuff for a start.

HYACINTH MCKEE: Helps us a lot. Courtney, did you capture that?

RANDALL BROWN: She did.

HYACINTH MCKEE: Served by and access. Both. Qualified professionals, I guess.

RANDALL BROWN: Bye Mary. Thank you for today.

HYACINTH MCKEE: I have to jump off in five minutes too.

RANDALL BROWN: We are 11 minutes over in time. Bearing that in mind, hopefully we can get this one done fairly quickly.

TEMISHA SONNIER: Professionals for DSPs for the public so they will know. There you go. Thank you.

RANDALL BROWN: How do we feel about the wording?

TEMISHA SONNIER: Can we add as an activity improved resource database of community supports available across various systems. We had that in our last discussion, and I think that's important. To have an improved resource database of community support.

Across various service deliveries.

RANDALL BROWN: So are we all good with the goal of community supports? Not the goal, the objective, sorry.

COURTNEY RYLAND: Just want to make sure the yellow highlighted language is what you guys want to include or if I need to make any changes to that?

HYACINTH MCKEE: I think you could take out appropriate. I don't know if appropriate needs to be in there. I guess promote inclusive community living.

STEVEN NGUYEN: Maybe to promote and value inclusive community living.

RANDALL BROWN: Are we all good with this language.

STEVEN NGUYEN: Yes.

RANDALL BROWN: Anymore additions? We're good with the language for this objective, community living and supports. Sorry, the goal. Anymore additions? Does anybody not agree? Going to assume the silence is agreement. Courtney, this is all we need to do today, correct?

COURTNEY RYLAND: I believe this is all we have time to do today.

RANDALL BROWN: Correct. That's what I was getting at. Is there anything else you need from us today?

COURTNEY RYLAND: There may be other things that need to be addressed later. I am going to get with Ms. Matney to see what gaps need to be filled or what holes need to be filled. If she has seen any in the documentations from today. I think this accomplished a lot today.

RANDALL BROWN: Okay. Thank you all. If you don't need anything else from us today, then I am going to entertain a motion to adjourn.

COURTNEY RYLAND: Before you do that.

RANDALL BROWN: That is what I am asking you, what do you need?

COURTNEY RYLAND: During the full October council meeting this needs to be presented and voted on by the full council. You will need a motion for this to be presented to the full council.

RANDALL BROWN: Okay. Who wants to make that motion?

STEVEN NGUYEN: I will make that motion.

RANDALL BROWN: Do I have a second to the motion for this to be voted on at the full council?

CHRISTOPER RODRIQUEZ: I second.

RANDALL BROWN: So we have a motion from Steven and a second from Chris for this to be voted on by the full council. Do I have any abstentions? Do I have any objections? Hearing no objection, the motion carries. Thank you.

COURTNEY RYLAND: It looks like Corhanda's hand is raised if you are ready for public comment.

>> >>: I am. If she wants to address, she can at this point.

CORHANDA CORLEY: Great afternoon Mr. Chairman and committee. To be honest with y'all I done forgot what I was actually going to say. The hand was up so long ago.

RANDALL BROWN: I apologize.

CORHANDA CORLEY: No problem at all. As long as we were getting the business done. I didn't mind waiting at all. I am so happy that we actually have a meeting where we actually got business accomplished. And I thank y'all so much for actually representing the actual rural communities and the minority populations that are often forgotten about. I would greatly appreciate if we could have actually written something into address like legality. Such as like I know kind have been in the arena Chris could have actually helped with writing a target for. So our people with disabilities can receive proper and adequate services when it comes to pursuing litigation. Because they are not getting proper and adequate representation when they try to get litigation for things that are actually happening to them. Such as living in poorly accustomed house that is not handicap accessible. If they need to sue that landlord who do they contact. You know. It's only certain cases the disability advocacy actually tackle. And nice if our DD Council could have

addressed that in our target. I don't know what category that would have fallen under if that would have been advocacy or something.

RANDALL BROWN: I want to remind you, we actually do still have a meeting that will determine, help me Courtney, the word escaped me. The objectives today and the plans will be written as far as what we carry out for the 2022 meeting. That will be something we can certainly still look at. Not over with today.

CORHANDA CORLEY: Okay. Thank you so much Mr. Chairman. And I just want to say that. And also, if we can, during the next meeting if we can address early steps not providing some of these rural and minority populations with services as well as a target that would be nice.

RANDALL BROWN: On the record. Thank you. Any other comments? Hearing no other comments, do I have a motion to adjourn?

STEVEN NGUYEN: I make a motion to adjourn.

RANDALL BROWN: Ms. Sonnier, would you second?

TEMISHA SONNIER: I second Steven's motion.

RANDALL BROWN: Thank you. I assume there is no objections. Ladies and gentlemen, thank you all for your work. Thank you to the public for your attendance today and everyone have a great day.