

Louisiana Developmental Disabilities Council
Planning Committee

April 9th, 2021

BRENTON ANDRUS: Video should be activated now.

RANDALL BROWN: There we are. Thank you, Brenton.
So, do we have a quorum present?

COURTNEY RYLAND: If we can get members to activate
their video.

RANDALL BROWN: Everyone if you haven't done so
already, committee members, please activate your video.

JILL HANO: Can y'all see me?

RANDALL BROWN: Yes. Good morning, Jill.
Courtney, do we have a quorum.

COURTNEY RYLAND: Ms. Cosse, if you can hear us,
please start your video. And yes, we do have quorum.

RANDALL BROWN: Good morning, everyone. And
welcome to the third and final meeting of our federal
fiscal year 2022 planning committee. I want to thank
everyone for being here today. And thank you for your
interest and involvement in the process up to this
point. And let's begin. And thank you to the members
for your presence today. Let's dive into the work.
Courtney, could you please put the mission statement up
on the screen please. The council's mission statement
reads 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 here on the screen before you you see your
protocols for today's meeting and indeed every meeting
that the council is doing via Zoom during this pandemic
crisis. So, these are the rules for today's meeting.
I'll leave those there for review. If someone needs me
to read them, I will. If not, we will let those stand
for a moment. Everyone knows what the rules of
engagement for today are. Okay. Does anyone need me
to read those? Okay. I think we're good. Okay. And
so, Courtney, we're scheduled now to resume where we

left off, are we not?

COURTNEY RYLAND: Yes, sir.

RANDALL BROWN: Would you like to start us in that conversation?

COURTNEY RYLAND: I hope everyone received the budget sheet where we left off after day two. And I also sent out. (inaudible) I'm sorry. Say that again.

JILL HANO: Okay. I'm sorry. I interrupted you.

COURTNEY RYLAND: Oh, okay. I'm sorry. I thought you were asking a question. That's all right. So, we sent out the budget sheet after day two and I also sent out the action plan and draft of the activities that have been discussed. So we left off talking about noncontractual activities that were continuing from the 2021 action plan for education and going into employment. So, I can pull up and share the screen for the 2022 action plan draft. And if you guys can pull up the 2021 action plan. And starting with goal number three that's the first of the education goals. And we'll start with those activities to see which of the education and then employment activities you guys would like to continue that are noncontractual. Which means no money associated with those activities. Is that how you would like to proceed, Mr. Chair?

RANDALL BROWN: That is how we would like to proceed at this point. We will have time to review the overall plans as we have done so over a period of day. We will have time before this concludes to review every facet of the plan so everyone is aware of it and consents to it. To resume the work, we have to do and get done in time today this is where we're starting. This is where we left off at our last meeting. Remind us again what the red means Courtney.

COURTNEY RYLAND: The red is new, or the red is what we're adding to the 2022 action plan.

RANDALL BROWN: Correct. I just wanted to get that on record for everyone.

COURTNEY RYLAND: Correct. So basically, everything that this committee does will be in red.

RANDALL BROWN: Correct.

COURTNEY RYLAND: Since this is the first action plan of this five-year plan.

RANDALL BROWN: Yes.

JILL HANO: Is the last thing we ended activity 3.2.2. Yes.

COURTNEY RYLAND: Okay. So, these were all contractual activities. So what we had left off with was discussing the activities from 2021 that do not have any money to it. No funds assigned to it. So, if you have your 2021 action plan starting with goal number three and looking at those activities that do not have any funds associated with it, we need to discuss if you want to continue that for 2022.

RANDALL BROWN: So, is there any discussion from our members? And again, to reiterate what was already been shared so everyone's clear, the noncontractual side has no money attached. These are things we do that we decide to have the staff do as part of the plan. But they don't have financial attachments to them as far as the plan goes.

LIZ GARY: Randall, it's Liz. Can I ask a question?

RANDALL BROWN: Yes, Liz. You may.

LIZ GARY: So basically, when you're dealing with noncontractual you just said it's staff. So, staff is basically meeting with the heads of the agencies to discuss what's going on. Is that kind of what happens with noncontractual?

RANDALL BROWN: Well, Courtney can shed more light on it. But essentially, yes. Certainly, members of agencies and groups the staff would largely work with the noncontractual side.

LIZ GARY: Okay. And so, I'm just curious, I've been activity involved for a long time. So, staff then works with the heads of agencies and then how does it feed down to local districts and things like that. At that point or does staff communicate with families. Or how do they make sure that it goes all the way down to the local level, I guess is the question?

RANDALL BROWN: Good question. Courtney, would you

like to answer it.

COURTNEY RYLAND: Yes, please. Thank you. So, once we obtain information, we definitely disseminate that to the council because that's who we ultimately report to. But if it's vital enough or urgent enough we also send out information alerts or DDC newsletters. But basically, all of the noncontractual activities are conducted in house so that council funds are not utilized, you know, to do these certain activities. So, if it's just to advocate for then it's basically either the council chair or council staff being in contact with certain entities to advocate for XYZ. Does that make sense?

LIZ GARY: Absolutely. That's it. Thank you.

RANDALL BROWN: So, with that information in mind, what are our thoughts on this first objective for education and employment?

COURTNEY RYLAND: Would you like for me to read aloud the activity?

RANDALL BROWN: If you would, please. I think that would help the public as well.

COURTNEY RYLAND: Sure. So, the first noncontractual activity from the 2021 plan under goal number three is activity 3.1.1 which reads advocate for increased focused and capacity within Louisiana Department of Education to address special education including specific areas or issues. Example, disabilities, topical, et cetera.

RANDALL BROWN: So, is that an activity we all agree should continue?

LIZ GARY: Absolutely.

RASHAD BROWN: Yes.

JILL HANO: Yes.

RANDALL BROWN: Thank you, sir. Thank you, Jill.

LIZ GARY: Randall, I'm sorry. Can I ask one more question. I'm getting a little confused because that was activity 3.1.1 last year. But this year I guess I'm confused as to why the post-secondary education got moved up to a different more recent number. I don't know. I'm getting confused with numbers and maybe I'm

just too number based.

COURTNEY RYLAND: That's okay. That's because we discussed the contractual activities first. It's just that's the way we discussed it, the order.

LIZ GARY: I guess the numbers, it falls under this topic cause it's under education under 3.1.

RANDALL BROWN: Yes. Everything we're discussing has equal importance, but we have to number it to keep up with it.

LIZ GARY: Okay. It was different so that was confusing.

RANDALL BROWN: Understood. Everyone's in agreement we should keep this activity? So, it remains.

COURTNEY RYLAND: Can everyone still see the screen of me adding the activity?

RANDALL BROWN: I can. I believe we can.

COURTNEY RYLAND: Good deal. Thank you. The next noncontractual activity from 2021 is 3.1.2 advocate for support structure in school systems that assures adequate understanding and skill to develop and implement IEPs and increased infrastructure of training and technical assistance provided to parents and schools simultaneously.

RANDALL BROWN: Is everyone in agreement this activity remains?

LIZ GARY: Another one, absolutely.

RANDALL BROWN: Yes.

LIZ GARY: And, of course, I have another question. I'm sorry.

RANDALL BROWN: That's all right. That's what we're here for.

LIZ GARY: And because this is the first time I'm on the planning committee I wasn't sure. So once these are determined these are activities do y'all discuss at a later date how to make sure or recommendations or suggestions of how to best implement that or how to target that, that kind of thing. Does it go deeper?

RANDALL BROWN: I would say those are constant

discussions of how to improve and how do get these activities done in efficient and best practices way. That's something that's always ongoing between myself and the staff. The chair and the staff.

COURTNEY RYLAND: If I may make a remark?

RANDALL BROWN: Yes. You certainly may, Courtney.

COURTNEY RYLAND: If there's something in particular that you have in mind adding that to the activity helps the staff so that the staffs not trying to figure out what the council or the committee actually wants. So, if there's something specific that you want addressed or a specific implementation strategy used now is the time to address that. Now is the time to get specific.

LIZ GARY: And I respect that, and I love that. The problem is is that in life things change on a daily basis, weekly basis. So sometimes things are ongoing for a long time and sometimes they're actually able to be done pretty quickly. But my thought is is that with the ever-changing issues and ever-changing things is to have that option for parents to be able to be recommending or professionals issues that are happening throughout the year that may be systemic that can be changed based on a broader topic. So, I kind of like the broader topic and not narrowing it down just cause it gives the opportunity to be able to address issues as they arise. We would love to be proactive in everything, but sometimes you have to be reactive. So that's why it's better to me to be broader.

RANDALL BROWN: You're touching on exactly why we try to be as broad and inclusive as possible in all of our activities and language we do in everything. Because things do change, and we want to be fluid and able to adjust with those changes as needed. But to Courtney's point, I mean when we have a concern, we know is vital then it's good to let the staff know because it helps them to be able to do the work.

LIZ GARY: Absolutely. One of the things, the key right there is the training and technical assistance provided to parents and schools simultaneously. That

is, has been and will always be an issue trying to make sure parents and teachers can be working together as a team. So that's always and probably will forever be a problem as long as there's people with disabilities until we figure out another way to fix it.

RANDALL BROWN: Good point. Thank you.

COURTNEY RYLAND: Are we ready to move to the next?

RANDALL BROWN: We are ready to move to the next.

COURTNEY RYLAND: Okay. So, the next noncontractual activity from the 2021 plan is activity 3.3.1 which is just advocate for educational systems change based on emergent education issues. So to me this is kind of a catchall. This allows, you know, this is so general that almost anything can be applied to this.

RANDALL BROWN: And that's on purpose. Again, we can adjust, and we can work with whatever emerging issues come out and have the ability to do that as needed.

COURTNEY RYLAND: Jill, do you have your hand raised?

JILL HANO: What do we mean by emergent issues?

RANDALL BROWN: That means things that develop. Things that come up that we're made aware of that we have to work on. New things. Things we might not have known before. Things that develop that we have to work on with regard to education and employment. So, we agree this stays as well?

LIZ GARY: Yes.

RASHAD BROWN: Yes.

RANDALL BROWN: Thank you.

BRENDA COSSE: Yes.

RANDALL BROWN: Thank you, Ms. Cosse.

COURTNEY RYLAND: Okay. The next activity on the 2021 plan says to provide information and promote inclusion and acceptance of effective models of school climate and culture.

JILL HANO: I think that's newish. So, I would like, I think we just added that in 21. So, I could be wrong, but I definitely think we should keep it.

RANDALL BROWN: I think your assessment is correct, Jill. I believe that is one we added at the last planning committee.

JILL HANO: Weren't you on that committee?

RANDALL BROWN: Yes. Yes, with you. And I believe you're absolutely correct. I believe this is one we added last year. So, I concur with you. I think it would be good to leave it in place.

JILL HANO: Cause I think that's very final.

LIZ GARY: Absolutely. I agree.

BRENTON ANDRUS: Randall, Brenda has her hand raised.

RANDALL BROWN: Yes, Brenda. You have the floor.

BRENDA COSSE: Good morning. I apologize.

RANDALL BROWN: Good morning.

BRENDA COSSE: But I do concur that we should keep this--

BRENTON ANDRUS: Brenda, I'm sorry. I had to mute you. I guess you're on, I don't know if you're on a phone and a tablet, but if the mike is off on both you're going-- if it's on both it will give you feedback. I don't know if you can mute one and talk into the other, please. You should be able to unmute yourself, Brenda.

BRENDA COSSE: Can you hear me now?

RANDALL BROWN: Yes. We can. Perfectly. Thank you.

BRENDA COSSE: Okay. Thank you. As a parent I think this is very important and included in light of the return to school during the covid 19 pandemic. It was very important for our students with developmental disabilities to still be able to engage, engage when being transported to school, on school buses to still be able to engage during social distancing while they're involved in general activities such as morning meetings, or eating in the cafeteria, general assemblies that they may have done and just to be able to engage in general so it's very important.

COURTNEY RYLAND: I'm so sorry. I had to mute. The reverb was getting too pitching. I'm so sorry.

RANDALL BROWN: Brenda, thank you for those comments. And we appreciate them. And I think the committee wholeheartedly agrees with you and will keep this language here so we can continue to do the work that's essential for our population in schools. Especially during this time of the pandemic and the return to whatever form of normalcy we can get. I think this is vital work and we certainly agree with you. Thank you for your input.

COURTNEY RYLAND: Okay. Are we ready to go forward?

RANDALL BROWN: Yes. We are.

COURTNEY RYLAND: So, the 2021 action plan actually had two goals that addressed education. So, I'm just going to automatically go right into the next one. So, for the next noncontractual activity from 2021 states advocate for type two and type five charter schools to be required to meet 85 percent rule of enrolling students with disabilities at rates similar to those found in traditional public schools and advocate for and monitor equitable funding based on the minimum foundation program, MFP.

RANDALL BROWN: Thank you. And this is one I think I would recommend this is vital that we maintain as an activity. Because obviously of the importance of charter schools remain part of our system. And so, these, this activity is vital to ensure that we advocate that they are doing their part to include students and families with disabilities in every way they are legally required to and public schools as well. And so, I think this is an important activity to remain in our scope of work. Does anyone disagree?

LIZ GARY: Nope.

RANDALL BROWN: Okay.

BRENTON ANDRUS: Randall, you have a hand raised.

RANDALL BROWN: I'm sorry. Who was the hand?

BRENTON ANDRUS: Charlie Michel.

RANDALL BROWN: Yes, Charlie. You have the floor, sir.

CHARLIE MICHEL: I would agree completely, but I

would wonder if y'all would consider adding a couple words to it because the ratio of the percentage of students with disabilities I think should match the community in which that charter school is located. Because it leaves it a little bit open for interpretation if the school is in a predominantly in an area that has a high population of children with special needs the location, the community verses the whole maybe school district. So, if we can do it in the geographic area in which the school is located, I think that gives a little more clear guidance because my experience is they won't meet either one, but I think we need to make it reflective of the community.

RANDALL BROWN: Thank you for that, Charlie. Thank you for that recommendation. As you can see, we're adding the language in.

JILL HANO: Again, like can you explain to me like in detail what the 85 percent rule is? Like examples because that's always been a little fuzzy to me.

RANDALL BROWN: Sure. We can attempt to do that. That is a rule that to my knowledge is a federal mandate schools have to follow in terms of, and staff jump in and help me clarify here, in terms of how they're funded. And there's funding attached to each student that a school has and that's whether it's public or private that's the case. And so, 85 percent is a rule the federal government has created that has to do with how that funding is allocated to the schools per student. And so again, if the staff has better language to help clarify I'm all open to it. But that's essentially what it means is that we are following, we're asking charter schools to follow the same rules that public schools follow in relation to students with disabilities and their families is essentially what this means.

JILL HANO: Okay.

COURTNEY RYLAND: So, before we move on, I just want to make sure with the committee that it's acceptable to add the language that Dr. Michel recommended of being within the same community.

RASHAD BROWN: I agree.

RANDALL BROWN: Does anyone disagree, let me just say it this way, does anyone disagree with the way the activity is now worded with the language change as suggested by Charlie? Is there any disagreement with the new language for activity 3.1.5?

BRENDA COSSE: Excuse me, Chairman Brown. But could we read it please.

RANDALL BROWN: Yes. The new language reads as follows. Advocate for type two and type five charter schools to be required to meet 85 percent rule of enrolling students with disabilities at rates similar to those found in traditional public schools with the same community and advocate for and monitor equitable funding based on minimum foundation program. So that is the new language as the activity is now written. Does anyone disagree with that language? Or this activity as it's now worded. Is there any disagreement? Hearing none, I think we can move along.

COURTNEY RYLAND: Okay. The next activity from the 2021 action plan is 4.3.1 which reads advocate for increased meaningful opportunities for stakeholder input, improved practices to facilitate stakeholder input and consideration of stakeholder recommendations.

RANDALL BROWN: I think this is one that's set to remain as part of our activities.

LIZ GARY: I agree a hundred percent.

RANDALL BROWN: So, let me ask this the simple way. Does any member disagree with the language of this activity and the inclusion of it, the continued inclusion of it in our plan? Hearing no disagreement, it will remain.

COURTNEY RYLAND: May I make a recommendation?

RANDALL BROWN: You may. Everyone certainly can make recommendations.

COURTNEY RYLAND: What if we added this to activity 3.1.3?

RANDALL BROWN: The exact language, just take it and merge it?

COURTNEY RYLAND: Correct.

RANDALL BROWN: I have no objection. I think it might make it simpler for the staff to have the one activity that's conjoined together.

JILL HANO: Okay.

LIZ GARY: So, I'm sorry. May I ask a question?

RANDALL BROWN: Yes. You may.

LIZ GARY: So, this one, I'm just realizing, so this particular objective is only for education. It's not for anything related to the action plan. See I got off a little bit cause I'm thinking cause it says advocate. Wait, I'm sorry. Personally, I think that particular initiative or activity actually would be good across the board for any issues related to DD services of any kind. So, I don't know if we should possibly consider moving that to a general thing because stakeholder input of everything for anything related to this should be.

RANDALL BROWN: I think, number one, you're right. I think we always want stakeholder input. I think it's fine to leave it in education to make sure it is done in the education arena, but I think it's a good idea to add it to every activity as well. I will leave that up to staff advice as to whether we should do a broad new activity to cover that or if we just add that language in to each of our realms of activity.

LIZ GARY: I actually think I like the way you put it, Randall. Each activity. Because there are your groups of people who will read specific objectives and goals based on where they are in their stages of life. If somebody's in education they're not going to read about something else if they're focused on that. So, it should probably be under every specific area so families and people know they have an opportunity to voice their opinions and concerns.

RANDALL BROWN: Yes. And that's something we'll make clear in every facet of our work that stakeholder input, I believe, to be vital to our process. And I believe our staff does as well.

COURTNEY RYLAND: I'm actually looking at the other goals and objectives to see which ones would be the

most appropriate to add an activity to. If that's what the committee would like to do.

RANDALL BROWN: I think that seems to be the consensus. Someone correct me if they object or have a different take.

LIZ GARY: So, Courtney at this point we have, so the goals are self-advocacy and advocacy leadership, community living and supports. And then we roll into education and employment. Is that correct?

COURTNEY RYLAND: Correct.

LIZ GARY: Yeah. And I think stakeholder input needs to be included in every one of the goals because I think every one of those particular topics or goals people need to know that their input is valued and needed.

COURTNEY RYLAND: Absolutely. So, I was thinking adding it to underneath objective 1.1 and then underneath 2.2.

JILL HANO: About the stakeholders?

COURTNEY RYLAND: Correct.

JILL HANO: We definitely need that in every goal.

RANDALL BROWN: I concur with your recommendation Courtney. I think those are the best places to add that language in to encompass what the committee is seeking to do.

COURTNEY RYLAND: Give me just a few moments to add that to those other areas.

LIZ GARY: Thank you, Courtney.

COURTNEY RYLAND: Yeah. No problem. Well, I will have to reformat that at a later time. I don't want to waste the committee's time. There it goes. Never mind. So that was all for the two goals on the 2021 plan that address education. So now the last goal, goal five is regarding employment. And the first of the noncontractual activities on the 2021 plan for the employment goals is activity 5.1.1 which states to advocate for employment support professionals to complete high quality professional development for the improvement of service provisions and employment outcomes. So, I believe the intent of that activity

was to get LRS on board with making sure that their employment support professionals are highly qualified and become certified in the latest, greatest service delivery systems. So, I know that they have stated so in multiple meetings, and I believe they have even put it in a letter format maybe when I first started with the council in 2018. So, I don't know if we need to continue this, but if you guys want to continue addressing this every year, then that's something that we can add.

RANDALL BROWN: I agree with you that they have made strides, but to make sure we're advocating for it.

COURTNEY RYLAND: I'm so sorry, but the sound was cutting in and out. Can you say that again, please?

RANDALL BROWN: Oh, I'm sorry. I think while I agree they have made strides in the last few years in this area, I would recommend keep it.

COURTNEY RYLAND: Keep it. Okay.

RANDALL BROWN: So, we ensure that it remains forefront of our goals. (inaudible)

BRENTON ANDRUS: Ms. Brenda has her hand raised.

RANDALL BROWN: Yes, Brenda. You have the floor.

BRENDA COSSE: Yes. I think I hear you, chairman, saying this needs to remain in the forefront.

RANDALL BROWN: I'm sorry. I had a technical issue there. Can y'all hear me and see me?

COURTNEY RYLAND: I can hear you and see you. But I think something may have happened to Ms. Cosse, correct?

RANDALL BROWN: Okay. That was my question. I believe she may have lost her connection.

COURTNEY RYLAND: I'm not sure.

RANDALL BROWN: Okay.

COURTNEY RYLAND: So, the next activity is 5.2.1. Which states to advocate for employment providers to have access to financial incentives to support unserved and underserved populations including people with the most substantial employment support needs in competitive, integrated, individualized employment.

LIZ GARY: I'm sorry, Courtney. That was 5.2.1 you

just read?

COURTNEY RYLAND: Yes, ma'am.

LIZ GARY: Okay. Thank you.

JILL HANO: I'm confused cause on my 2021 plan it's 5.3. No. It's not.

LIZ GARY: I'm good with this one too.

RANDALL BROWN: Okay.

JILL HANO: Definitely.

RANDALL BROWN: Do you have any objection or suggestions for this activity? I think we agree it should remain. Is everybody okay with the language as it's written?

LIZ GARY: I think the language is fine, Randall.

RANDALL BROWN: Thank you, Liz. Hearing no objection, I think we can move forward.

COURTNEY RYLAND: Okay. The next activity is 5.3.1. Which states to share the benefits planning services to a variety of agencies and stakeholders. So, benefits planning services are actually implemented through our sister agencies. Both LSU Human Development Center and Disability Rights Louisiana hold grants that offer that service, those services statewide.

RANDALL BROWN: So, is this an activity that you feel we need to keep, or we can remove?

COURTNEY RYLAND: Being that it's already being addressed by our sister agencies-- oh, actually I will have Ms. Liz Gary, she's got both her hands raised.

RANDALL BROWN: Yes, Liz. You have the floor.

LIZ GARY: So, they provide the services to families, but so many families have no idea it's out there.

RANDALL BROWN: Okay.

LIZ GARY: So, I find this activity sharing the benefits is basically getting the word out that it's out there and how to tap into it. So, I would hate to remove that because I'm telling you I've been doing this for 18 years and I only hear about it occasionally and people have no clue how they can still get their benefits and have a job.

RANDALL BROWN: That's good to know. Thank you for that input. If it's vital for us to do, then we'll certainly do it.

LIZ GARY: Yeah. I think this is more of just making sure the word is out there. That these two agencies have that. I would hate to get rid of that cause that's just another opportunity to try to work together with the three agencies.

RANDALL BROWN: Sure. Point taken. So, is everybody okay with this remaining?

COURTNEY RYLAND: This is also something that's addressed with Louisiana Rehab Services and the LRC. Any consumer who goes through LRS they are given information about LAWHIPA, which is what the program's called Disability Rights and Human Development Center provide. It's not just going to be the DD Council providing the information. LRS and LRC also do as well.

RANDALL BROWN: Thank you for that clarification Courtney. But, of course, if we can remain a vital part of that getting that word out, I think it's important that we do so.

COURTNEY RYLAND: Hold on just a second. Sorry. Okay. The next activity is 5.3.2 and it states share Developmental Disabilities Council employment videos featuring individuals with developmental disabilities on their jobs. Are we already addressing videos in a different?

RANDALL BROWN: I think we are.

LIZ GARY: So, in activity 1.1.5 is where they're producing and disseminating videos, but it's on a variety of topics. So, the question would be is if we're doing this does that mean we'd only be sharing the obtaining employment? Which if we're producing videos and paying somebody to do it, we should be sharing all of them. So, I'm not sure.

COURTNEY RYLAND: Right. So, my recommendation would be that activity needs to be addressed through 1.1.5.

LIZ GARY: That would make more sense because we

want to share all the videos, not just employment.

RANDALL BROWN: Yes. And we are doing so. We are sharing all the videos that are produced. I think it's pertinent to put the language in the existing activity for 1.1.5.

COURTNEY RYLAND: Yeah. And if you guys can see we still have question marks next to that activity and the voting activity. I think there was some language that you guys were still wanting to iron out.

RANDALL BROWN: Yes. We're going to address it. Add that language for now and we'll come back to this.

COURTNEY RYLAND: Okay.

RANDALL BROWN: I'm just trying to get us through noncontractual.

JILL HANO: I'm sorry. I think also were those contractual activities that we needed to determine a price for and that's why we had.

RANDALL BROWN: We haven't finished discussion on it.

JILL HANO: Okay.

RANDALL BROWN: And so, we'll get back to those. Let's just move along with our activities first.

COURTNEY RYLAND: So actually, the last activity on the plan is 5.4.1. Which simply states to advocate for systems change based on emergent employment issues. So again, that's like a catchall.

BRENTON ANDRUS: Sorry. Brenda has her hand raised.

RANDALL BROWN: Yes, Brenda. You have the floor. Welcome back and you have the floor.

BRENDA COSSE: Yes. I just wanted to comment in regards to videos of our stakeholders in their employment environments is like a social story from some of our stakeholders. It will show a good example for us. We do have some videos on YouTube, but they're pretty older videos. Having more current videos would also be good showing them in their diverse employment backgrounds. Thank you.

RANDALL BROWN: Thank you for that input. And so, Courtney, you were speaking on the last activity.

COURTNEY RYLAND: Correct. You guys should see it on the screen. I added it unless there's any objection to adding it?

RANDALL BROWN: That's to advocate for systems change. Systems change based on emergent employment issues. Is everyone in agreement with that language and that activity should remain part of our plan? Is there any objection to it? Let me ask it that way.

LIZ GARY: No objection.

COURTNEY RYLAND: Okay.

BRENTON ANDRUS: Randall, you have a comment from Ms. Corhonda Corley. Says please be mindful of the delay for those attending via YouTube when asking for public comment.

RANDALL BROWN: Thank you Ms. Corhonda. I will endeavor to be better at remembering the delay. Now, so Courtney, that concludes our activities review, correct?

COURTNEY RYLAND: Correct. So those we've discussed all of the 2021 continuing activities. However, there were still some conversations that needed to be had about specific language for some of these and also allocating costs.

RANDALL BROWN: Yes. So now here's where we get to completing the activity for these. And so, the first one we're looking at it would be to produce and disseminate videos and other visual materials, correct?

COURTNEY RYLAND: Correct.

RANDALL BROWN: And that is something we're already doing with the contract just so we're clear. And we wanted to add, make sure we added education, which we just did, in their scope. And so, the cost association, do we have a number on that for what we are currently spending on the current contract Courtney?

COURTNEY RYLAND: I believe the current contract is for 51,000.

RANDALL BROWN: Okay. Is that something we feel, I mean the scope of work is pretty large. I know they have not completed this contract we're currently under

yet. And we want to add to their scope with education and maybe some other things that may come up along the way. So would keeping that at 51,000 be something that we should do or could it be lower. I don't know where they are in terms of what they've already produced on the current contract. And the question would be do we want to make sure we have enough, so we give enough so they have enough funds to add to their scope of work and get those videos done properly.

COURTNEY RYLAND: I believe Ms. Cosse has her hand raised.

RANDALL BROWN: Yes. Ms. Cosse, you have the floor.

BRENDA COSSE: I was wondering if the staff had a recommendation, even if it's not a dollar amount, but rather to help us to gauge whether it should be lowered or increased at this point and especially with our community depending so much now on the virtual world.

COURTNEY RYLAND: Okay. To that I would recommend not repeating the same video topics that are already being produced. So that's why I highlighted what you see in the activity. I would actually recommend that you guys reconsider the language here and come up some specific video or visual material ideas.

RANDALL BROWN: Let me ask you this, Courtney. Should we do that today or is this something the planning committee should recommend that the self-determination committee do as part of their scope of work?

COURTNEY RYLAND: This is going to be on the plan so this is something the planning committee needs--

RANDALL BROWN: Okay. That's what I wanted to know. Thank you. Okay. And so, what are some topics we would like to see addressed in the next round of videos. Cause these are the videos they are producing currently in the current contract. We don't want those repeated cause we'll already have these covered that you see listed in yellow. So, what are some topics or suggestions for future videos that they would produce?

COURTNEY RYLAND: I believe Ms. Gary and Ms. Cosse

have their hand raised.

RANDALL BROWN: Okay. Ms. Cosse you can go first and then Liz you'll have the floor. So, Brenda you have the floor.

BRENDA COSSE: I just was wondering if she could read the highlighted portion. The videos that we already producing.

COURTNEY RYLAND: Okay. So currently our activity is for self-advocacy videos, videos on obtaining employment, grade promotion and graduation pathways. And I believe they are going to do, O'Neal Communications is going to do something specifically on the April Dunn Act regarding that. They're also going to be producing something regarding accessing home and community-based services, including waivers.

JILL HANO: What about programs for like accessing housing, covid related topics. And then there was one more. It was related to education.

RANDALL BROWN: Thank you, Jill, for those suggestions. Liz, I believe you had a comment.

COURTNEY RYLAND: Ms. Gary, you're muted. I'm sorry.

LIZ GARY: Sorry. I lowered my hand and forgot to turn the microphone on. Thank you. So, I guess one of the things you'll notice there's no education in there. Well, we're already addressing promotion and graduation pathways. But I don't know, I think there should still be something on education just in general IEPs or something to that effect just to make people aware there are still a large number of people who don't even realize an IEP is used and meant for their kids to access the curriculum as others does. The other thing is I was thinking depending upon what other topics if this is to raise awareness or if this is to raise questions, I'm not sure, but also maybe like we said success story with employment with people working, what about success stories of kids who are included in school settings and other areas. Not only school settings, but also employment, housing, kind of like Jill was saying. Just getting people, showing people

that it can be done. That it's not just all doom and gloom. Those are some thoughts.

RANDALL BROWN: Okay. Thank you.

COURTNEY RYLAND: That actually sounds like a theme. Like a slogan. I like that.

LIZ GARY: What, it's not all doom and gloom?

COURTNEY RYLAND: That it can be done.

LIZ GARY: Absolutely.

BRENTON ANDRUS: Randall, I believe Brenda's hand is still raised. Jill has her hand raised. And you have a couple comments in the chat.

RANDALL BROWN: Brenda, you have the floor. And then Jill. And we'll get to public comment. So, Ms. Brenda, you have the floor.

BRENDA COSSE: Yes. I was wondering if we could address our stakeholders in faith based inclusive communities. Is that an area that we can address? And then I have a second one.

RANDALL BROWN: I see no reason we could not. Correct me if I'm wrong staff. I see no reason we could not add faith based to our activity.

COURTNEY RYLAND: I'm sorry. What am I adding?

RANDALL BROWN: Go ahead and clarify your ask, Brenda, if you would like.

BRENDA COSSE: Well, when I see the contracts being implemented, I don't see, and it may not necessarily because someone didn't submit it, but I don't see anything addressing the faith-based community. Our stakeholders are well rounded individuals. They engage or would like to engage in various aspects of their communities and their spiritual life is important too.

RANDALL BROWN: I see what you're saying.

BRENDA COSSE: Quite often as a parent I have had to work with faith-based communities over the years and they've been very receptive. And many of them are coming along, you know, faring well. But I think that if we could have some information out there to help them on a more general level for various age groups, also not just children, but the adults. Because when they are younger like I can take my son, but when they

get older, when they're older adults, you know, what do we have in the communities to assist them in this interaction and engagement on a spiritual level.

RANDALL BROWN: Thank you, Brenda, for that comment and clarification. Courtney, do you have a question for Ms. Cosse.

COURTNEY RYLAND: I think Jill does.

RANDALL BROWN: Okay. Jill, you have the floor.

JILL HANO: Okay. I think covid without realizing that this was success stories so I'm thinking since covid is situational right now I think I take back my covid wording. And then what about videos from past PIP members. I mean, wouldn't that be more recruitment or wouldn't that be--

RANDALL BROWN: We can certainly include Partners in Policymaking as part of the video. Sure.

BRENTON ANDRUS: Randall, you have a hand raised by Liz. Also, by Corhonda. And a couple of comments in the chat.

RANDALL BROWN: Okay. Let's, what are the comments in the chat cause we didn't get to that. And then we'll get to Liz and then Ms. Corhonda.

BRENTON ANDRUS: Let's see. A couple of the comments were from Corhonda. Says what is the justification regarding no ASL interpreters nor closed captioning. She also has a question, what material do we have targeting diverse communities such as visual impaired, English language learner communities and indigenous black and brown communities. And you now have three hands raised Liz, Hyacinth, Brenda and Corhonda as well.

RANDALL BROWN: Since the vice chair has just joined us, I will give the vice chair, Dr. McKee, the floor first.

HYACINTH MCKEE: Good morning everyone. Thank you so much. I apologize for my tardiness. I had an early meeting that went right over, right into our time. But I wanted to say welcome. And then I wanted to talk a little bit about what Liz mentioned. I was excited to hear her say about the graduation pathways having more

videos about that. But then also in those videos having, I'm sorry, Liz said something about successes, about highlighting successes. And I was thinking maybe we could highlight some of the successes of the students who graduated with high school diplomas too as well. That would be so awesome. And because it will also show the incoming, you know, like freshman and youth advocates that they can do it too. I find they are really having a hard time believing that they can do it as well. So, including those, the graduates.

And then also I have to kind of not side with my colleague Jill on removing the covid 19 issues. I think it's not just situational so much. I'm thinking that covid 19 and the aftermath is still very here and very present for a lot of folks. And so, I would, you know, kind of ask us to reconsider leaving that covid 19 and then we can talk a little bit more about what that looks like when those videos come out. But I think the covid 19 is going to be here for a while and the aftermath. So, thank y'all for your time.

RANDALL BROWN: Thank you. And thank you for being able to attend today madam vice chair. Okay. And so, we have that language added back in, please, for covid related issues or topics. Thank you. And I believe Bambi has joined us as well. And so, I want to give her an opportunity to speak if she would like to do so. Bambi, are you with us?

BAMBI POLOTZOLA: Hey. Can y'all hear me?

RANDALL BROWN: Yes. We can. Good morning.

BAMBI POLOTZOLA: I just made a comment that I agree with Dr. McKee, even though like I didn't hearing everything, and I didn't hear what Jill said, I know with covid 19 hopefully we're getting over it. We'll see, you know, us back to what some normalcy. But the disparities that were really highlighted and that's something that might be able to, I don't know if it's in this activity. But it's something that we need to make sure that the disparities in the way the medical community may look at people with developmental disabilities. And how they are treated and access to

services. Rationing of services and those type of things.

RANDALL BROWN: Thank you, Bambi. I think that's very important. I think that is something that could be covered under this activity very well, hopefully. Okay. Do we have any other council members or committee members, excuse me, who have not spoken who wish to speak?

BRENTON ANDRUS: Liz has her hand raised and I think Jill has something to say as well.

RANDALL BROWN: Jill, you have the floor first. Then we go to Liz.

JILL HANO: Assistive technology maybe. And I agree about putting the covid back up there. That's what my original thought was. Everything that Dr. McKee was saying. I'm sorry I keep pronouncing it wrong. So, I think definitely like the covid 19 should.

RANDALL BROWN: Absolutely. And we've noted Bambi's comment about the disparities highlighted. And I think that's important to make sure they include as we move forward with these video activities. Thank you, Jill. Liz, you had a question or comment, I believe.

LIZ GARY: Yes. Thank you. I actually raised my hand right after Jill had said to remove covid 19 because I did not agree with that. I think it should be there. I'm glad Dr. McKee and Bambi agree with that. One of the things that occurred this year with the Lynn program at HDC is two of the training cohorts, one from Tulane and one from ULL agreed with the issue of the need for awareness for medical rationing and that kind of stuff that even Bambi touched on. And it's been a huge, huge issue federally across the United States that this was occurring. That was two of the things they actually worked on and created fact sheets both the Tulane cohort and ULL cohort. And they have some great information and data and stuff they did that they've actually presented to a legislator. One in New Orleans and one in Baton Rouge. So, it's definitely

something that needs to be addressed and aware of because people are not familiar with that. The other thing is that I had recommended making like successful videos. That was, I don't know that's what that original 1.1.5 was this year. But that was just a suggestion on my part to start seeing success that helps give the positive impact. I just wanted to make that clear. I kind of changed the focus of it and that was just a suggestion. So, if everybody's good with it, great. If not, I just wanted to throw that out. I thought it was a great opportunity for that.

RANDALL BROWN: I think we concur with you on that. I think Dr. McKee concurred as well earlier the need for success stories in relation to graduation. So, I think that's a good concept to keep in this activity in the focus. Okay. And Brenton, you said we had some comments in the chat or a member of the public who would like to speak.

BRENTON ANDRUS: Yeah. The chat, we read those comments. But Corhonda has her hand raised as well.

RANDALL BROWN: Yes. I'll give Ms. Corley an opportunity now to speak. Ms. Corley, you have the floor and good morning.

CORHONDA CORLEY: Good morning Mr. Chairman and council. I'm so happy that Dr. McKee and Ms. Polotzola spoke to put covid 19 issues back up. I think that we should also put up that we would like the visuals disseminated out in regards to what the actual federal DD Act covers. Not only that, but what's covered under American Disabilities Act. The ADA. How can people with disabilities actually participate and have their voices heard on record doing a lot of these legislative meetings that's about to come up as well their school board meetings. So how about open meetings law. How about we disseminate information about the Civil Rights Act Section 504 Rehabilitation Act. We can also disseminate information about the Office of Civil Rights Act. And their office and how parents can actually file complaints. And actually, get stuff looked into that has not been adhered to or actually

addressed. Those are topics and issues that our people in the disabilities community face every single day. Especially right now during the covid 19 where we cannot actually have our voices heard upon meetings. Like, for example, LDOE's accountability meeting on yesterday. There was no one from the DD Council there, but nobody that have a disability was actually able to have their voice heard in that meeting if they watched it. So, we actually need to look at open meeting law and Robert Rules of Order and what the impact that it has on people with disabilities, specifically during covid 19 and how it's not allowing them to actually be a part of the democratic process. So, producing and disseminating videos on that as well as visual materials would be a major plus because we are supposed to represent our people with disabilities, and we're supposed to allow them the opportunity to participate in these meetings that are going forth and they are not actually having that opportunity. So, I thank you for that. I thank you for allowing me to speak and I actually hope that you actually take heed to what I'm saying. Thank you.

RANDALL BROWN: Thank you. Absolutely. I couldn't agree more. I think those are all excellent topics that you mentioned that we can certainly add to the scope of the work for this activity.

BRENTON ANDRUS: Brenda also has her hand raised.

RANDALL BROWN: Brenda, you have the floor.

BRENDA COSSE: Yes. I just wanted to add in regards to educational videos with the after school and extracurricular activities to show that our children can be included in various extracurricular and after school activities. If we could get a video about that, that would be great also to show inclusion. Thank you.

RANDALL BROWN: Thank you. Your comments are also noted as topics. So, are there any other suggestions?

BRENTON ANDRUS: I believe Brenda's hand is raised again as well as Liz.

RANDALL BROWN: Okay. Liz, we'll give you a chance to speak now. And then Brenda you're next.

LIZ GARY: I think what Brenda was saying was inclusive after school type of activities, not recreational. I know it sounds the same, but when I think of recreational, I think of something like at a playground and I think it was more about after school activities and that takes place within the education system. But I'll let her since she raised her hand, I'll let her comment.

RANDALL BROWN: Yes. Absolutely. So, Ms. Brenda, you have the floor.

BRENDA COSSE: Before I comment, Ms. Courtney, can you read what you typed. Thank you.

COURTNEY RYLAND: So so far for the activity 1.1.5 we have topics of accessible housing, covid 19 issues, IEP guidance, successful educational outcomes, and inclusive employment, and other demonstrations of it can be done in all aspects of inclusive living, Partners in Policymaking, assistive technology. And we just added inclusive after school activities.

RANDALL BROWN: To the points or suggestion that Corhonda made to be able to have videos done on the Americans with Disabilities Act, the Civil Rights Act, those types of things that she mentioned, is that something that they're already doing in the scope of work to be produced?

COURTNEY RYLAND: I don't think so.

RANDALL BROWN: Okay. So, I think we can add those in as well.

BRENDA COSSE: Chairman?

RANDALL BROWN: Yes, Brenda.

BRENDA COSSE: Yes. I think recreation should stay also. But I had another question. I know that we are planning this, but will other suggestions be allowed to be made by self-determination and community inclusion committee as well as the full council this month?

RANDALL BROWN: Yes. This plan will go to the full council for its consideration. This is our recommendation to the council as to what our action plan should be for fiscal year 2022. So, anyone can, at that point, during our council meeting when this

comes up make suggestions or recommendations as well. These are just our recommendations to the council, but the council will have its say in ratifying these and adjusting these if so needed.

COURTNEY RYLAND: Correct. Cause these topics cover not just issues that self-determination and community inclusion committee discuss. It also includes education and employment. So that's why it's more appropriate for the full council.

RANDALL BROWN: So, the full council will have its say. Yes.

BRENTON ANDRUS: Hyacinth has her hand raised.

RANDALL BROWN: Yes, madam vice chair. You have the floor.

HYACINTH MCKEE: Thank you, Mr. Chair. I'll be quick. Maybe I missed this, but will these videos be translated for English language learners? And I wanted to mention that. I've seen them. Maybe there's some kind of caption that can go at the bottom. But I just feel like we're saying it's fully included, but the videos are not inclusive for all. So, what are we doing to address making sure that these videos are in Spanish, in Vietnamese so that we can bring that population forward as well?

RANDALL BROWN: I don't know that they have done second language videos on the topics. Certainly, something we could ask.

HYACINTH MCKEE: Yeah. I think, and I'm not sure if that's in the contract, but given the amount of money that's being spent we have to think more inclusive. And so, I don't want to move forward unless we have some concrete dialogue on these videos being available to Spanish speaking individuals as well as Vietnamese speaking individuals. Thank you.

RANDALL BROWN: Thank you. Courtney, can we not add that language to the contract?

COURTNEY RYLAND: Absolutely. And also, just to let you guys know, the current activity is for videos and visual materials. So, I don't know if you guys have accessed our website but there's an addition to

our tool bar for accessibility options. And that's contracted through Recite Me. And that actually can translate our entire website and all attachments and hyperlinks and documents to a plethora of other languages. So yeah, anything that we get as far as visual materials, our website is already capable of doing the translations. Now as far as the videos, we can ask that they ensure that captioning is done in multiple languages or videos be filmed in other languages.

HYACINTH MCKEE: And are we, Mr. Chair, I'll be two seconds.

RANDALL BROWN: Sure.

HYACINTH MCKEE: Still on that topic. Are our public stakeholders aware of that Recite option? And I know Courtney, you guys have done excellent work on this. Just wondering if they are aware of that recite option, you know, that that's available to them so they can have access. And then I'll stay quiet.

RANDALL BROWN: No. Thank you.

COURTNEY RYLAND: It's at the top of our tool bar. So, like if you're clicking on either news or if you're clicking on about us it's one of those options. It says accessibility option.

HYACINTH MCKEE: But I'm saying is it visually in a way where if I go to our website something's like flashing or hanging out there saying translate me or I'm here to help. You know, because if I got to dig and find it then I'm not going to know it's there. So, I'm just saying that. That's it. Thank you.

COURTNEY RYLAND: That is something the staff can look into highlighting maybe. Making it a different color or make it flash, I don't know. We'll see what the options are.

RANDALL BROWN: Right. Absolutely.

COURTNEY RYLAND: And one of the great things about that is once you start that on that website every time you come back to our website it remembers your settings. So yeah.

HYACINTH MCKEE: Awesome work. I saw it. It's

awesome. I've used it. It's awesome.

RANDALL BROWN: Thank you. All right. And so, Brenton.

BRENTON ANDRUS: Yeah. Jill has her hand raised. Liz has her hand raised and you have a couple comments.

RANDALL BROWN: Jill, you have the floor.

JILL HANO: Okay. In response to Ms. Corley, you made such awesome points, but what caught my eye, or my ears rather was the dispute resolutions topics for parents in IDEA of literally reading right now. Well, I'm paying attention like this week. A whole section on resolution, dispute resolution and it goes to due process, mediation and there are two more that I can't remember. So, we might want to add videos that cover IDEA because I know that does go into the details of resolution dispute. So if we add IDEA then that would cover a lot of very broad topics, a very broad pool of education issues.

RANDALL. OWN: Very good point, Jill. Thank you and thank you for reiterated Corhonda's comments from earlier.

COURTNEY RYLAND: I'm sorry, you guys. My coffee has not kicked in.

RANDALL BROWN: That's all right.

COURTNEY RYLAND: Okay.

RANDALL BROWN: Okay. And so, as we can see we have a lot of good, very broad, very good topics on a host of issues. So, I think I'm not meaning to cut off debate on it. So, if there are any others or if someone feels like we haven't addressed something properly, let us know. But I think the next thing we need do is assign a dollar amount for this activity.

COURTNEY RYLAND: Actually, if I could make a recommendation.

RANDALL BROWN: You certainly may, Courtney.

COURTNEY RYLAND: This is, these are a lot of topics and typically the videos that are being produced are just two-to-three-minute videos because we try to keep it to a reasonable amount of time to keep people's interest. What if we broke this down and had certain

topics throughout the entire five-year plan? Instead of trying to do all of these every single year, let's say this year for year one let's do these topics. Then for year two let's do it on these topics. Does that make sense?

RANDALL BROWN: Yes. That very well lends itself to us making sure we not only get these topics done and done well, but as topics emerge and come to mind and brought to our attention they can easily be added into the scope of work, the activity that way. Cause we're not going to be able to think of everything today. And like you said, the videos produced and the material as well, not just videos. So, the things that are being produced, the videos are short. So, we certainly want to make sure everything gets its due diligence in coverage, and I think that's a way to make sure that happens.

BRENTON ANDRUS: Liz and Brenda. Also looks like Hyacinth. They have their hands raise.

RANDALL BROWN: Liz, Brenda and then Dr. McKee has the floor. So, Liz, you're first.

LIZ GARY: Thank you, Randall. One thought I had in reference to what Corhonda was saying is that in January of every year partners always did a history of disabilities and Guy Caruso had a lot of presentation on that. But there also were a lot of videos out there. So, I'm thinking maybe we should have a noncontractual thing where we're getting some of those videos that are out there and making sure that we're putting them either on the website and/or on Facebook and/or social media just to continue to raise awareness for the ADA, the DD Act, civil rights, IDEA. All that kind of stuff.

RANDALL BROWN: We will certainly look into that. That which we don't already have material for, we would add to the scope for this contract to be produced.

LIZ GARY: Well, I'm thinking of not specifically for this, but more of noncontractual. Just sharing information of videos that are already--

RANDALL BROWN: Absolutely. I get your point.

LIZ GARY: Oh, okay.

RANDALL BROWN: So, I'm saying I agree.

LIZ GARY: Okay. I'm sorry.

RANDALL BROWN: We will absolutely look into what resources we currently have at our disposal that have been done such as partners material you mentioned. Cause that's just putting it up on the website in a lot of cases to help get it out there.

LIZ GARY: And Facebook just so it can be shared.

RANDALL BROWN: Yeah. To be disseminated throughout our website, social media, all of that.

LIZ GARY: Got it.

RANDALL BROWN: But that's simple fix if we already have material related to the topic.

LIZ GARY: Correct.

RANDALL BROWN: We will do that.

LIZ GARY: Thank you. Randall.

RANDALL BROWN: We will make sure we scour our files and such and if we have things related to these topics already at the ready, we will release them. Okay.

BRENTON ANDRUS: Another hand raised and some comments.

RANDALL BROWN: Who is next with their hand raised? Was it Brenda? Brenda, you have the floor.

BRENTON ANDRUS: Yes, chairman. I was just trying to get some clarification from Ms. Courtney. Are you making that recommendation because we may not have enough funds to cover all the different types of videos every year and to spread it out over five years to make sure we have enough funds to cover them?

RANDALL BROWN: I don't think it's a funding issue. I think it's an issue of timing and making sure that we don't flood the, cause we do all this in one year you're going to have a lot of very good information very quickly produced and out there. And I think to Courtney's point she's saying what if we make this part of our five-year plan in terms of we're consistently producing good quality materials. Not just videos, but materials with it. To cover these topics and do it

well. So, I think it's just a question, and correct me if I'm wrong Courtney, but I think it's a question of making sure we don't just cover these issues, but we cover them well with good and accurate materials. And make sure that they are done in accordance with all our regulations and rules and our mission and values.

COURTNEY RYLAND: Correct. But also Ms. Cosse was correct about funding. We have not assigned funding to this activity yet. And to be honest, what you guys have already allotted the other activities, there's not a lot of funding left. So, if we spread it out then we can put a smaller amount on this activity, but it will be for every five years. Does that make sense?

RANDALL BROWN: Correct.

COURTNEY RYLAND: Or for every year within the five-year plan.

RANDALL BROWN: It's within the five year. So, if we assign money, then it's money for the five years of the project, not just year one which would be 2022.

COURTNEY RYLAND: Well, if we list it on the annual action plan the funding that's listed will be just for that year.

RANDALL BROWN: Correct.

COURTNEY RYLAND: If you guys want to look at a mapping tool that I found that someone else had created that it might help with being able to say okay, these activities we want to achieve and accomplish within the first two years of this five-year plan.

RANDALL BROWN: Well, let's do that please.

COURTNEY RYLAND: Okay. Let me save this real quick and then I will share my screen with that mapping tool. And please don't forget we have not even begun to discuss new contractual and noncontractual initiatives. This might be too big. Hold on just a second. Okay. So, can everyone see the screen?

RANDALL BROWN: I believe so, yes.

COURTNEY RYLAND: So, this kind of breaks down our current five-year plan by objectives. And then this tool can allow you to say for these activities we want this and this to be done during these years. Of

course, I would need to change these years.

RANDALL BROWN: Yes. So, if we use this flow chart then we would have to assign the one year, two years, three, four, five. Or is that something the staff can do with understanding of what we want done in the activity? Is that something you want us to do now?

COURTNEY RYLAND: I will leave that up to you guys. That is your decision if you want to create this to fill this out or if you want to allow staff to do this and then we can share this with the full council during the council meeting.

RANDALL BROWN: I think that's probably the better course is for y'all to look at and breakdown how you think this can best be rolled out and what timeframe. And give that suggestion to the whole council for our discussion. And I think you have with the activities we've given, you have ample, you know, things to plan out there.

COURTNEY RYLAND: Okay. Again, it's going to go back to then we need to know how much you guys want to fund each.

RANDALL BROWN: Well, the current contract is how much?

COURTNEY RYLAND: It's 51,000.

RANDALL BROWN: Okay.

COURTNEY RYLAND: I do not know that 51,000 would be appropriate for each year of the five-year plan.

RANDALL BROWN: Right.

COURTNEY RYLAND: If we're going to spread it out.

RANDALL BROWN: So, if we spread it out the amount would be assigned for this year, fiscal year 2022, correct?

COURTNEY RYLAND: Correct.

RANDALL BROWN: All right.

BRENTON ANDRUS: Hey Randall.

RANDALL BROWN: Yes.

BRENTON ANDRUS: Hyacinth has her hand raised. I don't know if y'all might want to take her comment. I don't know if has to do with this or if it's just going back to the topics at hand. Didn't want y'all to miss

what she said to say.

RANDALL BROWN: No. Thank you.

HYACINTH MCKEE: It has to do with this, with the clarification that Brenda was seeking from Courtney. I believe I need a little more clarification on what you're saying. Because I don't want to get into a situation where some topics are being discussed and then other topics have to wait to year four to be heard because people are experiencing these issues every day of their lives. And so, I'm concerned that 51,000-dollars that we're contracting is not going to yield what we need to touch all of our stakeholders. And so, I'm assuming that the videos, I've seen one, I haven't seen the employment video yet, are supposed to be informational and resourceful, right. They're not supposed to be long drawn-out training--

RANDALL BROWN: Correct.

HYACINTH MCKEE: You know, type of. So, I don't understand why we are unable to offer informational and resourceful videos to capture all of those topics, you know, in a given year. I just don't want to selectively say education will be dealt with in year one, and we have to wait till year three to get to health, and then year five to get to legal. Because people have situations they're dealing with daily. So maybe Courtney, you can give us a little bit more of your position on that so that we can get clarification.

COURTNEY RYLAND: Okay. Let me pull up the plan again real quick.

HYACINTH MCKEE: We don't really have to dig deep, and it doesn't have to be any type of research kind of literature review. I just want a quick and dirty as to why we are unable to deliver brief, informational, resourceful videos to capture the topics that our stakeholders need in their daily lives. It doesn't have to be anything long and drawn out. For 51,000 I need to find out, cause I don't want to (inaudible) money.

RANDALL BROWN: Well, 51,000 is what's being done, the scope of work currently being done.

HYACINTH MCKEE: Correct.

RANDALL BROWN: This will be the new scope and so we'll have to decide the amount.

HYACINTH MCKEE: Correct. And so that adds credence to I don't understand why we have to select which topic should wait till year four or five for that kind of money if it's a just a two-minute informational resource video. I don't get that. I need help. Thank you.

COURTNEY RYLAND: Yeah, no problem. And I hope I'm able to answer that to your satisfaction. So, this is for someone, I guess the funds that are allotted to this activity would be for someone to create that activity. To create that video. So, with covid kind of taking, you know, we're moving out of covid. That means somebody would have to actually physically film instead of what we're currently doing is just recording people from Zoom, you know, in virtual platforms. So, if we're going to start doing videos of people actually on their jobs, you know, that's going to add to the cost of actually producing even a two-to-three-minute video. So, if we're wanting to produce videos that are specific to Louisiana on all of these topics then that's why I was recommending let's move this, you know, to just do certain ones during certain years. But you guys have already recommended if there's already other videos and visual materials out there then let's utilize those and just either put those on our website, share those on our social media, that way we're not re-creating the wheel.

RANDALL BROWN: Right. If we already have the information, yes. I'd say if we already have the information available then let's disseminate it. Let's get it out there. I don't think it's an issue of having necessarily produce fresh videos on every single topic listed here if we have covered in some other format and some other video, let's release it. Let's get it out there.

HYACINTH MCKEE: So, can we propose that we, this is important y'all, because I don't want people to feel

like they're being left out. I don't know how old these videos are. Are they relevant for the post covid environment? So can we do the research.

RANDALL BROWN: We'll have to research it. Yeah. It's not just let's throw it all out there.

HYACINTH MCKEE: Okay. All right.

RANDALL BROWN: If I implied that, I'm sorry.

HYACINTH MCKEE: Thank y'all.

RANDALL BROWN: I just mean if we can review everything we have in terms of that type of material, if we can do a review of what we have and make sure that it's still pertinent and still, you know, representative. And if we already have it, then why not release it and not have to wait.

HYACINTH MCKEE: Absolutely. I got it. I completely get it. I just don't folks to be left out and wait till year five to hear about education, that's all.

RANDALL BROWN: And I understand and concur with your concern, madam vice chair.

COURTNEY RYLAND: Yes. Thank you so much for that. And I hope I was able to answer, like I said.

RANDALL BROWN: And so, once we research this and once we find what we may already, materials we may already possess to meet these requirements for this activity, then we can better look at what needs to be produced, or what needs to be updated or made relevant. And that's why we can then give to the contract holder to produce a video on.

HYACINTH MCKEE: I got it. Thank you.

BRENTON ANDRUS: Hey Randall.

COURTNEY RYLAND: It might not require 51,000-dollars each year. So, trying to help, let's make this smaller if we can. Let's be more efficient with our funds, if we can. Again, that's just my recommendation. It's up to you guys. I don't want to interfere with any decisions.

RANDALL BROWN: Well, again this is something that we'll still need to research. But this is a broad range of topics. So, I would recommend we give it a

fair chunk of change and, of course, we can adjust that in future plans, but I don't know that it needs 51,000-dollars necessarily.

BRENTON ANDRUS: Hey Randall.

RANDALL BROWN: Would everyone be comfortable with say 20 for this year?

BRENTON ANDRUS: Hey Randall.

RANDALL BROWN: Yes.

BRENTON ANDRUS: Just a couple things. One, in general, based on some of the research that was done I guess almost a year ago when we were looking at videos you can keep in mind a finished product for a video, that's if there's any sort of script for production cost, everything, it's going to cost you about a thousand dollars per minute. So that's something y'all can keep in mind when you're thinking of budget. And also, certainly that's negotiable with a contractor. It may be a little more, little less. But general industry rule at that time was about a thousand dollars a minute to get a finished product. But I also see Kelly Monroe she has her hand raised and Liz's hand just went up as well.

RANDALL BROWN: All right. Let's give Liz the floor and then Kelly can speak. Liz, you have the floor.

LIZ GARY: Thank you, Randall. Just real quick and based on what Brenton was just saying about the thousand dollars per minute. Did that take into effect this year that they did virtual on that very first video and that didn't really, I mean if you're doing virtual video then it's not the same as being, you know, on present. So, when they quoted the 51,000 that that's what they wanted, was that something that they took into consideration that they were going to be present having to be on spot, or it was going to be a virtual because of covid. I'm just curious from a financial standpoint what they thought they would produce for 51,000 whether in person or on virtual.

BRENTON ANDRUS: I'm not able to answer that question. I'm sorry. That's not a contract that I

work on, so I don't know their expenses for each video or exactly what they plan on accomplishing this year. Maybe Courtney has some info on that.

COURTNEY RYLAND: I'm actually trying to look that up so if y'all can just bear with me.

BRENTON ANDRUS: Now the price that I threw out there, I don't think that takes into account any sort of virtual aspect. I think that's just your traditional. I would imagine that's probably close to the same cause I think we did some videos many years ago and the price wasn't all that much off from that thousand dollars. It might have been maybe seven or eight hundred dollars at that time. But again, I don't think that keeps into account any sort of virtual. I think that's just your standard costs for in person type things.

RANDALL BROWN: Let's let Kelly Monroe have the floor. Kelly, you have the floor.

KELLY MONROE: Hey. Just real quick I wanted to let you know that the employment videos are very old. And I know this because they were done when I was a job coach about 13, 14 years ago. And they were people that I worked with. And so, they are very old. And matter of fact, two of them were done at Chase Bank which is no longer even in business. So just wanted to let you know that they are very old and could be updated. You could still use one of them. But the other two, Chase isn't even, you know, anyway.

RANDALL BROWN: Thank you for that.

KELLY MONROE: Okay.

RANDALL BROWN: Thank you for that, Kelly.

COURTNEY RYLAND: Can you hear me?

RANDALL BROWN: Yes.

COURTNEY RYLAND: Okay. I'm sorry. I'm looking at the actual contract right now. So, for the current contract with O'Neal Communications, they have 1,400-dollars budgeted for freelance videographers across the state. And they don't have anything for travel. So, there's actually just a minimal amount of their contract that's being paid for the possibility of

videographers to do in person filming, if that makes sense.

RANDALL BROWN: So, what you're saying is we haven't actually expended the 51,000 we allotted.

COURTNEY RYLAND: No. Correct.

RANDALL BROWN: Due to covid.

COURTNEY RYLAND: Correct.

RANDALL BROWN: Due to covid restrictions.

COURTNEY RYLAND: And that was just for a portion of their contract. Hold on.

LIZ GARY: So that sounds like they had planned with that amount of money to be mostly virtual. That's what I was trying to get to to see the cost and how it relates to what they were planning this year verses going forward. Thanks Courtney.

COURTNEY RYLAND: So, what did I say earlier?

RANDALL BROWN: 1,400-dollars for videographers across the state, I believe.

COURTNEY RYLAND: 1,400. So actually, the contract total for just freelance videographers was only 62-- I'm sorry, 6,600-dollars for the year. Out of a 51,000-dollar contract.

RANDALL BROWN: Right.

COURTNEY RYLAND: Okay. Where are we. Is this where we need to be. Okay.

RANDALL BROWN: Yes.

BRENTON ANDRUS: You still have a few comments in the chat, Randall, that are about the videos.

RANDALL BROWN: Could you read those for us Brenton.

BRENTON ANDRUS: Sure. Looks like they're from Corhonda Corley. She did ask if her suggestions were being added.

RANDALL BROWN: They are.

BRENTON ANDRUS: She also wondered if IEP guidance would be a duplication considering FHF covers that topic. She also asked to add information or providing information in Braille, and closed captioning, ASL for the hearing impaired. Said our website doesn't accommodate individuals in this community.

RANDALL BROWN: Noted.

BRENTON ANDRUS: And she also asked if we can disseminate videos, materials regarding newly passed legislation from this legislative session and the impact on the DD ID community going forward.

RANDALL BROWN: Thank you for those suggestions Ms. Corley. They are noted. And so, I think we need to discuss a dollar amount. If we have not expended the 51,000-dollars for this year then that money will still have to be, their contract will still have to be met. Correct, Courtney?

COURTNEY RYLAND: Correct. They still have deliverables that they have to achieve.

RANDALL BROWN: Yes. Do we have any idea what those costs will be?

COURTNEY RYLAND: Not at this time. We will probably do something in May to ascertain where all of our contracts stand with this spending so that if we need to move funding from one state fiscal year to the next fiscal year period, we can do that before the end of the state fiscal year which is June 30th.

RANDALL BROWN: Right. I mean I think it's tough to assign a dollar amount. We don't know. I mean they expended so little of their allotted for this contract. But, of course, this new range of topics is broad. And so, and as Brenton pointed out, you know, the industry standard for this type of work is not cheap. So I don't know, are we comfortable with allotting say 25,000? We don't know where they are in terms. the current spending for the contract. It's kind of tough to say give them another 51,000 and we have other initiatives to discuss. How does everyone feel about allotting less than 51,000-dollars for this activity?

BRENTON ANDRUS: Hyacinth has her hand raised. Corhonda also has her hand raised.

RANDALL BROWN: Yes, Hyacinth. You have the floor.

HYACINTH MCKEE: Well, I'm not sure if I'm comfortable with reducing that contract by fifty percent. The only reason why I say that because communication is very important. We have a problem

where there are a number of people in this state that don't even know that there are services out there for people with disabilities.

RANDALL BROWN: I'm fine with whatever amount y'all want to agree to.

HYACINTH MCKEE: So, hold on. Wait, Mr. Chair. I'm sorry. I'll lose my thought. I have like covid brain.

RANDALL BROWN: I'm sorry. I didn't interrupt. I just wanted to let you know I'm open to suggestions.

HYACINTH MCKEE: So, I don't want to reduce this contract by fifty percent. What I want is for this contractor to deliver what our stakeholders are asking them to do for the amount that we're giving. Again, we have people in this state that don't even know that we exist. And right now communication, getting the word out, letting people know what's out there for them, I think that's paramount. And so, I don't want-- Kelly mentioned those old videos. I knew the videos were old, but I'm glad we have somebody from the public that would say that. So, if the public is telling you this is need, then I think we should put the dollars behind it. But I also think we should hold O'Neal Communication and whoever wants to do business with the DD Council to produce outcomes. If we're giving you 51,000 you need to show us what you can give us for that 51,000. Satisfy the contract so that we can continue to do business. I think 51,000 is a well amount enough money to get all of these topics heard for our public and can be done in a way that they are the contractors, they need to be creative to deliver this if they're asking for this money. Otherwise, we can entertain the other four contract people that put in their proposals and move on. I believe that this is important to the public, so I don't want to reduce it by fifty percent. They only expended 6,600. I believe our executive director is going to hold a meeting with them to ask them where they are. I think we should keep it where it is, but they need to produce. That's my comment.

RANDALL BROWN: Okay. I'm fine with that if everyone agrees. I was just getting us to starting point for discussion. I'm not married to reducing it that low. I'm just letting you know we have a lot of things to cover and, you know, this is something that will be ongoing I think for a number of years. So, you know, bearing that in mind, I'm fine if we keep it at 51. With the understanding that Courtney and the staff will reach back to make sure that as they do with all of our contracts, that deliverables are being met. Any other discussion?

BRENTON ANDRUS: Corhonda has her hand raised. Liz has her hand raised as well.

RANDALL BROWN: Let's let Corhonda speak and then Liz will have the floor. Corhonda, you have the floor.

CORHONDA CORLEY: Thank you, Mr. Chairman and committee. I wholeheartedly agree with Dr. McKee's statement. I don't feel that we should reduce this amount. I believe that we should keep this amount where it is. And I think that we should make sure that we have this information disseminated out in our areas that are indigenous black and brown people, English language learners, our visual impaired. Make sure that they have an option, like if we're going to provide visual materials, make sure that the visual materials are in a way that those that are hearing impaired as well as visual impaired can actually get that information. Because right now these are the populations that really and truly are being unserved and underserved as well as not heard. These are the people that are far too many times left away from the table. And in the worlds of Ms. Polotzola, these are some of the communities that have actually been showed a huge inequity and disparity as it relates to covid 19. So, it is imperative, and it is pertinent that we actually make sure that we keep this company that has the contract from us their feet to the fire. But not just them, all of the entities that have a contract with us that they actually adhere to providing us with real, true deliverables that actually relates to

diversity and inclusion. And I am looking so forward to that information being put in our contract because again, like Ms. Polotzola said, covid has shined a light on a lot of inequities and disparities and it's definitely shining a light as it relates to our DD community. So, I really look forward to that and I hope we leave the amount the same. But I really hope we actually get to see what they produced before you put it out to the public so that we do not be embarrassed. Thank you.

RANDALL BROWN: That's paramount to what we'll be doing. Yes. Absolutely. And thank you for that feedback, Ms. Corley. It is noted. So, is everyone in agreement to keep it at 51,000-dollars?

BRENTON ANDRUS: Liz and Brenda have their hands raised.

RANDALL BROWN: Liz, you have the floor.

LIZ GARY: Yes. Thank you, Randall. I'm in agreement for that. My only question was is that we're not required, I mean the DD Council is not required to have the same person do it every year. So, if O'Neal does not produce and perform as to the standards you can go for another RFP.

RANDALL BROWN: Yes.

LIZ GARY: Perfect. Thank you. I'm all in favor of the 51.

RANDALL BROWN: Yes. This is just about the activity. Yes. So, 51,000 remains. Okay.

BRENTON ANDRUS: Brenda's hand is raised.

RANDALL BROWN: Brenda, you have the floor.

BRENDA COSSE: Thank you, chair. Real quickly. I just wanted to say this may become a part of our brand as a council that we are communicating with so many diverse populations.

RANDALL BROWN: I certainly hope so.

BRENDA COSSE: And what you say Ms. Courtney, what other materials, what other kind of materials, videos and what?

COURTNEY RYLAND: I'm sorry. It says to produce and disseminate videos and other visual materials.

BRENDA COSSE: Yes. So, you know, this could be, you know, a good talking point. Oh, go to the LADDC.org website.

RANDALL BROWN: Yes. Certainly, hope that's the case. That happens. Thank you for bringing that up Brenda. Any other comment? Do you have any more to add Brenda? I didn't mean to cut you off.

BRENDA COSSE: No. That's all chairman.

RANDALL BROWN: Okay. So, I think we're in agreement this remains as you see written before you.

COURTNEY RYLAND: Okay. So, the next activity you guys had questions about was 1.1.6. And that was to provide financial support to provide information on rights, accessible options and information related to voting.

RANDALL BROWN: I have a suggestion as it relates to this one. We had what was the original amount we allotted for this Courtney, 7,000 or 7,500 was it?

COURTNEY RYLAND: 7,000.

RANDALL BROWN: 7,000. I would suggest one that it be capped with the caveat, cause we really didn't do much with this this year unfortunately because the genesis of this was Chris's suggestion, Chris Rodriguez from Disability Rights Louisiana, was to give us 7,000-dollars for a voting rights materials or activities. My suggestion is this. What if we keep the 7,000-dollars, keep the activity as it is, keep the 7,000-dollars and then we reach out to Disability Rights Louisiana and see if they're willing to match it cause they were willing to give us 7,000-dollars for this. And so, see if they are willing to match it and then collaborate on this activity so we can get some information done with regards to voting and accessing options and such information related to voting. So we keep it basically as we had it, but that we reach out to Disability Rights Louisiana whose idea it was originally was through Chris to see how we can best collaborate and if they'd be willing to. up 7,000 as well since they were willing to give us 7,000 for this project. To see if they would still be willing to

commit that 7,000 and we commit 7,000. That would be 14,000 dollars for a joint project related to support for voting rights and accessibility options and information.

BRENTON ANDRUS: Brenda has her hand raised.

RANDALL BROWN: Yes, Brenda.

BRENDA COSSE: Thank you, chairman. Very relevant topic. And always look forward to Disability Rights Louisiana sending those emails when it's time during election season. But I did want some clarification when it says to provide information. Does that include video visual materials, or did they say something?

RANDALL BROWN: We didn't specify. We left it broad on purpose. I think it very well could. Why I say I think it's good for us to collaborate on this with, so we don't have duplication of effort. And also, they're a sister agency so we do this in collaboration, if they're willing. This is our side of it where we commit to this, and I think leaving the 7,000-dollars in place and then ask them if they'd be willing to match it or have any funds to meet it. And so, we could collaborate to have a program that would do what's needed, what's determined to be most needed for this topic to be achieved. And again, that's a suggestion. So, pick it part, agree with it, modify it, whatever you want to do. But that's my suggestion.

BRENTON ANDRUS: Liz has her hand raised.

RANDALL BROWN: Yes, Liz.

LIZ GARY: Do we have any idea what Chris was thinking when he was trying to give us 7,000-dollars to the council?

RANDALL BROWN: I think it goes again to trying to get word out and trying to get information to the populations that we all serve with relation to-- I mean he's not here. I'd have to ask him verbatim. That's been a year ago. But I think his intent was to help with disseminating information on how to vote, where to vote, and what your rights are with voting and those type of things. How to accessibly vote. All that type of stuff. So, all of these things, I mean this is

something they're passionate about and, in some respects, already doing. This is why I say let's collaborate. Let's not have duplication of effort. I think that 7,000-dollars, we didn't even expend the 7,000 from last year. So, I think that goes to so many things happening with covid and so much other things that took our attention and time and even funding. But I think if we commit another 7,000 and then ask them to go back to the table to collaborate. Look, we had 7,000 when we give us. What if we put that toward a collaborative effort. So now we'd have 14,000 dollars in a joint effort to see how we can best provide financial support and provide information on rights and accessible options and information related to voting. And however, we can best collaborate to do that, I'm all for. And I think they would be too.

LIZ GARY: Thank you, Randall. That makes sense.

RANDALL BROWN: So, is that a suggestion that we're keeping? Is that something we want to do?

HYACINTH MCKEE: I believe we should keep it, Mr. Chair.

RANDALL BROWN: Okay. Thank you. Does anyone disagree? All right. And so, we assign 7,000-dollars to that project with the understanding we're going to reach out to Disability Rights Louisiana and see if we can collaborate on the project and ask them to match the funds if they're able and willing.

COURTNEY RYLAND: Okay. So, if I may bring to your attention, we need to look at our budget sheet.

RANDALL BROWN: Okay.

COURTNEY RYLAND: And again, so far, we've only discussed continuing activities.

RANDALL BROWN: Yes. I know. Thank you for bringing that up, Courtney.

COURTNEY RYLAND: So as of right now the total allotment for activities on the 2022 plan are at a total of 680,000 where we have a budget of 645,000.

RANDALL BROWN: So, we're over budget.

COURTNEY RYLAND: And again, we have not even begun to discuss new.

RANDALL BROWN: Okay. Well, the voting thing doesn't have to have a specific dollar figure attached. We could just reach out and say how much are you willing to put forward and then we can match that if we need to.

COURTNEY RYLAND: May I make a recommendation?

RANDALL BROWN: You can make any recommendation you choose. We have to bring this in line.

COURTNEY RYLAND: What if we added the voting rights and accessibility options to the videos and visual materials activity.

HYACINTH MCKEE: Yes.

RANDALL BROWN: We certainly can.

HYACINTH MCKEE: That's a great recommendation. I was thinking that too as well, Courtney.

RANDALL BROWN: That's great.

COURTNEY RYLAND: And then we can still ask Disability Rights Louisiana to collaborate with us.

RANDALL BROWN: Yes. I think that needs to be done. But absolutely, I like your suggestion, Courtney. Thank you.

BRENTON ANDRUS: Bambi has her hand raised.

RANDALL BROWN: Yes, Bambi. Bambi, you have the floor.

COURTNEY RYLAND: Are you muted?

BRENTON ANDRUS: She's not muted, but we just can't hear her.

RANDALL BROWN: Unfortunately, we can't hear you yet Bambi.

COURTNEY RYLAND: Did we lose her? Bambi, are you frozen. She appears to be frozen on my screen. I don't know if it's the same for you guys. Okay. I believe Ms. Cosse has her hand raised too.

RANDALL BROWN: Yes, Brenda. You have the floor while we wait for Bambi.

BRENDA COSSE: That's what I was asking when I said information, videos. And yes, I think we could move it in with the videos and visual materials.

RANDALL BROWN: That's fine.

BRENDA COSSE: I wanted to know what other

reductions would staff recommend.

RANDALL BROWN: Thank you for that. I was going to ask the same question.

BRENDA COSSE: Cause I see we have supported decision making 50,000. We have first responder training 50,000. Customized employment 50,000. Those are the highest ones. And the videos and materials at 51,000.

COURTNEY RYLAND: And Ms. Polotzola, are you back with us?

BAMBI POLOTZOLA: Yes. Can y'all hear me now?

RANDALL BROWN: Yes, we can. We can hear and see you.

BAMBI POLOTZOLA: Sorry. I had an audio issue. I know in the past when I served on this committee before sometimes we go through this exercise and like figure out what it is we're interested in doing and then we would have to go back and kind of red line some things and just say that's not the priority for this year. So, I don't know if that might not be strategy, just to go on and figure out what else we want to do in the new contractual activities and we might realize something we already discussed is just not rising to that high level of, you know, what we want to do in the year.

RANDALL BROWN: Right. Understood. Thank you for that suggestion. I think that's exactly what we need to do at this point. Cause we have to obviously have a balanced budget. And we have everything we have here is important. I acknowledge that. But we have to spend within our means for any given year. So, we have to look at some further reductions or duplication of effort where we can save some of this money, possibly get some of the work still done.

COURTNEY RYLAND: Okay.

RANDALL BROWN: To that end, staff, Courtney, do you or the staff have further recommendations as to how we can do that?

COURTNEY RYLAND: Let's see. For the contracts that I've been the most involved with 3.2.1 regarding customized employment right now we've got some gateways

and certification projects started for discovery in job development, but next year I think we will just need to tackle systematic instruction. So, I honestly think that maybe just two classes on the systematic instruction would be appropriate for next year and that could be just 25,000 instead of 50,000 to try a do all three again next year.

RANDALL BROWN: Right. Is everybody comfortable with that suggestion?

HYACINTH MCKEE: Yes.

RANDALL BROWN: I believe so, yes.

BRENTON ANDRUS: I believe Jill has her hand raised and you have one comment in the chat.

RANDALL BROWN: Yes, Jill. You have the floor.

JILL HANO: Where are we ending voting?

RANDALL BROWN: We're going to do some videos. We added it to the video activity. We're going to add the voting rights to the video activity that we already have scheduled. And we're going to reach out to Disability Rights Louisiana and see what ways we can collaborate, work together with them on this issue.

JILL HANO: Okay. Thank you.

RANDALL BROWN: Thank you. So that brings us more in line with the budget. Are there any other suggestions as to where we can merge or bring down the expenditures?

BRENTON ANDRUS: Randall, you have three hands raised. Bambi, Hyacinth, Brenda. And one of the comments in the chat asked how much we needed to reduce the budget by.

RANDALL BROWN: All right. Okay. Bambi, you have the floor.

BAMBI POLOTZOLA: I'm sorry. That was an accident.

RANDALL BROWN: Okay. No problem.

BAMBI POLOTZOLA: Disregard it.

RANDALL BROWN: Sure. Madam vice chair, you have the floor.

HYACINTH MCKEE: I was thinking, you know, and I don't want to speak for the whole council, but we haven't participated in much leadership council and

leadership trainings. I'm wondering if we can request the council to reduce that to 7,000 or 7,500. Due to covid we haven't really--

RANDALL BROWN: Due to covid we haven't been able to do that, correct.

HYACINTH MCKEE: Yeah. So, I'm wondering can that be brought before the council to reduce that to 7,000.

RANDALL BROWN: We could recommend it now with the caveat because we didn't expend that much this previous year, we could reduce it. And then the council can tell us whether they agree or disagree with any of these decisions we're making.

HYACINTH MCKEE: Can we shave three off of council and leadership training. We can probably partner with universities to help train some of us with different issues. They might do that, graduate interns or someone working on their doctorates or whatever to provide training to us. There are other ways we can skin that cat.

RANDALL BROWN: Right. Fair point.

BAMBI POLOTZOLA: Randall, I think that has to do with, doesn't that have to do if we have any council members participate in partners and also if we have national conventions.

RANDALL BROWN: We're not doing-- that's right. It's mostly for the convention because we're no longer able to do the council members participating in partners directly. We changed that rule. But that money is allocated for, primarily for every year we attend the national convention which we must do. And then also there was a little added extra for other types of conferences someone might want to attend. Or might request to attend on our behalf.

HYACINTH MCKEE: Due to covid we haven't been going anywhere. I don't know any council members been going anywhere. That money's just been--

RANDALL BROWN: We have done some virtual stuff that cost money and that's come out of that. But we haven't expended the full amount, no.

COURTNEY RYLAND: Right. And it's actually cheaper

to do it virtually verses, of course.

RANDALL BROWN: Yes. And so, I think it's pertinent to go ahead and for this year since we did not expend the whole 10,000 due to the virtual environment, we were forced to be in due to covid I think it's a fair point to ask it be reduced. Cause this is revisited every year. And so, this is something that next year if those costs are back up this can be adjusted.

EBONY HAVEN: Ms. Brenda has her hand raised.

RANDALL BROWN: Yes, Brenda. I'm sorry. I meant to call on your earlier. Brenda, you have the floor. Thank you, Ebony.

BRENDA COSSE: Thank you, chair. I was just wondering if we could get that last public comment which was a question asked about how many more, we need to reduce the budget. And secondly, if the staff could give us an assessment like they did with customized employment, if they could give us that same assessment for supported decision making at fifty thousand and first responder training at fifty thousand. Thank you.

RANDALL BROWN: Thank you.

COURTNEY RYLAND: So actually Mr. Dustin Chandler with IAG Interaction Advisory Group spoke with this committee during the first meeting, or maybe it was the second meeting, I can't remember. But he actually indicated that with the amount of interest, his first few rounds of this training, he was actually requesting additional funds to increase what he's currently doing and an increase so he can fully train everybody who is requesting to be trained. But so, he was actually requesting more money. But we felt, or you guys felt that it was prudent to keep the amount where it is and have those agencies, those law enforcement agencies come up with their own funding for that training.

RANDALL BROWN: Correct. And he did point out what a big success the program had been up to this point. His discussion with us, his talking with us at the last meeting. So, this is one I feel pretty strongly we should leave at the current level because it has been

extremely successful and it's concluding its first year. The need has been massive. So, I think that's one we should probably keep as we've agreed.

COURTNEY RYLAND: And then with the alliance 3.1.1, that stands for Louisiana alliance for post-secondary inclusive education programs. Even though they got...

RANDALL BROWN: Courtney, you're freezing up on us. You were freezing up there Courtney. But you're back now.

COURTNEY RYLAND: Can you hear me?

RANDALL BROWN: Yes. But you froze up on that discussion you were trying to have with us here. Are you there, Courtney?

COURTNEY RYLAND: Can you hear me?

RANDALL BROWN: Yes.

COURTNEY RYLAND: Sorry about that.

RANDALL BROWN: That's okay.

COURTNEY RYLAND: Where did I leave off?

RANDALL BROWN: You froze up almost from the beginning of that conversation.

COURTNEY RYLAND: Okay. So, I think I was talking about the 3.1.1.

RANDALL BROWN: You were. Yes.

COURTNEY RYLAND: So, with that, they've already gotten some universities started on that process. But they definitely want to continue that. They weren't able to host their townhall meeting in South Louisiana like they were in North Louisiana which is what garnered the interest of those other universities. So, I definitely recommend continuing this for the next year so they can finally implement it statewide and not just North Louisiana.

BAMBI POLOTZOLA: This is Bambi. Can I add something to that?

RANDALL BROWN: Yes.

BAMBI POLOTZOLA: I think the outcomes, they actually start-- which I went to LSUA in Alexandria. They plan on starting one in the fall and what I heard, what school Grambling, Grambling as well. They start two programs for 40,000 dollars they're helping those

schools to establish what they need to establish in order to get those programs built. And then the schools can basically operate themselves once they get it established. But 40,000-dollars to get these programs in two campuses in areas of the state that don't have these opportunities I think is a good investment. You know, 20,000 per university to help them get established, it makes a big difference to have that opportunity that our people with developmental disabilities don't have opportunities to higher education. So that's my opinion.

RANDALL BROWN: I concur with your opinion, Bambi. I think it's greatly needed. That is a good value for the money on that contract. So, what's our total amount we have to spend, Courtney? Again, let's put that out there.

COURTNEY RYLAND: So as of right now having reduced the activity or the amount funded for the activity regarding council leadership training to 7,000 and with moving the voter rights and accessible options to the videos and visual materials activity, we are now at a total of 645,000 which is the budget.

RANDALL BROWN: Right. The entire budget.

COURTNEY RYLAND: Correct.

RANDALL BROWN: So, we can leave this as it is, but then we have to be clear we have no more money left for any new initiatives.

COURTNEY RYLAND: So, I think what Bambi had recommended was let's go ahead and discuss the new initiatives so that we'll know how much we need to reduce the continuing initiatives.

RANDALL BROWN: I just want to make it clear that at this point as we start the discussion, we have spent all of our available funds for the year. So, if we decide to do, whatever we decide to do that's new that has a cost we will have to reduce spending on some of these existing expenditures in order to do it.

JILL HANO: Never mind.

RANDALL BROWN: Are you sure?

JILL HANO: Yes.

RANDALL BROWN: Okay.

EBONY HAVEN: You have hands raised. Well, three Randall. If you want to take those comments before you guys move on.

RANDALL BROWN: Yes. Let's go ahead and take those.

EBONY HAVEN: I'm not sure if Ms. Brenda and Bambi still have comments, but their hands are still raised. And then you have Ms. Corhonda Corley.

RANDALL BROWN: Bambi, do you have a comment?

EBONY HAVEN: She put her hand down. But Ms. Brenda's hand is still raised.

RANDALL BROWN: Okay. Brenda, do you have a comment?

BRENDA COSSE: Yes. Ms. Courtney elaborated on 3.1.1, but I inquired about 1.1.7, supported decision making.

COURTNEY RYLAND: Okay. So, I was actually talking about the contracts that I was mostly involved with. And actually, Ms. Ebony Haven who is with us she is actually monitoring the contract for the supported decision making. And if Ms. Kelly Monroe is with us, I believe she's actually the contract holder for that activity.

RANDALL BROWN: Right. So, let's give them the floor if they're willing to speak on it.

EBONY HAVEN: I apologize. Can we repeat the question.

COURTNEY RYLAND: Ms. Cosse is wanting to know about the status of this activity and if the full fifty thousand would be needed for this activity to continue next year.

EBONY HAVEN: So, I do believe they are going to expend the entire amount for this year. Currently they have done four trainings so far. They're still in the process of getting trainings scheduled. I know Ashley McReynolds who is over the contract for the Arc of Louisiana, she is currently in touch with the bar association and she's trying to get trainings scheduled for the bar association and the judges' association.

But they're currently on track spending the entire fifty thousand dollars. And if you all would resume this contract next year, I'm assuming that amount would be needed to continue.

RANDALL BROWN: Thank you, Ebony.

EBONY HAVEN: Any other questions of Ebony and this contract?

JILL HANO: Is that four trainings.

EBONY HAVEN: Yes, Jill. They've had four trainings so far and they're in the process of scheduling more trainings in the other regions. So far, they've covered regional seven, region five and region two. Which they're planning on rescheduling for region two because the training that they did have in region two it was immediately after the winter storm that we encountered and so the participation wasn't as well as they hoped. So, they're going to be rescheduling another training for region two.

RANDALL BROWN: Okay. Any other questions of Ebony regarding supported decision making? Kelly, if you're here, would you like to speak on the topic while we're discussing this?

KELLY MONROE: Hey. Sorry. I'm available to answer questions. But I think Ebony kind of like gave y'all an overview. The only thing she didn't update you on was that Ashley is in the process of walking three of the five families through the process of supported decision making.

RANDALL BROWN: Okay. Thank you for that.

KELLY MONROE: So, I don't know if anybody has direct questions or anything maybe I can help.

JILL HANO: So, Ebony, is that going to go on our status report?

EBONY HAVEN: Yes, ma'am. I included all of that information on your status report. And if you're on the community inclusion, self-determination committee I will be going over those contracts, I'll discuss that same information on that committee meeting.

JILL HANO: Great. Thank you.

RANDALL BROWN: Okay. So just to be clear, does

anybody else have a comment, or question or suggestion?

EBONY HAVEN: Ms. Brenda has her hand raised and so does Ms. Corhonda Corley.

RANDALL BROWN: Okay. I believe Corhonda has been waiting. So, we'll let Corhonda speak and then Brenda can speak. So, Ms. Corhonda, you have the floor.

CORHONDA CORLEY: Thank you so much, Mr. Chairman. And...

RANDALL BROWN: Unfortunately, we lost her.

COURTNEY RYLAND: No.

RANDALL BROWN: Here you go.

COURTNEY RYLAND: Okay. Thank you so much. Someone had actually muted me back. But if my memory served me correct, when we addressed this issue in regards to these contracts from meeting part one and meeting part two y'all asked all these different entities how much money they needed. So that's how the door was opened for certain entities to say that they wanted more money. Problem number two. We don't have deliverables reports. My memory serves me correct Ms. Moore, Ms. Kelly Moore actually told us that she didn't actually record all the correct demographics that I asked for and requested including racial ethnicity, gender, disabled or not. That information was not recorded and that is part of the contract. So, I think we actually do need to look back at these amounts because it does not cost fifty thousand dollars to do a Zoom meeting. Zoom meetings, you can get a Zoom account for free. I'm just telling everybody, 45 minutes free. Courtesy of Zoom. You can also do a Google meet. That is free. If you want to do meetings with the bar association about supported decision making and the judge association again, where is that helping disseminate information to the people and the community in which you have this contract to service. Point number four. Somebody's mike is not muted, and it is interfering with me talking. I think that's Ms. Kelly's mike. Can you please mute her mike so that everyone can hear me clearly. Point number four. Problem number four that we have is that like they

said, region number two had to be rescheduled, but region number two didn't even get the information out. Because I live in region number two, and I didn't even know about it. So that's a problem. Problem. Especially when I attend all DD Council meetings and I didn't even know about the meeting. That's a problem. Which means they are not doing publicity like they need to. How they using that fifty thousand.

RANDALL BROWN: Thank you for your comments. Let me say that the deliverables can be tracked and will be tracked in relation to the issues you brought up with the staff. Your objections and comments were noted last meeting. So those areas you asked to be tracked, that information can be gathered, and I believe they would be gathered. In relation to the amount of the contract that's something the committee has yet to determine, but we're looking at. So, thank you for your comments there, Ms. Corley. As we move now into discussion of new contractual activities, we have to bear in mind all the money at present has been allocated, has been spent. So, if we decide to do a new project today then we have to look at where throughout the budget, where we could cut expenses to meet that new project we decide on today.

BRENTON ANDRUS: You do have two hands raised, Brenda and Kelly have their hands raised.

RANDALL BROWN: Brenda, I believe you had your hand raised earlier so we'll let you speak and then Kelly.

BRENDA COSSE: Chair, if you don't mind could, Ms. Monroe speak. She might answer my question.

RANDALL BROWN: I'm about to give her the floor as soon as you have made your comment.

BRENDA COSSE: Yes. I was going to ask that before we do, my suggestion would be to present this to other regions before we circle back. Because other regions are waiting for more information on supported decision making also. And I needed a clarification. Did we say that we were going to give this contract back to the same contract holder? And thirdly, all of these areas, contractual areas are relevant. But as you keep

reiterating, chairman, that is the role of this planning committee to make the hard decisions that we're going to bring to the full council. So, this is hard decision-making time.

RANDALL BROWN: Yes.

BRENDA COSSE: Thank you.

RANDALL BROWN: And so, I'll let Kelly speak to your issues if she's willing. Kelly, you have the floor.

KELLY MONROE: Okay. So, some of the fifty thousand goes to Disability Rights Louisiana also to help pay for Melanie Brays time and also pays for some of Ashley McReynold's time while she's on the contract. As well as developing and also travel expenses when she's walking certain families through certain activities. So, there is much, much more that goes into developing a program and educating families than just opening a Zoom link. There's a lot more that goes into it. A lot of research, a lot of training. So hopefully that answers some of it. I know that when we had that conversation last time about the demographics we were not reaching all of the demographics it was noted and said last week. So, as we move forward, like I said last week, we will start to ask those questions during the evaluations like you requested. So we do turn in deliverables every single month. I'm not sure if Ebony wants to share those or if the council shares those. h you. I have no problem with anyone looking at any of the reports that we turn in. But we turn them in on the tenth of every single month to show activity. I don't know if there's any specific questions or if I've missed anything, but I would be happy to answer any other questions.

RANDALL BROWN: Thank you Kelly.

KELLY MONROE: Welcome.

RANDALL BROWN: Now we really need to move into do we have any suggestions or ideas for new activities?

BRENTON ANDRUS: Hey, Randall. Hyacinth has her hand raised as well.

RANDALL BROWN: I'm sorry. Hyacinth, you have the

floor.

HYACINTH MCKEE: Moving forward I'm going to ask that the staff that are overseeing and assigned to monitor these contracts produce the report to us. We cannot continue to operate and assign dollar amounts without having information in front of us. You know, this piecemeal, you know, we do this, we do a little bit of that. We're putting thousands of dollars towards these programs. This is money. We need full written reports. And the expectation is that the reports that like Ms. Monroe said she's sending to the staff, that information needs to be in a report to us so that we can make informed decisions about how to spend this money. Because I'm going to say this, and Mr. Chair, thank you so much for the hard work you're doing. We're about to make some cuts. It's going to happen. The issue is who we're going to cut. And we want to make sure when we do that we're informed. And it sounds like collectively our committee is not informed. And so, in order to be of service we need to have the information. So, I want to ask Mr. Chair to work with our interim executive director to ensure that the committee has a full written report about where all this money is going. My colleague Jill made a great point when she said is this going in a status report. We need these reports prior to these meetings so that we can make informed decisions on this money. Thank you, Mr. Chair.

RANDALL BROWN: You're welcome. Let me say I'm committed in every way to help carry out the activities that we set forth as a council. Both as a committee and body. And so, we'll do everything we can to ensure that those deliverables that are set into these contracts are met and what information can be shared will be shared. Courtney, if you have anything to add.

COURTNEY RYLAND: Maybe just a clarification, if I may, for Dr. McKee.

RANDALL BROWN: You may.

COURTNEY RYLAND: So, were you referencing being more prepared for this type of meeting?

HYACINTH MCKEE: So, we're being asked to blindly look at dollars and say I guess we'll cut ten from here. I guess we'll cut from five here. I guess we'll get three from here. We have people that are holding contracts on verbally saying to us this is what we do with this money sometimes. And we have people not even present at all to even account for the dollars. But then we're being asked to go in and say take five from here, take two from there. That's not fair to the contracts and it's definitely not fair to the stakeholder and the taxpayer. I'm over it. We need something written to say these deliverables are being met. This is the status report about how much money we spent so far. It was spent on this. This is how much we have left. This is a waste of taxpayers' dime. This is a waste of stakeholders' input. And frankly, this is a waste of our time if we're not coming to these meetings informed. And so, I'm not comfortable cutting anything, to be frankly honest with you. I'm not comfortable cutting, adding, dividing, multiplying any of that. I do not have the information in front of me to make the best decisions for the public that I serve. I'm actually trying to contain myself. I'm actually going to ask, I'm thinking about asking Mr. Chair to end this. I can't move forward without information in front of me. I cannot make an informed decision without the proper data to say what to cut. And I don't know how we've been functioning like this. I just don't know. So, someone needs to help me understand this, but I can't assign money because of your personality, because I like you or I don't like you. Okay. I'm going to be giving you real talk. I need to see the dollars. I need to see what's been spent. I need to see what the people that are responsible for managing these contracts to come to the committee and say these people are saying they already spent 25,000 and this is what they spent it on. They're asking for more. Or they can make it work for the fifty. But I can't keep assigning money based on likes and dislikes. I'm being frankly honest. I'm not

prepared for this meeting and I'm not comfortable moving forward. I'm not. Cutting or adding any money. I'm not. Thank you.

RANDALL BROWN: Understood. Thank you. Courtney, would you like to address the vice chair?

COURTNEY RYLAND: Sure. I absolutely take everything you just spoke into consideration. So, we need to have, we need to include more information on our status reports because the staff does include updates on the status reports as to what's been transpiring during that particular quarter on the status report. But if we're wanting to know more information about okay, well if 51,000 was allotted, this is how much they've spent.

HYACINTH MCKEE: That's correct, Courtney. Because we're in a year right now where we're crunching money. And we have some really good programs out there. We have really good contractors, and I don't want to name any. There's some that are really working hard. They work hard. And I'm not comfortable with cutting their money. I'm not comfortable with cutting their money if they need all of their funding to make things work. But I'm also not comfortable with doing it in a manner where I have to choose who has to be cut without having everything in front of me. How much has been spent so far. What are they projecting they need next year. That kind of stuff this committee needs to have in order to make these kind of-- you're asking us to make a tough decision with not having all the information in front of us. Those reports need to come to the committee before we get here.

COURTNEY RYLAND: Thank you for that.

BRENTON ANDRUS: Brenda, Liz and Jill have their hands raised.

RANDALL BROWN: So that's a commitment that as your chair I will work with the staff tirelessly to get as much information out as we have and as you've seen throughout these meetings. I do ask staff what information do we have available on each of these deliverables and where are we at with those. So that's

why I ask that, to make sure we get what we do have on the record. And so, we do need to work harder to the vice chair's point. We do need to work harder to make sure that our reports to committees are as fully transparent as we can make them with information we have at the time we give the reports. So that's something we can do, and I'm committed to do better. As far as, I mean we have to get the work done today. This affects not only just this year, but our entire five-year plan and scope of work. So it's a tough decision. It's a tough meeting, I get. But a decision has to be made today on the expenses. So, if we just want to keep things as is there would be no cut, we just add nothing new. We just continue forward with what's here. But to my point, if we choose to add a new activity then we would have to cut because we're simply out of money. So, we would have to cut if we decide to add a new activity, is my point. So, if we don't want any new activities, if we feel like, you know, due to covid, due to all these different variables that all this work is great and needs to continue then this is the recommendation, this is where we would stop. If we have ideas for new contractual activities then, I mean, it's just the reality we're at. We'd have to look at where we would trim money in order to gain funding for the newly suggested project. That's just the reality of it at this point. But we are required to produce a one-year plan. In fact, this will be the first year of the five-year plan. And in order for us to have any funding to even exist, we have to have these plans in place.

BRENTON ANDRUS: Randall, Brenda has her hand raised. Liz has her hand raised and you have a few comments.

RANDALL BROWN: Okay. Brenda, you have the floor.

BRENDA COSSE: Thank you, chair. I thought I heard vice chairperson McKee make a motion for us to get the documentation that we need as the FFY 2022 planning committee so that we can make informed decisions. A former chairperson Kay Marcel always emphasized that we

need to be informed stakeholders. So that's my first thought. My second thought is we should consider, because there are so many things, issues that have arisen since we've been in this pandemic that we should at least be considering, and the public may have some new ideas. And I forgot what my third point was, but it was dealing with cutting. And my fourth point was I'm not sure if I still didn't get my question answered as far as would the staff recommend for us to reduce as well as a clarification finally on whether or not we already said we were going to give the current contract holders these contracts again in 2022. Because if we put, if we put the information out again for bid, we may get some entities who can do the same work for less funds. Thank you, chair.

RANDALL BROWN: Thank you for your comment. Who else was left, Brenton?

BRENTON ANDRUS: I think Jill. Jill has her hand raised. Liz took her hand down, so I guess maybe her question was answered.

RANDALL BROWN: Is that it, Jill?

JILL HANO: Ashley was on the call the second meeting and to my knowledge she gave a very detailed description of what she's done and from her trainees. Her feedback was very positive, and I think that all this will be reflected in the status report. So, I mean I think we are getting deliverables. I think just wanting to point out that Ashley did report to us some of her feedback. And that I think they are planning on having deliverables met because I don't know when, not that I disagree with you Dr. McKee, but I think we are on the right track and maybe there just needs to be some timelines.

RANDALL BROWN: Better timelines, yes.

JILL HANO: That's it.

RANDALL BROWN: I think it's important to bring up the fact that everything we have here that we're doing we're currently doing most of this already we haven't even gotten to new things. And I think as we've discussed this over a period of days everyone has

agreed these are needed, these are valuable to the community. This is all derived from feedback we've gotten from stakeholders. And these are projects that have been ongoing. And so, they do, accountability is important. And to the end that I can request data and that we can give data we are working to do that, and we will improve that process. I'm committed to that as best we can, wherever we can. But to address the scope of the work, I don't think there's anything in this plan so far that doesn't need to be done, doesn't need attention and need our funding and help. The question is getting the information to the committee on time. I mean we're at the end of the scope of this work. We have to produce a recommendation for the council in order for this to, all this work to proceed. If we don't then none of it can. And I don't think we're here to do nothing. And so as flawed as this may be in terms of our ability to get information to you to make decisions, I take responsibility for that as your chair. But the thing is is as best we can I think Jill has a point. We have the information, or we can get the information for the deliverables we are currently collecting, and we just need to do a better job of getting that to our members. And not just to this committee, but to the council in general. And so, I'm committed to that. I know Courtney would be as well. And so, but I have to tell you, the work we have before us, the things we have here they are vital. And as much as we are accountable to the public, what we are most accountable to do is to do the work that they need. So, I think everything in this plan does that. And it's the best way we can with the money we have. The hard decision will come as we discuss new contractual obligations. Unfortunately, where we're at we would have to look at cutting something in order to provide a new plan for suggestions. So having said that, are there any comments in the chat, Brenton, that we need to read.

BRENTON ANDRUS: You've got quite a few. Let's see. From Corhonda Corley. Let's see. She had

mentioned, I think this was when there was discussion about the amount for the contracts. She said shouldn't the individual's salary be covered by the agency they're employed. She mentioned our DD Council has been looked at as a money train that never services our community. The change is highly recommended and welcomed. We need to require a real itemized and detailed expenditure report from every contract holder. We have too many meetings and full DDC meetings without the reports being available. Those reports never made available at the later date either. We need and require real transparency and accountability from the entities receiving funding from the DDC.

RANDALL BROWN: I just committed us to that. So, thank you.

BRENTON ANDRUS: And Dr. McKee says as accountable representatives for the public we need written detailed reports as stated and also ask to have a representative and contract holder to be on standby for all of these meetings for questions that the committee may have. And then the last comment is from Charlie Michel. He says perhaps an internal procedure could be set up that provides for a timeline to follow regarding the provision of all supporting documentation for each meeting. Such as one week before the meeting date, etc. The points made were all valid, but to be honest since this is the second meeting addressing this same topic, I'm wondering why these concerns weren't brought up before this meeting so that the frustration and anger didn't need to be aired in a public forum. Some things can be conducted in private so as not to involve the public in internal protocols. I mean no disrespect, but I'm only trying to offer a potential solution which is used by many other public agencies.

RANDALL BROWN: Thank you, Charlie, for that suggestion and a comment. Thank you, madam vice chair. All of your comments and suggestions are noted. Take them to heart. We always have ways to improve. Certainly, contractually that's always ongoing in ways to improve and better meet the needs of the community

and better serve both the community and the council itself. So as your chair I'm committed to making sure that all of these that we set forth we agree to are done and deliverables are reported, and things are done in a way that allows for us to feel better supported as committee members and as community members in this process as we make these decisions. That's, you have my commitment there. We will do everything we can to get the information we have to you to the end that, you know, can as we have it.

BRENTON ANDRUS: Also, Randall, I don't see any hands raised, but I know throughout the last, probably ten minutes are so, hands were going up and down. So, I didn't know if any of the committee members had anything they wanted to share. I didn't want anybody to be skipped. But I think Hyacinth has her hand raised at the moment.

RANDALL BROWN: Yes. Hyacinth, you have the floor.

HYACINTH MCKEE: I'll be brief. I do want to speak to the assumption that when someone on the committee is engaging in an articulate, well thought, passionate conversation that it's interpreted as anger. I'm very concerned about that cause that's typically a sign that, or an adjective that's usually tied to a person of color who is speaking passionately about a topic. And so, I want to press upon our staff that when they are reading these comments that are being displayed live on YouTube to use some form of discretion. Not all information has to be read word for word. Because again, saying that the word or attributing the word anger to a person of color who is articulately speaking passionately about a topic promotes the stereo typical narrative that when persons of color speaks passionately that it's taken or processed as anger. So, I want to make that very clear. That I didn't find that anyone on this committee was angry today. I thought that the dialogue was very intellectually stimulating. And that's what committees do when they are managing half a million and million dollars. So, I want to make that publicly noted and we'll work

privately to address some of the concerns as it relates to these deliverables and what's being said in these comments and the way they're being reported. Thanks again.

RANDALL BROWN: Thank you, madam vice chair. And let me be clear I am fully supportive of every member of this community, and this council, and this body and this committee itself. I think that debate is important. If it gets spirited, that's fine with me. I didn't take it as spirited either. I think we just had constructive criticism today and I took it as such. So, know that as your chair, I hear all of you and hear all of your concerns. And constantly labor to do that. So that's something I'm not just committed to in this instance or these instances of these activities. That's something that's in my ethos as a leader is to hear all of you and to make sure that I'm endeavoring to do everything I can to meet the needs of our community and this council. So, to that end, thank you, madam vice chair for your service and your comments. Thank you, everybody, for your work today. I know this is hard work. And I know we get passionate, and I understand completely why. And, you know, I welcome discussion and discourse. And so, I didn't take anything said in the last few meetings to be particularly adversarial as much as we have work to do and that's been made clear to me. And so please understand that. I hear everyone. And we will work in every way we possibly can to improve the way we carry out our business.

BRENTON ANDRUS: Randall, you do have another comment.

RANDALL BROWN: Yes.

BRENTON ANDRUS: From Corhonda Corley. She asked can we please add cultural competence and racial profiling as training for the council, staff, agencies and public.

RANDALL BROWN: Noted Ms. Corley.

BRENTON ANDRUS: She also stated she wholeheartedly agrees with Dr. McKee's comment. The fact that we have

to inform anyone that we are not upset exhibit the need for this training.

RANDALL BROWN: Okay. We need to move into discussion of potential projects. So, we know what's before us and we know what's spent. The question now before us needs to be do we have any ideas or any concepts for projects, new projects for the coming fiscal year.

COURTNEY RYLAND: So, before you should be the recommendations that were from the standing committees.

RANDALL BROWN: Huh-uh.

COURTNEY RYLAND: So, these were recommendations for new or continuing activities.

RANDALL BROWN: So, some of these are continuing, not just new.

COURTNEY RYLAND: Correct.

RANDALL BROWN: Okay. Do we have any idea which ones are new?

JILL HANO: Number three under education and employment. Is education on, specifically for covid? Thank you. You read my mind. Cause I don't know. And then I did know. But it's not new. But the providers like 2.1. But I think we have that covered. None of these recommendations, excuse me, can we edit that out.

COURTNEY RYLAND: Can you keep going, Jill?

JILL HANO: 2.1. Like I know we covered health, but this is to specifically create a list of ... and put it on the LDH website. And I know that this specific recommendation wasn't on the 2022 plan. I don't know cause now I can't remember. Am I making any sense? No.

RANDALL BROWN: As it relates to these objectives what I'm wondering, openly, staff is what of these are new. What are these are we not already doing in some way?

COURTNEY RYLAND: Well, we don't have any initiatives rewarding housing which was a new objective that was created.

RANDALL BROWN: Right.

JILL HANO: And then the first one under self-

determination is a lot more specific than what we wrote in the 22 plan.

RANDALL BROWN: Correct.

JILL HANO: And then I agree housing. Is education number three I believe is specific to covid. And then I think everything else seems to be covered.

RANDALL BROWN: So, to go back to self-determination goals, Courtney, or recommendations, number one would be objective 2.1 to create a list by region to be posted to the council and the Department of Health's websites. This should include providers, preventive health, prevention and chronic disease services, dental. I know there's already initiative with the dental that's being done with the taskforce. And they've asked us to sign on with that and I think we can do that at no cost. And so, no dollar cost to us. It's already being done. We can collaborate with or being asked to collaborate with. I think that's something I can do today on that front. In terms of providing the list, Courtney, do you think that will have a financial component to it? Or do you think that is something we can do as an activity in house?

COURTNEY RYLAND: Being that the majority of that information would have to come from LDH I think maybe advocate for a list of providers by region to be posted and have LDH create it since it's a list of their providers.

RANDALL BROWN: Which again, what costs would that have for us in terms of budget?

COURTNEY RYLAND: If we're advocating and if we're asking LDH to create this, then there's no cost.

RANDALL BROWN: That's my point. So, I think that's one that we could do at no cost and get achieved fairly quickly with collaboration with LDH.

COURTNEY RYLAND: Okay. So, is this something we're wanting to add? Is this a new activity or am I just making that assumption?

RANDALL BROWN: It's a recommendation from a standing committee and has no cost involved. I think that it's something we could do fairly easily. Do you

agree? Cause we'd essentially be asking for LDH to create the list.

COURTNEY RYLAND: Correct. So, I guess I'm asking for other committee members, I don't want to make the decision or recommendation.

RANDALL BROWN: No. I'm leaving it open to committee. You know, I'm just trying to get this met and I think this doesn't have a financial component. I think we can do this without a financial component attached is my point.

HYACINTH MCKEE: I'm for the recommendation. I mean there's no money tied to it, so why not. So, I support that recommendation from Jill and the committee.

RANDALL BROWN: So, we're in agreement to add this as a new activity as per recommendation from our self-determination and inclusion committee.

HYACINTH MCKEE: Yes.

RANDALL BROWN: Do I have any objections to creating this as a new activity as suggested by the self-determination and community inclusion committee? Any committee member object? So that becomes a new activity under noncontractual. Right, Courtney?

COURTNEY RYLAND: Right. Any language-- oh, can you see? I'm sorry. Y'all might not be able to see. Hold on just a moment. So, I'm going to have to leave the recommendations from the standing committee's page to share the action plan.

RANDALL BROWN: Okay.

COURTNEY RYLAND: Bear with me. Okay. So, this activity 2.1.6 was what was just added. Is there any language change recommended?

RANDALL BROWN: I think we're good.

HYACINTH MCKEE: Looks good. Courtney, I agree.

COURTNEY RYLAND: Thank you. Okay. So then let's look at the next recommendation that that committee made. So, the second recommendation from the self-determination community inclusion committee was to establish an initiative to educate first responders and direct support professionals on how to treat

individuals with disabilities in an unbiased manner. I think we're actually already covering the first responder part of that.

RANDALL BROWN: We are.

COURTNEY RYLAND: But we don't have anything for establishing training for direct support professionals. Is that something we want to do this year or?

RANDALL BROWN: Is that something we can look at this year how we can best go about doing that. Cause I think you're going to have to produce some kind of training materials perhaps on that.

COURTNEY RYLAND: Right. That would be a cost. This would be a cost.

RANDALL BROWN: Yes. But also have to determine, before we determine cost, we have to determine what's needed or what we want to do in terms of how we meet that goal with deliverables for training for the direct support professionals. So, is that something we'd be comfortable, if we're looking at like a flow chart is that something we'd look at next year? That we take into consideration to research and look into ways to.

HYACINTH MCKEE: I'm thinking because of the financial constraints, Mr. Chair, it might be best to try to move that. Because we are covering the first responders as it stands right now. I'm just hoping that, you know, we're doing good by the public by moving that.

RANDALL BROWN: And so next year we could make-- our first responders is being touched now and being done. Next year the focus can be direct support professionals and trainings for them.

COURTNEY RYLAND: You mean for action plan 2023?

RANDALL BROWN: For action plan 2023.

BRENTON ANDRUS: I think Bambi had a question about 2.1.6. I know she's trying to fix some audio issues. I don't know if she's been able to do that.

RANDALL BROWN: Okay. The one we just added.

BAMBI POLOTZOLA: Can y'all hear me now?

RANDALL BROWN: Yes. We can, Bambi.

BAMBI POLOTZOLA: I don't know what's going on. I

apologize for the continued audio issues. And I may have missed something on 2.1.6 but doesn't that already exist on the LDH website. I was just doing some search. You used to could search for providers by region. Are y'all talking about something more than they already have?

HYACINTH MCKEE: That was Jill's recommendation. I think she was asked for more clarity and transparency. And then it was also not financially tied. It was something that was free. She's on. Jill can probably speak to it.

RANDALL BROWN: It actually stems from a recommendation from our self-determination committee.

HYACINTH MCKEE: Yeah. I'm sorry, Mr. Chair.

RANDALL BROWN: And so, this was language they asked us to adopt. And again, this has no financial component. And Bambi, you're right. They do already provide some of this information on the website. And so, wherever that's the case we're just making a commitment in our activity to make sure that it's produced and then disseminated. So, if it's already there we would do a better job at disseminating and making it known to our community that it's there. The information is there, how to access it. Any other questions?

COURTNEY RYLAND: Okay. If we're moving on, then the third recommendation from the self-determination community inclusion committee was on establishing an initiative to address discrimination on housing for people with disabilities.

RANDALL BROWN: Right. Which I think we can all agree is important. Is there a way we can do this in a cost neutral kind of way this year and then continue with it? Cause it's a huge project and a huge need.

COURTNEY RYLAND: My recommendation would be since this is the first time the council's trying to do something with this activity is let the first year of this be conduct research and investigation so that we can maybe make contact with all the appropriate entities that would have services related to housing.

RANDALL BROWN: I know there are many, many. Let me say before you move on. There are many, many entities that provide housing or housing assistance to our population across Louisiana. So, I think that's wise and pertinent to have the staff research how best we can craft future work and future activities to better meet the need. I think this would be a good time to add that as research for this year. For us to, again, suggest this be moved forward to the 2023 plan with those suggestions being analyzed and information gathered being assessed at that time.

BRENTON ANDRUS: Randall, Kelly Monroe has her hand raised.

RANDALL BROWN: Yes, Kelly. You have the floor.

KELLY MONROE: Hey. I just wanted to remind you guys that GACDA has a housing committee that Sharon Hennessy chairs with People First. And they're always looking for people to help participate in those committees. And so maybe the first-year people from, maybe someone from the council or some board members may want to participate on that committee to see what's going on.

RANDALL BROWN: Yes. Thank you. That would be perfect. What we don't want to do is do duplication of effort. Where we can collaborate with efforts on this front that may already be ongoing. We certainly want to be able to do that and to produce work that is going to be meaningful. I think research is required on this.

BRENTON ANDRUS: Brenda also has her hand raised.

RANDALL BROWN: Yes, Brenda. You have a floor.

BRENDA COSSE: Just clarification. Did Ms. Monroe say GACDA? If she did, could she explain that acronym for the public.

RANDALL BROWN: She did say GACDA. Yes, ma'am. Thank you.

BAMBI POLOTZOLA: If that's the Governor's Advisory Council on Disability Affairs. This is Bambi. That's the council that advises for our office. And Kelly is right. Housing is really difficult to learn how to navigate cause the system is really complex at

different levels. But we work really closely with LHC, Louisiana Housing Corp. And so, I totally agree with Courtney's recommendation as well as Kelly's recommendation that those are good recommendations that we should move forward.

RANDALL BROWN: I agree. Thank you, Bambi.

BAMBI POLOTZOLA: And anybody who wants to know about those committees with GACDA, the Governor's Advisory Council on Disability Affairs just reach out to me, and I can put you on our email list and give you more information.

RANDALL BROWN: And when you do your report Bambi for us at the April meeting, could you mention how our members could get involved with GACDA or be involved with that committee's work?

BAMBI POLOTZOLA: Yes, sir.

RANDALL BROWN: Thank you.

JILL HANO: What is G, government. Say that again.

COURTNEY RYLAND: GACDA.

BAMBI POLOTZOLA: I was talking too fast. GACDA. Stands for the Governor's Advisory Council on Disability Affairs. I'll put it in the chat too.

RANDALL BROWN: Thank you, Bambi.

COURTNEY RYLAND: Okay. So, if we are moving right along.

RANDALL BROWN: We are.

COURTNEY RYLAND: The next recommendation is from the education and employment committee. And it's regarding education. The first one states to building capacity and higher education institutions for those individuals providing services to special education students, traditional and special education teachers and service providers. Including ongoing support. For example, high quality ongoing teacher education.

RANDALL BROWN: Okay. So, is there effort being made that we're aware of by the department or any community entities in this regard already?

COURTNEY RYLAND: I believe the Department of Education is currently trying to pursue some continuing education or some more credentialing for special

education instructors and maybe even paraprofessionals.

BAMBI POLOTZOLA: I can't see on the screen what you're talking about. Can you scroll up, maybe?

RANDALL BROWN: Yeah. There we go.

COURTNEY RYLAND: So, number one was what I just read off.

RANDALL BROWN: Right. And so, in doing that, again, I'll ask the question, does that have a financial component for us to do. Or is there somewhere where this is being done in some way already where we can collaborate?

COURTNEY RYLAND: And I'll reiterate that I believe Department of Education is trying to do something about this for the next school year. If we're wanting to build capacity, that usually means training.

RANDALL BROWN: Right.

COURTNEY RYLAND: But if we're just wanting to make sure that these professionals get certified or get the high-quality continuing education, then that's a no cost. That's advocating for, that's asking them what they're doing.

RANDALL BROWN: Why don't we do that. Since we don't appear to know exactly what the department is doing in this arena, and we agree it's important, why don't we commit to reach out and find out what they're doing, how they want to do it and find out what ways we can collaborate with them on this. And then where we can build capacity again next year or any part of our five-year plan coming up, we can commit to that as needed. But I think, again, this is another issue we need to research and get involved where we can where efforts may be already ongoing. We don't want duplication of effort.

BRENTON ANDRUS: Bambi has her hand raised.

RANDALL BROWN: Yes, Bambi.

BAMBI POLOTZOLA: I feel like the first component also has to do with us doing some outreach to our higher education institutions. And they have to have the programs in place. Cause there's some, like our low incidence disabilities, teachers of low incidents

disabilities, they don't have the training programs. So that's another component. It's not just through the Department of Education.

RANDALL BROWN: Understood. Thank you for that clarification. But again, as Bambi rightly mentioned these are ongoing programs at higher education institutions, correct. I think if we can find ways we can collaborate with those existing structures and entities I think then we can discuss how best to build capacity. How best to help build the capacity once we better understand what our partners out there are doing on the topic. Okay.

So, on point two of education and employment, advocating and providing input on high impact systems that can be used to leverage best practices around IEPs and enable each member to fully participate as members of the IEP team. Again, I ask Courtney is this part of the effort that we're already part of in our work. Or that some sister entity we're aware of is doing in some way?

COURTNEY RYLAND: I was typing up the other activity. I'm sorry.

RANDALL BROWN: That's okay. I'll give you a moment.

COURTNEY RYLAND: I'm sorry.

RANDALL BROWN: It's okay.

COURTNEY RYLAND: It seems like we may be addressing this in the other activity we have.

RANDALL BROWN: I think we are. Or at least to a large extent I think we are. It sounds like it in the language.

COURTNEY RYLAND: So, I tell you what, before moving onto the next activity do you mind if I finish the other activity?

RANDALL BROWN: Yes.

COURTNEY RYLAND: Thank you. Sorry.

RANDALL BROWN: No. It's okay.

COURTNEY RYLAND: Oh, goodness. What happened. Let me stop so I can see what I'm doing.

BRENTON ANDRUS: Just to let everyone know in the

chat Bambi shared information about the Governor's Advisory Council on Disability Affairs. There's also a link in there to some of the public documents.

RANDALL BROWN: Thank you.

COURTNEY RYLAND: Y'all have language recommendations, please feel free.

RANDALL BROWN: I think it's good. Any comments or suggestion as it relates to activity 3.1.8? Conduct outreach with appropriate entities on current services and training opportunities for traditional and special education teachers including ongoing support, IE high quality ongoing teacher education which may lead to capacity building efforts to increase high quality educators. Does anyone object to the language or the language of the activity?

COURTNEY RYLAND: All right. So now back to recommendations.

RANDALL BROWN: We're on recommendation two, correct?

COURTNEY RYLAND: Correct.

RANDALL BROWN: Says advocating for and providing input on high impact systems that can be used to leverage best practice on IEPs and enable each member to fully participate as members of the IEP team. And again, I ask what I asked earlier. Is this part of something we have already begun to address in the current plan, or do we know of efforts being made by any entities to address this same issue?

COURTNEY RYLAND: Well, we currently have activity 3.1.3 on the 22 plan that states advocate for support structure in school systems that assures adequate understanding and skill to develop and implement IEPs and increased infrastructure of training and technical assistance provided to parents and schools simultaneously.

RANDALL BROWN: So, it goes, it meets this need primarily.

COURTNEY RYLAND: Although it doesn't state it verbatim, I believe it's.

RANDALL BROWN: I believe it's broad enough to

encompass it, do you not?

COURTNEY RYLAND: Correct. But I think it's the committee's decision.

RANDALL BROWN: Yeah. But I think the way we have the activity already worded to this point I think covers this.

BRENTON ANDRUS: Corhonda Corley has her hand raised.

RANDALL BROWN: Yes, Corhonda. You have the floor.

CORHONDA CORLEY: Hi. Thank you so much, Mr. Chairman and committee. I'm just curious as to if this would be a duplication of services if we address that. And don't get me wrong, I believe that it is very imperative that we do educate parents in regards to IEPs and everything that they should include in an IEP. However, are we taking away something that Families Helping Families actually have in their contract that they actually address as it relates to the DDC. I just want us to be mindful of that because if so, then what will we be doing then besides duplicating the service.

RANDALL BROWN: Well, great point. And I think to that end I think we could reach out to our centers and see if they could help us provide or we could help them push out information as it relates to this topic perhaps. Again, this is something I think we can do at no cost or low cost to us if determined the need is there. And we have the activity, I believe, already covers it. So, I think we're good with number two. I think it is a duplication of effort in some ways and it's already being covered in our plan. So, I would say that two has been met. Not directly, but certainly indirectly.

CORHONDA CORLEY: Okay. Because if I can continue to have the floor, Mr. Chairman.

RANDALL BROWN: Yes.

CORHONDA CORLEY: Just because you had interrupted. I think that it would be prudent of us to kind of consider some of the legislation that is actually being proposed like mandatory kindergarten and what that

would look like. I think that would be more something we should actually focus our attention on as far as instead of if we're going to address IEPs then like Ms. Hano had recommended before covering the aspects that are not covered by our Families Helping Families contracts such as OCR complaints, etc. Those options. Instead of, you know, the actual IEP. Because I do know that that's something our parent training center and the FHF's actually--

RANDALL BROWN: Well, I think our current language on the current plan would allow us to cover all of it fairly well and fairly easily. And so, I don't know that we need to add this particular number two point specifically to the plan. I think it's covered already.

COURTNEY RYLAND: Ms. Polotzola has her hand raised.

RANDALL BROWN: Yes, Bambi.

BAMBI POLOTZOLA: Yeah. I don't think this is a duplication of effort. I mean Families Helping Families has a contract with Department of Education and they provide like services. What this is saying is that we're advocating for people for best practices and that families can fully participate as members of the IEP team. And so, what this actually does is where Families Helping Families are the ones implementing the work on the ground. This is the higher level of making sure that it remains funded and that we're advocating at the state level that, you know, they are doing their trainings and their information sharing with the school districts around this. I think that's two different things. I'm not saying that we need to add it, that it needs to be changed what we already have, but just a distinction that it is two different things at different levels.

RANDALL BROWN: Thank you for that point of clarity. But I do think the way the current plan is written it would very much allow for this as well to happen. So, I'm not sure we would need to add another separate activity for it as much as we're aware it

exists, and it's needed, and we have the language already written as to provide the staff the ability to intercede here and work towards this as deemed necessary. I think the language is already there in the plan. Does anyone disagree? Then we'll move on. So, to point 3, advocate for educational systems change based on emergent education issues that present themselves during the federal fiscal year of 2022 IE children getting services during the global pandemic and anything else that might arise.

COURTNEY RYLAND: Right. So, we already have that as activity 3.1.6.

RANDALL BROWN: Yes. So that's been addressed.

COURTNEY RYLAND: Also, the number four recommendation has also been addressed. However, it does add language at the end of it to state specifically regarding the charter compacts. So, do we want to just add that phrase to our activity that we already have?

RANDALL BROWN: Yes. That would be my recommendation. Yes.

COURTNEY RYLAND: Okay. And then we also already have number five on the plan as well. Okay. So, the next activity, or the next round of activities, are all about employment. So that first one reads advocate for access to LRS preemployment transition services within school districts for all students with disabilities.

RANDALL BROWN: This is part of what we're currently, part of our current plan, is it not?

COURTNEY RYLAND: No. It is not.

RANDALL BROWN: Okay.

COURTNEY RYLAND: This is about LRS preemployment transition services.

BRENTON ANDRUS: Randall, Hyacinth has her hand raised.

RANDALL BROWN: Yes. Hyacinth has the floor.

HYACINTH MCKEE: I'm sorry, folks. I believe that we moved right to employment, and I had a question about education. I'm so sorry about that.

RANDALL BROWN: No. It's okay.

HYACINTH MCKEE: And I will be brief. I'm noticing that whenever we talk about education, and I'm no longer on that committee, but I'm noticing that we're not inclusive of post-secondary opportunities. I'm just concerned we're not doing cradle to college like we should be. And so, I do see a lot of the, but there's nothing in it being that we have a contractual relationship with post-secondary I'm just noticing that we're missing that in our education goal. Education activities. So, thanks, Courtney. Maybe you can speak to that. Thanks.

COURTNEY RYLAND: So actually, that's what number one and number two are about is to try to bridge that gap between secondary education and post-secondary education and it does involve LRS. So that's why--

HYACINTH MCKEE: So are we going to do it under objective, are we going to do it under employment. Go back up, Courtney, cause I'm not registering.

COURTNEY RYLAND: Sure.

HYACINTH MCKEE: We're not saying clearly post-secondary in any of this language. And that's what I think is missing. Like nothing here implies post-secondary. And I just want to press that upon the committee. We do have a contract with post-secondary alliances. I just feel like we need to have something in there that says post-secondary. Like, you know, it needs to be in there.

RANDALL BROWN: I think we can just do a language clarification.

HYACINTH MCKEE: Yeah. Just if we can, you know, make sure it's stated in there.

COURTNEY RYLAND: Right. And we can actually include that specific language in, like I said, one of these two activities. Absolutely.

RANDALL BROWN: Yes. That's what I think we should do.

HYACINTH MCKEE: Okay. So include it in employment, not education, right? That's what you're saying, Courtney?

COURTNEY RYLAND: I mean they're just under

different objectives, they're still under the same goal. The same committee will be hearing these.

HYACINTH MCKEE: Yeah. Absolutely. Okay. Cause I just want us to start thinking post high school for people.

RANDALL BROWN: Thank you.

COURTNEY RYLAND: Okay. So, I don't think that number one, that's not a cost initiative. So, we can definitely add that to the plan. And we will include post-secondary education. Hold on. Let me get to.

BRENTON ANDRUS: Bambi has a comment. She asked do we not already have a goal. What goal is LAPIE being funded under.

COURTNEY RYLAND: LAPIE, the alliance is under education. Since it's specifically relating to post-secondary inclusive education programs. But post-secondary can be vocational. It's not just another educational setting. So, I think that's why Dr. Hyacinth wanted to bridge the gap. You know, once they leave secondary education settings, what are they transitioning into. That's why they call it transition services. Okay. I'm sorry. I lost my train of thought.

BAMBI POLOTZOLA: This is Bambi. I'm not sure I understand. We already have a goal about post-secondary education and for that goal we are funding LAPIE. So I think that addresses what Dr. Hyacinth was saying. Or is that not correct?

HYACINTH M. E: No. That's not correct.

COURTNEY RYLAND: What did I do. I'm sorry. Y'all go ahead.

RANDALL BROWN: She was asking for us to include post-secondary language in the objective of the plan.

COURTNEY RYLAND: Oh, I thought she meant to, I was going to add it to the activity we're about to add.

RANDALL BROWN: I mean, I'm sorry. The activity, yes.

COURTNEY RYLAND: Sorry about that.

RANDALL BROWN: That's okay.

HYACINTH MCKEE: Truly a language that we're

adjusting...

RANDALL BROWN: Dr. McKee, I think we lost your audio. I'm sorry. But I think to Dr. McKee's point she's wanting the language of post-secondary added into the activity. Since it is something we're doing.

COURTNEY RYLAND: Can everyone see the new activity that was just added?

BAMBI POLOTZOLA: Where is the activity that we fund LAPIE? What activity is that? I guess that's my confusion. Okay. So that's an activity. Okay. The activity you're adding, can you go back to that one. So that doesn't make sense. So, you're advocating to access to post-secondary opportunities within school districts. So, what does that mean?

HYACINTH MCKEE: I can add clarification. I can try to add clarification cause my internet went out. I think that we're at a place now, Bambi, where we need to offer language where everyone understands what their options are made available to them, particularly to students who are exiting high school. You and I may be able to look at this document and see transition services. And to be frankly honest with you, not all school systems are even implementing proper transition services to students. And so, I think we're at a place now where we are in terms of advocacy making sure that when we write up documents, we include language that people are informed what's out there for them. And so having this activity to specifically speak to our ability to help them access all post-secondary opportunities and state it that way makes it helpful for the reader to know what we're offering to them. And so that's why I'm asking for us to start using language that we can attach to it and understand.

BAMBI POLOTZOLA: And I totally agree with that. But what this is saying to me is not that. Advocate for access to post-secondary opportunities within school districts. So how are you getting access to post-secondary within the school districts. Cause school districts are K through 12 is what I interpret that to be. So maybe it needs to be worded a different

way unless you're talking about dual enrollment where you're talking college courses on a school campus.

HYACINTH MCKEE: Dual enrollment could be an opportunity, but I think that maybe we should word it in a way that those individuals, those students get that information while they're in high school, right. Not wait till they graduate, and they don't know. So, advocating for access to.

BAMBI POLOTZOLA: Information.

HYACINTH MCKEE: Information on post-secondary opportunities and LRS. I mean if you want to put the word information, but the issue is is like Courtney's saying, trying to bridge that gap. That gap and we need to be able to let people see it. If the word information needs to go in there, that's fine. But the word post-secondary, specifically access to opportunities to put them in employment that's meaningful, right, and that actually pays them good money, you know, needs to be part of that. And that involves university access. So maybe if you want to put the word information that's fine with me as long as post-secondary opportunities for post-secondary is in there, I'm good with it.

RANDALL BROWN: It's there. The language is there.

COURTNEY RYLAND: Ms. Polotzola, is there other language recommendations you have for this activity?

BAMBI POLOTZOLA: I think it would be clear if it was advocate for information to post-secondary or information about post-secondary opportunities and access to LRS.

COURTNEY RYLAND: Okay. Can everyone see that change? Okay. I'll just read it aloud just to make sure. Advocate for information on post-secondary opportunities and access to LRS preemployment transition services within school districts for all students with disabilities.

HYACINTH MCKEE: I'm thinking Bambi is concerned with the word (inaudible) is that the word you're kind of like hanging on, Bambi? Or you okay with that? The face is frozen.

BAMBI POLOTZOLA: I was just sitting there thinking for a while. I think this makes sense.

HYACINTH MCKEE: Okay.

BAMBI POLOTZOLA: Cause you want information within the school district about these opportunities within the school districts.

HYACINTH MCKEE: Absolutely, yeah. Absolutely. Okay. Great.

COURTNEY RYLAND: Okay. The next activity that the education and employment committee recommended is to provide education to families about what LRS transition services are available and how to access them. And then they had a caveat to that, advocate for increased LRS counselor positions including administrative, legislative and funding efforts.

RANDALL BROWN: Okay. I'm back. I had to take a break for a second to do something. Okay. And so again, I'll ask is this something we're currently covering, or where someone else is covering or attempting to cover in some way?

COURTNEY RYLAND: This is not being covered by the council as of yet.

RANDALL BROWN: Okay. And so let me ask this question. It says advocate, so is there any costs attached?

COURTNEY RYLAND: For the caveat where it says advocate for increased LRS counselor positions, that is a no cost.

RANDALL BROWN: Right.

COURTNEY RYLAND: With providing education to families about LRS transition services.

RANDALL BROWN: Is that something we cover in the videos?

COURTNEY RYLAND: That's what.

RANDALL BROWN: I'm starting to get on your wavelength after so many hours. But I think that's definitely something we can cover in the video portion.

COURTNEY RYLAND: All right. So, if y'all will bear with me I will separate this ask real quick and then I'll share the document. So, for the video, do we

want to state, do we want to do a video just on LRS services and how to access them or do we want to be specific just to transition?

RANDALL BROWN: Could you do a video one for each?

COURTNEY RYLAND: Okay.

RANDALL BROWN: Both are important.

COURTNEY RYLAND: Okay.

BRENTON ANDRUS: Brenda also has her hand raised.

RANDALL BROWN: Yes, Brenda. You have the floor.

BRENDA COSSE: I don't see what Ms. Courtney is talking about. I don't see the document.

RANDALL BROWN: She's going to put it up. She hasn't finished wording it. She's going to put it up on the screen as soon as she's finished with the language change. There it is.

BRENDA COSSE: The question she just asked, I do concur that we need both. Thank you.

RANDALL BROWN: Thank you.

COURTNEY RYLAND: So, I just added language to activity 1.1.5 to include LRS services, especially transition and how to access those services. And then for funding we also just added activity 3.2.8 which states to advocate for increased LRS, I guess I need to spell that out, counselor positions including administrative, legislative and funding efforts.

RANDALL BROWN: Thank you.

BRENTON ANDRUS: Brenda has her hand raised and we have a comment in the chat.

RANDALL BROWN: Read the comment in the chat and then I'll give Brenda the floor, please.

BRENTON ANDRUS: From Dr. McKee, says when speaking to the video contractor can we include success stories, as per Liz, of individuals who have utilized LRS for employment and college access.

RANDALL BROWN: Thank you, madam vice chair. It is noted. Now Brenda, you have the floor.

BRENDA COSSE: Yes. What is the it can be done?

COURTNEY RYLAND: That was actually just a phrase that Ms. Liz Gary stated about having kind of like a series of videos on successes in the educational

outcomes, successes in inclusive employment just demonstrating that people with developmental disabilities that it can be done. So, when she sent that I said that sounded like a slogan.

RANDALL BROWN: These things can be achieved.

BRENDA COSSE: Okay. So that's what we're calling it.

RANDALL BROWN: Well, that's just the catch phrase that we put in to remind us what the intent is.

BRENDA COSSE: Okay. I would also, I'm thinking it is abstract and I know the videos and the visual materials would explain it, but it can be done, you can do it personalizes it.

RANDALL BROWN: Thank you for the suggestion.

COURTNEY RYLAND: I would shy away from just using the phrase you can do it because that catch phrase is also a movie quote, a line from a movie. Which actually was filmed in Louisiana. I don't want to use that particular phrase. But if we add it to it can be done and you can do it, then it should be sufficient.

BRENDA COSSE: Thank you, Ms. Courtney.

COURTNEY RYLAND: No problem.

RANDALL BROWN: So, is everyone in agreement with the wording?

COURTNEY RYLAND: Okay. Sorry. Trying to move us along here. All right. What was the next recommendation. Okay. So, the next recommendation from that committee was to share employment videos featuring individuals with developmental disabilities on their jobs. So I think we're covering that.

RANDALL BROWN: I think we're covering that as well.

COURTNEY RYLAND: And then four was to advocate for systems cha. based on emergent employment issues. We've already got that listed. And then the last one was support efforts to examine the effectiveness of the Louisiana Medicaid buy in program.

RANDALL BROWN: Interesting.

COURTNEY RYLAND: So, I don't know what support efforts would entail.

RANDALL BROWN: I think that would require us to research what efforts are ongoing, if we don't already know. And again, sounds like this is a collaborative effort if, in fact, there are efforts already ongoing. This is a potential collaborative effort it looks like.

COURTNEY RYLAND: So, what do you want the activity to specify that it's going to do. Conduct outreach, conduct research, advocate.

RANDALL BROWN: Well, they recommend advocate in their recommendation, correct?

COURTNEY RYLAND: Well, it just said support efforts. It didn't specify how.

RANDALL BROWN: Okay. Well, the first thing we got to do is research it. If we don't know what support means we don't know how to do it, do we. So, the first thing we've got to do is find out what's meant by support efforts. Cause that implies that there's already something ongoing that we need to support. And so, we need to figure out what that is and how we can do it. And then from there I would say advocate cause that's what we do best through LaCAN and such. So, you know, first things first I think we need to determine what's meant by support efforts. And then once we determine that I think if there's a need certainly to advocate if anything more needs to be done, I think, again, there's room in future plans to carry that out.

COURTNEY RYLAND: Okay. Any comments on the language of that activity? Can everyone see it?

RANDALL BROWN: I can see it. I think we can see it.

BRENTON ANDRUS: Brenda has her hand raised.

RANDALL BROWN: Yes, Brenda. You have the floor.

BRENDA COSSE: Chairman, can we read that new activity, please.

RANDALL BROWN: We certainly can. It's activity 3.2.9 and it's to conduct research to exam the effectiveness and advocate for support efforts of the Louisiana Medicaid buy in program. So, we're all in agreement with that language and that activity as it's written?

HYACINTH MCKEE: Yes. It looks good to me.

RANDALL BROWN: Thank you. Let me put it another way to make sure we encompass everything. Does anyone object to this activity and its language? Hearing no objection, I think we can move forward.

COURTNEY RYLAND: Well, actually that is, I believe that is all of the recommendations from both of the standing committees.

RANDALL BROWN: Okay. Well, they were thorough, and I thank them for their work.

BRENTON ANDRUS: Brenda has her hand raised.

RANDALL BROWN: Yes, Brenda.

BRENDA COSSE: Did we have any recommendations from the public?

RANDALL BROWN: We've had some we've worked into these goals throughout the process, yes.

COURTNEY RYLAND: Correct. Ms. Cosse, you're still with us?

RANDALL BROWN: I think her audio's breaking up.

BRENDA COSSE: In the chat.

RANDALL BROWN: Those that we've gotten we've implemented.

COURTNEY RYLAND: I think she was asking about the chat from right now.

RANDALL BROWN: Oh, I'm sorry.

BRENTON ANDRUS: There's nothing in the chat right now.

RANDALL BROWN: Thank you for that, Brenda.

COURTNEY RYLAND: Okay. Sorry guys. Seems like we had moved voting. So yeah, I got to renumber these. All right. So then if...

BRENTON ANDRUS: Brenda's hand is raised.

RANDALL BROWN: Yes. Brenda, you have the floor.

BRENDA COSSE: I think we might be at the end, so it looks like we did not have to, or we didn't have to reduce anymore of the contractual funding. But I also wanted to know from the other two days so do we have wording that says we want, is it in their contract for the current contract holders to continue?

RANDALL BROWN: Yes. I mean unless we specify

otherwise, then that's typically what we have done is the contracts that are currently in place continue unless we specify otherwise.

BRENDA COSSE: Well, is it appropriate for us to put that down. Is it already written? I know we met two days before. Is it already written somewhere, Ms. Courtney, that when we bring it to the full council, they will understand that that recommendation is from the committee and that it's not going to go out for bid again for 2022? Is that what we're saying?

COURTNEY RYLAND: Actually, I think I may be sharing the screen where there was a motion that was previously, I'm sorry, previously passed. So, I have that motion on the screen. Would you like for me to read that Ms. Cosse?

BRENDA COSSE: Yes.

RANDALL BROWN: Let's please read it.

COURTNEY RYLAND: Okay. So that motion was for full council consideration on continuing FFY 2021 activity 2.7.4, but to request new contract proposals with a scoring preference emphasized on in-state organizations. So that particular motion was specifically to ask for new contracts regarding the emergency preparedness training activity.

BRENTON ANDRUS: Brenda has her hand raised.

RANDALL BROWN: Yes, Brenda. You have the floor.

BRENDA COSSE: Okay. Activity 2.7.4. Okay. So that's only for them? I thought we were saying--

RANDALL BROWN: This motion is for that particular activity, yes.

COURTNEY RYLAND: Right.

BRENDA COSSE: I thought we had discussion and heard from some of the contract holders on the other days and today about whether they would need more funding to continue their contract in FFY 2022. We only made that motion for one of them?

COURTNEY RYLAND: Correct.

RANDALL BROWN: Correct.

RANDALL BROWN: Hyacinth, would you like to speak?

HYACINTH MCKEE: Thank you. I thought I

entertained a motion earlier, but we've been on here so long.

RANDALL BROWN: Yes.

HYACINTH MCKEE: That honestly, I'm trying to, the motion that I want to entertain, Mr. Chair, if we are entertaining motions I would like to make, you know, put forth a motion to add, but if not that's okay. But I think I needed some clarification because I was absent at the last meeting. But why are we only singling out 2.7.4, that contract? What was the reasoning behind that? And if we can't go back to that, I respect that. I'm fine. I'll move. Why are we just only singling out that contract?

RANDALL BROWN: Let me go ahead and give you a brief synopsis of what I can remember of that debate. And it was brought up by Bambi and I believe by Liz that we have companies in state that are doing that very thing. And being that we are Louisiana Developmental Disabilities Council we want to give opportunities for Louisiana companies to compete for that contract was their thinking. And then they can correct me if I'm wrong cause they're here on the call. But that's what I remember of the discussion for that particular motion.

BAMBI POLOTZOLA: I can add to that. What my point was that I actually spoke to the contractor and was wanting to be able to support whatever work they were doing. And basically, everything that the contractor was doing were things that were already being done in the state. And I offered recommendations of maybe some areas that could be addressed, you know, people who spoke different languages, that type of thing. Maybe this person will address that. But all the other things that were address it in a better way than it has been addressed. But everything else were basically things that are already being done. And the other component of that is that the discussion was that people in Louisiana, like we have experienced every type of disaster and have the expertise of disasters over and over. We're in perpetual disaster mode. And

so that we have the experience to know how to navigate these systems in Louisiana. Louisiana component. I mean, I think also the comment was made like, you know, just kind of seems strange to have someone from New York to tell people from Louisiana how to deal with disasters. We're already doing that work here.

HYACINTH MCKEE: So, okay. I get your point on that, Bambi. So, I see why y'all discussed that. My concern would be what would that preference look like. My concern when I hear the word preference then it kind of leans me towards privilege and then privilege makes me uncomfortable. And so, I want to be mindful of what preference means. Because if I said that I wanted to give all of these contracts reviewed and revisited to ensure that preference is given to people of color then this conversation would end with people getting concerned that I'm using the word preference. So, if it's okay for us to use preference on demographics, my concern is it okay for us to use preference on culture, ethnicity, race. And so, I need some clarity. Cause I don't want it to appear that we are not being conscientious across the board. And I get that. We have experience in hurricanes. I get it. But when we say preference, you know, people, that's subjective. And I need to know what that preference looks like. I wasn't here. So, I mean if this is being brought before the full council, I get it. But I will be making a comment at the full council about my concern about what preference actually looks like. Cause if that's the case all of these contracts need to be looked at again.

RANDALL BROWN: Let's address it here so that you may or may not have to address it to the full council. So, you weren't present at the last meeting when this was done so you're within your right to question it. That's certainly something we can discuss now as far as revisiting the motion.

HYACINTH MCKEE: So, yeah. I respect the committee as a whole and their position because I know they've been working hard on this. So, I don't want to appear

like I'm not being considerate of the work that's been done. But I'm not comfortable with preference. And I'm not clear of what preference looks like. What does that look like? Preference. I don't know what that, is that privilege? I mean I don't know. Privilege based on demographical residency? I need clarity on that. Thank you.

RANDALL BROWN: Thank you. Well, Bambi spoke to intent on making sure that Louisiana companies that are doing the work had the opportunity to be considered because we are doing the work already. So, I think it relates to demographics in terms of in-state companies who are doing the work. Is what I believe the intent is is to make sure we include everyone, but that we say at the outset we're looking for companies that do it in our state since we are the Louisiana Developmental Disabilities Council. I think that's intent here and someone can correct me if I'm wrong on that.

HYACINTH MCKEE: Yeah. I see the intent. I get it. We're not the only people that, but I just, we need to be cautious of what preference, what is that.

BAMBI POLOTZOLA: I think like basically whatever the scoring rubric is like maybe one point for being an in-state organization. Like that's what I interpreted. And I don't think like these were actually my language. It was kind of word smithed. It was amended.

RANDALL BROWN: It was amended. It was word smithed. So this is not your verbatim language. I'll make that clear.

BAMBI POLOTZOLA: Mine was just to request new contract proposals from in-state organizations.

RANDALL BROWN: Correct. And then we decided to make it clear that we wanted to give some form of preference as it were to in-state organizes who are already doing the work is what I understood.

BRENTON ANDRUS: Brenda has her hand raised.

RANDALL BROWN: Yes, Brenda. You have the floor.

COURTNEY RYLAND: Oh, no. She muted herself.

Ms. Cosse, you're muted.

BRENDA COSSE: Can you hear me?

COURTNEY RYLAND: We can barely hear you. It's like a whisper.

BRENDA COSSE: Okay. Two quick things. One, in the other two days did we address any cultural diversity and cultural competence? And in regards to this I'm still not getting an understanding of how we, so we're not going to give the current contract holder, activity 2.7.4, current contract holder won't be doing it?

RANDALL BROWN: They can apply to receive the contract. But we're stating that we want, we're putting it back out there so that Louisiana companies that are doing the same work can put in a proposal as well. Certainly, this contract holder could apply, and I would expect will apply.

BRENDA COSSE: So, all our other contracts what I asked for was where is the language that says that we are extending those contracts for another year into FF 22. Where is that? If it's not going out for bid.

RANDALL BROWN: Correct. If we're not requesting it to be...

BRENDA COSSE: If we're not requesting contract proposals, where are we stating that for all of the other contracts? Thank you.

RANDALL BROWN: Thank you. Courtney, would you like to address her concern there?

COURTNEY RYLAND: So, are we talking about contract language that's wanting to be specified?

RANDALL BROWN: From what I understand Brenda wants to know where is the language where these contractors automatically continue into the coming year.

COURTNEY RYLAND: There's no document that states. The contracts are not continuing unless the council wants to approve the same initiative for another year. Then a new contract is written so there's no language that states that this contractor will be funded for multiple years. Unless it was the LAPIE alliance initiative, that one was created on the understanding that the contract holder would hold that contract for two years. So that's the only contract that we have

where there's an understanding that the contract is for multiple years. Otherwise, the staff does not write contracts for multiple years.

RANDALL BROWN: Right. It's given annually. I think what her point may be is why aren't we putting out request for proposals on all of these this year. Like we're do it in this case. Why aren't we doing it in all the cases of contracts we're holding for the year.

COURTNEY RYLAND: And I think that was part of the discussion as to why this motion came about was to intentionally ensure that a new solicitation of proposals went out for that activity.

RANDALL BROWN: Yes. For this activity.

COURTNEY RYLAND: Right. But then the conversation of do we do it for all. But the committee chose to just make a motion for this one.

RANDALL BROWN: Right. Correct.

BRENTON ANDRUS: Brenda has her hand raised.

RANDALL BROWN: Yes, Brenda. You have the floor.

COURTNEY RYLAND: Ms. Cosse, you're muted.

BRENDA COSSE: Okay. So, say that again, Ms. Courtney. Say that one more time. I'm sorry.

COURTNEY RYLAND: So, there was a discussion on one of the previous days, and again, I can't remember if it was day one or day two where we were asked about how contracts continue. And I think we were getting on the topic of this particular initiative and although the answer was, we don't traditionally have language in the contracts to continue for multiple years if you guys want to ensure that a contract that you're wanting to continue the same activity for goes out for a re-solicitation of proposals then that's how this motion came about. Did I freeze? Oh, no.

RANDALL BROWN: No. We hear you.

COURTNEY RYLAND: Sometimes it looks like my screen freezes.

BRENDA COSSE: (Inaudible)

COURTNEY RYLAND: Ms. Cosse, I can't hear you. I'm so sorry.

BRENDA COSSE: So, we have to put all the other ones out for bid again?

COURTNEY RYLAND: No, ma'am. We would just be putting this one out for bid. Let me get it back up.

RANDALL BROWN: If this is approved, if this plan is approved then all the contractors that are currently doing the activities, cause we never got to new, we never discussed any new. And so, these are just activities that are already being done by these contractors. And so, unless we specified, which we specified in that one particular case, then we are recommending that they continue for the coming year at the rates you see listed and with the language you see listed for each activity. And this one case we singled out because it was felt there are Louisiana entities already doing this work that we wanted to give opportunity to for that contract in particular.

BRENDA COSSE: Okay. So where in the contracts that we currently have does it say that they can continue for FF 2022?

COURTNEY RYLAND: We write new contracts.

RANDALL BROWN: There's brand new contracts with every contractor every year.

BRENDA COSSE: Okay. I think I might have to call Ms. Courtney and maybe she can explain.

COURTNEY RYLAND: I can't hear her.

RANDALL BROWN: She's saying she might have to call you and get more clarification on the process, Courtney.

COURTNEY RYLAND: Okay. Yes, ma'am.

RANDALL BROWN: And I think that would be advisable. Contact and talk about the process.

COURTNEY RYLAND: Okay. Can staff help me out and determine if we still have a quorum. Cause I believe we have lost a couple of members.

BRENTON ANDRUS: You have five members on video including Randall.

COURTNEY RYLAND: Okay. Then we still have a quorum.

RANDALL BROWN: Good. We really need to wrap this

up y'all. And I know this is tough work and hard decisions, but I mean we've been at this for hours and days and days and it's not going to get any easier. And I have an appointment here in about another hour. We have got to really make some choices.

COURTNEY RYLAND: Well, actually, I believe all that is left is just to review the draft of the plan and to continue getting public comment and then to adjourn.

RANDALL BROWN: Okay. Then let's proceed. Was there another motion we made since there were absences? There were two motions made from previous days.

COURTNEY RYLAND: There was an original motion and then that motion got amended so that's why there's...

RANDALL BROWN: That's why there's two. Okay. Trying to make sure everyone knew about it.

COURTNEY RYLAND: All right. Let me save this. Okay. So, I guess I'll scroll down slowly so everyone can see. I'll stop here. Would you like for me to just read the activities?

RANDALL BROWN: If you would, please. Really appreciate it.

COURTNEY RYLAND: Okay. So here we go. For the FFY 2022 action plan for the DD Council. Activity 1.1.1 provide financial support and technical assistance for Partners in Policymaking and its alumni network at a cost of 90,000-dollars. I'll go back in and just put, you know, the approximate cost like we normally do on our plans.

RANDALL BROWN: Right.

COURTNEY RYLAND: Activity 1.1.2 provide financial support and information, training, technical assistance, and leadership to a grassroots network of individuals with developmental disabilities and their family members of individuals with developmental disabilities to effectively educate policymakers on the development/improvement of programs and services for people with developmental disabilities at a cost of 215,000.

Activity 1.1.3 facilitate and support diverse

advocacy events, including but not limited to legislative round tables, towards training, services and policies that will benefit individuals with developmental disabilities at a cost of 30,000.

Activity 1.1.4. Provide financial support from the entirety of state general funds and technical assistance to nine Families Helping Families regional resource centers across the state.

Activity 1.1.5 produce and disseminate videos and other visual materials featuring information important to individuals with developmental disabilities and their families regarding but not limited to the following topics. Accessible housing, covid 19 issues, IEP guidance, successful educational outcomes and inclusive employment and other demonstrations of it can be done and you can do it in all aspects of inclusive living, Partners in Policymaking, assistive technology, inclusive after school and recreational activities, ADA, DD Act, civil rights, and IDEA and dispute resolutions, voting rights and accessible options, LRS services, especially transition, and how to access those services at a cost of 51,000.

Activity 1.1.6 provide financial support for promotion, awareness, training and support in the implementation of supported decision making at a cost of 50,000.

Activity 1.1.7 produce and provide information important to individuals with developmental disabilities and their families through a variety of electronic and social media. Which is typically the council's website, Facebook and LADDC news.

Activity 1.1.8 advocate for increased meaningful opportunities for stakeholder input, improved practices to facilitate stakeholder input and consideration of stakeholder recommendations.

Activity 1.2.1 provide technical assistance and training opportunities designed to strengthen the self-advocacy network and the effectiveness of its systems change activities and promote self-advocacy participation in training of other self-advocates in

leadership positions.

Activity 1.2.2 provide information and support for participation of individuals with developmental disabilities and their families in cross disability and culturally diverse leadership coalitions and advisory bodies.

Activity 1.2.3 support council members in participation in council meetings and other functions.

Activity 1.2.4 support council members participation in training and educational opportunities and council leadership participation in national training, networking events and advocacy opportunities at a cost of 7,000.

Activity 2.1.1 provide information and financial support to coordinate rapid response during a natural disaster or state of emergency for individuals with the most severe disabilities and medical conditions and for human service districts/authorities and other service entities for individuals with developmental disabilities and their families to be aware of disaster/emergency response resource entities such as trach mamas at cost of 10,000.

Advocate for adequate funding for waiver services.

Oversee implementation of the community and family support system plan and advocate for adequate funding the expansion of services and consistent implementation of policy across regions including, if necessary, changes in law and/or contracts with local governing entities.

Activity 2.1.4 advocate for utilization of the ROW 50 pilot and other opportunities to transition out of institutional settings. Is there a reverb. I'm sorry.

RANDALL BROWN: No. You're good.

COURTNEY RYLAND: 2.1.5 advocate for waivers to provide access to services listed in the freedom of choice provider listing, continue exemptions and flexibilities initiated with covid 19 and consider individualized emergency preparedness considerations for people with severe disabilities and medical issues.

2.1.6 advocate for and collaborate with Louisiana

Department of Health on the creation of lists of providers by region to be posted on the council and LDH's websites. This list should include home and community-based providers, primary and specialist care providers, preventive health services, prevention of chronic disease services, dental, behavioral health and sexual/reproductive health services.

Activity 2.2.1 provide financial support to conduct training sessions on first responder tactics, approaches and resources in fostering relationships with and dealing with individuals with developmental disabilities and training for people with developmental disabilities on how to interact with first responders at cost of 50,000.

Activity 2.2.2 provide financial support to establish a training program on emergency preparedness and response relative to people with developmental disabilities at cost of 20,000.

Activity 2.2.3 publicize healthcare provider continuing education opportunities.

Activity 2.2.4 advocate for increased meaningful opportunities for stakeholder input, improved practices to facilitate stakeholder input and consideration of stakeholder recommendations.

Activity 2.3.1 conduct research and collaborate with appropriate entities to address accessibility and discrimination in housing for people with disabilities.

Activity 3.1.1 provide financial support to establish a post-secondary inclusive education alliance to provide mentoring and technical assistance, host training events and develop resources designed to build the capacity of Louisiana post-secondary institutions in providing inclusive post-secondary education opportunities for individuals with intellectual and developmental disabilities throughout Louisiana at a cost of 40,000.

3.1.2 advocate for increased focus and capacity within Louisiana Department of Education to address special education including specific areas/issues. For example, disability, topical, et cetera.

Activity 3.1.3 advocate for support structure in school systems that assures adequate understanding and skill to develop and implement IEPs and increased infrastructure of training and technical assistance provided to parents and schools simultaneously.

Activity 3.1.4 provide information and promote inclusion and acceptance of effective models of school climate and culture.

3.1.5 advocate for type two and type five charter schools to be required to meet 85 percent rule of enrolling students with disabilities at rates similar to those found in traditional public schools within the same community and advocate for and monitor equitable funding based on minimum foundation program, MPF, specifically regarding the charter compacts.

3.1.6 advocate for educational systems change based on emergent education issues.

3.1.7 advocate for increased meaningful opportunities for stakeholder input, improv practices to facilitate stakeholder input and consideration of stakeholder recommendations.

3.1.8 conduct outreach with appropriate entities on current services and training opportunities for traditional and special education teachers including ongoing support, for example, high quality ongoing teacher education which may lead to capacity building efforts to increase high quality educators.

3.2.1. Provide funding to build the capacity of employment providers in customized employment in a manner which will lead to certification through a competency-based certification program at cost of 25,000.

3.2.2 provide financial support to conduct seminars with chambers of commerce throughout the state on the benefits of hiring people with developmental disabilities at a cost of 32,000.

3.2.3 advocate for employment support professionals to complete high quality professional development for the improvement of service provisions and employment outcomes.

3.2.4 advocate for employment providers to have access to financial incentives to support unserved and underserved populations including people with the most substantial employment support needs in competitive integrated individualized employment.

3.2.5 share the benefits planning services to a variety of agencies and stakeholders.

3.2.6. Advocate for systems change based on emergent employment issues.

3.2.7 advocate for information on post-secondary opportunities and access to LRS preemployment transition services within school districts for all students with disabilities.

3.2.8 advocate for increased Louisiana Rehabilitation Services counselor positions, including administrative, legislative and funding efforts.

3.2.9 conduct research to examine the effectiveness and advocate to support efforts of the Louisiana Medicaid buy in program. And just on time cause I'm losing my voice.

RANDALL BROWN: Thank you for all of that Courtney. Appreciate it. So, everyone, this is the plan you have before you. So at this point I think we need, do we need a motion? A motion to accept the plan as written.

JILL HANO: I'll make a motion.

RANDALL BROWN: Thank you, Jill. Jill makes the motion to accept the federal fiscal year 2022 action plan as it is written. Do I have a second to Jill's motion? I need a second to the motion.

COURTNEY RYLAND: If y'all want to wait until I get language on there, that's fine.

RANDALL BROWN: Okay. Yes. Let's do that.

COURTNEY RYLAND: So just, I guess, to give some more clarification. So, the full council will need to review this plan and they will have to vote during the council meeting to adopt this plan. So when it's adopted then council staff if they have to reissue any solicitation of proposals it gives time for that solicitation to be, to collect that information. Also, we're required federally to put out this adopted plan

for 45-day public comment review. So, after it's adopted then we have to put that out for review. We have to issue the solicitation of proposals. And then during the July council meeting the council will ratify this plan. So, this is just the first step of approving this action plan. So, I don't want you guys to think okay, if what we're doing is final. That's not necessarily the case. This is just to get it to the council. Council will approve it. We'll put it out for public comment. Then if any changes are needed in July that's when it becomes final. And that's what gets reported to the feds. Does that make sense?

RANDALL BROWN: Thank you for that clarification Courtney. Thank you. So, do I have a second to Jill's motion? You see before you on the screen. That's for council consideration for the federal fiscal year 22 action plan as proposed by the planning committee to be adopted.

BAMBI POLOTZOLA: I second. This is Bambi.

RANDALL BROWN: Thank you, Bambi. So, I have a motion from Jill and a second from Bambi on the motion on the floor. Do I have any abstentions? Does anyone abstain? Do I have any objections to the motion? Hearing no objection, the motion carries. Thank you, ladies and gentlemen. Okay. I want to thank everyone for your service, particularly Ms. Brenda Cosse I want to thank you for accepting my appointment of you to the committee. And thank you for your participation. Thank you everyone on the committee for your work. I know this has been a long arduous task. I want to thank everybody for your work and your input. I have taken note of every concern and objection made today and I will be working diligently to make sure that we meet the needs and address the concerns that have been expressed. And so just please know that you are heard. We hear you and I will be working diligently to try and ensure that we are being as transparent and as open with our processes, this one and all others as we possibly can be. I know the staff shares that commitment. So that's, I believe we are concluded.

With no objection we will have a motion to adjourn that is done by universal consent. So, if no one objects we are here by adjourned, ladies and gentlemen. And thank you for your service.