

Louisiana Developmental Disabilities Council
Youth Leadership Forum

July 15th, 2021

LILLIAN DEJEAN: I see that it's 1:00, but I think we're still waiting on a couple committee members. So we'll wait a couple more minutes. The official name is the Youth Leadership Committee. And I was just notified that we have a quorum, so we can get started. Amy, if you wouldn't mind calling roll, that would be great.

AMY DEAVILLE: Sure. Lillian DeJean.

LILLIAN DEJEAN: Here.

AMY DEAVILLE: Randall Brown.

RANDALL BROWN: Here.

AMY DEAVILLE: Jill Hano.

JILL HANO: Here.

AMY DEAVILLE: Melissa Bayham.

MELISSA BAYHAM: Here. Can you hear me?

AMY DEAVILLE: Yes. Very low.

MELISSA BAYHAM: Let me work on my audio.

AMY DEAVILLE: Nicole Flores.

NICOLE FLORES: Here.

AMY DEAVILLE: Sharon DelVecchio. Dylan Sonnier.

DYLAN SONNIER: Here.

AMY DEAVILLE: You do have a quorum.

LILLIAN DEJEAN: Okay. So first I would like to go around and have everyone introduce themselves. So, Jill, do you want to go first, tell us a little bit about yourself.

JILL HANO: I actually, my name is Jill Hano. Council member, self-advocate, council member region ten. And I actually went to the Youth Leadership Forum in 2001. So I'm excited to be here.

LILLIAN DEJEAN: Thanks, Jill. The next square that I have on my Zoom, I don't know if it's the same for you guys, is Dylan. Dylan, would you like to go.

DYLAN SONNIER: Hey, everyone. My name is Dylan Sonnier. I'm a self-advocate from Overland Louisiana

and I'm excited to be here.

LILLIAN DEJEAN: Thanks, Dylan. We're excited to have you too. Ms. Nicole, you want to go next.

NICOLE FLORES: Sure. My name is Nicole Flores. I am a parent of a self-advocate. And I'm also a director at Families Helping Families Acadiana. I'm excited to see this get rolling again. Exciting.

LILLIAN DEJEAN: Ms. Amy, what about you.

AMY DEAVILLE: My name is Amy Deaville. I'm the executive director of the Louisiana Developmental Disabilities council. And I am very excited to be staffing the committee and helping you reach your goals.

LILLIAN DEJEAN: Mr. Chair. I think you're muted.

RANDALL BROWN: Thank you for that. Good afternoon everyone. I'm Randall Brown. I'm chair of the Developmental Disabilities Council. And I'm excited to hear what suggestions and ideas we come up with today.

LILLIAN DEJEAN: And lastly, I think we have Ms. Bayham.

MELISSA BAYHAM: Can you hear me better now. Okay, good. I don't know what my problem with my microphone is. I'm Melissa Bayham. I'm the director of Louisiana Rehabilitation Services. And I'm very excited to be here. LRS is, obviously, always working with students with disabilities, but we have such an emphasis now with the Workforce Innovation and Opportunity Act to work with youth So I'm really excited to see how we can help contribute to y'all's goals.

LILLIAN DEJEAN: Awesome. Thank you everyone for being here. I am excited that we finally are getting this rolling. So one thing that we need to go over is the formation of the YLF ad hoc committee. I believe it was discussed in the executive committee and a full council meeting. One thing we need to keep in mind is later on we'll need to form a clear mission for this committee. What we want to do, what we want to accomplish, et cetera. But before we jump into that I think it's really important that we all understand the history of our youth leadership programs here in

Louisiana, so we know what we're working with, right. So we originally had what's called a Youth Leadership Forum here from 2000 to 2005. And what a Youth Leadership Forum is it's essentially like a summer camp for kids with disabilities to learn self-advocacy skills. And it goes over a lot of different things. So you have your crash course on self-advocacy, generally go visit the capitol to see how the legislative process works. We also, they have, of course, on sexuality to understand that a bit. There's a lot that goes into YLF. And it's a really, really cool program. And we had one here from 2000 to 2005. So I'm going to pull up a document that I'm going to share with everyone. Can everyone see that? Yes are no? Are we good.

RANDALL BROWN: I can see it.

LILLIAN DEJEAN: Awesome. The other two things that I didn't mention about YLF covers as well is they have an assistive technology portion which is really neat. But also, they go over disability and culture. Which, as you know, isn't necessarily taught in schools, but really important for empowerment of people with disabilities. So whenever we had one here it was funded by our DD Council, Families Helping Families of Jefferson, the Governor's Office of Disability Affairs, the Office for Citizens with Developmental Disabilities. And actually there was a grant from the Human Development Center that was originally written for three years, but eventually was extended. There seemed to be involvement from the Arc, the Department of Education and also UNO. But the timeline is a little bit vague because it was so long ago. And also there doesn't seem to be a lot of official documentation surrounding this. Our YLF here ended really abruptly because Hurricane Katrina hit and then Governor Jindal came into office which wasn't the best for the disability community. And there wasn't a sustainability plan. So there was no backup plan for what are we going do if something like a hurricane hits and we run out of funding to keep this going.

So now that we've kind of covered the background of YLF it kind of brings us to where we're at today. We understand the DD Council is having a hard time recruiting self-advocates and we also have a lack of self-advocates in our Partners in Policymaking program. So from 2018 to 2020 out of the 61 participants only ten of them were self-advocates. But the really cool thing is that now we have this committee, right. So that brings us to today. I would love for this committee to be based around conversation to be very grassroots. It doesn't need to be sterile. So how about we start drafting a mission statement. So I'm going to stop screen sharing. So I suppose now, Amy, how do you suggest that we move forward in crafting this mission statement?

AMY DEAVILLE: If you would like, I can share my screen and then as y'all, you know, sort of come up with a mission statement I'll just type it out so everybody can see and make sure we're all talking about the same thing. And then other than that, I mean just as people have ideas, just kind of chime in.

LILLIAN DEJEAN: Are we going to share the document now or?

AMY DEAVILLE: Yes. Sorry.

LILLIAN DEJEAN: No worries.

AMY DEAVILLE: Can everyone see it?

LILLIAN DEJEAN: Yes. I can at least. Everyone else?

RANDALL BROWN: I can also.

LILLIAN DEJEAN: So I suppose when drafting the mission statement it's really important for us to think about what's important when it comes to youth leadership. What do you guys think? What do you think is important for us to keep in mind moving forward when trying to create a YLF?

NICOLE FLORES: I think it's important, a lot of parents have voices, but I think it's important that younger people, younger advocates they learn this, so they advocate for themselves. So it needs to be a lot of input from younger people. And then it should be a

mission about teaching them advocacy skills moving forward. Just trying to think of some way to phrase it.

LILLIAN DEJEAN: Dylan, whenever you think about teaching young people self-advocacy skills what do you think is important to relay to them?

DYLAN SONNIER: So I think it's important that-- wait. Can you repeat the question again.

LILLIAN DEJEAN: So whenever we're talking about teaching young people with disabilities self-advocacy skills what do you think is important to tell them or to teach them about self-advocacy?

DYLAN SONNIER: I think it's important to tell them that to try to keep it going. And it really takes a village to step in and help out to teach a lot of people about this type of stuff.

NICOLE FLORES: Maybe empowering younger people who have disabilities to enhance their leadership skills as well as their skills in self advocating.

LILLIAN DEJEAN: Jill, I know you went to the YLF back here in Louisiana. What do you think?

JILL HANO: Did I say 2001, because I want to stress 2001. Of all the topics you mentioned the topic I remember the most is when they took us to the capitol because, you know, law is my jam. But I was just thinking not from memory, just thinking. Like this seems like an age where transition is so important. And also networking and like connecting with other self-advocates. Well, obviously. For me, cause we stayed at LSU, so we were in the dorm, and I went the summer before my senior year in high school. So for me it was kind of a taste of what dorm, actually campus life as a whole was because, like I said, we stayed in the dorm. So you got a glimpse of having to check into the dorm and being away from your parents. So I just think that the most important takeaway for me and for other youth would be mainly that transition period. And like I said, the example of what college life is because you, basically it's a week of dorm life in a year's time. You're going to be on campus and then do

I want to stay in the dorm. Do I want to be away from my family. Or this particular location that I'm staying at, is this an appropriate distance between me and my hometown. But I don't remember anything specific, but it taught you a lot of independence. And again I can't stress transition enough and connecting with other self-advocates for the first time. Or maybe this would be the first time you're getting a glimpse of advocating for yourself rather than your parents advocating for you.

LILLIAN DEJEAN: Thank you for that, Jill.

JILL HANO: Did that answer your question at all?

LILLIAN DEJEAN: Oh, absolutely.

JILL HANO: Okay. Cause I think I went on a tangent. If I did, I'm sorry.

LILLIAN DEJEAN: No. Don't apologize. Like I said, this needs to be like a conversation. It needs to be dynamic. And I think you bring up a really, really great note that, you know YLF is generally hosted on a college campus. Some states host it in a hotel. But either way, the concept is the same. Generally, this is the first time these students with disabilities are away from their families and totally independent, right. And you mentioned it kind of gets you thinking of do I like to be away from my family. Do I not. So there's this element of self-determination embedded throughout the program where you kind of start thinking about what you want for your own life. And so I think we have a lot of great ideas here like Ms. Nicole mentioned how, you know, advocacy needs to be a lifelong skill. And Jill really mentioned that how important that transition piece is. Dylan mentioned utilizing your own resources. And I think we're all kind of going towards the same direction about self-determination, leadership, empowerment. So maybe we should start kind of forming this into a little bit more coherent mission statement about what we're going to do on the committee. So maybe, so we have teaching youth advocacy skills and moving forward in life. Empowering young people with developmental

disabilities to enhance their leadership skills with self-advocating, networking, connecting and transition. So maybe we can say something like creating a youth leadership forum. The committee's purpose is to create a youth leadership forum that will teach lifelong self-advocacy skills. Empower young people with developmental disabilities. I don't want to monopolize on the conversation.

RANDALL BROWN: I would say don't forget the leadership portion of the attempt that we'd like to make because leadership is key to that advocacy being effective.

NICOLE FLORES: So could be maybe self-advocacy and leadership skills.

LILLIAN DEJEAN: Mr. Harlin put in the chat making advocacy a way of life for young people with disabilities.

JILL HANO: I really like that.

LILLIAN DEJEAN: Yeah.

JILL HANO: Cause I mean-- never mind.

LILLIAN DEJEAN: Maybe we can say allow them to network and connect with other self-advocates. I see you nodding Ms. Nicole.

NICOLE FLORES: And Dylan had put to become future leaders in our communities. I like that.

LILLIAN DEJEAN: Perfect.

JILL HANO: I know this could be me, but the wording for the first sentence, teach lifelong self-advocacy. Well, you're already 17. So like I mean I like it, but should we write, well, maybe not. Continue to teach or possibly not cause this may be someone's first glimpse at all these skills. You see what I mean? Cause sometimes I talk out loud and it makes sense in my head.

LILLIAN DEJEAN: It totally makes sense.

JILL HANO: Like something in the language. But this works too. So I was just throwing it out there.

NICOLE FLORES: Perhaps there's verbiage on other ones that talked about individual and systems advocacy. That's how they phrased it.

LILLIAN DEJEAN: Where did you want to put that, again?

NICOLE FLORES: Ms. Jill was saying down there teaching lifelong self-advocacy skills. But I've seen individual and system advocacy skills.

AMY DEAVILLE: Instead of lifelong self-advocacy we want to put individual and systems advocacy.

JILL HANO: We have a personal comment from Ms. Nicole-- I can't pronounce.

NICOLE FLORES: Ms. Nicole DeJean.

JILL HANO: Yes. Thank you. Sorry. Instead of using the word allow substitute with encourage or promote. I do like that because allow just has, when you can replace allow you should.

RANDALL BROWN: Allow seems like you're asking permission to do something, doesn't it.

JILL HANO: Yes.

RANDALL BROWN: And we don't want to do that. We are empowered, we are already leaders.

JILL HANO: And then she says, yes. You're welcome Ms. Nicole.

LILLIAN DEJEAN: Thank you, Jill. I think it's really important that we include Dylan's statement in the actual mission statement of becoming future leaders in our community, so we have that.

JILL HANO: Definitely. Cause I think future leaders is such a like empowering. Not to sound like a nerd, empowering terminology.

LILLIAN DEJEAN: Jill, I use the term empowerment all the time. Are you calling me a nerd?

JILL HANO: You don't say empowering terminology.

LILLIAN DEJEAN: I guess you're right. And I think because we have, so they may become future leaders in our community we can probably take out and leadership skills in the beginning because that last statement covers it. If everyone is in agreement. Ms. Bayham you've been really quiet. What do you think about the mission statement so far?

MELISSA BAYHAM: I really like it. I think y'all have come up with some very great ideas.

LILLIAN DEJEAN: Amy, do you think this is a good mission statement for now? Is this clear enough?

AMY DEAVILLE: I think it's a good mission statement. And we probably should follow it up with maybe some stated goals or outcomes for the committee.

LILLIAN DEJEAN: Can you elaborate on what these outcomes may look like a little bit, so we have an understanding on what we're brainstorming on?

AMY DEAVILLE: Sure. So you might want to talk about kind of how you're going to get to a place where you've created a forum that does all of these things. So what steps are we going to use to get there. So some of that is going to be working on decisions like, you know, how many days do we think would be necessary. Where would we ideally hold this. Time of year we'd ideally do it. What topics will we want presented during this forum. What entities will we ask, presenters, like where would we want presenters to come from. Things like that. Does that help?

LILLIAN DEJEAN: Absolutely. So generic goals of the committee, I suppose. So I know one that we need to do is determine funding sources.

MELISSA BAYHAM: I was thinking that. And one thing, Lillian, that I'll add to that just because as a funding source there are things in my head. I think it's important that you establish some of the other things first. Because like take vocational rehabilitation, for example. Depending on what the activities will be during the forum will determine how much vocational rehab can pay, or if they can pay a portion, or what portion we can pay for. Does that make sense?

LILLIAN DEJEAN: Absolutely. Absolutely. I think funding is really important to keep in mind while moving forward in the committee. But I also think it's really important to have YLF stay true to YLF. I think striking that balance is going to be our key where what's going to be sustainable and what's going to be impactful. So thank you so much for emphasizing that cause it's so important to keep in mind.

EBONY HAVEN: Lillian, Steven had a suggestion for, I think, rearranging the words in the mission before you all get to the goals. Do you want me to read it for everyone?

LILLIAN DEJEAN: That would be great. Thank you.

EBONY HAVEN: Okay. So his suggestion is creating a YLF that will teach and empower young people with developmental disabilities systems advocacy and to promote networking in connection with other self-advocates so that they may become future leaders in our community. So it looks like he might have moved the empower young people to the beginning of the mission and moved the other part down.

AMY DEAVILLE: Can you read it for me again, Ebony, a little slower.

EBONY HAVEN: Oh, yes. I can. Creating a YLF that will teach and empower young people with developmental disabilities systems advocacy and to promote networking and connection with other self-advocates. That part may already be in there. And to promote networking and connection with other self-advocates so that they may become future leaders in our community.

AMY DEAVILLE: Okay.

NICOLE FLORES: And Steven mentioned he might be missing a word between DD and systems advocacy. Maybe it was individual and systems advocacy. Is that what we had before?

AMY DEAVILLE: That is what we had before.

LILLIAN DEJEAN: Guys, I think we just accomplished the DD Council's wordiest mission statement we've ever had before.

NICOLE FLORES: He says it's still missing something there though.

JILL HANO: Can you elaborate.

LILLIAN DEJEAN: Me?

JILL HANO: No.

LILLIAN DEJEAN: Oh, Steven.

EBONY HAVEN: Steven, I'm going to allow you to talk so you can give your suggestion.

STEVEN NGUYEN: Hello.

LILLIAN DEJEAN: Hello troublemaker.

JILL HANO: I know. For real.

STEVEN NGUYEN: I just feel like I'm missing a word in there somewhere. If somebody could figure out that word, that would be awesome.

NICOLE FLORES: It would make more sense if there's a comma after advocacy.

JILL HANO: I think you're right Ms. Nicole. You're saying a word after advocacy, Steven?

STEVEN NGUYEN: It's either a word or a comma. In my head it made sense, but as I'm reading it, I feel like I'm missing something. If it makes sense to everybody else, then I'm okay with that. That was just my suggestion.

JILL HANO: Instead of creating, wouldn't it read to create.

LILLIAN DEJEAN: Good point, Jill.

NICOLE FLORES: Yeah, Jill, if we had to create.

JILL HANO: And then would that be what Steven said be in lieu of everything else we said cause I really like this.

NICOLE FLORES: Me too.

NICOLE FLORES: Try using personal instead of individual advocacy is a comment by Harlin. Personal.

JILL HANO: Okay.

MELISSA BAYHAM: I have a strange suggestion. And English is my thing. Maybe taking out the comma and to before promote. And I think that will fix the verbs, if you will. Cause you say will teach and promote. I'm sorry. Keep the and. And promote.

NICOLE FLORES: And take out the comma.

MELISSA BAYHAM: Right.

LILLIAN DEJEAN: Maybe we can take out networking since connection kind of covers that and it will make it less wordy. Mr. Chair, what do you think so far?

RANDALL BROWN: Well, thank you for asking my opinion. I think it looks really good. I think y'all are doing very well.

JILL HANO: I'll be right back. Excuse me, y'all.

LILLIAN DEJEAN: Is everyone comfortable with this

mission statement?

STEVEN NGUYEN: Maybe after systems advocacy insert the word skills with an S. Maybe that will make it more sense to me in my head.

MELISSA BAYHAM: That makes sense cause you teach skills.

STEVEN NGUYEN: Yeah. I think it makes sense now. Maybe it made sense before, but I was overthinking it. Sorry.

LILLIAN DEJEAN: No. That was a solid suggestion. Thank you. Dylan, as the other young person here does this look good to you? Oh, I just saw, sounds good to me. Okay.

DYLAN SONNIER: Yeah. I think it sounds good.

JILL HANO: Can I say one quick thing, but y'all I don't know. Instead of promote connection I did like promote the word networking more than the word connection. But I mean that's just me.

AMY DEAVILLE: Do you want me to replace connection with networking?

JILL HANO: That was just a teeny tiny. Whatever. I'm just a pitter padder.

LILLIAN DEJEAN: Appreciate your suggestions, Jill. Steven says that he likes networking too.

JILL HANO: Steven just likes to agree with me cause I'm never wrong.

LILLIAN DEJEAN: So we have to create a youth leadership forum that will teach and empower young people with developmental disabilities personal and systems advocacy skills and promote networking with other self-advocates so that they may become future leaders in our community. I think we deserve to give ourselves a pat on the back. That sounds pretty good. Do we have any other input from our committee or attendees?

EBONY HAVEN: Mr. Harlin had a suggestion, not about the mission, but about the goals since you all were starting to talk about goals. He said format, planning and scheduling might be a better term to use than goals. Then Steven has one most suggestion for

the mission statement. He said maybe take out in our community as it could be more than that.

JILL HANO: I'm so confused.

LILLIAN DEJEAN: Jill, I know you mentioned you said you were a bit confused. What do you need clarification on.

JILL HANO: Where are we on the chat?

LILLIAN DEJEAN: I think we're a little bit all over the place in the chat, if I'm being honest. Mr. Harlin's suggestion was a little bit earlier. And Steven's suggestion was just now.

JILL HANO: Cause my chat keeps going back. Okay, cool. I think I got it.

LILLIAN DEJEAN: You know, maybe we could use the format, planning, scheduling as the outline for our goals. We have our formatting section, planning, scheduling. So I guess funding sources would fall under planning. Brainstorming and topics would fall under format. Does that make sense to you guys?

MELISSA BAYHAM: Yes. I was thinking the same thing.

LILLIAN DEJEAN: Jill, what were you saying.

JILL HANO: Can we put the agenda back up. The first draft, the thing you shared. Because the first thing I would do is reach out to the funding sources that funded it in the 2000s. And cause those are still viable agencies. And I think that those are really like reliable sources that they might be interested in funding again. If you say hey, we are trying to reestablish this program. Because I did notice that are your funding sources were partners with the DD Council. So I was thinking for funding you may want to reach out to like HDC and the Government Office of Disability Affairs. The funding sources from back in the day.

LILLIAN DEJEAN: I think that's a really good point of doing what worked before. So thank you for bringing that up. And I think we can also kind of hash that out a little bit more in detail at a future meeting where we're really sitting down and saying okay, how is this

going to work and how are we going to make this sustainable. Thank you for bringing that up and keeping that in the forefront of our minds, Jill. So we have, I guess the goals now. So we have our format, planning and scheduling. So we have to determine funding sources. Format would be brainstorming of topics. And also how long it would be, I suppose.

AMY DEAVILLE: Right. I was thinking format could also be the length of the forum and perhaps even your location.

LILLIAN DEJEAN: Absolutely. And one thing that I did not mention earlier is that over 31 states are hosting YLFs across the country. And while there are some basic requirements on how to run them, because California is like the hub of YLF, and they have some outline. It is very flexible where you can adjust it according to the state's needs. So let's say we want to have a soft start for our first year. We can say oh, let's do three days with only ten delegates instead of doing a whole week with 30 students with disabilities, right. So we can adjust it as we need and we can adjust it year by year according to what our DD Council and other funding sources can accommodate as well. What about how often y'all will meet, Kathleen Cannino says. That's a huge part. Thank you, Ms. Kathleen. I think we can also probably decide that today as well of how often we want to meet.

JILL HANO: What about age range?

LILLIAN DEJEAN: Age range, yes. Thank you. And part of planning will also be outreach too. What avenues do we want to conduct outreach through. Recruitment strategies, thank you, Nicole DeJean, AKA mom.

JILL HANO: Can we add her to the committee?

LILLIAN DEJEAN: Can we what?

JILL HANO: Can we add her to the committee?

RANDALL BROWN: If she would like to be, I'll appoint her.

LILLIAN DEJEAN: Diversity strategy.

JILL HANO: That's a good one.

AMY DEAVILLE: I'm sorry. Was that diversity strategies?

JILL HANO: Yes, ma'am.

AMY DEAVILLE: Okay.

NICOLE FLORES: Then maybe a general idea of when we think whatever format we come up with when it might happen so we can kind of work backwards from there with meetings and making sure we can do checklist and stuff.

LILLIAN DEJEAN: Maybe possible dates can go under scheduling. Does everyone agree with that?

JILL HANO: Yeah. That's what I was thinking. Then I think the location would fall under scheduling too. Or maybe not.

LILLIAN DEJEAN: Yeah. Maybe like specific locations would fall under scheduling, but whether it will be like a school, or a hotel would be format, does that make sense?

JILL HANO: Right. Yeah. Under format you can write in parenthesis school verses hotel maybe under format.

LILLIAN DEJEAN: Under planning I know we'll need to put-- I'll send this information to everyone after the meeting. I know the meeting was incredibly short notice and that's why I wasn't able to provide all the documents. But there's a quote unquote manual online. There's a National Association for Youth Leadership Forums and it kind of gives an outline on how to run a forum, all the additional supplemental documents. But one of the things that they mentioned in this manual is that you need to notify California of your intention of starting a youth leadership forum before you start one. So that's something that we definitely need to do.

JILL HANO: So like would you need something notarized from Bell saying that like hey, this is like a proclamation from the State of Louisiana?

LILLIAN DEJEAN: I'm not sure it actually has to be from the state. I think it has to be from the organization that's intending on starting it. Because like what sort of organization that starts it depends on the state. But let me try to pull up this link.

NICOLE FLORES: I have the criteria for the affiliation, a replication of the YLF. And one thing I did notice too one of the required things was students with every kind of disability as defined in the Americans with Disabilities Act are invited to apply to participate. So we might need to alter the mission statement based on the requirements.

LILLIAN DEJEAN: That's a really good point.

NICOLE FLORES: And they also have like the goal of having a lot of diversity and self-advocates also be onsite staff and volunteers for the program. So as we look at recruitment and things it can be for volunteers and staff too.

JILL HANO: I like that.

LILLIAN DEJEAN: Okay. So I'm going to send this link through the chat and what I'm referring to is on page six under bullet point 10.

JILL HANO: Can you email it to me, actually. Or can I email it to myself.

LILLIAN DEJEAN: Yeah. I can definitely email it to you shortly. It reads any group planning to produce a YLF must notify the California Governor's Committee of their intention and must request in writing recognition of their affiliation as a YLF. So I guess we can't just go rogue and start our own YLF just for fun, right. I think this looks pretty solid so far. Are there any other suggestions from the committee or the attendees? Later on in the agenda an tentative timeline. So I think we'll be able to go back to this kind of bullet point list or our timeline where we say okay, if we have three months, we want to have XYZ done. Or by six months we want to have these other bullet points done. So this can be kind of our guideline. Let me see where we're at because I know we've bounced around quite a bit. So we've created a mission statement. And we also have topics, brainstorming and tentative timeline formation. We've been running for about an hour though. Is it okay if we take a five-minute break? Is everyone in agreement with that?

MELISSA BAYHAM: Fine with me.

AMY DEAVILLE: Sure. We can take a break.

LILLIAN DEJEAN: Okay. I didn't know if the weird starring at land and silence was like a yes, or like no, let's stay on Zoom. So, thank you. So I guess we will reconvene at 2:05. So I will see you guys in a minute.

All right. Everyone, it's 2:05 and just around time to reconvene. I guess I'll give everyone a minute or so to come back to their computers. Hey Dylan. So Steven put an interesting question in the chat. Is there a legal process to developing YLF that has to be considered when planning. To my knowledge there isn't really necessarily a legal process per say. I know we have to notify California. I'm not sure how old that manual is. So we'll probably, you know, want to notify California and reach out to the national association for YLFs to kind of figure out what the current process is. But to say a legal process, probably not. Because a YLF can really be started off by any sort of organization. There are some states that it's hosted by their DD Council. Some of it it's their independent living center. And I've actually heard of some states passing legislation to get this through or even starting their own nonprofit to fund it. It just varies by the state and the states needs and how it kind of falls, right. So the next thing on our agenda is topic brainstorming. So I'm actually going to share Oklahoma's Youth Leadership Forum schedule on the screen so you guys can kind of get an idea of what an YLF can look like before we start brainstorming on what this is going to look like here. But before we do that does anyone have any questions or comments that we need to discuss first? Okay. It seems like we're good to go. So I'm going to try to pull up the Oklahoma Youth Leadership Forum schedule. But I'm also notoriously bad at screen sharing so please bear with me. Okay. Can everyone see this?

AMY DEAVILLE: Yes. We can see it.

LILLIAN DEJEAN: Okay. Thank you for the verbal

confirmation. So it starts off kind of slow. They meet with (inaudible) which is kind of the fiscal agent. Welcome, introductions. And I've attended Oklahoma's Youth Leadership Forum the past two years. It's been virtual because of covid. But I think one really cool thing that they that we won't be able to do our first year is alumni share. They get alumni who have previously been to Youth Leadership Forum to share with the new delegates or the new youths going through the program what they can expect from the YLF. And really just share how exciting and lifechanging it is. Because the kids who come into YLF are not the same kids who come out of it. It's really, really powerful the transformation that you get to witness because of the skills that are taught. So if you notice too, they have pictures in the middle which I think is a really important to thing to note when we're working with youth is that a lot of our literature in our advocacy world isn't super accessible or fun to youth. Especially youth with disabilities. So we use a lot of legal terminology or alphabet soup on the DD council like OCDD or DDC. And to youth just coming into this word it can be kind of confusing and intimidating. So they utilize pictures too so it's a little more accessible have individuals who may not be able to read or may not know all the, you know, bulky lingo we use a lot of the time.

So they talk about YLF. They prep for YLF. There's lot of small group activities and team building activities. So that's kind of where that networking comes in that Jill was talking about. Laderick is a really cool speaker. He talks a lot about self-advocacy and really just what that is. You'll notice the working together toxic waste which is a team building exercise. Do a lot of mindfulness. Then you'll notice the why does it matter Carly Putnam. That's the legislative advocacy portion where we talk about what our government does, how to reach out to your legislators, what can legislative advocacy look like. Let's talk about you. That really talks about

mental health, which is really important in our disability community because as we know mental illness is much higher in our disability community than our able body community. They also talk about your good life which is one of my favorite parts about YLF because the delegates went for their life. What does a good life for you look like. And this can be anything from do I want to travel. What kind of job do I want. What kind of people do I want to surround myself with. Capitol day, they'll go to the capitol. Deliver notes to your legislators' office. So it's like real life legislative advocacy experience. Mock legislative debate. More small groups. Mindfulness. The responsible choices is the sexuality section. There's a part one and two. One is general info. And so the way Oklahoma structures it is every delegate has to submit a question regarding sexuality. And so that way it's very individualized to the group of delegates that they have there. And their speakers are really incredible in making it a very comfortable environment to ask questions that they may not feel comfortable asking at home. Another really impactful session is the disability history and culture. You'd be surprised how empowering it is for the delegates to learn their own history. Sharing your good life. Formal dinner. You learn how to do formal dining which is really cool. More small groups. Parents only session. And then closing. So that's what Oklahoma's looks like. But we kind of have the freedom to personalize this to Louisiana. So now we've come to the point where we have topic brainstorming. So Amy, would you mind pulling up a document so we can kind of brainstorm some topics.

AMY DEAVILLE: Sure. Give me just a second.

LILLIAN DEJEAN: Thank you. So while Amy is pulling up the document there is a comment in the chat from Ms. Corley which brings up two issues that I would like to discuss briefly. So the first one is can someone explain the reasoning for only two youth on this committee. And I can definitely answer that. So

there's, I think, two reasons for that. So right now this committee is mostly composed of volunteers. So I know Ms. Nicole Flores volunteered, Jill Hano. Melissa Bayham volunteered. And I did request that Dylan be on the committee because, you know, he had testified at the legislature and a really powerful self-advocate. But the other reasoning too is it is really difficult to find youth advocates, but specifically youth advocates that are interested in serving in a legislative advocacy type setting like the DD Council. Because right now our outreach to youth or even self-advocates is lacking. And so I think that's why we have this committee and why we're working towards having a Youth Leadership Forum in general so we can cultivate more self-advocates and cultivate more youth advocates. Because you're absolutely right, we need more young people. If you will excuse me, my pump is beeping. So give me two seconds to turn that off. The thing about being medically complex is I'm constantly accompanied by many noises. And then it says additionally we need to increase the diversity representation of this committee. You're absolutely right and that's something that we can definitely work on in between now and our next committee meeting. I think, again, the reason is why the composition of this committee is the way it is because it's mostly volunteers. But it's definitely something that we can work towards, and I appreciate your comments and I hope that answers your questions.

So as far as-- oh, hi mom. And she says I think it would be very powerful to include something like your good life session. Absolutely. So if we could put that on the screen, that's great. Mr. Harlin puts in the chat one of the most important skills I've discovered is learning how to effectively tell your personal story. So maybe what's your story, question mark. I think our disability history and culture is going to be a key one as well. So are there any sessions that particularly stood out to you whenever you went to YLF?

JILL HANO: Just the legislation one. But like background on me is I've been obsessed with the law since I was 17. So, of course, the legislation was huge. So I, of course, remember oh, Steven had a topic. But I, of course, remember there were socials. But, I mean nothing really. But Steven did share a comment for topics. Shoot. Sorry. My phone, my laptop won't charge. People first language verses identity first language is a public comment from Steven.

LILLIAN DEJEAN: That one can definitely be more of a discussion too. Like run down what identity first and what people first language is. But a really interesting discussion going on in the disability community right now is that there's some people with disabilities who actually prefer identify first language. And it's such an interesting dialogue. I know you mentioned legislative advocacy, Jill. So that could be something we can put on there. Amy, that would be great.

JILL HANO: And like I said, that is all I remember.

LILLIAN DEJEAN: So Ms. Corley put teach disability law which includes history and culture. Are you talking about like the ADA? If you wouldn't mind putting that clarification in the chat, that would be great. And there was a suggestion in the chat. Sexuality, dating and relationships which is definitely one that we would include.

JILL HANO: So how many topics, like how would the flow of the forum go? Like just off the top of your head cause I'm assuming each topic would be a breakout session so like how many topics, like is it a topic a day or is it like four breakout sessions a day?

LILLIAN DEJEAN: You know what, I don't really know and maybe that's something that we decide later on when we know.

JILL HANO: Yeah. Maybe that should go in or like can we roll up to when you had everything broken down. Cause in our planning don't we need like a format of

the sections, or I don't know what I'm saying.

AMY DEAVILLE: So like a breakdown for the days?

JILL HANO: Yeah.

AMY DEAVILLE: Okay.

JILL HANO: An outline of before we can breakdown the days though, shouldn't we outline everything we want to do like pick the number of topics we need. Y'all I'm talking too much. I'm sorry. Never mind.

LILLIAN DEJEAN: You're definitely not talking too much. We need all the input we could get, right. So thank you so much for that input. And I think it's going to be really important for us to form a solid schedule later on with how this is going to be structured. Because if we don't have a set structure, we'll be a little bit lost, right. So again, thank you for keeping that in the forefront of our minds.

JILL HANO: We have some more public comment.

LILLIAN DEJEAN: Yeah. So one is mental health self-care. And Ms. Corley actually gave us some clarification on what she meant. Which is she said they should actually be taught all disability related laws including Civil Rights Act, ADA, IDEA, 504 rehabilitation, etc. I think this is a really interesting discussion about what specifically should be taught regarding laws. I think the most important thing by teaching those laws the history and culture is included. Whenever we talk about history and culture it may be that history and culture includes those laws. So teaching, you know, the 504 sit-ins or the capitol crawl that led to the passage of the ADA. Because the ins and outs of the laws my concern would be that the legal ins and outs of the laws may not be super exciting or accessible to youth. And so while it's really important for our professionals to be educated on what these rights are, I think our key will be figuring out a way to make rights and laws accessible and engaging to youth. We don't really need to cover the Civil Rights Act just because the Civil Rights Act actually didn't include people with disabilities. I think that was passed in 1964. It didn't cover people

with disabilities. The first federal legislation that included people with disabilities was that rehab act that you mentioned. So I think whenever we teach that disability history and culture that includes how these laws came into action and formation, we can definitely include what they cover and what rights they cover. So thank you for that suggestion. Ms. Nicole Flores, you've been kind of quiet on the topic of topics. Do you have any suggestions?

NICOLE FLORES: I was actually thinking that like you were mentioning going into disability history and culture. But also as we get into legislative advocacy, like how the rehab act came about which led to these laws which would kind of, you know, kind of cross over with that. And then coming up with a lot of topics we might want to revisit too the manual and just make sure that we're brainstorming, but if there's something that has to be done that we also include that. And I know that employment and independent living skills were included in some of the YLFs as topics.

LILLIAN DEJEAN: Mr. Harlin put in the chat what about how to find disability related programs and resources to help understand and manage them. I think that really speaks to what Dylan was saying earlier about using the resources that you have, you know. How do you find those resources and what resources you have currently. Dylan, what do you think of this list so far?

DYLAN SONNIER: These are really good ideas just looking at them and everything. I think these are some good ideas and I like, how do I put it, I like brainstorming on this topic because I feel like it should be more spoken out with people, and I think these are really good.

LILLIAN DEJEAN: Thank you, Dylan. We really definitely value having your input.

DYLAN SONNIER: Sorry if I'm kind of stuttering too. I'm kind of nervous at this. Sorry if I'm not really talking a lot in this either.

LILLIAN DEJEAN: No worries. Sorry. I was just

reading the chat. No worries at all.

NICOLE FLORES: You cannot tell at all Dylan.

LILLIAN DEJEAN: And if you want to know the truth, I was super nervous before the committee meeting too. So you're not the only one who was really nervous.

DYLAN SONNIER: This feels kind of new to me so I can definitely understand that.

LILLIAN DEJEAN: And I think that's why this YLF is so important. Because like as a young person coming into this world it can feel really foreign and different. Because I remember the first time I went to like a committee meeting. I really didn't understand anything that was going on if I'm being honest with you guys. Everything went over my head because no one teaches you how to navigate these systems as young person. Or there's no like how to go to committee meetings or DD Council meetings, right. So it can be really nerve wracking.

DYLAN SONNIER: That's how I feel about it too.

LILLIAN DEJEAN: So I hope, but I hope it has been at least fun so far. Even if it's nerve wracking, I hope it's been sort of like a fun nerve wracking. So Ms. Corley let us know that the Civil Rights Act was passed in 1964, but that changes were made to include individuals with disabilities. Thank you for letting us know that. And maybe that's something that we include in the disability history and culture that originally it didn't include people with disabilities but later on through advocacy there was that change made. So we appreciate that input cause that definitely keeps things in perspective. Steven Nguyen says the basics of self-advocacy. So yeah, we could add that. That would be great. Nicole DeJean. Dylan you're doing awesome and what you said is so important. I think we can all agree with that statement.

DYLAN SONNIER: If it's okay, I can add something to that list too?

LILLIAN DEJEAN: Yeah. Of course.

DYLAN SONNIER: I think also whenever people get introduced to this type of stuff, I think it's

important to elaborate more about what we do in these type of meetings than what we do when we just self-advocacy. And what we do, whoever we get introduced to this type of stuff and whenever they feel like it's all new and foreign territory, I think we should tell them that it's all right and it doesn't seem as daunting that it looks as is. If that makes sense.

LILLIAN DEJEAN: Absolutely. I love that. So maybe like a how-to advocacy meeting. Does that sound like it encompasses what you were saying?

DYLAN SONNIER: Uh-huh. I think so.

LILLIAN DEJEAN: Mr. Chair, do you have any suggestions?

RANDALL BROWN: I think y'all are all doing great. And no matter how long you serve on the committee you'll be nervous because you're going to do good. So we can help make that nervousness less, but I think being nervous is part of service too. So I thank you all for everything you're doing and you're doing a great job.

LILLIAN DEJEAN: Maybe getting better at going to advocacy meetings is just knowing how to tame the nervous belly a little bit more each time. Cause that's how I feel. Ms. Bayham, do you have any suggestions as a professional in this field?

MELISSA BAYHAM: The only other thing that I was thinking, but then I second guessed myself because I know a lot of what the purpose of this is self-advocacy which is absolutely important. But obviously, as the director of LRS I'm thinking of employment. So I'm not sure if employment should be specified as a topic or not.

LILLIAN DEJEAN: Yeah. I think it's great idea that just because--I mean employment is a huge part of self-advocacy and self-determination, figuring out what you want to do for the rest of your life.

MELISSA BAYHAM: Cause I mean instruction in self advocacy is one of the required preemployment transition services that we provide to students with disabilities. So I'm not sure if this would be the

appropriate place to talk about some other like soft skills and workplace readiness training type activities or not. I guess it will depend on how many topics you'd end up with and your time and things like that.

LILLIAN DEJEAN: Thank you for that suggestion. I think that's great point. I know we only have 30 minutes left so far. And we still have to make a tentative timeline. So I think we have a really good slate of topics. Real quick Ms. Corley put in the chat will this committee topics overlap with LRS and DDC contracts. Can we allow Ms. Corley to speak so she can elaborate a little bit on this because I'm not really sure I understand the question. But I want to make sure we cover it. Hi Ms. Corley.

CORHONDA CORLEY: Hi. How you doing today. Thank you so much for allowing me the opportunity to speak. I'm inquiring because I'm looking at the topics that we have right now from brainstorming and a lot of those topics are already being addressed by some of the contracts that the DDC has. As well as some of the things that LRS actually address. So I'm just inquiring on if we're duplicating services that we're already paying other entities to address. Cause if so then we cannot address them. There would be no reason for their contract and then we would have to eliminate those contracts. So right now like the topics with sexuality, dating and stuff, those are actually addressed right now through a DDC contract. Along with People First language and all of that. Those are DDC contracts that we already have that are actually in place right now. So I just want to make sure that we understand that we'll be duplicating services and we can't do that. That would be something that would put us in a very bad space with the federal government. So I think we may need to look at that and I think the chairperson and the executive director may need to address that. Thank you.

RANDALL BROWN: We will do that Ms. Corley.

LILLIAN DEJEAN: I appreciate you keeping that in prospective. Amy, would you mind addressing that for

us real quick so we can a little further clarification on just contracts.

AMY DEAVILLE: So one thing that I will say is the forum will likely, is not currently in our five-year plan. It's not currently in our action plan. So we have multiple steps to get through before we actually implement the forum. So we're looking at a somewhat lengthy timeline of perhaps a couple of years before we even get to a point where we can implement the forum by the time we have it all planned out and get it into our five-year plan and have found funding sources and things like that. So we have contracts on these things now. But we may not necessarily have contracts on those topics at the time that the forum is implemented. And so some of this is really forward thinking about what we want the forum to look like ideally. And then, you know, when it gets closer to actual time we'll have to really flesh out, you know, how we can actually make it happen. But this committee is the first step in a pretty lengthy process to make the forum actually come together.

MELISSA BAYHAM: Can I address the LRS issue.

LILLIAN DEJEAN: Yeah.

MELISSA BAYHAM: So just to kind of clarify, so we do provide preemployment transition services which includes some of these topics. But the way I see it is that LRS is always looking for ways to provide these services better. So we have community rehab programs, and we have some third-party cooperative arrangements through certain school districts that provide some of this. But we still lack a lot of quality places or arenas such as this to send our consumers to to get some of these skills. So I think-- and I know what you're talking with duplication of effort. But in this case, this would just be a way for our clients to choose, if they would choose or be selected for the forum, this would be one way for us to provide those preemployment transition services to them. If that makes sense.

LILLIAN DEJEAN: Thank you for providing that

clarification Ms. Bayham. I think one important thing to keep in mind as well is that right now the DD Council isn't necessarily, we don't have many contracts for youth specifically, if any. So like we may have our sexuality training contracts, but we don't have the same for youth. So it may not necessarily be a duplication of efforts because the population that that is serving is adults. And so kind of a moot territory. So thank you for keeping that in the forefront of our minds. And I appreciate, Amy, that explanation. And Ms. Bayham your explanation as well. Cause that definitely provides further clarification. So now that we have our topics slated, perhaps we can move onto the next agenda item of our tentative timeline. I know we mentioned earlier potentially going back to our planning, scheduling, that three-tiered goal section of the document to figure out our three, six, twelve-month goals. So, Amy, if you can pull up that section of the document, that would be great.

AMY DEAVILLE: Can everyone see it?

JILL HANO: No.

LILLIAN DEJEAN: I can just see it topics.

JILL HANO: I have a question though.

LILLIAN DEJEAN: What's your question, Jill?

JILL HANO: I just don't understand like if the DDC if this is just, if the forum is a separate entity from the DDC and we're just providing information like it's not contracts, right? Like I just don't understand.

RANDALL BROWN: Can I answer that for you, Jill, or try to?

JILL HANO: Yes.

RANDALL BROWN: Yeah. It's all going to depend on how things are funded, and we don't know that yet.

JILL HANO: Okay.

RANDALL BROWN: So, of course, the executive director and I will keep on top of how things develop and make sure that there's no duplication of effort as Ms. Corley rightly pointed out. That's our duty to make sure that doesn't happen, and it won't happen. Okay. But right now we don't even know where all our

funding sources will come from.

JILL HANO: Right. It was like Ms. Amy said, this isn't even on the five-year plan.

RANDALL BROWN: Right. But let me say there is a way even though it's not specifically mentioned in the five-year plan. The five-year plan we are currently about to pass, hopefully, at this next meeting next week in fact is very broad. It has very, it's designed to be broad in nature so that programs like this could be implemented sooner than waiting for it to be specifically mentioned in the next five-year plan. So I do want to make that clear. There would be ways for us to be involved and get it involved in our current plan. But what is true is we have to be in next year's plan to do so. We have an individual plan every year of what we do. So the five-year plan we're going to, hopefully, adopt soon would allow, has wording, has space to provide for something like this. So I want to make that clear. But you would to have specifically address it in your next one-year plan. So it is true the one-year plan we're about to implement does not include it specifically. And so I would say that that gives you this next year to formulate all these questions and figure out where you're funding is coming from, where you'll meet, how you'll meet. All these things will be ironed out and then you'll come back to us and say we're ready to do this and here's how we'd like to do it and we would like your commitment for some funding. And then we can look at say next year's one year plan, which will be here before you know it, the planning committee, putting that in there so that we do say specifically that YLF is a priority and here's how much we're going to put towards it.

LILLIAN DEJEAN: Thank you for that explanation Mr. Chair.

RANDALL BROWN: You're welcome.

LILLIAN DEJEAN: I think it's really important that we keep all of this in mind moving forward. Understanding where our funding is going to go, but I think for now we can simply focus on our tentative

timeline. Alternatively for our five-year plan I know that there is flexible language in there, but Ms. Amy our ED did explain the process to me earlier if the DD Council wanted to specifically have a YLF funded in our five-year plan. So would you mind explaining that to us real quick so we have a better understanding of what that timeline may look like.

AMY DEAVILLE: Sure. So sort of like how Mr. Chair was explaining it, it sort of depends on how we put it in. So we have a five-year plan that we will hopefully be ratifying at next week's meeting. And once that five-year plan is in effect, we have a one-year action plan that we're starting to work on as of October 1st. For the year after that action plan, if our five-year plan is broad enough, we can perhaps put this into next year's action plan as an item. And then we just go through our regular procedure of having to, you know, put things out for comment and ratifying that. If we make a change to the broader five-year plan, then it usually would mean putting everything out. What it would mean is we would have to make a motion and get that accepted, put it in the five-year plan, put that out for 45-day comment, then come back together to ratify that change. So it's a lengthy process if we put it in the five-year plan. But sort of like how Mr. Chair said, if we can put it in the one-year action plan, it is an easier process.

JILL HANO: So our FY23 plan starts October 1st, correct?

AMY DEAVILLE: This October 1st is our fiscal year 2022 plan. This fiscal year.

JILL HANO: That is correct. That's what I meant. I swear.

RANDALL BROWN: And so what you would do, and what I would recommend that you do, is that we would make sure that, cause the wording is broad enough, the language is broad enough in the five-year plan to accommodate this what you're trying to do. And so I don't think you need to add it there because it would extend the timeline and I think needlessly so. But you

have the one-year plan coming up, planning committee for that will come up before October. So it will be the fall that you'll be deciding the 2023 action plan. Well, that would be where I recommend we talk about this. Because by then, by that time hopefully this committee will have had decided what you would like to see the program be, how you'd like it to carry out. And you have something to tell the planning committee. Here's what you'd like us to do. And here's how much we think it would cost. And, of course, we will be a partner in this. We won't fully be the only funding agent and we understand that. But we obviously are committed to, by having this committee and having this discussion, we're obviously committed to seeing this carried out. So I'd recommend once you all have decided how you want the program to look, what you want it to do, all these things are planned out. Then I would recommend going to the planning committee when it meets and making sure that or making sure the chair is aware, myself and Ms. Deaville is aware of what these decisions are, and we'll carry them to the planning committee. And then the planning committee would give its blessing for this to be in the 2023 action plan. Does that help?

JILL HANO: I think so.

LILLIAN DEJEAN: Thank you for that explanation. It's always good to have further clarification. I understand we are on our next agenda, tentative timeline. However, I also know that we're pushing up against our two hours. We're at about 2:45 and the meeting is supposed to end at three. I want to get the opinion of the committee on whether or not you guys want to try to start forming that tentative timeline or save this agenda item for next meeting so we can kind of a lot more time and thought to it? What do you guys think?

NICOLE FLORES: I think we can take a look at that manual like you had sent us with the requirements of the YLF. And that will probably give us a much better time.

JILL HANO: Can you email the link Ms. Amy?

AMY DEAVILLE: The link to the manual?

JILL HANO: Yes, ma'am.

AMY DEAVILLE: Yes, ma'am. We will get that out.

JILL HANO: Thank you.

LILLIAN DEJEAN: So Ms. Nicole you're suggesting right now instead of doing the tentative timeline we go over the manual, just for clarification?

NICOLE FLORES: So we don't start all this planning and then we figure out we forgot something, or we had to do something, and we miss it.

LILLIAN DEJEAN: I think that's a great idea. Is everyone in agreement with that?

JILL HANO: I really like that.

DYLAN SONNIER: I agree with it too.

LILLIAN DEJEAN: Cool.

AMY DEAVILLE: Something that you do need to agree on is when is the next time you would like to meet.

LILLIAN DEJEAN: Yes. Thank you.

JILL HANO: Or rather how often. I think that was in our chat way earlier, how often we do want to meet. I mean, cause I don't know, Mr. Chair. Is this like what we did today going to be discussed at the full council meeting?

RANDALL BROWN: I'm going to say in my report that you all met, had your first meeting. But as far as any type of work I'm going to be general about it cause you're just starting. It's up to this committee how often you meet.

JILL HANO: Okay.

RANDALL BROWN: It's up to the chair of the committee, which would be Lillian, and the members of this committee how often you meet.

LILLIAN DEJEAN: What do you guys think? Mr. Chair, since we have a tentative maybe let's say we say we have our forum two or three years out. Based on that sort of information since we know it will take a while to develop something like this, how often would you suggest that we meet?

RANDALL BROWN: I would suggest quarterly. At a

minimum about every three months I would meet.

LILLIAN DEJEAN: What do the rest of you think about that?

JILL HANO: I was also thinking quarterly.

RANDALL BROWN: The reason I suggest that is it's going to take some time to study all these things and get, you know, the plans in place. And so, but I think every three months is a good place to say you can have, you know, the information and data ready that you might need. Because one thing when you're gathering data, sometimes it's easy to find and sometimes it's not so easy to find. And so that would give you enough time to gather what information you might need to gather to make decisions. But also not too much time where you don't remember what's transpired or what's happened. That's the reason for my suggestion there. But you guys are free to use it or not. As I said, you guys can meet as often as you deem necessary, and you can get a quorum to do so.

LILLIAN DEJEAN: Ms. Nicole, what do you think?

NICOLE FLORES: Quarterly's good too. Ms. Amy was mentioning about the October 1st action plan. They start the action plan that day. So we could meet like in three months, or do we need to meet before that action plan date? I was kind of confused about that.

RANDALL BROWN: In that case, you don't have to meet before it, but I would recommend it. Because I think at that point, you'll probably have information of what you'd like, how you'd like this to form. I think how it's going to form is going to be more clear to you by the next meeting. And so that will give you more data to give to the planning committee. Or give us more data to make sure the planning committee gets it. Cause we'll make sure the planning committee gets this information. It's just you want to make sure you have-- cause the planning committee's going to want to know two things. What would you like this to do and how much is it going to cost us, basically. But a planning committee is really interested in those two things with everything it looks at.

JILL HANO: Oh, I'm sorry Randall.

RANDALL BROWN: So, you know, I think it might be helpful to meet before they do. But again, I mean just to get on a quarterly rhythm I don't think will hurt you. And Amy and I will be in contact with Lillian regularly as she's chair of this committee, thankfully and doing a great job. We will be in contact about how we can assist her in having this committee gathering data in whatever ways she might need assistance with that.

LILLIAN DEJEAN: So I think it sounds like we'll be meeting around quarterly, but a little bit October next. That sounds like a plan to me. I'm not really sure if now we have time to go over all the requirements in the manual, but I will be sure to send our DD staff all of the information like the Oklahoma schedule, the history of our YLF here, and the link to that manual to everyone so everyone has that information moving forward and we're all on the same page.

JILL HANO: And then can I make a suggestion.

LILLIAN DEJEAN: Yes.

JILL HANO: Randall said that the planning committee is going to look at cost too. So I think it might be helpful to have two or three meetings. Say two meetings before the planning committee meeting so we can, or does the planning committee just look at price tags or is that part of or research?

RANDALL BROWN: Well, I think you're going to, in researching, I think you're going to talk about cost at some point, I would think. And so and then this will go, all your suggestions will go before the executive committee. Cause you're an ad hoc committee. So they'll be time to get this before the planning committee. I wouldn't worry about the planning committee. It hadn't even formed yet. I'm just letting you know that a planning committee looks at those two things, along with a lot of other factors, those two things I mentioned, cost being one, is something the planning committee will ask about.

JILL HANO: Okay.

RANDALL BROWN: Is all I'm saying. So don't panic and think you have to be all ready for planning committee meeting. Not necessarily. I mean, you obviously want as much of this done by October as you can reasonably achieve. But, I mean, don't think you have to have it absolute before a planning committee meets. It's just I'm putting that on your radar that a planning committee is going to ask you what do you think the cost would be associated with the program.

LILLIAN DEJEAN: So we do have a public comment. Nicole DeJean, it says when everyone is doing research on their own, I think we need to remember that YLF is supposed to meet youth where they are at, the information that is meaningful to them and with other youth and mentors with disabilities. This is a powerful experience that helps you see the immense possibilities for their lives. Thank you. Obviously, that comment encompasses everything that YLF is about. And I think one really cool thing to mention about YLF is of the requirements is every speaker at YLF is a person with a disability. So you are learning-- right, isn't that like the coolest thing you've ever heard in your whole entire life. It was for me. Because, at least for me, I'll go to conferences on disability and it's professionals talking about disabilities with no person with a disability talking about disability.

JILL HANO: You're right. It really does make a difference.

LILLIAN DEJEAN: Absolutely. For youth to have those role models of other people with disabilities who's been there and done that and is just rocking it, right. So I think that's what so exciting about this committee we get to start making that change. And so I think that's an excellent note to kind of start closing on. So does any of the committee members have any final comments? Okay. And I think now we have public comment. So does any of our guests have any comments?

EBONY HAVEN: You do have one comment in the chat from Ms. Temisha Victorian. She just says I agree with

Nicole.

LILLIAN DEJEAN: Thank you Ms. Temisha. All right, guys. Well, we just had our first successful YLF committee. So congratulations we did it.

JILL HANO: Yeah.

LILLIAN DEJEAN: So I guess I will see you guys a little bit before October, and we shall be sending all out that extra documentation that was mentioned.

JILL HANO: You'll see us next week.

LILLIAN DEJEAN: Oh, yeah. The DD Council meeting.

JILL HANO: Oh, yeah.

RANDALL BROWN: Everybody before you go, I just want to congratulate you. This is hard work and y'all did really, really well today, all of you. Thank you. I'm very proud of all of you.

JILL HANO: Applause to Lillian for doing it. You're going places my friend and I'm so glad to witness it in its infancy. Just like I think we've got some good work going on.

LILLIAN DEJEAN: Thank you, Jill. That means more than you know. And so thank you to the committee for taking the time today to do this. Thank you to Dylan for being like the other youth on the committee. Your voice is so important. And thank you to our attendees. Thank you for Ms. Corley for those suggestions. To Mr. Harlin, Steven. Thank you, mom. I appreciate all of you guys for these suggestions and comments.

JILL HANO: I can't wait to see this on YouTube.

LILLIAN DEJEAN: I can't hide it, right. Like we have the same last name. So just got to be honest about it, you know.

JILL HANO: I was nervous because I was going to tell you oh, your mom has a comment, but that's pretty unprofessional.

LILLIAN DEJEAN: Well, thank you everyone.

NICOLE FLORES: Great job Lillian.

LILLIAN DEJEAN: All right. Bye you guys.

RANDALL BROWN: Bye everyone.