

Youth Leadership Forum  
Ad Hoc Committee  
May 26, 2022

LILLIAN DEJEAN: All right. Hello, everyone. Welcome to our next leadership ad hoc committee. I'm happy to see everyone here today. And happier that we have a quorum so that means we can actually make decisions. So Ms. Ebony, would you mind doing a roll call? Or we can just do introductions of people who are here?

SPEAKER: Whatever you prefer.

LILLIAN DEJEAN: Let's do that. Vivienne, would you like to go first since you're on the committee and I think this is your first YLF meeting.

VIVIENNE WEBB: Hi. I'm Vivienne Webb and I'm in region seven. I'm a self-advocate.

LILLIAN DEJEAN: Vivienne, we're so happy to have you. So thank you for joining us. Jill, how about you go next.

JILL HANO: I'm Jill. I'm a self-advocate from region ten, YLF graduate. And patiently waiting for Ebony to start my video.

SPEAKER: You have to click it, right. Yeah. Right there.

LILLIAN DEJEAN: She's looking for it.

EBONY HAVEN: You should be able to share now, Jill. Try.

JILL HANO: I'm not on my head.

LILLIAN DEJEAN: Happy to see you right side up, Jill.

JILL HANO: Hi, y'all.

SPEAKER: Hey, Jill.

LILLIAN DEJEAN: Jill, what year did you graduate YLF?

JILL HANO: You know this information. Don't make me tell the world.

LILLIAN DEJEAN: Tell the world, Jill. Tell the world.

JILL HANO: 2001. Yeah. Yeah. Going the summer before my senior year. So 01.

LILLIAN DEJEAN: Now that we've established Jill is an old lady, Chaney, would you like to introduce yourself next?

JILL HANO: Don't laugh.

CHANEY GUILDRY: Hi. Chaney Guidry. I'm a self-advocate from region four.

LILLIAN DEJEAN: I guess we'll go in order of where we're sitting. Bambi, you're up next.

BAMBI POLOTZOLA: Hi. Bambi Polotzola, director for the Governor's Office of Disability Affairs.

LILLIAN DEJEAN: Mom

NICOLE DEJEAN: Nicole DeJean.

LILLIAN DEJEAN: Carly, do you want to introduce yourself?

CARLY: I am Carly (inaudible). I'm a self-advocate.

LILLIAN DEJEAN: Carly is currently an honorary member of the YLF committee. Harlin, what about you.

HARLIN COSER: My name is Harlin Coser. I work as adult program coordinator with Families Helping Families of Acadiana. And I also work as disability awareness coordinator with the mayor president's office in Lafayette.

LILLIAN DEJEAN: Thank you, Harlin. Maddie.

MADELINE YOUNG: I'm Madeleine Young and I'm a self-advocate.

APRIL YOUNG: And I'm Maddie's mom, April. I work for Bayou Land Families Helping Families as the community resource specialist. And also a family member.

LILLIAN DEJEAN: Cool. April is also an honorary member of the YLF committee. Nicole.

NICOLE FLORES: Nicole Flores. I am the parent of a self-advocate in region four and I am the director of Families Helping Families of Acadiana.

LILLIAN DEJEAN: Thanks, y'all. So it seems like we're ready to get started with our meeting. Firstly, on the agenda we have the approval of the February 3rd meeting summary. If someone could make that motion.

BAMBI POLOTZOLA: I have a correction. It has council members listed. It has Randall Brown and Sharon Divisco. Sharon is not a-- is that DD Council members? Cause she's not a DD Council member. Then

you have guests and some of the guests you have listed are actually council members. Like Brenda Cosse. I don't know if those two need to be changed, right?

AMY DEAVILLE: Yeah. So it should say committee members present and then guests.

BAMBI POLOTZOLA: Okay. So it would be Randall, Brenda, Julie. Is that it?

EBONY HAVEN: It shouldn't have said council members. It should have said members at large.

BAMBI POLOTZOLA: Oh, okay. Got it.

EBONY HAVEN: Cause Randall and Sharon were both members of the committee at that February meeting. So that should have said members absent, Randall and Sharon.

JILL HANO: And then under guests since even though Brenda, Julie and Meredith-- well, not Meredith yet, but they were still guests for this specific committee.

BAMBI POLOTZOLA: Correct.

JILL HANO: Okay.

LILLIAN DEJEAN: Do we need a motion to change that, or do we just change it?

BAMBI POLOTZOLA: I make a motion to approve the minutes with the change.

JILL HANO: I'll second.

LILLIAN DEJEAN: Thanks, Jill. We approved the meeting summary with the appropriate corrections. So the first official thing on our agenda is discussing UL Lafayette as a possible location for our leadership forum. UL Lafayette is centrally located in the state so it may be a good option to host our first YLF back. And the really cool thing about UL is they already have an established like post-secondary program. So the campus is already familiar with individuals with disabilities being on the campus. And know how to accommodate individuals with disabilities. And they have a lot of things on the campus that they can provide for the forum. So, for instance, they have dorms that the delegates could stay overnight at. They can provide meals on the campus. And have space for the sessions as well. And the UL Life program is that post-secondary program that I mentioned. And so Amy and I, and I think Bambi as well had a meeting with the UL Life director and she said that we could utilize

their UL Life space for free. So their ADA compliant kitchen and also their classrooms. So we would save costs there and we would also be able to have those meals, the lodging and all in one space. So the only piece that we would be missing would be transportation for capitol day. Which we really didn't anticipate to get at our host university anyway. So I would like to suggest that we move forward with UL Lafayette being our host campus for our first YLF. I would like to open the floor up for discussion about that.

NICOLE FLORES: Do we have like for maybe committee members who aren't familiar, is there like a description or something where you can see UL Life, like the location and the space?

BAMBI POLOTZOLA: I can tell you guys a little bit about it. The UL Life building is at the corner. And the next corner is the UL, the student union. And right behind it is the dorms. So like even though UL is not, it's a medium size campus, depends on what you compare it to, where the people for YLF would have to go it's pretty much like in a standard area, although they could venture out to other parts of the camps. So all of those are like in one little area. Fully accessible as Lillian said. And I would just say the director, Dr. (inaudible), like she was very enthusiastic. It was kind of the best response we could have hoped for as far as like getting, you know, her helping to get everything that we needed. I say we, that we needed for YLF.

LILLIAN DEJEAN: And I think even a really cool thing as well is not only would the UL Life dorm rooms be able to be utilized for free, like the lounge, the classrooms and the ADA compliant kitchen, but also Dr. Caroline mentioned that the UL Life students and mentors could be utilized as staff for the forum. So we have people with disabilities who are in college staffing a forum and they could be like mentors for the delegates. So it just seems kind of like a natural choice. But that's up to the committee.

APRIL YOUNG: I have a suggestion. And I know it's something we talked about having a caregiver with that person. Caregivers would be able to go with them too or would they go by themselves? I guess what my

question is is it including the caregiver as well as the participant?

LILLIAN DEJEAN: So generally with YLFs across the country generally they try not to have caregivers from home accompany the delegates to achieve as much independence as possible. The idea is that the staff would provide, and the other delegates as well, would provide natural supports. So like, for instance, in Oklahoma they, you know, hire I think nursing overnight if they have more medically complex delegates. But really it seems like natural supports have been sufficient enough to support the delegates across the disability spectrum.

APRIL YOUNG: So it's like Louisiana Lions camp and it would work similar to that. That's great.

NICOLE FLORES: They would have nurses on campus.

SPEAKER: That sounds like a win, win for me.

NICOLE DEJEAN: So is that a scenario where like you're talking about, you know, Maddie, the nurse is available, but kind of in the background. Not necessarily providing a direct support, but available as needed. If needed. Is that how they work it?

APRIL YOUNG: Like for medical care. You know, catheterizations or assistance with that kind of thing.

MADELINE YOUNG: They also, when I went to camp, they also trained the counselors to do all that.

NICOLE DEJEAN: So is that how the other, is that how the other YLFs handle it? Cause you were saying that they try to do more natural supports verses-- I think they're probably I think as a whole we just kind of need to be prepared, you know, for it to be able to accept that diversity of disabilities. So but we don't want to do so haphazardly. So is that kind of how it's set up in other states where they just have that medical standby, I guess?

LILLIAN DEJEAN: I think in Oklahoma they specifically only hire like night nursing. So the nurses are specifically only at night. But another thing to consider is that I'll be going to Oklahoma's YLF in-person this year and as part of the accommodations I requested a room with a bathtub because I can't shower with my central line. It can't get wet. And they've never had a delegate with a

central line before. And that is usually something that comes along with individuals with medical complexities and individuals who would need something like nursing. And so it may be possible that they only have night nursing in Oklahoma because they don't have medically complex delegates.

NICOLE DEJEAN: Maybe it's a year-by-year deal. What the staffing needs.

LILLIAN DEJEAN: But it may be a thing where we get nursing students from universities to come and volunteer.

NICOLE FLORES: You can't beat a venue that's free, accessible and has experience.

NICOLE DEJEAN: Interested and excited to have and to host.

NICOLE FLORES: Centrally located.

MADELINE YOUNG: Did we decide a three day?

LILLIAN DEJEAN: Three days, overnights with 15 delegates.

BAMBI POLOTZOLA: So is it three days or three nights?

LILLIAN DEJEAN: Three days.

NICOLE FLORES: Three days and two nights?

BAMBI POLOTZOLA: Three days, two nights.

LILLIAN DEJEAN: Thank you for clarifying. And the age range would be tenth to 12th grade with flexibility to decide on a case-by-case basis. Some individuals with disabilities don't go to your typical quote on quote grades of quote unquote typical ages.

BAMBI POLOTZOLA: But it's 15 people, right?

LILLIAN DEJEAN: The first year. Yeah. So the idea we discussed prior was that we would have 15 for the first year and three days for the first year with the intention of expanding both of those numbers as the years progress and as we get more experience in hosting YLF. And hopefully acquire more funding.

APRIL YOUNG: Is that 15 including members of the YLF committee?

LILLIAN DEJEAN: No. Cause we would probably be staff. If y'all want to be staff. Not forcing y'all. That would be great. Looking at you guys on the screen like you're not excluded from this. So thoughts on UL being a host campus? Thumbs up, thumbs down.

MADELINE YOUNG: Thumbs up.

LILLIAN DEJEAN: Okay. Cool. Jill disappeared, but hopefully she comes back, and we can ask her.

BAMBI POLOTZOLA: Do you need a motion for that?

LILLIAN DEJEAN: I don't think so. I mean, we could. I mean, why not? Let's make a motion. Anyone want to make a motion?

APRIL YOUNG: I make a motion to proceed with UL as the host.

SPEAKER: I don't think you can. Sorry.

NICOLE FLORES: I make the motion that we consider UL Life at UL.

LILLIAN DEJEAN: So we started discussions with UL and the idea is that we need to like officially be scheduled by the end of 2022 and the details be finalized in January and February. Oh, we need a second for that motion. But I'm just clarifying. So with this motion can we agree that it would be okay to continue these discussions about having UL as our host campus?

SPEAKER: Yes.

LILLIAN DEJEAN: Okay. So can we have a second for that motion?

VIVIENNE WEBB: I second the motion.

LILLIAN DEJEAN: Thank you, Vivienne. Hey, Jill. Any objections or abstentions? Okay. We're all friends here. Casual environment.

NICOLE DEJEAN: So when does UL need to, when do we have to lock in you guys? When do we have to lock in a date with UL to secure that venue?

AMY DEAVILLE: They kind of said the earlier the better. But they said for sure by the end of 2022 to have the date set.

NICOLE DEJEAN: Okay. So would it behoove us to soon have that discussion so we can be more selective about the dates?

LILLIAN DEJEAN: Yeah. Maddie, did you have a question before we move on?

MADELINE YOUNG: Huh-uh.

LILLIAN DEJEAN: Jill, what's up?

JILL HANO: Okay. Well, even though this isn't on the agenda, should we talk about our date today or should we make a note to put that for-- and Amy, are we

able to have a July meeting, I mean, for YLF?

AMY DEAVILLE: I think so. We'll probably try to schedule it maybe the week before the council meetings.

JILL HANO: Okay. So cause, I mean, our agenda is pretty packed now. I recommend that we definitely set the date in July, if not before.

BAMBI POLOTZOLA: The only thing is if you take a trip to the capitol there's like no reason to go there-- I mean, I guess you could just go to see it, but if it's not in session they're not getting a real experience. I don't know how y'all want to handle that? But if they go in July, like it's pretty much dead at the capitol.

LILLIAN DEJEAN: I think what Jill's saying, if I'm not mistaken, is that we discuss an actual date.

BAMBI POLOTZOLA: So sorry, Jill.

JILL HANO: Oh, okay. I was following along with you like yeah, that makes sense.

BAMBI POLOTZOLA: That's just something to consider when you're thinking about the dates. Like in 2023 the session ends on June 8th.

NICOLE DEJEAN: Oh, wow. That's early.

BAMBI POLOTZOLA: So, I mean, you would have to do it like right at the, you know.

SPEAKER: That's like the first week of July.

SPEAKER: No. June, you mean.

SPEAKER: June. Yeah.

JILL HANO: It all depends on cause my mom gets out of school June 10th. Because of her lack of school during the hurricane. So whatever.

NICOLE DEJEAN: When do y'all usually finish?

APRIL YOUNG: We finished yesterday. But we would have probably finished a few days prior because they were 30 days out of school because of the hurricane. So they would usually finish a week or two before Memorial Day.

MADELINE YOUNG: And see I go to camp during July.

APRIL YOUNG: And then she goes like Lions Camp starts like two weeks after. She goes in July.

NICOLE DEJEAN: So that may be something too that we can all do before the actual live meeting. Right. To kind of look at what camps are already being offered for that age group. And kind of, maybe, especially



Lions Camp. That's a really popular camp. So maybe we can look at some of those dates.

APRIL YOUNG: This is the first time they're going since three years, two years.

MADELINE YOUNG: Since 2019.

APRIL YOUNG: Yeah. So like so many people are going cause so many, you know. So I know they pushed to start camp.

MADELINE YOUNG: And you got to think they start, you know, maybe--

APRIL YOUNG: Yeah. They start early. Next year they may push up the date. So I'm not sure the way things are going most camps are probably going to be open next summer.

MADELINE YOUNG: If we don't have another hurricane.

LILLIAN DEJEAN: I know we kind of are thinking of continuing this discussion in the July YLF meeting. But I think one more thing to think about in regards to session is that most YLFs do have like a mock debate for the delegates to kind of mimic this, you know, legislative committee discussion. And it may actually behoove us to do it outside of session. Especially if we have delegates who are more easily overwhelmed by a lot of like activity going on. And then it would be easier to secure a committee room for this mock debate. So just depends on what we want our impact to be.

JILL HANO: Mine was not in session.

LILLIAN DEJEAN: Okay. Did y'all do a mock debate?

JILL HANO: I have no clue.

LILLIAN DEJEAN: Okay.

BAMBI POLOTZOLA: And if you did it like that you may be able to get, like July or whatever, you might be able to get legislators. For sure I know for next year you could get people from the governor's staff who would act like legislators to kind of get that.

APRIL YOUNG: We did that. Yeah. We did the same thing during Partners.

LILLIAN DEJEAN: Can you imagine what a fierce chair Bambi would be. So is everyone in agreement of discussing this further at the July meeting? Okay. I see more thumbs up than thumbs down. So our next order of business is discussing funding. (Inaudible) at full

council meetings we had incredibly good news. The DD Council has given us 30,000-dollars for our first YLF. Which if all other funding sources fail, we may actually still be able to host a YLF. Which is incredibly exciting. And one of the reasons why on the agenda today we have the development and approval of our program overview is because that has been requested by the Department of Education and Louisiana Rehabilitation Services. They were here, I believe, at our last meeting to discuss possibly, possibly helping fund the YLF. But they needed that information before they could make any official determinations on numbers or specifics. So that's why we had development of an overview today so we could get that done and get back to those agencies. But the good news is is that we're in good shape. So huge thank you to DDC. Does anyone have any questions about that?

NICOLE DEJEAN: Can I make a comment? Okay. So with this, with the development of the program overview one of the things that was embedded in the Oklahoma outcomes report, like from their YLF, was a logic model. So that report came from, like was a summary of the data that they collected from, you know, their YLF. It seems like they create this report every year. And so as we're going along, because I had to do some just learning about logic models, and outcomes, and measurable indicators and all of this stuff with some of the grants that we've written for Families Helping Families Acadiana, I think we really need to start working on some of that. Kind of the pre and post survey with your delegates. Pre and post survey with your staff. Making sure that we have a tight logic model, so we stay focused on what it is that we want to accomplish. Because I think if we don't have a lot of these things written down and created and agreed upon, then we can kind of lose sight of what it is we're trying to accomplish. Because if you go through and look at some of the other program descriptions across the country, they're different. So one of the ones that I looked at the other day had an extension even. Their youth leadership forum was less focused on legislative advocacy and more focused on personal development. And so their extension program was a

college youth leadership forum. So that worked on resume building, employment, things like that. So their focus was different. So if we're not really-- I think we are clear amongst ourselves. But for the sustainability and just maintaining-- I just learned a term, mission drift where things, you get involved in things that are kind of loosely associated to what you're doing. If we could create this and just keep rechecking it every year as we grow, I think it will keep us a little bit more focused. But also with the data collection and the pre and post surveys that we've got, we'll learn what the delegates, you know, are getting out of this. What we're doing well. What we're lacking. What we need to improve on. Cause we're looking at growing every year. And if we don't know what we're really doing or we're not objectively-- not like hi fives. Hey, that was an awesome weekend. But like an objective, measurable monitor on this, I don't think, you know, we're really just kind of winging it at that point.

And I assume that the funders are going to want some of that. I mean, and we're going to want them to keep coming back year after year. So if we can create some of that and be able to say hey, look. At the end this is kind of-- in the military they call it after action review. This is what we came up with. And we're on a university campus so I have to believe that we're also involved with the university UL Lafayette that there would be some professors that would be interested because this is a data rich environment. So this would be to me a no brainer for somebody to partner with us to look at what are the, you know, what's the outcome of this. This experience for our delegates. And for the staff. You know, the people that are involved. So that's my suggestion that we kind of start thinking about creating some of that logic model, or outcomes, or pre and post surveys. Those kinds of things.

NICOLE FLORES: So basically just making sure we're revisiting like the mission of YLF and staying directly on what we're supposed to do and checking in with everybody doing it throughout the whole time. And then collecting data so afterwards we can say this is what

we plan to do, this is how it went, and here's the results. Here's how we can even do better and bigger next year.

NICOLE DEJEAN: Right. Cause even when we're booking our guests, you know, our role models, our speakers we have to keep checking back with our mission statement to say okay, does this adhere to what the mission is. So but if we don't have that real tight and really built out, we can kind of lose focus.

LILLIAN DEJEAN: So my question to you would be okay, so we have this data collection process that needs to be implemented at some point at some level so we can work back to those lenders, right. And say this is what we did, this is what we accomplished outside of, you know, high five, we had a great weekend. So at what point before YLF do we need to start getting that process implemented? Like how many months before do we need to start contacting UL and kind of getting the surveys?

NICOLE DEJEAN: I think we can create that amongst ourselves. I mean, certainly we can, you know, we can partner, potentially partner with some of the professors. But I think if we want to look at okay, our first year doing it ourselves, those things are easy to come up with.

LILLIAN DEJEAN: Yeah.

NICOLE DEJEAN: Again, as long as we have that kind of tight vision and mission statement. It's doable. It doesn't need to take forever. It just needs to be agreed upon and thoughtful. What do we want to do. What do we want to look at. How are we going to measure that.

MADELINE YOUNG: I have a question. How are we going to get the word out?

LILLIAN DEJEAN: Excellent question that I don't have an answer to yet. That's why we have you to keep us in check. We're getting there. I think that will be developing strategies for recruitment either in July or October.

APRIL YOUNG: Could that maybe be part of the survey? I know we talked about a survey a few minutes ago. Is there a survey that, to piggyback on her question, like are we planning on sending surveys to

folks through the school system if they're interested? Like how, through a survey, like she said, how are we going to pick them. But like how do we, I guess, we send the survey out, get the word out. But also a survey and a word out. Kind of like a landscape type thing.

NICOLE FLORES: Like the survey thing would be more like the outcomes report. If they did a survey at the beginning of it.

NICOLE DEJEAN: Yeah. Once you've recruited.

NICOLE FLORES: Verses like marketing it.

MADLINE YOUNG: Google doc or something like that.

HARLIN COSER: As far as actually recruiting and that kind of thing, I think that would be, I think our partners could really play a role in that. LRS, DOE, other partners, you know. They might really help us to identify and reach out to individuals who would be interested.

LILLIAN DEJEAN: So I know like one of the requirements from the National Association for Youth Leadership Forum is like whenever you're selecting students, or not students, but like delegates is that they've demonstrated like leadership potential. And so how this is determined varies state by state and it's a pretty subjective thing. I think it's more of like, I think it's more of I think they have like an application. And then they do an interview. And then it's like okay, we've selected you because you've demonstrated leadership potential, right. And so then it also is a confidence builder for that delegate for them to okay, I can actually do this. It's like a prepping.

NICOLE DEJEAN: (Inaudible) in-person before we see them on that first day then?

SPEAKER: Or Zoom.

NICOLE DEJEAN: Meet them in some capacity.

JILL HANO: And then-- sorry, Ms. Nicole. I interrupted you. Sorry.

NICOLE DEJEAN: No. You didn't interrupt me.

JILL HANO: I know when I went, we had letters of recommendations. And I suppose, I don't know how it went, but it would make sense to me that when we like form the application we need certain, we need to pick

like a set number of how many letters of recommendation because, I mean, for Partners I think we need three, I think. But and then from reading the letters that would also give content on who has leadership skills and like we can look at like if the applicant is on the debate team, that's kind of leadership. I meant to stay student council. But I'm on a tangent. I'm sorry.

NICOLE FLORES: That makes perfect sense to me. Because you would have a letter of recommendation too. Those letters could give some leadership examples.

LILLIAN DEJEAN: Or we could even just do references.

JILL HANO: Yes.

LILLIAN DEJEAN: Cause that would be a little bit quicker. I know, I mean, this is me being biased, but I would prefer to be someone's reference and write a letter of recommendation (inaudible) sitting down and writing. So that may be a little bit easier for the delegates to acquire.

BAMBI POLOTZOLA: And also, we have a process for Partners in Policy Making that's basically the same. We look for leadership.

SPEAKER: Yeah.

JILL HANO: That we would put like leadership skills. Like put something about like do you, like put something like that on our application. If so, maybe even like have some examples.

LILLIAN DEJEAN: You've been quiet, Chaney. Give us a thumbs up or a thumbs down. Sorry. I caught you while you were stretching. Worst chair ever. Call on you while you're stretching. All right. Seems like we have good thoughts for the application. The letters of recommendation or references, having that pre-meeting. It seems like most YLFs have that pre-meeting, actually. And one thing that I like about like Oklahoma's application is it talks about the interview. It says your interview will not be a pop quiz. It shouldn't be a stressful thing. It's our chance to get to know you better. You can look upon it as a visit from a friend. So it's already kind of making that welcoming environment between delegates and staff. And just between everyone. So it would probably be good

for us to start the process of packaging that application and figuring out what our application is going to look like. We can model for our partners. And I have a couple delegate applications from Oklahoma, Kansas, and South Dakota that we can pull from. So we have that.

So since we're kind of on the topic, let's move to the development, approval of the program overview that was sent out to everyone yesterday, because I was late, in our packet. Mom, AKA Nicole DeJean, drafted this. I sent her my draft and she's like okay, we need to work on this. And she was like a wizard and made this amazing program overview. So I'm going to give everyone a chance to look over it briefly. And then we can discuss it. And just for clarification purposes, this is what we'll be sending to LRS and DOE whenever we have further conversations about funding. Cause they need this information, and this is going to be our foundation for YLF. Our professional foundation.

MADELINE YOUNG: I have a question. Are they going to like, campers.

APRIL YOUNG: Delegates maybe.

MADELINE YOUNG: Students.

APRIL YOUNG: Either way.

MADELINE YOUNG: Are students going to like get the form and maybe like see if they have family members?

APRIL YOUNG: Kind of like the Partners form?

MADELINE YOUNG: No. I'm talking about like y'all going to send it to ULL and then ULL is going to give to the students to give to their parents, or whatever, for to see if they have kids that with special needs that want to go to our camp?

LILLIAN DEJEAN: That would be an option. I don't think we've gotten that far yet where we figured out how we're going to advertise. I think the idea is that like we'll definitely utilize some of our funders like the DD Council has like some connections. And LRS and DOE has connections. But that would definitely be an option. So definitely open to suggestions like that. Thank you, Maddie. Hey, Jill.

JILL HANO: Amy, will y'all mail this to me because my printer is like-- I printed a copy, and I can't hardly read it.

AMY DEAVILLE: Okay. Yeah. We'll mail it to you.

JILL HANO: Okay. Thank you.

AMY DEAVILLE: Sure.

LILLIAN DEJEAN: Does anyone have any input on this program overview?

NICOLE FLORES: I like it. It pulls from like the YLF national model that we have to put all the information in.

APRIL YOUNG: I like the way it's worded too. We were using big words earlier and she didn't understand the big words. Like acronyms too.

LILLIAN DEJEAN: Acronyms are a beast.

APRIL YOUNG: So like do you understand this?

MADELINE YOUNG: Obviously.

APRIL YOUNG: Maybe you want to make sure it's family friendly, student friendly. So when you read it, you understand what they're asking, correct. What they telling you about the overview of what this program is going to be about.

MADELINE YOUNG: I would change delegate because some people don't-- I would change delegates because--

APRIL YOUNG: Give us an example why you want to change delegate.

MADELINE YOUNG: Because some might not know what that word is.

LILLIAN DEJEAN: Okay. So what I'm going to do, because that's a term being pulled from the National Association of Youth Leadership Forum so I'm going to make sure there's no requirements that we use that word. But otherwise I don't see why we can't change it. Campers is a suggestion.

SPEAKER: Yeah.

NICOLE DEJEAN: I noticed in some of the documents every state calls their campers something different. And I think it coincides with whatever their focus is. So some of them refer to it as students. Like the one that had the focus more on like academic professional, personal development they were referred to as students. Whereas like some of the ones that are more focused on legislation refer to them as delegates. And then they had another one almost like a hybrid, they were student delegates.

MADELINE YOUNG: That makes sense.



NICOLE DEJEAN: Yeah. That's why it's so important for us to be really tight with that mission and the objectives. Like what do we want people to take. Cause you kind of assume that identity when you're there. You know, who am I and what am I here to learn, to take away from this. So if I'm a delegate, that feels more like legislative advocacy kind of, you know. Verses a student, I'm there as a different type of learner. I don't know.

BAMBI POLOTZOLA: I think if you look at some of the other programs that develop high school leaders, you know, like Boys State or Girls State and that type of thing, I think they are like delegates. Like it's some type of like it's a more formal word. And it's more about, I don't know, like it kind of raises that bar of the importance. And I think that might be something to consider when we think about this because these are a group of leaders. We want them to have the same respect as somebody going to Boys State or Girls State, or whatever. I mean, that's a decision to make, but just a consideration.

APRIL YOUNG: Or student delegates.

NICOLE FLORES: Or youth leaders.

APRIL YOUNG: A punch. Like get their attention. I want to do this.

NICOLE DEJEAN: And it's something that would separate them from their typical school, their role in a typical school setting. Whereas okay, I'm a student. But the leadership element I think is huge cause that's really what this is about. It's growing that leader within them. In their personal life and in their community.

LILLIAN DEJEAN: I think Maddie has a good point of like delegates is not a common term. That's why we need people like you on the committee to keep us on track whenever we use too many fancy words that we really don't need to be using for something like YLF. So I am almost a bit partial to leaders just because it encompasses everything. Jill, I see your hand raised. I'm going to finish my thought and hand the mike over to you. But I'm partial to leaders just because, you know, disability is normally something viewed upon as a negative. But in order to separate these individuals

from their peers, it's a positive thing. You know, you're a leader compared to your peers. Not that your peers suck or anything. But you know what I'm trying to say. I know you're horrified. I'm terrible at words today. But I don't know what y'all's thoughts are. So Jill. Sorry, Jill.

JILL HANO: Okay. I had a question and then I had a comment to the whole delegates convo. What if we wrote attendees then in parenthesis often called delegates.

LILLIAN DEJEAN: Is the question like what the different youth leadership is called?

JILL HANO: No. Like instead of-- okay. Sorry. My bad. So who, as of right now, who are our funders? DDC.

LILLIAN DEJEAN: DDC is our only for certain one.

JILL HANO: Okay. But we're giving this overview to LRS and DOE, correct?

LILLIAN DEJEAN: Correct. Correct.

JILL HANO: Okay.

NICOLE DEJEAN: We just have to really narrow down what the focus is and that's going to come up with our label, our term for-- what does Partners refer to theirs?

SPEAKER: Partners.

LILLIAN DEJEAN: Yeah.

BAMBI POLOTZOLA: Youth Leadership Forum. So I think it's youth leaders. That's who they are. It's a quorum of youth leaders.

LILLIAN DEJEAN: Do you agree with that, Harlin, youth leaders?

HARLIN COSER: Youth leaders.

APRIL YOUNG: In fact, there's something in her high school that they were asking for youth leaders for another, what was the program she was trying to get folks to go, they call themselves youth leaders too.

NICOLE FLORES: Yeah. There is a Louisiana Youth Seminar that's held in Baton Rouge. It's Louisiana Youth. It's a weeklong leadership camp. It's for general leadership.

MADELINE YOUNG: What about youth advocate?

AMY DEAVILLE: Is that camp also for kids with developmental disabilities?

APRIL YOUNG: I don't know. We didn't apply for it. But it was all kids from high school. Fifteen on up for high school.

NICOLE DEJEAN: I mean, I don't think we can go wrong any kind of way.

LILLIAN DEJEAN: What's everyone's favorite?

JILL HANO: I like youth leader. Cause, I mean, I know what y'all said, but Bambi's idea I thought was profound.

BAMBI POLOTZOLA: That doesn't happen often.

JILL HANO: Bambi always has the best ideas.

BAMBI POLOTZOLA: I steel them from Lillian.

LILLIAN DEJEAN: Hey, that's implying that I'm actually intelligent. Vivienne and Chaney, what do you guys think about leaders?

VIVIENNE WEBB: I like it.

LILLIAN DEJEAN: Okay. Chaney gives a thumbs up. Maddie, what do you think about leaders verses student leaders?

MADÉLINE YOUNG: Don't matter to me. It's just whatever.

APRIL YOUNG: You think delegates is overwhelming, the word?

MADÉLINE YOUNG: I think it's like too big of a word.

APRIL YOUNG: Like a teenager wouldn't understand the word delegate?

MADÉLINE YOUNG: No.

APRIL YOUNG: What do you think, leaders?

MADÉLINE YOUNG: They would understand that more than delegates.

LILLIAN DEJEAN: Okay.

HARLIN COSER: Also, if I can interject real quick. I think using a term like leaders or youth leaders, I think that could also be confidence building for the participants as well as helping them with their own self-image in a sense. You know, they start thinking of themselves as leaders or youth leaders, you know.

APRIL YOUNG: Okay. This is what they call that other program we were talking about. Louisiana Youth Challenge Program.

SPEAKER: Oh, YCP.

SPEAKER: Yeah. That's what it was.

LILLIAN DEJEAN: Does anyone want to make a motion to change delegates in the program overview to leaders and then we'll move forward with the term leaders for our--

MADELINE YOUNG: Can I say something real quick?

LILLIAN DEJEAN: Yeah. Go for it.

MADELINE YOUNG: When y'all do the staff applications, add counselors because--

APRIL YOUNG: You think they should change that to staff to counselors?

MADELINE YOUNG: I mean, like, you know, staff and counselor are kind of like the same thing. But like I'm thinking about like, for example, Mr. Ray--

APRIL YOUNG: The counselor.

MADELINE YOUNG: No. He's the director of the thing. Like the main staff.

APRIL YOUNG: Okay. That's going to be teaching and caring. Like speakers and stuff is what she's kind of referring to. I'm going to say nurses. The students that are at UL that's going to help them.

SPEAKER: The mentors.

MADELINE YOUNG: Be staff and then whoever's like going to like take care of them in their bunks or whatever, should be counselors.

APRIL YOUNG: That's a recommendation that you think they should call them.

MADELINE YOUNG: Yes.

BAMBI POLOTZOLA: Can you just go back to the name of what the participants are. Like I don't even think we should have students. It's youth leadership forum. It is a forum of youth leaders. So you're not using multiple--

SPEAKER: Yeah. Same thing used throughout the whole thing.

BAMBI POLOTZOLA: I just don't think student, like I feel like that's adding another word that doesn't have to be there. Just leaders or.

JILL HANO: I like the youth leaders. And my word of the day is profound. Because I think what Bambi said when Bambi first said youth leaders, I thought it was so profound. I think what Mr. Harlin said about building confidence, I think building self-esteem. I think that was very profound too. So I just was

thinking the more we talk about this the more I like youth leaders. And what you always want to avoid is being redundant. I mean, obviously, youth leaders is not redundant at all. So I really am for this youth leaders title.

LILLIAN DEJEAN: Thanks, Jill. I also really like Maddie's suggestion of using the word counselor just because the more that I think about it like coming from a medically involved prospective we normally think of nurses and support workers as staff. And so that's what we're trying to avoid with the YLF is over medicalizing our leaders, right. Or, you know, focusing too much on disability while also, you know, acknowledging its beauty and it's important. So maybe counselors gives it more of like a camp type tone. A more laid back, we're all friends here, sort of vibe.

NICOLE DEJEAN: I think there's some value in the individuals that may be working the camp or the forum, the individuals with disabilities that come and work, I think those individuals need to be identified potentially as mentors. Because there's homage that we pay with that title for the adults or the older individuals that come in and fill that role.

SPEAKER: I think that's a better title.

LILLIAN DEJEAN: I like the trio of youth leader, counselor, mentor. Sorry. I cut you off.

HARLIN COSER: No. That was good.

BAMBI POLOTZOLA: So mentors would be older self-advocates. And counselors would just be other staff.

APRIL YOUNG: Like nurses or like just....

LILLIAN DEJEAN: You know what Steven Nguyen would call them. The ables.

CHANEY GUILDRY: The difference between the counselors and the mentors.

LILLIAN DEJEAN: The mentors would be older self-advocates. Counselors would be your ables as Steven would call them.

CHANEY GUILDRY: Or what would be like the duty of the mentor? Would they be doing the same thing as the counselors?

LILLIAN DEJEAN: For instance, I know I always reference Oklahoma, but for them they have your alumni verses your staff. So your alumni is people who have

been to YLF. Delegates would be our leaders. But they take on more of like, I would hate to say paternal role, but a more nurturing role. Verses a more supportive role. Like a black and white kind of nit-picky role where it's like of your counselors or staff. So they kind of guide them through the whole growth process. Verses support of I'm going to push a wheelchair. I'm going to make the meals.

NICOLE FLORES: More peer-to-peer support than just oh, you need an accommodation that they're going to provide.

LILLIAN DEJEAN: Exactly. Thank you for putting that into nicer words. Chaney.

CHANEY GUILDRY: Cause I was just thinking if they were all doing the same thing, they should all have the same title. That's what I was just trying to define what the idea of the mentor was going to be.

LILLIAN DEJEAN: I think-- I know segregation is a strong word, but I think the segregation between mentors and counselors at first glance may seem not so great because we're distinguishing between able bodied and disabled. But like we said earlier, it's almost in the context of YLF, it could be a term of honor, right. You're an older self-advocate who's been there, who's walked that path, who can provide that peer-to-peer support that can't be provided by your able-bodied individuals. Just to put it bluntly. Cause the whole culture of YLF is that disability isn't a negative. And it's okay to be different. And it's okay to not function like everyone else because there's no beauty in that. So at first glance I think it may sound like oh, gosh we're separating it too. But it could be a positive thing.

NICOLE DEJEAN: And I think there's that whole core, it seems like nationally, that there's that promotion of disability culture.

LILLIAN DEJEAN: Absolutely.

NICOLE DEJEAN: And to be super specific the national organization has standards about the breakdown, the percentage of like guest speakers who have to be someone with a disability. Yeah.

SPEAKER: My next question. Guests speakers, could they be called mentors?

NICOLE DEJEAN: I think it's mandatory that all are individuals with disabilities, self-advocates. And then I think the staff or the people that are working at the camp there is a required percentage of individuals with disabilities as well.

APRIL YOUNG: And that's also good for data.

LILLIAN DEJEAN: Yeah.

MADELINE YOUNG: Okay. Can I say something?

LILLIAN DEJEAN: Yeah.

MADELINE YOUNG: So the staff, like the nurses, the doctors are going to be called staff. The counselors are going to be called counselors. And the mentors are like guest speakers, I guess?

LILLIAN DEJEAN: The mentors would be your-- so I think your nurses and your doctors, I don't know if we'll need doctors, but your nurses could probably also be counselors. Counselors that are able bodied, but mentors will be your older self-advocates who are there serving as staff. I think the discussion is that the usage of the term mentors for your specifically disabled staff would be a term of honor. Like not your elder, but you know how sometimes you have your church elders. You know, that's a term of honor. Be like a YLF version of that without super old people.

SPEAKER: Or really old people.

LILLIAN DEJEAN: So is everyone comfortable with the idea of having that like trio of names? Youth leaders, counselors, mentors?

AMY DEAVILLE: I think Jill has her hand raised.

LILLIAN DEJEAN: Oh, thank you. Jill.

JILL HANO: But then I forgot to say this, but then like you're going to have a counselor and then you're going to have a literal nurse. So a counselor would be a counselor and I don't think you could refer, like I think you would have to differentiate more between a counselor and nursing staff.

SPEAKER: Could we just call the nurses, nurses?

JILL HANO: Genius.

LILLIAN DEJEAN: I mean, like.

APRIL YOUNG: I think you're not going to have a lot of nurses per say. Cause if it's only for three days, 15 delegates, they're not going to want, they're not going to have a 24-hour need.

SPEAKER: If we even need nurses.

APRIL YOUNG: If we even need nurses. And if those counselors, cause nursing students can also be called counselors and provide the services to the staffers or youth leaders. You know, like if they need medications or the medical needs, catheterizations, you know, they could be called that too. And then it's if we're able to get, I say a nurse but, nurses. Cause they probably all need hours. Like CE hours or things like that they can use that for it.

MADELINE YOUNG: I mean, like as a person that went to camp, I just feel like nurse just feels like--.

APRIL YOUNG: They might have one nurse. So like the nurses may be called nurse.

MADELINE YOUNG: I know. But like it just makes me feel like it's taking away of them having fun.

APRIL YOUNG: No. Not really.

LILLIAN DEJEAN: I can see that though. Cause you're, so like you're not going to be a normal life with your nurse following you around.

MADELINE YOUNG: Right.

LILLIAN DEJEAN: And it may be a thing where we have nurses and they're called Nurse Katie. We don't necessarily have to medicalize our medical staff. And that could be up to the delegates too or the nurses.

APRIL YOUNG: So you feel comfortable calling nurses like nurses.

NICOLE DEJEAN: And we do need to be able to identify those people because their role is going to be different. We need to be able to readily identify them.

APRIL YOUNG: Ms. Nicole or.

NICOLE FLORES: And we might not have a nurse at every YLF, but you'll always have a youth leader. And you'll always have people that are mentors there.

APRIL YOUNG: That's what we're talking about.

HARLIN COSER: Nurse counselors, you know, I mean.

LILLIAN DEJEAN: Yeah.

APRIL YOUNG: So you feel like safer just because of...

MADELINE YOUNG: Yeah. Just feels like they're going to think it's like more of like at home.

APRIL YOUNG: Like a natural support.



MADELINE YOUNG: Right.

LILLIAN DEJEAN: And I think too whereas we may call them nurses, technically we're all discussing this with funders or amongst ourselves for practicality purposes, maybe we're actually at YLF and, like I said, they're called Ms. Katie. And everyone knows Ms. Katie is the nurse.

APRIL YOUNG: For the youth leaders it would be a safe-haven to call them a nurse. And then we can address them as--

SPEAKER: Whatever.

APRIL YOUNG: Kind of like how you feel.

SPEAKER: Yeah.

LILLIAN DEJEAN: I think we have a good set of terms here that we all seem pretty comfortable with. Correct me if I'm wrong. Are there any other comments about the program overview?

HARLIN COSER: I thought it was good.

APRIL YOUNG: This might be a (inaudible) question, but like what days are y'all shooting for? Like a Wednesday, Thursday, Friday. Monday, Tuesday, Wednesday. Thursday, Friday, Saturday. Like the days of the week.

MADELINE YOUNG: What days will the camp be held?

LILLIAN DEJEAN: Yeah. I think that would be decided at our next meeting where we'll discuss dates more specifically.

NICOLE DEJEAN: Was that something that UL had any preferences?

AMY DEAVILLE: They have multiple camps running at a time. So they have a large capacity. Just have to get our dates in.

LILLIAN DEJEAN: You remember all the important things.

NICOLE DEJEAN: Not camps that are utilizing the UL Life space?

AMY DEAVILLE: No. Like orientations. There are other groups on the campus have camps.

LILLIAN DEJEAN: All right. So Harlin says the program overview looks good. Pretty sure that's a blind people pun, but we'll just choose not to acknowledge that. Any other comments before we move forward and maybe approve it with the verbiage

adjustments?

SPEAKER: When are you going to Oklahoma?

NICOLE DEJEAN: Two weeks.

MADELINE YOUNG: By yourself?

LILLIAN DEJEAN: With mom. We come as a duo just like you and your mom. You get it.

MADELINE YOUNG: Yes.

LILLIAN DEJEAN: Disabled people problems.

MADELINE YOUNG: She drove us to Ms. USA, and it was ten hours. And sometimes brother and father.

LILLIAN DEJEAN: All right. So does anyone want to make a motion to approve this with the new verbiage for the leaders, mentors and counselors?

BAMBI POLOTZOLA: I make a motion.

NICOLE FLORES: I will second for the program overview to be approved with those changes.

SPEAKER: It's okay. You're learning.

SPEAKER: It's a learning process.

LILLIAN DEJEAN: I'm still learning today, Maddie, about the DD Council.

SPEAKER: I am too.

LILLIAN DEJEAN: Do we have any objections or abstentions to the motion? Hearing none, the motion carries. So the last thing that we have on our agenda is revising our mission statement. We had originally created this mission statement at our first meeting in July of last year, I want to say. Two things. I think it needs--

AMY DEAVILLE: I'll pull it up.

LILLIAN DEJEAN: Yes. Yes. So two things about this is one, we need, we actually very much need to remove the word developmental because according to the National Association for Youth Leadership Forum one of the rules is, for us it would be leaders, leaders with all different types of disabilities. Not just developmental disabilities. But also, I think it would probably be good just to streamline and clarify it because it's a very long run-on sentence. So, yes.

MADELINE YOUNG: I have two more words.

LILLIAN DEJEAN: What are your words?

MADELINE YOUNG: Immerse and demographic.

LILLIAN DEJEAN: Demographic would be like your type of person. Like demographic of disability would

be like you have two leaders with cerebral palsy, a leader with spina bifida. And then more immerse would be like your within.

SPEAKER: Your what?

LILLIAN DEJEAN: Like your within. So like if you're immersed within a youth leadership forum you are like in.

APRIL YOUNG: Being part of a team.

LILLIAN DEJEAN: Yeah.

APRIL YOUNG: And demographics is the identification like address, phone number and category.

MADELINE YOUNG: Got ya.

LILLIAN DEJEAN: So mission statement.

NICOLE FLORES: Can you read it right now. What it is now and what we need to...

AMY DEAVILLE: Right. So the current mission statement says 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.

LILLIAN DEJEAN: How about here's a suggestion, to create a youth leadership forum that will teach personal and systems advocacy skills, empower young people with disabilities, and promote networking with other self-advocates so they may become future leaders.

SPEAKER: I like that.

NICOLE FLORES: I'm going to have to hear it again.

BAMBI POLOTZOLA: I don't think we need to have to create a. I think it just needs to be youth leadership forum will teach.

NICOLE FLORES: Yeah.

BAMBI POLOTZOLA: At the end I think we should take out so that they may become feature leaders. They are leaders. Take that out.

NICOLE FLORES: A period after self-advocates. Yeah.

NICOLE DEJEAN: Do we want to include, and this is adding to it, but do we want to include anything about this being embedded in like that disability culture? Because that's such a huge, that's the setting, but I know that we don't necessarily have to have the setting or whatever in the mission statement. But do we want

to say anything because we want to make sure that we promote, and it could be lengthening it and adding unnecessary information, but I feel like that is so powerful.

LILLIAN DEJEAN: So what about the last bit saying and promote disability culture through networking with other self-advocates.

NICOLE DEJEAN: And I don't know if it's necessary. I'm just throwing it out there.

SPEAKER: I think it's an important point.

APRIL YOUNG: And it may be necessary cause like we talked about earlier there are other youth leaderships going on. And that will give us that initiative that, you know, this is for people with disabilities.

NICOLE DEJEAN: I agree. It differentiates us.

APRIL YOUNG: The stuff I was reading a while ago it says the same, youth leadership forum. And it doesn't say anything about-- I think if we put that word in there some kind of way, then they can identify.

NICOLE DEJEAN: Makes sense.

LILLIAN DEJEAN: This is me being nit-picky, but I think it may be good to have the last bit be empower young people with disabilities. So it would read the Louisiana Youth Leadership Forum will teach personal and systems advocacy skills, promote disability culture through networking with other self-advocates and empower young people with disabilities. So we have that at the end.

NICOLE FLORES: Yeah. Cause it's important we have the disability.

APRIL YOUNG: The word somewhere in there. In case someone that does not have a disability may pick it up, fill it out, have hopes of becoming it. Oops.

BAMBI POLOTZOLA: That's the right progression, I think.

SPEAKER: I don't know about y'all but.

BAMBI POLOTZOLA: It looks good.

APRIL YOUNG: That was quick.

BAMBI POLOTZOLA: I have been in this type of situation, and it did not go this quick at all.

LILLIAN DEJEAN: All right. If everyone's comfortable with this, can someone make a motion to approve?

BAMBI POLOTZOLA: What do our people online think?

LILLIAN DEJEAN: Yeah. Chaney, Vivienne, Jill. Thoughts? Thumbs up?

LILLIAN DEJEAN: Hey, Jill. Thumbs up from Jill. Cool. This thumbs up system works really well. Okay. And we need a motion, y'all. I don't think I can make one as chair.

MADELINE YOUNG: Hold on.

LILLIAN DEJEAN: Okay.

MADELINE YOUNG: Okay. I'll make a motion.

LILLIAN DEJEAN: Okay. So Maddie makes the motion, and we need a second to that motion.

NICOLE DEJEAN: I second.

LILLIAN DEJEAN: Okay. Mom seconds it. Any objections or abstentions? Seeing none, the motion passes. Are you guys comfortable adding this mission statement to the program overview just as like this is our mission statement?

BAMBI POLOTZOLA: Yeah.

APRIL YOUNG: Are y'all going to email a copy of the things that are changed, right?

LILLIAN DEJEAN: We can, yeah. Okay. So we've literally made it through our entire agenda with like 30 minutes to spare. So we have three options. We can either adjourn early, we can have a party, or we could do the set date for July meeting and have that discussion about legislative session, end of school and all that.

MADELINE YOUNG: I say let's have a party.

LILLIAN DEJEAN: What party supplies does the DD Council have?

SPEAKER: Snacks are the most important part of the party.

SPEAKER: Triscuits.

SPEAKER: No snacks. Okay.

AMY DEAVILLE: There might be some water. It's not even cold.

LILLIAN DEJEAN: Come on. So you guys were going to host the YLF committee with no party supplies. So do you guys want to adjourn early or discuss the July-- not July, like date stuff?

NICOLE FLORES: Dates for the next meeting or dates for YLF?

LILLIAN DEJEAN: For forum and discuss like legislative session.

SPEAKER: Have a mock session.

NICOLE FLORES: Or would we have to talk to UL and figure out dates available from them first?

NICOLE DEJEAN: Yeah. And maybe we could like come up with a couple of dates verses one just targeted date. And then when you guys meet with them then they can say hey, yeah. Like that's available.

SPEAKER: So dates for next year.

SPEAKER: For the YLF.

SPEAKER: I thought we were going to do a July YLF meeting, no?

LILLIAN DEJEAN: When does session end again, Bambi?

BAMBI POLOTZOLA: Next year, June 8th.

LILLIAN DEJEAN: So do we want to do it during or after session is what we need to figure out.

AMY DEAVILLE: So some pros for doing it after session would be certainly less people at the capitol. So more available space. We might be able to get some legislators who would come out and meet and engage. And they would potentially have more time to do that than during session. And you might also get staff as profound as Bambi. So those are some pros for having it after session. Over having it during session is being able to see the actual legislative process at work.

LILLIAN DEJEAN: Jill, I see you have your hand raised. Sorry.

JILL HANO: Another pro for having it after session is you wouldn't A, we as a committee, wouldn't be rushing around rushing to pick the perfect date like schools ending. Cause there may not be much wiggle room between session ending, and schools ending, and session ending. So it would feel less rushed. And then I know like the way I was raised like it was better for us and my parents not to like get out of school one week and then the next week like be at a camp. And our camps weren't even overnight. And then B, my other question is could like the Office of Disability Affairs have like set a day where like on a capitol day if it's not in session could like we have

an in-depth like presentation by the Office of Disability Affairs?

LILLIAN DEJEAN: That's up to boss lady.

BAMBI POLOTZOLA: I don't know what in-depth presentation.

LILLIAN DEJEAN: Like on session, or office, or?

JILL HANO: Like I don't know, y'all.

BAMBI POLOTZOLA: I think I am prohibited from being a presenter because I'm not a person with a disability.

LILLIAN DEJEAN: That's a good point.

BAMBI POLOTZOLA: So Lillian, it's on you.

LILLIAN DEJEAN: I've done a lot of work for this YLF.

APRIL YOUNG: I nominate you.

LILLIAN DEJEAN: No. You can't make any motions. Thank God.

MADELINE YOUNG: But I can.

LILLIAN DEJEAN: So I think mom was next and then Chaney.

NICOLE DEJEAN: I don't know what I was going to say, but what about a legislator with a disability? Cause you just--

LILLIAN DEJEAN: We have one.

NICOLE DEJEAN: Yeah.

LILLIAN DEJEAN: Yeah. We don't want to talk about that.

NICOLE DEJEAN: Okay. So but when you get there somebody has to do something, some sort of presentation. And it has to be an individual with a disability. So that logistics, like what Jill's asking for, some sort of something. You can't just like show up and be like here we are. So is there-- that will be in the brainstorming process, I guess.

LILLIAN DEJEAN: Yeah.

JILL HANO: Yes. Actually, I'm not trying to be funny, Ms. Nicole. That's exactly what I was thinking. Some kind of something. No lie.

NICOLE DEJEAN: We're tracking. We're on the same wavelength there.

LILLIAN DEJEAN: New plan. Jill runs for office.

SPEAKER: Yes, indeed.

JILL HANO: And talk about some kind of something.

LILLIAN DEJEAN: Yes.

JILL HANO: I do that all day.

SPEAKER: What you lead in with, Jill. I'm here to talk about some kind of something.

LILLIAN DEJEAN: All right. Chaney, what were you going to say?

CHANEY GUILDRY: Actually, I think Nicole and Jill kind of covered most of my statements. I was just going to say that it would be more stressful to do it during legislative session. And even though legislative session wouldn't be going on at the time, it doesn't mean we can't encourage others to go for the next legislative session. I think that would be a good. It would be a good starting point when we're not overwhelmed at first. And they can be introduced to the process, and they can go to the next legislative session and experience what they've learned and put that in place.

APRIL YOUNG: You know what too, I bring Maddie every year. She enjoys it. If I can bring her, I bring her. For yellow shirt day, I bring her.

SPEAKER: I'll be happy to come.

APRIL YOUNG: But like legislative session is usually around Easter too. So the kids have that Easter break. So that may be something to consider.

BAMBI POLOTZOLA: So couldn't we like, I mean, I think that part of this has to be that it's not just three days and y'all go off and do great things in the world. Like there has to be follow-up. I think that has to be part of the entire what YLF is. Like you're actively engaging with those.

NICOLE DEJEAN: So it's a follow-up email or a communication hey, yellow shirt day is on. This is an opportunity for you to implement the skills that we talked about.

APRIL YOUNG: Always try to get people to go to yellow shirt days. Hey, look, like she said, we can piggyback.

HARLIN COSER: Just like with Partners in Policymaking, we have the alumni group and stuff that we communicate through Facebook and stuff like that. I think those kind of tools could be real beneficial.

NICOLE FLORES: And nationally in the handbook and



stuff they have like following up with alumni and having like reunions and internships and stuff like that.

NICOLE DEJEAN: Yeah. Cause that's who we want to come back to be the mentors. They had such a great experience. We've kept in contact with them. We've built this community outside of just this three days then it's an ongoing kind of relationship. Not like a one and done.

BAMBI POLOTZOLA: So maybe like one of the goals-- okay. So if you don't have it during session. You have it after session. Some point after session. But then one of the activities is that you come back (inaudible) reunion, but the reunion is a specific, you know, advocacy during the session. And if there's funding, like maybe there's some funding cause travel might be an issue or something like that. I don't know if LaCAN or through YLF, whatever, maybe something could be worked out.

NICOLE DEJEAN: So when we build out that whole outcomes, objectives, activities.

BAMBI POLOTZOLA: That could be an outcome.

LILLIAN DEJEAN: I mean, we can also add that later.

NICOLE DEJEAN: Yeah. Yeah.

LILLIAN DEJEAN: So what I'm hearing from the committee it that it seems like we're a bit more partial to having it after session. Okay. Seeing nods. I'm hearing, you know, voices of affirmation.

APRIL YOUNG: After or during?

BAMBI POLOTZOLA: I guess the argument's for after.

MADÉLINE YOUNG: Yeah. After. Less people.

LILLIAN DEJEAN: So would everyone be comfortable with maybe tentatively asking UL about the last two weeks of June or the first week of July of 2023? Which would be the week of June 19th, June 26th or July 3rd.

BAMBI POLOTZOLA: July.

SPEAKER: July 4th week.

LILLIAN DEJEAN: So maybe suggest the last two weeks of June.

MADÉLINE YOUNG: No.

LILLIAN DEJEAN: Okay.

MADÉLINE YOUNG: The last week of June we start to

get ready for me to prep.

APRIL YOUNG: Yeah. But that's nothing though. Didn't we talk about seeing what other camps are being offered?

NICOLE FLORES: So might need to do some research and see if there are any other camps going on.

SPEAKER: Yeah.

APRIL YOUNG: And maybe check with the ULL, I think, to make sure that, like get their dates.

LILLIAN DEJEAN: Okay.

APRIL YOUNG: What's good for them as well and then we can come back.

LILLIAN DEJEAN: Yeah. Okay.

APRIL YOUNG: Put the recommended down and see what feedback you get.

LILLIAN DEJEAN: Okay. Yeah. And then we can decide for sure at the next meeting. Cool. Anyone else have any comments, concerns, questions, thoughts?

APRIL YOUNG: Is there a time after legislative session that we can't meet? Or that's another thing if y'all meet after legislative session the legislators that are going to be there, we would have to get in touch with them too to find out if they have availability.

BAMBI POLOTZOLA: Depends who is available.

LILLIAN DEJEAN: It sounded like you had a question.

HARLIN COSER: Actually a comment. Another resource that we have in Lafayette is the Affiliated Blind of Louisiana training center. I had spoken to Ms. Blanchard over there. She works as the state events coordinator. She wasn't able to make the meeting today, but she said she would like to participate in the future. And they can assist us as a resource there. Whatever we need. But one of the things that they pointed out was that if we are in need of materials in Braille, or if we need sign language interpreters, or anything like that, they had all those resources available.

BAMBI POLOTZOLA: But they're not going to provide it for free. Can't imagine that they would do that.

HARLIN COSER: Probably the Braille.

BAMBI POLOTZOLA: The Braille, yeah.

HARLIN COSER: Probably not the interrupters.

LILLIAN DEJEAN: I wonder which agency for something like ASL interpreters, for funding for that. Just thinking out loud.

BAMBI POLOTZOLA: Check with the Commission for the Deaf. It depends on if it falls underneath their purview of like something they provide. And potentially since it's advocacy, it may. Typically they don't provide interpreters.

APRIL YOUNG: The school too. Like through PT OT and speech therapy. I don't know, maybe they have something there.

BAMBI POLOTZOLA: I would just say with interpreters is what I've learned is that you don't get that for free because you have to have quality. And quality is very important. That's just they have to get paid. It's not something you can go and say can we get this for free. Like that's their jobs. But you may be able to get funding through the Commission for the Deaf. They might, if it falls underneath the purview of something that they're supposed to do.

LILLIAN DEJEAN: Funding from like LRS or DOE.

BAMBI POLOTZOLA: That's true too.

LILLIAN DEJEAN: If we secure that funding. And depending on their constraints. So I'll send in that program overview to DOE and LRS and start that conversation with them. And try to figure out constraints and stuff. I think we've made a lot of headway today. Hey, Jill.

JILL HANO: Okay. I did have one question. I'm sorry, y'all. Did we for sure decide that all the speakers are going to be self-advocates?

NICOLE FLORES: It's a requirement.

JILL HANO: Oh, okay. My bad. And I read the handbook.

LILLIAN DEJEAN: So it seems like we finished our agenda 13 minutes early. Which is probably a record for the DD Council, right. So do we have any public comments?

APRIL YOUNG: The next meeting for this.

LILLIAN DEJEAN: Next meeting will be in July, I believe, a week before full council meetings, tentatively.

BAMBI POLOTZOLA: Eleventh or the 15th?

SPEAKER: Oh, wait. The second week in July.

BAMBI POLOTZOLA: It will be on Zoom the week before the DD Council meeting. July 11th through the 15th.

JILL HANO: Where are we for how we're going to conduct the council meeting?

AMY DEAVILLE: For right now we're just proceeding how we did last time.

JILL HANO: Perfect.

LILLIAN DEJEAN: All right.

SPEAKER: Like a Doodle Poll?

AMY DEAVILLE: Yeah. To find the best date.

LILLIAN DEJEAN: Is there anything else before we make a motion to adjourn? All right. Before we adjourn, I do want to say this, after we adjourn, I think we should all take a selfie. I'll stand in the front of the room so we can get everyone virtually. So just don't leave the meeting. I can make these executive decisions as chair.

NICOLE FLORES: The power has gone to her head.

LILLIAN DEJEAN: Yes. So does anyone want to make that motion to adjourn for us?

JILL HANO: No. Cause I don't want to take a picture.

BAMBI POLOTZOLA: I make a motion.

LILLIAN DEJEAN: Thank you. We need a second.

HARLIN COSER: I'll second.

LILLIAN DEJEAN: Thank you. Objections or abstentions? All right. Hearing none, not even Jill, the motion passes.